

Northmead Creative and Performing Arts High School

Annual Report



2016



8229

Introduction

The Annual Report for 2016 is provided to the community of Northmead Creative and Performing Arts High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Ms Narelle Vazquez

Principal

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Message from the Principal

Northmead Creative and Performing Arts High school meets the diverse learning needs of all our students. As a centre of excellence in the creative and performing arts our school's success is underpinned by our three strategic elements that promote quality teaching and learning programs. This is complemented by a myriad of specially designed programs that focus on developing academic, creative and performing arts incorporating the 21st century skills of collaboration, creativity, innovation and critical thinking. Our commitment to student achievement across all areas is our greatest strength and is the reason for ongoing high enrolments.

Northmead Creative and Performing Arts High School is proudly multicultural and offers students a broad curriculum enabling all students to experience success in learning without fear of exclusion or discrimination. A good education is built upon positive relationships with high quality teachers in a positive school climate, with parental and community support. This enables students to focus on their learning and to achieve. This is evidenced by outstanding performances in the 2015 HSC results from our many high achievers.

Some of the key initiatives of 2016 include:

– all staff participated in the project based learning (PBL) program to support the implementation of the Australian curriculum and the development of 21st century learning skills. – all staff have completed learning in differentiating the curriculum to ensure that all students have access to personalised learning– professional learning teams enabled staff to immerse themselves in professional learning in specific areas. These teams were highly successful and promoted the learning culture within the school. – student leadership is a particularly strong program encompassing prefects, senior leadership team, social justice group, peer support and the multicultural committee (MCC).

I certify that the information provided in this report is the result of a rigorous school self-assessment and review process undertaken with staff, parents, and students and provides a balanced account of the school's achievements and areas for development.

Ms Narelle VazquezPrincipal

School background

School vision statement

Northmead Creative and Performing Arts High School develops outstanding 21st Century learners who excel not only in Literacy and Numeracy but in creativity, critical thinking, innovation and collaboration.

1. 95% of students plan tertiary education after leaving school and 40% of students seek university entry.
2. Improvement in average growth and value added data to state average
3. 20% of all students achieve Band 5 plus in external examinations
4. 90% of students achieving benchmark standards in ACARA/BOS capabilities
5. All students demonstrate growth in the 21st Century skills of creative and critical thinking, innovation and collaboration

School context

Northmead Creative and Performing Arts High School (enrolment 1050 students) focuses on and has a proven record of success in the creative and performing arts, academic, vocational and sporting areas.

The school has a committed, dynamic teaching, administrative and executive staff with a range of experience. Support for the school is strong in the local community. The school values of Respect, Responsibility, Commitment, Community and Tolerance underpin all programs and practices within the school. The school has developed the Principles of Effective Teaching which underpins all teaching practice at Northmead CAPA High School. Northmead CAPA High School teachers are passionate about teaching and embody the schools values. Our teachers strives to improve both their professional knowledge and their practice through their personal attributes, skills and knowledge, to advance a sense of community and tolerance in all members of the school community to achieve excellence in learning. The needs of our learners are met through a broad academic curriculum, strong vocational programs and targeted quality Creative and Performing Arts programs in Visual Arts, Dance, Drama and Music . School programs are complemented by a wide range of extra-curricular programs. There is a strong focus on collaboration, critical thinking, creativity and innovation, both in teaching and learning. Leadership is actively developed for the teaching staff through targeted high quality professional learning and leadership pathways. Student leadership is developed in sport, creative and performing arts, multiculturalism, school service and the community.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

1. Learning –we are sustaining and growing

Northmead CAPA prides itself on its inclusive learning culture. Project Based Learning(PBL) is a school focus which enhances the development of future based skills for university and work. Students are given the opportunity to think critically, be creative and innovative which is accompanied by the ability to collaborate and communicate effectively. Project Based Learning immerses students in relevant learning experiences and real life application of learning. It enables the community to be involved which is evident in the Year 10 PBL.Teaching programs are being audited and revised with a view to embedding PBL. New assessment approaches are being investigated and developed to better meet the needs of students and reporting to parents now includes PBL outcomes. this is a work in progress , new report formats for PBL is being investigated for development in 2017.Students have many extracurricular activities made available to them, these include: Wakakirri, Ensembles and Company in Music, Dance, Drama, and Visula Arts,

homework clubs, NSW State Ensembles and many external competitions and performances. Classrooms are positive places for students which evidenced in the TTFM surveys and by the excellent student attendance records, although there is room for improvement in Year 9 and 10. The school offers an array of programs for students to engage students in the appropriate level of learning— gifted and Talented, English As a Second Language, creative and performing arts, welfare eg Young Blokes program, leadership. Many of these programs are delivered in conjunction with outside providers. The school prides itself on a broad range of subjects that provide a multiple pathways for students for a variety of postschool destinations.

Student Wellbeing is an important aspect of school life. There is a range of policies, programs, processes and initiatives to support the student's wellbeing. Many of these are supported by external agencies and community support groups and require students to contribute to the school, the local and global community eg Maxpotential (local) and World Vision (global), Constitution Hill retirement village (local) Hills Special School (local) Social Justice group (school), SRC (school) Multicultural group MCC (school). The school is working towards broadening these initiatives and increasing the number of students involved. Student success and contributions are acknowledged through the newsletter, Facebook, the website, school app, assemblies and public presentations.

The school promotes both curricular and extracurricular activities which support student development and citizenship : Red Cross, Parramatta Mission, White Ribbon, School based initiatives include: primary transition programs, primary link programs, instrumental and vocal tutoring, various performance companies, provision of vocational education opportunities, careers program, transition to university, transition to work initiatives which support the specific needs of students. Quality teaching is at the heart of the school and we continue to strive towards improving evidenced based practices in curriculum and learning which has also been a focus of our Professional Learning Teams in 2016 eg Using data in the classroom, Creativity and critical thinking, Literacy and Numeracy implementation.

Assessment and Reporting continues to be a focus for future learning. The school this year has engaged in professional Learning on formative and summative assessment, analysed programs to identify assessments in the programs and has sought to streamline the management of assessment. The use of data to inform student learning and teaching needs a more systematic approach across KLAs. Students are asked to reflect on their learning at semester end reporting periods and some students use this to develop learning goals for the next semester. The Year 12 Mentoring program formalises this approach with key reflection times and mentoring sessions, developing and refining learning goals and tracking individual student growth. Parents receive information about their child's learning through reports and parent teacher interviews.

The school has valued added student performance of 43.2 for Year 7–9 that has remained constant for the last four years

Northmead CAPA has a value added index of 43.2. This indicates the growth being achieved by students from the Year 9 NAPLAN tests in numeracy and reading to the scaled HSC score per unit.

The results from six areas of the school are above State average—English extension 1 & 2, Dance, Drama, Physics, and Industrial Technology. Students who studied performed on average above the mean for all schools.

In total the school achieved 24 Band 6 and 128 Band 5. In addition there were excellent results in Extension courses: English 1 & 2, Physics, Dance drama, and Industrial Technology. Charlotte De Reland received an All rounder Award (6 Band 6). There were a number of excellent individual performances. In addition 6 Drama students were invited to nominate for Encore and five Dance students were nominated for "Callback" with one student being invited for two performances. One Visual Arts student, Carmen Gago Schieb had her major work selected for Art Express. The Dance students were: Allanah Gatt, Amelia Luzon, Svetlana Trofimova, Hennifer Ghardili, and Joel Wakefield. The Drama students were Jennifer Ghardili: nominated for individual and group performance, Ember Wilson, Carmen Gago Schieb., Tyler Grayling, Rachel Lee, Jessica Morrison and Ethan Vallejo–Meijer. 55 students received at least one Band 5 or higher in at least one subject.

As part of the annual evaluation procedures, faculty leaders closely analyse HSC course results and make recommendations for action for improved results. Their recommendations include in:

TAS – teachers will: raise expectations for quality student work and change the culture of work ethic in TAS subjects in Stages 4 and 5.

Mathematics– teachers will: develop differentiated approaches to meet the specific needs of students in areas where students had performed poorly

English– teachers will: focus on developing explicitly creative writing skills through a sequenced approach to skill development from years 7–12

LOTE teachers will: utilise individualised learning strategies to develop the student skills in conversation and writing

Science teachers will: explicitly teach the skills necessary for processing information and communicating findings using scientific language and conventions; model and scaffold excellent written responses ensuring deconstruction of the requirements of the answer

CAPA– teachers will: employ a wide variety of strategies to improve student writing skills, extend students skills in aural skills (music), provide access to senior HSC markers and their feedback on performances in preparation for the HSC

PDHPE teachers will: review and refine teaching practices to improve student engagement; explicitly teach writing skills using a range of writing strategies to improve the quality of written responses.

2. Teaching

Throughout the year Science was externally reviewed and audited against BOSTES syllabus requirements. This has led to some review and development of teaching and learning programs. All classes focus on learning intention and success criteria beginning with a Drop Everything and Learn (DEAL) which facilitates a revision and preview of learning. Faculties still need to work on developing processes to use performance data to evaluate teaching practices. Feedback to improve learning is provided to students following the marking of assessment tasks and assignments. Students provide feedback to teachers and the school executive on project based learning on the completion of projects. Extensive data is collected and analysed to set directions for future learning and teaching.

External data from NAPLAN, ROSA and HSC is analysed by Head Teachers and the senior executive and the analysis is used to inform school's planning processes and key decisions. Each year Head Teachers engage in a Faculty Reflection which is a deep analysis of external and internal data, acknowledging strengths within the faculty and areas for development. The professional dialogue with executive enables executive to research, discuss and plan for the use of more extensive student data in their planning processes. formative assessment has been a focus this year and Head Teachers along with faculties are developing strategies to use more formative assessment processes to inform their teaching.

The Professional Learning structure has been a more formalised process this year. Leaders were trained on how to be good facilitators, how to conduct action research how to use and analyse data to inform the development of projects. the model development also included the reporting and analysis of research, the action research project and the development of proposals for whole school implementation. teachers select particular research groups which are led by peers who have expertise in the nominated area. this year the projects addressed such issues as Sustainability, Google classroom, Literacy in the classroom, Creativity and Critical Thinking, Student Engagement and Attendance, Innovation and

Collegial Practice in 2016 was confined to the new six teachers to the school which was based on classroom observation, professional dialogue, ENVOY and the school's *Principles of Effective Teaching*. whilst this was a limited initiative it has developed into a whole school collegial practice model for 2017. It provided opportunities for staff to observe, be observed and engage in formal professional dialogue about their teaching and opportunities to reflect on both the positive and the areas to develop.

Teacher learning and development is integral to the school's ethos. To improve student outcomes you must have informed quality teachers leading the learning in classrooms. Staff need to keep abreast of the changing educational views and digital developments in order to engage and meet the needs of students. School professional learning is aligned with the school plan and delivery is in a number of ways: whole school learning, individual learning and self identified targeted team learning.

Strategic Direction 1– Curriculum, assessment and Pedagogy

Work has continued on quality teaching and assessment through:

- Future focused learning: GoogleChrome in the classroom . This was delivered by Maria Scott and Casey Johnson through a series of workshops and subsequent weekly pop up sessions including boot camp for Year 7 students and parents.
- Literacy across the school these two extended afternoon Professional learning sessions focused on developing Literacy and Writing in all classrooms. It saw the adoption of three strategies for Writing PEEL for paragraph and short answer responses, POWER, a process for the whole planning and writing cycle and the Hamburger metaphor for extended writing
- Formative and summative assessment.
- Professional Learning teams focused on: Critical thinking, Creativity, Literacy, Data, Sustainability,

Professional learning focused on:

Strategic Direction 2 Differentiated learning

Professional learning focused on:

- Choice theory and Reality Therapy. the focus is on developing positive relationships and understanding the motivation for behaviour. It provides teachers with strategies based on intrinsic motivation enabling them to develop positive relationships and helping students to focus on responsibility and commitment in both learning and behaviour. BOSTES accredited and the course is delivered by Judy Hatswell
- ENVOY
- Writing in the middle Years
- Whole school approach to Literacy
- GAT training Delivered by Ruth Phillips this n focuses on developing driving questions, differentiating learning for all students and developing creativity , critical thinking and problem solving.
- Teaching refugees in the classroom: This course runs over a ten week period, where teachers learn about how to best teach new arrivals . the course is presented by Ms Goldstein and is a BOSTES accredited course.
- Curriculum differentiation and teaching gifted and talented students. This is the school's ongoing BOSTES accredited program: three days of workshops focusing on curriculum differentiation, underachievement, planning units of work and the presentation of an individual action research program. The course is presented by Gateways consultancy with facilitator Ruth Phillips. 99% of staff have been fully trained.

Strategic Direction 3 – Learning Culture

Our professional learning and practice focuses on:

Professional learning Teams: These teams meet regularly and are focused on research and action research projects in targeted areas such as Sustainability, Student Engagement and attendance, and other areas as mentioned in Strategic direction 1.

Early career teachers meet regularly and have undertaken an Induction program. This group meets regularly sharing in professional dialogue, learning, behaviour management strategies and problem solving. It also features a component on peer observation and feedback leading to teacher reflection practices. They are currently working towards accreditation.

The Professional Learning Framework and PDPs enables teachers to plan their individual professional learning which is aligned with school plans and directions. This enhanced process enables teachers and supervisors to reflect on goals mid term and facilitates meaningful professional dialogue on progress of goals at the end of the year supported by evidence selected by the teacher. It also provides the avenue for teachers to receive meaningful written feedback from their supervisors and assists in the development of professional learning plans for the following year.

Practices include:

Student Celebration Assemblies where each team individual students are acknowledged for their success across the key learning areas.

Technology Tuesdays where pop up sessions on using the diverse tools with Google are explored in the context of classroom delivery

Year 7 New Beginnings Program which focuses on orienting students to high school life with sessions on team building, peer support, google, helping others, Literacy and Numeracy

Drumbeats: a specialised counselling ten week program for students which focuses on delivering counselling through music Delivered by Renee Trenear.

Mid and end of year Showcase at Riverside Theatre

Google Boot camps for parents

3. We are sustaining and growing

Opportunities for **leadership** are provided to staff through involvement in the Student Wellbeing, Leadership and Learning Team, the School Executive, the Gifted and Talented Team, Professional Learning Teams and the Gifted and Talented Team. Student leadership opportunities exist in student involvement in the Student Representative Council, Multicultural Committee, Senior Prefects, Prefects, House Captains, Peer Support Leaders, Womens' Leadership Group and for the first time in 2016, the Top Blokes Program and Real Men, Real Choices program. Additionally, many staff take on additional positions of leadership in the coordination of educational and extra curricula activities based on their level of expertise and experience. The school has productive relationships with many external agencies including Lachlan Macquarie College, Max Potential (student leadership), AUSIP (student work placement), MTC Australia (transition to work programs) and Parramatta College (students at risk). Our ongoing relationships with Northmead

Uniting Church (annual art exhibition), Northmead Public School (Links Programs), The Hills Special School (student service), Rotary, Lions Club and Zonta and local businesses ensure the school maintains strong community ties. Local media consistently promote the outstanding achievements of our students.

Resources are used strategically to benefit student educational outcomes and school management systems, structures and processes continue to deliver for all school members. Resources allocations reflect student numbers, involvement and participation in different areas.

The Principles of Effective Teaching at Northmead CAPA High School embodies the school expectations, belief and aspirations for optimal student learning. An evidence based approach underpins school planning, implementation and reporting. Programs within the school are regularly evaluated with staff, students and the wider school community with recommendations leading to changes and improvements.

At Northmead CAPA HS the school leadership team actively seeks feedback from the school community for whole school improvement through:

- Survey instruments (from parents, teachers and students) regarding PBL, the school Chromebook program and the Tell Them From Me survey
- Student feedback and presentations
- External audits of teaching programs
- Parent feedback from P and C meetings

Strategic Direction 1

Curriculum, Assessment & Pedagogy

Purpose

The development and implementation of quality curriculum and assessment which is designed to meet the needs of 21st Century Learners and to maximise the learning for each student.

Overall summary of progress

Project based learning

All stage 4 and 5 students were involved in two projects this year. These projects aim to promote future focussed skills through, working collaboratively, questioning, investigating and explaining. This approach encourages students to connect, self-direct their learning, build resilience and initiative and to think critically and creatively.

In 2016 the projects were:

School Community feedback

Numerous surveys were conducted this year to gather information about the progress of PBL in the school from the perspectives of students, parents and teachers. The feedback from the school community and suggestions stemming from it are included below:

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">All students 7–10 participate in cross curricular Project Based Learning activities at least once each semesterStudents all reflect on their learning progress and set learning goals each semester.80% of parents positively review Curriculum and Assessment practiceLiteracy and Numeracy Continuums are implemented in each KLA and all programs.	<ul style="list-style-type: none">100% students in year7–10 completed cross curricular projects twice a yearStudents are encouraged to reflect on their learning formally at reporting periods. there is still work to be done in this area.67% parents positively reviewed curriculum and Assessment practice in the annual Tell Them From Me surveys(TTFM) <p>TTFM data shows static growth overall in social and institutional engagement measures. Key Highlights include:</p> <ul style="list-style-type: none">51% of students have a high rate of participation in sports;27% of students have a high rate of participation in extracurricular activities34%Girls have a high rate of participation in extracurricular activities.67%of our students have a high sense of belonging79% have positive relationships67% our students value School Outcomes91% students have positive behaviour at school59%of students had high levels of academic self conceptStudents rated effective learning time as 6.4 out of 10 which is above the NSW Govt normStudents rated rigour of learning: classroom instruction is well organised, with clear purpose, and with immediate and appropriate feedback that helps them learn as 5.9 out of ten which is above the NSW Govt norm.	\$27,900

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> All students 7–10 participate in cross curricular Project Based Learning activities at least once each semester Students all reflect on their learning progress and set learning goals each semester. 80% of parents positively review Curriculum and Assessment practice Literacy and Numeracy Continuums are implemented in each KLA and all programs. 	<ul style="list-style-type: none"> Literacy and Numeracy continuums embedded in programs is an ongoing project School attendance for each year group has improved : overall attendance is 89.8% 	

Next Steps

To assist in the implementation of strategies to further develop PBL within the school, the following actions have been put forward and circulated for comment by the executive team:

- The form 'self-reflection and peer evaluation' has been modified and trialed to ensure we capture individual input to these collaborative tasks.
- Input has been gathered from all faculties suggesting community experts who could be used to help with immersing the students in the theme and consolidating the real world relevance of the study. Some of these contacts can also be utilised for the exhibition component of student projects
- A simple template has been constructed that students can use to offer and receive warm and cold feedback from their peers to help guide the progress of their work.
- A template has been put forward to indicate what the report insert would look like and information it could reflect. Incorporating this insert would provide meaningful feedback as to student progress and acknowledge individual student input
- Students are to be given extra time to develop their projects, including time at home. Technology use should be encouraged to assist student communication eg Google classroom
- In school time, it is suggested that students are supervised by teachers of the faculties involved in the projects to ensure students receive appropriate guidance.
- Professional development needs to be considered for staff to ensure teachers are able to actively encourage student engagement and motivation and manage teacher expectations.



Strategic Direction 2

Differentiated Learning

Purpose

The development and implementation of quality differentiated personalised learning programs that give each student the opportunity to excel and achieve their personal best.

Overall summary of progress

GIFTED & TALENTED PROGRAM

Critical and creative thinking:

- To ensure all our teachers are equipped and confident in differentiating the curriculum appropriately for students, we have continued our Northmead CAPA High School GAT Certification Program. Six teachers completed the program which has three focus areas: Curriculum Differentiation, Underachievement, and Programming. Teachers also presented their action research projects as part of this certification process.
- All students in stage 4 and 5 extension classes engage in the gifted and talented program involving extension activities and assessment strategies.

Gifted and talented enrichment weeks

These weeks give students opportunities to collaboratively explore a variety of problems and situations while also attempting to find possible solutions.

The themes include:

Year 8	How is reality constructed? Does choice make a difference	Term1 Term 3
Year 7	How do you know who dunnit? Is laughter the best medicine?	Term 2 Term 4
Year 9	Cockatoo Island Site Study	Term 2–3

In meeting regularly, the GAT committee, consisting of a staff member from each faculty, allows staff to practice leadership roles in the running of these events.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Tell them From Me (TTFM) data shows improvements in intellectual engagement measures by 15% HSC results in all courses are equivalent to, or better than state average 85% of students achieve or exceed expected growth in internal and external measures	Measurement of effective student differentiation on the high skills–high challenge measure increased to 42% 41% of the Girls and 44% boys were intellectually engaged. The NSW norm for girls is 43% and 48% for Boys. 56% of the Year 7 cohort were engaged . Rigour, Relevance and Effective Learning time all increased in 2016. these measures were 5% above state average by the end of 2016. the percentage of students achieving in the Top two bands rose by 7.2% in Reading; in Numeracy in the top Band by	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Tell them From Me (TTFM) data shows improvements in intellectual engagement measures by 15%</p> <p>HSC results in all courses are equivalent to, or better than state average</p> <p>85% of students achieve or exceed expected growth in internal and external measures</p>	<p>6.2%: Measurement in the top band 8.2% and Algebra in the top band by 7%</p> <p>In 2016 HSC results in the top 2 bands (5& 6) improved 24 Band 6 and 128 Band 5.</p> <p>10 out of 36 subjects performed above state average.</p>	

Next Steps

Future Directions:

In 2017 we will

- Continue our Professional Development Program for GAT accreditation/certification
- Plan for implementation of a second stage 5, year 10 Enrichment project.
- Review year 8 enrichment programs as surveys from 2016 suggest that student prefer projects which are practical and produce a tangible experience or event. Under consideration is an ethical role play event.
- Continue to monitor student progress in the GAT program, identify students who need support and create opportunities for entry into the program.



Strategic Direction 3

Learning Culture

Purpose

The development and implementation of a learning culture which fosters leadership, innovation, creativity, critical thinking and collaboration at teacher professional level within classrooms, beyond the classroom including the wider community.

Overall summary of progress

Our learning culture is one where learning is valued at all levels in the school: Community, Staff and students. Our learning has focused on:

- Professional Learning teams : these teams met regularly and focused on Action Research projects in targeted learning areas: accreditation, accreditation at the higher levels, Data use, Creativity, Higher Order Thinking, Sustainability, digitising the Curriculum
- Induction program : this group meets weekly to give and receive feedback on classroom practice, familiarisation with DoE policies and procedures, and engage in reflective practice of classroom practice with a Head teacher mentor.
- Drum Beats program is a focus on social connection. The program runs every term for invited students. It focuses on the importance of relationships and is relevant across cultures, genders and age groups. It aims to build healthy relationships which are the building blocks of happy and productive lives.
- Showcase: these are the school's performance showcase evenings where student learning in the various CAPA faculties are celebrated at the mid year and end of year. Two hundred and fifty students take to the stage to perform the skills they have learnt and developed through their curriculum studies.
- Celebration of Success Assemblies: these are held terms 1,2,3,4. They celebrate achievement of many students in each subject for effort and participation in class and the community, and academic achievement. these celebrations have been highly valued by the school community.
- Professional Learning Opportunities: all staff are given time to develop their Professional Development Plans (PDP) to research and plan for their personal professional learning goals, guided by their supervisor. the school then makes professional learning opportunities available to staff in line with the PDPS
- Vocational Education (VET) teachers are required to engage in external accreditation which requires current work industry practice, sharing expertise and high levels of content knowledge.
- Technology Tuesdays: conducted every Tuesday by the Head Teacher for Teaching and Learning. this individualised approach was designed to meet the varying needs of individual teachers.
- Orientation program for year 7: planning was conducted to design a new orientation program for Year 7 students with a strong focus on wellbeing.
- Google Training (Google boot camp 1 & 2) for Parents A learning experience for parents so that they can stay abreast with the technology developments and demands of their child and offer valuable support at home.
- In 2016 the professional learning program also included compliance with DoE requirements
- completion of all mandatory training requirements
- accrediting all in-school professional learning with BOSTES

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff demonstrating responsibility for professional learning	100%staff engaged in Professional Learning every three weeks, participated in Professional Learning teams and engaged in self directed professional learning.	61,164.97
All staff have Personal Professional Development Plans (with 3–5 goals)	100% staff developed, reviewed and completed Professional development Plans in 2016	
At least 15% of teachers participate and review positively our program of Collegial Practice	100% of New and beginning teachers positively endorsed the Collegial practice model	\$26,389.32

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All VET Frameworks pass ASQA audit	100% of VET Frameworks Construction, Entertainment, Hospitality, Sports coaching met ASQA audit	\$11,409.77

Next Steps

A survey of staff and parents professional learning needs has identified a number of areas:

- continued learning to ensure the effective use of Chromebooks in Years 7 & 8 and multi literacy pedagogy delivered through Google classroom and Google apps
- A continued focus on Futures based learning such as creativity, critical thinking, collaboration , and problem solving through the delivery of quality project based learning
- Curriculum differentiation with a focus on low ability and literacy and numeracy strategies and using data to improve learning outcomes in addition to differentiation for GAT students
- whole school professional learning to address writing across KLAs with an emphasis on ALARM, PEEL as whole school strategies to improve the quality of writing across the years7–12



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	The 23 Aboriginal students at Northmead CAPAHS had personalised learning plans (PLPs) in place and support provided to encourage success at school. Our Aboriginal co-ordinator utilised Professional Learning addressing the 8 Aboriginal Ways of Learning in the development of these PLPs.. the school facilitated the connection to the Aboriginal communities by continuing the Acknowledgement of Country at all formal assemblies, embedding Aboriginal history and perspectives in the curriculum and celebrating at a whole school level NAIDOC week. for the first time the Aboriginal students took the leadership role and the Aboriginal Dance Company performed their inaugural dance.	\$22,019.36
English language proficiency	Financial support has been provided for assistance with school fees, uniforms, camps, extracurricular activities, laptops and other school supplies. Some students have received additional support in the classroom based on NAPLAN and internal assessment data. Many of these students have also been supported by the Refugee Transition program and coordinator which seeks to provide a voice for new residents and also to provide Australian cultural experiences. In addition the Refugee Homework Club operates weekly supporting the students' learning with tutors from UWS and teachers from the school	\$29,701.38
Low level adjustment for disability	The Student Wellbeing, Leadership & Learning Team (SWLL) have co ordinated support for students with disabilities. This has included: <ul style="list-style-type: none"> • access to Student support Learning officers(SSLOs) and itinerant support Officers in classroom settings • inclusion in targeted literacy and numeracy programs: Blitz Reading program and Add it Up! • providing special provisions for assessments and examinations • developing, monitoring and evaluating the effectiveness of Personalised learning Plans. 	\$74,135
Support for beginning teachers	In 2016 Northmead CAPA High School supported 7 beginning teachers: five in their first and 2 in their second year of teaching. Beginning teachers were provided time with their mentor to develop their understanding and application of the Australian Professional standards for Teachers. As part of their Induction process. beginning teachers met with their Professional Peractice Mentor weekly to collectively discuss their practice and provide each other with ongoing support	26,389.32



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	487	486	504	523
Girls	477	500	505	498

It is a requirement that the reporting of information for all students and staff be consistent with privacy and personal information policies.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	93.8	93.1	93.2	93.9
8	93.2	90.7	91	92.7
9	91.7	91.8	89.1	89.1
10	89.4	90.5	86.9	87.7
11	90.3	92.5	86.1	87.9
12	89.4	90.7	89.3	87.4
All Years	91.5	91.6	89.4	89.9
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

The overall attendance rate for the school is 89.8%. Students taking unauthorised leave (that is leave for matters other than to attend a school or State sanctioned event) could not be granted an exemption from attending school. This mainly applied to those students taking extended periods of time off school for family holidays.

Management of Non-attendance

The school has an electronic roll marking system. Rolls are marked each lesson by the classroom teacher. Parents are informed of their child's absence (whole

day or part day) via a personal SMS.

Student attendance records are monitored by the Head Teacher (Administration Student Services) the SWILL team (Student Wellbeing, Leadership and Learning), and the Deputy Principals. Students are counselled and mentored by year advisers, the school counsellor, or the Head Teacher Administration. Unauthorised or excessive absenteeism is followed up by the Deputy Principals.

Non-attendance over an extended period is referred to the HSLO who then works with families in an attempt to improve school attendance.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment		0	5
Employment	0.5	2	4.5
TAFE entry	4	11	51.5
University Entry			51.5
Other	12	4.5	
Unknown	2.5	2.5	1.5

By far the greatest number of students accepted a university offer, which included those who gained entry into pre-university colleges.

Year 12 students undertaking vocational or trade training: Fifty two students undertook VET or trade training in 2016, either at school or through an external institution. This is 39% of the Year 12 cohort.

Year 12 students attaining HSC or equivalent vocational educational qualification: One hundred and thirty four students received a Higher School Certificate, i.e. 90.5%.

Socio-economic funding:

- Specific vocational courses: Construction, Hospitality, Entertainment, Hairdressing, Beauty Therapy, Automotive Mechanic, Electrician, Retail, Health Services Assistance, Tourism and Events, Children's Services, Plumbing and Property Services.
- Career orientation visits to universities and TAFE: IT and Engineering at UTS; Engineering Information Day at UNSW; Careers in Medical Research at the Garvan Institute; Enmore TAFE

Design Centre; Granville TAFE Open Day; Mt Druitt TAFE Prac Day; Western Sydney Careers Expo; Western Sydney University U Day and the Work Readiness Program with AusSIP.

Year 12 students undertaking vocational or trade training

Construction

Only 5 out of possible 12 completed the HSC examination. Two students received a band 4. Further work can be done with the students to move the students from a band 4 into a band 5. There needs to be more of a focus on writing techniques relating to the extended response with the incorporation of more industry specific knowledge.

Hospitality

9 out of 14 students completed the examination in Hospitality there were 2 Band 5's and 4 Band 4's which has shown the move out of Band 3 and into Band 4 and the upward push into band 5. Three students in year the 12 Hospitality took part of the World skills competition made it to the final rounds with one student receiving 3rd place. Our year 11 hospitality students had the privilege of hosting the 2nd Annual rotary Youth Vocational Awards at the school with guests from the schools in the Parramatta region.

Entertainment

9 out of 14 possible candidates sat the HSC examination in Entertainment . Results this year were consistent with the results of the year before but there has been more of a move out of the band 2's. 2 Band 5's, 4 Band 4's, 2 Band 3's and 1 Band 2. Entertainment has also been approved to deliver the specialisation in Entertainment with the current year 11 being the first group to go through with a 100% take up of the class doing the specialisation. Entertainment has provided our students with many simulated experiences and the end of year production of the school Showcase, giving students that hands on experience.

Sports Coaching

Sports Coaching has been offered for the first time this year as a HSC subject of study. Students have been given simulated work experience opportunities through running school sports carnivals and participating in zone carnival organisation. Students will leave school with a dual qualification in the completion of this course.

Year 12 students attaining HSC or equivalent vocational education qualification

6 students were nominated by the school for the AUSSIP awards. These students are those that have demonstrated exceptional skills whilst at work placement

- Jack Andrews Entertainment

- Maddison Bayraktar Hospitality
- Matthew Timmins Construction
- Natalie Sutcliff Entertainment Y12
- Danny Al-Ekhtiyar Construction Yr 12
- Amelia Lezon Hospitality yr 12

3 students were nominated and received awards for the Rotary Youth Vocational education awards these were students that showed exceptional skills across all areas of their Vocational education course.

- Amelia Lezon
- Carmen Gago Schieb
- Danny Al-Ekhtiyar

RTO exit survey data

The exit survey that is carried out by the Macquarie Park RTO has shown that 27% of our students are from non-English speaking backgrounds.

12% of our students completed more than 1 VET course as part of their HSC study path.

100% of our students believed that their chosen course provided them with an awareness of industry practices with 90% of these believing that the course prepares students well for work in the industry.

96% of students believe the teacher has a thorough knowledge of the course content and that they assess them fairly, understood their learning needs and allowed for questioning. They also believe the school has up to date industry equipment. Over all 87% of students were satisfied with their training.

34% of our students are undertaking apprenticeships in industry after leaving school.

Students have shown the main area we need to work on with VET is the area of work placement. We can achieve this by providing more feedback to AUSSIP with regards to the placements they provide and also ensuring every student is visited whilst on work placement.

We will endeavour to maintain and improve the quality of our equipment in al Vocational education subject areas.

In 2016 our main focus as a Vocational Education Team is the advertising of our subjects and to get IDT up and running.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	50.5
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
Teacher of ESL	1.2
School Counsellor	0
School Administration & Support Staff	12.77
Other Positions	1

*Full Time Equivalent

Northmead Creative and performing Arts High School has 0.80% of indigenous staff working in the school.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	47.3
Postgraduate degree	52.7

Professional learning and teacher accreditation

51% Teachers are in the first ten years of their teaching service and are accredited with the NSW Institute of Teachers at Professional Proficiency.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to <insert date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	299 105.06
Global funds	608 971.21
Tied funds	600 365.04
School & community sources	765 572.87
Interest	12 662.47
Trust receipts	65 050.50
Canteen	0.00
Total income	2 351 727.15
Expenditure	
Teaching & learning	
Key learning areas	281 341.62
Excursions	126 677.09
Extracurricular dissections	172 499.75
Library	8 055.08
Training & development	1 920.68
Tied funds	475 732.03
Short term relief	176 004.93
Administration & office	221 136.50
School-operated canteen	0.00
Utilities	109 792.81
Maintenance	133 135.82
Trust accounts	58 148.47
Capital programs	134 161.00
Total expenditure	0.00
Balance carried forward	2 351 727.15

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

<You may use this text box to comment on:

- voluntary school contributions
- any significant variation between income and expenditure
- high levels of retained income and retained income held in trust
- significant expenditure on student curriculum materials, resources and technology.>

Delete text not required.

Income	\$
Balance brought forward	0.00
Global funds	0.00
Tied funds	0.00
School & community sources	0.00
Interest	0.00
Trust receipts	0.00
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	0.00
Excursions	0.00
Extracurricular dissections	0.00
Library	0.00
Training & development	0.00
Tied funds	0.00
Short term relief	0.00
Administration & office	0.00
School-operated canteen	0.00
Utilities	0.00
Maintenance	0.00
Trust accounts	0.00
Capital programs	0.00
Total expenditure	0.00
Balance carried forward	0.00

The information provided in the financial summary includes reporting from <insert date> to 31 December 2016.

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

<Use this text box to enter a general statement describing:

- your school's financial management processes and governance structures to meet financial policy requirements
- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)
- intended use of funds available>

Delete text not required.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from <date> to 31 December 2016.

<Use this text box to enter a general statement describing:

- your school's financial management processes and governance structures to meet financial policy requirements
- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)
- intended use of funds available>

Delete text not required.

Financial summary equity funding

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A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

School-based assessment

English.

In 2016 the school undertook an internal self-evaluation using an expert support team of the English faculty. The purpose of the review was to ascertain how well the school is serving its students and its community.

The focus areas which were evaluated included:

1. The attitudes within and towards the English Faculty.
2. The effectiveness of the alignment of programs with assessment schedules and tasks.
3. The effectiveness of the role of assessment within the English faculty.

<You may choose to use this text box to comment on other assessment data including:

- Best Start
- Literacy and numeracy achievement against the literacy and numeracy continuums>

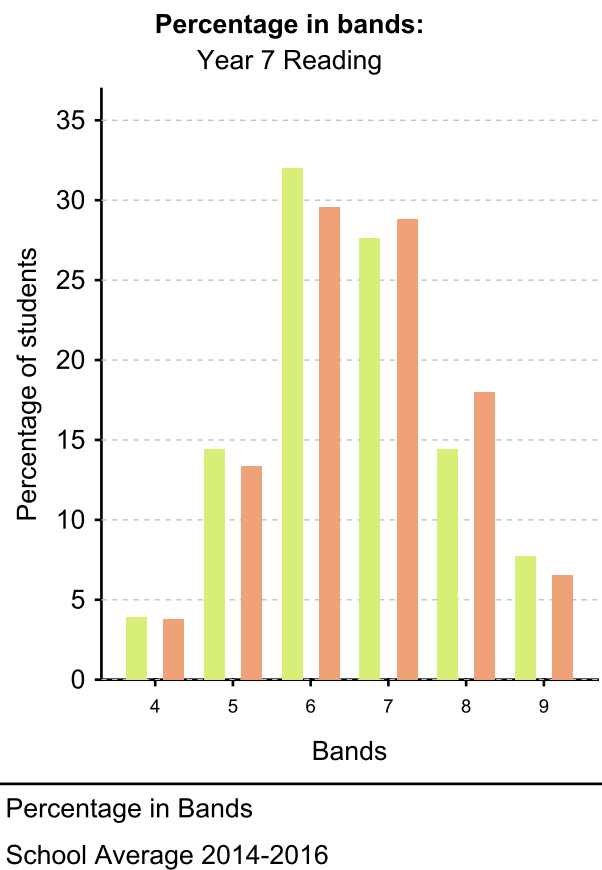
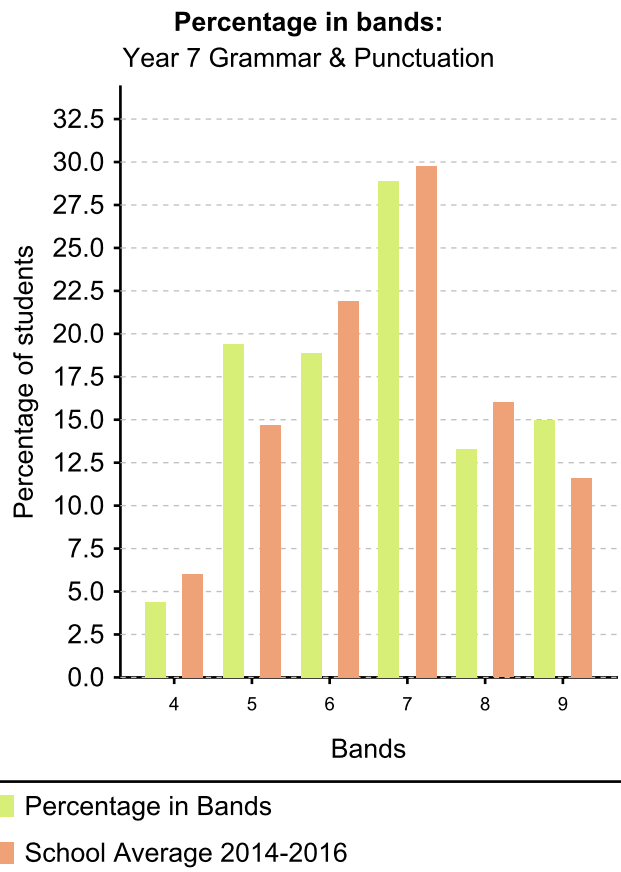
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NAPLAN

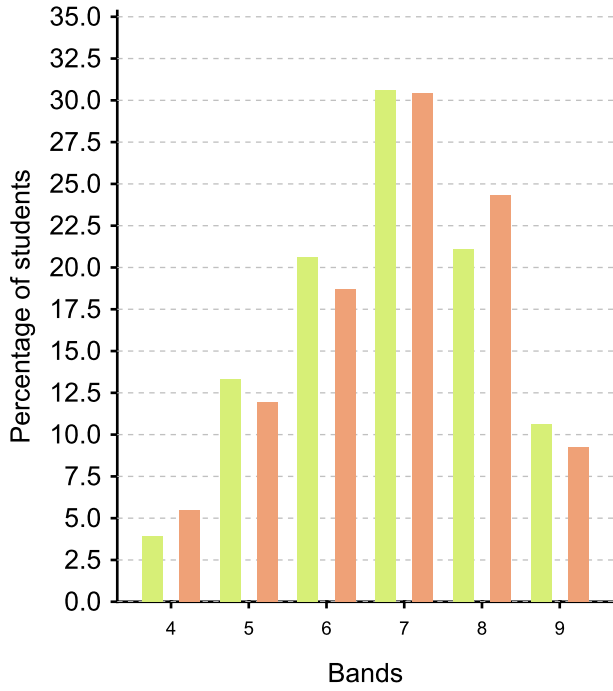
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

<Use this text box to comment on literacy NAPLAN data>

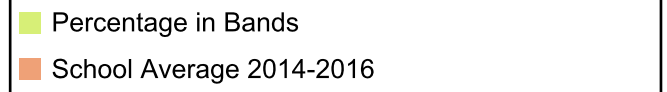
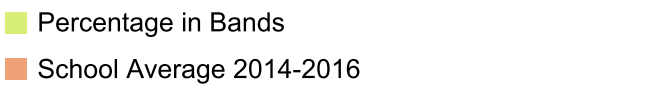
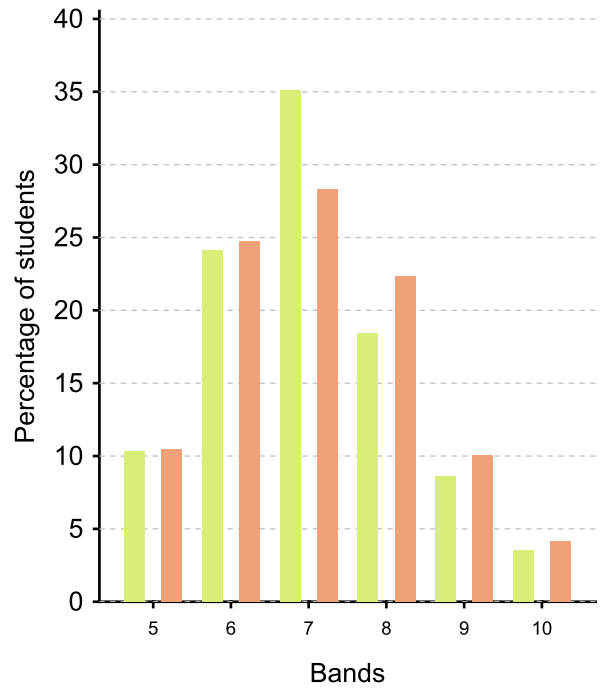
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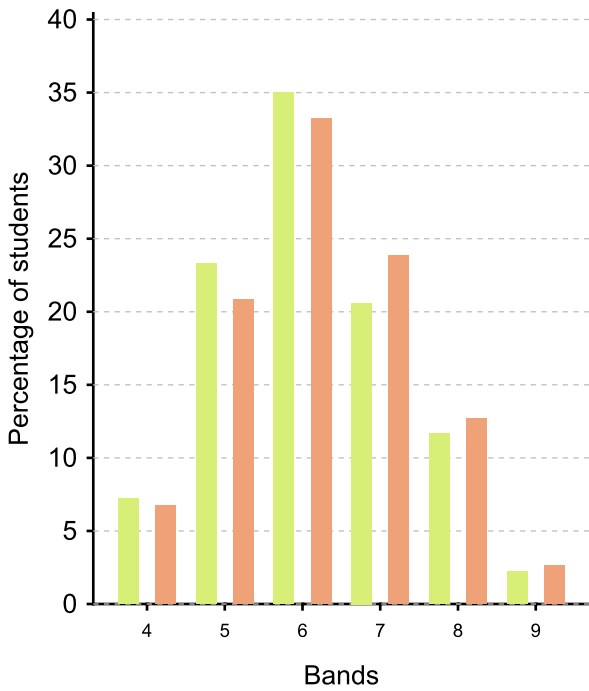
Percentage in bands:
Year 7 Spelling



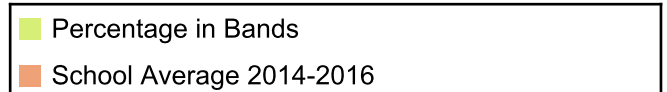
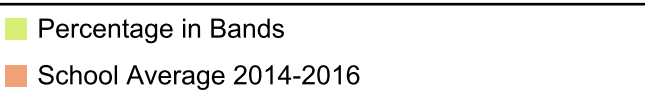
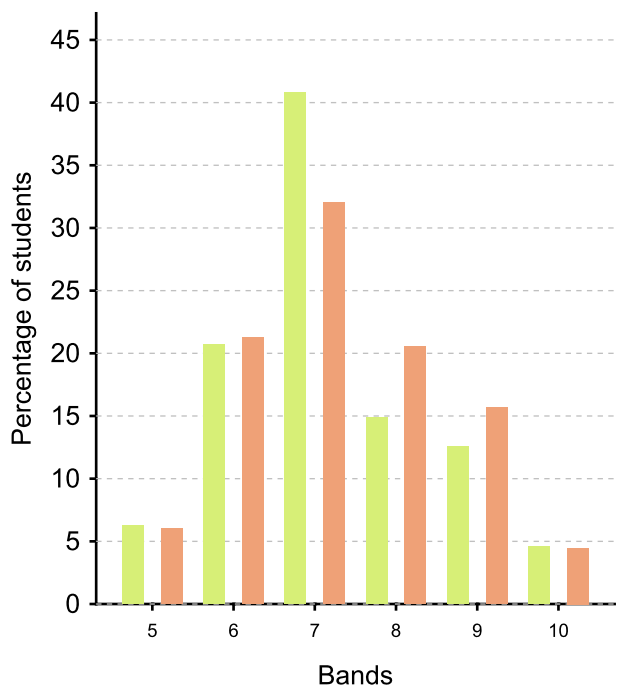
Percentage in bands:
Year 9 Grammar & Punctuation



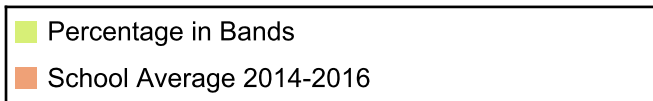
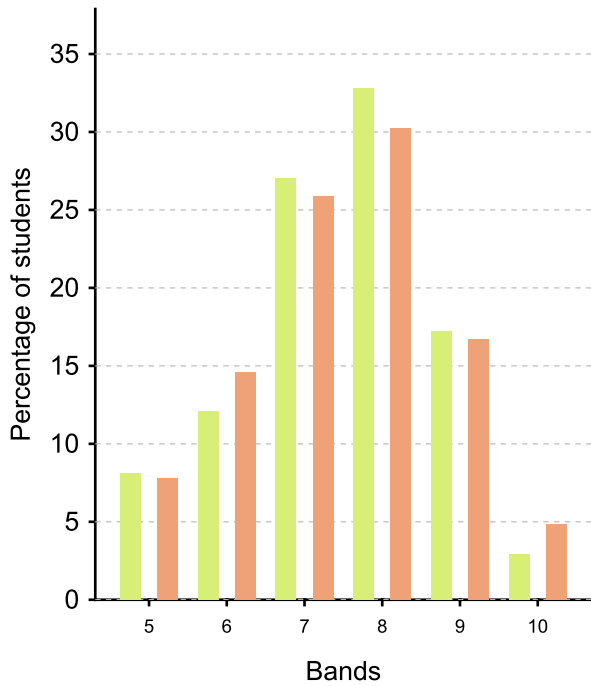
Percentage in bands:
Year 7 Writing



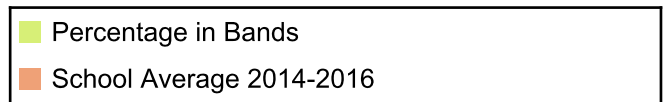
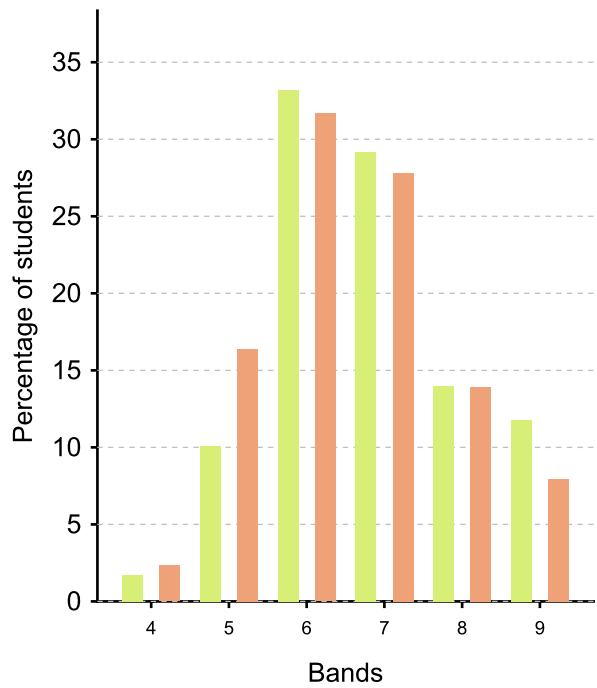
Percentage in bands:
Year 9 Reading



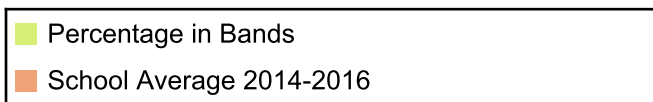
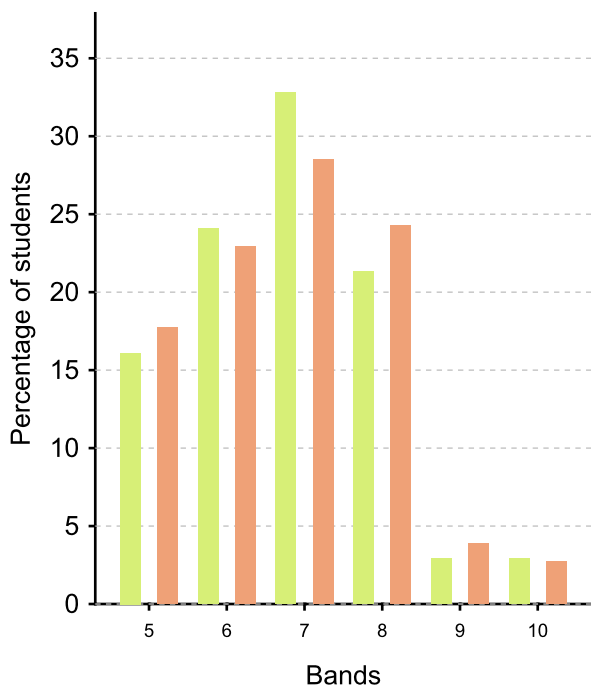
Percentage in bands:
Year 9 Spelling



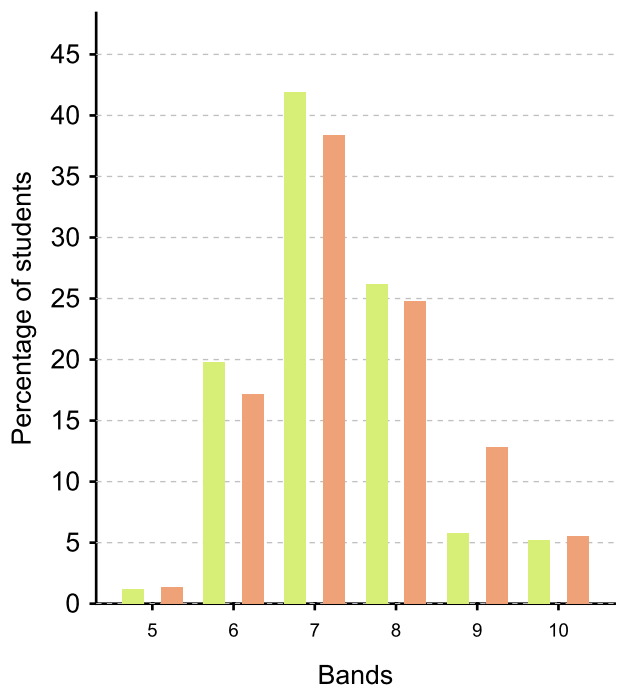
Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 9 Writing



Percentage in bands:
Year 9 Numeracy



<Use this text box to comment on numeracy NAPLAN data>

Delete text not required.

<You may choose to use this text box and statement to refer readers to the My School website:

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and

select GO to access the school data.>

Delete text not required.

Premier's priorities Improving Education results– In 2016 Northmead CAPA High School achieved improved percentages of students in the top two NAPLAN bands for reading, language conventions and numeracy. In 2017, the school will continue to focus on embedding writing strategies into teaching and learning programs in all KLAS. there will be a whole school approach implementing ALARM as a model for improving the quality of writing.

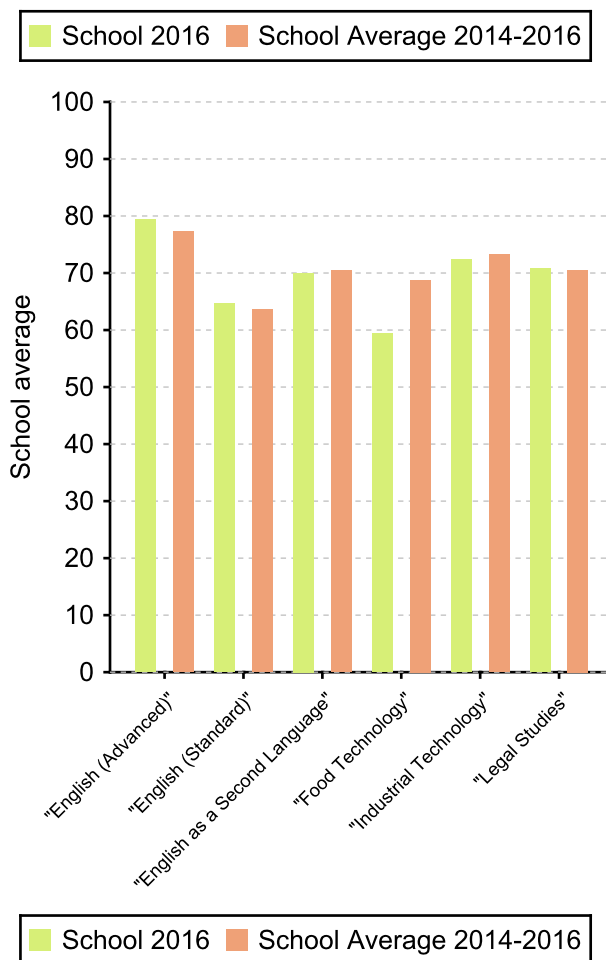
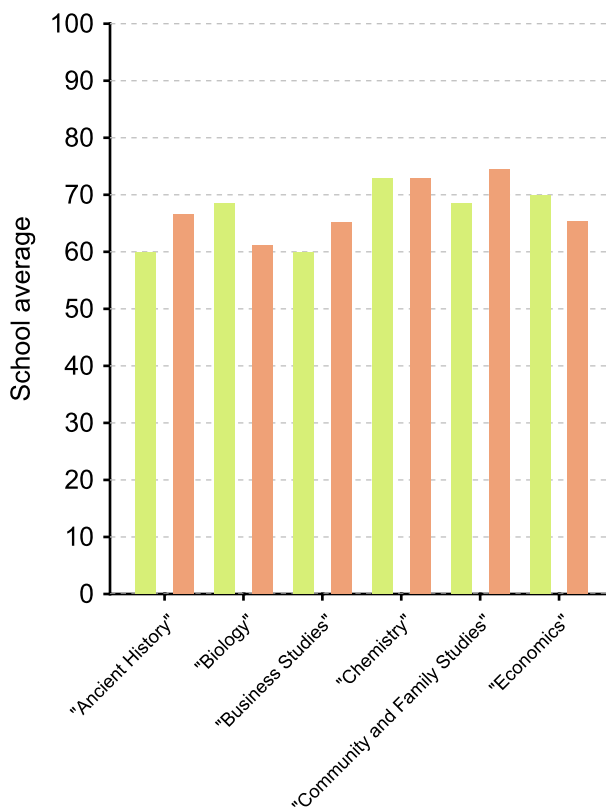
State Priorities: Better Services– Improving Aboriginal outcomes. In 2016 , three Aboriginal students at Northmead CAPA High School completed NAPLAN. One student t exceeded state average in writing and was above school average in reading The second and third student have been supported by the LST and Aboriginal co coordinator in the Homework Club for one on one tutoring and the Blitz reading programs.

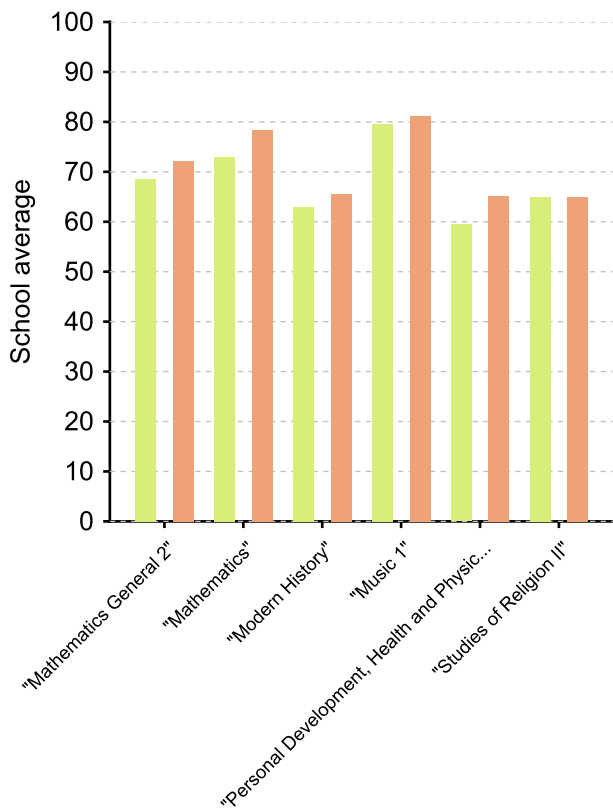
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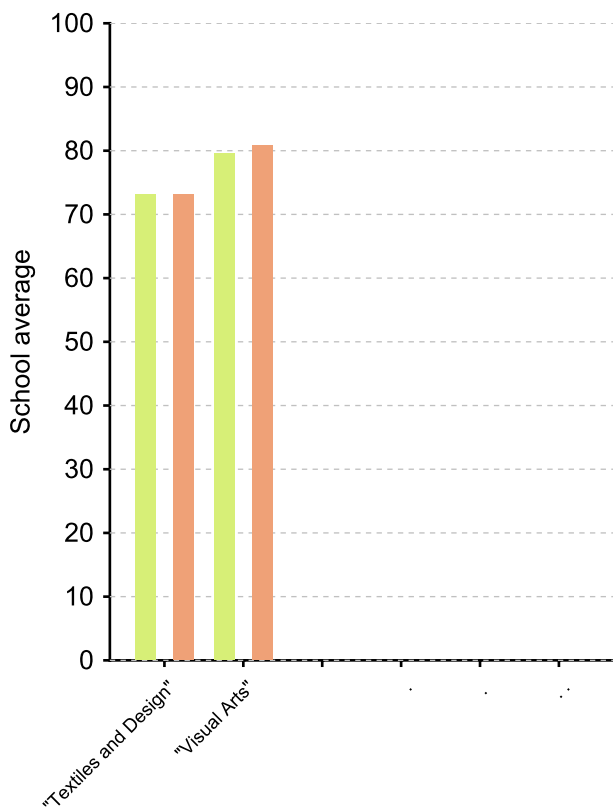
Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).





Legend: School 2016 (Light Green), School Average 2014-2016 (Orange)



Legend: School 2016 (Light Green), School Average 2014-2016 (Orange)

student surveys (137 responses), interviews with 125 students and 9 teachers and document analysis.

General Achievements

- The English Faculty are a dedicated team who work very hard to provide optimum learning experiences for their students. Much work has clearly gone into the development of teaching programs and assessments.
- Parents, students and teachers recognise the excellent rapport teachers have developed with their students, commenting that English teachers support students beyond the confines of their English classroom.
- The English recognise the importance of collegiality and work together to support each other. They have embedded whole school literacy strategies into the classroom practice
- The English staff feels valued by their Head Teacher and appreciate the work that she does for the faculty. The ESL and STLA teachers were also acknowledged for their ongoing support.
- Observed lessons were well organised with teacher sharing their passion for their subject. There was an endeavour to maximise learning time with effective DEAL activities and a variety of learning tasks. Classrooms were neat and well presented, displaying student work and metalanguage required in the subject.
- The English faculty recognise the value of ongoing reflection and professional learning and recognise the importance of student assessment and feedback
- It is evident that the current marking practices are having an impact on all members of the Faculty. Teachers are doing their best but sometimes at a personal cost.
- It is apparent that not all members of the faculty believe that their efforts are recognised in the wider school community
- It is evident that there is disparity between student and teacher perceptions about the effectiveness of feedback and student engagement in current classroom strategies.

Parents:

- 98% of parents valued the role of English teachers within the school
- Overwhelmingly recognised the respect that teachers were held in by their students (98%)
- 89% of parents agreed that their children's lessons were relevant and appropriate
- 82% of parents believed that English assessments were appropriate for their child.
- 75% of parents believed their children understood what would be assessed and how it would be assessed

Teachers:

- Over 91% of teachers in the faculty feel valued (survey and interview data). Staff felt that the Head Teacher was proactive in acknowledging effort and achievement. All staff made an effort to remain professional in their dealings with others. Staff valued collaboration in the sharing of

Parent/caregiver, student, teacher satisfaction

English

The evaluation involved parent (107 responses) and

resources and in the professional discourse and advice offered.

- Staff are confident in their ability to integrate a variety of teaching strategies and learning activities to create a cooperative learning environment.
- Not all faculty members believed that their efforts were recognised by members of the whole school and senior executive. Some believed that recognition was not given to 'quiet achievers' and that their concerns and feedback regarding school issues were not always given due consideration.
- There was a concern raised by teachers and students about processes involving shared classes. Inconsistencies existed in the messages given to students and the understanding of the shared teacher role.
- Current marking processes are clearly impacting on the morale of teachers who needing to spend significant time marking which could be used in other areas. There is clear evidence of planning and sequencing in the delivery of programs.
- Recognition of the value of formative assessment in the collection of data, this is beginning to be formalised in assessment design.
- Power Writing and PEEL literacy strategies have been integrated into classroom practice and are valued as useful learning tools by students
- Staff identify the value of constructive feedback in the teaching, learning assessment cycle and has attempted to integrate it more meaningfully into lessons planning.
- All teachers spend significant time in the deconstruction of assessment tasks, providing models, scaffolds and strategies to improve student performance. This includes incorporating school literacy strategies.
- Teachers spend considerable time and effort marking assessment tasks and maintain consistency of standard across all cohorts.
- Sample standard packages are produced to provide feedback to staff and students
- The faculty is introducing formative assessment tasks in varying stages. There is a clear focus on the process of writing to improve student responses. Formative processes were also observed in some lesson observations
- Teachers are keen to engage in Professional Learning to develop their skill and understanding of marking processes.

Students:

- Over 95% of students agreed their teacher was enthusiastic and recognised how hard their teachers work "They don't give up on students" (survey and interview data)
- Identified the power of engaging teachers whose passion and enthusiasm for the subject becomes infectious
- Year 8 students interviewed felt that "English was their favourite core subject by far"
- Respected and liked their teachers and noted that the support that they would provide. They believed they were empathetic and genuinely cared about the students.
- Recognised attempts to engage and reward students with the development of websites,

reward programs etc

- Loved lessons which were interactive and included a variety of teaching strategies.
- 90% of students saw that there was an alignment of teaching and learning activities with assessment. That activities were relevant to upcoming tasks (survey data)
- 90% of students identified that lesson time in English was used effectively to focus on learning activities that are relevant to upcoming assessment tasks.
- 94% of students surveyed believed their teacher clearly explained what was required in English assessment tasks.
- Some students reported opportunities to be involved in providing peer and self assessment, usually related to PBL tasks.

RECOMMENDATIONS

That the English faculty:

1. utilise the formal school merit system in alignment with school expectations. Teachers can maintain their own systems but should ensure that the school merit is a part of their reward system.
2. promote student achievement and their own initiatives through regular publication in the school newsletter, Facebook page, website and app. While great work is clearly happening, sharing this with the wider community would be beneficial. The power of a phone call to parents to share student success was also noted by the panel.
3. refine the communication flow with the Senior Executive so rationales behind decisions are clearly understood and all parties feel that their voice has been heard. Closer liaison with supervising Deputy to voice any concerns.
4. ensure there is an ongoing, systematic annual review and refinement of programs prior to the teaching year.
5. communicate a shared understanding of how a unit is to be assessed prior to the commencement of teaching in order to guide the lesson sequencing and the explicitness of instruction. This may be achieved by establishing a shared file or Google document where these assessment can be readily accessed and reviewed
6. invest in professional learning time dedicated to:
 - feedback strategies that make a difference. Feedback strategies that make a difference. This would include modifying language that clearly indicates to students how they can improve eg. Structure – what this means in practice.
 - marking expectations including developing clear standards, providing constructive feedback in line with marking criteria and developing time efficient marking strategies
 - the use of data eg SMART, RAP and summative assessment data to inform student assessment.

- the use of formative assessment activities in class activities.

7. review the marking processes in formal assessment tasks in Stages 4 and 5. That while the marking continues to be shared amongst faculty members, that tasks in stages 4 and 5 reduce double marking through the development of clear corporate marking guidelines.

8. develop a marking policy, including clear protocols ,for draft marking which includes peer and self-assessment. prior to teacher comment. These protocols would help alleviate pressure on teachers to mark multiple drafts of work.

9. That the faculty develop a bank of EXEMPLAR annotated work samples for each benchmark that are available to all staff.



Policy requirements

Aboriginal education

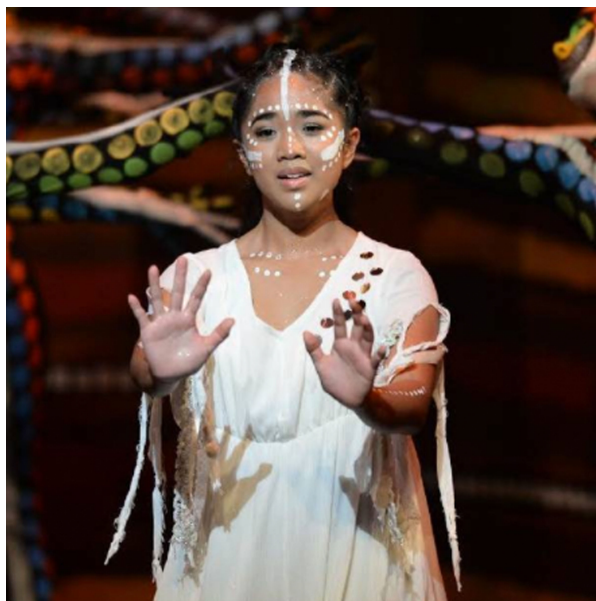
English

In English, teachers are committed to increasing knowledge and understanding of the histories and cultures of Aboriginal and Torres Straight Islander people by teaching a variety of texts, which explore local culture and are set in particular time periods. These texts are drawn from different text types to ensure students have a deep understanding of the culture and cater to different styles of learning. In the HSC Standard English course, students study an Aboriginal composer's body of work developing an understanding of the contextual concerns past and present.

LOTE

In the LOTE faculty we explore and learn about Aboriginal culture through comparative cultural studies. In all language courses students compare and contrast Japanese and Aboriginal folk tales, myths, customs and beliefs to develop their knowledge and understanding of Aboriginal Australia. **HSIE**

Students learn about indigenous culture from a variety of texts including those which are written from Aboriginal perspectives. In junior geography the origins of the continent is studied from an Aboriginal perspective as well as human rights and reconciliation in the context of social justice.



Multicultural and anti-racism education

HSIE

Opportunities are provided to students to appreciate the contribution that diverse cultural perspectives have made to the development, breadth and diversity of Australia's historical, social and environmental fabric. Students learn about and engage with issues requiring cultural sensitivity and respect and acknowledge the vast contributions made by people from migrant backgrounds.

LOTE

In the LOTE faculty multicultural perspectives and antiracism are not only engrained in the course content but through the teaching practice and philosophy of the staff. Through quality and inclusive teaching practices student backgrounds are recognised and valued as integral to the teaching and learning of of the LOTE subject area. The faculty caters for every student through the use of differentiated curriculum.

English language proficiency funding

Students develop an intercultural understanding through studying texts from a variety of places which may be different to their own. Developed into the English teaching and learning programs are concepts such as belonging and not belonging which foster

positive relationships within the community. Students learning English as an additional language of dialect (EAL/D) are supported within the classroom through ESL support teachers and differentiated activities targeted to their needs leading to the achievement of outcomes within an inclusive learning environment.

– EAL/D English course (Stage 6) offered in both year 11 (11 students) and year 12 (11 students)

In each of years 7–10 at least one English class is targeted for team teaching with class teachers and/or withdrawal of students for intensive instruction in small groups when necessary.

– The EAL/D teachers are members of the Welfare Team (SWELL) and as such assist in developing overall school teaching strategies for EAL/D learners.

– EAL/D teachers develop specialised programs for students in Stages 4 and 5.

– Survey of students and mainstream teachers

Three students achieved band 5 in the ESL HSC examination. Two of these students were refugees. One student received a band 4 (79). These students hope to continue their tertiary studies at university.

Team teaching in year 11 and 12 enabled ESL students to receive individual assistance and to achieve course outcomes for Preliminary English and HSC English courses.

Team teaching in these classes allows for more one on one tuition especially for those students on Emerging or Developing on the EAL/D continuum.

Some students are withdrawn from classes to allow for targeted specialised programming incorporating EAL/D outcomes and scales. Students are more confident to contribute to class discussions in smaller groups and request specific help thereby improving English language skills.

By attending Welfare meetings EAL/D teachers inform members of the needs of EAL/D students and specialised whole school strategies and programming is discussed and implemented for EAL/D learners.

Team teaching in targeted EAL/D classes enables the EAL/D teacher to construct appropriate programs as well as differentiating assessments and examinations for EAL/D learners.

EAL/D students and mainstream teachers were surveyed regarding the EAL/D program. All teachers who responded appreciated the assistance given to EAL/D and refugee students in class and felt team teaching had a positive impact on these students.

The students who responded to the survey also confirmed that they found EAL/D assistance in the classroom a positive experience that they valued and wanted to continue in 2017.

Targeted students support for refugees and new arrivals

REFUGEE and STUDENT SUPPORT (RSS) and NEW HORIZONS PROGRAM

- 1 day teacher allocation per week.
- Twenty refugee and EAL/D students in years 8–12 received tuition from the EAL/D teacher for 2 hours each week. Students were assisted with homework, assessment tasks and improving English language skills.
- Students in RSS also worked together to research and write a recipe for a food from their culture. These were compiled in a cookbook and students completed the program by using their recipe to cook their dish.
- Refugee students assisted in the organising of Harmony Day, Refugee Week and International Day of Tolerance events at the school.
- Refugee students in years 9–12 travelled to the Blue Mountains, Jenolan Caves and horse riding at Yarrabin Farm for 3 days as part of the RSS and New Horizons Program
- RSS students attended surf education at Manly beach
- Support for refugee students applying for scholarships

Enabled students to improve English language skills.

Refugee students gained a sense of pride whilst sharing their recipes. Collaborating skills were developed by collating the workbook of recipes.

Students gained social and leadership skills and a sense of pride to be able to contribute to the school community and also raise funds for charities World Vision and Mahboba's Promise.

The excursion enhanced refugee students' studies of Australian poetry (Man from Snowy River) and Australian history. Enabled newly arrived students to form relationships with peers and staff.

Refugee students gained knowledge of safety practices for Australian beaches.

RSS students applied for the 'Friends of Zainab Scholarsips' including the tertiary scholarships and Public Housing scholarships. Year 12 students applied for the Notra Dame university scholarship and ACU scholarship. The outcomes of these applications will not be known until late 2016 or early 2017.

Refugee students submitted class homework and assessment tasks of a higher quality and on time.

Students gained additional skills and understanding of given tasks.

Students revised class work which aided in their comprehension and confidence.

A number of year 12 refugee students attending RAS aim to attend university and achieve entry to their desired course.

Four refugee students who completed the HSC in 2015 have gone on to study at university in 2016.

Students develop leadership skills such as teamwork, communication, a sense of responsibility, social skills and community spirit.

A number of students in MCC completed training to become Junior ARCOs participating in anti-racism workshops to learn anti racism strategies and act as school leaders in this area. As well three senior members were elected as President and Vice Presidents to be role models for the younger student members.

The MC committee creates a spirit of harmony and tolerance within the school through the organisation of events to celebrate Harmony Day, International Day of Tolerance, Enid and World Refugee Day. Each of these events acknowledges in a positive way the rich diversity of the school.

Students work together as a team to support a number of ongoing projects such as sponsoring a child through World Vision and another through Mahboba's Promise. The committee continues to financially support Oriakhail the school's sister school in Afghanistan.

Other school programs

Year Six to Year Seven Transition Judy Paton

Background

The purpose of the Year 6 to Year 7 transition program is to ensure all Year 7 students begin the new school year with valuable teaching and learning programs thereby assuring successful entry into high school.

In line with Northmead CAPA High School values of 'quality education in a caring environment', meetings were planned with primary school teachers, principals, counselors and high school teaching staff to identify Year 6 students who would benefit from a three-day introduction to NCAPAHS and the workings of a high school.

For one day per week over three weeks, Year 6 students were exposed to numerous high school lessons. Timetables were viewed; creative and imaginative talent was accommodated for through drawing, students participated in percussion, drama, dance and PE. ANZAC cookies were baked in Home Economics and door stoppers were made during woodwork. Students learnt Japanese greetings and participated in a range of additional high school lessons. Throughout the program, students moved around the school and the farm with the assistance of Year 9 Peer Support leaders.

Findings

A number of Year 6 students were acknowledged as those who would benefit from an individual transition

program. Many students had specific learning needs which will still require support throughout 2017.

The success of the program was clearly shown through the extremely positive feedback received from students and parents. When surveyed one hundred per cent of the students stated that, they were:

- more confident about starting high school because of their attendance at the transition program at Northmead CAPA High School;
- pleased to be given the opportunity to meet of the teachers;
- happy to form new friendships with other students;
- encouraged to work with their Year 9 Support leaders. One hundred percent of parents surveyed strongly agreed that the transition program was:
 - a wonderful initiative that was beneficial to their children gaining the confidence to ensure a successful transition from primary school to Northmead CAPA High School;
 - important in assisting their children understand and experience the routine of high school, and so reduce the stress and anxiety of the transition from primary school to high school.

Parents stated that their children were certainly more positive about starting high school and were grateful that their children had been given the opportunity to attend the transition program.

Future Directions

2017 will see these students commence their high school career with improved self-confidence and self-esteem. The transition program has provided the Year 6 students with a great sense of eagerness and excitement about attending NCAPAHS, thus ensuring effective teaching and learning will take place in 2017.

As a result of the transition program and a high number of students enrolling with a variety of specific needs, NCAPAHS is continuing with a small Year 7 class for 2017, allowing teachers to concentrate on the specific needs of each student. In a number of subjects, a learning support officer will assist students and teacher.

When reviewing the students' progress who attended the transition program, it was obvious that the majority of students settled into the daily routine of high school without any major concerns or difficulties.

SRC Julie Koranyi

The Student Representative Council (SRC) is a body of student leaders from Year 8-12 who nominate themselves for consideration and are selected by merit. The major expectation of the SRC is to encourage students to lead by example to promote Northmead's core values of Respect, Responsibility, Commitment, Community and Tolerance. Student leadership and

citizenship is a major focus at NCAPAHS and these leadership roles include attending weekly meetings, demonstrating school spirit at all carnivals and school events, bettering the school through participation in Formal Assemblies, Fundraisers and a care for the wider community.

Some of our major achievements in 2016 have been raising over \$800 for The Leukemia Foundation with the World's Greatest Shave. The CEO of Parramatta mission came to a formal assembly to speak of the impact of Domestic Violence in our community, the SRC along with some year 10 students made a powerful anti-domestic violence video, that was very powerful and moving. The SRC encourage all students to take a pledge – "To never condone, commit or remain silent about violence against women", this pledge has been made into a mural that is now displayed on our school hall.

NCAPAHS is registered with the national 'Bullying. No way!' campaign to promote safe, bully free schools. Students also participated in Jeans for Genes Day and raised over \$500 for the Children's Medical Research Institute. Many of the year 10 SRC students have been elected as Senior Leaders and both the Vice Captains for 2017 are SRC members.

We held a fundraiser for Blue Datto, a non-profit organisation raising awareness about road safety for young drivers. We have a big blow up Datsun in the quad with a slushie machine and blue hair spraying.

The 2016 SRC members are committed, inspiring and socially committed leaders.

Sport Report 2016

2016 has been by far the most successful sporting year for many years, for all students and staff at Northmead Creative and Performing Arts High School, across all levels and in a variety of sports. All students who represented NCAPAHS did so to the best of their ability and should be congratulated for their efforts.

- **School Carnivals**

2016 school sports carnivals were well attended by students of all years. Our house captains and vice captains are to be congratulated for their support of staff and leadership of students at all school carnivals.

The champion houses at the 2016 sports carnivals were:

The **Natalie Avellino Shield** for Swimming was won by **Borrowdale**.

The **Tracey Wheeler Shield** for Cross Country was won by **Borrowdale**.

The **Hayden Foxe Shield** for Athletics was won by **Fishburn**.

The **Mary Anne Cini Shield** for Champion house was won by **Fishburn**.

- **Age Champions for each carnival are listed below:**

Swimming

12 yrs.	Erica Campbell Rogers	Peter Campbell Rogers
13 yrs.	Gabriella Farrugia	Justin Pavlovski
14 yrs.	Eleanor Campbell Rogers	Caleb Peterson
15 yrs.	Beth Marfleet	Matthew Drinnan
16 yrs.	Zara Stuut	Trent Drinnan
17 Yrs.	Olivia Hall Brooke Peterson	Jordan Pavlovski &

Cross Country

12yrs.	Coda Ridley	Shay Potger
13yrs.	Mikayla Fuller	Jun Mo Kim
14yrs.	Eleanor Campbell Rogers	Corey Petrify
15yrs.	Shannyn Bonner	Matthew Drinnan
16yrs.	Alex Morgan	Ali Bahrami
17yrs.	Olivia Hall	Bashar Hamden

Athletics

12yrs.	Amber Jade Smith	Maia Petuha Shailer
13yrs.	Imogen Falzon	Daniel Sainavalu
14yrs.	Jordyn Brown	Cory Petroff
15yrs.	Taylor Katavich	Matthew Drinnan
16yrs.	Jeylan De Jager	Josh Callaghan
17yrs.	Shenae Taiarol	Henry Founa

- **Hills Zone Representation**

Students who achieve success at a school carnival or in an individual or team sport will join with 7 other local school and represent Hills Zone at Sydney West Carnivals. Our school was well represented at all sport carnivals and in team's sports this year. The students who represented in as part of Hills Zone are listed below:

AFL –

Ewan Cormack
Jack Felkin
Jayden Hall

David Moore

Josh Callaghan

Athletics –

Cory Petroff

Cross Country –

Bashar Hamden

Diving –

Mia Burgyone

Rugby League –

Anthony Hookey

Max Matthews

Ahmed Petr

Dean Scerri

Jayden Hall

Flynn Farkas Young

Noah Ioane

Jaxon Moala

Mitchell Gledhill

Kody Rodriguez

Daniel Saininaivalu

Stanley Petratos

Taylor Moala

Solomoni Vuki

Miguel Parto

Mitchell Toomey

Lachlan Westwick

Vignesh Mistry

Caleb Campbell

Howard Fonua

Soccer –

Mortaza Qanber Ali

Mostafa Qanber Ali

Mikayla Fuller

Softball –

Breeane Honeybrook

In 2016 we had several students achieve individual success in their own respective age groups at the Hills Zone Championships.

- **Hills Zone Age Champions Swimming**

Justin Pavlovski– 13 years Boys

Jorden Pavlovski– 17years Boys

Cross Country

Matthew Drinnan – 15years boys

Athletics

Imogen Falzon – 13years girls

Cory Petroff – 14years boys

- **Sydney West Representatives**

Successful athletes are chosen from Sydney West Championships to compete at New South Wales Combined High School Competitions representing their School, Hills Zone and Sydney West. NCAPAHS are very proud to have 7 athletes representing at this level in 2016.

Bashar Hamdan – Cross Country

Breeane Honeybrook– Softball

Cory Petroff – Athletics

Gabriella Farrugia – Gymnastics

Jorden Pavlovski – Swimming

Justin Pavlovski – Swimming

Mia Burgyonge – Diving

NSW CHS SUCCESS

This year we had 1students selected to represent NSW in their respective Sports. This is a huge honour for a

student to represent not only their school, but also their state.

Breeane Honeybrook of Year 12 was again selected to represent NCAPAHS at NSW CHS Softball Carnival, this is Bree's fourth year as part of this team. This is quite an achievement for young player. Well done Bree.

All these achievements are outstanding and we are proud to have these students representing NCAPAHS. We look forward to following their success in the future.

Hills Zone Grade Sport Once again, NCAPAHS were one of 7 schools competing in the Hills Zone Grade Sport competition. Northmead achieved victory in both the winter and summer comps taking out 3 championships.

Congratulations to:

Boys Open touch B

Boys U15 soccer A

Boys Open touch B

Northmead teams are continually improving each year in the grade competition. A very positive future for NCAPAHS in the Hills Zone Grade Sport competition.

For the second year a Grade Sport person of the Year award will be handed out at the end of year Sport Assembly. This award was nominated by Grade sport teachers throughout the year and the 2016 Grade sport person of the year will be awarded to Macy Salecich.

NSW CHS Knockout Competitions

14 NCAPAHS teams competed in the NSW Knockout Competition. NCAPAHS has seen a number of successes in 2016, with the Open Boys soccer achieving joint Sydney West champions and continuing onto the NSW wide competition, eventually losing in the quarter finals. A fantastic achievement for a Northmead school team.

Special thanks go to all the teachers who coached and managed grade sport and knockout teams during 2016.

Summary

Individual and team efforts to gain high representation and grade sport premiership honours were evident in

their school with sportsmanship and competitive spirit. There were particularly high levels of achievements, with students reaching NSW CHS levels in Athletics, Cross Country, Diving, Gymnastics, and Swimming. For the first time in many years NCAPAHS was also represented in many individual sports at Sydney West and CHS level, which shows our school sporting culture is changing.

Staff and student involvement in our school carnivals, knockout teams and Wednesday grade sport is to be commended, without the staff support the running of our school carnivals and sports teams would not be possible.

Northmead Creative and Performing Arts High School, was again involved in the organisation and management of the Hills Zone Cross Country Carnival. This again was a very successful day.

The inclusion of Year 8 into Wednesday sport continues to assist with filling our junior and opens teams for the Grade Sport competition. The strength of our Year 7 integrated sports programs is having a positive effect on sport and promises to see more success in our grade and knockout teams in the future.