

2020 Annual Report

Campbelltown Performing Arts High School



8180

Introduction

The Annual Report for 2020 is provided to the community of Campbelltown 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.

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Message from the principal

2020 posed a range of challenges for our world and for us as a school community and despite this, Campbelltown Performing Arts High School maintained its commitment to being a proud public school with a strong focus and history of providing personalised, future focused learning opportunities for students to pursue their passions and achieve their potential. I am incredibly proud of the innovative solutions our school community found, and embraced, to overcome the challenges posed to us - together. We maintained a commitment to our school's shared vision and values, showcasing the strong partnerships we have with teachers, students, parents and the wider community. Although without a public audience, we continued to deliver a range of programs in the arts, sports, leadership and wellbeing to enhance student engagement and achievement. Our commitment to innovative, rigorous, authentic and future-focused learning was maintained and recognised as a Finalist in the Australian Education Awards - Secondary Government School of the Year - Government category. Our commitment to innovation and assessment of future focused pedagogies was accelerated and deeply embedded as part of continuing teaching practice through the use of online platforms and further scaling of the skills progressions, developing our students' skills in the areas of creativity, collaboration, critical thinking and communication. Although NAPLAN was not held in 2020, we maintained our focus on the explicit and systematic development of literacy and numeracy skills across all subject areas, utilising our teachers' expertise in the use of formative and summative assessment and the explicit, personalised teaching of these critical skills. Our partnerships with parents and community were strengthened through the use of online platforms such as Zoom, enabling a wider group of parents to connect and participate in school based meetings and communications.

Despite the physical challenges, we maintained our commitment to teacher professional learning evidence-informed research through our action learning teams. Our teams of dedicated teacher-researchers, continued research to support innovation and the development of new pedagogies, building on past work and research in the areas of new and emerging technologies, learning ecosystems, formative assessment, learner agency, learning advisory and new forms of assessment. Research and evidence gathered by teachers involved in these initiatives will be used to further scale and refine approaches to teaching and learning in 2021 and beyond. Our innovative integrated learning model in STEM (science, technology and mathematics) and Humanities (English, HSIE and PDHPE) continued across Years 7 and 8 for the third year. Students continued to work in villages and tribes across disciplines to create products and services that solve real world problems. The model, underpinned by collaborative planning and programming, supported teachers to work together both face to face and online, resulting in improved teaching practice, student engagement and metacognition, and much strengthened community partnerships. Our Exhibitions of Learning which saw over 700 parents and community members visit the school to share and celebrate student achievement in 2019 were taken online, with students sharing and promoting their learning in new ways and our parent audience being able to participate remotely. After extensive consultation in 2019, the school implemented the integrated Stage 5 model in 2020, across the subject areas of Science/HSIE and English/PDHPE. Teachers worked collaboratively to create and deliver innovative, rigorous project based learning experiences in Year 9 and this approach will be continued in 2021, preparing our students for both Stage 6 studies and the world beyond school. In 2020, we strengthened our focus on student wellbeing, setting high expectations through the explicit delivery of a wellbeing curriculum focused on the RISE values platform. All students across the school were involved in explicit teaching and learning activities promoting the school-developed values platform of respect, integrity, safety and engagement. Year 9 responses in the Tell Them From Me survey evidenced the impact with results significantly above state norms in the areas of Advocacy at school, Positive teacher-student relations and Positive learning climate. The school continued to scale and develop the bespoke Learning

supporting students to be known as young people and as learners. In 2020, this was scaled across years 7-10, supporting over 750 students through small group mentoring and wellbeing support in addition to parent-community partnerships through Student-Led Conferences, albeit online. At the start of the year, we were able to successfully host our annual 'Gifted and Talented' Primary School workshops to over 200 primary school students from a wide cross section of local feeder schools. Our students, parents and community felt the impact of COVID-19 in the Performing Arts without the opportunity to perform regularly in front of authentic audiences. Despite this, they continued to be provided with a wide range of high quality opportunities, demonstrating outstanding success across all disciplines of circus, dance, music, drama and film. We were able to overcome these challenges using the flexibility of technology to share, perform and showcase our students' talents in all areas. This included involvement in the Performing Arts Unit Callback, the In the Spotlight Dance Festival, Unplugged and our end of year 'Virtual' showcase.

Our students performed well in the 2020 HSC, with a number of Band 6 results in the Performing Arts disciplines, with 11 nominations into the HSC Onstage (Drama), Callback (Dance) and/or Encore (Music) Programs. For our performing arts students, there is a significant trend for these high potential disciplines to be their highest HSC result. In 2020, 40 students received early entry into the university course of their choice with some students receiving multiple offers totalling 65 early entry offers.

Our partnerships with businesses and community were strengthened through the implementation of the Educational Pathways Pilot Program (EPP) providing our students with the opportunity to access TAFE courses in Stage 5 and increased opportunities for careers supports, workshops and School BAsed Apprenticeships and Traineeships (SBATs) in Years 11 and 12. We are planning to strengthen our support and approach in these areas through this program in 2021.

Experiences in the sporting arena were limited for our students however, we are incredibly proud of their commitment to maintaining high levels of physical activity within the school environment. We are very much looking forward to a return to regular sporting events such as our swimming, cross country and athletics carnivals and our students' high levels of student participation at these and at zone, regional, state and national levels in addition to knockout competitions. Finally, I would like to thank our talented CPAHS staff for their relentless commitment to supporting student learning and wellbeing. They worked tirelessly throughout the year to overcome challenges, support our students and to provide the highest quality learning experiences for them. Thank you to our parent community for your ongoing support and commitment to our wonderful partnerships that enhance our students' engagement with school and learning. Your ongoing commitment and support was critical in 2020 and was greatly appreciated. I would like to extend a particular thank you also to our amazing student body; your resilience, commitment, and capacity to overcome life's challenges and your potential to make the world a better place inspires us as teaching professionals and makes our work worthwhile.

Kirstine Gonano

Principal (Relieving)

School vision

At CPAHS, we believe strongly in ensuring students are supported to be empowered individuals who contribute authentically to their learning. We recognise that all students are individuals and that student voice and choice are integral to enhanced student learning and engagement.

Students at CPAHS are supported to become critical and creative thinkers and to understand the purpose of learning. We aim to develop all students to recognise their potential impact and inspire them to be active and contributing citizens.

In our community we value collaboration and communication shaped by mutual respect. Through strong community partnerships, students are provided with opportunities for authentic, co-created learning experiences.

We believe in supporting all teachers to be highly effective, passionate, innovative educational leaders. We seek to continually innovate to meet the needs of all learners whilst evaluating and measuring the impact of teaching to drive ongoing improvement.

School context

Campbelltown Performing Arts High School is a specialist performing arts high school serving a diverse area of South West Sydney. With an enrolment of approximately 1100 students, the school draws 60% of students from the local area and 40% through open audition in the areas of dance, drama, music and circus arts.

100 students identify as Aboriginal and approximately 44% of students speak more than one language at home, with a total of 63 different languages being spoken overall.

The school has its main focus on improving student learning outcomes through the consistent application of quality teaching practices underpinned by whole school, and targeted, teacher professional learning. Action learning is used extensively, and very successfully, throughout the school to improve teacher practice and to trial innovative pedagogical approaches. Strong wellbeing and leadership programs and well-resourced technology facilities complement curricular programs.

The school has received international, national and state recognition in a range of areas including the use of technology, leadership, curriculum and assessment, professional learning and Aboriginal education. CPAHS is widely recognised as an innovative, future-focused school, as indicated through our selection in global and national programs including Social Ventures Australia's STEM program, Schools Plus' National Fellowship program and NSW DoE's Schools of the Future.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Strategic Direction 1

Thriving future-focused learners

Purpose

To provide high quality learning experiences that foster the development and individual learning needs of the whole student. Students will develop future-focused skills and knowledge through personalised, engaging learning aimed at creating active and informed citizens.

Improvement Measures

Stage 4 students are tracked against skills progressions and show growth from Year 7 to 8.

All Year 7 - 9 students demonstrate ownership of learning through e-portfolios and student-led conferences.

Students meet personalised goals in Stage 6 Learning and Transition Plans.

Progress towards achieving improvement measures

Process 1: Refine and implement skills progressions for use by teachers and students, linking achievement to work samples and engaging teachers in professional learning to support consistency of judgment.

Evaluation	Funds Expended (Resources)
Stage 4 and 5 integrated programs all have skills progressions deeply embedded for both formative and summative assessment purposes, with a strategic focus identified for each unit. The use of the progressions for a range of assessment purposes has been further scaled across Stages 5-6, through the extension of the Learning Ecosystems research. Action learning team has reported increases in student engagement and metacognition relating to the skills after using the progressions	\$2,752 - Professional learning

Process 2: Scale Learning Advisory through Years 7-9 so that students drive their own learning through personalised learning goals, learning portfolios and student-led conferences.

Evaluation	Funds Expended (Resources)
Learning Advisory has been scaled to include all students in Years 7-10. Learning Advisory and Student-Led Conference (SLC) data (surveys and focus groups) indicates that the program is highly successful in its intended aims. Lesson planning and evaluation practices have been refined to meet student needs at the appropriate stages. Student portfolios and their capacity to curate and demonstrate evidence of learning has been sustained. Teachers, students and parents/carers participation in SLCs are positive and effective.	\$12,715 - Student Led Conferences

Process 3: Provide personalised support for transition at key points across all stages including Stage 3 into 4 transition processes, personalised support for students in Stages 4 and 5, and individual Learning and Transition Plans for all Stage 6 students.

Evaluation	Funds Expended (Resources)
All Stage 6 students have been provided with the resources and expert support to identify personalised goals and complete Learning and Transition Plans through the support of the Senior Study Coordinator and their refined Transition Plans. Personalised support, careers and post-school advice and tracking of student achievement against goals continues to be a focus. There has been an increase in SBATs and personalised pathways through the Educational Pathways Pilot Program.	\$87,507 - Senior Study Coordinator

Strategic Direction 2

High quality, collaborative teaching practice

Purpose

To ensure that teaching practice is high quality, innovative, collaborative and evidence-informed. All staff contribute to a learning culture that promotes shared responsibility for student engagement and achievement.

Improvement Measures

Evaluation by Western Sydney University shows that the integrated curriculum is engaging and supports increased achievement of learning outcomes.

Every staff teacher has a high quality professional development plan, underpinned by effective use of data, that evidences the impact of professional learning.

Progress towards achieving improvement measures

Process 1: Develop, refine and implement a highly effective approach to integrated learning in Stage 4.

Evaluation	Funds Expended (Resources)
Ongoing internal school evaluation continues to indicate improvement in teacher capacity, improvement in the quality of work produced by students, enhanced transition, increased student ownership and continued strengthening of community engagement and involvement in student learning.	\$58,093 Professional learning for new and innovative curriculum

Process 2: Support all teachers to continually improve their practice through personalised, embedded, research-informed and contextually-relevant professional learning.

Evaluation	Funds Expended (Resources)
Analysis of teacher PDPs indicates a sustained and focused attention to goals, comprehensive and extensive data analysis and the use of this to drive improvement in teaching and learning. Beginning teachers participated in the mentoring program and PACED professional learning.	\$109,384 - Beginning Teacher mentor and professional learning

Strategic Direction 3

Distributed leadership and continuous improvement

Purpose

To build leadership capacity across the learning community to achieve the shared strategic vision of the school. All school community members are committed to student learning through high expectations and continuous improvement.

Improvement Measures

Survey data demonstrates increased authentic opportunities for parents and community members to contribute to, and provide feedback on, learning programs.

Action learning evaluation reports indicate enhanced teacher learning and improved implementation of effective practices.

Increased numbers of teachers accredited at Highly Accomplished or Lead levels.

Progress towards achieving improvement measures

Process 1: Support parent and community members to engage with student learning in sustained and authentic ways, including through community consultation, student-led conferences, exhibitions and co-created learning experiences.

Evaluation	Funds Expended (Resources)
Parent and community involvement in consultation processes was inhibited by the impact of COVID-19. This has impacted attendance at community consultation events, Exhibitions of Learning and other whole school and performing arts events throughout the year. It is anticipated that this will be reinvigorated in 2021.	

Process 2: Build the capacity of teachers to engage in collaborative research, underpinned by rigorous evaluation, through a codified approach to action learning.

Evaluation	Funds Expended (Resources)
Evidence in reports generated by 30 teachers across 6 action learning teams demonstrates and supports enhanced student engagement, improved learning outcomes and increased teacher and student agency.	\$11,200 - Professional Learning

Process 3: Improve teacher practice and increase leadership capacity through a high quality Performance and Development Plan process, and support teachers seeking accreditation at the higher levels through strategic programs.

Evaluation	Funds Expended (Resources)
59 CPAHS teachers are currently accredited at Accomplished. Two are accredited at Highly Accomplished. A further 6 are actively working towards accreditation at Lead or Highly Accomplished for completion in 2020/21. 3 participants have successfully completed observation as part of the accreditation process.	\$9,921 - Teacher relief and professional learning

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$102,950	Funding was used to provide ongoing personalised support for Aboriginal students including the development of personalised Learning Pathways for all 111 students who identified as Aboriginal and/or Torres Strait Islander in partnership with their teachers and parents/carers. Interagency support from the AECG, MTC Opportunity Hub, NRL School to Work Program, Youth of the Streets and Tharawal Aboriginal Corporation was beneficial in addition to the Pathways to Dreaming partnership with WSU providing access and engagement with higher education. The Junior AECG and cultural initiative such as Koori Art Expressions, Boys Program, Aboriginal Vocal Ensemble, NAIDOC and Reconciliation initiatives also supported and developed student capacity and understanding of their culture as evidenced in TTFM results being above state norms.
English language proficiency	\$65,530 Staffing Allocation \$54,578 Flexible Funding	In 2020, 139 Language Background Other than English (LBOTE) students were assessed with 82 being identified as requiring additional EAL/D support. A range of strategies including one-to-one instruction, in class support, small tutorial groups, language and proficiency assessment, personalised assessment support and feedback was provided through targeted support by the EAL/D teacher.
Low level adjustment for disability	\$149 190 (Flexible Funding) \$277 462 (Staffing Allocation)	In 2020, there were 12 students who qualified for integration funding support. A range of comprehensive processes were used to provide personalised support through the development of PLPs for students requiring additional support. There were 68 students who had Disability Confirmation within the DoE and each of these students had a PLaSP. 4.8 School Learning Support Officers (SLSOs) were employed to further support the implementation of PLPs and student learning. All other students requiring additional support were catered for with in class programming and whole school strategies.
Socio-economic background	\$761,549	Socio-economic funding was used to support student wellbeing and learning including: additional staffing (Deputy Principal, HT Technology, HT T&L, HT Learning Support, LaST, Senior Studies Coordinator); the development of future-focused spaces to support integrated learning, additional professional learning across a range of initiatives, staffing reductions to support the implementation and scaling of Learning Advisory, the development of LTPs (Learning Transition Plans) for Years 11 and 12 and additional tutoring and support for students who are vulnerable or with additional needs.
Support for beginning teachers	\$91,261 (Beginning Teacher Funding)	In 2020, there were 27 early career teachers in their first 5 years of teaching working at

<p>Support for beginning teachers</p>	<p>\$91,261 (Beginning Teacher Funding)</p>	<p>CPAHS in either a permanent or temporary capacity. Of these, 7 were eligible for funding and were provided with a mentor to support their professional growth across a broad range of areas. All early career teachers were provided with personalised support through the school's induction and bespoke PACED PL model and ongoing support from both their supervising Head Teacher and the Head Teacher Teaching and Learning. For teachers eligible for accreditation at proficient, 7 achieved this credential in 2020.</p>
<p>Targeted student support for refugees and new arrivals</p>		<p>No funding was provided in this area in 2020 however, additional support was provided for 3 refugee students through EAL/D targeted support.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	459	455	445	429
Girls	632	612	652	670

Student attendance profile

School				
Year	2017	2018	2019	2020
7	91.8	87.1	89.6	76.4
8	88.5	85.2	84.4	74.1
9	87	85.8	86.5	68.2
10	83	80.1	78.4	69.4
11	87.4	78.9	79.3	73.1
12	86.7	83.6	85.3	77.1
All Years	87.4	83.6	83.8	72.9
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	16	43	6
Employment	1	23	7
TAFE entry	2	3	7
University Entry	N/A	N/A	36
Other	13	17	4
Unknown	N/A	N/A	39

Year 12 students undertaking vocational or trade training

44.90% of Year 12 students at Campbelltown Performing Arts High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

90.1% of all Year 12 students at Campbelltown Performing Arts High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	55.3
Learning and Support Teacher(s)	2.6
Teacher Librarian	1
Teacher ESL	0.8
School Counsellor	2
School Administration and Support Staff	12.97
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	1,665,522
Revenue	13,486,377
Appropriation	13,163,846
Sale of Goods and Services	91,609
Grants and contributions	185,014
Investment income	3,284
Other revenue	42,624
Expenses	-13,128,645
Employee related	-11,834,366
Operating expenses	-1,294,279
Surplus / deficit for the year	357,732
Closing Balance	2,023,254

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 Approved SBA (\$)
Targeted Total	228,334
Equity Total	1,440,172
Equity - Aboriginal	102,950
Equity - Socio-economic	761,549
Equity - Language	142,085
Equity - Disability	433,588
Base Total	10,152,695
Base - Per Capita	263,689
Base - Location	0
Base - Other	9,889,006
Other Total	530,858
Grand Total	12,352,059

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - 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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

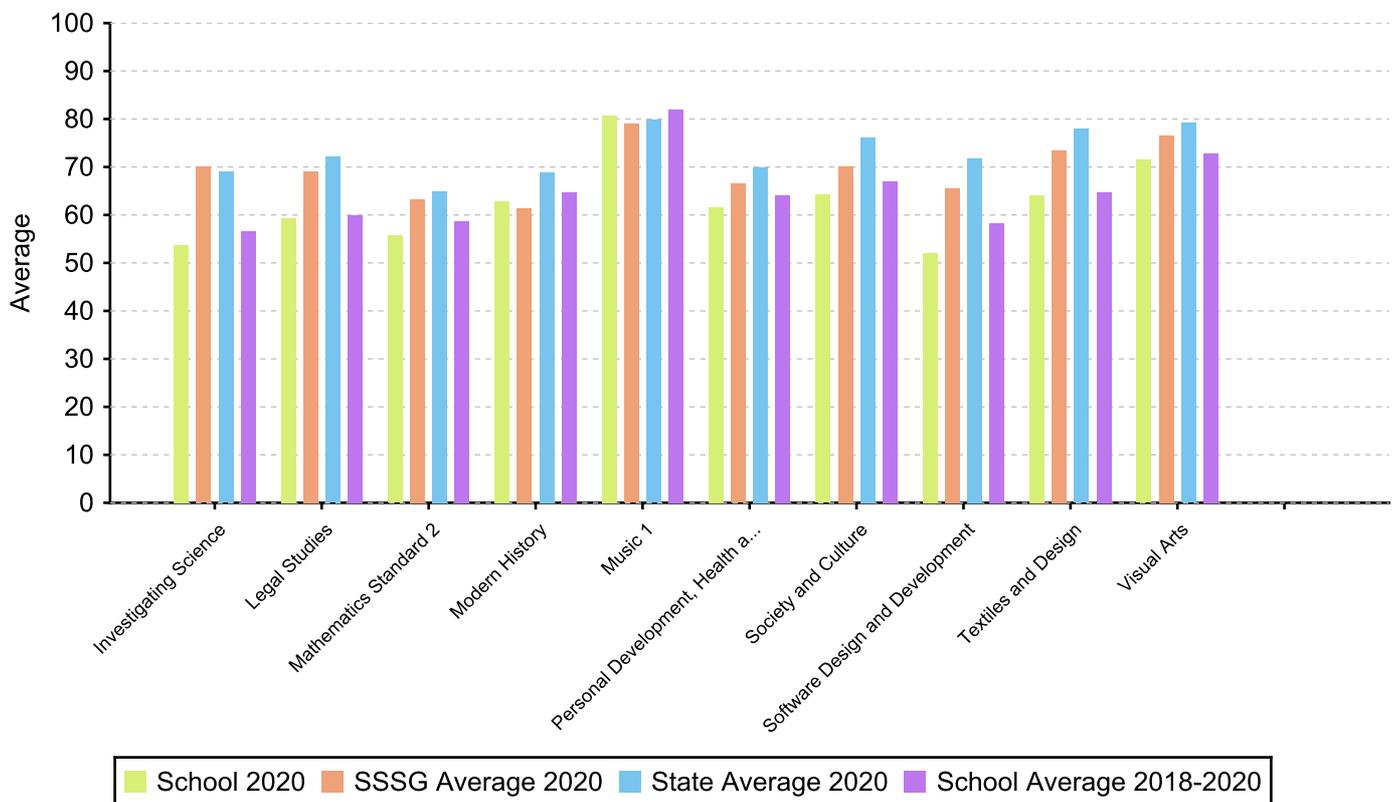
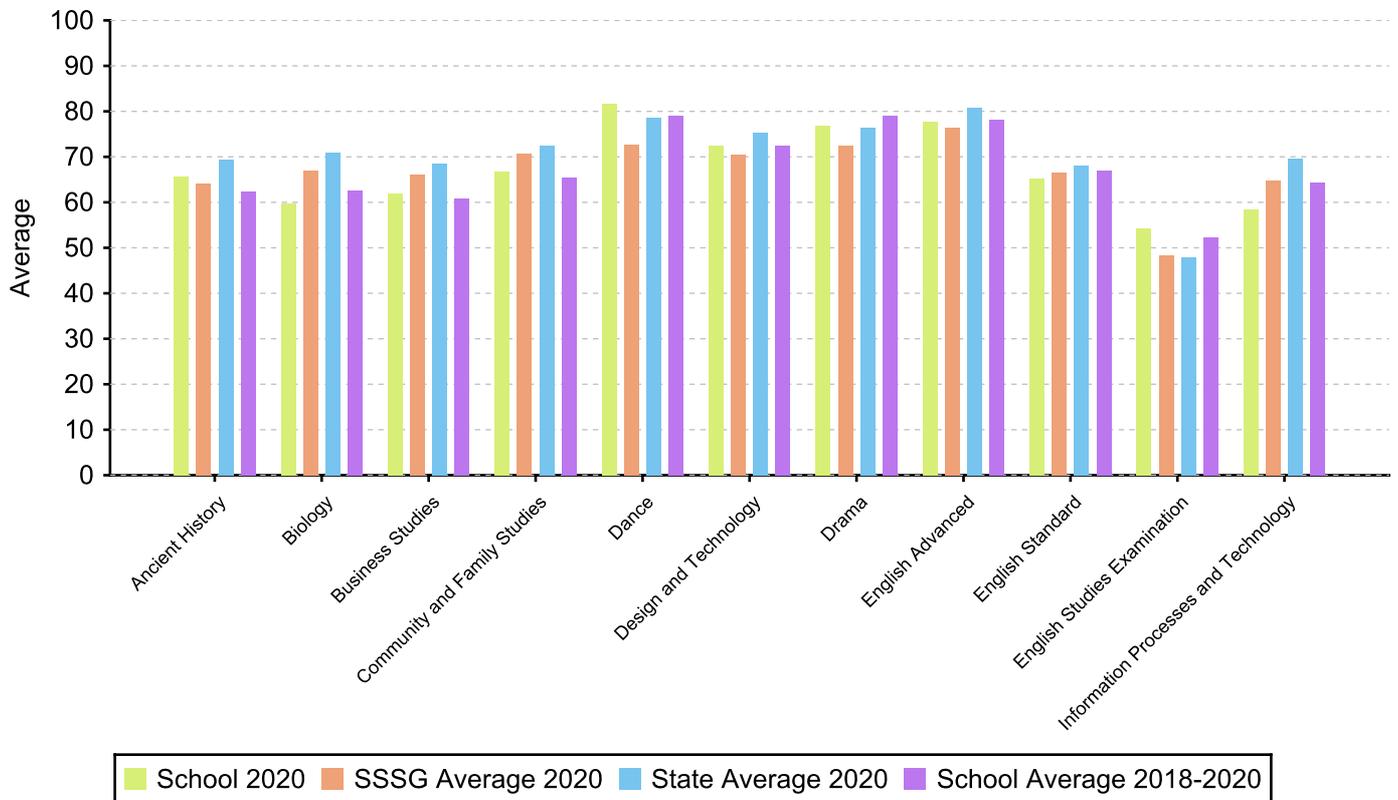
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2020	SSSG	State	School Average 2018-2020
Ancient History	65.7	64.1	69.4	62.4
Biology	59.8	67.1	70.8	62.5
Business Studies	61.9	66.1	68.6	60.8
Community and Family Studies	66.7	70.8	72.4	65.5
Dance	81.6	72.7	78.6	79.0
Design and Technology	72.5	70.5	75.4	72.5
Drama	76.9	72.4	76.4	79.2
English Advanced	77.8	76.4	80.8	78.2
English Standard	65.2	66.5	68.1	67.0
English Studies Examination	54.3	48.3	47.9	52.2
Information Processes and Technology	58.4	64.7	69.6	64.3
Investigating Science	53.7	70.1	69.0	56.6
Legal Studies	59.3	69.1	72.1	60.0
Mathematics Standard 2	55.7	63.2	64.9	58.8
Modern History	62.8	61.5	68.9	64.7
Music 1	80.8	79.0	79.8	82.0
Personal Development, Health and Physical Education	61.6	66.5	69.9	64.0
Society and Culture	64.2	70.2	76.2	67.0
Software Design and Development	52.1	65.5	71.8	58.3
Textiles and Design	64.1	73.4	77.9	64.7
Visual Arts	71.5	76.5	79.2	72.8

Parent/caregiver, student, teacher satisfaction

In 2020, the school continued our commitment to seeing, and acting upon, feedback from students, parent and teachers for the purpose of ongoing improvement.

Students - Tell Them From Me survey results from students across all year groups (n~ 710) sustained our whole school level across aspects of all three TTFM measures - Advocacy at School, Expectations for Success and Sense of Belonging. Additionally, the school mean for Drivers of Student Outcomes (Effective learning time, Explicit teaching & feedback, Advocacy at school, Positive teacher-student relationships, Positive learning climate, Expectations for success and Advocacy outside of school) were at or above NSW Government norms. TTFM data also indicated that important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives. Students feel positive about their learning and the opportunities offered. They have strong advocacy at school with positive student-teacher relationships, with results all above the NSW Government norms. Students are known, valued and cared for with 81% of students identifying at least one teacher who knows them as a learner and a person (43% of these students can identify 3 or more). Our students understand the many pathways available to them post-school and acknowledge the connections in the wider school community that assist them to achieve their desired goals.

Of particular note are the responses from Year 9, who have been supported by our Learning Advisory model to increase ownership of learning and enhance wellbeing for 4 years. Students within this cohort when compared to previous year 9 cohorts indicate significant growth when focusing on Advocacy at School, Positive Teacher Student Relations & Positive Learning Climate with responses being above the NSW Government norms. This is a positive reflection of the Learning Advisory model and demonstrates that each student is known, valued and cared for and the opportunities provided to our students ensure they are making authentic connections with both peers & staff.

Parents - The COVID-19 pandemic had a significant impact on our parent and community partnerships. Unable to share and showcase student learning in regular methods such as Exhibitions of Learning, student-led conferences, parent teacher nights and performing arts showcases, the school adopted a range of alternative communication and showcase methodologies to support partnerships. Constrained by physical distancing restrictions, the school adopted regular Zoom meetings with parents at a range of working times to cater for all families. These were well received with parents indicating that they felt informed and supported by the school's approaches to support student learning. The school subsequently adopted a blended approach to events including phone and Zoom parent-teacher interviews and student-led conferences, increased use of social media as a communication tool and online Exhibitions of Learning enabling students to showcase their learning to a wider audience despite physical distancing restrictions. Parent-teacher interviews were held over 3 evenings, 906 interviews were booked in term 1 and 388 interviews booked in term 3 with a combined total of 1294. For student-led conferences, 469 were booked over Zoom.

Teachers - Teacher surveys and focus groups pertaining to the implementation of the Stage 4 and 5 integrated curriculum indicate high levels of teacher satisfaction, noting the support structures availed through the team teaching approach and provision of professional learning. The People Matters survey also indicated strong results in most areas pertaining to inclusion and diversity, teamwork and collaboration and risk and innovation. High levels of satisfaction were also indicated in the survey in the areas of health and safety, respect, personal background is not a barrier to participation, performance management and customer satisfaction.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

In 2020, the Aboriginal Education Team, supported by all staff, promoted cultural awareness, community engagement and the promotion of Aboriginal Ways of Learning across the school community. The school continued to refine and embed authentic and deep understanding of Aboriginal culture into a range of teaching and learning programs for all students including a Year 8 Performing Arts integrated unit, a Year 9 PDHPE Yulunga Games unit and a Year 8 Humanities Indigenous unit. Key features of these initiatives include the authentic connection of community connections, drawing upon community expertise to improve indigenous cultures and heritage, awareness, understanding and student learning outcomes. Personalised Learning Pathways were developed for all 111 students who identify as Aboriginal and/or Torres Strait Islander in partnership with their teachers and parent/carers. These were used for ongoing reflection and support within the Aboriginal Education Team as well as school-wide to provide ongoing support for students. Interagency support from AECG, MTC Opportunity Hub, NRL School to Work, Your Town, Youth of the Streets and Tharawal Aboriginal Corporation provided personalised support for Aboriginal students to improve engagement and learning outcomes. Post school pathways were supported through access to higher education through the Pathways to Dreaming partnership with WSU. Cultural initiatives such as the Koori Art Expressions, Traditional Dance Workshops, Boys Program, Aboriginal Vocal Ensemble Workshops, , NAIDOC and Reconciliation celebrations and programs provided support for students to develop their capacity and deepen their cultural understanding.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

In 2020, CPAHS's student body continued to increase in cultural diversity, with 38.7% students identifying as LBOTE (a decrease from 42% in 2019), speaking 51 languages (decrease from 54 in 2019). The most frequently spoken languages at home, besides English, were Samoan (28.7%) and Arabic (17.6%). 182 students were identified as consolidating, developing, emerging or beginner in terms of their language development and received additional support from the EAL/D teacher. At a whole school level, we continued to celebrate our cultural diversity through initiatives such as Harmony Week although our celebrations were mostly held online due to COVID-19 restrictions. The Anti-Racism Contact Officer (ARCO) has continued to maintain a position to build understanding of cultural diversity with the school community.