Our school at a glance

Students
The school has an enrolment of 1086 students from Years 7-12 including 82 Aboriginal students. Students are drawn from a wide geographic area, predominantly located within South West Sydney. In-area students account for approximately 60 per cent of total enrolments. Forty percent of students apply for entry through an audition process in one of the disciplines of dance, music, drama or circus. Students represent diverse cultural backgrounds with approximately forty percent of students coming from a language background other than English. Students from Pacific Island and Arabic backgrounds comprise approximately six percent each of the school population.

Staff
The school’s teaching staff is a mix of experienced and early career teachers. A Schools in Partnership (SiP) Head Teacher Aboriginal Education position was funded for the second year in 2011. This position is funded for three years. Our Head Teacher Teaching and Learning has worked with early career teachers to assist each of them to achieve their Institute of Teachers Accreditation.

Messages

Principal’s message
Campbelltown Performing Arts High School continues to have as its main focus the improvement of student learning outcomes through the consistent application of quality teaching practices underpinned by whole-school, and targeted, teacher professional learning.

2011 saw a strengthened focus on e-learning and assessment, with our programs showcased at multiple events at a regional, state and national level. Selection for participation in the Microsoft Partners in Learning program, the 4UP documentary series and the Innovative Teaching and Learning Project has resulted in a more research-based approach and stronger evaluation methodology. Students from CPAHS continued to represent the school at all levels in performing arts, leadership and sport in 2011.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Stacey Quince
Acting Principal

P & C and/or School Council message

P&C Message
2011 was another challenging year for the Parent & Citizens Committee. Our goal in 2011 was not to just commit ourselves to fundraising but to improve the number of parents joining the P&C and to add value to events, tasks and activities the school chose to pursue. We introduced guest speakers mid-year and hope to continue this with heavier marketing techniques to try and encourage and show parents the benefits of being part of the P&C Committee. We are also proud to have worked with the Performing Arts faculty and assisted in events the Friends of Performing Arts committee were involved with. Our committee members were as follows:

President – Marzena Singh  
Vice President – Vacant  
Treasurer – Anita Martins  
Secretary – Kim Woollams  
Fundraising Co-ordinator – Kathryn Miller (acting)  
Stock Control – Anita Martins (acting)  

Thank you to the members of the committee and our parents who supported the P&C during 2011. Our new committee will have the challenge of growing the numbers in 2012 and gaining experience in activities that will benefit the school. We encourage more parents to come along to meetings in support of the activities we are planning at our school.

We would also like to acknowledge the support given to the P&C committee by our principal, Robyn Pulbrook, who is now retired and we hope to develop a strong working relationship with the new Principal in 2012.

Marzena Singh  
P&C - President
Student representative’s message

In 2011 the Leadership Team attended the Impact Leadership Conference to develop leadership skills for 2012. Four students also attended the Rising Generations Leadership Conference where they were inspired by talks from speakers including Delta Goodrem and Jessica Watson.

Tamika Briggs, Tylar Leishman, Mikael English and Danny Falero were elected as our School Captains for 2012.

The school continues to be proud of the achievements of our Indigenous students. In 2011, nine students received scholarships under the Indigenous Youth Leadership Program.

In technology, 2011 saw the continued success of the 4UP Program, a four year program which looks at the effectiveness of laptops on students in the classroom and at home. CPAHS is one of only two schools selected to showcase their work in 4UP.

Thanks to the support of students, a number of successful fundraising events were held, including World Vision’s 40 hour famine which raised $4000.

The Leadership Team and SRC look forward to representing Campbelltown Performing Arts High School and students in 2012.

Angela Wood
Senior Leadership Team

School context

Student information

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

Student enrolment profile

As expected, school enrolments have continued to increase with changes to the school leaving age (from 15 to 17 years) and an increase in the high density housing in our local drawing area.
Management of non-attendance
The school’s Head Teacher Administration is responsible for coordinating the management of student non-attendance for Years 7-9. The Head Teacher Secondary Studies is responsible for Years 10-12. Letters home and SMS messages are sent to alert parents of lateness and whole day absentances. Students with poor attendance are targeted and specific programs put in place in order to support students and thus improve their attendance. These have been implemented through the Welfare Team and Secondary Studies Team. Such programs include the involvement of outside agencies and the use of in-school support, such as counsellors and the learning centre. When in-school intervention strategies are unsuccessful in improving attendance, students are referred to the Home School Liaison Officer for further support.

Retention to Year 12
As expected, the proportion of students staying on at school to finish Year 12 has decreased in 2011 due to changes in the school leaving age. A larger proportion of students remained at school after completion of the School Certificate with the intention of leaving school after they turned 17 years of age. The Secondary Studies Team, including the newly appointed Transition Adviser, worked hard with many of these students to find appropriate post-school education and employment options and pathways.

Post-school destinations
Campbelltown Performing Arts High School congratulates the Year 12 2011 students for their success in transitioning from school. We have been able to contact 95 graduates and the variety of destinations demonstrates students’ desire to pursue their careers aspirations. Career choices ranging from beauty therapy and plumbing through to degrees in music and communications show the variety of experiences and opportunities that are available at CPAHS. Vocational education students are continuing with their studies which commenced in Year 11 in school-based traineeships in business administration and retail and have, in a couple of situations, enabled students to transfer into university programs.

Year 12 students undertaking vocational or trade training
60 per cent of HSC students studied one or more school delivered VET course in 2011. This represented seven classes across six frameworks; Hospitality, Construction, Entertainment, Information Technology, Retail and Business Services.

Year 12 students attaining HSC or equivalent vocational educational qualification
Two students were finalists in the VET Excellence Awards, Nassir Hull for Construction and Robyn Beard for Hospitality. 12 students received recognition for excellence and have been placed on the Honour Role for Workplace Participation through MWLP. These Year 12 students demonstrated excellence, commitment and passion in their chosen industry area of study.

Students have been studying alternative programs at school that include Certificate 3 in Nursing. This course, in particular, allows for students to access a guaranteed entry pathway into a university program. The school is also seeing students accessing traineeships with KFC and McDonalds which include part time work and a Certificate 2 in Retail. Private colleges such as SAE are providing courses that students can use to accumulate units for their senior study.
Staff information
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>12</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>52.7</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Careers Advisor</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.8</td>
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<tr>
<td>Counsellor</td>
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</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>12.972</td>
</tr>
<tr>
<td>Total</td>
<td>86.972</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. 3% of the school staff identify as Aboriginal or Torres Strait Island. Funding provided through Schools in Partnership, Norta Norta and the Indigenous Youth Leadership Program allowed us to employ a Head Teacher Aboriginal Education, an Aboriginal student mentor, two teaching staff and one SASS staff member to support implementation of programs for Aboriginal and Torres Strait Island students.

Staff retention
Staff retention continues to be very high, with minimal changes in 2011. Three staff members retired at the end of the year – Ms. Pulbrook (Principal), Ms Lew (Head Teacher Mathematics) and Mr. Brown (TAS Teacher). Mr. Cotter received a transfer closer to home and Ms. Ellis relinquished her position to undertake volunteer work abroad.

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
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<tr>
<td>Postgraduate</td>
<td>14%</td>
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Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2011</th>
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<tbody>
<tr>
<td>Income</td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>383882.58</td>
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<tr>
<td>School &amp; community sources</td>
<td>596243.61</td>
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<td>Interest</td>
<td>30996.97</td>
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<td>Trust receipts</td>
<td>80560.80</td>
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<tr>
<td>Canteen</td>
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<tr>
<td>Total income</td>
<td>2044908.70</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td>Total expenditure</td>
</tr>
<tr>
<td>Balance carried forward</td>
</tr>
</tbody>
</table>

A full copy of the school's 2011 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2011
Achievements
Arts
2011 saw another successful year for the performing arts in terms of student achievement, expansion of resources, consolidating existing programs and shaping new ideas for the future. We have celebrated student achievement from all disciplines but notable mentions must go to Kiliati Pahulu who received a nomination for
“Onstage” and also to the 2011 Year 12 Dance class taught by Louise Leary who received a total of 8 “Callback” nominations. Holly Clapson, Paula Thomas, Lauren Melrose and Alexandra Travers each received a nomination and Alexandra Prenc-Sadler and Emma Nash received two nominations each. Both of these showcases represent the highest accolade for students sitting their HSC in either discipline.

Once again students have continued to represent the school at both regional and state level in a range of programs. In 2011 we have had four students successfully audition for the NSW State Public Schools Drama Ensembles and Company Programs: Tania Vukicevic, Sabrina Pecora, Casey Campbell and Dempsey Bloom. Two pieces were also selected as part of the Regional Drama Festival: “The Logbook”, featuring members from the Intermediate Drama Ensemble and “Romeo and Juliet” performed by the Drama Company. In addition to this, Maddison Cameron performed in “Romeo and Juliet” with the Australian Theatre for Young People.

Students in dance also achieved at both regional and state levels. Four pieces were selected to be performed at the South Western Sydney Regional Dance Festival. These pieces were also selected to be performed as part of the first annual “Performers’ Performance” featuring high schools from our region at Casula Powerhouse. “The Picnic” by Louise Leary was selected to perform at the Ambassadors of Education Week function. “Down with Love”, performed by the Intermediate Dance Company and choreographed by Lucy McLure was selected to be performed at the State Dance Festival. In addition to this, two students successfully auditioned for the NSW State Dance Company: Joshua Arkey and Emma Nash. Lauren Melrose received a place in the NSW State Dance Ensemble. These students were featured in the 2011 Schools Spectacular in addition to 16 dance students. Joshua Arkey also received a highly sought after position in the NSW State Schools Ballet Ensemble.

Our music program also saw many students involved with a variety of programs. Lancelot Tupai and Rhiannon Jones were both selected to participate in the elite South Western Sydney Region Talent Identification Program in 2011. The program is aimed at developing students’ performance skills through individualised and group tuition which culminates in a showcase of performances. Cindy Prpic, one of our music teachers, successfully directed this program. She was also one of the organisers of the Directors Choice program which featured a variety of performers from our school: Danny Falero, Shontelle Fell, Rachel Scott and Lancelot Tupai. Under the leadership of Murray Bishop and Laura Chrupalo, 2011 Bandfest saw our Stage Band and Combined Band both receive Gold Awards. Our music students also featured heavily in The Pulse concert. Students who performed included Emily Earnshaw, Dominic Perez, Amanda McDonald, Rohan Littlewood, Samual Legeret and Charlotte Fletcher.

Our circus students have also received numerous opportunities to perform this year. The Aerial Circus Evening was well attended and allowed aerial students from both the aerial elective and aerial ensemble classes to perform their own work. Students from circus red and green were invited to perform as part of the Macarthur Disability Services “Get Active” Day. These students also performed at the Campbelltown Council Civic Dinner.

2011 saw the return of the Combined Schools concert which involved bringing together our local primary schools to create a concert featuring performers from all stages.

We have now completed a three year contract with M5 Interlink Roads which saw our students performing original works. Zombies, our major
musical production, saw students from all performing arts disciplines perform in five shows to audiences from our school and to members of the broader community. The MS Interlink Roads sponsorship continues to provide important infrastructure support for our performing arts programs. Our ability to stage such events is made possible with their help and our audio and visual equipment which continues to be state of the art.

The Visual Arts faculty has again been represented in the Ilford Photographic Competition through the work of Daniel Key, with his digital photograph entitled, “Moonlight Escape”. He was awarded a certificate of merit for his efforts and his name and photograph were published in Ilford Images.

“Unleash Your Mind”, a visual arts group that worked towards a variety of arts projects throughout the year in the school and local community, is made up of students who are gifted and talented as well as students who display a keen interest and commitment to visual arts. In 2011, students were given the opportunity to work with local artist and ex-student Nikki Tala Tuiala Talaoloa and Campbelltown Rotary Club to produce a mural that will be installed at Campbelltown Hospital in The Children’s Ward.

For five weeks in Term 3, a class of nine Year 11 Visual Design students participated in a landscape design program called “Art Yard Blitz”. In this program, students participated in the designing and landscaping of an existing garden space within the creative arts courtyard of the school. The garden space as it stood was run down, over grown and in need of general garden maintenance, which students worked collaboratively to turn into a beautiful garden full of Australian native plants. Students not only enjoyed themselves whilst taking part in this program, but they also learnt a number of valuable skills that they can hopefully one day take advantage of in their own home gardens.

The highly successful Creative Arts Exhibition celebrated our students’ achievements across visual arts. It was opened by the Deputy Mayor of Campbelltown, with over 400 patrons attending. Awards were presented by the Director of the Campbelltown Art Centre, Michael Dagostino, and local artist, Nikki Tala Tuiala Talaoloa. Entertainment on the night was provided by Performing Arts students in the “Unplugged” showcase.

Sport
2011 was another busy year for students at CPAHS in the area of sport. Congratulations to all students and staff who committed to knock-out teams this year. We had 18 state knock-out teams fielded, with new teams in open girls hockey, soccer and basketball. 2011 also saw the establishment of teams in 15s girls basketball, rugby league 7s and 13s West Leagues Cup. Most of these teams won through to round 2 and central venues this year. A number of lunchtime competitions were also provided for students, including the Mini World Cup organised by Ms Sturgess. This competition was a great success and very much appreciated by the students.

Carnivals in 2011
Swimming
The Swimming Carnival was restricted to “competitors only” as a result of renovations at Bradbury pool. Despite limited numbers, the carnival was very successful and enabled a very strong squad to be selected for the zone carnival. We were very proud to have finished in first place at the Fisher Zone Carnival

Swimming Age champions
12 boys – N/A
12 girls – Cody Talanoa
13 boys – Joel Le Beau
13 girls – Brittany Murphy
14 boys – Reece Maher
14 girls – Tiffany Pizzuto
15 boys – Zachary Baillie
15 girls – Rachel Scott
16 boys – Jaryd Harris
16 girls – Naomi Talanoa
17 boys – Thomas Hatch
17 girls – Amy Legeret
Cross country
The school Cross Country was held as a Fun Run for the first time in 2011 in which students received prizes for completing the course. A record number of students competed with nearly 600 students being involved on the day. The run raised $1700 which was used to purchase new CPAHS sports uniforms. CPAHS sent a very strong team to zone carnival and finished a close second.

Cross country age champions
12 girls – Cody Talanoa
12 boys - Jordan Bolewski
13 girls – Alison Trevaskis
13 boys – Joel Le Beau
14 girls – Chrystal Duggan
14 boys – Olayinka Ogundana
15 girls – Tegan Havenaar
15 boys – Joshua Arkey
16 girls – Tanya Wood
16 boys – Jaryd Harris
17 girls- Amy Legeret
17 boys – Anthony Sgro

Athletics
The Athletics Carnival was again a very successful and enjoyable day at Campbelltown Stadium with the majority of students participating. After a rain disrupted zone championship, CPAHS finished in third place.

Athletics age champions
12 girls -Linda Chomonter
12 boys -Israel Talau
13 girls – Lorena Flawn
13 boys – Philip Fepuleai
14 girls –Chrystal Duggan
14 boys – Isaiah Talua
15 girls – Tiffani Purches
15 boys –Ryan Bartley
16 girls –Abilene Barnes
16 boys – Jayden Laing
17 girls - Keely Hamilton
17 boys – Anthony Sgro
18 girls - Shanell Dargan
18 boys - Shafiq Ishmail

Other noteworthy student achievements for 2011 are outlined below.

Fisher zone representatives
2011 saw a dramatic increase in the number of students representing the Fisher zone across a number of sports including basketball, hockey, touch football and soccer. 22 students were recognised at the Fisher Zone Sports Awards. A number of students were recognized at zone, regional and state level, as follows:

Fisher zone age champions
Naomi Talanoa – swimming
Rachel Scott – swimming
Brittany Murphy – swimming
Tanya Wood – cross country
Chrystal Duggan – cross country
Chrystal Duggan – athletics
Alison Trevaskis – athletics

Sydney South West Representatives
Shanell Dargan – open touch
Tanya Wood – water polo
Cody Talanoa – swimming
Kurt Hacking-Gadsby – trampolining
Amy Legeret – athletics
Daniel Filiacci – athletics
Amie Bruscino – athletics
Jarred Edwards – hockey
Gabbi Anderson – gymnastics
Brittany Murphy – gymnastics

NSW representatives
Cody Talanoa – swimming
Academic
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.

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

Minimum standards
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Minimum Standards data

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage of Year 7 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>95.9</td>
</tr>
<tr>
<td>Writing</td>
<td>88.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>93.8</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>90.2</td>
</tr>
<tr>
<td>Numeracy</td>
<td>95.3</td>
</tr>
</tbody>
</table>

Literacy – NAPLAN Year 7

Percentage in bands:
Year 7 Reading

Percentage in bands:
Year 7 Writing

Percentage in bands:
Year 7 Spelling
**Numeracy – NAPLAN Year 7**

**Minimum Standards Data Year 9**

**Percentage of Year 9 students achieving at or above minimum standard (exempt students included)**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>88.5</td>
</tr>
<tr>
<td>Writing</td>
<td>62.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>90.7</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>84.5</td>
</tr>
<tr>
<td>Numeracy</td>
<td>91.4</td>
</tr>
</tbody>
</table>
School Certificate
In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).
### School Certificate relative performance comparison to Year 5 (value-adding)

<table>
<thead>
<tr>
<th>Course</th>
<th>School 2011</th>
<th>School Average 2007-2011</th>
<th>SSG Average 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>-0.1</td>
<td>0.5</td>
<td>-0.1</td>
</tr>
<tr>
<td>Mathematics</td>
<td>-0.1</td>
<td>0.3</td>
<td>-0.4</td>
</tr>
<tr>
<td>Science</td>
<td>0.12</td>
<td>0.11</td>
<td>0.11</td>
</tr>
<tr>
<td>Australian History, Civics and Citizenship</td>
<td>0.03</td>
<td>0.04</td>
<td>0.03</td>
</tr>
<tr>
<td>Australian Geography, Civics and Citizenship</td>
<td>0.12</td>
<td>0.03</td>
<td>0.11</td>
</tr>
<tr>
<td>Computer Skills</td>
<td>0.04</td>
<td>0.04</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Note: By definition, the State average relative performance is zero.

### Higher School Certificate

#### Higher School Certificate relative performance comparison to School Certificate (value-adding)

<table>
<thead>
<tr>
<th>Performance Band</th>
<th>Low</th>
<th>Middle</th>
<th>High</th>
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<tbody>
<tr>
<td>School 2011</td>
<td>-1.3</td>
<td>-1.5</td>
<td>-11.6</td>
</tr>
<tr>
<td>School Average 2007-2011</td>
<td>-2.6</td>
<td>-3.6</td>
<td>-11.6</td>
</tr>
<tr>
<td>SSG Average 2011</td>
<td>-0.8</td>
<td>-0.8</td>
<td>-3.5</td>
</tr>
</tbody>
</table>

Note: By definition, the State average relative performance is zero.
**Significant programs and initiatives**

**Aboriginal Education**

As a Schools in Partnership (SIP) school we have supported and been successful in increasing the integration of Aboriginal cultural into our classrooms, faculty teaching programs and school assemblies and activities. In 2011 our Aboriginal education team was expanded to include a Head Teacher Aboriginal Education, an Aboriginal Student Mentor and four Norta Norta tutors enabling strong support of every one of our Aboriginal students.

Our Aboriginal students demonstrated outstanding growth figures in the School Certificate results. In 2011 the School Certificate results reflected a dramatic shift for over 50% of students up into higher bands in all areas, with Aboriginal students from our school scoring above NSW state in English. Aboriginal students’ HSC results were also excellent, with our students outperforming the NSW state in Entertainment Industry and Earth and Environmental Science. Year 12 student, Jemma Milloy, was offered and accepted a place into a Bachelor of Social Work at the University of Sydney for 2012. All students in Years 11 and 12 participated in individualised tuition provided through the Norta Norta program. Strong growth in student assessment results, attendance and confidence were demonstrated across many subject areas.

Five Aboriginal students participated in School-Based traineeships, working one day per week at organisations such as ANZ bank, NSW Department of Housing and Australia Post. In 2012 our continued partnership with the Aboriginal Employment Strategy will see this number increase to six, with Qantas, Sydney Opera House and the National Australia Bank employing Aboriginal student trainees. Six Aboriginal students were successful recipients of South West Sydney Aboriginal Education ‘Two Ways Together’ scholarships, out of only eight awarded throughout the region. A successful partnership was set up between our Junior Aboriginal Education Consultative Group (AECG) and Mary Brooksbank School. Aboriginal students from both schools enjoyed working together on cultural activities and reading dreamtime stories.

Twenty students from Years 7-10 represented the school in four rounds of the South Western Sydney Aboriginal Numeracy Competition. The junior team of Paige Stewart, Tiarni Burns, Tamera Kelly and Kyjila Powell-Thomas were overall winners in the term 4 round. Year 10 student, Renee Tjong, won the individual student challenge in the term 2 round.

Several students have successfully participated in Regional Gifted and Talented projects. Aiden Bell, Tamara Brown and Zalia Hopkins worked with Dr Anita Heiss on a writing anthology, and Samantha Lindsay and Natalie Hipwell were successful in the Vocal Identification Project.

Two Aboriginal students, Tamika Briggs and Alana Bell, were successful applicants and attended the University of NSW Winter School program.

In 2011 every one of our Aboriginal students had a Personalised Learning Plan developed for them, which was utilised as a working document throughout the year.

For the first time in 2011 the school had a timetabled HSC Aboriginal Studies class. The class has made wonderful progress in their studies and is now working closely with Aboriginal community representatives, the Campbelltown Local Aboriginal Education Consultative Group, and Aboriginal community support organisations in completing their major projects. The class learnt a D’harawal Welcome Dance with performer Glen Doyle. They performed this at various school and regional assemblies and events.
Staff participated in professional learning on knowledge and implementation of the 8 Aboriginal Ways of Learning, with these strategies now incorporated into many faculty programs. 2011 also saw the first whole school participation in the NAIDOC celebrations. Aboriginal Entertainment and Education group, Koomurri, ran various workshops throughout the day teaching about Aboriginal artifacts, boomerang throwing, Aboriginal dance and painting, which was accompanied by a staff bush tucker morning tea. The day was an outstanding success, thoroughly enjoyed by all staff and students.

Once again our Aboriginal students were successful in the South Western Sydney Aboriginal Student Achievement Awards. Paige Stewart and Tiarni Burns were winners in Courage, Culture and Commitment, Tori-Rochelle Barry was a winner in Literacy and Natalie Hipwell was a winner in Attendance.

Tamika Briggs, Year 11, was awarded the NSW Schools Nanga Mai Student Leadership Award. This highly prestigious award recognises Tamika’s outstanding work at the Rising Generations Leadership Camp, her contribution to the Youth Solutions Advisory Group, her work as an Indigenous Youth Leadership Program scholar and her contributions to the Student Representative Council.

The school also acknowledged National Sorry Day and Reconciliation week with a whole school assembly. Students from the Junior Aboriginal Education Consultative Group compered the assembly, read dreamtime stories, spoke of their cultural heritage and performed. A movie was played remembering the Appin Massacre, filmed by Mr Darren Johnstone and Mr Ken McBeath at the memorial service and narrated by Tamika Briggs and Samantha Lindsay. Students held up red, black and yellow hands to represent reconciliation and feet to represent the bringing home of The Stolen Generations.

Our nine Indigenous Youth Leadership scholars attended a NSW State DEC gathering to Dubbo and a National Gathering of all Year 10 and 11 scholars in Uluru. The two Year 12 scholars attended a scholarship graduation ceremony at Parliament House, where Minister Peter Garrett presented them with certificates. As a result of continued support from the Aboriginal Education Team, fifteen students have been successful applicants for inclusion in the program for 2012. Four Aboriginal students attended the National Rising Generations Leadership Conference in the July school holidays. The students discovered renewed focus as leaders and further developed their leadership skills.

Year 6 Aboriginal students enrolled to attend CPAHS in 2012 attended a transition camp with staff from our Aboriginal Education Team and Aboriginal students from Years 7 and 8. The camp was held at the National Centre for
Indigenous Excellence in Redfern, where students participated in various cultural and team building activities. Many parents were overwhelmed by their Year 6 child’s excitement and enthusiasm in starting Year 7 at CPAHS after attending the camp.

**Multicultural education**

The school has a strong history of supporting rich and diverse multicultural day programs. This year a spectacular performance was designed, coordinated and performed by the Senior Leadership Team and more than fifty students. The entire school benefited from the experience which continues to generate positive discussion and relationships in the school.

We continue to offer a prayer room for the use of our observant Islamic students at lunch times. Facilities have been provided for the storage of prayer mats if required. The students also have access to water and a sink for ritual washing of hands, face and feet as required.

Parents are also provided with translated documents informing them of the support offered to students observing Ramadan. All other school correspondence can be translated as the need arises.

**Other programs**

Over 150 students in Years 9 and 10 have been involved in the *Premier’s Student Volunteering Program*. Lana Farrugia and Tamara Leetham received the top award of Diamond with over 120 hours of volunteering. In February our volunteering students organised a fundraising assembly for the victims of the Queensland Floods and Cyclone Yasi, raising over $930.

Members of the leadership team and student body represented the school at the annual Anzac commemoration held at Campbeltown’s Mawson Park. Students laid a wreath on behalf of the school. They later conducted formal assemblies at the school to speak of the Anzac spirit and remember those who fought.

146 students responded to the Mission Australia’s National Survey of Young Australians. This provides valuable information on the thinking of our youth. Results indicated that the things our students value the most are family relationships, friendships and getting a job. Their primary issues of concern are school or study problems, coping with stress and body image. There is strong evidence of their concern about alcohol and drugs. This data will help to guide us in developing and implementing school and welfare initiatives to support our students in 2012 and beyond. Examples of this include the Learning and Homework Centres in the library, an “Art Café” run after school each Thursday afternoon, and a pilot program for 12 at risk girls in Year 9-10 focusing on the “Body, Brain and Beauty”.

**Student leadership**

The school continues to have a high focus on developing and encouraging student leadership. Many students have attended a range of seminars and training days throughout the year. The Community Relations Youth Leaders Day seminar enabled participating students to take part in workshops which included looking at identity and cultural expression, community engagement and capacity building, advocacy and pathways to leadership. Students presented on school assemblies about these issues. An initiative which they instigated was to organise a group of ten Year 11 students to donate blood. This will now become part of the school calendar of community events.

The school has a strong and active Student Representative Council. This council consists of student representatives from each year group and meets regularly. They are involved in school and community service projects and have run a number of fund-raising activities for various organisations including the Cancer Council and the Red Shield Appeal. Twelve of our senior students also participated in the Halogen National Young Leaders Conference which allowed them to hear motivational speakers from political, business and educational fields.

Toast Masters is an internationally recognised organisation which provides public speaking and youth leadership courses. Two Toast Masters courses were run throughout the year, each
targeting a different year group. Term 1 focused on the Year 12 Senior Leadership and Captaincy teams while the term 2 course was available to students from Years 9 to 11. Eighteen students successfully completed this course. This enabled our students to develop their skills as competent and confident public speakers. We envisage that this model will continue in 2012. There were 24 applications this year for positions in Captaincy and Senior Leadership teams. The field was extremely strong with a final core group of 10 students being selected after a rigorous process of written application, panel interview, public speaking and a popular vote. Student committees have been formed and one focus is to strongly support Stewart House as our school’s main charity.

The Fast Forward mentoring program, initiated by the University of Western Sydney, has continued to grow. Fourteen Year 9 students successfully applied for the program in 2011, adding to the 16 Year 10 students and 14 Year 11 students already in the program. Student members of the Fast Forward program demonstrate increased levels of engagement, greater overall confidence, knowledge, skills and awareness of post-school education opportunities which have begun to set them apart from their peers. Successful Year 9 candidates attended awards ceremonies at the UWS campus Macarthur, while other program members visited university campuses, attended skills days and had the opportunity for their parents to attend information evenings. University students also came to the school and implemented individual mentoring programs.

**Rewards and Recognition**

Across the school we continue to support and recognise the work of our students. Students received recognition at two Assemblies of Excellence, Presentation Night and through the Bronze, Silver and Gold awards system. Our students were well represented at the Rotary Club of Campbelltown Youth Excellence Awards, with 23 students receiving awards overall, Nicholas Wright winning the Creative Arts award and Blake Giles winning the Performing Arts award.

James Derrick of Year 11 was awarded a Defence Technical Scholarship, a highly contested award with over 2000 applicants from across Australia. Paul Fowler of Year 9 attended the 2011 LAZSTA Space Academy and US Field Studies Tour, successfully completing the Space Academy course.

**Other Initiatives**

“U – Turn the Wheel” ran for a third year at CPAHS. This driver education program for Year 11 students was run by the local police, council, the Rotary Club of Campbelltown and various volunteers from our community. Features of the day long course included: “Keeping your L’s and P’s”, “Sharing the Road with Trucks”, “Buying a Car” and “Crash Investigations”.

Six gifted and talented Year 7 and 8 boys were invited to participate in the Mind Marathon program run at East Hills Boys High School. This program is a product of the very successful, extra-curricular, gifted and talented program called Kensai. Kensai aims to enrich and extend the students through participation in a wide range of projects and activities. Our boys placed 30th out of more than 100 schools. We have registered for participation in this activity next year.

In 2011 we developed a program to support the needs of students in primary school who may encounter difficulties in transitioning to high school. The program consisted of four visits and culminated in a whole day Orientation Program. A team of twelve Year 9 students, supported by SLSOs and other welfare staff, worked with the group of 55 students. Students participated in a range of activities including general orientation to buildings and resources, visits to classrooms, attendance at a formal assembly and participation in some taster lessons.

A new initiative – the Awareness Motivation (AM) Program-targeted students in Years 7, 8 and 9. Two Year Advisers and an ISTB worked with the targeted group of 12 students’ in period 1 each day. They reviewed monitoring cards, discussed strategies to cope and set goals for the day. This program commenced early in term 3 and has resulted in a significant decrease in the number
of discipline referrals and incidents of truancy of those students involved. The program will run from the start of 2012 and in term 1 will focus on students coming from primary school who have been identified as having potential issues with transition to high school.

Students were also supported by Links to Learning projects delivered by Mission Australia and Burnside, as well as the Park Program.

**Progress on 2011 targets**

**Target 1**
41% of male students to achieve Band 8-10 in Year 9 writing (up from 23% in 2010).

This target was not met, with 9.5% of male students achieving results in Bands 8-10 in Year 9 writing. The school has subsequently refined its focus on writing, with further strategies to be implemented in 2012. (See 2012 Target 1.)

**Target 2**
100% faculties use ICT-based peer and self assessment strategies to enhance students’ learning outcomes.

This target was met, with teachers from every faculty accessing professional learning and mentor support from the Microsoft Partners in Learning team to expand their repertoire of ICT-based skills and embed various software and web-based applications into programs and assessment tasks. Overall, teachers reported a significant increase in the quality and quantity of work submitted by students. The success of this initiative was showcased at a regional conference and the national Microsoft Partners in Learning conference.

**Target 3**
Student attendance rates increase from 86.6% in 2010 to state average of 89.9%.

Despite interventions, the attendance rate saw little change in 2011 (from 86.6% to 86.2%). In 2012 the school is implementing a new web-based platform for more consistent and transparent tracking of whole day and partial attendance by all teachers. In collaboration with intervention strategies by the Secondary Studies Team, the Head Teacher Administration and the Home School Liaison Officer, it is anticipated that attendance will improve in 2012.

**Key evaluations**
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of the Beginning Teacher Program and the English faculty.

**Educational and management practice**
Campbelltown Performing Arts High School has a clear commitment to building the capacity of all teachers, with a particular focus on professional learning to support early career teachers. In 2011 there were 16 teachers working in permanent, temporary or casual teaching positions who were eligible to seek accreditation at professional competence with the NSW Institute of Teachers (NSWIT).

**Background**
A significant increase in the number of teachers seeking accreditation at professional competence required an evaluation and refinement of the school’s Beginning Teachers program. Working in collaboration with the DEC’s Professional Learning and Leadership Development Directorate (PLLDD), it was decided that we would re-configure the program and align it more closely with the Classroom Teacher Program, externally delivered professional learning accessed through myPL and the Beginning Teacher Resource Allocation. The program provided beginning teachers with an out-of-school hours two term program of tailored professional learning, and ongoing support for the development of professional learning plans and evidence for accreditation with the NSWIT.

**Findings and conclusions**
Evaluations were conducted through the use of a pre- and post-program online survey. Of the 16 teachers who began the program on a voluntary basis, every teacher finished with the exception of two casual teachers who left the school to travel overseas. Analysis of survey data indicates
significant growth of teachers’ capacity including an increase in the number of teachers who rate their:

- Understanding of the NSWIT Professional Teaching Standards as “excellent” or “high” from 36% to 93%;
- Ability to develop and implement professional learning plans as “excellent” or “high” from 7% to 86%;
- Ability to develop high quality teaching and learning programs and assessment processes as “excellent” or “high” from 50% to 78%;
- Ability to differentiate the curriculum to meet the needs of a wide range of learners as “excellent” or “high” from 36% to 79%.

Interviews with participants and facilitators also indicated increased engagement of beginning teachers with the wider school community and more effective and equitable allocation of available resources to support the development of these teachers.

**Future directions**
The success of this program has been of great interest to PLLDD who seek to use it as a model of delivery across NSW. The resources developed will be shared with future beginning teachers using a similar approach. This model of delivery will also be adopted to support teachers seeking accreditation at professional accomplishment and professional leadership.

**Curriculum**
An evaluation was conducted of the English Faculty in 2011 by the School Self-Evaluation Team.

**Background**
This review is conducted as part of the school’s three-year self-evaluation process. Data for the review was collected by School Self-Evaluation Team members through lesson observations, staff interviews, student focus groups, parent interviews and review of documentation.

**Findings and conclusions**
The English faculty has a newly appointed Head Teacher. The faculty is a diverse unit comprised of highly qualified and experienced teachers and early career teachers. It has three members of staff on maternity leave and the vacancies this has created have been filled by long term temporary teachers.

Faculty programs address literacy, numeracy and ICT. The teaching of ICT is a strength of the English faculty. This has led to the English faculty’s involvement in an action learning project working closely with an academic partner from UWS, aimed at enhancing the use of ICT to support student learning, and facilitating the use of peer and self-assessment in learning. Teachers from the English faculty have also participated in the worldwide Innovative Teaching and Learning Project with the University of Newcastle, with their lessons and work samples using ICT currently being analysed by a group of academics.

Under the leadership of the new Head Teacher, the faculty is undertaking a recommitment to refining their teaching programs and assessment. There has been a refocus on a new scope and sequence and assessment processes.

**Future Directions**
In 2011 the faculty began teaching the new Stage 6 course in Preliminary English Studies, progressing to the HSC in 2012, and the new Head Teacher has led the faculty’s focus on preparing for implementation of the Australian Curriculum.

Data from the evaluation, indicated a need for teachers in the faculty to more consistently engage students in e-learning pedagogies and formalise assessment practices, including peer and self-assessment strategies.

**Parent, student, and teacher satisfaction**
In 2011 the school sought the opinions of parents/caregivers about learning. A survey was conducted where parents/caregivers were asked to respond to a series of questions, with responses selected from “almost always”, “usually”, “sometimes” and “rarely”.

High expectations were a consistent theme in the survey results, with 95% of respondents
indicating that the school expects students to achieve to the best of their ability “almost always” or “usually”, and 88% of respondents indicating that students at the school demonstrate pride in their learning “almost always” or “usually”. 88% of respondents also indicated that their child’s classroom was an interesting place to learn “almost always” or “usually”.

Almost all parents/caregivers who responded to the survey believed that their child has access to good equipment and resources, and that teachers are continually working to upgrade their skills and learn from one another.

One area identified for further development is that of student self-regulation and access to support beyond the classroom. 60% of respondents indicated that, outside of class time, their child only looked “sometimes” or “rarely” at samples of his/her work to over time to see how he/she has improved and 42% of students only “sometimes” or “rarely” are helped with their learning by people other than the child’s teacher/s.

**Professional learning**

Teacher professional learning continues to be a strong focus in the school, with individualised, group and whole school models underpinning improvements to teaching practice.

School development days addressed e-learning pedagogies, literacy and numeracy, assessment practices, boys education, Aboriginal 8 Ways of Learning and current research on the delivery of quality teaching. Teachers engaged in analysis of school-based and external data to identify areas for improvement, develop strategies to address these areas, and implement evaluation methods to measure effectiveness and growth. Many teachers also accessed subject or role-specific professional learning, delivered externally.

Every teacher in the school developed an individual professional learning plan which was underpinned by data analysis and self-evaluation and which aligned to the school plan targets. This plan was refined, in collaboration with the teacher or head teacher’s supervisor, as part of the Teacher Assessment and Review Schedule (TARS) or Executive Assessment and Review Schedule process (EARS).

CPAHS was selected as one of 20 schools from across Australia to participate in the 2011 Microsoft Partners in Learning (PIL) program. Three school personnel attended three national conferences as part of this program, learning from keynote speakers and working with teachers from the other PIL schools to identify examples of ‘best practice’. This resulted in a whole school approach to ICT-based peer and self-assessment, with teachers from every faculty across the school undertaking professional learning and being mentored by PIL team members. This work was presented at the national conference in December, both in the form of a written report and a video outlining improvements to student and teacher learning.

CPAHS was also one of six Australian schools selected to participate in the worldwide Microsoft Innovative Teaching and Learning project through the University of Newcastle. Eight teachers from four faculties worked with school leaders and a professor from the university to learn about what constitutes ‘innovative’ and effective teaching and learning. They then collated lessons and work samples to be analysed as part of the broader project, and half of these teachers had their lessons observed and undertook interviews. The university will deliver tailored professional learning to staff at CPAHS in 2012 based on the findings of this evaluation.

2011 also saw the inaugural Welfare Conference for all members of the welfare team, aimed at refining the delivery of ‘boutique’ programs, building the capacity of all team members and improving practices for sustainability.

Delivery of professional learning to the executive team was also refined in 2011, including the provision of individualised support through EARS, the delivery of significant professional learning at every executive meeting and the provision of an executive conference. This conference focused on the executive team as leading learners and included the delivery of a number of modules from the Team Leadership for School Improvement program. This learning directed the
evaluation and planning that informed the development of the 2012 – 2014 School Plan.

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

Targets for 2012
Target 1
*Increase the proportion of Year 9 students in NAPLAN writing at or above NMS (bands 6-10) from 63% in 2011 to 66% 2012.*

Strategies to achieve these targets include:

Development and implementation of an English writing project for all students in Year 9, including pre-testing, benchmarking and post-testing, underpinned by professional learning on the development and use of quality writing assessment criteria.

Ongoing teacher professional learning for all teachers on how to build students’ skills and knowledge in the area of writing, including how to access and analyse SMART data and teaching strategies through the SMART website.

Individual analysis by each teacher of their class’s NAPLAN results using SMART, with areas for development being targeted in every teacher’s Professional Learning Reflection and Professional Learning Plan.

Our success will be measured by:

All Year 9 students will develop an understanding of key features of a specific writing task, using teacher feedback, peer and self-assessment to analyse and refine work samples over time.

All teachers will include at least one literacy/numeracy target in their Professional Learning Plan which aligns to the school plan.

All teachers will analyse SMART and other data pertaining to the students they teach and develop appropriate and explicit strategies to address their identified needs.

Target 2
*Increase the use of peer and self-assessment to at least one summative task in 70% of courses by the end of 2012.*

Strategies to achieve this target include:

Ongoing whole school teacher professional learning on what constitutes quality assessment and feedback.

Implementation of action learning projects focused on assessment, feedback and e-learning pedagogies.

Participation in the *Microsoft Partners in Learning program*, as an alumni school, the University of Newcastle Innovative Teaching and Learning initiative and the UWS *Future Pedagogies* project to build teacher capacity and knowledge.

Our success will be measured by:

All teachers will use a range of quality feedback practices as evidenced through TARS and EARS.

An increased number of tasks in each assessment schedule that indicate the use of peer and self-assessment strategies.

School self-evaluation team processes, incorporating the use of student focus groups, teacher interviews, document analysis and lessons observations, and indicate increased use of effective peer and self-assessment strategies, including an increased use of digital portfolios.

Target 3
*100% of teaching and learning programs to include Aboriginal content, perspectives and/or ways of learning.*

Strategies to achieve this target include:
Participation by all teachers in professional learning on Aboriginal Education and supported programming and assessment practices.

Implementation of culturally appropriate teaching and learning strategies for improved outcomes for all ATSI students, underpinned by ongoing TPL and monitored through faculty evaluations and data analysis.

Improvement in the continuity of students’ learning experiences through the implementation of connected outcomes groups (COGs) units in Stage 4, developed and implemented through a cross-KLA approach and underpinned by rich tasks.

Our success will be measured by:

An increased number of teachers trained in, and actively utilising, 8 Ways of Learning and cultural immersion training strategies.

COGS units will be implemented every year, with teachers collaborating on programming, assessment and through team teaching across KLAs.

All faculty programs will include embedded Aboriginal Education content and perspectives.

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Stacey Quince, Principal (Acting)
Philip Carlyon, Deputy Principal
Lyndel Clowry, Deputy Principal (Relieving)
Stephen Keogh, HT Welfare
Susan Dawson, HT Aboriginal Education
Sally Fennell, HT Administration
Phil Warwick, HT Secondary Studies
Sumana Viravong, HT English
Tim Wilson, HT PDHPE (Relieving)
Ashleigh Baso, HT Performing Arts (Relieving)
Paul Cairncross, HT Visual Arts (Relieving)
Scott Mathews, PDHPE Teacher

Marzena Singh, President P & C and FPA
Angela Wood, School Leadership Team
Tamika Briggs, School Leadership Team and SRC

School contact information
Campbelltown Performing Arts High School
Beverley Road, Campbelltown NSW 2560
Ph: (02) 4625 1403
Fax: (02) 4625 5986
Email: campbell-h.school@det.nsw.edu.au
Web: www.cpaahs.nsw.edu.au
School Code: 8180

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: