Campbelltown Performing Arts
High School
Annual Report

2015
1. Introduction
The Annual Report for 2015 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.


Principal’s Name:
Kirstine Gonano
Relieving Principal

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**Message from the Principal**

I am proud of the success achieved by students at Campbelltown Performing Arts High School in a range of areas throughout 2015. This year we have seen impressive academic achievements of our students and the ongoing success of the strategies being implemented by the school to create high quality learning experiences for our students.

Our school’s success is underpinned by three key elements that promote the quality teaching and learning programs that all members of our school community value and appreciate.

Firstly, we have a highly dedicated staff who work together to provide personalised, innovative and engaging learning environments, supporting students to achieve their potential. Secondly, our students are passionate and informed young citizens who value their learning and are developing the skills to actively contribute to the world beyond school. Thirdly, Campbelltown Performing Arts High School enjoys tremendous support from our parent body, the Parents’ and Citizens’ Association, the Friends of the Performing Arts and local community, including a number of agencies and Campbelltown City Council.

Our annual self-assessment and review identified the following key features of our achievements for Campbelltown Performing Arts High School in 2015:

- In 2015, our Years 7 and 9 students sat the National Assessment Program in Literacy and Numeracy. Our school results indicated high levels of growth particularly in the areas of spelling, grammar and numeracy. This indicates that our strategies to improve student learning in literacy and numeracy, across the school, are having great impact.
- All staff developed personalised professional learning plans as part of the PDP process. Staff actively participated in a range of professional learning experiences, including the Twilight workshops, offering a suite of tailored, relevant opportunities for staff to share their knowledge, collaborate and learn from each other.
- Over 45 staff members participated in action learning projects investigating a range of innovative practices in the areas of Personalised, Connected, Co-created and Integrated Learning. Many of these projects are in the second and third iterations and are being scaled within Campbelltown Performing Arts High School and with other schools through collaboration as part of the Learning Frontiers initiative.
- Project-based learning was scaled successfully across a Year 8 resulting in an increase in student engagement, co-created learning experiences with students from Birdwood HS and co-design of the refurbishment of Ingleburn Reserve. Students demonstrated a significant improvement in their connection with school and development of 21st Century learning skills.

I certify that the information provided in this report are a reflection of a rigorous self-assessment process undertaken by all members of the school community and is a balanced and accurate account of the school’s achievements and areas for development.

Kirstine Gonano

Relieving Principal
School background

School vision statement

At Campbelltown Performing Arts High School 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.

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 C21st learners whilst evaluating and measuring the impact of teaching to drive continual 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 1135 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. 78 students identify as Aboriginal and approximately 30% of students speak more than one language at home, with a total of 55 different languages being spoken overall. Samoan, Arabic, Spanish and Tagalog represent the top four languages with the number of students speaking these languages increasing every year.

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 welfare 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. Campbelltown Performing Arts High School is widely recognised as an innovative school focusing on C21st learning, as indicated through selection as a Microsoft Global Showcase School and an AITSL Learning Frontiers Lab Site.

Our aim is to continue to provide high quality teaching and learning practices for our students to prepare them for the world beyond school. We will investigate, improve and consolidate our practices and maintain a culture of high expectations and innovation in the 2015-17 plan. In addition we will implement new reforms and mandatory process as required.
2. Self-assessment and school achievements

**Self-assessment using the School Excellence Framework**

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

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

In the domain of Learning our efforts have primarily focused on approaches to personalised learning, development of literacy and numeracy skills and provision of 21st Century learning experiences.

The results have been evident in the high quality responses students have produced, demonstrating their capacity to use 21st Century learning skills in authentic ways. We have also seen evidence of their growth in their literacy and numeracy skills as a result of teaching practices that have equipped students with fundamental skills, ensuring their success.

Our students in the senior years have benefitted from personalised learning approaches to their study and curriculum choices through the creation of the role of Senior Study Coordinator and support offered through the Secondary Studies Team.

We have also successfully provided for the strong participation and contribution of our Aboriginal students and community in learning at the school. We have valued their voice and worked collaboratively to develop personalised approaches to learning, particularly in literacy and numeracy, to meet the needs of our students.

Our major focus in the domain of Teaching has been on differentiated instruction, innovative teaching practices and student engagement. Staff members have continued to develop expertise in the authentic use of technology as a tool for learning and this has been supported through the Bring Your Own Device and Loan Your Own Device programs. The provision of integrated learning experiences, enhancing student understanding, engagement and connection to the real world have been provided through action learning teams, STEM and project-based teaching and learning activities. Staff have used data informed approaches to teaching and learning, enabling them to provide learning activities, specifically tailored to literacy and numeracy needs of individual students.

In the domain of Leading, our priorities have been to develop leadership capacity in students and teachers at all levels. Students have had opportunities to develop leadership at a classroom, year and whole school level. Students have co-created learning within their classroom with teachers and peers, within and beyond the Campbelltown Performing Arts High School context. Student voice and choice in their learning, has been valued, enabling students to have a voice in planning teaching and learning through the Student Representative Council and peer and self-assessment.

Teachers have had access to personalised professional learning programs tailored to meet their needs. Early career teachers have been developed through the mentor program and aspiring leaders have had the opportunity to deliver ongoing professional learning throughout 2015. Over 45 teachers engaged in action learning teams investigating innovative teaching practices and this was shared at state and national levels through the School’s involvement in Learning Frontiers. Teachers, at all levels, were led and supported through the accreditation process from Proficient, Highly Accomplished and Lead levels.

In 2015, the consistency and effectiveness of implementation of our key strategic directions has been due to a strong foundation of building leadership capacity across the school. The leadership team has been successful in leading, implementing and evaluating the initiatives outlined in this report, capturing the achievements of our school this year.

The School Excellence Framework and the new approach to school planning have informed school directions and evaluation. The following pages of this report outline the School’s achievements and identification of next steps. Our self-assessment process will further assist the school to refine the strategic priorities in our school plan leading to further improvements in the delivery of education to our students.
**Strategic Direction 1**

**Personalised Learning**

**Purpose**

To ensure that all students are provided with learning opportunities that are individualised, differentiated, build on their passions and capabilities and develop student ownership and understanding of themselves as learners.

**Overall summary of progress**

Students have developed their metacognitive skills through strategies that make learning visible such as self and peer assessment and student-led conferences. The school has begun to explore the use of student led conferences to engage parents, students and teachers in discussions about student learning, achievements and future directions and this will be further developed in 2016.

Staff have continued to develop a deep understanding of the key features of personalised learning and a broad range of strategies to personalise learning for all students. The Learning Hub has been used to provide professional learning opportunities for teachers, as well as a differentiated, engaging learning environment for students; this has been supported by a personalised professional learning model for staff.

Action learning teams have continued throughout 2015, resulting in staff exploring a range of innovative practices and their effectiveness in the classroom. Design thinking has been used across the school to obtain feedback and contribution from staff, students and parents to improve learning experiences for our students. Targeted, professional learning has ensured that students have been supported to use assessment of, for and as learning and to develop literacy and numeracy skills.

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reduction in Year 9 students below NMS for writing to be comparable with state data.</strong></td>
<td>All staff shared their practice in literacy and numeracy at professional learning opportunities throughout the year. Early career teachers also participated in lesson observation initiatives where they built their capacity to embed specific writing and reading comprehension strategies. Strategies learnt in Open Classroom and Magnifying Classroom Practice initiatives were trialled with over 10 early career teaching staff. The 2015 NAPLAN data shows a considerable increase from 2014 – 2015 in the achievement of boys writing skills, increasing by 7 points in the overall scaled score. The results of our students, overall in the areas of spelling and grammar are on the upward trend, which provides a solid basis for teachers and students to focus on other core writing skills in 2016 and 2017. Overall, students have improved their ability to address an audience in their writing and use punctuation, compared with previous year results. Students are closer to meeting the state average in the highest marks for these criteria areas.</td>
<td>HT ILNPP $130 000 Learning Hub Tutor $100 000</td>
</tr>
</tbody>
</table>
### Increase in the number of Year 9 students achieving expected growth in NAPLAN numeracy against 2014 data.

The 2015 NAPLAN data shows a continued significant decrease of students below NMS. The number of Year 9 students achieving bands 9 and 10 (proficient) have been sustained. The average scaled growth of Year 7 to Year 9 students was 47.9 which is greater than both state growth (47.6) and NSW DoE growth (46.8). There continues to be an upward trend with a continued significant decrease of students below NMS.

| HT ILNPP | $130 000 |

### Increased growth for HSC students in the higher bands against 2014 data.

In 2015, 18% of all examination results at CPAHS were band 5 or band 6 (or E3/E4 for extension subjects). In 2014, 15% of all examination results were in the same category. This represents an improvement of 20% on 2014 results.

There was significant growth in the percentage of students achieving results in higher band for a range of subjects across all KLA’s; however, subjects with cohorts of 10 or less showed much greater variation from this trend, as expected for smaller samples.

| Secondary Studies Coordinator | $132 210 |

### Percentage of ATSI students achieving expected growth is comparable to that of the whole school population.

Aboriginal students demonstrated a dramatic increase in literacy and numeracy achievement. NAPLAN data indicated that 92% of students in Year 9 achieved an increase in their band descriptor results in at least three areas of the NAPLAN testing. Of these students, 42% achieved at least one result two bands higher over the past two years, moving from Band 7 to Band 9.

| ATSI RAM | $76 770 |
| NORTA Funding | $130 113 |

### Next steps

- We will continue to build on the improved numeracy and literacy outcomes achieved in NAPLAN. This will be achieved by embedding high quality practices in all lessons, supported through a system of faculty and whole-school teacher professional learning.
- In 2016, we will engage the whole staff in data collection and tracking systems to enhance our focus on the impact of our initiatives and to better plan ongoing student growth.
- In 2016, Year 9 students will be mapped against literacy and numeracy continuums to provide detail of their capabilities in the areas of literacy and numeracy. Teacher professional learning, focusing specifically on literacy and numeracy strategies, will be delivered and implemented in all classes.
- The second iteration of the student self-assessed writing project (an initiative where students map themselves against the literacy writing continuum) will occur throughout 2016.
- More strategic and focused professional learning for staff focused on writing and numeracy strategies will be delivered during faculty professional learning time. Modelled examples for literacy and numeracy cluster examples to be showcased and built upon by all staff, facilitated through collaborative online platforms.
- Each faculty will develop literacy and numeracy skill scope and sequence supported by the Head Teacher Teaching and Learning and Head Teacher National Partnerships. Scope and sequences will be developed across 7-10 by the conclusion of 2016.
Strategic Direction 2

Connected Learning

Purpose

To develop and implement programs that connect students' learning with issues and environments beyond school, foster co-creation with the community, and allow for integration of learning across subjects and contexts.

Overall summary of progress

Students have developed the capacity to use technology more effectively through explicit technology-based learning, through the co-creation of connected learning experiences. The BYOD (Bring Your Own Device) program has been further extended to incorporate the LYOD (Loan Your Own Device) program, significantly increasing access to technology, particularly in the junior years.

Action learning projects have been used to explore more effective ways to connect learning to authentic learning experiences and professional learning. Teacher-researchers collaboratively investigated a range of engaging pedagogies and evaluated their impact on student learning.

Community partnerships have been strengthened and deepened with students co-creating learning with community agencies such as Campbelltown City Council. Partnerships with local business and agencies have been strengthened and have provided authentic learning opportunities and alternate career pathways for students.

**Progress towards achieving improvement measures**

<table>
<thead>
<tr>
<th>Improvement measure</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>85% Year 12 students achieve the transition goal outlined in their Individual Transition Plan.</td>
<td>Online Individualised Transition Plans were created for all Year 12 students, in collaboration with classroom teachers and consultations with parents and carers. Data showed that 85% of Year 12 students achieved the transition goal outlined in their 2015 Individualised Transition Plans. Year 12 Reflections were completed, and shared with classroom teachers.</td>
<td>Senior Study Coordinator $132,210</td>
</tr>
<tr>
<td>Tell Them From Me surveys indicate increased engagement and satisfaction with learning.</td>
<td>Tell Them From Me Survey showed our students felt they had higher engagement with their learning in comparison to the NSW pilot norms. The data shows that students who are interested and motivated in their learning was up to 5% higher than the state average. The information from the survey shows that students feel teachers are responsive to their needs, and encourage independence, experience high expectations from their teachers, find their learning environment has a clear purpose, with immediate and appropriate feedback that assists them to learn.</td>
<td>&lt;$&gt;</td>
</tr>
</tbody>
</table>

**Resources**

Tell Them From Me surveys indicate increased engagement and satisfaction with learning.
BYOD policy results in 50% students bringing their own device in Years 7–9.

Policy and agreement documents were created through a process of collaboration and consultation for BYOD and LYOD.

LYOD and BYOD were promoted encouraging the provision of wireless devices to students, as a means of having regular, equitable access to technology as a tool for learning.

At the conclusion of 2015, approximately 40% students in Year 7 are participating in the BYOD program.

Next steps

- Extend the implementation of Individualised Transition Plans to include all students in Years 10 and 11; including the sharing of these plans with classroom teachers and parents.
- Increase study skills and transition support workshops to be provided for students in Years 11 and 12.
- Individualised Transition Plans will be trialled with students ‘at risk’ students in Years 9 and 10 by their Year Advisers. The RoSA @ Work initiative will also be implemented where appropriate, in Years 9 and 10 with the aim of providing support for transition to employment and other educational pathways for at-risk students.
- Extension of the Student Technology Mentor Program to assist students and staff to connect to the wireless devices and provision of advice to enhance student capacity to use devices.
- Continuation of Technology Mentor role to support high quality teaching and learning practices with BYOD, LYOD and school provided devices.
- Continued promotion of BYOD and LYOD and extension of Year 7 Boot Camp to facilitate student skills in using technology.
- Action learning reports from 2015 will be shared with staff members and used to inform the next iterations of action learning in the areas of personalised, co-created, integrated and connected learning. Teachers will scale practices and the online integration mapping tool will be scaled across all faculties.
- Community partnerships will continue to be pursued to enhance authentic learning opportunities for our students. We will continue programs such as the Macarthur Nature Photography Competition with Campbelltown City Council and the Beverley Park Program. Our connected action learning team will pursue opportunities to connect learning to the real world through workplace learning opportunities, ROSA@Work and our partnership with Beautiful Minds to refurbish Birunji Acute Adolescent Mental Health Centre.
- Tell Them From Me survey to be conducted with students and extended to include parents and teachers.
Strategic Direction 3

Leading Learning

Purpose
To build the leadership capacity of all members of the school community to ensure innovative and highly effective practices through tailored professional learning, rigorous processes and systems, and clear evaluation methodologies.

Overall summary of progress
Students developed leadership capacity at all levels through current programs and new approaches to learning such as co-creating learning in the classroom. Student voice was captured through classroom activities, peer and self-assessment practices, action learning projects, leadership initiatives including the Student Representative Council and a number of community-based projects.

Teaching staff have developed and implemented individualised professional learning plans that meet identified learning needs, resulting in growth and development. Professional learning goals have been developed in alignment with school priorities and directions. Teachers have been supported through personalised professional learning opportunities aimed at meeting their identified learning needs.

Leadership capacity of staff has been developed through mentoring and design programs, tailored to support the professional growth of leaders and aspiring leaders. Teachers had the opportunity to present at twilight professional learning sessions and lead action learning projects.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Over 75% teachers are involved in action learning projects as practitioner-researchers, with the findings of each iteration shared and scaled with all staff.</td>
<td>In 2015 we had 42 teachers involved in action learning projects. Over 50% of staff have been involved in action learning and are actively involved in multiple iterations and scaling of projects. Teachers engaged in rigorous evaluations of their research and this was shared amongst teaching staff.</td>
<td>Low SES RAM $60 000</td>
</tr>
<tr>
<td>10 teachers gain accreditation at Accomplishment or Lead by 2017.</td>
<td>Higher levels accreditation workshops initiated every fortnight with over 15 staff accessing support from Deputy Principal and Head Teacher Teaching and Learning. All teachers indicated they had a significantly increased understanding of the process of gaining accreditation. 12 teachers accessed regional professional learning to gain accreditation at higher levels and 6 teachers are actively collecting their evidence for accreditation at accomplishment.</td>
<td>&lt;$&gt;</td>
</tr>
</tbody>
</table>
Next steps

- Survey Year 7 students to benchmark leadership skills students bring to high school. This is designed to further enhance existing leadership skills and stimulate participation.
- Redesign merit system through the development of a Student Action Team, for implementation in 2016, with Sentral aligned to the School merit system.
- Teaching team, including the Senior Study Coordinator (SSC) to identify students from Year 11 to participate in the ‘waterfall support’ initiative aimed at developing skills in Year 9 students and subsequently incoming Year 5/6 students.
- SRC students to identify and evaluate the implementation of two focus leadership skills each term.
- Continued support from senior executive members and HT T&L to meet accreditation improvement measure goal – continuation of meetings, establishment of a mentor system for highly accomplished teachers and teachers seeking accreditation.
- Continued active support from all Head Teachers to sustain the Personalised Professional Learning model for staff.
<table>
<thead>
<tr>
<th>Key initiatives and other school focus areas</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aboriginal background funding</strong></td>
<td>Strategic Direction 1</td>
<td>NORTA Funding</td>
</tr>
<tr>
<td></td>
<td>All students developed a PLP in consultation with their family and teachers, clearly identifying personalised learning goals. Aboriginal students are demonstrating higher average levels of progress in the areas of literacy and numeracy.</td>
<td>$130113</td>
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<tr>
<td></td>
<td></td>
<td>IYLP $113 530</td>
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<tr>
<td></td>
<td></td>
<td>RAM $51902</td>
</tr>
<tr>
<td><strong>English language proficiency funding</strong></td>
<td>Strategic Direction 1</td>
<td>ELP RAM $6540</td>
</tr>
<tr>
<td></td>
<td>Targeted support provided to EAL/D students through in class support and Individualised assistance. EAL/D students were matched against EAL/D Learning progression.</td>
<td></td>
</tr>
<tr>
<td><strong>Socio-economic funding</strong></td>
<td>Strategic Direction 1</td>
<td>Learning Hub Tutor</td>
</tr>
<tr>
<td></td>
<td>Targeted support was provided to students with additional needs through the role of the Learning Hub Tutor. Personalised and targeted support was provided to senior students through the role of Senior Study Coordinator and the development of Personalised Learning Plans for students in Years 11 and 12. Professional learning was provided to staff members to increase student engagement using innovative classroom practices Flexible learning environments were created to enhance 21st Century learning experiences for students.</td>
<td>$100 000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Senior Study Coordinator</td>
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<tr>
<td></td>
<td></td>
<td>$100 000</td>
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<tr>
<td></td>
<td></td>
<td>Professional Learning and creation of spaces</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$140 000</td>
</tr>
<tr>
<td><strong>Low level adjustment for disability funding</strong></td>
<td>Strategic Direction 1</td>
<td>School Learning Support Officers</td>
</tr>
<tr>
<td></td>
<td>All students requiring adjustments and learning support were catered for within class programs and other whole school strategies. 152 students were referred for learning support with 22% being referred for further support. There were 282 Personalised Learning Plans, 22 Individual Learning Plans, 24 Risk Management Plans and 49 Emergency Care Plans created and implemented. 20 students are following a Life Skills pattern of study. 27 students have accessed special provisions support for their HSC exams and other assessment tasks. 16 students received special provisions for NAPLAN with an additional 15 students who were supported by School Learning Support Officers. All measures have worked towards increasing student engagement and achievement.</td>
<td>$107 000</td>
</tr>
<tr>
<td>Support for beginning teachers</td>
<td>Strategic Direction 3</td>
<td>Resources (annual)</td>
</tr>
<tr>
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<tr>
<td></td>
<td>All Early Career Teachers were provided with tailored professional learning and support through timetabled mentoring</td>
<td>Mentoring and release $52884</td>
</tr>
<tr>
<td></td>
<td>Early Career Teachers were supported through an induction program</td>
<td>Professional learning $10 000</td>
</tr>
<tr>
<td></td>
<td>Early Career Teachers and Mentors co-created a range of professional learning models tailored to meet their needs</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Other school focus areas</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other, National Partnerships – Literacy and Numeracy</td>
<td>Students were benchmarked and mapped against the literacy and numeracy continuums. Targeted professional learning was provided and personalised teaching and learning programs were implemented.</td>
<td>HT ILNPP $130 000</td>
</tr>
</tbody>
</table>
Mandatory and optional reporting requirements

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Year</th>
<th>Students</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>113</td>
<td>50</td>
<td>63</td>
</tr>
<tr>
<td>2010</td>
<td>114</td>
<td>50</td>
<td>64</td>
</tr>
<tr>
<td>2011</td>
<td>115</td>
<td>50</td>
<td>65</td>
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<tr>
<td>2012</td>
<td>116</td>
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<tr>
<td>2014</td>
<td>118</td>
<td>50</td>
<td>68</td>
</tr>
<tr>
<td>2015</td>
<td>119</td>
<td>50</td>
<td>69</td>
</tr>
</tbody>
</table>

Year 12 students undertaking vocational or trade training
In 2015, 36 of our Year 12 students undertook vocational or trade training in a wide range of areas, including hospitality, construction, health, beauty and entertainment.

Year 12 students attaining HSC or equivalent vocational educational qualification
In 2015, 106 of our Year 12 students successfully attained the HSC or equivalent vocational educational qualifications.

Workforce information
Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<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>2</td>
</tr>
<tr>
<td>Head Teacher(s)</td>
<td>13</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>70</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>2.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.8</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>21</td>
</tr>
<tr>
<td>Other positions</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>113.2</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

The current composition of Aboriginal staff members includes one Head Teacher, two classroom teachers and two School Administrative Officers. Campbelltown Performing Arts High School enjoys a close relationship with our local Aboriginal Educational Consultative Group.

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>Undergraduate degree or diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td>30</td>
</tr>
</tbody>
</table>

Post-school destinations

<table>
<thead>
<tr>
<th>Proportion of students moving into post-school education, training or employment</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>seeking employment</td>
<td>1</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>employment</td>
<td>5</td>
<td>7</td>
<td>15</td>
</tr>
<tr>
<td>TAFE entry</td>
<td>6</td>
<td>13</td>
<td>28</td>
</tr>
<tr>
<td>university entry</td>
<td>Nil</td>
<td>Nil</td>
<td>33</td>
</tr>
<tr>
<td>other</td>
<td>13</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>unknown</td>
<td>Nil</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>
Professional learning and teacher accreditation

Campbelltown Performing Arts High School has provided a personalised professional learning model for staff at all stages of their career and accreditation. In 2016, 14 teachers were working towards Board of Studies Teaching and Education Standards (BOSTES) accreditation at Proficient, 83 teachers maintaining accreditation at Proficient, 18 teachers seeking voluntary accreditation at Highly Accomplished and Lead and 1 teacher maintaining accreditation at Lead.

All staff participated in School Development Days which provided professional learning opportunities aligned with the School Strategic Directions; Personalised Learning, Connected Learning and Leading Learning.

In 2016, 72 teachers participated in professional learning through in over 115 events. The school allocation of $82 226 was fully expended on professional learning for staff aligned to their Professional Development Plans and the School Strategic Directions. This funding was supplemented by $60 000 Low-SES funding aimed at improving teacher practice and to provide engaging and innovative learning experiences for students.

Experienced teachers and early career teachers used design thinking to develop a model of Personalised Professional Learning. This model encompassed a suite of innovative professional learning tools including MeTube (filmed lessons and reflection sessions), lesson observation strategies Magnifying Classroom Practice and Open Classroom Sessions, specialised workshops e.g. Accreditation, Completing PLPs, writing a job application and fortnightly personalised meetings with HT T&L. Over half of teachers accessed opportunities to present at twilight sessions and staff development day TeachMeet sharing their practice. All teachers indicated the support provided enabled them to gain an increased understanding of identified classroom practice areas including differentiation, classroom management, less structure, assessment, technology use, use of specific literacy and numeracy strategies as well as personal professional learning.

Financial information

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

<table>
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<th>Date of financial summary</th>
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<td>Canteen</td>
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<td><strong>Total income</strong></td>
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<table>
<thead>
<tr>
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<td><strong>Total expenditure</strong></td>
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<tr>
<td><strong>Balance carried forward</strong></td>
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School performance

School-based assessment

Campbelltown Performing Arts High School has continued to use assessment of, as and for learning to measure student achievement. Student voice has been valued throughout the year to co-create assessment tasks and marking criteria across a range of subject areas.

The school has used the literacy and numeracy continuums to provide professional learning across the school to improve teacher understanding of assessment-based practices in this area. Furthermore, students in years 7 and 9 have been mapped against the literacy and numeracy continuums and this has been used to inform teaching and learning programs and to differentiate learning experiences for students.
**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. Click on the link *My School* and insert the school name in the *Find a school* and select *GO* to access the school data.

**Higher School Certificate (HSC)**

In the Higher School Certificate, the performance of students is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

**HSC Course Summary Graphs**
Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

In 2015, the school sought the opinions of parents, students and teachers about the school. This information was obtained in a number of ways, including the use of surveys, school self-evaluation processes, the Parents’ and Citizens’ Association, Friends of the Performing Arts and a range of consultative groups.

Parents in these forums indicated a high level of satisfaction with their involvement in the school planning processes, including initial involvement through the use of World Café consultation. Parents indicated a high level of satisfaction with teaching and learning across a number of subject areas and a sound understanding of assessment practices across year groups. Parents indicated an alignment with the school vision statement and strong support for innovative teaching practices across the school.

<table>
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<td>Visual Arts</td>
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</table>

Policy requirements

Aboriginal education

Campbelltown Performing Arts High School received Aboriginal background funding in 2015. Our plan included:

Norta Norta and Aboriginal resource allocation funding was combined to provide one full-time Aboriginal Education Coordinator, one full-time Norta Norta tutor, a part-time Norta Norta tutor and a part-time Aboriginal Community Liaison Officer. Staff have supported the implementation of a range of student initiatives including a strategic tutoring program, provision of the Homework Centre, leadership, career, community and cultural initiatives and regular PLP goal tracking, which led to an increase in student learning outcomes.

As a result of a strategic tutoring program, Aboriginal students demonstrated a dramatic increase in literacy and numeracy achievement. NAPLAN data indicated that 92% of students in Year 9 achieved an increase in their band descriptor results in at least three areas of the NAPLAN testing. Of these students, 42% achieved at least one result two bands higher over the past two years, moving from Band 7 to Band 9. Support from staff has also seen Aboriginal student attendance rates increase, in particular for our senior students. 63% students achieved attendance greater that 85% and 14 students achieved attendance of 90% or above.

Teachers and students co-designed a self-reflection tool, which was implemented as part of the development and tracking of individual personalised learning plans. Trusting and authentic relationships were established between students, community members and teachers in the development of student plans with a shared online document used to facilitate classroom teacher involvement and transparency of student strategies for success.

Many transition and career pathways programs have been implemented during 2015. Students in Year 11 and 12 have actively participated in mentoring programs via the Pathways to Dreaming program in partnership with Western Sydney University and all Year 11 and 12 students were registered with the MTC Opportunity Hub in Campbelltown, where students received individual case management support from youth support officers. Twelve students either completed or were working towards the completion of a School Based Traineeship or Apprenticeship through Mission Australia and four students graduated from the prestigious IYLP scholarship program with another four students obtaining scholarships for the 2016 year. In 2015, there was an increase in Aboriginal students accessing leadership
opportunities including the appointment of our 2015-16 School Captain and the selection of six Aboriginal students as either members of the 2015 Student Representative Council or Sport House Captains.

In 2015, students re-launched the Junior AECG (Aboriginal Education Consultative Group) in collaboration with staff and community members. There has been a consistent participation in this group, with over 80% of ATSI students engaging in meetings and establishing authentic cultural connections within the local community. Students coordinated NAIDOC, Reconciliation and Sorry Day Ceremonies and activities embedded into KLAs across the school. Students and teachers organised cultural events for local primary school students and community members including Aboriginal Art and Dance workshops facilitated by students and our local community.

Multicultural Education and Anti-racism

In line with the School plan, and as part of the school self-evaluation process, the school has reviewed its teaching and learning programs this year to ensure that culturally inclusive classroom and school practices are embedded. Further to this our programs foster students’ understandings of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society. Teachers participated in professional learning and included strategies for embedding multicultural and anti-racism education into their teaching and learning programs.

The school has continued to develop a collaborative and culturally-inclusive culture through initiatives such as Harmony Day and continuation of the Korean Exchange Program with our sister school Yullyang Middle School in South Korea.

A range of strategies have been incorporated in the school’s communication with parents and community members from culturally diverse backgrounds. This has included increased use of interpreters to communicate with parents and access to community agencies to improve understanding between home and school. Campbelltown Performing Arts High School has continued meetings with cultural groups such as the Arabic Parents Group, aimed at providing opportunity for parents to develop their understanding about school as well as contribute authentically to the school community. As a result, these strategies are strengthening parent and community engagement in school activities.

The Anti-Racism Contact Officer (ARCO) has continued to maintain a position to build understanding of cultural diversity in the school community.

Other school programs

Performing Arts

2015 saw a successful year for the Performing Arts in terms of student achievement, expansion of resources, consolidating existing programs and shaping new ideas for the future. A major feature again was the department’s four specialised Campbelltown Art Centre showcases. These were highly successful and were reflective of the vibrant work generated in the classroom and showcase extracurricular companies and ensemble groups in the disciplines of Dance, Drama, Junior and Senior Music.

Our “Grease” school-musical, directed by Ms McLure and Mr Canute, involved staff from a number of KLA’s and over 150 students performing arts and non performing arts students inclusive. These performances incorporated the skills, expertise and collaboration of students, community members and staff. The Performing Arts Department also hosted Primary School Gifted and Talented workshops that involved 110 different students from 33 different feeder schools.
Ms Carlon successfully maintained the Beverley Park Initiative were Circus and Band students made regular visits to work with students with additional needs. Circus students, working closely with Ashleigh Baso, created connections with the educational community through the use of various technologies and were selected to perform at the National Microsoft Conference.

Our Film course has expanded from Stage 6 to include a Stage 5 course and celebrated success with a number of works being selected for the Adobe Youth Voices Film Project. Ms Leary worked tirelessly with these students and their work was showcase at National and International Film Festivals.

Our Music program has seen many students involved in a variety of programs as both individuals and as ensembles. Anthea Sarakin, Elsa Clement and Junior Papalii were all for the Talent Development Project. After the third year running, Junior graduated from the program and was selected to be a featured artist in the Schools Spectacular. Our Vocal students were also featured in the Schools Spectacular Choir. Junior completed a song writing workshop with John Foreman and was the recipient of a SONY contract where his original compositions will be available for commercial release. Harrison Pudner and Harrisson Ball were selected to play in the State Music Ensembles and Harrisson Ball was selected to perform at the Garden Reception in the presence of Their Royal Highnesses The Prince of Wales and The Duchess of Cornwall at Government House. We also had four students recognised for their song writing ability when their song “Live It How You Wanna” was selected as the song representing the 2015 World Intellectual Property Day.

Once again, the CPAHS Vocal Ensemble’s performance of the Australian Anthem in the Dhrawal language proved to be a highly successful. Selected students performed at the Warawarin Community Centre and at a number of NAIDOC week and Sorry Day events within the community as well as at the prestigious Indigenous Nanga Mai Awards. Emily Wilson, Jared Smith, Rebecca Hatch, Maddison Collier, Tamara Brown, Holly Harrington and Amy Clancy all auditioned for a place in the VIP vocal program and were accepted. They attended a number of vocal workshops and performed at the final recital at Casual Power House in front of a number of distinguished guests, family, teachers and friends. As always, Rebecca Hatch did a superb job of representing the Indigenous Community at Menage Park Raceway.

Selected vocal and instrumentalist students were selected to perform at a number of high profile events that include: the Samantha Jade Concert, The Garry
Music students were involved working online with students from Young, where our students mentored selected students from the region to develop their compositional skills and host a school visit to exchange ideas. Ms Pripc and Ms Chrupalo also visited Walgett to work closely with the Indigenous Community and the school. Ms Winnall worked with our Vocal Ensemble students in preparation for the Sing Out West and Barber Shop concert at the Sydney Opera House.

The Performing Arts staff were heavily involved in different action learning teams that explored aspects of personalised learning and connected learning. We saw further integration of technology into all classes, creating a curriculum that challenges students while providing them with authentic learning opportunities as well as the adoption of meaningful 21st century learning skills. Project-based learning featured heavily in several of the units of work providing with students with an opportunity to engage in real world problems creating innovative solutions to address them, while peer and self-assessment remains at the forefront of the Performing Arts curriculum to provide students with the skills to improve their achievement through their own self-regulation and ownership over the learning process. The faculty had a focus on differentiating PA curricular using specific gifted and talent pedagogies and providing students with a myriad of additional learning opportunities in and that extended beyond the classroom. This includes leading Cross Curricular Performing Arts networks and presenting work at a number of school based and regional professional learning events such as the Teach Meets held at the Department of Education and Training’s Future’s Unit, DEC Innovation tours and national level Microsoft events.

The M5 Interlink Roads sponsorship continued to provide important infrastructure support for programs, which run at our school. Our ability to stage events and run extra-curricular programs is made possible through the school community’s unwavering support of the staff and students who study the Performing Arts. This includes the Friends of the Performing Arts, a parent body who work tirelessly to raise funds to support our programs and initiatives. Throughout all of these events and programs students and staff representing Campbelltown Performing Arts High School have conducted themselves as true professionals, whether entertaining an audience or discussing their learning with academics. It is this continued drive towards excellence that has seen the Performing Arts department achieve at the highest levels in all streams.

Sport

Campbelltown Performing Arts High School has once again provided its students with a range of positive and challenging sporting experiences, while still ensuring we promote our inclusive attitude towards sport and the positive ethos of student participation. Campbelltown Performing Arts High School, in 2015, has had student representation in Combined High School sporting teams from Australian All Schools, New South Wales Combined High Schools, Sydney South West and Fisher Zone. At a school level, we have entered teams in in New South Wales Combined High Schools Knockout including; Rugby League, Basketball, Netball Futsal, Soccer and Touch Football, with our students not only performing well but also in the positive sportsperson like manner that is expected of a student of Campbelltown performing Arts High School.

Our school carnivals were once again a highlight on the school calendar, each of which were very well organised and executed. Our champion houses for 2015 were; Athletics - Fisher House, Swimming - Warby House and Cross Country - Fisher House. This then left Fisher House retaining the title of combined house champion for 2015. Overall, the PDHPE staff were very happy with student participation at our carnivals for 2015.

In 2015 Campbelltown Performing Arts High School was awarded the title of Fisher Zone school champions for the fourth year in a row, with first place at both the Swimming and Cross Country carnivals and a third place at the Athletics carnival. We were also the under 13s West Leagues Rugby League Champions.
### REGIONAL & STATE REPRESENTATIVES for 2015

#### HOCKEY
**NAME** | **REPRESENTED AT**  
--- | ---  
James Doherty | All Schools Australia  

#### VOLLEYBALL
**NAME** | **REPRESENTED AT**  
--- | ---  
Talu Seiuli | Regional  
Siaga Seiuli | Regional  
Mercy Talea | Regional  

#### BASKETBALL
**NAME** | **REPRESENTED AT**  
--- | ---  
Aden Pinnell | Regional  
Caysee Pinnell | Regional  
Jon Sacay | Regional  

#### SOCCER
**NAME** | **REPRESENTED AT**  
--- | ---  
Chrstal Duggan | CHS  
Shania Gavin | Regional  
Helaina Corr-Johnson | Regional  
Kyeanne Woods | Regional  
Heidi Cousins | Regional  
Jessica Stirling | Regional  
Manar Mirakohr | Regional  

#### SWIMMING
**NAME** | **REPRESENTED AT**  
--- | ---  
Joshua Johnson | Regional  
Madeleine Ponferrada | Regional  

#### CROSS COUNTRY
**NAME** | **REPRESENTED AT**  
--- | ---  
Bethany Videcak | State  
Ebrahim Lutta | Regional  
Helaina Corr-Johnson | Regional  
Jenson Thompson | Regional  
Kyeanne Woods | Regional  
Samuel Baillie | Regional  
Jared Lazarus | Regional  
Joshua Johnson | Regional  

#### TOUCH FOOTBALL
**NAME** | **REPRESENTED AT**  
--- | ---  
Joshua Wright | Regional  
Calvin Faapito | Regional  

#### AFL
**NAME** | **REPRESENTED AT**  
--- | ---  
Samuel Baillie | Regional  

#### PIERRE DE COUBERTIN AWARD
**NAME**  
Chrstal Duggan  

#### ATHLETICS
**NAME** | **REPRESENTED AT**  
--- | ---  
Jaidarose Lene | State  
Ebrahim Lutta | Regional  
Atinae Afamiliiona | Regional  

Linda Chomonter | Regional  
Lucy Chomonter | Regional  
Jared Lazarus | Regional  
Mose Papalii | Regional  
Jordan Kerr | Regional  
Bethany Videcak | Regional  
Bailey Rye | Regional  
Helaina Corr-Johnson | Regional  
Kaylea Stark-Anderson | Regional  
Anaoatamalii Akieripa | Regional  
Georgia Bond | Regional  
Gafar Ajelara | Regional  
Bronte Galla-Laine | Regional  
Lydia Rees | Regional  
Mercy Telea | Regional  
Chrystal Duggan | Regional  
Olivia Pizzuto | Regional  
Gabrielle Afamiliiona | Regional  
Kyeanne Woods | Regional  
Valma Moananu | Regional  
Tatiana Tangamaki Vaipapa | Regional  

**CROSS COUNTRY**  
**NAME** | **REPRESENTED AT**  
--- | ---  
Bethany Videcak | State  
Bailey Rye | State  
Chrystal Duggan | State  
Ebrahim Lutta | Regional  
Helaina Corr-Johnson | Regional  
Jenson Thompson | Regional  
Kyeanne Woods | Regional  
Samuel Baillie | Regional  
Jared Lazarus | Regional  
Joshua Johnson | Regional  

**REGIONAL & STATE REPRESENTATIVES**  
**NAME** | **REPRESENTED AT**  
--- | ---  
Cooper Richards | Regional  
Rebecca Hatch | Regional  
Alexander Irvine | Regional  
Makeyla Wheeler | Regional  
Olivia Pizzuto | Regional  
Attila Fazekas | Regional  
Alexys Cullen | Regional  
Emily Irvine | Regional  
Corey Greenway | Regional  
Madeleine Ponferrada | Regional  
Bronte Galla-Laine | Regional  
Matilda Trefry | Regional  
Emmeline Judge | Regional  
Bailey Rye | Regional  
Isaac Le Beau | Regional  
Flynn Greenway | Regional  

### Notes
- **Regional** indicates representation at the regional level.
- **State** indicates representation at the state level.