Arthur Phillip High School

Annual Report

2017

8892

Introduction

The Annual Report for **2017** is provided to the community of **Arthur Phillip High School** as an account of the school's operations and achievements throughout the year.

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

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School background

School vision statement

At Arthur Phillip High School we are committed to promoting learning excellence in an inclusive, dynamic and flexible environment. Our collaborative, future focused learning approach maximises engagement and achievement by challenging and supporting students to pursue excellence and develop a passion for learning, through responsible, informed leadership and proactive global citizenry.

Our staff understands the crucial role they play in providing a diverse, multi–skilled curriculum with an emphasis on developing literacy and numeracy skills, for our rapidly–changing community. With the advent of our new multi storey future focused built school, they see collaboration and innovation as essential elements in curriculum delivery as imperative for success in our new school. They also recognise the importance of developing the whole child through our focus on wellbeing, physical activity, creative and performing arts and student leadership.

At APHS we cultivate programs and initiatives that celebrate and embrace our multicultural community, recognising the key role our parents play, as well as providing seamless transition points for students entering Year 7 and leaving for tertiary studies or the workplace, at the end of Year 12.

School context

Arthur Phillip High School (established 1875) is a city school, located right in the heart of the new Parramatta business and education precinct. The school population is diverse with more than 90% of students coming from non–english speaking backgrounds. There are over forty different cultures represented in the school population.

The school has a long history of being a pioneer in the integration of technology into teaching and learning. This pioneering approach will culminate in the occupation of a new future focused, multi storey school purposefully built to foster an online, interactive, digital learning environment that facilitates collaboration, critical and creative thinking, in late 2019.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

Learning Culture (Sustaining and Growing): processes have been developed and communicated with a strong commitment to digital learning and improved student outcomes through the Year 7 project based learning. The professional learning focus in the use of Hapara and developing online digital units of work has seen improved levels of student engagement and all students accessing online course work so they can meet course expectations in all subjects. Continued close monitoring of refugee / EAL/D students and students with a disability in the mainstream has been maintained and there was subsequent improvement in the performance of these students in state wide assessments. This year the school has endeavoured to make a greater commitment to surveying students to gauge their assessment of the school's learning culture and offer ideas and ways to facilitate students taking more responsibility for their ongoing learning and further improvement.

Wellbeing (Sustaining and Growing): APHS has developed a strategic approach to meeting the group and individual welfare of students and the school community. The evolution of GTKU (Getting to Know You) and the senior mentoring program have ensured that students are being reviewed and handled on a case by case basis with a clear focus on the young person as the key stakeholder. The Welfare Team is an effective and proactive force in the school and is currently investigating additional whole school wellbeing focuses that will serve to further support all students. The Learning Support Team also maps the learning needs of students and assists in diverting key resources in the classroom so that all students can focus on their learning and developing positive social interactions across the school.

Curriculum and Learning (Delivering): the school has developed meaningful links with Parramatta PS as both school prepare for the transition to new building and facilities in 2019. STEM initiatives have framed the close alliance with PPS and these sort of links need to be shared with other schools in the surrounding Parramatta precinct. This active partnership with PPS forms a key part of the Year 6 into 7 transition program where students are closely assessed and discussions are held with primary staff to determine the best social groups for all students entering high school. Plans to create a student learning goal proforma as part of student's self assessment of their learning will be taken in concert with PPS staff who have considerable experience in this domain.

Assessment and Reporting (Sustaining and Growing): In transitioning and targeted classes analysing and sharing student learning based data an analysis is a prominent feature and this is continuing to be embedded across the school. In 2016 significant professional learning was delivered to staff participating in the Year 7 PBL team on how to create collaborative and meaningful across curricular assessment tasks. This professional learning will be used in the future to align with students taking a more active role in their own assessment and learning. All assessment tasks contain explicit quality criteria with KLAs endeavouring to provided scaffolded exemplars.

Student Performance Measures (Excelling): APHS students continue in both NAPLAN, HSC and internal assessments to achieve excellent value–added results. The EAL/D and Refugee students have performed particularly strongly in Numeracy and Mathematics in terms of value added results. Significant attention still needs to be given to support these students in their attainment of literacy skills but there has been promising growth in girl's performance in the areas of Writing and Reading Comprehension.

Effective Classroom Practice (Sustaining and Growing): There is a regular evaluation of programs, plans and assessments. In addition to the PDP meetings, all teaching staff meet with members of the senior executive to go through HSC programs, scope and sequencing, assessment schedules, feedback provision and other school and departmental requirements. All staff have access to SMART data and have identified "Above" and "Below" the line behaviours that ensures the consistent management of student behaviour across the school. Late in 2017 the school Welfare Team developed in consultation with students the core values of the school and these have been widely published so that every classroom is committed to the same expectations and there is a common language where students can make pro–social choices. Delivering, developing and supporting effective classroom management will be a priority in the future and PB4L data will be regularly harvested to track the implementation of this consistent management.

Data Skills and Use (Sustaining and Growing): Data is analysed regularly and comprehensively by KLAs, the Learning Support Team and Senior Executive in order to create classes, develop ILPS and IEPS. Data analysis continues to underpin and drive school goal setting in specific areas across the school ie. student assessment completion rates, literacy and numeracy in the content areas. Individual staff are increasingly exploring and analysing their own student performance data with faculties also engaged in evaluating A–E percentages and overall results. Numeracy, literacy, behaviours and attendance data has all been shared with groups of students as the school endeavours to widen opportunities for student voice in the planning and direction the school is taking.

Collaborative Practice (Sustaining and Growing): The specific needs of EAL/D, Refugee, international students and students with identified learning needs are clearly and explicitly addressed in a variety of ways. There is collaboration in the development of ILPs and IEPs and behaviour development plans. Faculties, teams and groups of teachers work together to improve teaching and learning within their identified areas. Opportunities for collaborative practice, observations and targeted feedback are manifest and are explicitly mapped out throughout the year. There is a strong sense of transparency with staff sharing and discussing their success and failures in open forums and staff eager to work to support each other through observations and informal mentoring throughout the school. Expertise within the staff is identified and staff are supported to share and further develop their expertise within the school context and wider forums with a particular focus on "future–focused" learning and innovative pedagogies.

Learning and Development (Sustaining and Growing): APHS has had a longstanding commitment to providing locally developed professional development based around digital and future focused learning. The school develops a calendar of professional learning activities by utilising the identified goals and aims of all staff in their PDPs. These PDP goals are collated and used to provide a systematic roll out of localised professional learning to meet identified needs and over the past 2 years this has been directed towards digital online learning, as the school prepares to take up residence in the new school. Staff are encouraged to apply for external TPL that meets goals and SMP targets. Much of the coordinated TPL in 2017 was conferences organised by key personnel to support the school's wellbeing initiatives and the Year 7 PBL project. This will continue in 2018 but more attention will be given to explicit whole school professional learning that will support staff in the implementation of school priorities particularly those related to transformational leadership and future focused learning.

Professional Standards (Sustaining and Growing): Through the work of the professional learning team and the leadership of the Head Teacher Mentor the school has endeavoured to make a strong link to whole school professional learning and the professional teaching standards. A signinificant portion of staff work beyond their classrooms to contribute to whole school programs and the provision of extra–curricular learning and activities for the students. All staff recognise and demonstrate their understanding that the classroom is where most school targets are achieved. Staff are committed to their development as professionals and regularly seek to maintain currency in content and teaching and

learning practice.

Leadership (Delivering): Feedback on school performance is sought via a range of methods including the Tell Them From Me surveys, students and parents are surveyed regarding a number of school processes. This feedback is collected, analysed and used to determine current areas of strength and areas of improvement. The school plan and strategic directions are widely publicised and have been strongly supported by the students and staff. There are many leadership roles across the school and the school has recently introduced a transparent EOI selection process that supports this. Each Head Teacher is encouraged to identify and develop potential leaders within their faculties. Leadership spreading is encouraged and a key element of the new school plan, and with planning well underway for the new building, leadership development will continue to be a priority.

School Planning, Implementation and Reporting (Delivering): The school plan's strategic directions have formed the cornerstone of all professional conversations, development, planning and evaluations as the school commits to its preparation for the new building. Executive staff have taken a leading role in the promotion of these directions, expliciltly communicating them to staff and ensuring they are embedded in faculty management plans. Key school teams such as the Welfare, Learning Support and EAL/D and Refugee teams have been involved in the reviewing and analysing of the school milestones. They have played a significant role in answering the questions "where are we now", "how do we know", "where do we want to be" and "how do we get there." For the 2018 plan all senior executive and executive staff have aligned themselves with one or more strategic directions.

School Resources (Sustaining and Growing): Succession planning and building leadership is a strong school focus. There are a range of leadership roles offered across the school and supported by a recently introduced transparent EOI selection process. Workforce planning is a feature of executive meetings, with the senior executive seeking input regarding the composition and makeup of the school staff. The school is in a strong financial position and is extremely well–resourced with all students accessing a chromebook and all staff having mobile technology at their disposal. A number of classrooms have been revamped to replicate the learning spaces which are a fundamental part of the new school building. Flexible learning spaces have all been created with smartboards and presentation technology. Regular community use is made of the school facilities. The school does require significant improvements in its amenities and learning spaces but this has not been undertaken as the school awaits the finish date for the construction of the new school building. In 2018, there has been the re establishment of a finance committee to plan and review school spending across the school and this compliments the introduction of faculty budgets to support KLAs in their planning for new teaching and learning activities.

Management Practices and Processes (Delivering): The school still experiences challenges in engaging with the community to gain feedback and guidance with the evaluation of the school's performance in a range of areas including teaching and learning, communication, policies and processes. The school continues to update and revitalise the information available on the website and the twitter account allows the school to quickly disseminate activities and achievements that the school is making each day. Tell Them From Me surveys will continue to be utlised and responses will be considered in context to shape and identify the need for change or redevelop in the school.

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

For more information about the School Excellence Framework:

https://education.nsw.gov.au/teaching–and–learning/school–excellence–and–accountability/sef–evidence–guide

Strategic Direction 1

Digital Learning

Purpose

To develop and implement quality curriculum and assessment that is differentiated, innovative and creative in an online environment.

To link all digital learning to the National Curriculum across the KLAs.

To have all students access a device to encourage and engage students in their learning.

To develop project based learning.

To provide opportunity for parents to engage with their child's online learning.

Overall summary of progress

In 2017, digital learning was the focus for students as well as professional learning for staff. Significant advances were made with all students able to access a device, a chromebook. With this all faculties have developed and uploaded units of work onto the APHS Connect 121 platform. All these units link directly with the national curriculum and all have a strong literacy and numeracy focus. The digital units incorporate differentiated, engaging, range of activities allowing self–guided work, integrating theory and practical. They also contain interactive simulations and scenarios for students to explore and tasks specifically designed by their teacher for them to complete, often using Web 2.0 tools to organise and explain what they understand. Teaching staff have grown in their confidence in the use of Hapara and this has meant improved student engagement. Equally impressive is that all students have ready access to all material covered in classes on any day.

Significant progress has been made in all KLAs engaging with the Year 7 project based learning. Curriculum based conferences were held throughout 2017 where faculties were matched and teams from these KLAs then collaboratively worked on joint scope and sequences and potential cross curricular assessment tasks.

Close evaluation of student behaviour and attendance data has seen the school research, investigate and implement initiatives that will further improve the tracking and monitoring of attendance and behaviour which includes the introduction of PB4L and the use of SENTRAL as a coordinated centralised communication and tracking system.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased student engagement leading to decreased student suspensions by 10% and improve student attendance to above state average.	$40,000	Whilst the suspension rate has not decreased progress has been made developing a student behaviour matrix and flow chart to monitor behaviour The student attendance rate for Yrs 10 and 12 was above the state average.
Staff expertise in creating digital learning to improve by 25 % each year for the next 3 years.	$96,000	Most of the staff have been trained in creating digital learning
Increased teacher knowledge and confidence with the implementation of project based learning.	$80,000	Staff in English, History, Science, HSIE, CAPA and TAS have been trained in Project Based Learning.

Next Steps

With the implementation of new School Plan for 2018 – 2020, the Strategic direction 1 will be called Learning for the Future, Today. Year 7 2018, will be used as a focus group to determine the success of the collaborative teaching programs. Students in Stage 4 and 5 will be involved in cross– curricular, innovative and differentiated programs. The purpose of this direction is to provide a diverse and comprehensive future focused curriculum responsive to the needs and aspirations of students within a well–resourced environment, where all learning is underpinned by the development of critical literacy, numeracy and technology skills, with a focus on continuously improving performance.

Year 9 students will have iSTEM as an elective class, there will be 2 classes of Year 9 iSTEM in 2018. Staff will be involved in ongoing professional development to enhance their innovative teaching practices. Future Focused Learning, Inquiry based Learning and Project based learning are key features of the next school planning cycle.

Strategic Direction 2

Differentiated Teaching

Purpose

To promote a culture of learning that has a high expectations and adds value to student's literacy and numeracy levels

To provide a strong focus on rigorous curriculum presented in an innovative digital format.

To tailor learning for individual needs of all students.

Overall summary of progress

APHS has demonstrated a commitment to build and promote a culture of learning that has high expectations and adds value to students literacy and numeracy levels. The school has finalised trials for STEM projects that include Robotics and Minecraft EDU and the information gleaned from these trials is shaping the future focused curriculum that is being developed for the new school. The provision of our cloud based digital curriculum will allow our students to be able to access these new innovative projects all the time and teachers will be able to continue to give immediate online feedback to students regarding the outcomes they are meeting, completing these tasks and activities.

The new online curriculum that has been developed includes strategies and activities such as: mind maps, graphic organisers, exposition, Think–Pair–Share and hierarchal questions. These tools are regarded by staff an excellent and effective means of encouraging student critical thinking.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Meeting NAPLAN literacy and numeracy targets (Premier's Priority–to increase reading and numeracy by 8% by 2019 in top 2 Naplan Bands and to increase the percentage of Aboriginal students in the top two Naplan bands for reading and numeracy.	$300,000	Literacy

In 2017 Year 7 Reading showed growth of 31.7% students achieving Bands 6, 7 and 8. Year 7 Writing showed a growth of 3 points in the top band.

In Year 9 Reading there were significant number of students in lower bands, while in Year 9 Writing the number of students achieving Bands 9 and 10 have doubled compared to 2016 results. In Year 9 Spelling there was an significant improvement in number of student achieving Band 9.

Numeracy

In Year 7 Numeracy there was a growth of 2 points in students achieving in the top 2 bands.

Our Year 9 Numeracy results in Band 8 and 9 were very close to state average. |
| Improved HSC results that demonstrate the literacy and numeracy strategies are successfully improving learning outcomes. | $300,000 | Our school achieved outstanding HSC results in some subjects such as Biology, Business Studies, Legal Studies and English Advanced.

In Mathematics Extension 1 APHS outperformed the state average by 9 points.

These achievements were possible due to the implementation of literacy and numeracy programs strategically designed for different year groups |

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved HSC results that demonstrate the literacy and numeracy strategies are successfully improving learning outcomes.		based on SMART data, school assessment and student profiles. These included reading programs for junior students and intensive literacy programs for students with learning issues, or from EAL/D background.
Maintain the value added data above the state average for low, middle and high achieving students.	$200,000	In 2017, the average value added for 7 – 9 for the school was 45.60 which was above the state average of 40.
All staff are able to articulate the goals and expectation of the school management plan and its strategic directions.	TPL funds allocated	All staff have regularly engaged with the school plan and have a clear understanding of the plan and the school's three strategic directions.

Next Steps

With the implementation of new School Plan for 2018 – 2020, Strategic Direction 2 will be called Connected Communities.

This strategic direction will focus on ways to Increase number of parents and carers engaging in school events such as as parent–teacher nights and information evenings in 2018. This engagement will be an essential element of the school's ongoing critical reflection based on the School Excellence Framework, where clearly in the Leading Domain the school is only "delivering" and their needs to be a much greater emphasis on capturing community and student voice.

Key strategies will be:

1. More effective ways to share and showcase Year 7 cross–curricular work to the school community.
2. Build a shared database of parent and community skills and expertise, working in concert with current community partners and through the expertise of a school appointed Community Liaison Officer.

Strategic Direction 3

Leadership for Student Wellbeing

Purpose

To develop and deliver a student wellbeing framework to ensure all students have access to mentoring, differentiated and targeted programs.

Overall summary of progress

In 2017, APHS continued its longstanding commitment to providing locally developed professional development, based around collaboration, project based and future focused learning.

Programs and initiatives have been developed and the provision of mentoring and differentiation of targeted programs has ensured support to all students. Some of the targeted programs that have been undertaken in 2017 include: BluTak, Rock and Water, GTKU, Creating Chances, Better Man and Youth Frontiers. The aim of all these programs is to build student self confidence, resilience and strengthen connections with their community.

The establishment of community networks has meant the school has been able to provide presentations on mental health awareness, as well as using the PYLO to run anti–bullying workshops and safety programs in the use of social media.. In 2018, these relationships and networks will continue as a priority and there will be a greater focus on professional learning for staff so they understand the welfare support these specialised services provide.

As planning is undertaken in readiness for the new school the leadership team will build on these networks to shape the roles and responsibilities of staff for student well–being. The integrated specialised support provided by the LaST team in concert with the welfare team will remain a high priority.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers will have a Professional Development Plan and an online evaluation portfolio completed for PDP review interviews.	$45,000	All teachers have completed the PDPs and have a digital portfolio with their PDP and evidence attached to their goals.
All students will have a goal oriented personal profile	$90,000	All students in Years 7 and 8 have a goal oriented personal profile. The mentoring program will be expanded in 2018 to Year 9 students.
All Students in Years 7 and 8 are individually mentored for academic and social success.	$80,000	All students in Years 7 and 8 are individually mentored through GTKU and other wellbeing program for academic and social success.

Next Steps

Critical reflection based on the School Excellence Framework has demonstrated that the next steps towards excellence is for more student involvement as they progress through their education. Thus this strategic direction addresses the need to seek student input and feedback at regular stages to ascertain student development and direction in the future of the school. With the implementation of new School Plan for 2018 – 2020, the Strategic Direction 3 will be called Leadership for Transformational Change.

All planned initiatives will be seeking increased levels of student voice and active student engagement in decision–making processes where appropriate. This process of student consultation needs to be embedded in school processes and practice so that the school builds the leadership skills of all students through the development of programs and activities that contribute to the emotional and social wellbeing of all students.

To achieve this strategic direction the school will provide targeted professional learning that enhances staff leadership skills in the classroom and across the school. As a consequence the staff will be able to effectively lead programs and lessons that cultivate student voice and students will have more opportunities to have a greater say in their learning.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$6,462.88	There were 12 students identified with Aboriginal background. Personalised Learning plans outlining goals and support needed in numeracy and literacy were developed for these students. Aboriginal students in the Support Unit had more detailed ITPs with counsellors, support teachers and external agency representatives present. There was difficulty in arranging suitable times for PLP meetings with all students. Four Aboriginal students attended the NAIDOC celebrations at the Newington Armory. The NAIDOC celebrations provided an opportunity for students to connect with other Aboriginal students at this school and others. It helped to strengthen the cultural identity of the students. The small number of Indigenous students at APHS has enabled a more personal approach to the individual needs of the students. This included advocating for one student to have medical time out card and offering assistance to student to write resume. In term 4, the school has applied to be part of the AIME Mentoring program, this should further enhance the support provided to our Aboriginal students in 2018.
English language proficiency	$60,944.70	Students improved in their ESL Scales and EAL/D Learning Progressions over the year. It was observed that students were highly engaged in the curriculum, as it was relevant, accessible and differentiated according to their learning needs. Students were supported within the classroom by means of an additional specialist EAL/D teacher resulting in improved English language proficiency. On evaluation, staff capacity and teaching pedagogy for English as an Additional Dialect (EAL/D) students improved due to exposure and knowledge of the ESL Scales and Learning Progression documents.
Low level adjustment for disability	$116,934.16	Students with learning needs were identified – IEPs were conducted and reviewed based on needs. 5 HSC students required disability provisions. Additional appropriate adjustments was provided for identified students, in–class, in small groups, individual withdrawal or during student's free time. Positive gains were made due to literacy and numeracy programs for Years 7 and 8. Additional intensive Maths program for Year 7 – 9 also identified gains for students.

Low level adjustment for disability	$116,934.16	Benefits were identified for students involve in Get On Track – which assisted in helping student learning and improving their behaviour. Students have improved learning outcomes as a result of the strategies and support offered to staff and students
Socio–economic background	$1,300,000	Increased student participation and engagement in essential communication and literacy learning activities through reduced class sizes in English. Structured classroom support for students through employment of SLSOs focusing on Numeracy skills. Increased opportunities for students to engage in career pathway planning through targeted transition and links with industry in the wider community. Greater focus on wellbeing programs to support students to develop leadership and social skills. e.g. Creating Chances; Rock and Water; Betterman; GTKU.
Support for beginning teachers	$80,000	As a result of funding allotment, each beginning teacher was allocated 2 periods fortnightly class release time on their timetable to help support their professional growth and practice. Beginning teachers were provided support with their professional learning plans and induction towards proficient accreditation. Observation of their teaching practice was organised and post observation meetings were conducted to discuss the beginning teacher's practice and strengths in supporting their demonstration of chosen standard. Positive and constructive feedback was provided to inform teaching and learning practices. Beginning teachers requiring further support received active co–teaching mentoring, programming, lesson and assessment support. Guided discussion and support was for collating and annotating evidence. Beginning teachers improved knowledge of the Australian Professional Standards for teachers, "Strong Start, Great Teaching" reforms, policies and procedures in supporting professional practices to inform pedagogical knowledge.
Targeted student support for refugees and new arrivals	$87,833.46	A Refugee Support Program Team comprising a core team of eight teachers as well as faculty representatives was formed to better support and target refugee student needs. Each teacher in the core team brings a wealth of skills, knowledge and experience as well as a genuine interest in supporting refugee students. Teachers were provided

Targeted student support for refugees and new arrivals	$87,833.46	with individual support to assist with the successful outcome of the program; by monitoring the pros and cons of the programs implemented. Teachers had to monitor the programs by developing an understanding of the impact of refugee experiences on student welfare and learning. Support was provided to teachers through professional development and in refugee meetings about exploring effective whole school and classroom strategies for supporting refugee students with sensitivity and to promote effective teaching and learning.
		Personalised Learning Plans (PLPs) were completed for every refugee student in Years 7 – 9. This process allowed the smooth transition of newly enrolled refugee students as it provided individualised support in areas targeted. After determining the academic needs of refugee students, an SLSO was appointed three days a week to provide in–class support.
		Improving student language, literacy, numeracy and student welfare was the main focus, in the additional support provided. This was achieved through:
		a) providing a safe, welcoming school environment and orientation to school through the NETT program.
		b) Providing assistance to teachers to differentiate teaching and learning.
		c) additional English language learning and literacy support through the LIFE classes
		d) tutorial support to assist refugee students' complete homework and assessment tasks through the Senior ESL Homework Centre and the RAS program for juniors.
		e) mentoring to support refugee students in their transition to education through Macquarie University's LEAP program and CMRC's Mentoring and Tutoring program.
		f) Identifying students who need targeted, in–class support and assigning an SLSO to support their learning.

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	995	966	928	845
Girls	454	428	443	423

Student attendance profile

School				
Year	2014	2015	2016	2017
7	95.1	94.1	92.6	92.6
8	90.1	90.6	90.6	88.5
9	92	89.6	91.2	88.4
10	88.3	89.3	87.5	88.7
11	91.6	88.4	90.5	88
12	88.3	89.8	91.3	90.5
All Years	90.7	90.1	90.6	89.4
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

The school is planning to review how student attendance is managed in 2018. This review will directly align with the introduction of SENTRAL as the online system to record attendance.

The school supports regular attendance of students by:
- providing clear information to students and parents regarding attendance requirements and consequences of unsatisfactory attendance
- maintaining accurate records of student attendance using TSS and implement effective period by period roll marking procedures when variation to normal school routine occurs
- update the Attendance Register Codes when necessary and record attendance information on EBS Central
- keeping a period by period record of student attendance

- recognising and rewarding excellent and improved student attendance
- providing safe and engaging learning environments that encourage student attendance
- implementing programs and practices to address attendance issues where necessary
- identifying patterns of concern and regularly communicating these with parents/guardians
- obtaining an accurate record of student attendance at alternative placements.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	6
Employment	3.48	2.31	10
TAFE entry	0.38	2.31	20
University Entry	0	0	42
Other	0	0	12
Unknown	0	0	10

Year 12 students attaining HSC or equivalent vocational education qualification

Eighty six percent of Year 12 students attained HSC or equivalent vocational education qualifications in 2017.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	16
Classroom Teacher(s)	65.5
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	3
Teacher Librarian	1.4
Teacher of ESL	5.4
School Counsellor	1
School Administration & Support Staff	17.57
Other Positions	1.2

*Full Time Equivalent

In 2017, there were no members of the school workforce that identified as indigenous.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	30

Professional learning and teacher accreditation

Professional learning activities were accessed within school through staff development days, staff meetings, faculty meetings, executive conferences, cross– faculty conferences and welfare conferences.

Professional learning and teacher accreditation has been well supported by the HT Mentor, with staff having numerous targeted opportunities to develop their professional competence in a range of areas such as: Technology, Welfare, Literacy and Numeracy, Teaching and Learning, Student Engagement and Leadership. Opportunities for mandatory training has also been provided to all staff members at APHS. The broad range of professional learning opportunities provided to staff has ensured that staff are able to maintain their accreditation and build on their teaching skills as well as support early career teachers in the development of their classroom management skills. Throughout 2017, Professional Learning has been provided regularly within school, at external conferences and also through the opportunities provided through MyPL@DET. All mandatory training was completed by both SASS and Teaching staff and all staff participated in both whole school and independently identified Professional Learning. Professional Learning days throughout 2017 covered the following topics: Staff and student wellbeing; strategies for Enhanced Student Learning; Project Based Learning in Purpose designed Spaces; ESL Scales Moderation Workshop; New School Thinking; Developing a Differentiation Framework; Consistent Approaches to Student Management and Engagement, Introduction to the Professional Development Framework, Coding in the Classroom and STEM. All PD was linked to the Strategic Directions in the School Plan. Teachers were given opportunities to select training based on their skills, needs and interests. Leadership opportunities for classroom teachers, Head Teachers and SASS staff were offered throughout 2017. These positions supported the school's plan to deliver on identifiable targets supporting student engagement and enhanced student outcomes.

APHS is committed to supporting the professional learning and growth of staff through the implementation of the NESA accreditation requirements, including: beginning teachers, those maintaining their accreditation as a ProficientTeacher and pre–2004 teachers in 2017.

Based on the Beginning Teacher Funding, 11 staff members were provided with fortnightly timetabled release time with a mentor to help support induction, accreditation, career pathways and beginning teacher wellbeing support. Support sessions were customised and provided for consistent, supportive and effective mentoring based on the "Strong Start, Great Teaching" initiatives to gain the necessary skills and knowledge for accreditation achievement at proficient. By the end of 2017 fourteen staff members (11 funded) completed their evidence portfolio and achieved accreditation as a Proficient Teacher.

In 2017 there were 48.5% of teaching staff were maintaining their accreditation at proficient with NESA. Individual support was also provided for 10 staff members who completed their Maintenance of Accreditation Report and the completion of 100 hours of Professional Learning through information sessions, face–to–face mentoring, collegial conversations and localised professional development.

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

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

Over the past four years, APHS has worked hard to strengthen the culture around fees and the payment of fees. A clear and transparent fees policy was developed and this has formed the basis of the changed culture. Students are expected to pay course fees and are requested to pay voluntary contributions to support extra school programs and initiatives. In 2017 a letter was developed to build community understanding of the purpose of voluntary school contributions and what these funds were used for.

Receipts	$
Balance brought forward	**1,954,476**
Global funds	620,906
Tied funds	1,314,675
School & community sources	126,967
Interest	19,019
Trust receipts	79,739
Canteen	121,731
Total Receipts	2,283,037
Payments	
Teaching & learning	
Key Learning Areas	87,270
Excursions	17,530
Extracurricular dissections	45,788
Library	4,728
Training & Development	0
Tied Funds Payments	1,574,735
Short Term Relief	0
Administration & Office	347,763
Canteen Payments	151,609
Utilities	119,301
Maintenance	148,272
Trust Payments	179,693
Capital Programs	20,354
Total Payments	2,697,042
Balance carried forward	**1,540,471**

	2017 **Actual** ($)
Opening Balance	0
Revenue	3,220,591
Appropriation	2,991,454
Sale of Goods and Services	114,837
Grants and Contributions	112,476
Gain and Loss	0
Other Revenue	0
Investment Income	1,825
Expenses	-1,628,804
Recurrent Expenses	-1,628,804
Employee Related	-803,878
Operating Expenses	-824,926
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	1,591,788
Balance Carried Forward	1,591,788

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

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as $0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

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

	2017 **Actual** ($)
Base Total	11,034,182
Base Per Capita	215,308
Base Location	0
Other Base	10,818,874
Equity Total	2,337,563
Equity Aboriginal	6,463
Equity Socio economic	1,300,000
Equity Language	609,444
Equity Disability	421,656
Targeted Total	751,634
Other Total	190,438
Grand Total	14,313,817

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

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

School performance

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.

Our Year 7 Literacy performance in NAPLAN in 2017 continues to reflect the focus that our partner primary school has been making. In Year 7 Reading there was growth of 31.7 in students achieving bands 6, 7 & 8 but still too high a proportion in the lowest bands. Year 7 Writing was particularly impressive with a 1.9 drop in students in Band 4 but a growth of 3 points in students in the top band. One of the areas that APHS will need to work with our primary schools on is in the area of Grammar and Punctuation where there were significant numbers of students in the lowest 2 bands.

One very pleasing aspect was the significant reduction of Year 9 girls, in the bottom 2 bands of Reading, which is very close to the state average. Unfortunately, the same cannot be said for our Year 9 boys with our school being three times the state average in the bottom 2 bands. This is something clearly the school will be addressing, as we look at more comprehensive ways to improve our boys reading skills. Our Year 9 Writing results indicate considerable improvement with

the numbers of students achieving Bands 9 or 10 having doubled compared to 2016 results. There has also been a subsequent reduction in students in the bottom bands. In Year 9 Spelling there has been a clear shift from students in the bottom 2 bands into the middle bands and there was a dramatic improvement in the numbers of students achieving a Band 9, only 2 points from the state average.

Addressing the needs of improving our literacy results will continue to be a focus of the school's plan and staff professional learning as well, maintaining the momentum around strategies to specifically improve students' reading comprehension skills. The focus of our Literacy team in 2018 will address some of our concerns with all of our students' Grammar and Punctuation skills and how staff can reinforce these skills in all teaching and learning programs.
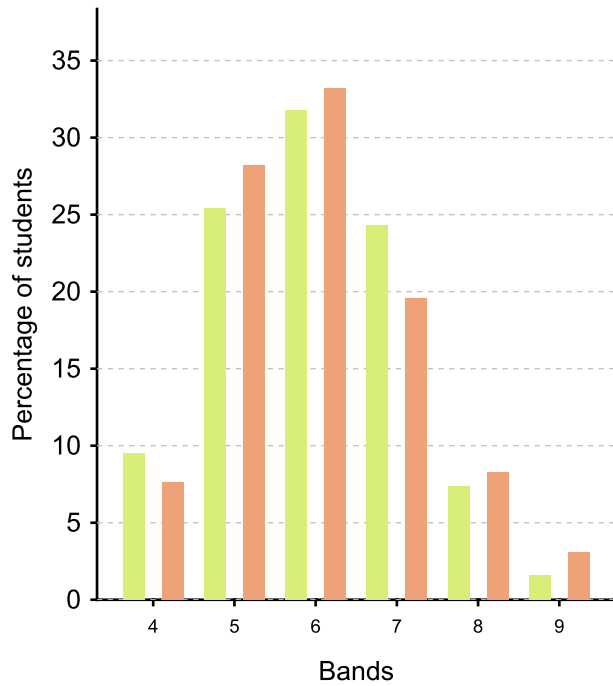
Percentage in bands:
Year 7 Grammar & Punctuation
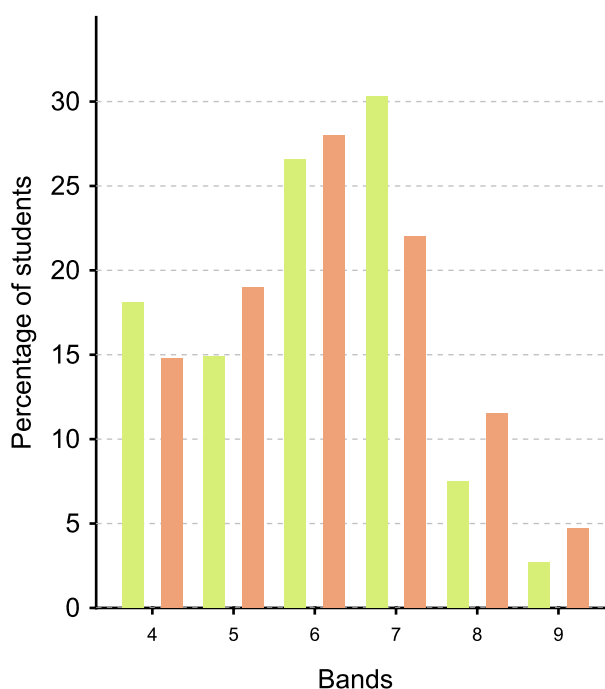
Legend:
- Percentage in Bands
- School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	18.1	14.9	26.6	30.3	7.5	2.7
School avg 2015-2017	14.8	19.0	28.0	22.0	11.5	4.7

Percentage in bands:
Year 7 Reading

Band	4	5	6	7	8	9
Percentage of students	9.5	25.4	31.8	24.3	7.4	1.6
School avg 2015-2017	7.6	28.2	33.2	19.6	8.3	3.1

Percentage in bands:
Year 7 Spelling

Band	4	5	6	7	8	9
Percentage of students	6.4	15.4	21.3	27.7	24.5	4.8
School avg 2015-2017	8.6	15.2	21.1	26.2	22.0	6.8

Percentage in bands:
Year 7 Writing

Band	4	5	6	7	8	9
Percentage of students	10.6	30.3	29.8	17.0	10.6	1.6
School avg 2015-2017	14.6	29.2	27.5	18.8	8.4	1.5

Percentage in bands:
Year 9 Grammar & Punctuation

Legend:
- Percentage in Bands
- School Average 2015-2017
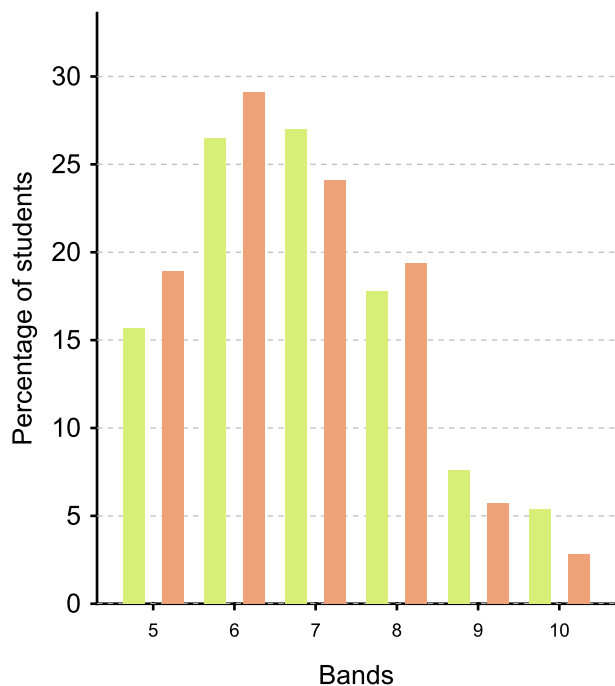
Band	5	6	7	8	9	10
Percentage of students	15.7	26.5	27.0	17.8	7.6	5.4
School avg 2015-2017	18.9	29.1	24.1	19.4	5.7	2.8

Band	5	6	7	8	9	10
Percentage of students	14.9	31.5	23.8	22.1	5.5	2.2
School avg 2015-2017	11.5	33.4	29.0	18.9	5.9	1.2

Percentage in bands:
Year 9 Spelling

Legend:
- Percentage in Bands
- School Average 2015-2017
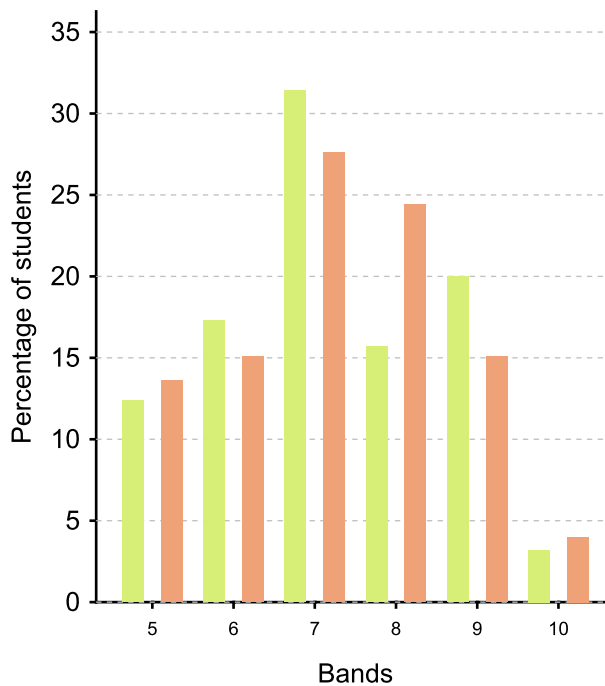
Band	5	6	7	8	9	10
Percentage of students	12.4	17.3	31.4	15.7	20.0	3.2
School avg 2015-2017	13.6	15.1	27.6	24.4	15.1	4.0

Percentage in bands:
Year 9 Reading

Legend:
- Percentage in Bands
- School Average 2015-2017

Percentage in bands:
Year 9 Writing
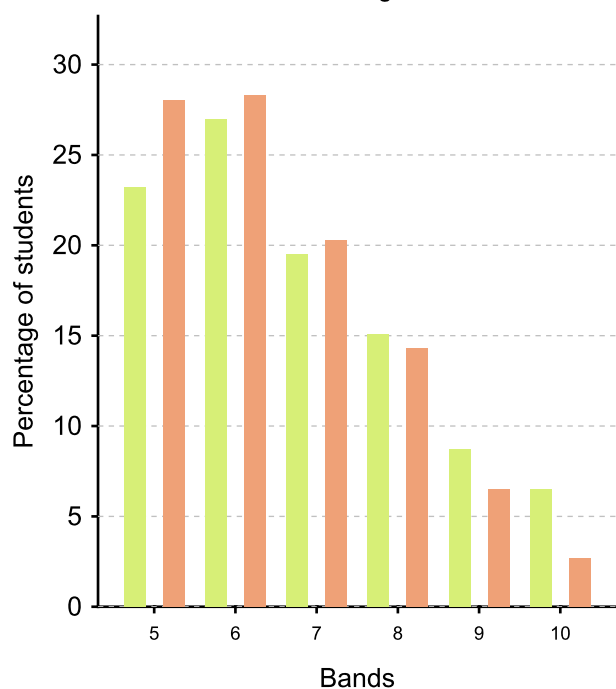
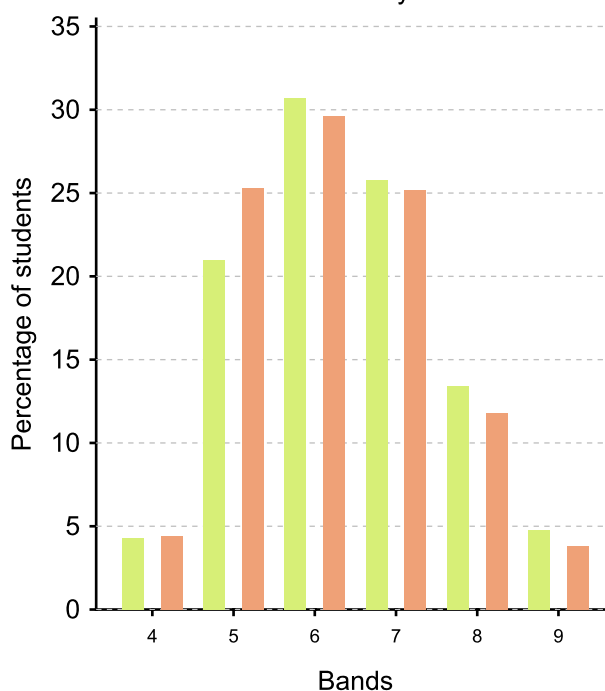| Band	5	6	7	8	9	10
Percentage of students	23.2	27.0	19.5	15.1	8.7	6.5
School avg 2015-2017	28.0	28.3	20.3	14.3	6.5	2.7

In Numeracy the Year 7 results showed large proportions of our students in the middle bands of all aspects of Numeracy. There was growth of 2 points for our students achieving in the top 2 bands and a marked drop in the numbers of students achieving in the bottom 2 bands. In fact in Number, Patterns & Algebra in Bands 7 and 8 the school's results were extremely close to state average. These promising results will be further enhanced through the commitment in the 2018–2020 school plan to further build and reinforce teaching networks with our partner primary schools and share best practice across Stage 3 and 4 in both numeracy and literacy.

Our overall Year 9 Numeracy results very much mirrored our Year 7 numeracy achievement. There were large proportions of students in Bands 6, 7 and 8 with our achievement in Bands 8 and 9 close to state average. The school will review its current GAT strategy as this positive trend upward in numeracy was not reflected in how many students achieved in the top Band 10. In the area of Year 9 Data, Measurement, Space and Geometry, the students in the bottom 2 bands were in line with state average results and there was some growth in the numbers of students attaining a Band 8 and 9 from 29.2 in 2016 to 42.7 in 2017.

The performance of our EAL/D students was similar to our overall school direction with growth in Bands 8 and 9, in all aspects of Numeracy which is above state average. An issue the school will need to address in

our plans to support our EAL/D students is in the area of Literacy, as it was in this area that saw far too many of our students in the lower bands. In fact, the performance trends of our students really reflect state wide trends, with our girls achieving strongly in Literacy, particularly in Writing. Our Year 9 girls Writing results in Band 9, was a huge 8 points above state average. For our boys though, their overall Writing results continue to be a concern. However, there was an impressive improvement for all Year 9 boys in the top 3 bands of Numeracy.
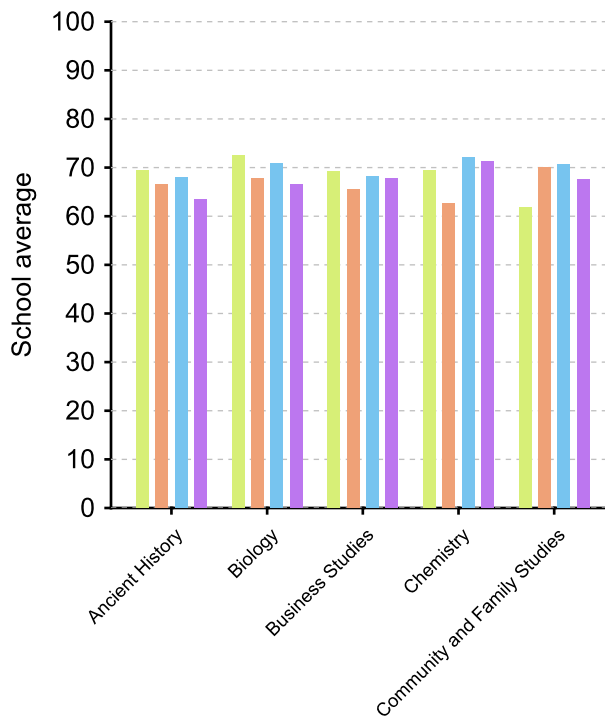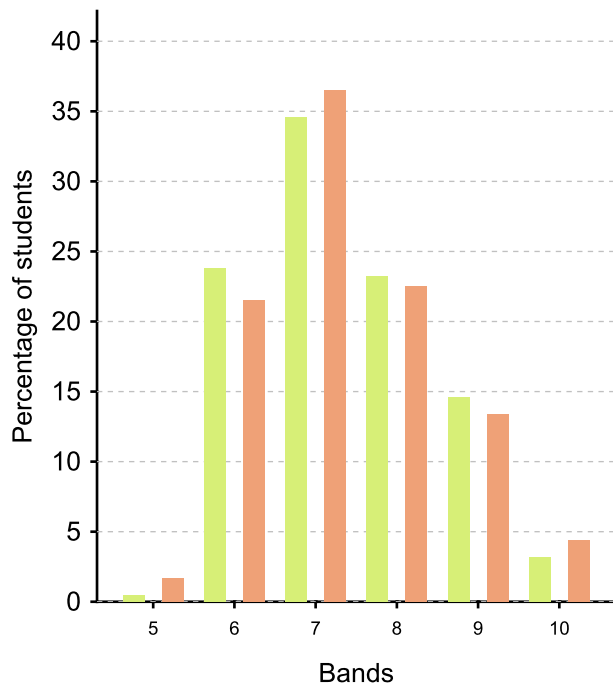
Percentage in bands:
Year 7 Numeracy

Band	4	5	6	7	8	9
Percentage of students	4.3	21.0	30.7	25.8	13.4	4.8
School avg 2015-2017	4.4	25.3	29.6	25.2	11.8	3.8

Percentage in bands:
Year 9 Numeracy

	Percentage in Bands
	School Average 2015-2017

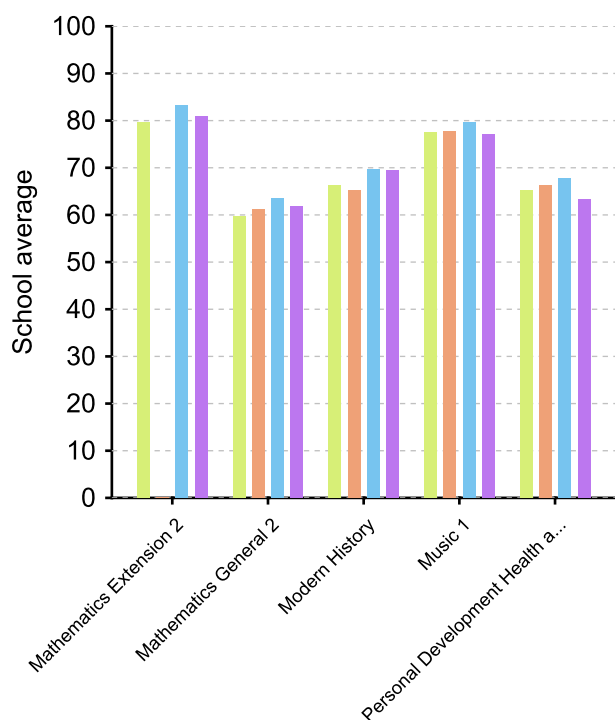| Band	5	6	7	8	9	10
Percentage of students	0.5	23.8	34.6	23.2	14.6	3.2
School avg 2015-2017	1.7	21.5	36.5	22.5	13.4	4.4

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).
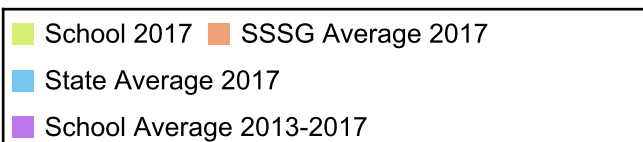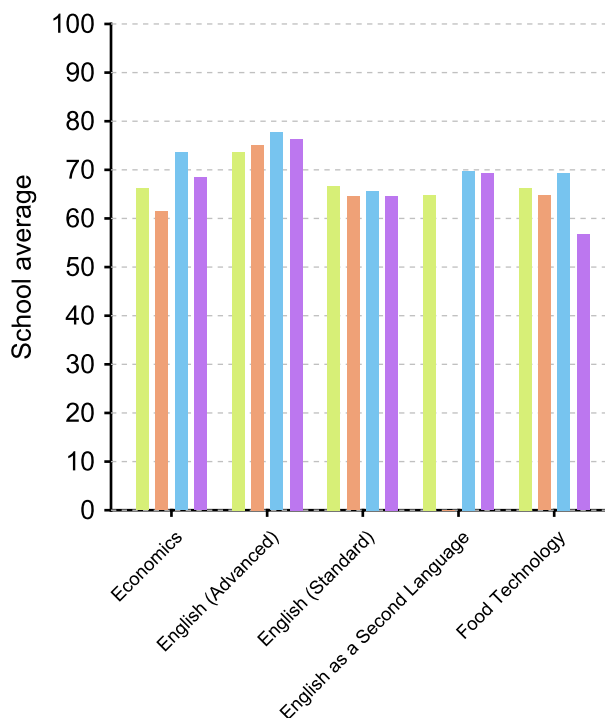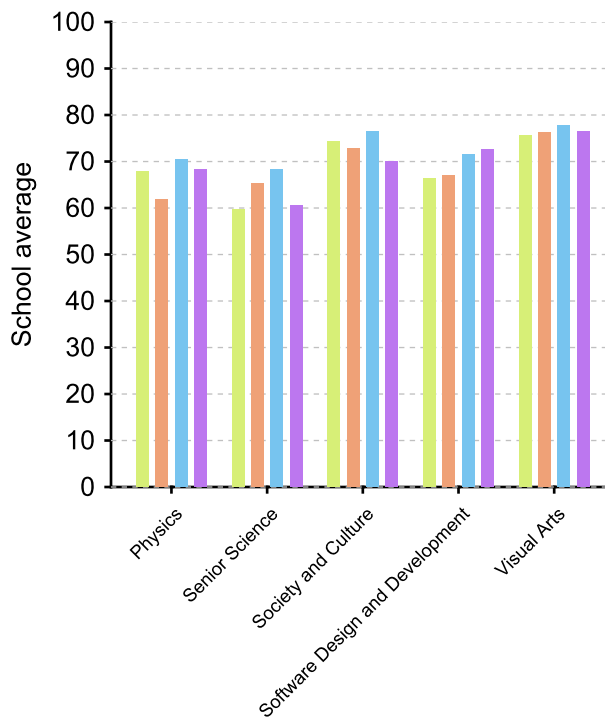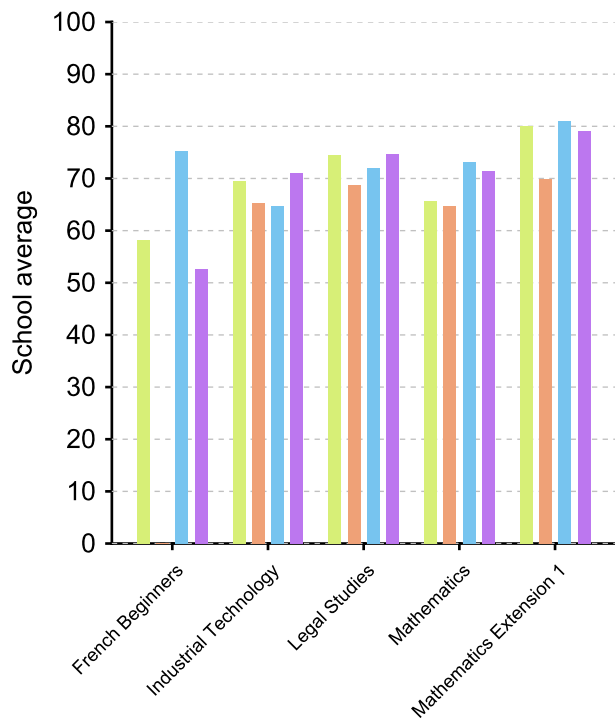
	School 2017		SSSG Average 2017
	State Average 2017		
	School Average 2013-2017		

	School 2017		SSSG Average 2017
	State Average 2017		
	School Average 2013-2017		

There were some outstanding results in this year's HSC results. There were particular subjects which performed extremely well and are deserving of a mention. In Biology there were 5 students attaining a Band 6 and 6 students a Band 5. Business Studies was equally impressive with 9 students earning a Band 5 and 3 with Band 6. Legal Studies had 2 students gaining a Band 6 and 4 a Band 5. The English Advanced results showed enormous promised with 1 student achieving a Band 6, 18 students earning a Band 5 and 25 students Band 4. Music attained 1 Band 6 and 5 students a Band 5 while Society and Culture had 2 students achieve a Band 6 and 7 students with Band 5.

Students studying Mathematics Extension 1 out performed the state with 47% of APHS achieving E4 (the top mark) whereas the state average was 38%. APHS was 9% above the state in Maths Extension.

This year we had 23 students who were on the Distinguished Achievers list. Congratulations and well done to: Ajimain Amin, Jackey Cai, Steven Chung, William Courtwood, Kerry Du, Taiba Ebrahimi, Modaser Gheyasi, Lin He, Duy Bao Huynh, Yagya Kaila, Ihsan Koparan, Rahul Kumar, Nathan Lam, Neilson Lam, Het Bipinkumar Patel, Sheetal Rajan, Gulrokh Safi, Rathin Shah, Kapeel Khaanth Shanthera Susilan, Mathushalini Thevarasan, Punjan Jayeshkumar Trivedi, Victoria Truong and Jun Jie Van.

Parent/caregiver, student, teacher satisfaction

Each year the school seeks opinions of parents/caregivers, students and teachers about

different aspects of school. In 2017, parents, students and staff were surveyed using Google survey documents or forms, Tell Them From Me surveys and the feedback was presented at staff meetings and used to inform whole school planning decisions and teaching and learning programs across the school.

Parents

- The majority of parents/carers believe the school is a safe inclusive environment that supports positive behaviour and learning.
- Most parents/carers feel welcome when they go to the school for a variety of events and reasons and believe that the teachers listen to their concerns and the written information from the school is clear and easy to understand.
- The majority of parents were satisfied with the way in which teachers differentiate their programs to engage a diverse range of learners, including gifted and talented students and students with learning and support needs and have high expectations to succeed.
- Most of the parents were satisfied with communication from school about their child's academic progress and behaviour at school.
- Majority of the parents agree that school offers the subjects that their child would like to study.
- Majority of parents believe that the school has good reputation in the community and would recommend the APHS to primary school students.

Students

- The students also, feel that the school has a positive learning culture and they enjoy high expectations for success.
- Most of the students believe that they are intellectually engaged and find learning interesting, enjoyable and relevant to them.
- Majority of the students have positive teacher–students relationship and feel that teachers understand their needs and provide clear instruction in classroom and feedback that helps them learn.

Teachers

- The majority of teachers understand and practice quality teaching in the classroom and actively seek to improve their instructional skills through professional learning and collaboration with colleagues.
- Majority of teachers are satisfied with the communication by school leaders about the school strategic directions and values of school.

Policy requirements

Aboriginal education

Aboriginal Education is overseen by the school's Youth Worker (Teacher) who ensures that **ATSI** students receive appropriate support to achieve their future goals and educational outcomes.

In 2017, the numbers of Aboriginal students fluctuated considerably due to students moving in and out of the area. Despite this mobility, all students received individualised attention and support whilst at APHS. The Aboriginal Education Team met with students and parents and liaised with classroom teachers, Year Advisers and outside agencies to develop Personalised Learning Plans. Aboriginal students in the Support Unit were given more detailed ITPs which were developed with counsellors, support teachers and external agency representatives present.

In 2017 the Aboriginal students were given the opportunity to meet with ATSI students from other schools during a NAIDOC celebration at Newington Armoury, Sydney Olympic Park. The four students who attended the event participated in a Welcome to Country, listened to guest speakers and played touch football with Indigenous Rugby League mentors. They also were able to meet elders and members of the local indigenous community.

Teachers and welfare staff provide regular feedback to the Youth Worker regarding Aboriginal students at APHS. This shows a commitment to providing the best educational outcomes for our ATSI students. This should be enhanced in future by the commencement of **AIME** Mentoring in 2018.

Multicultural and anti-racism education

Multicultural Day celebrations continue to bring the community together to embrace the diversity of the school's student population. Students performed a variety of dances, musical items, drums and had fun activities such as a henna stall. Both students and staff maintained their enthusiasm for the event with displays of international food at lunchtime. The students and staff were encouraged to wear their national costume.

The school provides a happy and harmonious environment, both within the classrooms and in the playground. Students enjoy coming to school and value the friendships they make, as well as the opportunity to be part of a thriving multicultural learning community.

In 2017 training was provided to four staff members for the role of Anti–Racism Contact Officer (ARCO). The ARCO meets student year groups and provides information on the nature of racism and the structures implemented at APHS to address any incidents effectively. The ARCO continued to increase awareness of and promote the DoE Anti–Racism Policy within the school community.