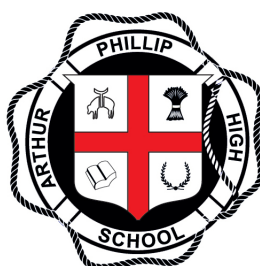


Arthur Phillip High School

Annual Report



2018



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Introduction

The Annual Report for **2018** 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.

Lauretta Claus

Principal

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Message from the Principal

The staff at Arthur Phillip High School are committed to student success at every level. A wide range of learning opportunities and experiences which are designed to allow students to explore their interests and to develop talents are offered. The school is known in the community for its excellent academic, sporting and cultural achievements. The school focuses on quality teaching by extending and enhancing the talents, achievements and aspirations of all of its students. Programs are implemented for gifted and talented education as well as programs for students who excel in the sporting and cultural arenas. Students in the Support Unit experience equivalent high quality learning opportunities and experiences and are integrated into the mainstream through sporting and other extra-curricular activities.

The school encourages students to value excellence, respect, responsibility, democracy and lifelong learning. These important values are deeply embedded in the school's STRIVE code, the expectations by which all our students and staff commit to. Curriculum and teaching and learning programs at the school reflect student choice and student needs. There is a strong focus on personal and creative growth, challenging learning experiences, independence in thinking, risk taking, autonomy, resilience and initiative. In 2018 the school undertook serious preparation for our readiness to move into our new multi story school in 2020.

All measures of student achievement indicate that 2018 was a strong year for the school. It is the aim of the school to ensure that all students achieve their academic potential, while at the same time, being stimulated, challenged and encouraged to embrace possibilities which will allow them to grow and develop as young people.

Message from the students

The APHS Student Representative Council delivered opportunities for students to develop leadership skills as well as:

- Provide effective representations of students through communication with and between students, staff and the community of APHS
- Provide a forum for student opinions, ideas and attitudes
- Provide the student body with an opportunity to contribute to decision making in school
- Develop leadership in representing the opinion, ideas and attitudes of the students
- Promote involvement in the school and its physical surroundings
- Promote School and Community Spirit
- Encourage pride in achievement

Every year, the SRC has a specific goal and focus for the year. In 2018 our aim was "Focusing on the needs of students and teachers as well as the overall school community". This year, one of our events had the students delivering Mental

Health Day where lesson plans for all students were developed to participate in as well as events running through recess and lunch, that aimed to improve student awareness of mental health. Many students voiced, they wanted to address concerns on mental health issues and the stigma that surrounded it.

Our SRC has also closely aligned with the APHS strategic direction of "Leadership for Transformational Change." Students have the opportunity to participate in a range of leadership initiatives (including decision making processes) and demonstrate leadership in the school community. This year our SRC has accepted more applications as the school grows as well as providing opportunities for non-SRC to participate and volunteer to assist with events. This has led to an increase in the proportion of students involved in programs and activities that allow them to build, or to demonstrate leadership skills. This was delivered through the following events:

- Harmony Day
- Mental Health Awareness Day
- Multicultural Day

Our SRC also has been involved in APHS strategic direction 3: "Connected Communities for Authentic Partnerships." Students develop capabilities to successfully connect with the community and have made connections through a variety of programs through:

- Hosting our prefect cluster to connect with student leaders from schools in the area
- Attending prefect clusters at other schools to connect and network
- Volunteering with Legacy to assist with their fundraising
- Collecting and donating books for our Bali Project

2018 has been a success for the SRC. In receiving feedback from our major event, Multicultural Day, we found that 63% of students and teachers survey gave the rating 4 for enjoyment of the activity. Written feedback indicated students and teachers felt a sense of harmony and school community throughout the event, and it built a sense of overall school community. That being said, the SRC has much to develop for next year and are looking forward to being bigger and better, as well as ensuring student voice is being heard.

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 2020.

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): Policies are well–developed and clearly communicated through a variety of mediums. Commitment to improving learning outcomes is demonstrated by the whole school implementation of TEEL. Our digital platform APHS Connect 121 means there is a strong emphasis on learning and developing cross–KLA ICT skills necessary for our global world. PBL (project based learning) in Stage 4 is evolving and seen as a forerunner in our preparation for our new school. All KLAs have committed to embedding literacy and numeracy into teaching and learning programs and in 2019 the school will be developing staff awareness in the Literacy and Numeracy Progressions and how this can support their ability to differentiate the learning for all students.

Wellbeing (Sustaining and Growing): APHS has a planned, cohesive and strategic approach to meeting the group and individual welfare of the students and school community. The School Wellbeing team and LaST team meet regularly with a focus on evidence and continuous improvement. Students are discussed and handled on a case by case basis with a clear focus on the young person as the key stakeholder. Contact with parents is regular with neutral referrals increasing. Student wellbeing is a strong focus and is well resourced across the school and in 2019 with the introduction of the role of Stage Wellbeing Coordinator, there will be even more resources directed at supporting our students.

Curriculum (Sustaining and Growing): APHS is developing strong learning alliances with our partner Schools of Barani – Parramatta PS and O'Connell Street PS. These learning alliances will be further strengthened in 2019 with a joint staff development day planned. Currently work is being carried out across this alliance in the area of student assessment and learning goals, as well as STEM enrichment through our STEM Challenges. In 2018 APHS introduced high levels of assessment and support in our 6–7 transition process with the advent of our High School Survivor Day and individualised assessment process to determine classes for Year 7 in 2019. The school has maintained its systematic process of transitioning identified high needs/ anxiety students. This comprehensive program of Stage 3 visits begins early each

year: students are tested for literacy/ numeracy and individual teachers are surveyed and interviewed. Class placement is evidence based and active Stage 3 teacher involvement is encouraged.

Assessment (Delivering): The specific needs of EAL/D, Refugee and students with identified learning needs are clearly and explicitly addressed in a variety of ways. There is collaboration in the development of ILP's, IEP's 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, observation 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 successes and failures in open forums and staff eager to work to support each other through observations and informal mentoring throughout the school.

Reporting (Sustaining and Growing): In 2018 the staff embraced a new reporting format. There has been significant discussions with the executive team about utilising the mark book in relation to the reporting software. This discussion will be pursued further with the Executive Conference planned for early 2019 focused entirely on assessment and reporting processes and practices across the school. The reporting component will look at what information is being provided to parents and students and how well does this information relate to their understanding of the learning achievements of the student. In 2018 the school added the student "attitudes" on the reports, in the language of the school's STRIVE expectations.

Student Performance Measures (Excelling): The Value Added report displays information about learning growth of students in schools, after adjusting for the characteristics of the students, referred to as value-added. The Value Added reports show the growth of student scores between each pair of assessment Years 9–12 after adjustment for the demographic characteristics of the students. This report places APHS at excelling.

Effective Classroom Practice (Delivering): There is regular evaluation of programs, plans and assessments. All staff and students are trained in the school STRIVE expectations for classroom management. There is a clear and widely publicised system of delineating behaviours (Above and Below the Line) and APHS STRIVE chart. Staff and students use common language such as 'reasonable request' and dialogue around making pro-social choices. Delivering, developing and supporting effective classroom management has been a priority in 2018 with a strong focus on monitoring high support behavioural needs through the school's levels system.

Data Skill and Use (Delivering): Data is analysed regularly and comprehensively by KLAs, the Welfare and LaST teams in order to create classes, develop IEP's and ILP's. Data analysis continues to underpin and drive school goal setting in specific areas across the school ie student behaviours, literacy, numeracy and writing in the content areas. Through the leadership of the executive team in 2019 individual staff will be increasingly encouraged to explore and analyse their own student performance data. The Executive Conference planned for 2019 will have a session on how data is analysed across the school and look at evaluating A–E percentages and overall results.

Professional Standards (Sustaining and Growing): APHS' professional development focus means that staff have a comprehensive understanding of the standards, meeting and demonstrating the standards and why individual staff may seek accreditation at higher levels. A significant percentage of the staff work beyond their own 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.

Learning and Development (Sustaining and Growing): APHS is committed to providing locally developed professional development based on observation, collaboration, professional goal setting and a planned annual calendar of professional learning that meets the identified goals and aims of all staff. Through the implementation of the Performance Development Framework, APHS has created a system of professional learning plans where staff identify individual strengths and areas for development. These are collated and used to provide a systematic roll out of localised professional development that meet identified needs. Staff are encouraged to apply for external TPL that meets PDP goals/ SMP targets. All professional learning is systematically evaluated online and all data used to inform future delivery, material and directions. Various school personnel are recognised as expert in supporting early career teachers and in the gaining of accreditation.

Educational Leadership (Sustaining and Growing): Feedback on school performance is sought via a range of methods including the Tell Them From Me Surveys, students and parents are surveyed regarding transition processes and students transitioning to Stage 4 & 6 are annually surveyed. This feedback is collected, analysed and used to determine current areas of strength and areas for improvement. There are many leadership roles across the school and there is a transparent EOI selection process that supports this. Each HT has an identified 2IC and there have been multiple opportunities for leaders throughout the school to attend sessions that build and enhance leadership capacity. Leadership, spreading leadership roles via encouraging staff to take control of school projects and initiatives combined with strategic succession building through the development of our Stage Teams approach, means that many APHS staff are seeking leadership roles now, or in the future.

School Planning, Implementation and Reporting (Sustaining and Growing): The APHS' Strategic Directions have

formed the cornerstone of all professional conversations, development, planning and evaluations since the completion and publication of the new school plan. Executive staff have taken a leading role in the promotion of the directions but they have been explicitly communicated and feature in each faculty. There are executive meetings devoted to conversations about 'where are we now, how do we know, where do we want to be, how do we get there' strategic questioning. All impact assessments were conducted with regular data analysis carried out throughout the year. For the next planning cycle all executive 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 supported by a transparent EOI selection process. Workforce planning is a feature of regular HT meetings with the Principal and is openly discussed at executive meetings with input sought and considered. The school is in a strong financial position and is extremely well-resourced with interactive technology. Flexible learning facilities have been created to prepare staff for our learning environment in our new school building. Regular community use is made of the facilities. Bi monthly finance team meetings are held and focus on short term finances and resourcing whilst exploring long-term improvements.

Management Practice and Processes (Delivering): Multiple opportunities exist for students and the school community to provide feedback and to evaluate the school's performance in a range of areas including teaching and learning, engagement, communication, policies and processes. Parents were invited to take part in the Tell Them From Me Survey in 2015, 2016 and 2017. All responses are considered in context and where responses show a need for change or development the school leadership considers these and there are several instances where parent and student response has led to a shift in direction.

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

Learning for the Future, Today

Purpose

At APHS, we aspire to prepare flexible and resilient students who are prepared for a dynamic world. We shall encourage transferable skills, developing a passion for innovation and life-long learning. This will be achieved by immersing our whole school community in differentiated learning environments, that are grounded in academic research.

Overall summary of progress

In 2018, TEEL as a writing strategy was introduced to all staff and there was time devoted to staff embedding TEEL into all teaching and learning programs. Work has begun building upon this through the use of ALARM and the plan is to have it explicitly taught across the school in the next 2 years with the aim to improve student writing. 2018 NAPLAN writing results saw the Year 9 cohort achieve average scaled growth of 59% compared to 2017 scaled growth of 56%. In 2018 68% of the cohort achieved expected growth in writing which was 15 points above the state average for expected growth. The attention to improving writing through TEEL has impacted all students across the school strengthening their cognitive wellbeing via the provision of a high support framework for challenging tasks.

Numeracy School results had 68% of Year 9 students achieving expected or higher levels of growth in numeracy. State growth was 62% and the similar schools growth was 55%. So the school was a whole 13 points above other similar schools in numeracy growth. APHS is well placed in terms of meeting the 2% target by 2020 with 18% of the Year 9 cohort achieving in the top 2 bands of NAPLAN compared to only 13% in 2017. Value adding has been quite significant since 2016 with average school NAPLAN scores growing by 7 points.

Targets in PBL have been met and positive results have been achieved. The consistent implementation of STRIVE values through wellbeing lessons, communication of targets to staff, students and the community have formed the cornerstone of developing and embedding effective routines for learning. In the middle of the 3 year cycle, APHS now has a clear system of universal management which is monitored, evaluated and systematically revised. From 2017–2018 negative referrals decreased by 33% overall with communication to parents increasing by over 90%. Percentages of positive referrals have significantly outweighed negatives at a rate that usually sits around 2 to 1.

In 2018, The development of stage teams to support students who experience difficulty with their literacy and numeracy has seen significant improvement in reaching all students requiring support. This success can be seen through the National Standards testing program and has great success in reaching the lower ability students at APHS. Targeted classes with a reduced number of students, have been supported by an additional literacy or numeracy team teacher across at least half of their classes. Students were selected and placed in the class based on low NAPLAN and school based assessment results. This structure has been mirrored in how the school supports our EALD and refugee students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Literacy and numeracy growth of 2% in student NAPLAN results over the next 3 years. Increase the literacy and numeracy results of Indigenous students by 2% by the end of 2020. In our HSC results, we would endeavour to continue to maintain and strengthen our value added results so that they remain above the state average for low, middle and high achieving students.	\$100,00 for additional teachers and head teachers.	With additional staff there has been greater opportunity for staff to scrutinise teaching and learning programs to ensure the explicit embedding of literacy and numeracy strategies.
• Increased student engagement through innovative curriculum, so that our school attendance rates are aligned with the state average.	\$60,000 additional head teachers to supervise, track and monitor whole school attendance patterns.	Attendance awards given out each term for outstanding attendance patterns. Closer monitoring of students with at risk attendance patterns.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> Increasing staff expertise in innovative teaching practices and understanding of K–12 enterprise practices. 	Professional Learning Afternoon Sessions \$25,000 Release time to plan and collaborate \$30,000	<p>In 2018 much of the professional learning presentations and activities were created and delivered by the senior executive, in 2019 the formation of a Professional Learning Team will see a greater proportion of other staff delivering professional learning.</p> <p>The executive team has also planned additional staff to be purchased in 2019 using SBAR funds. These extra temporary teachers will have timetables with allocated time devoted to various faculties, whereby the Head Teacher can utilise them to free up other staff for planning, collaboration and development of teaching and learning programs.</p>

Next Steps

As APHS moves into at the next phase of our School Planning cycle we will continue to direct our energies towards providing meaningful and highly authentic professional learning for our staff, that improves their capacity to deliver differentiated learning, that builds the literacy and numeracy skills of all students. Professional learning using the new DoE Literacy and Numeracy Progressions will continue in 2019 and this coupled with the joint development of Barani Learning Goals will ensure that all learning is underpinned by the development of critical literacy and numeracy skills. The creation of a Literacy Strategies page on our digital platform APHS Connect 121 will also be an important source of information for staff as to how incorporate effective literacy and numeracy strategies into their teaching practice.

Student voice will continue to be a priority, that all staff will cultivate. There are a number of activities arranged for 2019 with a focus on providing students with the opportunity to voice their understanding of the learning and how they can continuously improve their performance. The Executive Conference on Assessment in 2019 will look at viable and meaningful ways to ensure that students are given opportunities for peer to peer feedback as well as quality feedback through multiple drafts of their work. The introduction of Study Skills sessions through our STRIVE lessons will also provide an important conduit for quality feedback and how to utilise this feedback effectively.

Future Focused Learning, Inquiry based Learning and Project based learning remain key features of our curriculum delivery. The STEM project and our iSTEM elective classes will continue to promote future focused transferable skills that can be embedded into all teaching and learning programs. In 2019 our STEM program will evolve into STEAM with the inclusion of creative arts.

STRIVE and the importance of building a culture of high expectations for all our students will again be at the forefront in 2019. The school has undertaken significant planning to develop stage teams that can closely scrutinise the academic and social development of all students. These stage teams will be fostering celebration activities for each group as well as streamlining communication and demonstrating our commitment to the DoE strategy "Every Student is known, valued and cared for in our schools."

Strategic Direction 2

Leadership for Transformational Change

Purpose

Educators who are reflective, self –directed learners demonstrating high quality practice and who foster and develop effective collaboration with students that enhance learning opportunities and outcomes. Teachers as leaders of change in a future focused learning environment

Overall summary of progress

In 2018, APHS undertook to providing locally developed professional development based on observation, collaboration, professional goal setting and a planned annual calendar of professional learning that meets the identified goals and aims of all staff. All staff attended professional learning on: NESA Teaching Standards, TEEL writing strategies, the development of "I Can" literacy and numeracy statements, essential questions and implementing STEM, as well as developing an understanding of Spatial Teaching and Learning Spaces.

Staff have continued to access external professional learning with an emphasis on returning to school and sharing the learning undertaken. All professional learning continues to be systematically evaluated online with all data being shared and used to inform future delivery, material and directions. APHS continues to have a very strong reputation for its commitment to future focused pedagogy and is often called upon to share this knowledge and practice with visiting schools.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff involved in ongoing professional learning and reflection, using the Australian Professional Standards for Teachers as reference.	\$25,000 teacher release and attendance at professional learning sessions	This was achieved with several staff sessions on NESA standards and using these standards to improve practice.
Classroom observations and PDP's demonstrate alignment with the readiness and preparation for the move into the new school.	Semester one and two invigilators \$15,000 for exam supervision to release teachers for planning time.	All staff completed their PDP's. All staff discussed PDP's with a supervisor at least twice throughout the year.
Increase the proportion of students involved in programs and activities that allow them to build or to demonstrate leadership skills.	\$1,000 Leadership Student Forums.	Leadership Development Camp held and coordination of Multicultural and Harmony Day by SRC.

Next Steps

Self assessment against the SEF has shown that the school needs to direct its attention to building the capacity of staff to analyse data and then use this analysis to improve teaching and learning. The school is working towards reducing the numbers of course warnings for Stage 5 and 6 students through improving the quality of assessment tasks and being able to critically evaluate a full range of student responses and providing these students with quality feedback.

A focus for professional learning is building the capacity of teachers, particularly aspirant teachers by providing them with authentic leadership training and experiences. Collaborative practice and training in growth coaching will be a starting point for this journey. Growth coaching will develop staff skills in structured quality feedback conversations that will strengthen staff members undertaking classroom observations, so that they can provide meaningful guidance in conversations about teaching practice.

Strategic Direction 3

Connected Communities for Authentic Partnerships

Purpose

To empower staff and students to lead the transformation of our diverse school community to a future focused learning environment. To build a school where community is valued and celebrated, with diverse opportunities provided for community involvement and engagement.

Overall summary of progress

APHS has demonstrated commitment to our community through the employment of expert personnel to meet their needs. SD3 has been strategically resourced through the employment of a school chaplain and a Community Liaison Officer who provide support to families in crisis, sourcing church, community and DoE resources to provide physical and emotional support. Volunteering and charity work through stage projects, allows our students to focus on service and mentoring and have been an integral part of developing student resilience and self-esteem.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the proportion of students involved in programs and activities that allow them to build or to demonstrate leadership skills.	\$84,000 Wellbeing Flexible Funding for our Student Support Officer	Using STRIVE lessons and SRC as the framework to provide student leadership opportunities across the school.
All forms of school communication are used to build stronger community connections.	Community Liaison Officer 2 days a week \$25,000	Commenced using the SENTRAL Parent Portal so parents can see their child's attendance patterns, school timetable and semester reports. An upgrade of the school website means has been undertaken to align with Parramatta PS. The CLO continues to work at building community connections
Student attendance matches state average and there is increased engagement of parents and the wider community at school events and extra-curricular activities.	\$1800	Development and implementation of Student Attendance Policy with specific roles allocated to members of the Stage teams to manage student attendance. Awards issued for outstanding attendance patterns. Leadership roles to members of the SRC for school organised activities with the community.

Next Steps

As APHS moves into at the next phase of our School Planning cycle we have slightly altered our Strategic Direction 3 to closely align with Parramatta Public School. The direction now reads as "Connected Communities for Authentic Partnerships" which mirrors PPS and demonstrates our joint efforts to be responsive to the challenges and aspirations of staff and students as we prepare to move into our new future focused schools. This realignment demonstrates our commitment to the Schools of Barani and what we will offer our community moving forward.

All projects undertaken as part of Strategic Direction 3 have been successful in strengthening APHS' relationship with Schools of Barani and the local community. As part of the next cycle the school will be investing more time towards our Community Liaison Officer to meet schools targets.

Student voice has been an emerging focus in various elements of school planning and this will feature more strongly in the future.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	<p>4.0 teaching staff</p> <p>The EALD teachers withdraw students in small groups, who require additional English language support and assistance as well as running discreet EALD English classes taught by EALD staff. There are ethnic SLSO's available to support our EALD students in their classes and there is an independent EALD Homework Club to provide our students with additional assistance.</p> <ul style="list-style-type: none"> English language proficiency (\$200.00) 	<p>2018 saw EALD students across all year groups make significant progress in their English language proficiency as evident in their EALD Learning Progressions.</p> <p>Of the 21 students identified as Beginning at the at the end of 2017, 67% of students progressed to the next phase, whereas, 33% remained at Beginning. This is consistent with the average time expected for students to progress from Beginning to Emerging, with most students expected to move through this phase within the year.</p> <p>Of the 60 students identified as Emerging at the end of 2017, 42% of students progressed to the next phase, whereas, 58% remained at Emerging. This is consistent with the average time expected for students to progress from Emerging to Developing, with most students expected to move through this phase within two years.</p> <p>Of the 149 students identified as Developing at the end of 2017, 28% of students progressed to the next phase, whereas, 60% remained at Developing. It is expected that students will remain in the Developing Phase for 2 –5 years.</p> <p>Of the 195 students identified as Consolidating at the end of 2017, 19% of students no longer require initial language support, whereas, 79% remained at Consolidating. Most of our students remained in the Consolidating phase over the last year and will continue to remain in the phase until they achieve native-like proficiency.</p> <p>A majority of our students are moving through the EAL/D Learning Progressions at the expected or average rate with some students from refugee backgrounds or limited English backgrounds remaining within a progression for longer than expected. These students have been flagged throughout the year and are receiving SLSO support and targeted reading support.</p> <p>We have a number of international students who have remained in the same phase longer than expected. Many of these students had minimal exposure to authentic English prior to their arrival and have limited opportunities to practise their English outside of school.</p> <p>The EALD team will continue to prioritise the needs of our Beginning, Emerging and Developing students by ensuring they are in a discrete EALD class and are supported by an EALD specialist teacher where possible. As a team, we will focus on supporting mainstream teachers by equipping them with strategies they can use to support EALD students in their classrooms. This is particularly important</p>

<p>English language proficiency</p>	<p>4.0 teaching staff</p> <p>The EALD teachers withdraw students in small groups, who require additional English language support and assistance as well as running discreet EALD English classes taught by EALD staff. There are ethnic SLSO's available to support our EALD students in their classes and there is an independent EALD Homework Club to provide our students with additional assistance.</p> <ul style="list-style-type: none"> • English language proficiency (\$200.00) 	<p>for those students who are Consolidating and are no longer in a discrete EALD class but still require ongoing language support. Overall it is clear that reading and responding is the strongest skill set among our EALD students. Many students are able to read increasingly complex texts at the literal level and are beginning to make inferences. Our focus when reading will be to support students to summarise main ideas into own words and support them to understand text purpose and assumed target audience.</p> <p>Oral interaction seems to be an area that needs focus, particularly with our EALD students from a Chinese background. It seems that many are reluctant, lack confidence and are reliant on translators and as such do not contribute their ideas or initiate conversations in English. As a team in 2019, we will focus on giving our students many opportunities to practise using spoken English by incorporating pair work and small group work where possible. Writing is also an area of focus for all our EALD students. As a team, we will focus on improving student writing by explicitly teaching punctuation, correct use of articles, plurals, prepositions, verb form and tense and subject-verb agreement. We will also embed the TEEL paragraph writing technique and ALARM scaffolds to support their extended response writing.</p>
<p>Low level adjustment for disability</p>	<p>Planning time</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$2 000.00) 	<p>Around 150 students were provided with support through: general class support across the school; individual support and/or small group support. HSC 4 students required disability provisions. Sixteen students from Year 7–11 were supported with disability provisions. One student was provided with disability provisions for NAPLAN.</p> <p>Additional appropriate support provided for identified students through in-class; small groups or individual withdrawal and/or during their free time. Positive gains were made due to the literacy and numeracy programs for Year 7–10, based on NAPLAN, school reports, teacher feedback and assessment completion. By the end of 2018 60% of Year 10 students completed the minimum standards assessments, up from 9% at the beginning of the year. The Learning Support Team addressed and followed up with support for the learning concerns 91 students and 4 specific classes.</p> <p>Students demonstrated improvement through improved test or assessment results, reports, behaviour and general attitude to learning as a result of the strategies and support offered to these students and their teachers. 66 students in Stage 4 and 5 were provided with reading and/or spelling support in small groups and/or one to one.</p> <p>123 targeted students Year 7–10 participated</p>

Low level adjustment for disability	<p>Planning time</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$2 000.00) 	<p>in small group or 1 to 1 literacy support. Skills included comprehension strategies, persuasive, informative and narrative writing techniques, grammar, punctuation, vocabulary and sentence structure and writing TEEL paragraphs and developing skills in preparation for NAPLAN. Students in Year 7–10 received targeted numeracy support .</p> <p>Support was provided for students and teachers in classes that have a wide diversity of learning capacity, with additional support and feedback provided to students within the classroom to increase student engagement and to improve learning outcomes. Some students were provided more intensive support to support skills development through withdrawal in either small groups, or one to one.</p> <p>NCCD indicated that 16% of students were identified as receiving supplementary or substantial disability adjustments. Students identified with significant learning needs have Individual Education/Transition Plans developed annually with parent/carer involvement; counsellor; Year Advisor and other relevant professionals involvement. Reviews of these plans are conducted on a needs basis.</p> <p>Professional development was offered to faculties in the use of Sentral for: NCCD data collection; location of information on students' learning needs; suggested teaching strategies and identification of students requiring differentiation/adjustments. Disability provisions for HSC & NAPLAN; Training of readers/writers for Trials & HSC and appropriate teaching strategies for student with Learning Difficulties was also provided.</p>
Socio–economic background	<ul style="list-style-type: none"> • Socio–economic background (\$1 000.00) • Socio–economic background (\$5 000.00) 	<p>Planning undertaken for additional rewards ceremonies in 2019.</p> <p>Additional Head Teacher roles to manage Key Programs such as: EALD and International Students and the implementation of the school's STRIVE program to oversee student wellbeing.</p>
Support for beginning teachers	<ul style="list-style-type: none"> • Support for beginning teachers (\$5 000.00) 	<p>This year Beginning Teachers were supported through a reduction in face to face teaching periods and allocated time to meet with the Head Teacher Mentor. This pre allocated time was used for observations, joint marking, collegial planning and discussions.</p>
Targeted student support for refugees and new arrivals	<ul style="list-style-type: none"> • Targeted student support for refugees and new arrivals (\$200.00) 	<p>We have many refugee students or those with refugee–like experiences who have had disrupted schooling and minimal exposure to formal education prior to their arrival to Australia. As such, they are progressing at a slower rate in comparison with other students. Some of our EALD students also have</p>

Targeted student support for refugees and new arrivals	<ul style="list-style-type: none"> • Targeted student support for refugees and new arrivals (\$200.00) 	<p>additional learning difficulties such as those enrolled in the Support Unit and as such haven't progressed in the average time expected.</p> <p>Students from refugee backgrounds, or those with missed or interrupted schooling, additional learning needs or limited exposure to English outside of school will remain in each phase longer. It is expected that most of our students will remain in Developing for a considerable amount of time.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	966	928	845	759
Girls	428	443	423	389

In 2017 and 2018 as the school prepared for the move into our new high rise school, the decision was made that the school be committed to taking in area enrolments only. This commitment would ensure that the transition to the new school would be easier and more seamless and as such there has been a slight reduction in enrolment numbers.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	94.1	92.6	92.6	92.6
8	90.6	90.6	88.5	90.8
9	89.6	91.2	88.4	88.4
10	89.3	87.5	88.7	86.9
11	88.4	90.5	88	90.5
12	89.8	91.3	90.5	90.6
All Years	90.1	90.6	89.4	89.8
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

The Head Teacher Welfare oversees student attendance and manages students who have an attendance rates 50% or below. The Head Teacher Welfare works closely with the Home School Liaison to manage these attendance concerns and assist in the implementation of effective Attendance Improvement Plans. Year Advisers monitor students in their year groups with attendance rates of between 50% and 75%. They keep in close contact with the families of

these students, via letters home, phone contact and parent meetings, they also play a role in recommending which students should be placed on whole school attendance monitoring books with the stage deputy principals. Letters are sent home when a student has 3 unexplained absences seeking clarification for the absence. The school has made regular attendance a part of the school's STRIVE code. Positive letters are sent home to all students with and 100% attendance each term as part of our STRIVE expectations.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	4
Employment	1	7	10
TAFE entry	0	2	8
University Entry	0	3	63
Other	1	0	2
Unknown	0	0	13

Year 12 students undertaking vocational or trade training

The school has 5% of the Year 12 cohort who are undertaking vocational or trade training.

Year 12 students attaining HSC or equivalent vocational education qualification

The school has 94% of the Year 12 cohort attaining a HSC or equivalent vocational education qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	16
Classroom Teacher(s)	57.8
Learning and Support Teacher(s)	2.7
Teacher Librarian	1
Teacher ESL	4.8
School Counsellor	1
School Administration and Support Staff	16.37
Other Positions	1

*Full Time Equivalent

The school currently has one Aboriginal member of our teaching staff.

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	5

Professional learning and teacher accreditation

Staff continued to access Professional Learning (PL) within the school and externally by attending courses, workshops and conferences offered within the Parramatta local region, DoE and expert external providers. Staff shared their knowledge with others, both within and out of faculty, and contributed to a varied and engaging curriculum, catering to students learning abilities.

The Professional Learning (PL) format for Semester 1, 2018 was based on a new model to promote opportunities for teachers to meet their individual learning goals as identified in their PDP as well as better prepare for the transition to our new future focused school. This TPL process required staff to engage in the strategic directions of the school in one hour sessions twice a term. The Professional Learning Team developed a plan and then sourced key personnel to deliver the various sessions. 80% of staff surveys indicated that they preferred this way of addressing their professional learning, citing that they

were happy with the support provided and suggested that more time be allocated to this style of PL.

The professional learning time allocated to Beginning Teachers continued in 2018, to support staff and practicum teachers in areas such as classroom management, differentiating to cater to the learning needs of students, providing feedback to students and carers, programming and ICT.

The bi term fortnightly professional learning sessions were introduced to support staff and practicum teachers in areas such as classroom management, differentiating to cater to the learning needs of students, providing feedback to students and carers, programming and ICT.

In addition to the PL sessions available at our school, School Development Days (SDD) were held with the following PL made available to all staff:

Term 1 – The entire staff went through the process of evaluating the school's performance using the School Excellence Framework. There was also time devoted to creating and refining our PB4L values and how we intended to build our student's understanding of these values. Term 2 – ICT was the focus of this PL, with staff working in their faculty groups to enhance and develop their units of work on our online platform, APHS Connect 121. Term 3 – In compliance with DoE expectations all staff completed activities to improve their understanding of the DoE Code of Conduct. There was more time assigned to the school's PB4L program and a session delivered on Future Focused Learning. 72% of the staff in their evaluations felt that these sessions had improved their understanding of the Code of Conduct and how to incorporate future focused direction in their teaching and learning programs. Term 4 – 88% of staff evaluated valued the time given to planning and programming, utilising the information provided on the new learning spaces that will be available in our new multi story school. There was also a session on promoting creative and critical thinkers, which once again provided staff with time to analyse current teaching programs closely and make appropriate modifications and alterations.

Throughout the year there were also professional learning sessions offered to all staff on: TEEL and Improving Student Writing, Managing Good Performance, the PDP cycle and Accreditation Processes, Essential Questions, Using the EALD Progressions to support our International, EALD and Refugee students, a WHS Refresher and using the school online platform HAPARA.

2018 saw SASS and executive staff access PL in preparation for the transition to SAP.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	1,591,788
Revenue	14,480,372
Appropriation	13,693,361
Sale of Goods and Services	149,589
Grants and Contributions	547,889
Gain and Loss	0
Other Revenue	76,465
Investment Income	13,068
Expenses	-14,398,531
Recurrent Expenses	-14,398,531
Employee Related	-13,011,369
Operating Expenses	-1,387,162
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	81,841
Balance Carried Forward	1,673,629

APHS's financial management processes and governance structures are rigorous to meet DoE financial and legislative requirements, in the administering of funds across the school in 2018. The Principal plans and implements an annual school budget that:

- Plans to maximise the operation of the school within available physical and financial resources.
- Ensures appropriate application of existing resources to identified areas of need including school buildings and grounds.
- Identifies and addresses occupational health and safety issues.
- Maintains appropriate records in accordance with Audit requirements.

The APHS Finance team which is comprised of members of the senior executive, teaching staff and office staff meets regularly to discuss financial planning, strategic budgeting and resourcing to support school planning and improved teaching and learning. For 2018 our biggest expenses was in the areas of supporting improved classroom practice, developing, promoting and embedding student voice across the school, future focused learning, improved community consultation and communication and improving teaching and learning. Further improvements in these areas required release time for staff to engage in growth coaching conversations, planning and programming.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	10,326,769
Base Per Capita	251,678
Base Location	0
Other Base	10,075,091
Equity Total	2,069,556
Equity Aboriginal	5,958
Equity Socio economic	1,071,304
Equity Language	548,704
Equity Disability	443,590
Targeted Total	740,829
Other Total	194,753
Grand Total	13,331,907

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In the area of Writing all students at APHS completed their NAPLAN online and the results demonstrated sound achievement with the average score for APHS students being 540, yet the state average score was 533. In 2017 the school average score was 533 which was below the state average of 541.

In terms of students who achieved in the bottom 2 bands of NAPLAN, there was a positive trend with Year 7 Reading in 2017 at 35% and then decreasing to 28% in 2018. Addressing the needs of improving literacy results will continue to be a focus of the school's plan, maintaining the momentum around focusing on strategies to specifically improve students' reading comprehension and writing skills. The focus of the Literacy team in 2018–19 will be enhancing staff skill in embedding strategies to explicitly teach grammar, punctuation and language within their KLA. Attention will also be on how to use the TEEL paragraph and ALARM scaffolds, to build student's capabilities in constructing coherent and effective responses that allow them to articulately demonstrate their knowledge.

2018 saw EALD students across all year groups make significant progress in their English language proficiency as evident in their EALD Learning Progressions.

Beginning: of the 21 students identified as Beginning at the at the end of 2017, 67% of students progressed to the next phase, whereas, 33% remained at Beginning. This is consistent with the average time expected for students to progress from Beginning to Emerging, with most students expected to move through this phase within the year.

Emerging: of the 60 students identified as Emerging at the end of 2017, 42% of students progressed to the next phase, whereas, 58% remained at Emerging. This is consistent with the average time expected for students to progress from Emerging to Developing, with most students expected to move through this phase within two years.

Developing: of the 149 students identified as Developing at the end of 2017, 28% of students progressed to the next phase, whereas, 60% remained at Developing. It is expected that students will remain in the Developing Phase for 2–5 years.

Consolidating: of the 195 students identified as Consolidating at the end of 2017, 19% of students no longer require initial language support, whereas, 79% remained at Consolidating. Most of our students

remained in the Consolidating phase over the last year and will continue to remain in the phase until they achieve native-like proficiency.

The majority of the students are moving through the EAL/D Learning Progressions at the expected or average rate with some students from refugee backgrounds or limited English backgrounds remaining within a progression for longer than expected. These students have been flagged throughout the year and are receiving SLSO support and targeted reading support. The school has a number of international students who have remained in the same phase longer than expected. Many of these students had minimal exposure to authentic English prior to their arrival and have limited opportunities to practise their English outside of school.

The EALD team will continue to prioritise the needs of our Beginning, Emerging and Developing students by ensuring they are in a discrete EALD class and are supported by an EALD specialist teacher where possible. As a team, these expert teachers focus on supporting mainstream teachers by equipping them with strategies they can use to support EALD students in their classrooms. This is particularly important for those students who are Consolidating and are no longer in a discrete EALD class but still require ongoing language support.

Overall it is clear that reading and responding is the strongest skill set among the EALD students. Many students are able to read increasingly complex texts at the literal level and are beginning to make inferences. The school focus when reading will be to support students to summarise main ideas into their own words and support them to understand text purpose and assumed target audience.

Oral interaction seems to be an area that needs focus, particularly with the EALD students from a Chinese background. It seems that many are reluctant, lack confidence and are reliant on translators and as such do not contribute their ideas or initiate conversations in English. As a team in 2019, there will be a focus on giving these students as many opportunities as possible to practise using spoken English, by incorporating pair work and small group work where possible.

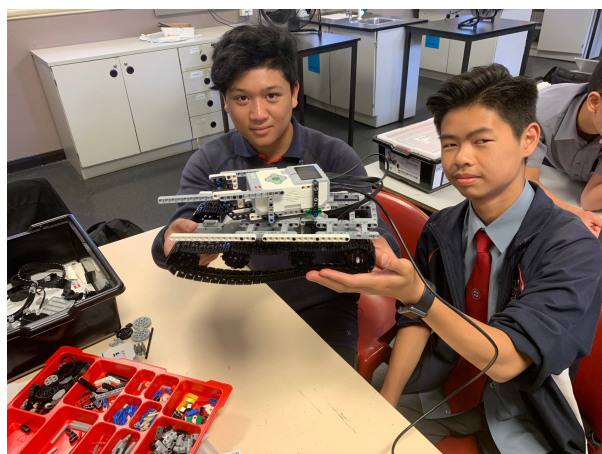
Writing is also an area of focus for all EALD students. The EALD teaching team will focus on improving student writing by explicitly teaching punctuation, correct use of articles, plurals, prepositions, verb form and tense and subject–verb agreement. They will also embed the TEEL paragraph writing technique and ALARM scaffolds to support extended response writing.

There was a similar trend in Year 7 Numeracy with 24% in 2017 in the bottom 2 bands and dropping to 17% in 2018. In Year 9 Numeracy there was a slight increase in the numbers of students achieving in the bottom 2 bands compared with the previous year, however in Year 9 Reading there was a dramatic reduction from 46% in 2017 to 30% in 2018.

The My School website provides detailed information

and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

2018 saw gains for student literacy achievement at APHS. In relation to the Premiers Priority for achievement in the top 2 bands in Reading, the school had 14% in both Year 7 & 9. In Numeracy the achievement was even better with 26% of Year 7 and 20% of Year 9 achieving in the top 2 bands. The overall achievement for the school in the top 2 bands was 18%, this was a significant improvement on 2017 and 2016 results, with only 13% in the top two bands.



Higher School Certificate (HSC)

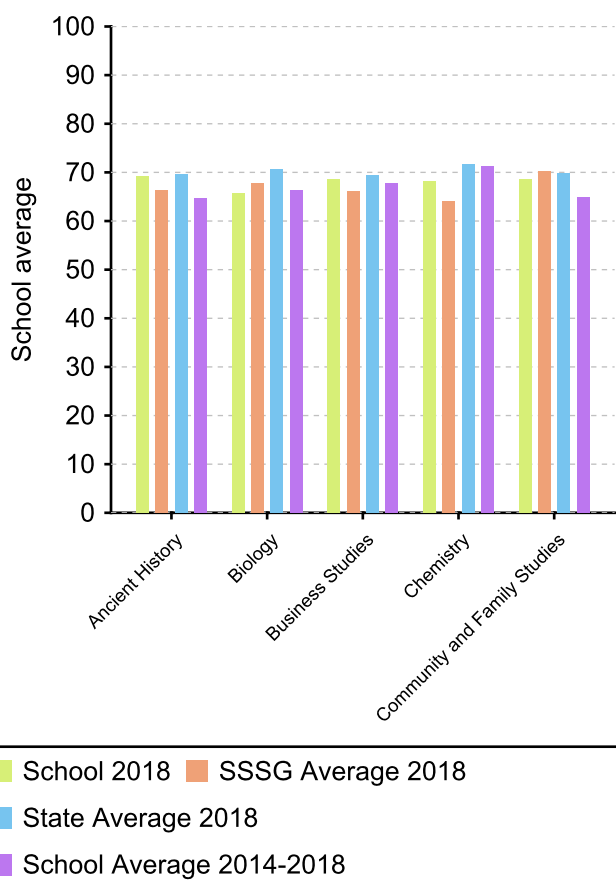
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

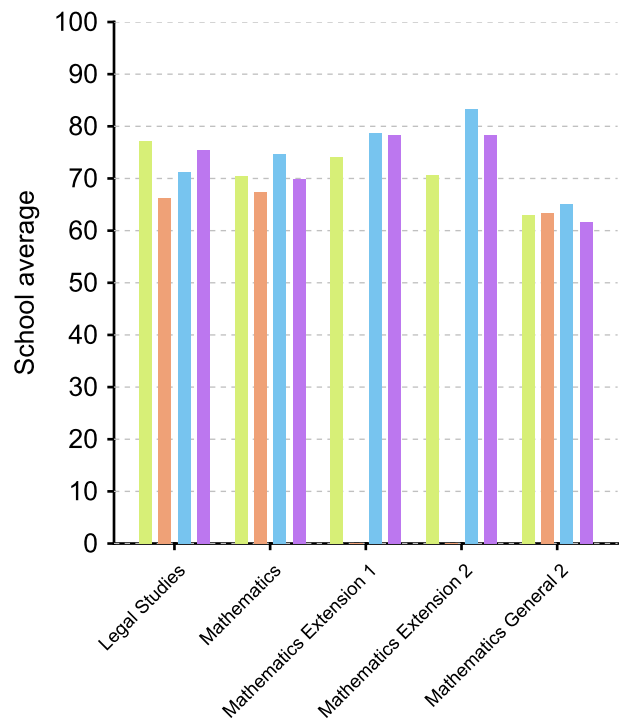
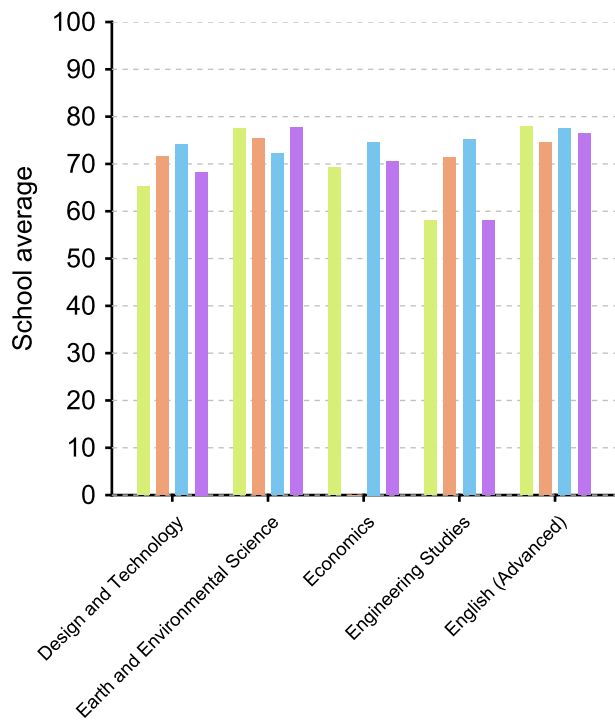
There were some outstanding results in this year's HSC results. There were particular subjects which performed extremely well and are deserving of a mention. In Community and Family Studies there was 1 student attaining a Band 6 and 6 students a Band 5, the achievement in these top bands was above state average. Ancient History was equally impressive with 6 students earning a Band 5 which put the school again above state average. Legal Studies had 3 students gaining a Band 6 and 8 Band 5 which meant the school equalled state average in these top two bands and they exceeded state average in Band 4 with 10 students achieving this result. The English Advanced results showed enormous promise with the school on par with state average in Band 5. Music attained 1 Band 6 and had no students achieving Band 1 or 2 and this was duplicated in Visual Arts. Society and Culture had 3 students achieve a Band 6 and 7 students with Band 5

and again no students attaining a Band 1 or 2.

Students studying Mathematics Extension 1 & 2 outperformed the state E3 (the second top band) while students in Mathematics in 2018 were above state average in Bands 4 & 5 with 3 students achieving Band 6.

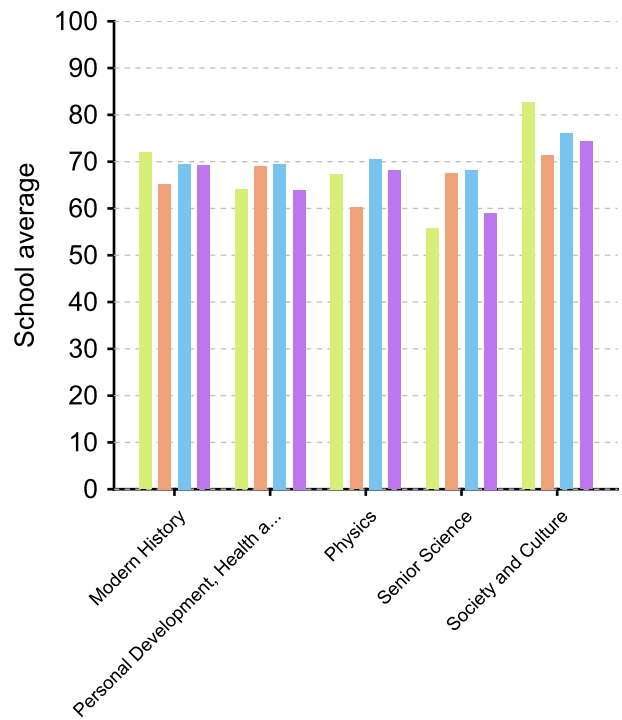
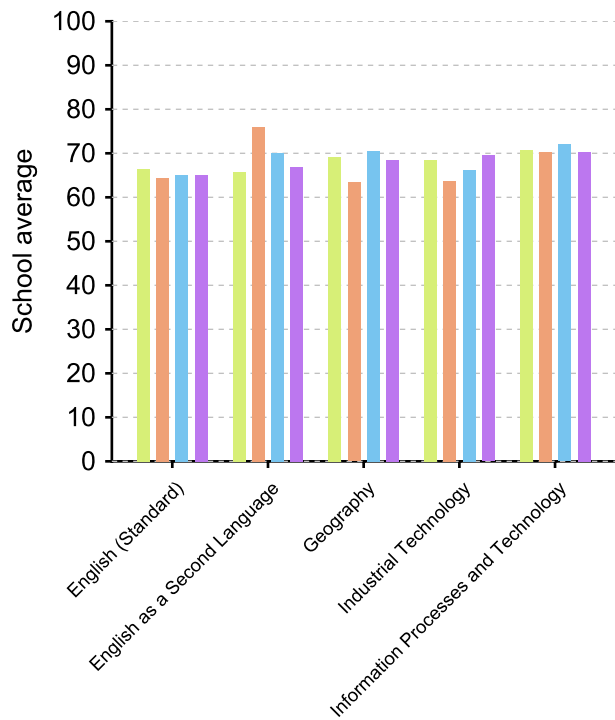
This year we had 13 students who were on the Distinguished Achievers list. Congratulations and well done to: Evert Chan, Ashley Chandar, Huimin Chen, Lillian Du, Yuwei He, Victoria Jaricha, Prisha Lal, Jie Liu, Chelsea Mangiliman, Waliullah Mohammad, Dwija Panchal, Dorothy Tagle and Shaheda Yaqubi.





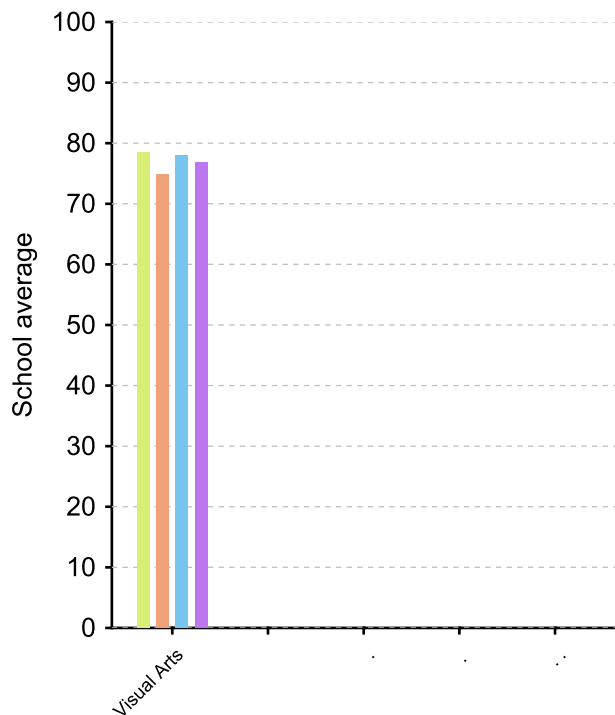
■ School 2018
 ■ SSSG Average 2018
 ■ State Average 2018
 ■ School Average 2014-2018

■ School 2018
 ■ SSSG Average 2018
 ■ State Average 2018
 ■ School Average 2014-2018



■ School 2018
 ■ SSSG Average 2018
 ■ State Average 2018
 ■ School Average 2014-2018

■ School 2018
 ■ SSSG Average 2018
 ■ State Average 2018
 ■ School Average 2014-2018



■ School 2018
 ■ SSSG Average 2018
■ State Average 2018
■ School Average 2014-2018

Parent/caregiver, student, teacher satisfaction

'Partners in Learning' Parent survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and at school.

Most parents' feel that they are welcome at school to speak with their child's teacher about the concerns that they may have. They were also satisfied with the school's administrative staff in helping out with questions and inquiries. The communication between the school and parents about child's progress and behaviour was 6.8 compared to state average of 6.6 on a 10 point scale (a score of 6 or more indicates better communication). 50% parents said that their child spends 30 minutes or less on homework on an average. 33% of the parents surveyed did not help their child with homework while 33% spent 10 – 15 minutes helping their child with homework. Majority of the parents' felt that the school supported the positive behaviour and learning at school. 75 % parents' were happy with the subjects that were offered at the school.

Of the number of parents surveyed 50% said they were involved in school planning while only 16 % were involved in development or review of school policies. Most parents' would recommend APHS to parents of primary school. In 2019 as a part of SD3 of our school plan we will implement strategies and programs to encourage parent participation in school activities.

Student engagement is "a disposition towards learning with others in a social institution". At APHS 65% students' said that they had a positive sense of

belonging while 76% students had positive relationship with their peers and other students at school. Students who value schooling outcomes and meet the formal schooling are considered 'institutionally' engaged. 90% student had positive attendance, 76% valued schooling outcomes and 92% had demonstrated positive behaviour at school.

Students are more intellectually engaged when their skills are consistent with the challenges presented to them in their classes. 42% students said that they are interested and motivated in learning which is much higher compared to state average of 28% and 29% were appropriately challenged in their school work. Three main drivers for student engagement are: teacher – student relations, classroom learning climate and teacher expectations for success. On a 10 point scale the students rated positive teacher–student relations 6.5, positive learning climate 6.4 and teacher expectations for success 7.4, these ratings were higher compared to state average of 5.7, 5.6 and 7.0 respectively.

Focus on Learning Survey is a self–evaluation tool for teachers and school for factors that impact student learning outcomes. At APHS 93 % of the staff have teaching experience of 6 or more years.

The following scores are based on a 10 point scale then averaged and reported. A score of 0 indicates strong disagreement and 5 is a neutral position neither agree nor disagree.

The teachers at APHS work with each other in developing cross–curricular or common learning opportunities and talk to each other about strategies to increase student engagement. Teachers share their lesson plans and discuss learning goals and assessment strategies with each other or within their faculty/ cross KLA. Staff scored collaboration as 7.2 on 10 point scale. Teachers believe that they provide meaningful feedback to the students, monitor student progress and set high expectations for student learning. Staff rated positive learning culture as 7.7. Teachers rated use of data from formal assessment to inform teaching practice 7.9. Most teachers use data to indicate whether students have understood the concepts taught, common mistakes made by the student, future lesson planning and how to improve student performance in formal assessment tasks.

Staff provided opportunities for students to use ICT to enhance learning experiences. The use of technology to improve student learning outcomes was rated 7.9 which is above the state average of 6.7. Staff set challenging and visible goals learning goals for the students in their class (7.3), there were planned learning opportunities (7.3) and they provide quality feedback to the students (7.2).



Policy requirements

Aboriginal education

In 2018 the Indigenous students at APHS participated in AIME Mentoring for the first time. The students were given the opportunity to attend 6 AIME days throughout the year. The majority of these days catered for our Year 9 and 10 students. The Year 12 students attended the first day and the Year 7 and 8 students were invited to the last two. These days were held at various venues including Western Sydney University. Our students were placed into groups with students from other schools and participated in activities run by university mentors.

The real benefit of these days was getting our students out of their comfort zones and mixing with other Aboriginal students and young adult mentors. The mentors in particular were very good at helping our students gain confidence and participate in activities, even when they found it difficult – "There's no shame at AIME."

Yarn Circles were also introduced and these involved the AIME Parramatta Program Manager visiting the school and meeting with the students. The students learnt about Aboriginal/Torres Strait culture and explored their personal connections with it. It also promoted unity amongst the indigenous students. Students worked together to produce an artwork including handprints and drawings of animals that are significant to them.

The support officer supervising our Aboriginal students maintained regular contact with the students throughout the year. In addition to working on their PLPs, student attendance, behaviour and participation were monitored and rewarded. It has been particularly encouraging to see a couple of the students really flourish this year. Contact with parents and caregivers increased this year and was beneficial in dealing with problems (academic, behavioural and personal) and in increasing student engagement.

The Aboriginal Team are always looking for opportunities to stretch the indigenous students. For the first time two students were accepted into a program at UTS run by the Design, Architecture and Building Faculty. This week-long program offers workshops that match the interests and career goals of these particular students. Also, Year 7 students are working on their

own Acknowledgement of Country that they will read together at our end-of-year Presentation Day.



Multicultural and anti-racism education

The SRC again coordinated the school's annual Multicultural Day celebrations. This day involved significant preparation and commitment from the SRC to identify students who were excited about sharing their cultural heritage through performance, and the provision of foods for stalls on the day. Delicious cultural cuisines were on sale and there were a range of activities that all students and staff were encouraged to participate in. The success of the Multicultural Day strongly reflects the school's commitment to inclusion and the celebration of the rich and varied cultural backgrounds that make up the school's population. In 2019 the SRC plan to combine the school's Harmony Day celebrations with our traditional Multicultural Day activities.

Furthermore, the school has been endeavouring to improve the connections we have with our multicultural community by investing in the translations of school policies and documentation, into the primary languages of our school. This initiative was recommended as part of the school's audit of International Students and was also identified by the team working on the school's Strategic Direction #3 "Connected Communities Through Authentic Partnerships" as being an essential element of facilitating intercultural interactions. Racial tolerance and cultural harmony continue to be a focus on the school's PB4L platform with the school having 4 trained Anti Racism Officers.

Other school programs

PB4L & STRIVE

In 2018 the school made a commitment to embed our STRIVE expectations across the school community. Planned lessons that had been scoped and developed to meet the Wellbeing needs of each of our cohorts played a key part in building this whole school understanding and commitment to Respect, Success and Responsibility. These planned lessons worked in alignment with other programs and initiatives that the school offered to various cohorts, for example Year 10 undertook their Peer Support training during their STRIVE lessons so they could then actively lead and participate in Year 7 Wellbeing initiatives.

The structured lessons, in conjunction with consistency in teachers and SLSO staff enabled the students to feel

comfortable addressing issues facing their cohort in a safe and supportive environment. The school's Welfare team have worked on shaping scope and sequences for STRIVE lessons to be implemented as part of the timetable for Years 7 – 10 in 2019.

The Future Directions Program

The Future Directions Program was created in 2017 and was designed to support students who may be interested in workplace options as they progress through school. The program was originally designed to only target Year 9 students however all of the students agreed they wanted to continue it as their chosen elective in 2018. In 2018 it was run similar to the Work Education Program however it also incorporated the Juice Bar which allowed students to begin developing valuable work ready skills. Currently there are 18 students in the Future Directions program and from the 18, 15 students have successfully secured casual employment. Further to this the class as a whole set the goal to successfully attain their NSW provisional learners licence. 6 of the 18 students have already achieved this goal. These goals have been achieved with the ongoing assistance provided in the classroom as well as the content of the lessons which set the students up to be successful lifelong learners.

The lessons and experiences these students have gained throughout these lessons include the following;

- Regular monitoring and follow-up of Transition Plan
- Career development and preparation
- Locate, review, assess and effectively use career information
- Utilise online resources
- Guidance and assistance during subject selection
- Introduction to resume writing
- Personal Management: Self-Knowledge and Personal Growth
- Purpose and role of education providers e.g. TAFE and TAFE pathways, university, community colleges, paid and unpaid work, volunteering, community and social support organisations
- Building employability skills through participating in the running of the juice bar
- Practicing for their Ls test
- Opportunities to participate in TAFE programs
- Develop a knowledge of preferences, abilities and interests &
- Applying for a TFN

This program has assisted students with the planning and managing of their transition to a range of post-school education, training and employment options, through the provision of learning experiences that address work readiness goals. The students have gained valuable insight into the expectations of the workplace as well as being able to set realistic goals which will guide them in their future.

The YES Program run through TAFE allowed our students who are identified as being at risk of disengagement from school the opportunity to participate in a 9 week program, which will give them an introduction into TAFE courses. During the YES

programs students are placed in "adult learning environments" and given the opportunity to build on skills and knowledge that are transferable to the school environment and the workplace. Students get to participate in hands on activities where they are given a new project every week which assists them in developing valuable skills for the workforce. On completion of the program, students have the opportunity to undertake a NSW apprenticeship and be matched with a potential employer. In 2018 42 students were enrolled to a variety of TAFE tester programs.

- Bricklaying – 10 students
- Hair and Beauty – 4 students
- Shopfitting – 12 students
- Automotive – 6 students
- Real Estate – 10 students

This program has been highly successful and students are able to participate in environments where they can use their skills and attributes to thrive. This program is extremely encouraging and it allows students to not only develop their skills but also improve their confidence and begin to see their true abilities and potential.

SPORT

2018 Sport at APHS has been a successful year. There have been a number of sporting teams that have qualified and achieved pleasing results at Prospect Zone and Sydney West level. These results have been culminated from the dedication of teachers and students of APHS.

Year 7 and 8 Integrated Sport saw the implementation of round robin tournaments consisting of various team sports. Students competed in class groups each week and classes scored points each week, they then participated in finals at the end of each term.

Year 9 and 10 Grade Sport had a hugely successful year with Term 1: 3 teams making the finals, Term 2 – 3 teams made finals and Term 3 – 4 teams reached the finals. Students who did not participate in Grade Sport 66% were involved in free recreational sports such as power walking, frisbee and soccer with 35% choosing paid recreational sports such as ten pin bowling, Plus Fitness, tennis, and sport activities at PCYC.

Carnivals

The 2018 Swimming Carnival was a successful event characterised by student participation, staff involvement and outstanding school spirit. 2018 was the first year that Year 9 was invited to attend. Growth in whole school sporting initiatives is a goal of the PDHPE/Sport Faculty and the inclusion of Year 9 contributed to record numbers in attendance. The swimming carnival also provided Year 10 students the opportunity to develop leadership skills through assisting in the running of the day and being involved in roles such as marshalling, timekeeping and recording.

The Athletics Carnival was run and coordinated successfully with an enormous increase in student attendance compared to previous years. The carnival

provided students with the opportunity to compete against each other and showcase their many talents, as well as qualify for the Prospect Zone Athletics team. The carnival enabled staff to connect with students and develop a rapport outside of the classroom. With the overhaul of Sport houses planned for in 2019, the PDHPE/Sport faculty aims to promote a stronger sense of connectedness amongst staff and students to the school community.

Students elected to participate in the Cross Country Carnival trialled at Robin Thomas Reserve. There were 25 students attending the Zone carnival and 5 students were selected for the Zone Team to represent Prospect Zone at the Sydney West Carnival. 2 students placed in the top 3 in their age group at the Sydney West Carnival.

Knockout Competitions

2018 has been a busy year for staff and students that were involved in Combined High School Knockout competitions. Our school has experienced huge success in a number of knockouts we have competed in: the Buckley Shield and Uni Shield for Rugby League making the top 8 in Sydney West. Joshua Lealaiauloto was selected to play in the President's Rugby League team in the CHS U/15's selection trial. The APHS junior team finished in the top 4 in the region and were Parramatta Cup Champions in both the under 14/16's. The APHS Girls Rugby League team were crowned Parramatta Champions for the second year running with the U/16 Girls finishing 4th in the state. In basketball both our girls and boys teams progressed to the third round of Sydney West. In soccer the boys team placed 2nd in the Regional Knockout Gala Day, with 5 students selected to the Sydney West squad. Netball saw our girls struggle valiantly as they had been promoted to a higher level of competition, because of achievements in 2017 and this proved very difficult for them. Our table tennis team were Sydney West Champions defeating James Ruse High School in the final and our girls volleyball team progressed to round 4 in Sydney West.

STEM Middle Schools Initiative

The STEM Middle Schools Initiative aims to improve student, parent and teacher perceptions of STEM and develop a strong working partnership between teachers from Parramatta Public School (PPS) and Arthur Phillip High School (APHS) through the development and implementation of STEM teaching and learning programs. The 2018 program saw collaboration between Year 5 students from PPS and Year 7 students from APHS. Demet Caliskan and Kathleen Bird from PPS and Jesusa Mercado and Sarah Sharp from APHS jointly developed and presented a program that challenged students to create an educational toy for kindergarten students. The program utilised:

- explicit teaching,
- clear, student developed success criteria,
- integration of the engineering design process with the scientific method and key mathematical concepts,
- giving and receiving feedback in a constructive

manner,

- producing and refining drafts,
- structured opportunities for students to develop the knowledge and understanding required to complete the project then providing a supportive environment for applying these concepts creatively,
- showcasing of student work to an authentic audience.

A survey of parent, student and teacher perceptions of STEM learning showed:

- students are confident that they possess good leadership, collaboration and problem solving skills necessary for STEM careers and enjoy challenges that involve these skills. However they are unsure about a future career for themselves in a STEM related field,
- parents were highly supportive of STEM education and 62% preferred a STEM-related career for their child. They wanted more opportunities for STEM education for their child and felt they could be better informed about school/industry partnerships.

In 2019 the STEM Middle Schools Initiative team plan to continue to implement these principles in a second STEM challenge program, as well as:

- further developing our understanding and application of a learning progression of success criteria between Stages 3 and 4,
- provide more structured differentiation opportunities so all students achieve competency of core skills,
- increase promotion of STEM activities within APHS and PPS.

iSTEM Elective

iSTEM is a Board endorsed Stage 5 elective course developed to meet the growing need in industry for students equipped with scientific, technological and mathematical understanding.