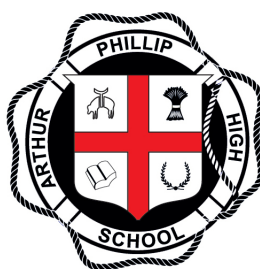
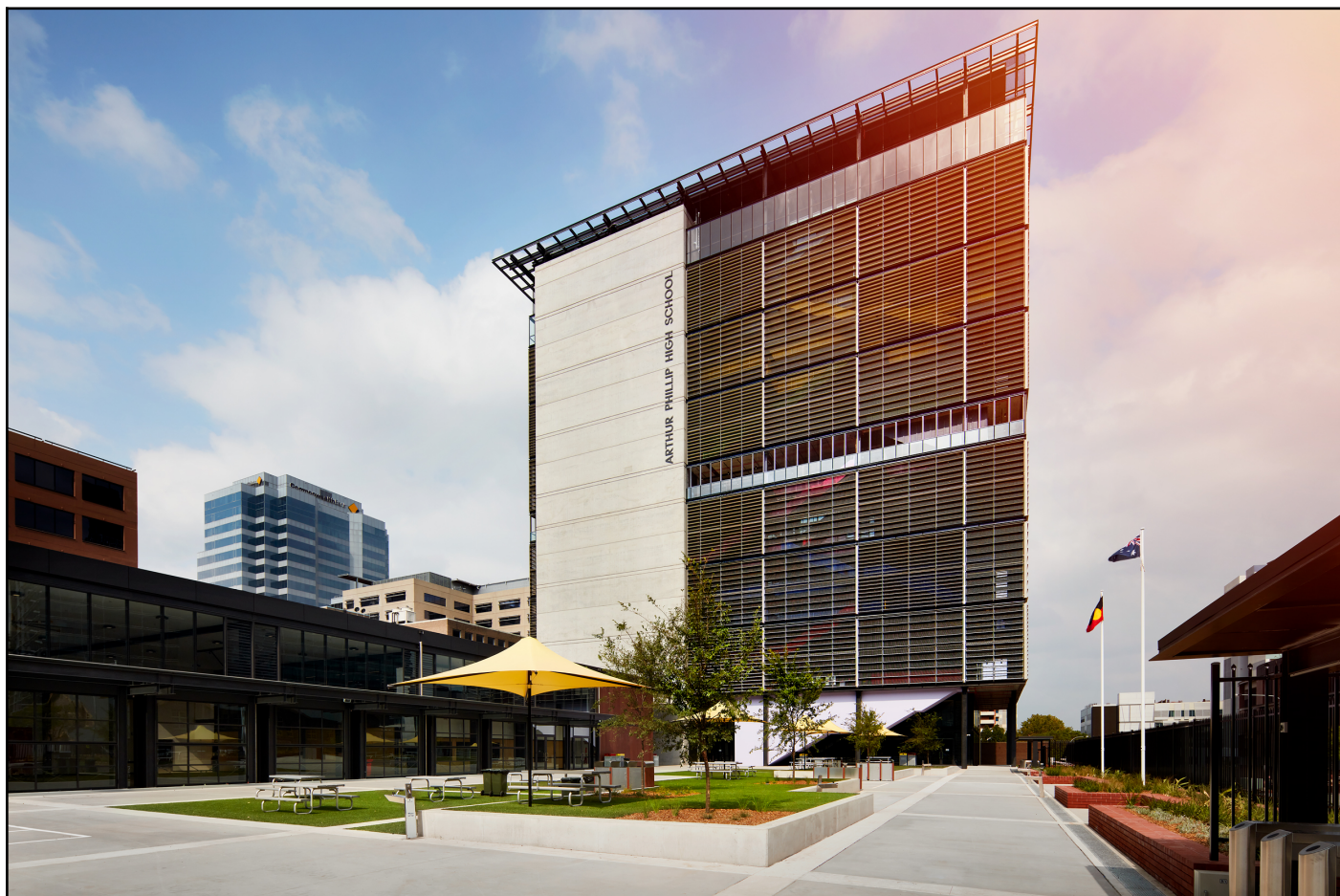


Arthur Phillip High School

2019 Annual Report



8892

Introduction

The Annual Report for 2019 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.

School contact details

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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 2020.



Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

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

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

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.

- Increased student engagement through innovative curriculum, so that our school attendance rates are aligned with the state average.
- Increasing staff expertise in innovative teaching practices and understanding of K–12 enterprise practices.

Overall summary of progress

The formulation of Literacy and Numeracy Team leaders working in close alliance with the PL Team has meant significant professional learning time in 2019 was devoted to the Literacy and Numeracy Progressions. There was also considerable professional learning spent on analysis Best Start data and looking at resources that all teachers can use for developing students skills in inference (literacy) and area (numeracy).

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. At the end of the 3 year cycle, APHS now has a clear system of universal management which is monitored, evaluated and systematically revised. Percentages of positive referrals have significantly outweighed negatives at a rate that usually sits around 3 to 1.

The stage teams continue 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

Process 1: Draw on research to develop and implement high quality differentiated cross-curricular projects with a focus on literacy and numeracy skills.

Evaluation	Funds Expended (Resources)
All faculties allocated time to plan and review current teaching and learning programs and improve and develop scope and sequences in readiness for 2020	4 staff members employed throughout 2019 to act as internal release for all KLAS

Process 2: Relevant professional development for teachers that focus on building expertise in engaging and innovative pedagogies. Provide support and establish opportunities to work collaboratively to develop and implement cross-curricular programs.

Evaluation	Funds Expended (Resources)
PL Team has already begun mapping PL for 2020 – HT Mentor to take over the management in individual staff PL requests. Big focus to remain on Co Teaching PL in 2020	

Progress towards achieving improvement measures

Process 3: By designing stage based and whole school programs / projects that develop and enrich creative and critical thinking skills, that prepare them for a dynamic and flexible world. This should include rich STEM opportunities for students and teachers alike.

Evaluation	Funds Expended (Resources)
iSTEM a very attractive elective in 2019 with 2 classes planned for 2020. In 2020 the link with PPS will continue with plans to provide the Year 6 students the opportunity to access the science labs at APHS.	\$1000 teacher release

Process 4: Maintain focus on writing through TEEL and teacher modelled scaffolding.

Evaluation	Funds Expended (Resources)
Positive feedback from students will again see external agency accessed for delivery of study skills	Study Skills through service provider

Process 5: Success Criteria and Success for Learning Goals

Evaluation	Funds Expended (Resources)
Additional literacy strategies from Best Start analysis also uploaded onto Connect 121	

Process 6: "I Can Statements" – this has been implemented and achieved.

Evaluation	Funds Expended (Resources)
This milestone was met at the end of 2018	

Next Steps

As APHS moves into at the final 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 2020 with a focus on the EALD Progressions. The creation of a Literacy Strategies page on our digital platform APHS Connect 121 will be populated with evidence from our BEST Start testing and strategies that work across all faculty areas.

Student voice will continue to be a priority, that all staff will cultivate. 2020 will see the introduction of student voice on our school reports. Students will analyse and review their learning goals and then provide a written assessment of how they think they have performed in each semester. This process will be structured during STRIVE lessons and will give the students an authentic opportunity to voice their understanding of the learning and how they can continuously improve their performance. The Executive Conference in 2020 will again be focused on assessment, with particular attention on quality feedback. Feedback will also be a key area for staff with Staff Development Day term 2 focussed on quality conversations between staff as part of the PDP process.

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 2020 our STEM program will evolve with a focus on Science and working in the laboratory with Stage 3 students from PPS.

STRIVE and the importance of building a culture of high expectations for all our students will again be at the forefront in 2020. 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

Improvement Measures

100% of staff involved in ongoing professional learning and reflection, using the Australian Professional Standards for Teachers as reference.

Classroom observations and PDP's demonstrate alignment with the readiness and preparation for the move into the new school.

Increase the proportion of students involved in programs and activities that allow them to build or to demonstrate leadership skills.

Overall summary of progress

APHS continues to provide 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

Process 1: Develop student programs and activities that facilitate, cultivate and provide leadership skills for all students.

Evaluation	Funds Expended (Resources)
Change Management Team developed and collecting their input	

Process 2: Provide all staff with school identified professional learning for future focused learning pedagogies to engage and extend student ability.

Evaluation	Funds Expended (Resources)
The new structure of how we are delivering professional learning is proving very popular with staff. They value that they are given a choice and there is the provision of very specific training on school based systems such as SENTRAL that staff appreciate – particularly the tips and tricks that are shared.	

Process 3: Develop regular community consultation and interaction to facilitate decision making processes.

Evaluation	Funds Expended (Resources)
Survey organised and arranged – used information from the Fair Education Project	

Progress towards achieving improvement measures

Process 4: A whole school approach to wellbeing that works in alignment with student goals and is built around the school's PB4L core values.

Evaluation	Funds Expended (Resources)
Used the Your Voice team to provide input in Strive lessons for 2020	

Process 5: Provide ongoing, relevant and localised professional learning for staff as articulated through staff PDP goals.

Evaluation	Funds Expended (Resources)
This session will again be presented at the beginning of 2020 so staff are fully aware of WHS obligations moving into the high rise.	

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. Professional learning in 2020 will again allow teachers to select from a range of different PL available and provide greater scope for aspirant teachers to design, prepare and deliver this PL. This new approach is all about the provision of quality professional learning that meets the needs of staff.



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.

Improvement Measures

Increase the proportion of students involved in programs and activities that allow them to build or to demonstrate leadership skills.

All forms of school communication are used to build stronger 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.

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

Process 1: School leadership provides opportunities for staff to engage in professional development related to multi-curricular approaches, particularly through links with PPS.

Evaluation	Funds Expended (Resources)
It was decided that these teams would continue in 2020 but STEM would be integrated into the Digital Connect 121 team and there would no longer be a need for the Personalised Learning Goals team because this group had achieved all outcomes set. The Inquiry Based Learning Team needed to do more research and investigation and the Entrepreneurial Team would organise their key project at the end of 2020. The Co Teaching Team simply had to finalise the video for the MyPL course so that staff could begin to enrol in this online course that the team had created, as examples of best practice in Co Teaching.	Release time

Process 2: Building a shared database of parent and community skills and expertise.

Evaluation	Funds Expended (Resources)
Calendar for Year 5/6 Information Evening, Year 7 Quest GAT deliverables, High School Survivor day and Orientation 2021.	Release Time

Process 3: Develop networks with executive staff at PPS using assessment "for learning" as a tool to design a task for Year 6 students to complete to ascertain placement in Year 7 classes at APTS.

Evaluation	Funds Expended (Resources)
Will need to assess if student movements need to be made for year 7 classes once they start 2020. The school has developed it's own assessment tool and the Stage 4 team go and administer this tool to capture the best picture of which students would be placed in which classes the following year.	

Progress towards achieving improvement measures

Process 4: Using a variety of communication methods to inform students, parents and wider community about educational opportunities and school events.

Evaluation	Funds Expended (Resources)
Organised staff and student input on key phrases for the new school	

Process 5: Collaboration between staff and community to provide authentic learning experiences and showcase student work.

Evaluation	Funds Expended (Resources)
Additional parents have been identified and utilised on a number of panels	Community Liaison Officer

Next Steps

The school remains committed to building on our momentum to improve our connection and engagement with the wider community. "Connected Communities for Authentic Partnerships" is all about the school in its new environment demonstrating our efforts to be responsive to the challenges and aspirations of staff and students in a future-focused setting.

All projects undertaken as part of Strategic Direction 3 have been successful in strengthening APHS' relationship with Schools of Barrabugu and the local community. As part of the final phase of the school planning cycle we will be investing more time towards our Community Liaison Officer to meet schools targets, as well as playing a role in the Parramatta Network and as part of the Fair Education Project "Ready, Set, Connect".

Student voice has been a 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 full time teachers = \$426,864</p> <p>\$30,2020 flexible funding</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$426.00) 	<p>Our school achieves excellent value-added results for our EALD students. An analysis of the 2019 SCOUT data of the EAL/D cohort revealed that significant value added is achieved for students consolidating their skills in this area. However, both the Emerging and Developing students of EALD students are yet to achieve commensurate results with the state average. On average this discrepancy between our Emerging students results below the state average suggests that focus is needed on our lower bands through the development of strategies targeting explicit language focus and modelling extended responses specifically aimed at emerging and developing students. Factors that mitigate these two groups achieving expected growth is the experience of students from these groups as students with refugee backgrounds or refugee-like experiences. These factors include disrupted schooling and trauma.</p> <p>The performance of the Consolidating group of students in the 2019 HSC EALD course demonstrated significant growth from below minimum standards to excelling to the higher bands of performance. The 2019 HSC cohort further revealed the value added for Developing students achieved previously in year 9 achieved below the minimum standard for reading, of these students, 9 achieved over 60% in the HSC. Focus is still needed on the reading and writing skills of Emerging students as minimal growth was demonstrated between year 9 and year 12. The EALD team will target vocabulary, extended response writing and inferential thinking skills specifically for all students, with further differentiation targeting emerging and developing students.</p> <p>The EAL/D Tracker Tool compares our school with state-wide data, and indicates our progression data is increasingly accurate and consistent. Minimal regression is experienced by students in their phase. Students are moving through the progressions at the expected rate with the exception of a few from refugee backgrounds oStaff require further professional development around the use of progressions in order to support consistent assessment and teacher judgement.</p>
Low level adjustment for disability	<p>Flexible funding \$162,484</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$288 133.00) 	<p>In 2019, 106 students were supported throughout the year. This included in class support with SLSOs and teaching staff, with both individual and small group support. 4 HSC students received Special Provisions. A further 11 students received Disability Provisions in Years 7–11, including extra time for NAPLAN and assistance in Formal Assessment and Examination tasks.</p> <p>Additional support was provided individually, in small groups, individual periods and in free</p>

<p>Low level adjustment for disability</p>	<p>Flexible funding \$162,484</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$288 133.00) 	<p>periods for Stage 6 students. This assistance was to support students with learning and behavioural needs, as well as supporting the literacy and numeracy needs of students as identified through SCOUT data. This support has led to Value Added results for both NAPLAN and HSC results at APHS, as well as the completion of assessment tasks, and improvements as shown in Semester 2 reports and positive teacher feedback. By the end of 2019, the majority of Years 10–12 students had successfully completed the level 3 standard required in the HSC Minimum Standards testing.</p> <p>In 2019, about 56 students were supported in a Literacy and Reading program, either individually or in small groups. This has led to improvements in both areas for the majority of these students. Other literacy assistance was given to over 100 students, including comprehension skills, grammar and punctuation correction, utilising TEEL for paragraphing in preparation for both diagnostic testing and assessment tasks in Stages 4 and 5.</p> <p>NCCD data has shown that 187 students required adjustments to support their social, cognitive or emotional needs. Students with significant needs were given Individual Learning Plans or Individual Transition Plans, created in consultation with parents and/or caregivers, as well as Year Advisors and Head Teacher of Welfare as required.</p> <p>Staff were also supported in using Sentral for NCCD data collection, locating information about students in their class, as well as been given strategies for supporting students with various learning and/or behavioural learning needs in their class. Training was also given to HSC readers and writers, so that they were effectively supporting students during Formal Assessment tasks.</p>
<p>Socio-economic background</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$1 006 943.00) 	<p>Through regular contact with the Wellbeing Team and in particular Year Advisers, students experiencing personal and financial hardship are identified. They are offered financial support to assist with school uniform and if appropriate there is the opportunity to be provided with lunch on a daily basis.</p> <p>Study Hall is a whole year initiative where students are encouraged to attend to receive assistance with homework and assessment tasks. The Study Hall is run on a weekly basis and there are staff and external tutors available to assist students. There are teachers available from across KLA's to assist students and support is provided for HSC students wishing to attain their minimum standards.</p>
<p>Support for beginning teachers</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$79 188.00) 	<p>2019 was a very busy year for beginning teacher support with a number of casual, permanent and temporary teachers either</p>

<p>Support for beginning teachers</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$79 188.00) 	<p>joining the school or joining the profession. Beginning teachers were supported with timetable release facilitated by their beginning teacher funding entitlement. Timetabled release also facilitated one on one meetings with the Head Teacher Teaching and Learning Mentor for beginning teachers to work through any issues they were having and seek advice on teaching and learning strategies.</p> <p>Observations by the supervisor and the mentor supported the teacher in their practice to identify elements of their practice that meet the professional standards for teachers and areas where improvement can be made. Through reflection on the standards beginning teachers also had the opportunity to use release time to work towards their achievement of their PDP goals and leverage the dynamism they bring to the teacher community by sharing the results of this work with their faculty.</p> <p>Throughout the year a total of 9 teachers sought and successfully achieved proficient teacher accreditation. This was achieved through targeted support where teachers were assisted to identify and reflect on the areas of practice which generate authentic evidence that they meet the standards and to correctly share this through their annotations using agile templates which allowed feedback to continue between meetings.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	928	845	759	712
Girls	443	423	389	342

Student attendance profile

School				
Year	2016	2017	2018	2019
7	92.6	92.6	92.6	91.8
8	90.6	88.5	90.8	90.6
9	91.2	88.4	88.4	90.2
10	87.5	88.7	86.9	87
11	90.5	88	90.5	90.8
12	91.3	90.5	90.6	89
All Years	90.6	89.4	89.8	89.8
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

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.

Management of non-attendance

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

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

details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	1	0	2
Employment	2	1	7
TAFE entry	2	1	17
University Entry	0	0	67
Other	0	2	6
Unknown	0	0	0

There has been an increase in the number of students enrolled in university from the previous year. Most students chose university as a post-school destination. University destinations include Western Sydney University, University of Sydney, University of NSW, University of Technology Sydney, Macquarie University, Newcastle University, Torrens University and the University of Notre Dame.

The percentage of students enrolled in TAFE has doubled since the previous year. Those who have enrolled in TAFE are completing certificates in Communication, Engineering, Beauty Therapy, Nursing, Commercial Cookery, Real Estate, Building Construction, Automotive and Design.

Students entering an apprenticeship or traineeship are enrolled in ICT, Mechanic and Welding.

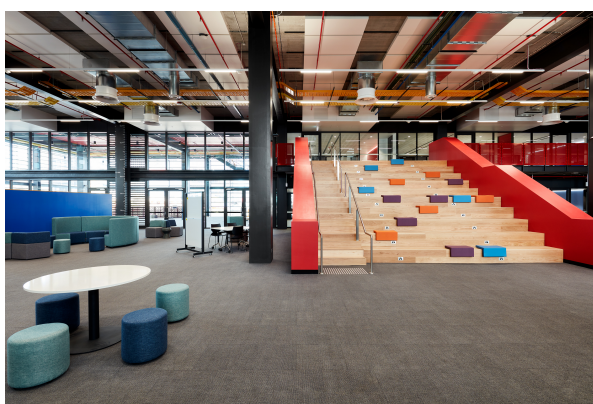
Students who have entered full time employment are working in Retail, Aviation, Hospitality and the Building and Construction industries.

Year 12 students undertaking vocational or trade training

29.32% of Year 12 students at Arthur Phillip High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

96.5% of all Year 12 students at expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification. There is a significant increase in the proportions of our Year 12 cohort pursuing further study post their HSC.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	16
Classroom Teacher(s)	53.9
Learning and Support Teacher(s)	2.7
Teacher Librarian	1
Teacher ESL	4
School Counsellor	1
School Administration and Support Staff	16.37
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

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



Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	1,673,629
Revenue	15,137,484
Appropriation	14,553,535
Sale of Goods and Services	92,297
Grants and contributions	394,847
Investment income	9,866
Other revenue	86,938
Expenses	-13,272,781
Employee related	-12,157,700
Operating expenses	-1,115,081
Surplus / deficit for the year	1,864,703

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

Financial summary - Equity loadings

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

	2019 Approved SBA (\$)
Targeted Total	728,292
Equity Total	1,924,608
Equity - Aboriginal	6,130
Equity - Socio-economic	1,006,943
Equity - Language	457,066
Equity - Disability	454,469
Base Total	9,995,082
Base - Per Capita	277,187
Base - Location	0
Base - Other	9,717,895
Other Total	549,887
Grand Total	13,197,869

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

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

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

Literacy

Our Year 7 Literacy performance in NAPLAN in 2019 continues to reflect the large proportion of our students in the lower middle bands. The Premier's Priority of students achieving in the top 2 bands of Reading and Numeracy saw a slight decline, compared to the previous 2 years. In Year 7 Reading there was a small reduction in the numbers of students achieving Bands 3 and 4 compared to 2018 but there was a marked decline in achievement in the top 2 bands. This was mirrored in Grammar and Punctuation with 8% of Year 7 achieving in the top 3 bands compared to 2018 with 21%. However, it was pleasing to see an improvement in Spelling with no students performing in the lowest band. Year 7 Writing was particularly impressive with a student attaining a Band 10 and the ongoing maintenance of over 25% of the cohort in Bands 7, 8 & 9. The entire school will continue to work on strategies that improve our student's reading skills and their engagement in reading for pleasure as well as maintaining a focus on student writing.

One very pleasing aspect was the ongoing growth trend in Year 9 Reading with students performing well in Bands 7, 8 & 9. In 2016 it was 41% of the cohort, 2017 52% of the group, 2018 68% and in 2019 69% of the year group. Our Year 9 Writing results have been maintained, in 2016 we had 69% of the cohort achieving in Bands 6, 7 & 8 and this was again attained in the 2019 results. In Year 9 Grammar & Punctuation there has been a significant shift from students in the bottom bands into the top 4 bands, in 2018 it was 61% of the cohort, whereas in 2019 it was 69% of the year group.

Addressing the needs of improving our literacy results will continue to be a focus of the next iteration of the school plan and staff professional learning will again be channelled towards maintaining the momentum to specifically improve students' reading comprehension skills. In 2019 the professional learning plan was particularly directed towards the literacy progressions and in 2020 the Professional Learning Team will address teacher understanding and use of the EAL/D Literacy progressions.

Numeracy

In Numeracy the Year 7 results showed large proportions of our students in the middle bands of all aspects of numeracy. There was growth in the proportion of students in the top band of 3% compared to only 1% in 2018. However, it is concerning that there had been growth in the numbers of students achieving in the bottom 3 bands. In 2016 there was 30% of the cohort in the bottom 2 bands, in 2017 25%, in 2018 this had further reduced to 19%, but in 2019 there was a blowout to 31%.

Our overall Year 9 Numeracy results saw a marked improvement compared with our Year 7 numeracy achievement. There were large proportions of students in Bands 6, 7 & 8 with our achievement in Bands 8 & 9 close to state average. What was very pleasing though, was the significant reduction of only 2% in the bottom bands compared to 6% in 2018.

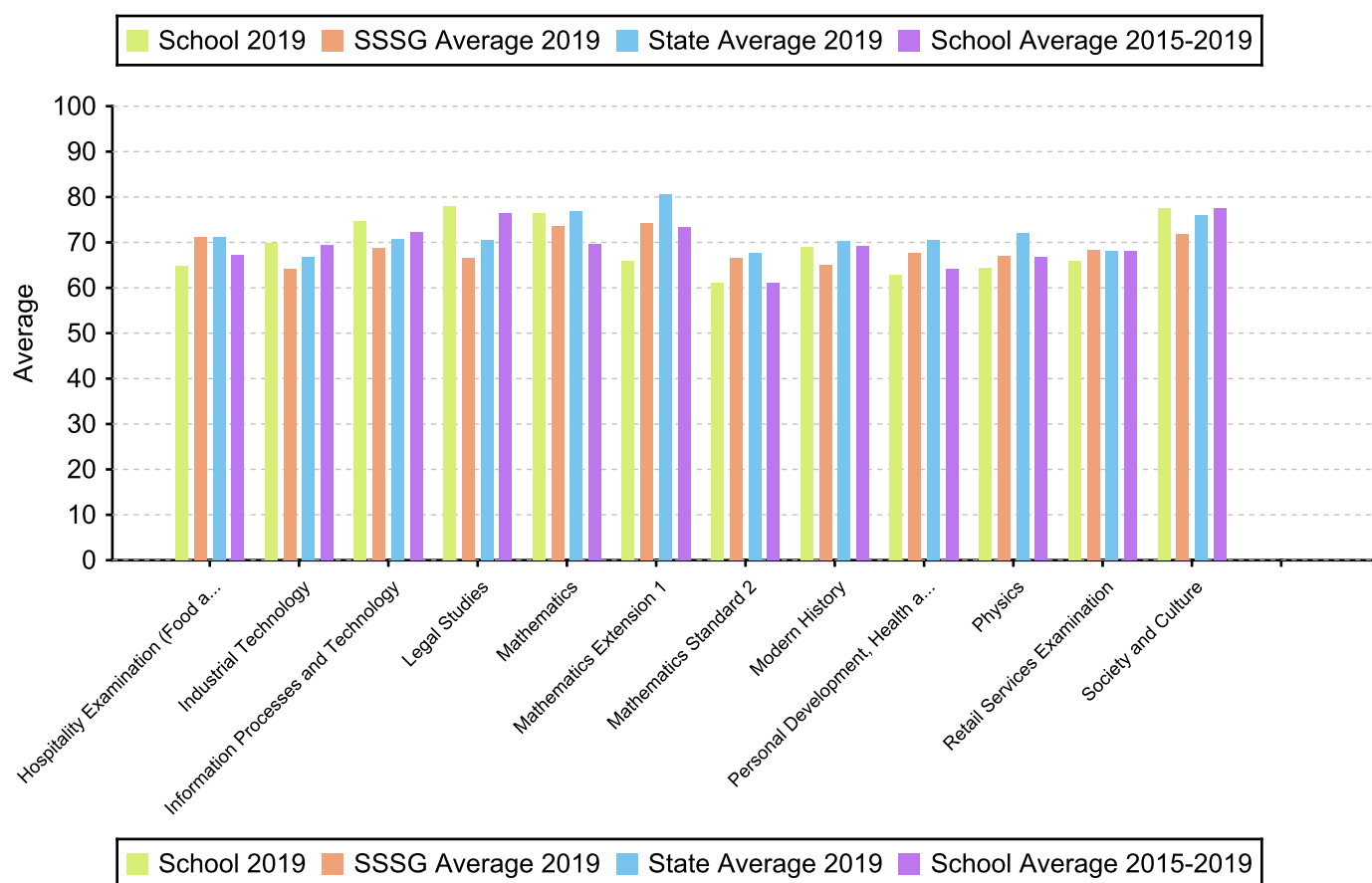
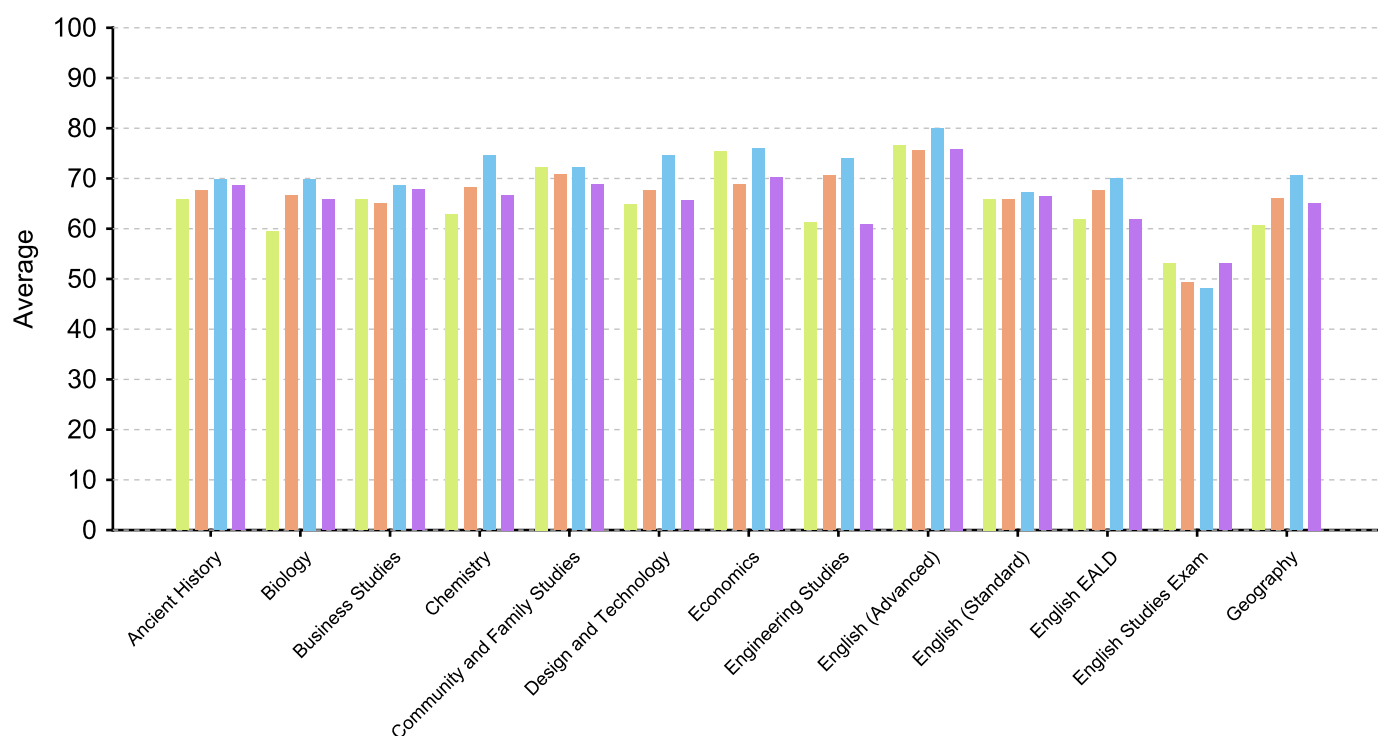
The performance of our EAL/D students was similar to our overall school direction with growth in Bands 8 & 9, in all aspects of numeracy which is above state average. An issue the school will need to address in our plans to support our LBOTE students will again focus on literacy, as it was in this area that saw far too many of our students in the lower bands. Professional learning for all staff built around the EAL/D literacy and numeracy progressions, will again

endeavour to effectively support our EAL/D students and meet their specific learning needs.

School performance - HSC

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

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



Subject	School 2019	SSSG	State	School Average 2015-2019
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Ancient History	65.8	67.7	69.9	68.6
Biology	59.4	66.7	69.9	65.9
Business Studies	65.8	65.1	68.6	67.9
Chemistry	62.9	68.2	74.7	66.7
Community and Family Studies	72.3	70.8	72.2	68.9
Design and Technology	64.9	67.6	74.5	65.6
Economics	75.3	68.7	75.9	70.2
Engineering Studies	61.3	70.5	73.9	60.8
English (Advanced)	76.6	75.6	80.0	75.9
English (Standard)	65.9	65.9	67.3	66.4
English EALD	61.8	67.6	70.0	61.8
English Studies Exam	53.0	49.3	48.1	53.0
Geography	60.6	66.0	70.6	65.1
Hospitality Examination (Food and Beverage)	64.9	71.3	71.1	67.1
Industrial Technology	69.9	64.1	66.8	69.3
Information Processes and Technology	74.6	68.7	70.8	72.2
Legal Studies	78.0	66.6	70.6	76.5
Mathematics	76.5	73.7	76.9	69.7
Mathematics Extension 1	65.9	74.2	80.6	73.3
Mathematics Standard 2	61.1	66.6	67.7	61.0
Modern History	69.0	65.0	70.2	69.3
Personal Development, Health and Physical Education	62.8	67.7	70.5	64.0
Physics	64.3	66.9	72.1	66.7
Retail Services Examination	65.8	68.2	68.0	68.1
Society and Culture	77.5	71.9	75.9	77.6

There were some exceptional outcomes in this year's HSC results. We had 2 outstanding students make it to the All Rounders List with a 90 plus ATAR, they were Wahida Yaqubi and Irick Dawinian.

Furthermore there were 19 students who were identified in the "Distinguished Achievers List" for gaining a Band 6. These students were: Amir Abdiukov (Russian Continuers), Hani Al-Malicky (Modern History), Yahya Alghamdi (PDHPE), Maroa Attayee (Society & Culture), Zijian Cai (Chinese in Context), Irick Dawinian (Economics, English Advanced, English Ext 1, Geography, Mathematics, History Ext and Modern History), Zhara Ebrahimi (Business Studies and English Advanced), Vinicius Freire Soares (French Beginners), Arko Halder (Business Studies, Legal Studies and Economics), Jackie Li (Mathematics), Ting Xin Liang (Chinese In Context), Zheng Yang Lin, (Chemistry, Mathematics, Mathematics Ext 1, Chinese in Context), Sonia Lingad (Mathematics, and Mathematics Ext 1), Jacky Ong (Mathematics), Alem Paric (Modern History), Arth Patel (Information Processes and Technology), Sin Thant (Mathematics Ext 1), Joshua Tran (Mathematics Ext 1), Samith Wijesinghe (Mathematics), Huiyan Yang (Mathematics and Mathematics Ext 1), Wahida Yaqubi (Business Studies, English Advanced, Legal Studies, Mathematics and Society & Culture) and Hui Yiu (Chinese in Context).

It is also important that we acknowledge particular subjects which performed extremely well. Our Mathematics results there were 8 students achieving a Band 6 which was 2.2 above state average, equally impressive that in this cohort there were no students with a Band 1. In Legal Studies the number of students earning a Band 6 was 1.13 above state average and just as important no student in this subject had a Band 1 or 2. With English Extension 1 none of the APHS candidature were the bottom 2 bands E1 or E2, with our E4 (top band) results just under state average. The overall results in Information Processes and Technology were 2.03 above state average, with the Band 5 results 14 points

above the NSW average. The performance of the APHS Class of 2020 was very positive for the teaching and learning direction the school is undertaking.

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. We are very pleased to inform that our parent satisfaction about our school has improved in all aspects from 2018 to 2019 and is above NSW government norm. 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 has increased to 7.7 from 6.8 in 2018 an increase of 0.8 (a score of 6 or more indicates better communication).

Parents' satisfaction in the support that school and teachers' provide their child in learning has improved from 7.2 to 8.4 in 2019. They were also more positive about the safety of their child and how behaviour issues were dealt with at school, it increased from 6.9 in 2018 to 8.3 in 2019. The majority of the parents' felt that the school supported the positive behaviour and learning at school, an increase from 7.5 in 2018 to 8.1 in 2019. Parents perceived the school to be inclusive with regards to student participation in school activities and the support provided by the teachers to the students, an increase from 6.4 to 7.5 on satisfaction scale. 93 % of the parents were happy with the subjects that were offered at the school. Most parents would recommend APHS to parents of primary school. In 2020, as a part of SD3 of our school plan we will continue 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 60% students said that they had a positive sense of belonging while 74% 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. 68% of the student's surveyed valued schooling outcomes and 86% 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. 36% students said that they are interested and motivated in learning which is much higher compared to state average of 28% and 52 % students are intellectually engaged and find learning interesting, enjoyable, and relevant compared to 46 % the state average. Students feel they have someone at school who consistently provides encouragement and can be turned to for advice, they rated it 6.2.

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 6.2, positive learning climate 6.0, these ratings were higher compared to state average of 5.7 and 5.6 respectively. The teacher expectations was 7.0 same as the state average.

Focus on Learning Survey is a self–evaluation tool for teachers and school for factors that impact student learning outcomes. At APHS we have highly experienced staff with 57% of our teachers surveyed having teaching experience of 16 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 7.4 which is an increase from 2018.

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 7.9.

The Your Voice Team, comprised of selected staff members and students, was formed during semester 2 of 2019. The focus of the team was to stand as a voice and person or persons of contact, to aid in the transition to our new High Rise High School.

The Your Voice Staff team worked closely with our Principal Lauretta Claus, our Director of Leadership Karen Bryant, Infrastructure NSW and Arthur Phillip High School staff. We acted as a liaison between parties. Our strategy was to collect information regarding staff concerns and to find solutions, our final objective being, to lower anxiety levels of our staff. We met with faculties individually in a safe and relaxed atmosphere, encouraging staff to raise any concerns. These informal discussions were analysed and commonalities highlighted.

The Your Voice Staff Team discussed these common concerns with our superiors and solutions or processes were derived. The Your Voice Staff Team was then able to provide feedback to the faculties as a collective. The Your Voice Staff Team met with faculties and individuals throughout the semester to answer as many questions or to pass on correct information as it arose. This open channel of communication combined with the "OOR" online anonymous question website, was appreciated by most staff members as they were being heard and feedback being given in a timely manner.

The Your Voice Student Team was comprised of 2 students from each year group who were elected by their peers. These students presented to their grades and delivered information regarding the new school. The Your Voice Student Team were and are passionate about emphasising and promoting our school values and the importance of high expectations, Respect, Responsibility and Success. Our Your Voice Teams are active in 2020.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

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.

Multicultural Education Policy

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

The SRC again coordinated the school's annual Multicultural Day celebrations and this year combined it with Harmony Day festivities. 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 / Harmony 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.

The school continues 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. The evolution of our official school Facebook page has seen the school endeavour to post messages in other languages where possible, to be more inclusive and supportive of our multicultural community.

Other School Programs (optional)

Co Teaching

The school has had a successful year of preparation for the introduction of co-teaching in the new learning spaces. Following previous attempts to implement co-teaching, care was taken to establish a process for initiating this change which supported staff and gave the school time to learn the lessons of implementation. Training was provided as an introduction to all staff including leveraging our networks in the Schools of Barrabugu to learn from our feeder primary schools that had already successfully implemented co-teaching. This included learning around the six modes of co-teaching as well as conducting video interviews with staff who have co-taught already, where the successes and lessons of the experience were learned and shared.

As a result of efforts in 2019 to familiarise staff with co-teaching, expressions of interest were conducted for staff to nominate a teacher and class they wish to co-teach with. This allowed the school to prioritise the implementation of co-teaching into the timetable and give it every chance of success. As a result at the beginning of 2020 around 15

are successfully co-teaching and reporting increased satisfaction with their teaching experience and greater opportunities to differentiate and target teaching. The school is looking forward to identifying opportunities to expand the amount of co-teaching happening where the opportunity arises.

Common Collaborative Assessment in Science

2019 saw the expansion of the Common Collaborative Assessment (CCA) project into Year 8 Science and its continuation in Year 7 Science and Years 9 and 10 iSTEM. Several new staff members from Science and Maths were trained in using CCA to deliver effective feedback to improve student learning. These staff successfully produced a sequence of learning intentions and explicit success criteria for Year 8 Science with targeted activities and tasks to formatively and summatively assess student learning.

In anticipation of our move to our new high rise building, a Google Sites digital learning journal was trialled as a way of enabling students to track their demonstrated level of learning for each learning intention. Students could also collate and reflect on their work, allowing them to see their growth as they progress from Year 7 through to Year 12. Areas for celebration of achievement as well as areas for improvement were able to be easily identified, allowing personalised goal setting with clear pathways for students to know 'where to next?' for their learning.

