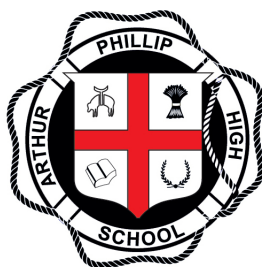


# 2020 Annual Report

## Arthur Phillip High School



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# Introduction

The Annual Report for 2020 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 vision

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 Arthur Phillip HS 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 has culminated 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.

Arthur Phillip High School is situated in the progressive and rapidly expanding CBD city of Parramatta, bringing an exciting and dynamic energy to the school. The school is culturally diverse and has a student population of 1200 with 91% having English as an additional language or dialect (representing over 40 different cultures).

The new school boasts facilities that incorporate future-focused, flexible teaching spaces with adaptable/moveable furniture and room configurations. The learning spaces are technology-rich to serve multiple learning contexts from large class groups to small clusters, providing better opportunities for innovation, collaboration, personalised and individualised learning. Arthur Phillip High School incorporates science, technology, engineering, the arts and mathematics (STEAM) areas, fitness labs for physical education classes, and wet and dry studios for music instruction and practice. Within this environment the school is committed to continually improving classroom practice through an unrelenting focus on building an understanding of how to utilise the open, innovative learning spaces.

## 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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	2020 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
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	Delivering
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 Arthur Phillip HS, 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

In 2020 due to COVID 19 the school participated in DoE Check In Assessments because NAPLAN could not be undertaken. The Year 9 Check In data illustrated areas of reading comprehension that the school needed to work on. For students in the higher bands there is a need to focus on vocabulary, with students in lower literacy bands still needing more attention with how to read for understanding.

#### 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)
Greater attention on the differentiation for our EAL/D students	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• English language proficiency (\$38000.00)</li></ul>

**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)
Decided as part of the situational analysis for new school plan to change how observations and goal setting for PDP will be undertaken in the future.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional learning (\$5000.00)</li></ul>

**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 continues to be a popular elective option for students and this was demonstrated through the class again running in 2021, due to the numbers of students selecting the subject. Its is an attractive feature of our curriculum for our HPGT students.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$8000.00)</li></ul>

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

## Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
Information included in the new school reports	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional learning (\$2000.00)</li></ul>

### Process 5: Success Criteria and Success for Learning Goals

Evaluation	Funds Expended (Resources)
Professional learning sessions were delivered to the executive around success criteria and how it is an integral element of the Year 8 Science Collaborative Assessment. Looking to the future it is hoped greater proportions of teachers integrate success criteria into their teaching and learning.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional learning (\$3000.00)</li><li>• Professional learning (\$1500.00)</li></ul>

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

Evaluation	Funds Expended (Resources)
The "I Can" statements are used by staff who are supporting students in developing their learning goals and specifically for students requiring learning support. In 2021 all Stage 4 and 5 students will have learning goals, one being a literacy goal and so these "I Can" statements will assist them in developing these learning goals.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Low level adjustment for disability (\$800.00)</li><li>• Low level adjustment for disability (\$1500.00)</li></ul>

## Next Steps

In 2020 a Literacy and Numeracy Team was created to look at ways to build staff capacity in explicitly teaching literacy and numeracy skills. Professional learning sessions were developed and run that guided staff through SCOUT data and using PLAN 2 so that staff were able to identify students in their classes with specific literacy and numeracy areas of need. Teachers could then provide highly specialised support for their students based on their learning needs. This attention to individual student literacy and numeracy needs will continue in 2021 through planned work with the literacy and numeracy progressions and the evolution of the Arthur Phillip HS SIP Team - HT Instructional Leader, HT Leading Learning and Literacy and Numeracy Leader.

## 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.

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

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

#### 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)
Stage 4 Wellbeing Coordinator has been working with her Year 7 class to cultivate their ideas and thoughts about the schools move into the new school building and ways to improve communication once in the new school.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$20950.00)</li></ul>

**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)
100% of staff completed their PDP meeting their individual goals and engaging with school and external professional learning that focused on open spaces and the impacts these spaces have on teacher pedagogy.	

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

Evaluation	Funds Expended (Resources)
Outstanding attendance and participation at Orientation. Student Leaders were very proactive and teacher's running sessions valued their input and involvement. Successful organisation for parents completing administrative requirements in preparation for their child starting school the following year.	

**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)
In preparation for 2020 EV the data collected for the element WELLBEING indicates the school is "excelling" in this area.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$5000.00)</li><li>• Socio-economic background (\$12000.00)</li></ul>



## Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
100% completion of PDPs and extensive planning underway for school professional planning for 2020.	

## Next Steps

The Professional Learning Team continues to experiment with the delivery of personalised professional learning to meet the needs of all staff. COVID necessitated that the Professional Learning Team pivot to deliver more online professional learning. On resumption to pre-lockdown there has been growing requests by staff to present unique and specialised vignettes of professional learning to colleagues. Staff evaluations have been affirming of the opportunities they now have to select school based professional learning offered. In 2021 the Professional Learning Team is endeavouring to identify a greater range of staff to present professional activities for their colleagues.

## 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.

#### 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)
Significant growth in the numbers of students applying for school leadership opportunities. Plan to increase the range and number of extra curricular activities in 2021.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$3000.00)</li></ul>

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

Evaluation	Funds Expended (Resources)
The school plans to target parents of newly enrolled students and parents of Year 7 students to build this data base.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$25000.00)</li></ul>

**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 APHS.

Evaluation	Funds Expended (Resources)
Collation of student and parent survey results and provide a specific survey of parents whose students receive additional support (EALD, Learning Disability and refugee support) to determine levels of satisfaction and whether changes need to be introduced in 2021	

**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)
Collation of student and parent survey results and provide a specific survey of parents whose students receive additional support (EALD, Learning Disability and refugee support) to determine levels of satisfaction and whether changes need to be introduced in 2021.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• English language proficiency (\$2000.00)</li><li>• Socio-economic background (\$41900.00)</li></ul>

**Process 5:** Collaboration between staff and community to provide authentic learning experiences and showcase

## Progress towards achieving improvement measures

**Process 5:** student work.

Evaluation	Funds Expended (Resources)
Outstanding attendance at annual Graduation Ceremony and Presentation Day celebrations. Use of the school facebook page has improved school's ability to share information about key events and celebrations with the local community, which has translated into improved attendance and participation at school events.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$5000.00)</li></ul>

## Next Steps

Significant collaboration was planned and developed with Parramatta PS, particularly to foster transition activities, however COVID dramatically halted these initiatives. This relationship will again be a strong focus in the next iteration of the school plan and will incorporate the opening of Stage 3 and how the schools will work together to maximise the opportunities the new green space and Professional Learning Hub (Old School House) will provide.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>English language proficiency</b>	<p>4.0 Teachers = \$438,000</p> <p>EAL/D Flexible Funding = \$20,000 for School Homework Centre</p>	<p>EAL/D student learning needs continue to be a strong focus of the school, as the EAL/D population within the school community is growing. Staff identified in end of year surveys that they still felt they needed more explicit help and guidance with meeting the needs of EAL/D students in their classrooms. The professional learning provided to staff in 2020 was warmly received and sessions run on the EAL/D progressions made staff more aware of the specific literacy strategies needed to help EAL/D students access the curriculum.</p> <p>Semester 2 reports all staff provided comments for EAL/D students in their reports that indicated their achievements against the EAL/D progressions.</p>
<b>Low level adjustment for disability</b>	<p>2 Full time SLSOs = \$92,000</p>	<p>Each term a timetable is developed by the Learning Support Team for the LST SLSOs to work with students across Stage 4. Using the Learning Support Team's vigorous oversight of student achievement data there is always a strong focus on directing this learning assistance to students and classes with the greatest need.</p> <p>In 2021 the school will fund a Stage 6 LaST to ensure there is the necessary support of students in Stage 6, like the intensive support being delivered to Stage 4 &amp; 5.</p>
<b>Socio-economic background</b>	<p>3 additional teachers = \$380,000</p> <p>Additional laptops and ipads purchased to enhance the provision of BYOD across the school = \$45,000</p> <p>1 Deputy Principal = \$32,000 (HDA)</p>	<p>The additional staff has ensured the school could provide extra teachers to work in team teaching situations, so that identified classes were given the explicit literacy and numeracy assistance required through small group instruction. The additional Deputy Principal position meant that there was a member of the senior executive responsible for each stage and through stage meetings and coordination there was a synchronised and focused approach to student learning and well being across all stages in the school.</p>
<b>Support for beginning teachers</b>		<p>The school had no new beginning teachers in 2020.</p>
<b>Targeted student support for refugees and new arrivals</b>	<p>\$5,000 additional resources for uniform assistance and the purchase of additional laptops for these students.</p> <p>Funds of \$500 were used to supplement the school breakfast program</p>	<p>All identified refugee students are flagged on SENTRAL and the welfare team closely monitors their academic progress as well as their wellbeing. The Refugee Coordinator continues to liaise closely with external agencies such as Creating Chances to maximise opportunities for our refugee students to attend and participate in community based activities. A coding club was run after school for refugee students, however, COVID 19 interrupted many of the other planned sessions. Students also participated in sessions that were run at Sydney University to raise their understanding and expectations regarding pursuing academic studies, post high school.</p>



Stage 5 students working on their homebase



## Student information

### Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	845	759	712	749
Girls	423	389	342	363

As part of the preparation to transition into the new school building, the school has actively tried to reduce the numbers of enrolments. The school population has shrunk quite significantly largely due to the commitment not to enrol students who are out of area. In 2020 the school has rejuvenated it's enrolment procedures and provided a period allowance to a staff member responsible for enrolling students into the school. The Enrolment Officer, the SASS member responsible for enrolments, the Stage 5 DP and Co Principal form the school Enrolment Team and they meet once a fortnight to review enrolment inquiries and ensure new enrolments effectively transition into Arthur Phillip HS.

### Student attendance profile

School				
Year	2017	2018	2019	2020
7	92.6	92.6	91.8	92.4
8	88.5	90.8	90.6	89.8
9	88.4	88.4	90.2	91.8
10	88.7	86.9	87	87.5
11	88	90.5	90.8	88
12	90.5	90.6	89	90.4
All Years	89.4	89.8	89.8	90
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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 Officer 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 100% attendance each term as part of our STRIVE expectations.

In 2021 the school has committed to employing a SASS staff member to chase up unexplained absences and liaise closely with families where student attendance is a concern.

### Management of non-attendance

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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	0	0	2
Employment	0	0	13
TAFE entry	1	1	10
University Entry	0	0	66
Other	0	1	3
Unknown	0	1	6

In 2020 66% of the Year 12 cohort have successfully enrolled in university for 2021. There has been a steady enrolment in the number of students commencing university studies this year. Most students chose university as a preferred destination. University destinations include the University of NSW, MIT Sydney, University of Sydney, University of Wollongong, University of Technology Sydney, Macquarie University, Western Sydney University, University of Newcastle, Australian Catholic University, Torrens University and the University of New England.

The percentage of students enrolled in TAFE has fallen since the previous year. Those who have enrolled in TAFE are completing certificates in Youth Work, Building & Construction, Accounting & Bookkeeping, Nursing, Business Management, Real Estate, Electrical, Property Management and Aged Care. Students entering an apprenticeship or traineeship are enrolled in Engineering, Electrical and Plumbing.

Students who have entered full-time employment are working in Construction, Hospitality, Real Estate, Marketing, Police NSW, Retail and Administration.

### Year 12 students undertaking vocational or trade training

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29.82% of Year 12 students at Arthur Phillip High School undertook vocational education and training in 2020.

### Year 12 students attaining HSC or equivalent vocational education qualification

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87.6% of all Year 12 students at Arthur Phillip High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.



Students working in one of the digital studios

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	16
Classroom Teacher(s)	54.1
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

In late 2018 the school created a Professional Learning Team to map, plan and design a professional learning program that would meet the diverse needs of the Arthur Phillip HS staff. 2019 the team met regularly and invested considerable amounts of time preparing staff for the transition into our new high rise school. The professional learning delivered was strongly focused on developing teacher practice in open spaces, on our new homebases. There were also sessions that explored efficient ways the staff could communicate in a multi-storey building.

All professional learning was mapped to the teacher professional standards and there was a commitment to evaluate all professional development provided and this evaluation would shape and guide the direction for future professional learning. In 2020 the Professional Learning Team responded to the significant growth in staff wanting to select from a range of professional learning session rather than one size fits all model. There was also a positive increase in staff offering to run individual sessions, mirroring a willingness to share their expertise and experiences with their colleagues.

In 2020 staff participated in and completed the following mandatory professional learning:

- CPR and Anaphylaxis
- Emergency Care
- Code of Conduct
- Child Protection

Staff Development Days in 2020 saw considerable amounts of time allocated to faculties to plan and prepare their teaching and learning programs and assessment schedules to accommodate the new high rise school environment. Staff Development Day Term 2 saw all staff participate in a workshop about constructive and effective feedback to support them in their role as observer's of practice, which is part of their Performance Development Framework.

Many staff still used professional learning opportunities to attend external training to enhance their knowledge of curriculum and syllabus changes . A number of VET teacher attended training to ensure their currency with the RTO.



Working in our new Science labs.



## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	3,538,331
<b>Revenue</b>	14,725,004
Appropriation	14,171,931
Sale of Goods and Services	70,733
Grants and contributions	234,050
Investment income	3,352
Other revenue	244,938
<b>Expenses</b>	-13,778,077
Employee related	-12,258,060
Operating expenses	-1,520,017
<b>Surplus / deficit for the year</b>	946,927
<b>Closing Balance</b>	4,485,258

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	75,866
<b>Equity Total</b>	1,930,018
Equity - Aboriginal	7,036
Equity - Socio-economic	981,071
Equity - Language	490,249
Equity - Disability	451,661
<b>Base Total</b>	11,274,865
Base - Per Capita	261,144
Base - Location	0
Base - Other	11,013,720
<b>Other Total</b>	467,349
<b>Grand Total</b>	13,748,097

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

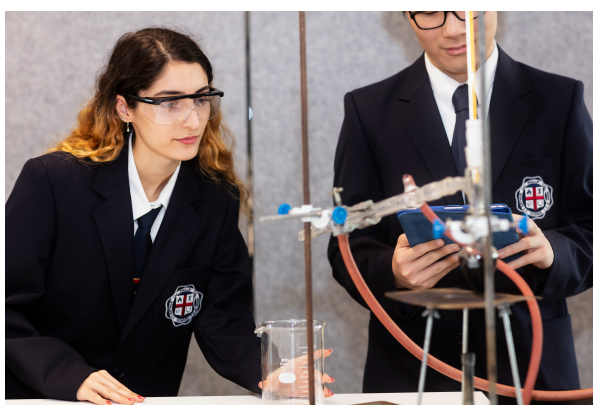
Due to the cancellation of NAPLAN because of COVID, the Department of Education offered schools their own analogous online version of Year 9 assessment, in Reading and Numeracy. APHS took up this opportunity and the results from this assessment assisted the school in its Situational Analysis, which was the precursor for the new Strategic Improvement Plan 2021-24.

**NUMERACY** - There were some positive trends extracted from this assessment with our Year 9 students achieving 38% of questions correct compared to similar school groups (SSG) 32.8% and the state average 36.4%. The areas that Year 9 students experienced most difficulty was:

1. Expressing numbers as powers of 10 in scientific notation and determine the order of magnitude of quantities
2. Interprets and use formulae and algebraic representations that describe relationships in various contexts.
3. Chooses appropriate strategies for problems in a range of multiplicative situations.

**READING** - There were also some pleasing indicators from the reading assessment with our Year 9 students achieving 41.4% of questions correct compared to similar school groups (SSG) 38.8% and the state average 39.6%. The areas that Year 9 students experienced most difficulty was:

1. Analyses the techniques authors uses to position readers
2. Derives a generalization from abstract ideas in texts
3. Synthesises information from a variety of complex texts.

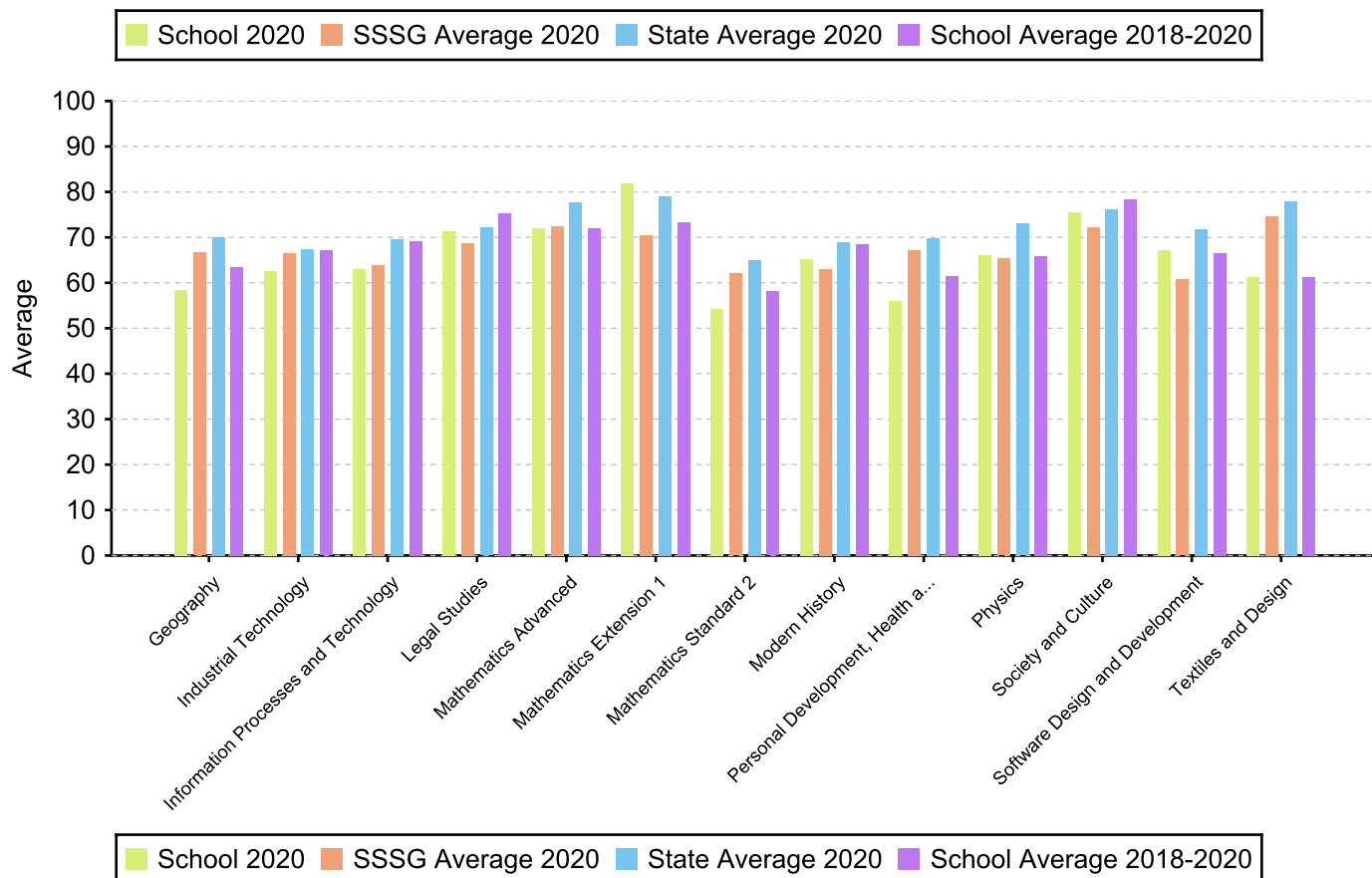
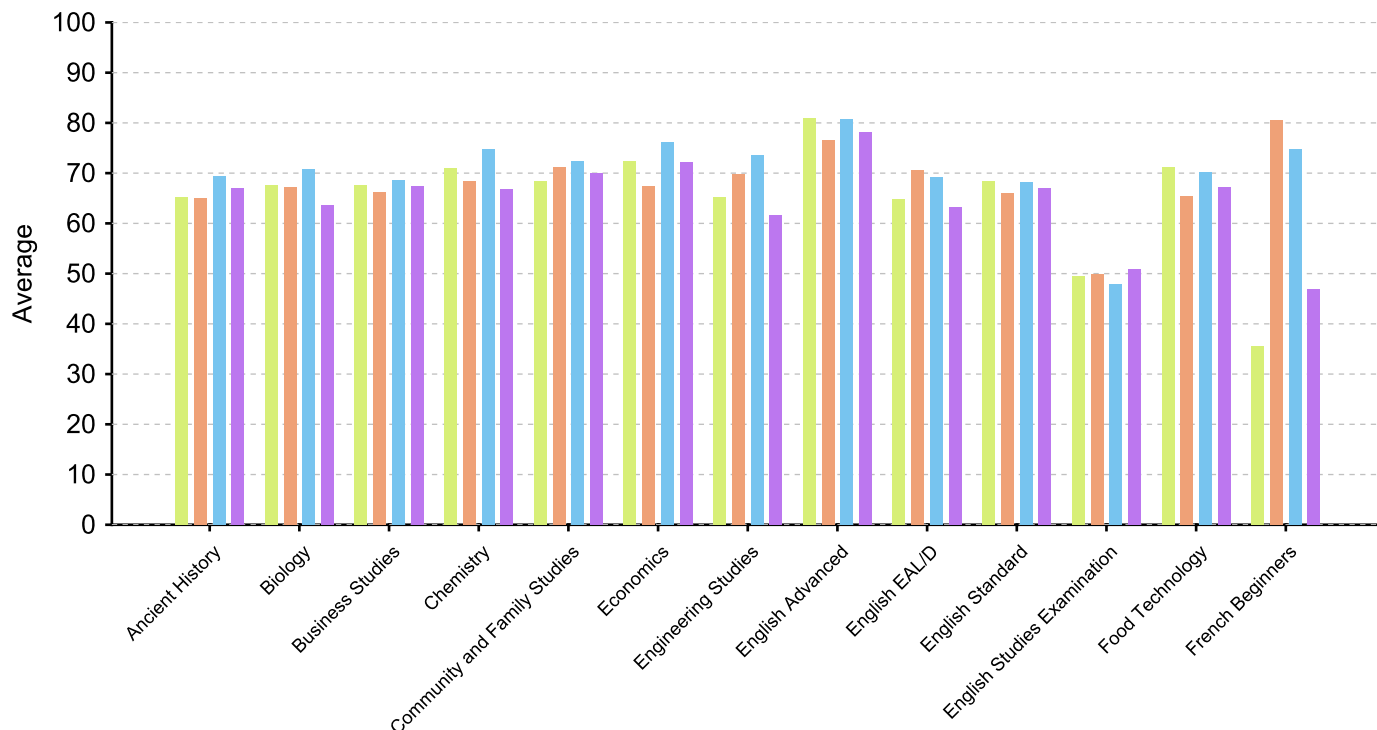


Senior Students discovering new things.

## 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 2020	SSSG	State	School Average 2018-2020
Ancient History	65.1	65.0	69.4	67.0
Biology	67.6	67.2	70.8	63.7
Business Studies	67.5	66.1	68.6	67.4
Chemistry	70.9	68.5	74.8	66.7
Community and Family Studies	68.3	71.1	72.4	70.0
Economics	72.3	67.4	76.1	72.2
Engineering Studies	65.1	69.8	73.6	61.6
English Advanced	81.0	76.6	80.8	78.2
English EAL/D	64.8	70.5	69.3	63.1
English Standard	68.4	66.1	68.1	67.0
English Studies Examination	49.4	49.8	47.9	51.0
Food Technology	71.2	65.4	70.2	67.2
French Beginners	35.5	80.5	74.7	46.8
Geography	58.4	66.6	70.1	63.5
Industrial Technology	62.5	66.5	67.5	67.1
Information Processes and Technology	63.1	63.9	69.6	69.1
Legal Studies	71.4	68.7	72.1	75.2
Mathematics Advanced	72.1	72.4	77.7	72.1
Mathematics Extension 1	81.9	70.4	79.1	73.2
Mathematics Standard 2	54.2	62.0	64.9	58.1
Modern History	65.3	63.0	68.9	68.6
Personal Development, Health and Physical Education	56.0	67.2	69.9	61.5
Physics	66.1	65.3	73.0	65.9
Society and Culture	75.5	72.2	76.2	78.5
Software Design and Development	67.1	60.7	71.8	66.6
Textiles and Design	61.3	74.6	77.9	61.3

## HSC Results

Congratulations to our Class of 2020. We had some outstanding HSC results with one of our students achieving a 99.25 and another attaining a 97.85 ATAR. We had 3 other students achieve ATARs in the 90s. Our students continue to perform exceptionally well in the HSC with over 47 students earning at least 1 or more, Band 5 or 6.

Subjects that performed well against the state average were: Business Studies, English (Advanced), English (EAL/D), English Standard, English Studies, Legal Studies, Mathematics Extension 1 and Society & Culture. Similarly the subjects that exceed similar school groups (SSSG) were: Ancient History, Biology, Economics, Modern History and Software Design & Development.

In planning for 2021 the school is implementing a raft of measures to better equip our senior students for the demands of the HSC. The school will be coordinating senior workshops on a Tuesday afternoon and these will focus on aspects that enhance individual achievement such as: senior writing skills, study techniques, research skills and collecting and collating key information.



# Parent/caregiver, student, teacher satisfaction

## Student Parent and Teacher Satisfaction Survey 2020

Modified versions of Tell Them From Me surveys were run in 2020 but due to COVID the school explored other ways to capture Parent /Carer, Students and Teacher satisfaction.

2020 was an eventful year for APHS as we not only transitioned into our new school building but were impacted by COVID 19. As such during remote learning there was extensive contact made with parents to support student learning. 2070 parent/carer contact was made via email, phone, letter or a meeting, relating to various reasons compared to 1155 parent /carer contact in 2019. Additional Information was provided to parents about online learning via - APHS Connect 1 to 1, Hapara Workspace, Google classroom and zoom video conferencing.

All teachers undertook the responsibility of contacting parents to explain what remote learning is, how it would be implemented and for those students who don't have devices, how the school would be supporting their learning. As some students did not have access to the internet at home, these students were provided with hard copies of the work which was either collected from the school or posted to an address. Furthermore, some of the students and parents who suffered from anxiety and stress during remote learning were provided with scaffolds and strategies to manage online learning.

Regular contact was made to inform parents if their child had not joined a particular platform such as Google Classroom or Zoom with details of how to access the learning. Also parent meetings were organised for some students to discuss how to support students during the COVID pandemic and many students were helped through having Individual Learning and Support Plans (IEPs). Support was provided to students who had to self-isolate after arriving to Australia from their overseas trip and advice was given to parents of some Stage 6 students on illness/misadventure applications for missing assessment tasks due to self-isolation.

Overall parents and carers were very appreciative of the communication and support provided by the school during remote learning.

### Students

At Arthur Phillip HS, 67% students said that they had a positive sense of belonging this has risen from 60% in 2019. 73% students stated they 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. 78% of the student's surveyed valued schooling outcomes which is up from 68% in 2019. 94% student surveyed 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. 41% students said that they are interested and motivated in learning which is much higher compared to state average of 28% and up from 36% in 2019. 66 % students are intellectually engaged and find learning interesting, enjoyable, and relevant compared to the state average 46 %. Similarly, students feel they have someone at school who consistently provides encouragement and can be turned to for advice, they rated it the school 6.6.

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 6.9, positive learning climate 6.8, these ratings were higher compared to state average of 5.7 and 5.6 respectively.

Our students identified communicating with others (64%), thinking critically (61%) and problem solving (60%) as the top three skills important for their future job/career. 76% of the students are planning to go to university and 71% of them believe they set challenging goals for themselves in their schoolwork and aim to do their best.

The students were also surveyed about the quality of their experiences during remote learning. 54% students agreed that they had a positive experience. 71% had resources to online learning while 4% strongly disagreed they did not have access to resources. 47% students received feedback on the work done while 54% students agreed they had received clear instructions regarding the schoolwork. Only 34% students felt connected when learning from home which was reflected in data from across the state.

The students were also asked their opinion about the advantages and disadvantages of our move into new school building. Students were happy that everything is new and clean and they were positive about the open learning spaces and specialist areas such as: the gym, Science labs and kitchens. They identified problems with the limited number of lifts in their new school as they were always crowded. Lack of playground (green areas) and a proper library was also identified as some of the disadvantages of the new school. There were few students who also felt that there was a disconnection between year groups as they are on different levels in the building and have different bell times. They also found it difficult to access staff in faculties. 30% students surveyed believe that students and staff have adjusted remarkably well to their new environment/building, with 39% of students adjusting reasonably well to their new

environment.

## Teacher

Focus on Learning Survey is a self-evaluation tool for teachers and school for factors that impact student learning outcomes. 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.

At Arthur Phillip HS we have highly experienced staff with 57% of our teachers surveyed having teaching experience of 16 or more years. The teachers at Arthur Phillip HS 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 6.9 while it was 7.4 in 2019

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 8.0. In relation to data teachers rated the use of data from formal assessment to inform teaching practice at 7.7. 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 the student performance in formal assessment tasks. Staff believe they set challenging and visible goals learning goals for the students in their class (7.9) and are very clear about what the students are expected to learn (8.2). Furthermore, they provided feedback on how to improve their performance on formal assessment tasks (8.2).

Arthur Phillip HS staff were asked about the provision of opportunities for students to use ICT to enhance learning experience. The use of technology to improve student learning outcomes was rated 8.0 which is above the state average of 6.7.

85% teachers agreed that school leaders clearly communicate their strategic vision and values of our school. 70% agreed that school leaders are leading improvement and change at school. 30% staff believed that staff morale at school is good.

All staff, like the students, were asked their opinion about the advantages and disadvantages of our move into new school building. Most were happy that everything is new and clean and were positive about the specialist rooms for TAS, Science, PDHPE and CAPA spaces. Furniture issues were flagged with stools and long metal benches identified as being unsuitable for learning spaces. Limited parking is a perennial problem and student movement in lifts is also an issue. The staff voiced a lack of feeling of belonging in the new school with no formal staffrooms.



The new school's multi media studios.

# Policy requirements

## Aboriginal Education Policy

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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.

The Arthur Phillip HS Aboriginal Team is led by the school Student Support Officer. This team works closely with each of the stage teams to identify and support the learning needs of the Aboriginal students in each stage. All Aboriginal students are flagged on SENTRAL and have their PLPs available for staff to access.

During 2020 the team had planned to work with students and the local Aboriginal community to design some Aboriginal artwork to enhance our new school. This will now be carried over to 2021.

## Anti-Racism Policy

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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.

At Arthur Phillip HS there are 4 trained ARCOs who actively work with the staff and students to ensure that our school is a racism free zone and that the school prioritises education that informs about the impacts of racism and discrimination.

## Multicultural Education Policy

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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.

Arthur Phillip HS has specific stage-based STRIVE lessons that are delivered to all Years 7-10 students, that operate under the schools values of RESPECT, SUCCESS and RESPONSIBILITY. These lessons promote student understanding of being culturally respectful and sensitive to the needs of the many cultures that make up our school community.

## Other School Programs (optional)

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### iSTEM

The fluid nature of society and the growing demands of different skills in the workforce has reinforced the need for students to become more critical thinkers. As such, the importance of Science, Technology, Engineering and Mathematics (STEM) for the future of the students has been a growing area of focus. In fact, international research collated by the "Australian Industry Group" has indicated that 75 % of the fastest growing occupations require STEM based skills.

It is through the importance of upskilling students in the STEM based field that Arthur Phillip High School has iSTEM. Originally designed by teachers at Maitland High School, iSTEM (Invigorating Science, Technology, Engineering and Mathematics) is a board endorsed course designed to integrate STEM through project-based learning. By utilising the various projects that are designed, students learn valuable skills to support them in their future endeavours.

The myriad of projects that are encountered in iSTEM support students in their abilities to combine their knowledge with problem solving skills. For instance, one of the projects encountered in iSTEM is the "F1 in Schools" competition. The competition involves students combining their knowledge of aerodynamics, forces and vectors to create a Carbon Dioxide (CO<sub>2</sub>) Dragster. Through the project, it had created numerous opportunities for students to connect their research to producing a 3D model of their dragster. Moreover, the 3D model is then 3D printed, evaluated and eventually produced using balsa wood. The amalgamation of research, prototyping and evaluation had resulted in an exciting race between students and their dragsters. Furthermore, the feedback provided from the students indicated that the practical applications of the theoretical components made this module a very interesting and appealing topic.

Many of the students within iSTEM have the capacity to also compete against other schools in engineering competitions. The 2021 Year 10 iSTEM cohort entered the "Science and Engineering" challenge where they were tasked with completing projects based around their own knowledge and skills. Throughout the day, students had created bionic arms, turbines for hydroelectricity, bridges and even hovercrafts. The finale of the event was the bridge testing, in which Arthur Phillip HS students managed to come first in this particular activity. Collectively, through the hard work and dedication from the students, the school placed 3rd overall. This was an amazing achievement by the students because they were competing with selective school and private school students.

To further demonstrate the engagement and the importance of iSTEM for all students, samples of student quotes have been compiled. Through the various statements provided, it is very evident that iSTEM played an important role in the development of the problem solving and critical thinking skills.

### Student 1

*"istem was an incredible course that consisted of multiple learning areas and associated activities which helped build our understanding of concepts in the fields of science, engineering, technology and mathematics. Learning how these topics were applied together in various forms, especially through engaging experiments and projects was meaningful and enjoyable. Over Year 9 and 10, the modules which I personally liked the most were the Grok Python Challenge, Individual Project and Arduino Project. Through established understanding of key aspects including circuits, the engineering design process and progressive coding skills, they allowed me to develop a range of relevant skills while learning about the numerous areas of STEM application"*

### Student 2

*"iSTEM was a memorable and enjoyable class that I always looked forward to every day in Year 10. Not only was the subject providing a sense of joy through its fun experiments but it also thought essential lessons which would be useful in later life. The engineering design process was one of the elements of iSTEM which would prove useful for me not only in school but also in everyday life. Through Year 11, conducting experiments has become much easier through this process allowing me to finish them in a more efficient manner. Simple household tasks such as baking/cooking new recipes can also be done through this process. Overall, iSTEM has provided me with a vast amount of knowledge which I will apply throughout the rest of my life"*

### Student 3

*"iSTEM was an incredible experience that provided me with many positive moments that I'll treasure for quite a long time. My favourite topic was F1 as I got to design my own race car. I had great fun drafting it on a paper and recreating it on Sketchup, it was fun to see my creation be brought from a digital format to real life. There are so many moments in iSTEM that I appreciate and the skills I picked up that have been very useful for me."*

Collectively, iSTEM at Arthur Phillip HS provides students the opportunities to express themselves through both theoretical and practical skills. With the projects driving the students' learning, they are able to learn how to collaborate, problem solve and think critically. It is through these core skills that students are able to better prepare themselves with what they might encounter in the future. As such, the students from Arthur Phillip HS are supported to be future-focused.



