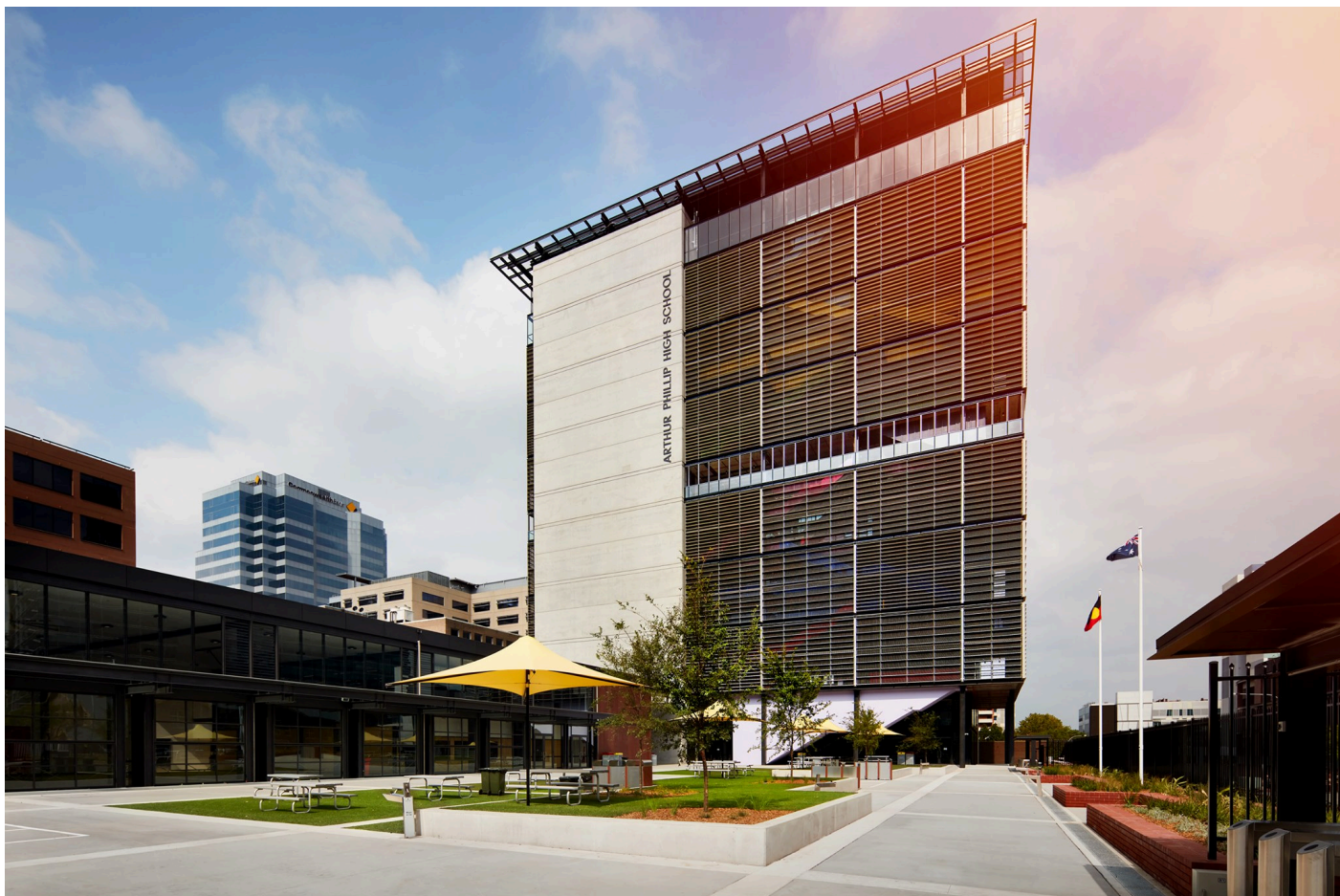


# 2021 Annual Report

## Arthur Phillip High School



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## Introduction

The Annual Report for 2021 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 Strategic Improvement 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 our students are committed to working collaboratively and making their own choices about their learning. They are proud of their achievements and are confident learners who trust themselves and their peers, celebrating different ways of thinking and learning. The learning journey extends well beyond the school boundaries and they realise the important role they play in the future. They believe their school is a place that values them, supports them, encourages them and listens to them.

At Arthur Phillip High School our teachers are committed to being flexible and able to adapt learning spaces to respond to and meet the needs of all members of our learning community. They are expert users of technology who model best practice, facilitating an agile digital curriculum for our students, working collaboratively and inspiring student engagement. They implement innovative work practices to improve skills and understanding, give effective feedback, provide alternative strategies and share ideas.

At Arthur Phillip High School our new multi-storey high school has many active and vibrant learning environments as well as highly specialised learning spaces. Our open and virtual spaces create a hybrid of teaching and learning where quality work can be achieved. The flexible environment allows for regular movement between spaces, activities and roles of the learner and the teacher. The very architectural configuration of our building facilitates the teachers and students to see, acknowledge and embrace different perspectives in support of their future as active, informed global citizens..

## School context

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.

The majority of the school's equity and professional learning funding will be used to support the key initiatives framed in our 2021-2024 SIP. The school has completed a situational analysis with the input of all sectors of the school community. The analysis has provided the school with three areas of focus for the Strategic Improvement Plan.

### Strategic Direction 1: Student Growth and Attainment

A whole school approach to embed effective and explicit literacy and numeracy instruction and student personalised learning to improve growth and attainment.

### Strategic Direction 2: Best Classroom Practice

A whole school approach to explicit, effective classroom practice facilitated by professional dialogue, classroom observation and specific, timely feedback.

### Strategic Direction 3: Data Informed Practice

The school embeds data informed practice with all teaching and learning programs showing evidence of differentiation and all student personalised learning goals address individual student needs.

## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

### Self-assessment using the School Excellence Framework

Elements	2021 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	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	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing



## Strategic Direction 1: Student growth and attainment

### Purpose

A whole school approach to embed effective and explicit literacy and numeracy instruction and student personalised learning to improve growth and attainment.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective and Explicit Literacy and Numeracy Instruction
- Mentoring of Senior Students

### Resources allocated to this strategic direction

**Socio-economic background:** \$443,776.00

**Professional learning:** \$19,265.60

**Low level adjustment for disability:** \$452,174.00

**English language proficiency:** \$4,670.00

### Summary of progress

In 2021, a whole school Literacy initiative focused on systems and processes to support explicit Literacy and Numeracy instruction in the classroom. The Head Teacher Instructional Leader along with the Literacy and Numeracy Leader, developed ongoing high impact professional learning opportunities around data analysis, and the literacy and numeracy progressions, to inform teaching practice and improve student literacy and numeracy outcomes. As a result, teacher knowledge, confidence, and capacity to differentiate resources, programs and assessments positively impacted their ability to explicitly meet the literacy learning needs of their students.

In 2022, the focus will be to continue to move towards the achievement of the literacy and numeracy targets through continued high impact professional learning and the creation of greater opportunities for teacher planning, implementation and sharing of differentiated literacy and numeracy strategies in the classroom.

In 2021, a focused mentoring program for senior students supported their academic progress, wellbeing, and post school transition. Through targeted workshops, personalised tuition, and opportunities to reflect on future pathways students were given a range of opportunities to maximise their Stage 6 personal and academic experience. The Stage 6 Deputy Principal led and mentored staff to support student achievement of the Higher School Certificate. The targeted workshops on course outcomes, study skill development, mental and physical wellbeing along with post school pathways were well supported by the Year 12 cohort. A high number of attendees strongly agreed that the program for mentoring senior students supported their HSC attainment and felt it should continue.

In 2022, the Stage 6 Deputy Principal role will continue to support staff and students with an expansion of the targeted workshops and a focus on increasing student engagement to support the achievement of the HSC targets.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>NAPLAN Top 2 Bands</b> Achievement of 2022 system-negotiated targets: <ul style="list-style-type: none"><li>• Top 2 bands NAPLAN reading increase (uplift) of 5.3%.</li></ul>	NAPLAN scores indicate an increase of 0.2% of students in the top two skill bands for reading.
<b>NAPLAN Top 2 Bands</b> <ul style="list-style-type: none"><li>• Top 2 bands numeracy increase (uplift) of 4.45%.</li></ul>	NAPLAN scores indicate a decrease in the percentage of students in the top two skill bands for numeracy (4.2%).

<b>HSC Attainment</b> <ul style="list-style-type: none"> <li>The top 2 bands in the Higher School Certificate increase (uplift) by 4.6%.</li> </ul>	Higher School Certificate scores indicate a 0.34% decrease in the percentage of students in the top two bands.
<b>NAPLAN</b> <ul style="list-style-type: none"> <li>Increase (uplift) percentage of students achieving expected growth in NAPLAN reading by 2%.</li> </ul>	The proportion of Year 9 students achieving expected growth in NAPLAN reading decreased by 18.1%.
<b>NAPLAN</b> <ul style="list-style-type: none"> <li>Increase (uplift) percentage of students achieving expected growth in NAPLAN numeracy by 1.8%</li> </ul>	The proportion of Year 9 students achieving expected growth in NAPLAN numeracy decreased by 21.15%.



## Strategic Direction 2: Best Classroom Practice

### Purpose

A whole school approach to explicit, effective classroom practice facilitated by professional dialogue, classroom observation and specific, timely feedback.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Explicit Classroom Practice
- Explicit Feedback & Effective Observation of Pedagogy

### Resources allocated to this strategic direction

**Professional learning:** \$82,423.82

**Socio-economic background:** \$146,898.00

### Summary of progress

In 2021, teachers participated in a range of high impact professional learning around explicit classroom practices, underpinned by the 'What Works Best' research-based pedagogy. Structured whole school and personalised professional learning targeted staff growth and development in evidence-based practices aligned to school targets and individual Professional Development Plan (PDP) goals. The targeted high impact professional learning led to a culture of collegial discussion and collaboration across all KLAs, sharing teaching strategies in differentiated resources and practices to meet the needs of students within the school's context. Similarly, the Level 10 program identified and developed staff leadership capacity through a range of professional learning opportunities out of school hours.

In 2022, the Head Teacher Leading Learners will continue to build upon explicit classroom practices, enriching the teaching and learning culture and student success. Furthermore, *Videos of Best Practice* will be initiated and developed, leading to a library of digital resources for staff to access as part of their own professional growth.

In 2021, explicit feedback and effective observation of pedagogy led to the up-skilling of staff in their personal teaching practices and provided opportunities to build staff leadership, both of which led to more powerful learning experiences for students. Project Ignite led to a line of inquiry into best teaching practices in flexible learning spaces to build greater collective clarity about learning in innovative learning environments.

In 2022, lesson observations will continue to be refined, enabling staff to reflect upon and refine their pedagogy through the PDP process. Also, the implications from engaging with Project Ignite will underpin the development and integration of inquiry modes of high impact professional learning into focus streams as part of a Whole School Professional Learning Framework. 2022 will see an EOI process for 2IC roles for all Head Teacher positions allowing increased leadership opportunities for staff. Similarly, re-evaluation of school data collation and evaluation processes will be refined. The processes and procedures around the professional learning policy will be considered and updated in Term 3 based on surveys and reflection to support greater achievement of progress measures.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
55% of teachers use explicit systems that facilitate professional dialogue, collaboration, classroom observation and explicit feedback.	51% of teachers were able to demonstrate the use of explicit systems that facilitate professional dialogue, collaboration, classroom observation and feedback.
60% of teachers are committed to identifying, understanding and implementing the most effective explicit teaching strategies aligned to evidence-based data.	88% of teachers demonstrated their commitment and increased confidence in the identification, understanding and implementation of the most effective explicit teaching strategies aligned to evidence-based data indicating a higher than anticipated number.

10% improvement in the area of teacher collaboration as indicated in the Tell Them From Me Survey by the numbers of teachers taking up the opportunity to CoTeach.

The number of teachers CoTeaching in 2020 was sustained in 2021 demonstrating no increase in the number of teachers CoTeaching due to timetable restrictions. However, in the Tell Them from Me Survey teachers indicated a 7.2% improvement in collaboration since 2020.



## Strategic Direction 3: Data Informed Practice

### Purpose

The school embeds data informed practice with all teaching and learning programs showing evidence of differentiation and all student personalised learning goals address individual student needs.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Differentiation and Catering for our Students with English as an Additional Language or Dialect
- Student Learning Goals
- Targeted Attendance Monitoring

### Resources allocated to this strategic direction

**English language proficiency:** \$645,733.50

**Socio-economic background:** \$75,644.00

### Summary of progress

In 2021, a targeted focus on differentiated pedagogy to cater for students with English as an additional language or dialect (EAL/D) involved constructed cross curricular initiatives at a whole school level. EAL/D teachers co-taught with KLA specific teachers to embed EAL/D practices into teaching and learning. This included the targeted differentiation of assessment strategies and key resources, utilising high challenge, high support programs. Teachers reported increased levels of engagement and attainment of EAL/D students, with an improvement in the quality of differentiated assessment and learning experiences. Further, the Head Teacher Instructional Leader and LaST teacher developed a targeted EAL/D initiative to assist students in preparation for the HSC Minimum Standards testing in reading, writing and numeracy with 100% success rate. These initiatives will continue into 2022, allowing for continual support and growth though targeted differentiation across all KLAs for EAL/D students.

In 2021 the Head Teacher Instructional Leader, along with the Literacy and Numeracy Leader, supported students to identify and publish their literacy, numeracy and personal goals using SMART goal setting and *Growth Mindset* pedagogy. Identified areas of growth included literacy and numeracy goals linked to areas of potential growth for students at all levels. In 2022, students will continue to select Literacy, Numeracy and Personal goals which align with their internal and external assessment data and reflect upon and celebrate the achievement towards these goals.

In 2021, the Wellbeing Team worked collaboratively with students, parents / carers and staff to lead personalised initiatives targeting individual and cohort attendance patterns, with the successful uplifting of student attendance above 90%. Through a whole school focus on the importance of attendance; recognition and reward for student attendance; staff professional learning on improving student attendance and targeted parent / carer contact the 2021 attendance target was exceeded. In 2022, targeted positive attendance initiatives will continue to inform whole school improvement practices supported by evidence based data.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
55% of teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement.	The target, 55% of teachers differentiating curriculum delivery to meet the needs of students at different levels of achievement was achieved.
60% staff use data informed practice to identify student achievements and progress.	62% staff demonstrated the use of data to inform practice and identify student achievement and progress indicating the target was exceeded.
65% of students have identified where they are on the Literacy and Numeracy Progressions and published a Literacy	88% of students identified where they are on the Literacy and Numeracy Progressions and published a Literacy and Numeracy Goal indicating the target of 65% was greatly exceeded.



and Numeracy Goal.	
Increase (uplift) the number of students attending more than 90% of the time by 4.4%.	The number of students attending greater than 90% of the time or more has increased by 6.1%.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$70,744.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Arthur Phillip High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Stage 4 SLSOs working in classrooms with targeted students who have been identified by the LaST team as requiring high level additional support;</li> <li>• Student Learning Support Officer (SLSO) is timetabled into a number of KLA classes supporting students with high level learning and support needs;</li> <li>• SLSO support is logged on SENTRAL for ongoing tracking and evaluation ensuring students are integrated into the classroom to enable successful access to curriculum;</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>SLSO support has ensured students with high level learning and support needs are coached and mentored in the classroom to enable access to the mainstream curriculum. Through the analysis of internal data and Check In Assessments, the teachers and SLSOs are able to demonstrate the impact of the work they do with targeted students. During the learning from home period, SLSOs were able to individually support these students via technology devices. All students involved moved beyond or remained at their current academic level. A positive social impact was clearly identified amongst students with disabilities improving their social skills.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>The program will continue as per 2021, however, the school will look to recruit more SLSOs with specific training to support students with a range of disabilities. SLSOs will work across a broader field of KLAs offering increased classroom support.</p>
<p>Professional learning</p> <p>\$101,689.42</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Arthur Phillip High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective and Explicit Literacy and Numeracy Instruction</li> <li>• Explicit Classroom Practice</li> <li>• Explicit Feedback &amp; Effective Observation of Pedagogy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• The development of a school specific Literacy site catering to the differentiated learning needs of students with strategies and resources for teachers.</li> <li>• Update and renew numeracy strategies and resources available to teachers via the Connect 121 numeracy page.</li> <li>• SIP Team reviewing all KLA teaching and learning programs and evaluating literacy and numeracy strategies within these programs.</li> <li>• SIP and key stakeholders to develop a range of PL for improved teaching practice including NCCD and differentiation, EAL/D, Literacy and Numeracy.</li> <li>• Graccon Learning Solutions to work with five staff design teams (up to 30 teachers selected through EOI), in addition to teams of students, to probe the use of flexible learning spaces.</li> <li>• Fortnightly High Impact Professional Learning provided to staff based on</li> </ul>

<p>Professional learning</p> <p>\$101,689.42</p>	<p>quality teaching across a number of evidence based domains. such as Class Behaviour Management, Explicit Teaching, High Expectation, Effective Feedback and Collaboration.</p> <ul style="list-style-type: none"> <li>• Level 10 Program - a sustained program for aspirational teachers provides the opportunity to critically reflect on current leadership capabilities, identify areas of improvement and engage in day to day management to refine their practice at a leadership level.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The Arthur Phillip High School Literacy site and Numeracy page supported teachers to instruct students at all literacy and numeracy levels using the Literacy/Numeracy Progressions as a data driven whole school language. Due to the learning from home period, 'Project Ignite' was not able to meet intended outcomes. The High Impact Professional Learning workshops led to a culture of collegial collaboration across KLAs, where teaching strategies for our school context were shared. In the Level 10 program an observed shift in mindset amongst participants enabled better recognition of their own capacity to lead and identify opportunities to build leadership skills. 8% of staff were involved in the Level 10 program to support aspirational staff.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The aim of 2022 includes the initiation of a Numeracy site for both staff, parents/carers and their child/children. The High Impact Professional Learning strategies will be applied to Literacy and Numeracy professional learning in 2022, where professional learning is developed over time linking to student needs at all levels and designed, implemented and facilitated by Head Teacher Instructional Leader, Literacy and Numeracy Leader and the Literacy and Numeracy Team. Project Ignite will be re-ignited for 2022 via the reflective inquiry stream framework. 2IC roles will be implemented so Head Teachers can formally mentor future leaders. In 2022, expert and experienced staff will be approached to lead/co-lead professional learning to allow for the growing culture of staff leading grass roots professional learning and sharing their best practice. The Level 10 program for aspirational teachers will continue.</p>
<p>Refugee Student Support</p> <p>\$3,107.58</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• strengthening orientation and transition program for identified students;</li> <li>• engagement of a refugee support leader to coordinate personalised support for students and families from refugee backgrounds;</li> <li>• release time for staff to provide targeted support to students, including mentoring and tutoring;</li> <li>• financial assistance for excursions, extra-curricular, uniforms, school equipment;</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students from refugee backgrounds transitioning easily into the academic lifestyle of the school. Through the provision of resources including homework tutoring and financial assistance to access the curriculum, these students have demonstrated an increase in engagement and success in the classroom.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The continuation of the programs already in place, augmented by a focus on mentoring and academic support to ensure all students access appropriate pathways into Stage 6.</p>

<p>Socio-economic background</p> <p>\$957,949.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Arthur Phillip High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Learning Goals</li> <li>• Mentoring of Senior Students</li> <li>• Effective and Explicit Literacy and Numeracy Instruction</li> <li>• Targeted Attendance Monitoring</li> <li>• Explicit Classroom Practice</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• creation of a Stage 6 Deputy Principal to support and monitor Stage 6 students focusing on curriculum choice to best suit abilities, talents and aspirations; lead the Stage 6 Wellbeing Team to ensure all students thrive and succeed; liaise with parents/carers, community and staff to ensure informed decisions are made in the best interests of the students' social, academic and wellbeing needs;</li> <li>• Stage 6 Workshops for student uplift offering extra seminars and tutoring across a range of courses, including specialist forums for university, career and scholarship applications; mental health; study skills; and leadership opportunities;</li> <li>• development of a school specific literacy site that reflects the differentiated learning needs at our school. This includes strategies and resources for all teaching staff that builds a whole school language around the Literacy Progressions, alongside specific KLA specific literacy strategies.</li> <li>• High Impact Professional Learning on NCCD and differentiation, EAL/D, Literacy and Numeracy. Close focus will include professional learning on explicit teaching of reading and writing skills to apply to students of all ability levels at a whole school level.</li> <li>• expert teachers to plan and create videos of teachers explicitly demonstrating the elements of Best Practice as identified in student data. These videos will be exemplars of best practice as a resource for teachers seeking examples of practice they could implement to improve teaching quality;</li> <li>• SASS attendance data collection and contact with home to support parents and carers regarding regular attendance of their children;</li> <li>• employment of Stage 4 Deputy Principal to support the curriculum and wellbeing needs of 500 students. DP leads the Stage 4 Wellbeing Team identifying the wellbeing needs of targeted students through liaison with staff, community and parents/carers.</li> <li>• promoting attendance activities through reward and incentive programs;</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Student engagement and motivation continues to improve through the targeted and personalised support they gain from the extra personnel employed to ensure their academic and welfare needs are addressed. Through the leadership of the Stage Deputy Principals students always have an advocate available at all times to mentor and coach them through their school journey. The senior workshops enabled Stage 6 students to access the academic tutelage and career pathway guidance necessary for successful transition to life beyond school. The Stage 4 Deputy Principal ensures a consistent contact for all students, parents/carers and staff in relation to the academic and welfare needs of these students as they transition to the high school environment. High impact professional learning opportunities around data analysis, and the literacy and numeracy progressions increased teacher knowledge, confidence, and capacity to differentiate resources, programs and assessments. This positively impacted their ability to explicitly meet the literacy and numeracy learning needs of their students along with a range of KLA specific academic needs. Through the whole school focus on the importance of attendance; recognition and reward for student attendance; staff professional learning on</p>
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<p>Socio-economic background</p> <p>\$957,949.00</p>	<p>improving student attendance; and targeted parent / carer contact the 2021 attendance target was exceeded.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continued employment of leadership personnel to strategically support all staff and students. All activities will continue with a consolidated focus on improving literacy and numeracy outcomes in all stages. The Videos of Best Practice activity will be developed and implemented after being halted during the learning from home period. Attendance will continue to be a focus with awareness raising seminars and strategies for parents/carers.</p>
<p>Aboriginal background</p> <p>\$5,706.44</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Arthur Phillip High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal Art workshop organised with renowned Aboriginal artist to take place on Multicultural Day;</li> <li>• Parramatta Council Tours focusing connecting to the local area through Aboriginal Culture and the Parramatta River and Park;</li> <li>• AIME Mentoring Workshops;</li> <li>• excursion for ASTI students to the Botanical Gardens to experience an Aboriginal led of the flora and fauna at the gardens;</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The Aboriginal Art workshop during Multi-Cultural Day was highly successful with students producing engaging works to express their ASTI heritage. Many of the activities empowered ASTI students to immerse themselves in culture and Country in the Parramatta LGA. The learning from home period impacted the opportunity for students to be mentored by outside agencies.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> All activities to continue with a whole school focus on NAIDOC Week. Similarly, the organisation of a smoking ceremony and an inaugural Reconciliation Assembly will take place during Reconciliation Week.</p>
<p>English language proficiency</p> <p>\$653,403.50</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Arthur Phillip High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Differentiation and Catering for our Students with English as an Additional Language or Dialect</li> <li>• Mentoring of Senior Students</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Timetabled workshops in writing development and support for EAL/D students towards the attainment of HSC Minimum Standards;</li> <li>• high impact professional learning for all staff in the teaching and support of Refugee and EAL/D students facilitated by the EAL/D Network DP and EAL/D School Coordinator;</li> <li>• Identification and support of a specific cross-curricula EAL/D team drawn from all faculties. This team shall review Textual Complexity and explicit differentiation processes in order to meet the needs of LBOTE and EAL/D</li> </ul>



<p>English language proficiency</p> <p>\$653,403.50</p>	<p>students.</p> <ul style="list-style-type: none"> <li>• EAL/D staff to support and train mainstream teachers to report the English language progress of identified EAL/D students in their classes.</li> <li>• commitment to ensuring an EAL/D staff member is always available for students during STUDY HALL after school;</li> </ul> <p><b>The allocation of this funding has resulted in:</b> 100% of EAL/D students successfully attaining HSC Minimum Standards. Whole school EAL/D professional learning facilitated by an EAL/D network expert gave authenticity to the content supporting teachers to confidently differentiate lessons and assessment tasks enabling greater access to the curriculum for EAL/D students. The EAL/D cross-curricula project supported KLA teachers to such an extent they reported increased levels of engagement and attainment of their EAL/D students due to an improvement in the quality of differentiation in assessment and learning experiences.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> These initiatives and activities will continue into 2022, allowing for the continual support and growth through targeted differentiation across all KLAs for EAL/D students. Now that a successful model of delivery has been identified and supported across the whole school it is imperative to continue to develop the EAL/D expertise amongst all teachers to adequately support the learning needs of all EAL/D students. As a growing school with increasing staff numbers the school must also focus on inducting new staff in EAL/D teaching strategies.</p>
<p>Low level adjustment for disability</p> <p>\$458,976.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Arthur Phillip High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective and Explicit Literacy and Numeracy Instruction</li> <li>• Mentoring of Senior Students</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• high impact professional learning around supporting students with disability, including working across KLAs with teachers on building differentiation skills;</li> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students;</li> <li>• engaging Stage based learning and support teachers to work with individual students and in a case management role within the classroom/whole school setting;</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers;</li> <li>• targeted students are provided with an evidence-based interventions for Reading and Comprehension skills to increase learning outcomes;</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and Classroom activities resulting in improvement for students with additional learning needs;</li> <li>• support for students in Life Skills, Individual Learning Plans/Profiles &amp; HSC Special Provisions;</li> <li>• employment of LaST and interventionist teachers;</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students;</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Supporting students at a whole school level has meant that skills and outcomes are continually being strengthened across the school year. The LaST team (Stage Based LaST teachers and SLSOs) along with the Head Teacher Instructional Leader ensure targeted students are placed on Life</p>

<p>Low level adjustment for disability</p> <p>\$458,976.00</p>	<p>Skills pathways of learning, and teachers are provided with both the requirements and assistance in differentiating content and assessments. Students received interventions, both in class and with reading, comprehension and support withdrawal across all year groups as required so that student learning needs are met. The collaborative individual learning plans for students with low level for disability needs mean staff have a clear understanding of the differing learning needs and goals of each student, ensuring targeted support and development. HSC Special Provisions result in Stage 6 students with disability needs have the appropriate supports in formal assessment and HSC examinations.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue utilising staff, resources, programs and initiatives to support students with low level adjustment for disability, and expand into more writing initiatives for our students in 2022.</p>
<p>School support allocation (principal support)</p> <p>\$58,759.20</p>	<p>School support allocation funding is provided to support the principal at Arthur Phillip High School with administrative duties and reduce the administrative workload.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Staff member of be placed on Head Teacher Higher Duties to lead COVID Intensive Learning and Support Funding implementation; lead Genius Hour program; work with the Furniture Team to advise and support best practice in the student Homebases; work with the Head Teacher TAL prioritising CoTeaching as the preferred pedagogy in the new high-rise building.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Expert leadership in the COVID SILP with all funds expended in the support of targeted student learning; Year 7 &amp; 8 Genius Hour produced outstanding project and presentation; the Furniture Team introduced a range of furniture options to utilise the innovative learning environments in the new high-rise building; implementation and continuation of CoTeaching across the school as preferred pedagogy;</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continuation of the role until a substantive principal is appointed whereby the support will be reviewed. Year 8 Genius Hour is re-programmed for completion in a week rather than throughout the year.</p>
<p>COVID ILSP</p> <p>\$332,110.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• working with individual students by joining their Google Classrooms to provide timely and effective feedback on class work and assessment tasks;</li> <li>• employment of teachers/educators to deliver small group tuition;</li> <li>• regular communication via phone and email to check in on student wellbeing, and help to troubleshoot issues with technology and work, whilst providing support and feedback to families of students who are struggling to support and engage their children;</li> <li>• working with teachers to create or adjust lessons and resources to best</li> </ul>

COVID ILSP

\$332,110.00

support the students and enable them to engage with the course work;

- upon return to onsite learning, the COVID ILSP Team reintegrated three SLSOs to provide additional in-class and withdrawal support. These SLSOs work across KLAS, targeting students with a focus on providing literacy and numeracy support; With their support, the team is able to target literacy and numeracy skills across a range of learning modes, and broaden the number of students targeted;

**The allocation of this funding has resulted in:**

Comparing the pre and post SCOUT data supports the assertion that our targeted literacy progression shows growth across all stages supported, within 80% students. All students who did not present demonstrable growth sustained their level of achievement. Feedback from staff and students affirms our need to extend support to a wider range of KLAS, moving beyond English and Maths, in order to provide stronger support for KLA specific skills and metalanguage.

**After evaluation, the next steps to support our students with this funding will be:**

After evaluation, the next steps to support our students with this funding will be focused around a wider recruitment of both SLSO and teaching staff to provide targeted support across a broader range of KLAS, in particular the social sciences and STEM fields. Greater coordination with the LaST and EAL/D teams will allow better management of resources and maximise the amount of support offered to the greatest number of students.



## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	759	712	749	798
Girls	389	342	363	416

### Student attendance profile

School				
Year	2018	2019	2020	2021
7	92.6	91.8	92.4	92.3
8	90.8	90.6	89.8	89.4
9	88.4	90.2	91.8	87.7
10	86.9	87	87.5	87.4
11	90.5	90.8	88	87.1
12	90.6	89	90.4	86.4
All Years	89.8	89.8	90	88.7
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

### Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

### 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	1
Employment	1	1	5
TAFE entry	0	1	9
University Entry	0	0	80
Other	0	0	1
Unknown	0	0	4

There has been a 14% increase in the number of students commencing university studies this year. Most students chose university as a preferred destination. University destinations include the Macquarie University, Western Sydney University, University of Technology Sydney, University of New South Wales, Melbourne Institute of Technology, University of Sydney, Southern Cross University and the Australian Catholic University.

The percentage of students enrolled at TAFE has seen a slight fall since the previous year. Those who enrolled at TAFE are completing certificates or diplomas in Business, Nursing, Commercial Cookery, Real Estate, Veterinarian Nursing, Dental Assistant, Retail Cosmetics, Accounting and Electrotechnology.

Students entering an apprenticeship or traineeship have doubled in number. Areas of industry include Air-Conditioning, Hospitality, Carpentry, Chef, Scaffolding and Construction.

Students who have entered full-time or part-time employment are working in Warehousing, Meat processing, Digital Marketing and in Hospitality.

### Year 12 students undertaking vocational or trade training

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34.25% of Year 12 students at Arthur Phillip High School undertook vocational education and training in 2021.

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

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94.3% of all Year 12 students at Arthur Phillip High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.



# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	16
Classroom Teacher(s)	58.1
Learning and Support Teacher(s)	2.7
Teacher Librarian	1.2
Teacher ESL	5.4
School Counsellor	1
School Administration and Support Staff	16.77
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	4,485,258
<b>Revenue</b>	15,258,546
Appropriation	15,031,135
Sale of Goods and Services	52,429
Grants and contributions	132,722
Investment income	1,601
Other revenue	40,659
<b>Expenses</b>	-15,275,457
Employee related	-13,620,137
Operating expenses	-1,655,320
<b>Surplus / deficit for the year</b>	-16,911
<b>Closing Balance</b>	4,468,347

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.

	2021 <b>SBAR Adjustments (\$)</b>
<b>Targeted Total</b>	73,846
<b>Equity Total</b>	2,076,194
Equity - Aboriginal	5,706
Equity - Socio-economic	958,046
Equity - Language	653,398
Equity - Disability	459,043
<b>Base Total</b>	11,771,974
Base - Per Capita	282,020
Base - Location	0
Base - Other	11,489,953
<b>Other Total</b>	547,659
<b>Grand Total</b>	14,469,672

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

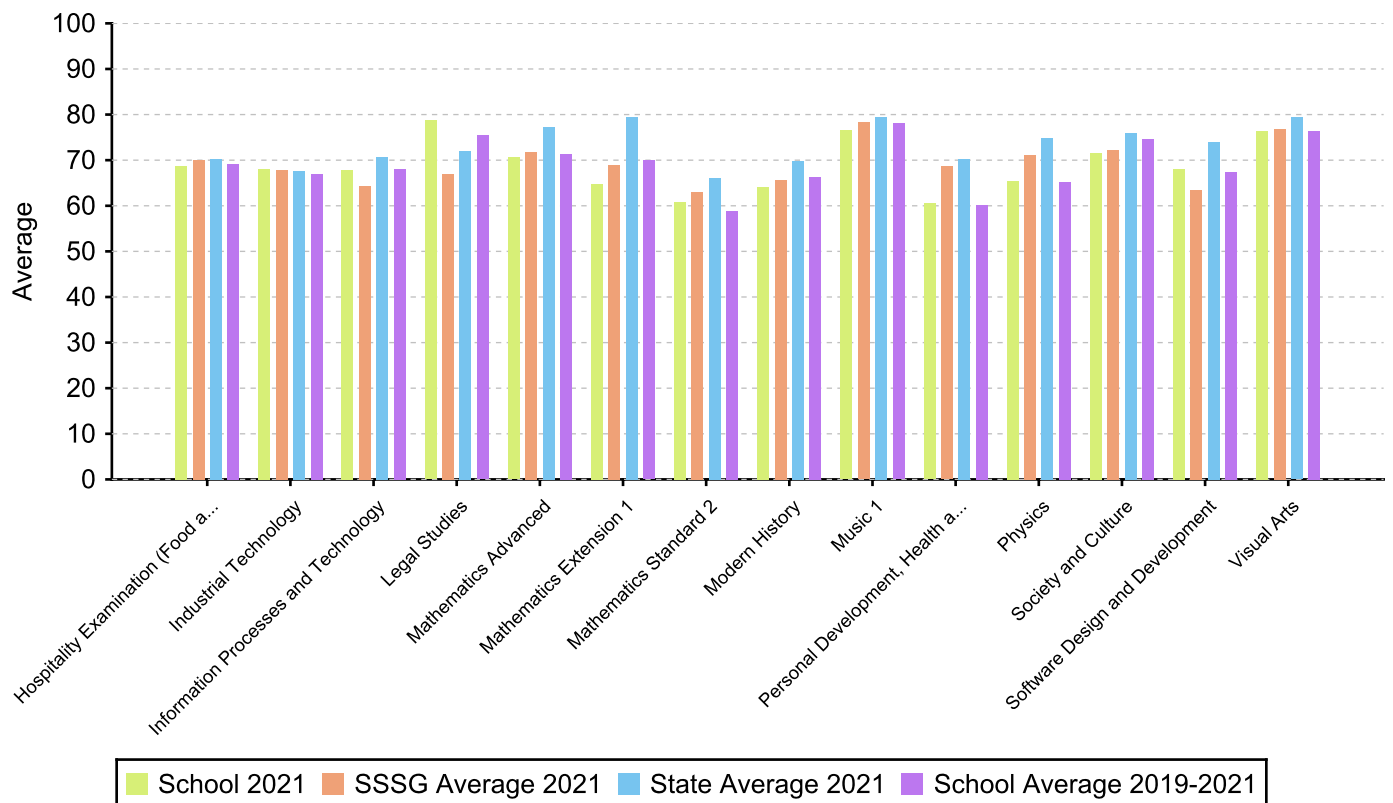
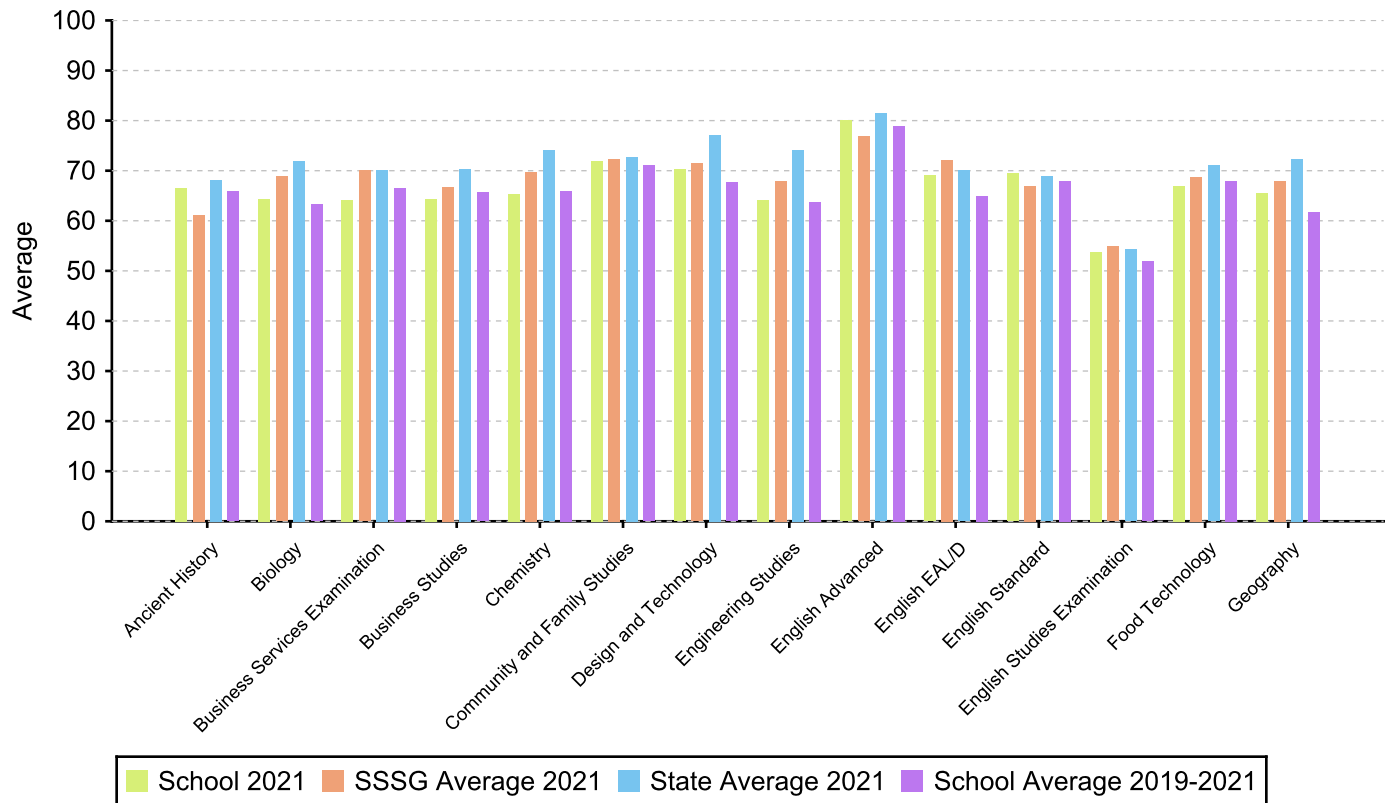
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

# 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.



<b>Subject</b>	<b>School 2021</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2019-2021</b>
Ancient History	66.5	61.1	68.1	65.9
Biology	64.4	68.8	71.9	63.3
Business Services Examination	64.1	70.1	70.1	66.6
Business Studies	64.3	66.7	70.4	65.7
Chemistry	65.4	69.8	74.1	66.0
Community and Family Studies	71.9	72.3	72.7	71.1
Design and Technology	70.2	71.4	77.2	67.6
Engineering Studies	64.1	67.9	74.1	63.8
English Advanced	80.0	76.9	81.4	78.9
English EAL/D	69.0	72.2	70.0	65.0
English Standard	69.4	66.9	68.8	67.9
English Studies Examination	53.8	54.9	54.3	51.9
Food Technology	66.9	68.8	71.0	68.0
Geography	65.6	68.0	72.4	61.8
Hospitality Examination (Food and Beverage)	68.8	70.0	70.3	69.2
Industrial Technology	68.1	67.8	67.7	66.9
Information Processes and Technology	67.9	64.3	70.8	68.0
Legal Studies	78.7	67.0	72.0	75.4
Mathematics Advanced	70.6	71.8	77.4	71.4
Mathematics Extension 1	64.7	69.0	79.5	69.9
Mathematics Standard 2	60.8	63.0	66.1	58.9
Modern History	64.2	65.6	69.7	66.3
Music 1	76.5	78.3	79.4	78.0
Personal Development, Health and Physical Education	60.5	68.6	70.3	60.2
Physics	65.4	71.2	74.8	65.3
Society and Culture	71.6	72.3	76.0	74.6
Software Design and Development	68.0	63.5	74.0	67.5
Visual Arts	76.4	76.8	79.4	76.5



## Student Parent and Teacher Satisfaction Survey 2021

Each year students, teachers and parents provide feedback through the Tell Them From Me surveys which seek to gauge student engagement, provide information on key drivers of student learning and to collect feedback from parents on their perception of positive relations between the school and home. Modified versions of Tell Them From Me surveys were run in 2021 but due to the time spent learning from home, the school explored other ways to capture Parent /Carer, Student and Teacher satisfaction in a similar fashion to 2020. Having already established connections with parents and carers, the school was able to build upon these relationships in 2021. During the extended learning from home period there was constant and consistent contact made with parents and carers to support student learning. 3,550 parent/carer contacts were made via email, phone, letter or Zoom compared to 2050 parent /carer contacts in 2020. Additional Information was provided to parents about online learning via - APHS Connect 1 to 1, Hapara Workspace, Google classroom and zoom video conferencing.

Executive staff and teachers undertook the responsibility of contacting parents and carers to ensure they had an understanding of how remote learning would again be implemented and how the school would provide devices for those students who did not have a device or access to the internet to support their learning. In comparison to 2020, the school was able to provide all students who did not have a device with a loan device and therefore, many students did not need to be sent hard copies of the work unless it was a preferred method of learning by the parents and carers.

The Welfare Team worked tirelessly to support both parents and carers during the learning from home period and after students returned to school. Virtual and face to face Wellbeing Assemblies promoted the importance of mindfulness and self-care during this time addressing strategies to support those suffering from anxiety and stress after living in an LGA of concern for such an extended period.

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, Zoom parent meetings were organised for some students to discuss how to support students during the pandemic and many students were helped via their Individual Learning and Support Plans (IEPs). Support was provided to students who had to self-isolate after arriving in Australia from overseas and advice was given to parents of 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 the learning from home period.

## Students

At Arthur Phillip High School students were surveyed on a range of categories including social, environment, and academic achievement to assess their engagement in learning and school life. These surveys took place in term 2 and term 4 with over 1000 students participating. These surveys indicated areas of strength across the school where the school performs above the NSW government norm. 74% of Arthur Phillip High School students value school outcomes and believe that schooling is useful in their everyday lives now and in the future as compared to the state norm of 72%. 64% of students have positive homework behaviours completing work in a timely manner whereas the state norm is 54%. The school mean of students who are interested and motivated in their learning is 10% higher than the state mean demonstrating that Arthur Phillip High School students have greater potential to excel in the classroom. Pleasingly, 92% of students exhibit positive behaviour as compared to 87% across the state. 29% of students participate in extra-curricular activities at Arthur Phillip High School as compared to 24% across the state.

The 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 6.7 and a positive learning climate at 6.7 compared to state norm of 5.7 and 5.6 respectively. This shows that Arthur Phillip High School students feel their teachers are responsive to their needs and encourage them to become independent thinkers whilst building an environment of trust through positive relationships within the class. Students also, rated effective classroom practice at 7.1 compared to the state norm of 6.3 acknowledging that Arthur Phillip High School lessons are taught well with class time used efficiently and appropriate homework set. Students rated the use of effective and explicit teaching practices at 7.0 compared to the state norm of 6.4. Students indicated that teachers at Arthur Phillip High School set high expectations for success at a rate of 7.6 whilst the state norm is 7.0. Notably, the school mean for students indicating they are intellectually engaged in the classroom and find learning interesting, enjoyable, and relevant is 14% higher than that of the state norm.

In regards to advocacy at school, Arthur Phillip High School students felt they had someone at school who consistently proved them with encouragement and to whom they could turn for support and advice on a scale of 6.6 compared to the state norm of 6.0.

## Teacher

Focus on Learning Survey is a self-evaluation tool for teachers and the 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.

Arthur Phillip High School has highly experienced staff with 53% of teachers surveyed having teaching experience of 17 or more years. The teachers at Arthur Phillip High School work collaboratively to develop innovative and essential learning opportunities while sharing successful teaching strategies to increase student engagement. Teachers work together on course programs and discuss learning goals and assessment strategies with each other or within their KLA faculty and Stage team. Staff scored collaboration as 7.4 in 2021 while it was 6.9 in 2020.

Teachers believe they provide meaningful feedback to the students, monitor student progress and set high expectations for student learning. In relation to data skills and usage, teachers rated the use of data from formal assessment to inform teaching practice at 8.1 in 2021 compared to 7.7 in 2020. Most teachers use data to indicate whether students have understood the concepts taught, common mistakes made by the student, future lesson planning and how to improve student performance in formal assessment tasks. Staff believe they set challenging and visible learning goals for the students in their class (7.9) and are very clear about what the students are expected to learn (8.2). They regularly use data to decide if a concept should be taught in another way (7.9). Most importantly they provide feedback to students on how to improve their performance in formal assessment tasks (8.8).



# 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.

## Anti-Racism Policy

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

