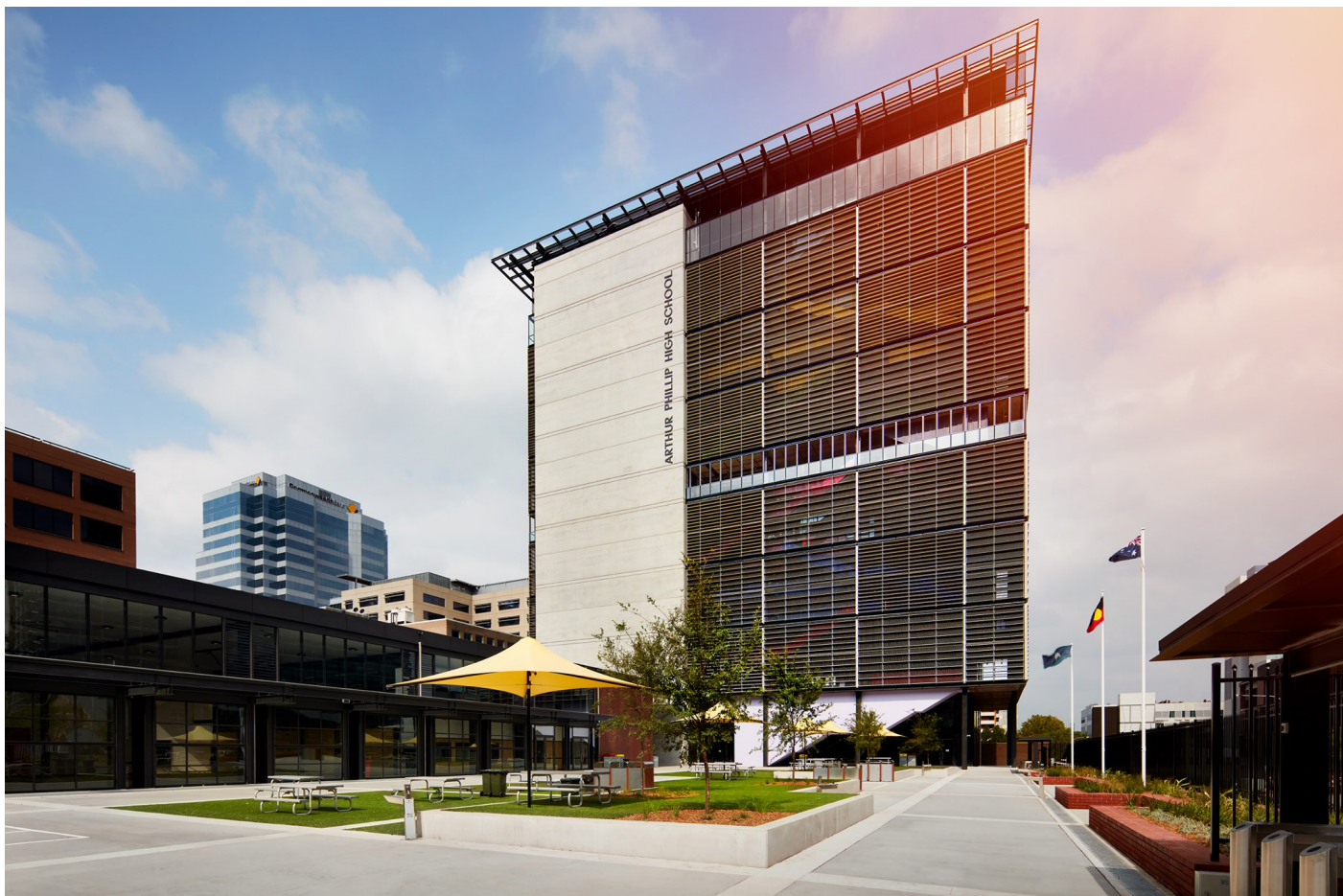


2022 Annual Report

Arthur Phillip High School



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Introduction

The Annual Report for 2022 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.

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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 1300 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	2022 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

Per capita: \$91,273.20

Professional learning: \$5,382.00

Low level adjustment for disability: \$457,219.55

Socio-economic background: \$479,481.50

Summary of progress

In 2022, the whole school Literacy and Numeracy initiative continued to focus on systems and processes to support explicit literacy and numeracy instruction in classrooms across the school. The Head Teacher Instructional Leader along with the Literacy and Numeracy Lead, 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. The extensive development of the Literacy Numeracy Google site specific to Arthur Phillip High School students provided resources for students, teachers and parents/carers to engage with literacy and numeracy skill development. 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. The success of this initiative is clearly evident in the improved NAPLAN results across all measurements in literacy and numeracy.

In 2023, the focus will continue to be on the achievement of the literacy and numeracy targets through further 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 2022, the focused mentoring program for senior students supported their academic progress, wellbeing, and post school transition. Through targeted academic and welfare 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. The pleasing uplift in HSC results in the top two bands is testament to the success of this program.

In 2023, 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 continued 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
NAPLAN Top 2 Bands Achievement of 2022 system-negotiated targets: <ul style="list-style-type: none">• Top 2 bands NAPLAN reading increase (uplift) of 5.3%.	NAPLAN scores indicate an increase of 9.0% of students in the top two skill bands for reading.

NAPLAN Top 2 Bands Achievement of 2022 system-negotiated targets: <ul style="list-style-type: none"> • Top 2 bands NAPLAN numeracy increase (uplift) of 8.9%. 	NAPLAN scores indicate an increase of 7.2% of students in the top two skill bands for numeracy.
HSC Attainment Achievement of 2022 system-negotiated targets: <ul style="list-style-type: none"> • Top 2 bands in the Higher School Certificate increase (uplift) by 9.2%. 	Higher School Certificate scores indicate a 5.8% increase in the percentage of students in the top two bands.
NAPLAN <ul style="list-style-type: none"> • Increase (uplift) percentage of students achieving expected growth in NAPLAN reading by 2.75%. 	Expected growth cannot be calculated due to the absence of 2020 NAPLAN data.
NAPLAN <ul style="list-style-type: none"> • Increase (uplift) percentage of students achieving expected growth in NAPLAN numeracy by 2.5% 	Expected growth cannot be calculated due to the absence of 2020 NAPLAN data.



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: \$85,664.60

Socio-economic background: \$150,571.00

Per capita: \$9,764.00

Summary of progress

In 2022, whole school professional learning was informed by the High Impact Professional Learning Policy to ensure professional learning targeted student improvement driven by evidence based strategies around explicit classroom practice. The HIPL Self Assessment Tool was instrumental in the identification of an innovative whole school approach to meet the professional learning needs of a diverse range of adult learners. After thorough research the Professional Learning Team changed the model of Professional Learning from an itinerant focus to one of Reflective Professional Inquiry. This approach enabled staff members to choose a Reflective Professional Inquiry stream which suited their individual professional learning needs and more closely aligned with the targets of the School Improvement Plan and the improvement of student learning outcomes. These inquiry streams became the participants' professional learning focus for the year and were led by experts across the school. 79% of staff members indicated an improved focus on a particular priority area of the School Improvement Plan as confirmed by post survey results. 100% of respondents indicated there were genuine improvements to teaching and learning practices. This included evidence based approaches to student learning in innovative settings and improvements in inquiry skills to inform literacy and numeracy instruction. Based on feedback from all participants, the RPI model will continue in 2023 with the adoption of more manageable methods of completing the inquiry project and data gathering with explicit teaching, use of data to inform practice, collaboration and effective feedback to inform future professional learning priorities.

In 2022, the highly successful Level 10 program for aspirational staff continued with 72% of participants committed to applying what they learned in their 2IC role at Arthur Phillip High School. Through effective talent development the school strived to build the leadership capacity of staff supporting them to engage and embrace leadership roles within Faculties and across the whole school. Level 10 participants indicated the most valuable aspects of learning from the program included leadership skills, difficult conversations, job application and interview techniques as well as knowledge of departmental policies. 87.5% of 2IC staff indicated they were committed to applying what they had learned in the program. 75% of 2IC staff indicated that they would recommend the program to a colleague. Furthermore, 75% of participants indicated they would be interested in continuing as a 2IC in the same position in 2023. In moving forward, mentoring and coaching practices at Arthur Phillip High School will be considered to further support our aspirational leaders.

In 2022, Year 7 STEM Teachers participated in the STEM Academy Professional Learning with the University of Sydney. The teachers engaged in the professional learning of STEM pedagogy and implementing their STEM project, which involved a cross-curricular unit of learning whereby students learn to program a BBC Micro:Bit to monitor and enhance the effectiveness of growth of their vertical garden. Survey results revealed adjustments required for this unit of work along with improvements for implementation in 2023.

In 2022, explicit feedback and effective observation of pedagogy, along with the Reflective Professional Inquiry model, led to the up-skilling of staff in teaching and learning practices and provided opportunities to build staff leadership, both of which led to more powerful learning experiences for students. In 2023, lesson observations will continue to be refined, enabling staff to reflect upon their pedagogy through the PDP process.

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
70% of teachers use explicit systems that facilitate professional dialogue, collaboration, classroom observation and explicit feedback.	68% of teachers were able to demonstrate the use of explicit systems that facilitate professional dialogue, collaboration, classroom observation and feedback.
70% of teachers are committed to identifying, understanding and implementing the most effective explicit teaching strategies aligned to evidence-based data.	84% 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 compared to 2021 data. .	The number of teachers CoTeaching in 2021 increased by 2% in 2022 as indicated in the Tell The From Me Survey.



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 for EAL/D
- Student Learning Goals
- Targeted Attendance Monitoring

Resources allocated to this strategic direction

Professional learning: \$17,087.00

English language proficiency: \$700,000.00

Per capita: \$36,341.00

Socio-economic background: \$55,842.40

Summary of progress

In 2022, the targeted focus on differentiated pedagogy continued to cater for students with English as an additional language or dialect (EAL/D) through high impact professional learning strategies to build teacher familiarity and understanding of the different phases of EAL/D learning needs. This professional learning was complemented with co-teaching, resourcing, and assessment differentiation by the EAL/D team, building staff capacity in subject-specific learning objects and enhancing the quality of both curriculum delivery and student engagement. This support for KLA specific teachers enabled the development of explicit EAL/D teaching and learning experiences for students, ensuring engagement and literacy instruction in classrooms. This EAL/D support included the continued 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 as evidenced by NAPLAN and Check-In Assessment Data, with an improvement in the quality of differentiated assessment and learning experiences. Similarly, the Head Teacher Instructional Leader and LaST teacher further refined the 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 2023, allowing for continual support and growth through targeted differentiation across all KLAs for EAL/D students.

In 2022 the Head Teacher Instructional Leader, along with the Literacy and Numeracy Lead, continued to support 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 2023, 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 2022, the Wellbeing Team continued to work collaboratively with students, parents / carers and staff to lead personalised initiatives targeting individual and cohort attendance patterns. Despite 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 2022 attendance target was not reached. In 2023, 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
65% of teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement.	The target, 65% of teachers differentiating curriculum delivery to meet the needs of students at different levels of achievement, was achieved.

70% staff use data informed practice to identify student achievements and progress.	70% of staff use data informed practice and identify student achievement and progress indicating the target was achieved.
100% of students have identified where they are on the Literacy and Numeracy Progressions and published a Literacy and Numeracy Goal.	The target of 100% of students identifying where they are on the Literacy and Numeracy Progressions and publishing a Literacy and Numeracy Goal was achieved.
Increase (uplift) the number of students attending more than 90% of the time by 8.8%	The number of students attending for more than 90% of the time decreased by 19.8%.
TTFM Wellbeing data (advocacy, belonging, expectations) shows an increase (uplift) of 2.3%.	TTFM Wellbeing data (advocacy, belonging, expectations) shows a decrease of 0.8%.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$42,947.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Stage 4 SLSOs working in classrooms with targeted students who have been identified by the LaST team as requiring high level additional support; • Student Learning Support Officer (SLSO) is timetabled into a number of KLA classes supporting students with high level learning and support needs; • SLSO support is logged on SENTRAL for ongoing tracking and evaluation ensuring students are integrated into the classroom to enable successful access to curriculum; <p>The allocation of this funding has resulted in the following impact: SLSO support has ensured students with high level learning and support needs are coached and mentored in the classroom to enable access to the curriculum. Through the analysis of internal data and Check In Assessments, teachers and SLSOs are able to demonstrate the impact of the work they do with targeted students. 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>After evaluation, the next steps to support our students will be: The program will continue in 2023, 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>\$108,133.60</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective and Explicit Literacy and Numeracy Instruction • Mentoring of Senior Students • Explicit Classroom Practice • Explicit Feedback & Effective Observation of Pedagogy • Differentiation for EAL/D • Targeted Attendance Monitoring <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Implementation of the Reflective Professional Inquiry model for whole school professional learning to enable teachers to choose a RPI stream which suited their individual professional learning needs and more closely aligned with the targets of the School Improvement Plan and the improvement of student learning outcomes. These inquiry streams became the participants' professional learning focus for the year and were led by experts across the school. • The development of a school specific Literacy and Numeracy site that reflects the differentiated learning needs of students with strategies and resources for teachers. • Participation in the STEM Academy with Sydney University building teacher expertise and collaboration in the development of STEM pedagogy and projects with Year 7.

<p>Professional learning</p> <p>\$108,133.60</p>	<ul style="list-style-type: none"> • The High Leverage Reflective Professional Inquiry Stream to focus on the uplift of student results in the top two bands. Teachers from a range of KLAs collaborate on projects to improve knowledge, understandings and skills regarding best practice HSC classroom strategies. • Professional learning in the area of classroom observation and effective feedback for improvement. • Fortnightly High Impact Professional Learning provided to staff based on quality teaching across a number of evidence based domains. such as Class Behaviour Management, Explicit Teaching, High Expectations, Effective Feedback and Collaboration. • Level 10 Program - a sustained program for aspirational teachers provides the opportunity to critically reflect on current leadership capabilities, apply for 2IC positions, identify areas of improvement and engage in day to day management to refine their practice at a leadership level. <p>The allocation of this funding has resulted in the following impact: The Reflective Professional Inquiry model for Professional Learning enabled staff members to immerse themselves in professional learning which suited their professional needs and more closely aligned with the targets of the School Improvement Plan and the improvement of student learning outcomes. RPI streams were led by experts across the school and involved a sustained impact on teacher quality and improved student outcomes. The Arthur Phillip High School Literacy and Numeracy site supported teachers to instruct students at all literacy and numeracy levels using the Literacy/Numeracy Progressions as a data driven whole school language. 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.</p> <p>After evaluation, the next steps to support our students will be: The RPI model for professional learning will continue school wide in 2023 with more flexibility and variety to ensure further participant engagement and improved student outcomes. The Literacy Numeracy site for staff, students and parents/carers will continue to be developed with training for community access. The High Impact Professional Learning strategies will continue to enhance Literacy and Numeracy professional learning in 2023, where professional learning is developed over time linking to student needs at all levels and designed, implemented and facilitated by the Head Teacher Instructional Leader, Literacy and Numeracy Lead and the Literacy and Numeracy Team. The Level 10 program for aspirational teachers will continue.</p>
<p>Refugee Student Support</p> <p>\$17,469.30</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Strengthening orientation and transition programs for identified students; • Engagement of a refugee support leader to coordinate personalised support for students and families from refugee backgrounds; • Release time for staff to provide targeted support to students, including mentoring and tutoring; • Financial assistance for excursions, extra-curricular, uniforms, school equipment; <p>The allocation of this funding has resulted in the following impact: Students from refugee backgrounds transitioned 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</p>

<p>Refugee Student Support</p> <p>\$17,469.30</p>	<p>classroom.</p> <p>After evaluation, the next steps to support our students will be: 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>\$976,616.90</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective and Explicit Literacy and Numeracy Instruction • Mentoring of Senior Students • Explicit Classroom Practice • Student Learning Goals • Targeted Attendance Monitoring • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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; • 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; • 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. • High Impact Professional Learning on NCCD and differentiation, EAL/D and Literacy/Numeracy. Close focus includes professional learning on explicit teaching of reading and writing skills to apply to students of all ability levels at a whole school level. • 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 samples of practice they could implement to improve teaching quality; • SASS attendance data collection and contact with home to support parents and carers regarding regular attendance of their children; • 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. • Promoting attendance activities through reward and incentive programs; <p>The allocation of this funding has resulted in the following impact: 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 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</p>

<p>Socio-economic background</p> <p>\$976,616.90</p>	<p>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. The 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 was highly effective in improving student attendance overall.</p> <p>After evaluation, the next steps to support our students will be: 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 will continue to be designed and produced to support quality classroom practice of all teaching staff. Attendance will continue to be a focus with awareness raising seminars and strategies for parents/carers.</p>
<p>Aboriginal background</p> <p>\$7,347.93</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • A smoking ceremony was organised and held on the site of the Old School House for the school community and the Aboriginal and Torres Strait Islander families; • Naidoc Week Assemblies were held for all Stages 4 and 5 students raising awareness of Aboriginal and Torres Strait Islander culture and heritage. The assemblies were followed by Morning Teas for the Aboriginal and Torres Strait Islander families and students; • Staff were trained in the development of Personal Learning Pathways for all Aboriginal and Torres Strait Islander students. <p>The allocation of this funding has resulted in the following impact: The smoking ceremony and assemblies raised awareness of the importance of Aboriginal and Torres Strait Islander culture and heritage across the whole school. The focus on staff training in the Personal Learning Pathways ensured a culturally sensitive approach to the development of PLPs and therefore, support of all Aboriginal and Torres Strait Islander students and families.</p> <p>After evaluation, the next steps to support our students will be: To continue to implement activities to support awareness and understanding of the Aboriginal and Torres Strait Islander culture and heritage such as ceremonies, assemblies and workshops. Focus on the Aboriginal Art workshops once again which did not take place in 2022 due to a range of factors along with the 'Connecting to Country' tours in the Parramatta LGA and Botanical Gardens.</p>
<p>English language proficiency</p> <p>\$700,000.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiation for EAL/D <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>English language proficiency</p> <p>\$700,000.00</p>	<ul style="list-style-type: none"> • Identification and support of a specific cross-curricula EAL/D team drawn from all faculties. This team reviewed Textual Complexity and explicit differentiation processes in order to meet the needs of LBOTE and EAL/D students. • KLA representatives completed the 'Enhancing Assessment Tasks for EAL/D Students' 4 hour course where they develop revised assessment tasks based on their learning and then report back to their faculty teams. • EAL/D target student sample groups were identified from stages 4 and 5 tracked prior to assessment adjustment and review then evaluated post-assessment for access and impact. • EAL/D team collaborate with KLA head teachers to support and build staff capacity to backward map from the renewed assessment tasks, planning lesson sequences and differentiated activities to meet the needs of EAL/D students. • EAL/D Coordinator flags all EAL/D students on SENTRAL. This identification of EAL/D informs professional learning to support all staff to cater for EAL/D student learning needs building the capacity of mainstream teachers to identify the EAL/D students in their classes, understanding their EAL/D Learning Phase, and implement appropriate differentiation strategies. <p>The allocation of this funding has resulted in the following impact: The targeted focus on differentiated pedagogy and assessment strategies successfully catered for students with English as an additional language or dialect (EAL/D) through high impact professional learning strategies to build teacher familiarity and understanding of the different phases of EAL/D learning needs. This professional learning was complemented with co-teaching, resourcing, and the assessment differentiation course by the EAL/D team, building staff capacity in subject-specific learning objects and enhancing the quality of both curriculum delivery and student engagement. This EAL/D support included the continued 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 as evidenced by NAPLAN and Check-In Assessment Data, with an improvement in the quality of differentiated assessment and learning experiences.</p> <p>After evaluation, the next steps to support our students will be: All SIP EAL/D activities will continue in 2023, allowing enhanced support and growth through targeted differentiation for EAL/D students. Working specifically with all KLAs in cross curricula projects, the EAL/D Team was able to authentically impact classrooms across the whole school.</p>
<p>Low level adjustment for disability</p> <p>\$457,219.55</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective and Explicit Literacy and Numeracy Instruction <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • High impact professional learning around supporting students with disability, including working across KLAs with teachers on building differentiation skills; • Engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students; • Engaging Stage based learning and support teachers to work with individual students and in a case management role within the classroom/whole school setting; • Providing support for targeted students within the classroom through the employment of School Learning and Support Officers; • Support for students in Life Skills, Individual Learning Plans/Profiles & HSC Special Provisions; • Employment of LaST and interventionist teachers; • Development of a needs-based learning and support program in which

<p>Low level adjustment for disability</p> <p>\$457,219.55</p>	<p>specialist staff collaborate with classroom teachers to build capacity in meeting the literacy needs of identified students;</p> <ul style="list-style-type: none"> • Targeted students provided with evidence-based interventions for Reading and Comprehension skills to increase learning outcomes; • 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; <p>The allocation of this funding has resulted in the following impact: Supporting students at a whole school level has meant that skills and outcomes are continually 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 Skills pathways of learning, and teachers are provided with 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 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 having the appropriate supports in formal assessment and HSC examinations.</p> <p>After evaluation, the next steps to support our students will be: 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 2023.</p>
<p>COVID ILSP</p> <p>\$393,781.10</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 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • The COVID ILSP Team employed a diverse range of Student Learning Support Officers to provide additional in-class and withdrawal support, targeting students in English, HSIE, Maths and Science. • SLSOs worked with individual students or small groups in the classroom, providing additional scaffolding and guidance for learning activities and alternative learning activities such as targeted reading programs or assessment support; • A Tutoring Company worked with individual students and small groups externally, withdrawing them from the classroom for targeted literacy and numeracy activities and specific subject support. • SLSOs supported individual Google Classrooms to provide timely and effective feedback on class work and assessment tasks to targeted students. • Teachers of targeted students received SLSO support to create or adjust lessons and resources to best support the students and enable them to engage with the course work. • EAL/D teacher attended Study Hall to ensure a specific EAL/D focus would address the diverse needs of these students. • Employment of a Stage 6 LaST to provide specific learning support for Stage 6 targeted students and management of the Minimum Standards processes. <p>The allocation of this funding has resulted in the following impact: Student feedback from the survey reveals the positive impact the program had on the targeted students. The overall improvement in NAPLAN and Check In Assessments show the SLSO support in the classroom. Similarly, the mentoring and withdrawal sessions by SLSOs and the Tutoring</p>

<p>COVID ILSP</p> <p>\$393,781.10</p>	<p>Company supported student growth and confidence, as evidenced by the fact that those surveyed felt they did not learn to the best of their ability in 2020 and 2021, but felt more productive during withdrawal sessions, and actively seek further support. There was a noted improvement in results for Stage 6 students who were targeted for small-group workshops after school. Students who consistently engaged with the program demonstrated value added in formal assessments and informal feedback from class teachers. Given the demanding environment of Stage 6, the positive impact of these workshops on student wellbeing should also be noted, as students are able to work in an environment removed from the pressures of the classroom, and build a mature, collegial relationship with the Stage 6 LaST.</p> <p>After evaluation, the next steps to support our students will be: COVID ILSP support will continue in 2023 on a reduced budget. The focus will be to continue to develop and employ SLSOs who are university students and have a strong understanding of the literacy and numeracy demands of the secondary classroom. The same activities will continue however, the number of workshops and targeted students will be commiserate with the COVID SLIP budget.</p>
<p>Per capita</p> <p>\$169,828.20</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Arthur Phillip High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective and Explicit Literacy and Numeracy Instruction • Mentoring of Senior Students • Explicit Classroom Practice • Differentiation for EAL/D • Student Learning Goals • Targeted Attendance Monitoring • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Staff release to update and renew literacy and numeracy strategies and resources available to teaching staff via the Connect 121 literacy and numeracy page. • Literacy and Numeracy KLA representation trained to work in collaboration with staff about KLA specific content, skills and concepts, and how Literacy and Numeracy strategies can support the Literacy and Numeracy requirements of their own KLA. • Staff given time to explore the Reading & Numeracy data packs followed by time to differentiate learning experiences and create resources for the individual students in their classes. • SASS Literacy and Numeracy Progressions data entry for each student on Sentral. • Subscription to Education Perfect for use across the whole school in all core KLAs. Staff access the resources for use in the classroom to augment lesson activities. Similarly, homework activities support specific skill development and practice to build curriculum general capabilities skills. • A range of Senior Study Workshops are held on Tuesday and Wednesday afternoons between 1:30 - 3pm. Workshops are subject specific and support student preparation for exams and assessment tasks. • The development of student capacity to set Literacy, Numeracy and Personal Goals included in their reports after data analysis and evaluation of next steps in their academic progress. • Rewards and incentive programs for excellent and improved attendance across the whole school. • Appointment of a Head Teacher to lead COVID Intensive Learning and Support Funding implementation; the Genius Hour program; work with the Furniture Team to advise and support best practice in the Homebases; work with the HT TAL prioritising CoTeaching as the preferred pedagogy; <p>The allocation of this funding has resulted in the following impact: Opportunities to continue to develop a range of initiatives and activities in the SIP were greatly appreciated by the school community with the results</p>

<p>Per capita</p> <p>\$169,828.20</p>	<p>demonstrating a pleasing increase in student success as shown in the NAPLAN and Check In assessment data. The extensive development of the Literacy Numeracy Google site specific to Arthur Phillip High School students, provided resources for students, teachers and parents/parents to engage with literacy and numeracy skill development. The focused mentoring program for senior students supported their academic progress, wellbeing, and post school transition. With easy access to each student's achievement towards the Literacy and Numeracy Progressions teachers were able to create specific personalised learning experiences for their classes. The Senior Study workshops were popular amongst Year 12 students who greatly benefitted from the extra tuition and wellbeing support.</p> <p>After evaluation, the next steps to support our students will be: All programs will continue in 2023, augmenting the activities outlined in all Strategic Directions of the School Improvement Plan.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Arthur Phillip High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • SSO working in the school community to enhance student wellbeing and learning outcomes in partnership with the school's wellbeing team and the school counselling service. They provide targeted wellbeing support for small groups of students through strengths-based programs and strategies that build resilience, coping skills and positive relationships at school and at home. • SSO supports individual students who are experiencing circumstances that impact their wellbeing and engagement with their education. • SSO works collaboratively with external and other government agencies and creating referral pathways for students and families to child and family support agencies. <p>The allocation of this funding has resulted in the following impact: In overseeing and facilitating programs, the SSO has been able to get to know students individually, support their wellbeing and connect them with other students, teachers, and support staff within the school and community. The SSO has performed an important role in supporting individual students with issues such as stress, engagement, peer relationships, bullying, conflict, social isolation, family problems, and emotional regulation.</p> <p>After evaluation, the next steps to support our students will be: To continue to improve referral pathways and strengthen clarity surrounding the SSO role. This is important given the introduction of the new Inclusive, Engaging and Respectful Schools policy as well as new wellbeing roles and personnel within the school. The SSO will be involved in continuing to train staff to identify and respond to the wellbeing needs of students.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	712	749	798	826
Girls	342	363	416	482

Student attendance profile

School				
Year	2019	2020	2021	2022
7	91.8	92.4	92.3	87.7
8	90.6	89.8	89.4	87.1
9	90.2	91.8	87.7	84.5
10	87.0	87.5	87.4	81.2
11	90.8	88.0	87.1	84.2
12	89.0	90.4	86.4	86.2
All Years	89.8	90.0	88.7	85.4
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

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

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

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	3
Employment	2	2	12
TAFE entry	0	1	6
University Entry	0	0	71
Other	0	0	8
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

38.79% of Year 12 students at Arthur Phillip High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

95.1% of all Year 12 students at Arthur Phillip High School expected to complete Year 12 in 2022 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)	62.3
Learning and Support Teacher(s)	2.7
Teacher Librarian	1.4
Teacher ESL	6
School Counsellor	1
School Administration and Support Staff	18.17
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	4,467,319
Revenue	16,307,194
Appropriation	15,970,934
Sale of Goods and Services	64,095
Grants and contributions	210,899
Investment income	16,914
Other revenue	44,353
Expenses	-15,772,109
Employee related	-13,912,095
Operating expenses	-1,860,014
Surplus / deficit for the year	535,085
Closing Balance	5,002,404

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.

	2022 SBAR Adjustments (\$)
Targeted Total	60,416
Equity Total	2,141,582
Equity - Aboriginal	7,348
Equity - Socio-economic	977,015
Equity - Language	700,000
Equity - Disability	457,220
Base Total	12,577,405
Base - Per Capita	314,025
Base - Location	0
Base - Other	12,263,380
Other Total	722,190
Grand Total	15,501,594

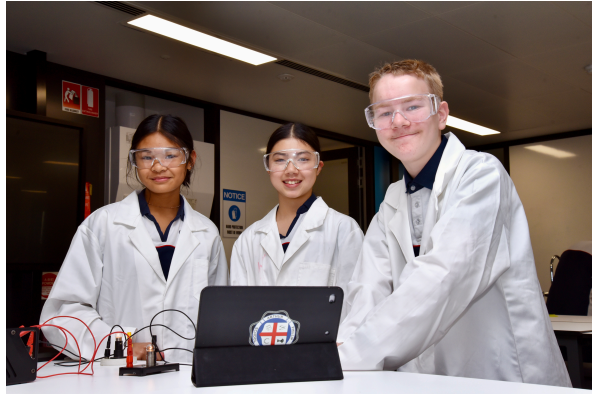
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.



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.

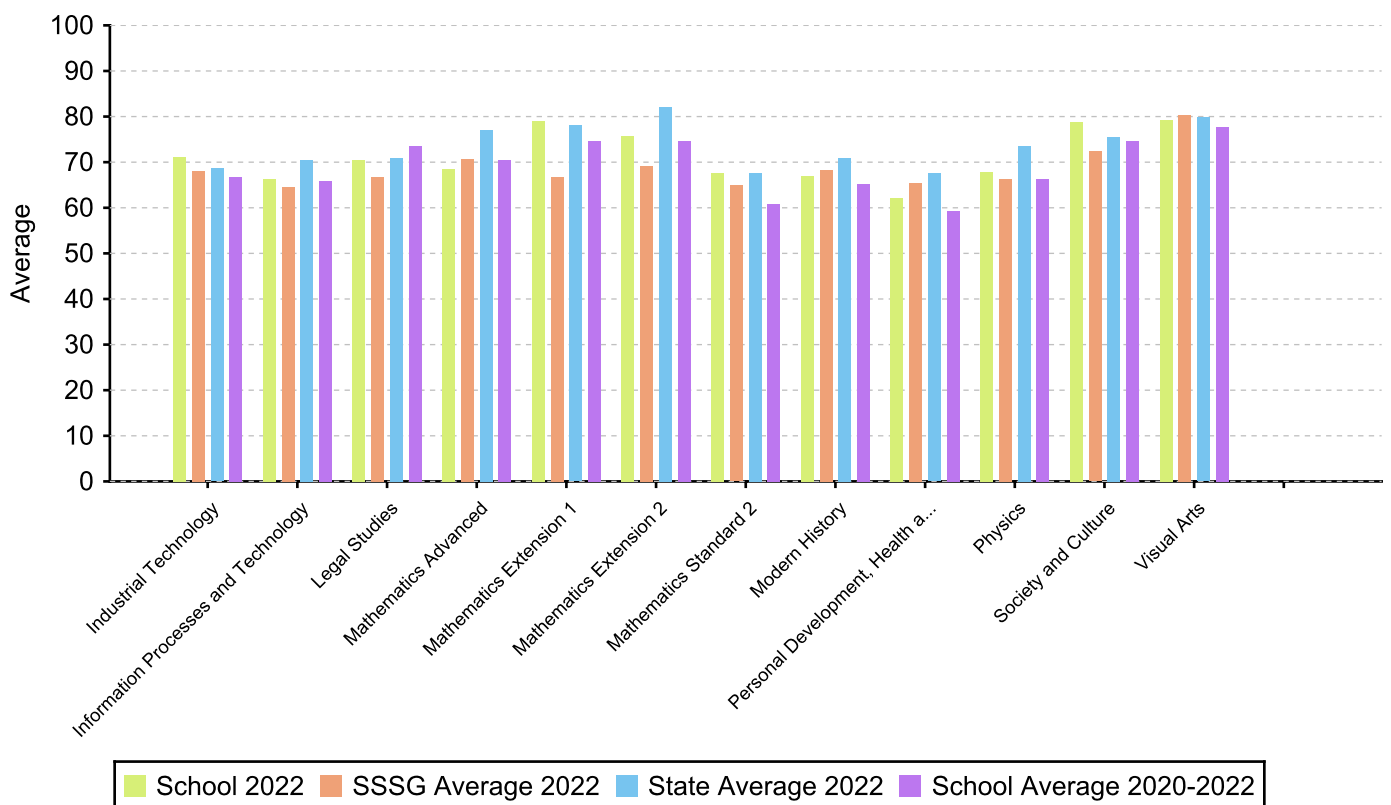
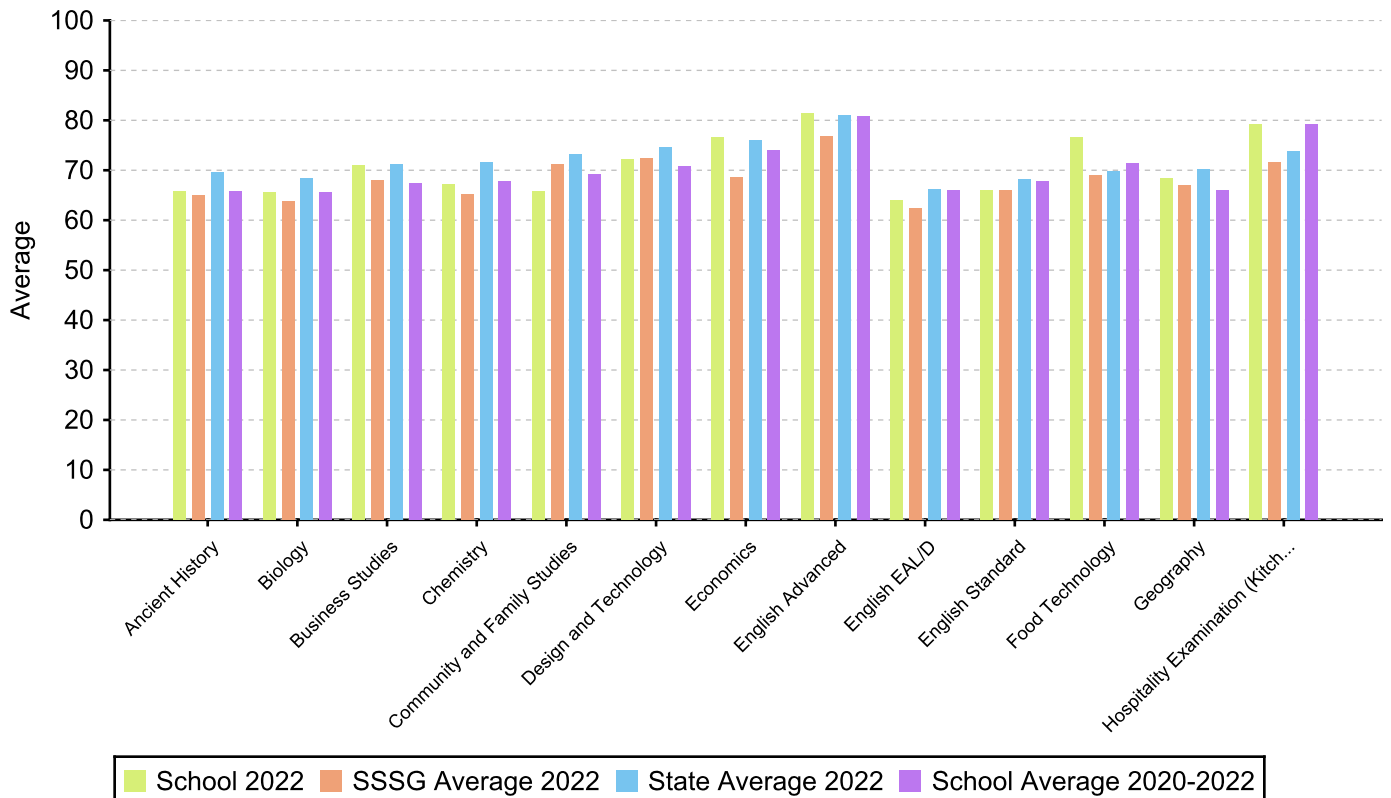
The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.



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.



Subject	School 2022	SSSG	State	School Average 2020-2022
Ancient History	65.7	65.0	69.6	65.8
Biology	65.5	63.8	68.5	65.6
Business Studies	71.0	67.9	71.2	67.3
Chemistry	67.2	65.1	71.7	67.8
Community and Family Studies	65.8	71.2	73.2	69.1
Design and Technology	72.1	72.3	74.6	70.8
Economics	76.6	68.6	76.0	73.9
English Advanced	81.4	76.8	81.0	80.8
English EAL/D	64.0	62.3	66.1	66.1
English Standard	66.0	66.0	68.1	67.8
Food Technology	76.6	68.9	69.7	71.3
Geography	68.3	67.0	70.2	65.9
Hospitality Examination (Kitchen Operations and Cookery)	79.2	71.6	73.7	79.2
Industrial Technology	71.2	68.1	68.6	66.8
Information Processes and Technology	66.4	64.5	70.5	65.9
Legal Studies	70.4	66.8	70.8	73.6
Mathematics Advanced	68.5	70.8	77.1	70.6
Mathematics Extension 1	79.1	66.8	78.0	74.7
Mathematics Extension 2	75.8	69.1	82.2	74.7
Mathematics Standard 2	67.7	64.9	67.6	60.9
Modern History	66.9	68.3	70.9	65.2
Personal Development, Health and Physical Education	62.1	65.4	67.5	59.3
Physics	67.9	66.4	73.5	66.3
Society and Culture	78.8	72.4	75.5	74.6
Visual Arts	79.2	80.4	79.8	77.7



Parent/caregiver, student, teacher satisfaction

Student Parent and Teacher Satisfaction Survey 2022

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 and carers regarding the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

Parents and Carers

Parent and carer feedback via the *Partners in Learning* survey indicated that parents and carers felt welcome at the school and 66% of those who responded to the survey had spoken to a teacher regarding their child's learning or behaviour throughout the year. Parental support for learning at home is above the state norm with 76% who responded to the survey spending time at home to help with homework. Survey responses indicated the school is near the state norm for supporting learning through high expectations for completed classwork and homework.

In regards to the school supporting positive behaviour, a large number of the parents and carers who responded to the survey indicated that the students clearly understood the school rules and expectations with students above the state norm for paying attention in class. Safety at the school scored close to the state norm with students feeling safe both at school and travelling to and from school. The belief that the school is a culturally safe place for students ranked above the state norm.

Communication in regards to student performance via the school reports and parent teacher meetings scored well above the state norm at 89% according to the parents and carers who responded to the survey. Parents and carers also indicated a desire for online platforms to share their child's work and more telephone and informal meetings throughout the year.

Similarly, parents and carers who responded to the survey were satisfied with the school's general communication via a range of channels including the Parent Portal on Sentral, newsletters, emails, SMS, school website and social media.

Given the small number of parents who responded to the survey the school will make parent and carer feedback a priority in 2023.

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. The surveys took place in term 4 with over 800 students participating. These surveys indicated areas of strength across the school where the school performs above the NSW government norm.

Students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn as indicated by a mean rating of 6.7 compared to the state norm of 6.4. Students have a clear understanding of the rules and expectations for classroom behaviour with a mean rating of 6.4 compared to the state of 5.6. Pleasingly, students feel they have someone at school who consistently provides encouragement and can be turned to for advice and who will always advocate for them as indicated by a mean rating of 6.2 compared to the state norm of 6.0. Students agree that school staff emphasise academic skills and hold high expectations for all of them to succeed as indicated by a mean rating of 7.5 compared to the state of 7.0. 91% of students surveyed believed they demonstrated positive behaviour at school as compared to the 87% across the state.

When planning for their future, 88% of students at Arthur Phillip High School intend to finish school compared to the state norm of 85%. 73% of students surveyed are planning to attend university after they finish school compared to the state norm of 67%.

In terms of safety, 82% of students surveyed indicated they knew where to go to get help at the school if they were being bullied or saw another student being bullied.

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 7.1 in 2022 while it was 7.4 in 2021 indicating further area for focus in 2023.

Over the past two years a priority for staff has been in the development of data informed practice. Overall, teachers surveyed ranked the school at 8.1 as compared to the state norm of 7.8 in this area. Increasingly, 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 ranking the school at 8.5.

The use of technology to enhance learning at Arthur Phillip High School was ranked at 8.1 by surveyed staff as compared to the state norm of 6.7. We are a technology school connecting students and enabling them to access learning experiences at any time either in the classroom or remotely. Teachers indicated their students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts (9.0). Similarly, teachers use computers or other interactive technology to give students immediate feedback on their learning (8.9) and students use computers or other interactive technology to track their own progress towards their goals (7.9). Students also have opportunities to use computers or other interactive technology to analyse, organise, and present subject matter (8.3). The focus on technology as an innovative tool for learning prepares students for a future they have not yet imagined. Our staff are expert users of technology to enhance learning in our future focused environment.



Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

All teachers are responsible for 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

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.

