School context
In 2012 1524 students enrolled at Arthur Phillip High School. About 90% of students are from language backgrounds other than English. There are over forty different cultures represented in the school population. Families are very keen to have their students enrol at our school and we are very proud of our reputation for high academic excellence and technological expertise.

Principal's message
The Annual School Report provides a major means of allowing our school community to learn more about the wonderful achievements of our students. The school is proud of its strong multicultural tradition and the values students learn about tolerance of diversity. We believe we are encouraging our students to achieve their personal best and to aim for excellence in everything they do. This year our students have again demonstrated their love of learning as well as their care and respect for others. The school has a strong heritage tradition in Parramatta. We also believe, however, that we must meet our students’ and their parents’ expectations and aspirations by ensuring the education we provide prepares these students for the complex and fast-changing world of the 21st century.

The school encourages parent participation and involvement in many aspects of school life. In 2013 parents supported many school activities in large numbers, gaining valuable insights on their children’s courses and individual progress. In addition it has been very encouraging to see increased attendance at events that celebrate students’ achievements. Such events included the Year 7 orientation sessions, the school Performing Arts Concert, the Year 12 Graduation Ceremony and Presentation Day for Years 7-11.

Our school is a popular community resource, being used on evenings and weekends by a variety of community organizations and Saturday School for Community Languages.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Lynne Goodwin, Principal

Student representative’s message
The 2013 Arthur Phillip Student Representative Council achieved great successes in developing and promoting school leadership. 2013 presented a range of opportunities for the Arthur Phillip SRC. They have been involved in Student Representative Councils on both a regional and state level. The SRC students also organise and chair fortnightly school assemblies and assist in the running of school based activities such as Orientation Day. They have been involved in fundraising for charities. Our students have also attended a breakfast in honour of International Women’s Day, the ANZAC Day Ceremony in Hyde Park, Remembrance Day ceremonies and international leadership development days.

The Arthur Phillip Student Representative Council has fulfilled its aims of internal restructuring and now run weekly meetings in an efficient and organised manner. They have developed the capacity to develop and carry through proposals and are effective in enacting various plans within their organisation. The mission of the SRC for 2014 is to change the perception of leadership in the school and create a more approachable SRC at Arthur Phillip.

Student information
It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

![Enrolments Graph](image-url)
Management of non-attendance

Student attendance is monitored by the Head Teacher Welfare, the Senior mentor team and Year Advisers.

Post-school destinations

Year 12 students undertaking vocational or trade training

Fifteen percent of Year 12 students undertook vocational or trade training in 2013.

Year 12 students attaining HSC or equivalent Vocational educational qualification

Ninety percent of Year 12 students attained HSC or equivalent vocational educational qualifications in 2013.

Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>17</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>76.1</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>3.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>3.4</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support</td>
<td>19.172</td>
</tr>
<tr>
<td>Total</td>
<td>130.07</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

There are no indigenous staff in the school workforce.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>94%</td>
</tr>
<tr>
<td>NSW Institute of Teachers</td>
<td>64%</td>
</tr>
</tbody>
</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>1127236.49</td>
</tr>
<tr>
<td>Global funds</td>
<td>836,619</td>
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<tr>
<td>Tied funds</td>
<td>1,278,507</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>263,010</td>
</tr>
<tr>
<td>Interest</td>
<td>40,082</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>120,367</td>
</tr>
<tr>
<td>Canteen</td>
<td>213,971.34</td>
</tr>
<tr>
<td>Total income</td>
<td>2,757,665</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning

Key learning areas 136,489
Excursions 36,606
Extracurricular dissections 27,871
Library 12,870
Training & development 0.00
Tied funds 1,100,773
Casual relief teachers 6510
Administration & office 393,889
School-operated canteen 199,043
Utilities 199,335
Maintenance 155,059
Trust accounts 81,851
Capital programs 56,265
Total expenditure 2,406,787
Balance carried forward 1,478,114

Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Creative and Performing Arts

HSC recitals in Dance and Music were held in preparation for HSC examinations. Ten Arthur Phillip students performed in the Schools Spectacular. Celebrating the Arts – Year 9 & 10 Dance and Music students performed at this
regional event. Thirty Visual Art students attended Sculptures by the Sea and participated in an artist led sand casting workshop. Our annual Performing Arts night was held in May at the Riverside Theatre and was an outstanding success, showcasing dance, music and drama performances by students across all years.

Sport
In 2013 Arthur Phillip High School has provided its students many sporting opportunities in a variety of sports. Many teams achieved success in the Prospect Zone and Sydney West competitions, including soccer, cricket, netball, volleyball, hockey and rugby/league. The Open Boys Hockey and the Open Boys Rugby League finished in first place in the Sydney West region. The Rugby League team finished in the top 20 teams in NSW, a first in Arthur Phillip history. The captain Aaron Pene produced some outstanding performances throughout the year and was rewarded with selection for Cronulla Sharks in 2014. The boys open Futsal squad won the Regional Championships with standout performances from Lahai Tengeh and Sam Chabok. Lahai Tengeh was selected for Sydney West and CHS Football. Alusine Fofanah continued his excellent form and was rewarded with selection for the Western Sydney Wanderers. Arthur Phillip continued its dominance in Athletics and Cross country with solid performances at zone, regional and state competitions. Arthur Phillip looks forward to sporting excellence in 2014.

Academic achievements

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.

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7). Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select Go to access the school data.

NAPLAN Year 7 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
Higher School Certificate (HSC)

In the Higher School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).
Significant programs and initiatives

Aboriginal education

The Aboriginal Education Program at Arthur Phillip High School in 2013 built on the previous years of success, in improving our students in all aspects of their learning, including leadership and performance. Staff development regarding Aboriginal Education policies and strategies have been a priority in 2013. This has assisted in building greater understanding about Aboriginal perspectives across Key Learning Areas and improved the teaching and learning of Aboriginal content across our school community for all students.

In 2013 our Aboriginal student enrolments remained consistent at 1%. Personalised learning plans were actively put in place for all of our students at the beginning of Term 1. All parents were in attendance at these meetings, with parental input into PLPs being critical in establishing student rapport, goals and areas for improvement. In this process parents were asked to fill out surveys regarding the way their child learns best and areas that Aboriginal Education could be improved in our school community. Their input was crucial in the development of our DEAL program for 2013. Attendance in the DEAL program this year increased to 8% above the state and regional average to 93% with our parent community continuing to support this program in our school community. This year the school applied for Senior Norta Norta funding in
which all students qualified to receive 75 hours of tutoring throughout the year. This funding has assisted Year 11 students to successfully complete courses and transition into Year 12. This funding has enabled us to employ a teacher for one on one tutoring of students to improve their numeracy and literacy skills, specifically targeting ESL and engagement strategies to improve student-learning outcomes. As a result of this initiative in previous years students currently in Year 9, 2013 have significantly improved in their reading results with 75% of students achieving between a 37 to 100 point increase. We anticipate student success being evident in both our NAPLAN and HSC results in 2014.

Aboriginal Education Action Research Plans have been successfully implemented this year in all faculties, including Maths. Funded as a National Partnerships initiative, faculty representatives have worked hard to effectively integrate Aboriginal content into faculty programming across all stages. This year faculty representatives developed and presented their KLA perspectives to all staff, reporting on their progress and giving staff strategies to teach Aboriginal perspectives. This whole school initiative has increased student awareness, understanding and knowledge about Aboriginal history and cultural significance by a further 15% to 54% of students from Stage 4 2012 to Stage 5 2013. Students indicated in surveys that they would like to learn more about Aboriginal culture and history, especially within our local area. Due to the success of this initiative, faculties will be moving into Phase Three of our Schools Action Plan in 2014. This includes a detailed review of teaching and learning content and the inclusion of various cross faculty initiatives that have been developed this year for 2014. Planned projects include wikis that has been developed by faculties for Stage 4 and 5 for the 2014 Connect Project. One example is a cross KLA project developed by Social Science and Science staff for Stage 5, explicitly teaching an in depth study of Kakadu that incorporates Aboriginal perspectives about light and sound. In English, staff will be utilising the Yarning Strong Oxford Literacy Project resources to develop greater awareness of Indigenous issues.

Our School is committed to the professional development of all staff including Aboriginal staff, which is currently 5% of our staffing population. Through the National Partnerships initiative professional development of staff in Aboriginal Education has increased, with 77% of staff reporting they have been developed in techniques and strategies in teaching Aboriginal students.

In 2014 phase three of our National Partnerships Aboriginal Education Action Plan will be put in place. We are planning to further develop staff in Aboriginal educational perspectives and we expect to see our Aboriginal students further in all aspects of their learning.

Multicultural Education

Arthur Phillip is a very multicultural community with students from diverse backgrounds and socioeconomic backgrounds. In this context a racism-free learning environment is a significant element of the teaching and learning programs and wider school practices. The ESL staff provide specific programs for new arrivals and provide professional learning for staff in ESL, cultural understanding and anti-racism education.

The Refugee Transition Program (RTP)

The Refugee Transition Program (RTP) supports refugee students in transition from intensive English Programs into mainstream high school and helps them plan their transition from school to further education, training or employment. The program is called ‘Options Out There’ and in 2013 it was run as an elective for new refugee students from Years 7-10. Year 11 and 12 refugee students have access to the Refugee Support Teacher for advice and mentoring throughout the year.

The program’s focus is on improving student literacy, numeracy and computer skills. It is designed to meet the specific needs of refugee students. There is also a major focus on pastoral
care and ensuring all new refugee students feel supported in their first year at APHS. Students work in small groups so they can focus on improving their English writing and reading skills. In 2013 students were also tutored in mathematics and numeracy skills. They are given support in studying for exams and completing assessment tasks for all subjects according to their needs, exploring future career paths and adjusting to the Australian school culture. There was additional support from the Learning and Support Teachers throughout 2013. The RTP Coordinator monitors attendance, students’ welfare, and their behavior. The Coordinator provides advocacy within the school and facilitates group cohesion for RTP students. Links with parents and guardians are important and all efforts are made to contact care givers and assess their ideas about students’ needs.

_Programs and student extra-curricular activities_

In 2013 many welfare Initiatives were continued.

_The Welcome Program_ aims to support newly arrived students from language backgrounds other than English (LBOTE) during their transition to high school. It does this through sessions that assist the formation of positive connections with key personnel and peers in the high school and provide essential information and support.

_Orientation Sessions_ for all students starting at APHS from Intensive English Centres are held each term. This session is run in association with SASS staff as they are important in the students’ initial experiences at school. The RTP Coordinator is also the roll call teacher for the new students, which helps to ease the transition into the school. Orientation sessions take place at the end of each term to help students prepare for the start of the following term. Students fill out forms and organise their school uniform prior to their first day and their photo is taken. Their timetable is explained and they undertake a tour of the school. They are introduced to the Principal and Deputies, Year Advisors and any other relevant and available staff. They also have an opportunity to meet with other students who are starting on the same day as them. They are issued with an Orientation Booklet that they are able to take home.

_Refugee Action Support (RAS)_ continued in 2013. The RAS Program, is jointly run by the Department of Education and Communities, the University of Western Sydney (UWS) and the Australian Literacy and Numeracy Foundation. It involves university students from UWS tutoring students in the areas of literacy, numeracy and homework tasks. The university tutors have undergone extensive training to enable them to competently instruct students in these skills. RAS takes place in the Library on Thursday mornings. This includes an hour mentoring session provided by the Refugee Support Teacher with the University students before the school students begin.

_The Ready Arrive Work (RAW) program_ was re-established in 2013 and ran in Term 2. RAW is an effective work readiness program for recently arrived refugee students.

The objectives of the program are to assist students

- to better understand the Australian workplace;
- to develop enhanced employability skills;
- to successfully complete work experience placements when required by school;
- to be retained in the education system until Year 12 or its equivalent.
- to plan pathways to future employment and education

Working in small groups, students participate in activities delivered by trained professionals from JobQuest (a community based organisation) and was assisted by staff from school to develop work readiness and employability skills.

During these sessions students receive one to one advice and assistance with developing a pathway to further study and employment whilst
also participating in excursions to Service and Education providers.

The Macquarie University Mentoring Program was started in 2013 and took place over two 12 week periods. The program involves university students from Macquarie University at the school every Friday. The program aims to provide support for high school refugee students to help them engage in school life, progress well in their studies and plan their transition from school to further education.

The Macquarie Mentoring program also assists Macquarie University students from refugee backgrounds to develop mentoring skills and provide leadership within their communities. It assists them to develop the skills and understandings needed to support the engagement and learning of other students in the school.

There were many excursions for refugee students throughout 2013. The Year 10 RTP boys went on an Activities Camp enabling students to enhance their physical activity to help them improve their Sport Elective.

Scholarships

Once again the Friends of Zainab Scholarship was presented to a Year 11 student by the Education Minister at Town Hall in Sydney. The Housing NSW Youth Scholarship was also won by a Year 11 student.

National partnerships and significant Commonwealth initiatives (participating schools only)

The National Partnerships program has enabled the school to initiate a range of projects designed to support sustainability by the end of 2014. The major focus areas include literacy, numeracy, digital curriculum and initiatives around student engagement.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

In 2013 our school carried out evaluations as part of the National Partnerships Situational Analysis.

The school evaluation team has engaged in ongoing support for staff members and faculties involved in National Partnerships initiatives. A strong focus on action research has supported our National Partnerships projects at all stages and has allowed team leaders to build in effective ongoing reflection and evaluation processes throughout the implementation of project management plans. Regular meetings have taken place as well as professional learning and support in the area of evaluation processes and reflection. The team has focussed on the ongoing use of data to support reflection and evaluation. Each project team has met with National Partnerships Coordinators to develop project management plans, discuss project progress and assist with evaluations. Evaluation strategies were identified at the commencement of each project. Literacy and numeracy SMART data have featured strongly as evaluation sources of data. They have been used to inform team members about current progress and to plan for future directions. SMART data has also been used as the basis for professional learning and dialogue about student learning and progress. Classroom observations and team teaching have been used as the basis for professional learning about effective classroom delivery and evaluation of teaching and learning strategies. Student surveys and focus groups have been conducted to obtain feedback and to assist in measuring levels of student engagement. School benchmarking and assessment data, attendance data, letters sent home and suspension registers have also been used to measure student achievement levels and the relative success of projects as they have been implemented. Data to inform and support our National Partnerships projects was utilised from the following sources:
• Interviews were conducted with members of the school community, including members of staff, students, parents and family members and community members.
• Analysis of policies and programs, plans, budgets, meeting minutes, assessment information, communications, program evaluations and other documents viewed by the school as informing the review
• Surveys
• Analysis of student achievement data, including detailed NAPLAN analysis using SMART
• Classroom observations

Classroom observations and team teaching have been used as the basis for professional learning about effective classroom delivery and evaluation of teaching and learning strategies.

Aboriginal Education projects have completed the benchmarking surveys. These surveys have been used to inform project planning and will be used to evaluate progress at the end of the projects.

The school has built leadership capacity of staff across the school in roles such as HT Learning Support, HT Attendance, HT Teaching and Learning and Team Leaders. They have been trained in aspects of project management including the development and implementation of plans, evaluation strategies and staff management strategies. Ongoing support and reflection has ensured that these staff members have developed their own leadership skills as well as the members of their team/s.

Monitoring student progress and development of personalised learning programs
Explicit teaching of literacy across the school ALERT Literacy program (including professional learning, resource development, team teaching and evaluation) has improved teaching of literacy strategies across the school, particularly in Science, Social Science and History. Teacher professional dialogue and changes in pedagogy have also been direct results of this program. Levels of student engagement in learning have increased as a consequence of effective teaching and learning using technology

Teacher professional learning in the development of effective teaching and learning programs, the use of technology as a tool for engagement and team teaching has enabled staff to experiment and reflect on their classroom practice. Staff have been supported to develop and implement innovative teaching practices resulting in increased levels of student engagement and teacher confidence in the use of these strategies.

School planning 2012—2014: progress in 2013
The School Management Plan covers the period 2012-14, but it is reviewed and updated each year. Its purpose is to confirm the priority areas for school improvement. It lists targets, strategies to be undertaken to achieve those targets, staff responsibilities, budget allocations and evaluation indicators. Our plan features the priority areas of Literacy and Numeracy, Curriculum and Assessment, Aboriginal Education, Leadership and Management, Engagement and Attainment.

The plan is published each year, following consultation with staff, students and parents and evaluations of student performance data and outcomes of major school programs.

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1 Literacy
The school met both the Year 7 and 9 targets in NAPLAN reading with 93.4% of Y9 performing at/above the minimum national standard. Furthermore 64.5% of them achieved the expected growth or beyond. Their improvement
exceeded the region and state targets. Writing is our identified area of improvement in 2014.

ALERT program (focusing on all literacy areas) across stage 4-5 improved reading and writing skills, as demonstrated in NAPLAN results and school assessments. An ALERT consultant also provided training to all teachers to ensure literacy strategies are consistently applied across all KLAs.

Teachers used baseline and NAPLAN data to identify students’ needs and also to inform/monitor teaching and learning programs. An intensive reading program was implemented to target specific reading comprehension skills, this resulted in an impressive improvement in our Y9 NAPLAN reading. The average growth score is 54.1 which is higher than that of the state (40.4)

Staff was given extensive professional development on using data to identify students’ needs, as well as monitor/report students’ progress on literacy and numeracy. English program coordinators collected and disseminated students’ data to differentiate the curriculum and meet students’ needs.

Our learning support team also used data to identify students’ additional needs in order to implement a variety of personalized learning plans or programs for those requiring extra support. Representative literacy programs include MULTILIT, CATCHUP and IcanRULE. 21 out of 27 students in Y9 with matched data in NAPLAN have made improvement ranging from 25-75 scores.

Strategic literacy programs such as CATCHUP, MULTILIT and homework support were delivered to all newly arrived refugee students.

Peer tutor program – Y10 students use ‘Pause, Prompt and Praise’ strategies to support struggling junior students in the morning during term.

### School Targets in 2014

#### Reading:

- To achieve 41% of Year 7 students performing below/at minimum standard in NAPLAN Reading
- To achieve 87% of Year 7 students performing at/above minimum standard in NAPLAN Reading
- To achieve 13% of Year 7 students performing at proficiency in NAPLAN Reading
- To achieve 40% of Year 9 students performing below/at minimum standard in NAPLAN Reading
- To achieve 91% of Year 9 students performing at/above minimum standard in NAPLAN Reading
- To achieve 11% of Year 9 students performing at proficiency in NAPLAN Reading
- To achieve 55% of Year 9 students accomplishing the expected growth in NAPLAN Reading
- To achieve 66% of Year 9 LBOTE2 students accomplishing the expected growth in NAPLAN Reading

#### Writing:

- To achieve 41% of Year 7 students performing below/at minimum standard in NAPLAN Writing
- To achieve 88% of Year 7 students performing at/above minimum standard in NAPLAN Writing
- To achieve 13% of Year 7 students performing at proficiency in NAPLAN Writing
- To achieve 39% of Year 9 students performing below/at minimum standard in NAPLAN Writing
- To achieve 88% of Year 9 students performing at/above minimum standard in NAPLAN Writing
- To achieve 13% of Year 9 students performing at proficiency in NAPLAN Writing
Numeracy

The school met all Year 7 NAPLAN targets and over 86.5% of Year 9 achieved at or above minimum national standard in NAPLAN numeracy test. 61% of them achieved the expected improvement and met our target for 2013.

Students identified by Stage 3 Mathematical skill assessments and NAPLAN in Y7 and Y8 were supported by differentiated numeracy program, during transition to Stage 4 learning outcomes.

Using NAPLAN data and Newman’s Error Analysis to identify students’ needs in numeracy (mathematical language), targeted resources and programs were developed to support students’ learning and proved a great success. 74% of Y8 students showed improvement from pre to post topic tests.

A follow-up numeracy program during 2012 term 4 focused on concepts and skills development. Students worked in small groups for 5 weeks. They were motivated and able to clarify their understanding at their own pace. 21 out of 27 Year 9 made improvement ranging from 3 to 82 scores in NAPLAN numeracy test in 2013,

Targets for 2014

To achieve 35% of Year 7 students performing below/at minimum standard in NAPLAN Numeracy

To achieve 91% of Year 7 students performing at/above minimum standard in NAPLAN Numeracy

To achieve 15% of Year 7 students performing at proficiency in NAPLAN Numeracy

To achieve 34% of Year 9 students performing below/at minimum standard in NAPLAN Numeracy

To achieve 91% of Year 9 students performing at/above minimum standard in NAPLAN Numeracy

To achieve 18% of Year 9 students performing at proficiency in NAPLAN Numeracy

To achieve 53% of Year 9 students accomplishing the expected growth in NAPLAN Numeracy

To achieve 76% of Year 9 LBOTE2 students accomplishing the expected growth in NAPLAN

Aboriginal Education

The outcome involved accelerating improvements in the achievement of Aboriginal students to match those of non-Aboriginal students including readiness for school, literacy, numeracy and post-school pathways.

Leadership and Management

The major focus in this area is the need to strengthen teacher capacity to improve student learning outcomes. Strategies include leadership in data analysis and school improvement through leadership for classroom observation. Aspiring leaders will conduct projects where they align professional development plans based on national standards. The focus will involve classroom observation and support for staff in their teaching practice.

Curriculum and Assessment

Teachers will incorporate flexible curriculum structures and evidence-based practice into their teaching practice. Strategies will include curriculum differentiation, preparation for the national curriculum and digital curriculum.

Student engagement targets

In this area strategies are designed to promote a school culture and practice which respects and responds to every student’s aspirations, culture, gender and learning potential. They include the refugee program, initiatives around digital citizenship, and transition programs for students at risk. The Homework centre will continue to operate for students in Years 7-8 and for senior ESL students.
Professional learning

Professional Learning for 2013 has been well supported by National Partnerships, PAS and PSP funding with staff being given many opportunities to develop their professional competence in a range of target areas such as Technology, Welfare, Literacy and Numeracy, Teaching and Learning, Student Engagement and Leadership.

Additional Professional Learning funds have allowed us to create leadership opportunities for classroom teachers, Head Teachers and SASS staff. These major projects and leadership roles have been created to ensure major goals and school targets are sustainable and that on-going teaching and learning programs will continue to meet the needs of our diverse student population. Staff members at Arthur Phillip have taken up a substantial range of opportunities for professional learning activities that are clearly linked to their needs; their interests and skills required for the students they teach. The large number of professional learning activities offered has ensured that staff are able to maintain their accreditation and build on their teaching skills as well as support early career teachers in the development of their classroom management skills. Professional Learning throughout 2013 has taken place within the school context as well as external conference; teachers have also taken up opportunities offered through the range offered through MyPL@DET. Every staff member has been offered professional development opportunities throughout the year, including School Development Days.

Parent/caregiver, student, and teacher satisfaction

In 2013 the school sought the opinions of parents, students and teachers about the school.

Meetings were held with all parents of Year 7 and 8 students in Term 1 2013. Feedback was positive. The school remains a popular choice for families in our community and enrolments have had to be restricted.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Lynne Goodwin Principal
Serena Pinzin Relieving Deputy Principal
Amy Lee Head Teacher Learning Support
Angela Heath Head Teacher Secondary Studies
Rachel Hennessy Refugee Support teacher

School contact information

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: