



# Arthur Phillip High School Annual Report



2016



8892

## Introduction

The Annual Report for **2016** is provided to the community of **Arthur Phillip High School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Brad Main

Relieving Principal

### School contact details

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## School background

### School vision statement

Innovative digital teaching and learning to maximise student engagement and achievement.

### School context

Arthur Phillip High School (established 1875) is a city school, located right in the heart of the new Parramatta business and education precinct. The school population is diverse with more than 90% of students coming from non-English speaking backgrounds. There are over forty different cultures represented in the school population.

The school has a long history of being a pioneer in the integration of technology into teaching and learning.

As a leading technology school for more than a decade the school has developed a unique approach to personalising learning for every student. Five years ago, Arthur Phillip made a bold decision to embrace digital education. At the time, the Australian Government's Digital Education Revolution (DER) provided all high school students in Years 9 – 12 with a laptop.

The staff at Arthur Phillip built upon this initiative by creating an online, interactive digital learning environment for their teachers and students. In 2014, Arthur Phillip partnered with Google to provide Chromebooks and Apps to every student, moving its entire digital learning platform to the cloud.

The digital units our teachers created provided our students with a clear outline of each topic and then presented the content and concepts involved in a variety of ways. Explanations, diagrams, videos, maps and other multimedia resources allowed teachers to demonstrate and explore concepts clearly and helped students to engage and learn in their own way. The units contained group tasks, individual challenges, projects and extension activities.

We were very aware that digital learning is more than connecting to and reporting on content. It involves critical thinking, design and participation. And requires teachers to provide direction, to moderate and to provide feedback. Therefore, these units of work also contained interactive simulations and scenarios for students to explore and analyse, as well as digital tasks specially designed by their teachers for them to complete.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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 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.

In the domain of Learning, 2016 saw our focus on the development of innovative learning spaces to create classroom environments that are flexible and collaborative, and are identified by pedagogies that are engaging and encourages students to be independent learners. The efforts have primarily focused on digital and differentiated learning and curriculum. The strong performance of the school in developing and implementing strategies to ensure quality curriculum and assessment in an online environment has resulted in a positive and productive learning culture amongst staff and students. Through differentiated, innovative and creative curriculum students are motivated and engaged to perform to their potential. The evaluation of the school strategic plan against the School Excellence Framework identified the need to address distinct pedagogical change intrinsic in a 21st century school, whilst supporting students to achieve their HSC within the benchmark's constraints and to design activities are suitable for open learning spaces.

In the domain of Teaching the focus for our school has been to provide a rigorous curriculum presented in an innovative and engaging digital format that tailors learning for the individual needs of our students. The digital units are reviewed annually by faculties to improve the delivery of skills, concepts and content to students in their respective core learning areas. Consistent review has resulted in a clear growth in student results, skills and knowledge developed in stages 4 and 5 and has assisted in improved results in the HSC over the last year in many subjects. The area for further

improvement as identified by school is the evaluation of digital units by the students, and to implement identified strategies that lead to improvements in student engagement, participation and performance. The students receive relevant and constructive feedback formally and informally from their teachers on how to develop their skills. However, further staff training on providing detailed and explicit online feedback to students through Hapara.

The Band 8 expectations of NAPLAN for our student cohort will require further review and integration of effective literacy and numeracy strategies to support those students who experience difficulty in approaching the standardised testing process.

The staff at Arthur Phillip High School have been provided with targeted professional learning to meet the identified goals of School Strategic Plan and their personal goals as part of the Performance and Development Framework.

In the domain of Leading, our priorities have been to drive the development and delivery of quality teaching and assessment that incorporates the professional teaching standards and digital curriculum to address the targets in the school plan with focus on changing the pedagogy to meet the requirement of teaching and learning in a high rise high school in 2019. The leadership team has been successful in leading the initiatives outlined in this report, building the capabilities of staff to create a dynamic school learning culture.

The school's achievements and identification of future directions are outlined in the following pages of this report. Our self-assessment process will further assist the school to refine the strategic priorities in our School Plan and lead to further improvements in the delivery of teaching and learning for our students.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### Digital Learning

#### Purpose

To develop and implement quality curriculum and assessment that is differentiated, innovative and creative in an online environment.

To link all digital learning to the National Curriculum across the KLAs.

To have all students access a device to encourage and engage students in their learning.

To develop project based learning.

To provide opportunity for parents to engage with their child's online learning.

#### Overall summary of progress

Our continued whole school focus on digital learning has been expanded to include the needs of future focused NSW's first high rise school in 2019. As a pioneer in digital learning we provide students with 24/7 online access to all courses in Yrs 7 – 10 and HSC courses as and where appropriate. The digital units incorporate differentiated, engaging, range of activities, allowing for self-guided work, integrating theory and practical. These units of work also contain interactive simulations and scenarios for students to explore and tasks specifically designed by their teachers for them to complete, often using Web 2 tools to organise and explain what they understand.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased student engagement leading to decreased student suspensions by 10% and improve student attendance to above state average.	The student suspension increased by 1.96% from 2015 to 2016.  The student attendance rates for Yrs 7 – 12 is above the state average.	\$3,000
Staff expertise in creating digital learning to improve by 25 % each year for the next 3 years.	Staff expertise in creating digital learning has increased 30%.	\$21,000
Improved parent awareness of online learning by achieving 50% of parents using the Parent Portal to view their child's online learning over the next 3 years.	The parent portal has been established will be accessible to parents in 2017.	\$5,000

#### Next Steps

- To provide the professional learning to faculties for designing activities and lessons that suit the new innovative learning environment.
- To expand the sharing of Innovative Learning Environments to Science and History in semester 2 of 2016.
- To provide Professional Learning to Science, History, PDHPE, TAS and CAPA regarding the design and development of critical and creative thinking units for their respective KLA's.





## Strategic Direction 2

### Differentiated Teaching

#### Purpose

To promote a culture of learning that has a high expectations and adds value to students literacy and numeracy levels

To provide a strong focus on rigorous curriculum presented in an innovative digital format.

To tailor learning for individual needs of the students.

#### Overall summary of progress

In 2016, the staff continued the review of the digital units in Yrs 7 – 10 in core KLA's and made necessary adjustments to include further differentiation and interactive activities in the units. Some faculties have also expanded the digital curriculum to stage 6 subjects. The staff identified mind maps, graphic organisers, exposition, Think–Pair–Share and Hierarchical questions as some of the strategies used to engage students in activities that involve higher order thinking, problem solving and group work. The teachers also used various visual thinking techniques like to improve visual literacy of our students as the online curriculum include visual in some of these formats: cartoons, charts, diagrams, icons, maps, photos, slideshows, videos etc.

The school trialled STEM projects including Robotics and Minecraft Edu as we move towards a future focussed curriculum for our new school.

Our cloud based digital curriculum provides students with innovative and challenging projects that they are able to access 24/7. The teachers provide online feedback to students to improve student learning outcomes.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Meeting NAPLAN literacy and numeracy targets (Premier's Priority—to increase reading and numeracy by 8% by 2019 in top 2 Naplan Bands and to increase the percentage of Aboriginal students in the top two Naplan bands for reading and numeracy.	<p><b>Literacy</b></p> <p>The school met both the year 7 &amp; 9 targets in NAPLAN reading with 88% of year 9 and 90% of year 7 are performing at or above the minimum national standard. For Spelling, 84% of year 9 and 89% of year 7 students performed at or above the national standards.</p> <p><b>Numeracy</b></p> <p>The school met NAPLAN numeracy targets for both year 7 and year 9 with 94% in year 7 &amp; 96% in year 9 performing at or above the minimum national standard.</p>	\$290,000
Improved HSC results that demonstrate the literacy and numeracy strategies are successfully improving learning outcomes.	During 2015 –2016 the literacy and numeracy programs strategically designed for different year groups based on SMART data, school assessment and student profiles. These included ALERT literacy programs, reading programs for junior students and intensive literacy programs for students with learning issues or from NESB background.	\$145,000
Maintain the value added data above the state average for low, middle and high achieving students.	In 2016, the average value added for 7 – 9 for the school was 49.18 which was above state average of 40.	\$60,000

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Maintain the value added data above the state average for low, middle and high achieving students.	The value added for 9 –12 is 28.94 for the school, which was also above the state average of 25.	
All staff are able to articulate the goals and expectation of the school management plan and its strategic directions.	All staff have regularly engaged with the school plan and have a clear understanding of the plan and the school's three strategic directions.	\$5,000

## Next Steps

- Identification of innovative and valued teaching practices in English and Geography, lesson observation, student work samples and student survey
- Professional Learning Workshops for History & Science, PDHPE and Mathematics
- Provide release for unit design and development of creative and critical techniques and divergent questioning



## Strategic Direction 3

### Leadership for Student Wellbeing

#### Purpose

To develop and deliver a student wellbeing framework to ensure all students have access to mentoring, differentiated and targeted programs.

#### Overall summary of progress

The Welfare team has successfully collaborated across faculties to implement differentiated and targeted programs to our students. A platform has been established through weekly meetings with LaST, year advisors and case workers to develop ITP/ IEP's to ensure smooth transitions and accessibility to curriculum.

Targeted programs have been established to address the individual needs of our students at APHS. Examples of these are BluTak, Rock and Water, GTKU, Creating and Chances, Better Man and Youth frontiers. These programs aim to build self confidence, resilience and connection within their community.

Community networks have assisted in implementing Mental health awareness and building the profile of mental health and its prevalence within adolescence.

Integration of PYLO into anti-bullying workshops and expectations for students on social media and within the community.

Professional development of welfare staff to further their knowledge on the specific welfare needs of our students and gain training in specific areas to deliver content within specialised programs.

Continue to build strong relationships with OoHC, HSLO, FACS and community groups to ensure individual welfare needs of students and their families are met.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teachers will have a Professional Development Plan and an online evaluation portfolio completed for PDP review interviews.	All teachers have completed the PDPs and have a digital portfolio with their PDP and evidence attached to their goals.	\$60,000
All students will have a goal oriented personal profile	All students in Year 7 have a goal oriented personal profile. The mentoring program will be expanded in 2017 to Year 8 students.	\$60,000

#### Next Steps

- Database for each stage with various stakeholders to ensure clear communication and accurate response records.
- Database for all welfare programs, beginning with Stage 5 to ensure that a range of students benefit from the scope of programs available.
- Expand pilot program to include both Year 7 and 8 students.
- Increase number of trained teacher mentors for the GTKU program.
- Developing a strategic 'scope and sequence' with each year group to include a 'welfare day' and 'welfare initiative'. Year Advisers responsible for research, planning, organisation and delivery of the program.
- Modification and update of the school welfare handbook to reflect the changes to the Department of Education policy; namely the Wellbeing Framework.
- Stage based welfare focus – led by each of the Head Teachers of Welfare, including a designated DP. Provide more personalised and focussed response to the needs of students in each stage.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>Two students graduated from Year 12 with a Record of School Achievement.</p> <ul style="list-style-type: none"> <li>• One student from stage 4 was included in a social skills program.</li> <li>• Welfare support and networking for one student with poor attendance and significant issues outside of school.</li> <li>• Careers and study advice and mentoring was provide to 3 students in Year 10 considering future educational and employment options. It is disappointing that the two Year 12 students did not complete the Higher School Certificate. One, however, began his time in high school with very poor attendance. To get to the end of year 12 was quite an achievement. He decreased his hours at school because he had stable employment. The other student had low levels of literacy but was enthusiastic and self-motivated about finding employment.</li> </ul>	\$10,000
<b>English language proficiency</b>	<p>Students increased in their ESL Scales and EAL/D Learning Progression over the year. It was observed that students were highly engaged in the curriculum as it was relevant, accessible and differentiated according to their learning needs. Students were supported within the classroom by means of an additional specialist EAL/D teacher resulting in improved English language proficiency.</p> <p>Evaluation confirmed that the staff capacity and teaching pedagogy for English as an Additional Dialect (EAL/D) students improved due to PL provided to staff regarding knowledge of the ESL Scales and Learning Progression documents</p>	\$90,000
<b>Low level adjustment for disability</b>	<p>Reviews conducted on a needs basis. Access to disability provision to 3 students in HSC. Additional appropriate support provided for identified students through in-class, small groups or individual withdrawal or during their free time. Positive gains were made due to the literacy and numeracy programs for year 7 and 8. Students have improved learning outcomes as a result of the strategies and support offered to these students.</p>	\$65,000
<b>Socio-economic background</b>	<p>Increased the level of students' participation and engagement in learning through the use of digital learning and differentiated curriculum.</p>	\$900,000
<b>Support for beginning teachers</b>	<p>All beginning teachers were given reduced teaching loads to support the development of their skills. Beginning teachers participated in the New Teacher induction program. Collaborative teaching practices in each faculty provided ongoing feedback and</p>	\$24,000

<p><b>Support for beginning teachers</b></p>	<p>support from colleagues and Head Teacher. Each beginning teacher linked with mentor who provided ongoing support, classroom observations, feedback and successful classroom management strategies. Professional learning opportunities were provided for beginning teachers which focussed on classroom and behaviour management strategies. Targeted individual professional development was scheduled throughout the year. PD took place within the school context as well as at external conferences. Beginning teachers selected from a range of PD opportunities offered on MyPL@DET.</p>	<p>\$24,000</p>
<p><b>Targeted student support for refugees and new arrivals</b></p>	<p>Improving student language, literacy, numeracy and student welfare was the main focus, in the additional support provided. This was achieved through:</p> <ul style="list-style-type: none"> <li>• Providing a safe, welcoming school environment and orientation to school through the NETT program.</li> <li>• Providing assistance to teachers to differentiate teaching and learning.</li> <li>• Additional English language learning and literacy support through the LIFE classes.</li> <li>• Tutorial support to assist refugee students' complete homework and assessment tasks through Senior ESL Homework Centre and the RAS program for juniors.</li> <li>• Mentoring to support refugee students in their transition to education through LEAP program and Mentoring and Tutoring program by CMRC.</li> </ul> <p>Improving refugee student literacy and numeracy was achieved through intensive and coordinated support.</p>	<p>\$125,000</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	1027	1009	974	938
Girls	461	459	430	446

### Student attendance profile

School				
Year	2013	2014	2015	2016
7	94.2	95.1	94.1	92.6
8	92.5	90.1	90.6	90.6
9	92.2	92	89.6	91.2
10	89.7	88.3	89.3	87.5
11	88.2	91.6	88.4	90.5
12	90.7	88.3	89.8	91.3
All Years	91	90.7	90.1	90.6
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	6
Employment	3.48	2.31	10
TAFE entry	0.38	2.31	20
University Entry	0	0	42
Other	0	0	12
Unknown	0	0	10

Twenty eight percent of students undertook vocational or trade training in 2016.

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

Eighty four percent of Year 12 students attained HSC or equivalent vocational education qualifications in 2015.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	3
Head Teacher(s)	16
Classroom Teacher(s)	66.1
Learning and Support Teacher(s)	3
Teacher Librarian	1.4
Teacher of ESL	5.4
School Counsellor	1
School Administration & Support Staff	17.97
Other Positions	3.4

\*Full Time Equivalent

In 2016, there were no members of school workforce that identified as indigenous.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	30

### Professional learning and teacher accreditation

Professional learning activities were accessed within school through staff development days, staff meetings, faculty meetings, executive conferences, cross-faculty conferences and welfare conferences.

Professional learning and teacher accreditation has been well supported with staff having numerous targeted opportunities to develop their professional competence in a range of areas such as Technology, Welfare, Literacy and Numeracy, Teaching and Learning, Student Engagement and Leadership.

Opportunities for mandatory training has also been provided to all staff members at Arthur Phillip. The broad range of professional learning opportunities provided to staff 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. Throughout 2016, Professional Learning has been provided regularly within school ,at external conferences and also through the opportunities provided through MyPL@DET. All mandatory training was completed by both SASS and Teaching staff and all staff participated in both whole school and independently identified Professional Learning. Professional Learning days throughout 2016 covered the following topics: Introduction to the Professional Development Framework; Disability Standards 1 and 11; Data Collection for students identified with disabilities; Technology in the classroom—online curriculum and HAPARA; School Plan and Strategic Directions (Milestones); Teacher Review Meetings; Student Welfare; Child Protection; How to plan, create and review google site. All PD is linked to the Strategic Directions in the School Plan. A range of other professional learning was provided and teachers were given opportunities to select training based on their skills, needs and interests. A broad range of other professional learning opportunities were offered to staff. Leadership opportunities for classroom teachers, Head Teachers and SASS staff were offered throughout 2016. These positions supported the school’s plan to deliver on identifiable targets supporting student engagement and enhanced student outcomes.

A priority for the school’s Teacher Mentor is to support the executive staff in the implementation of accreditation and the ongoing maintenance requirements for all staff. Every Beginning Teacher was teamed up with a mentor to support them with their induction into their teaching career. Approximately 18% of teaching positions are held by new scheme teachers who are currently working toward accreditation at the level of Proficient. In 2016, 43.8% of teaching staff were maintaining their accreditation with BOSTES. An Induction Program with weekly sessions designed to help and support Beginning Teachers gain the necessary knowledge and skills for a career in teaching ran throughout 2016.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to 30/11/16 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>1 602 875.93</b>
Global funds	999 387.15
Tied funds	2 116 762.66
School & community sources	245 751.48
Interest	35 799.32
Trust receipts	165 792.75
Canteen	225 348.18
<b>Total income</b>	<b>5 391 717.47</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	147 284.31
Excursions	38 776.32
Extracurricular dissections	52 213.57
Library	5 054.63
Training & development	144 797.48
Tied funds	1 849 980.48
Short term relief	5 312.04
Administration & office	479 524.93
School-operated canteen	213 068.04
Utilities	185 251.87
Maintenance	224 109.65
Trust accounts	91 867.73
Capital programs	0.00
<b>Total expenditure</b>	<b>3 437 241.05</b>
<b>Balance carried forward</b>	<b>1 954 476.42</b>

A full copy of the school’s financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

# 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.

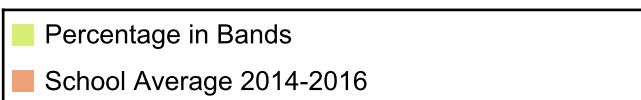
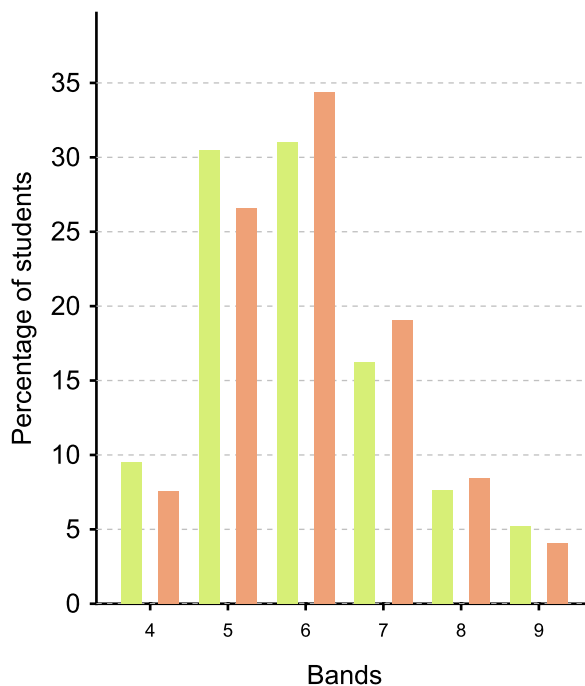
### Literacy

The school met both the year 7 & 9 targets in NAPLAN reading with 88% of year 9 and 90% of year 7 are performing at or above the minimum national standard. For Spelling 84% of year 9 and 89% of year 7 students performed at or above the national standards.

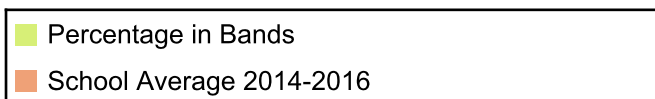
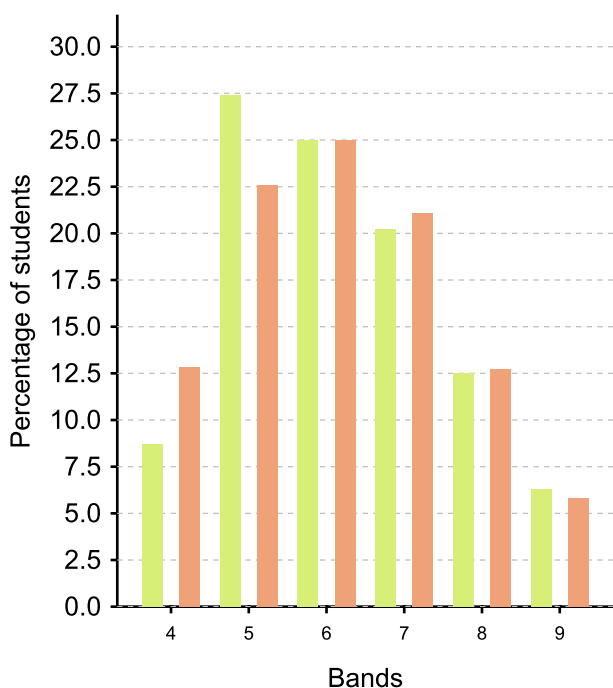
### Numeracy

The school met NAPLAN numeracy targets for both year 7 and year 9 with 94% year 7 & 96% year 9 performing at or above the minimum national standard.

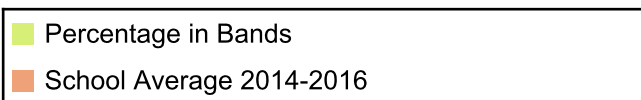
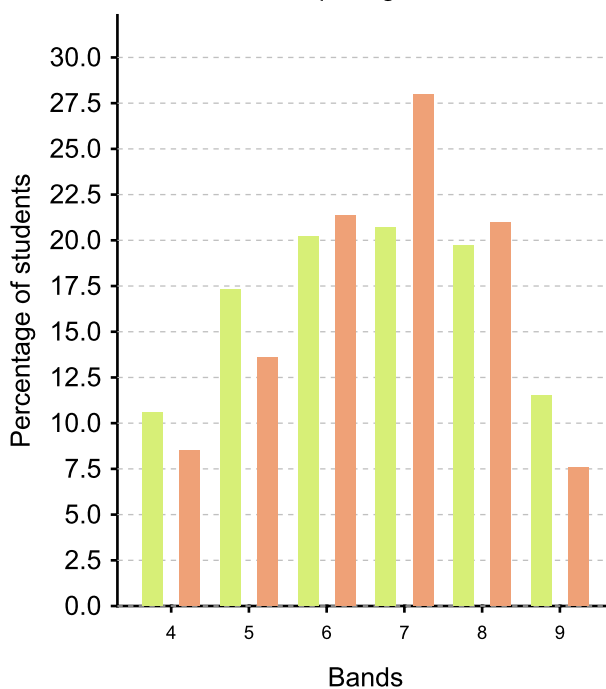
Percentage in bands:  
Year 7 Reading



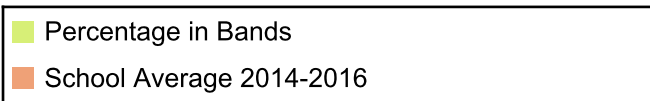
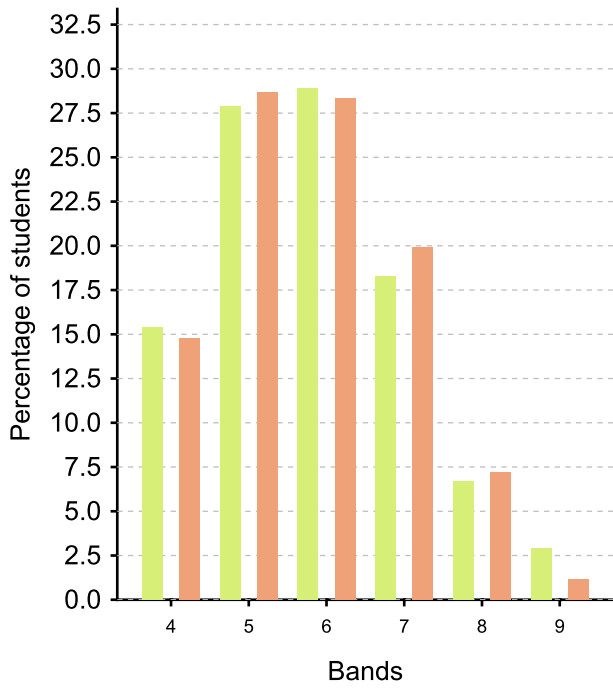
Percentage in bands:  
Year 7 Grammar & Punctuation



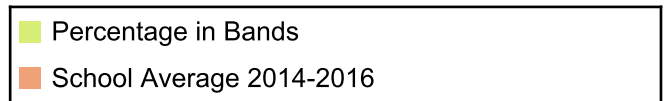
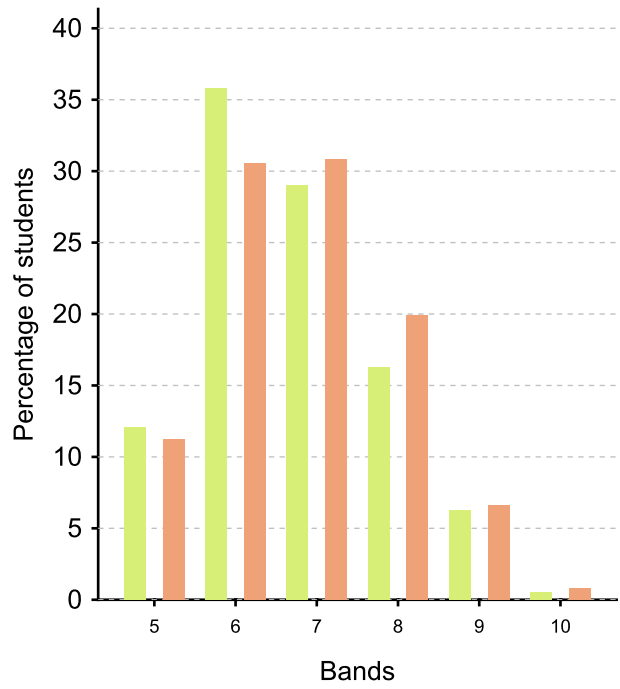
Percentage in bands:  
Year 7 Spelling



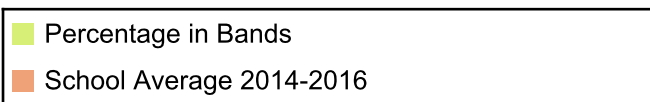
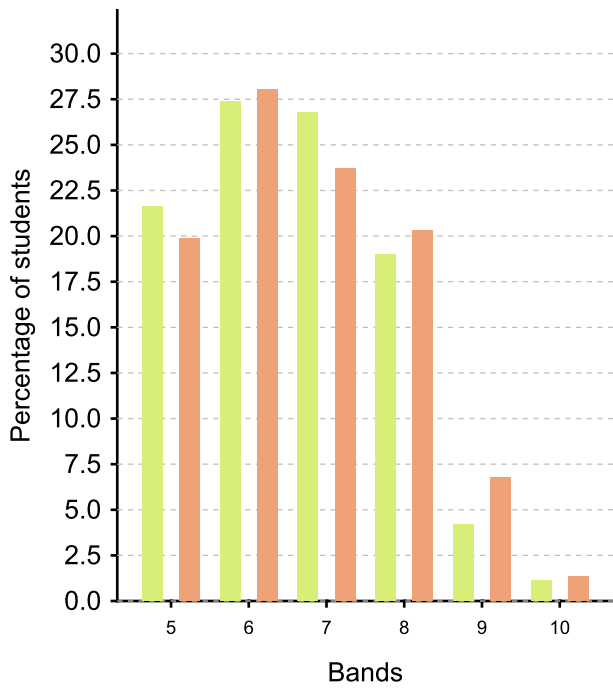
**Percentage in bands:**  
Year 7 Writing



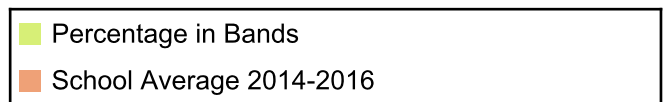
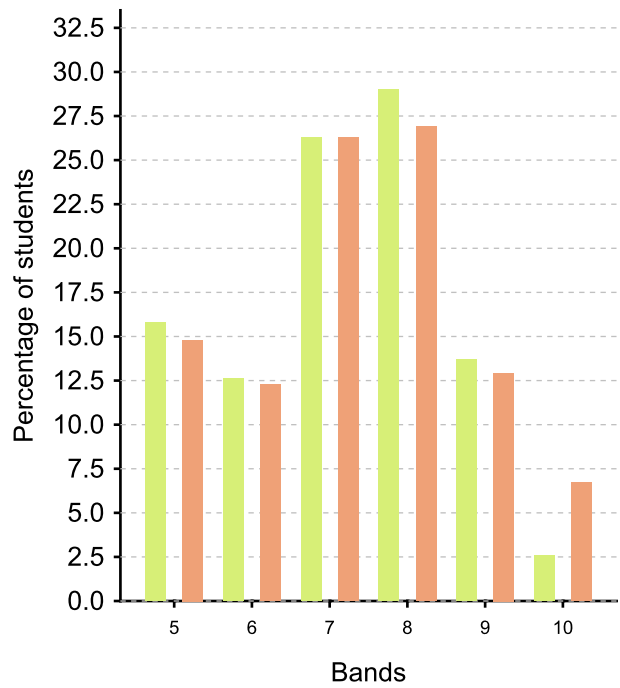
**Percentage in bands:**  
Year 9 Reading



**Percentage in bands:**  
Year 9 Grammar & Punctuation

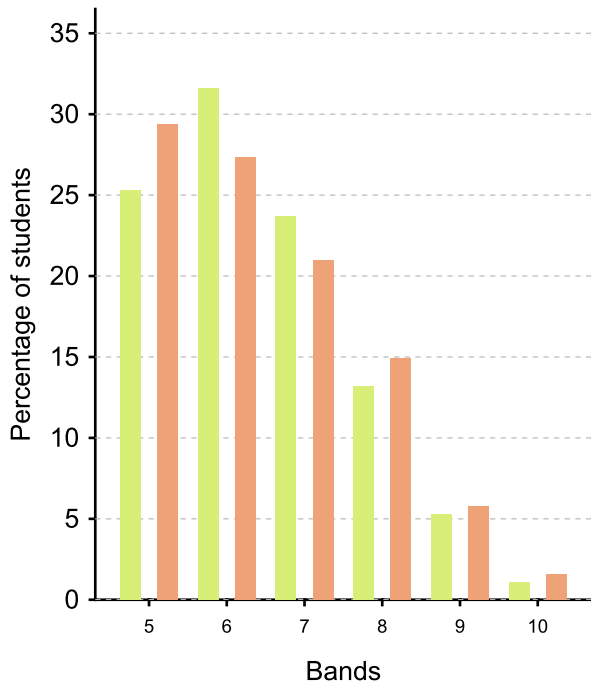


**Percentage in bands:**  
Year 9 Spelling





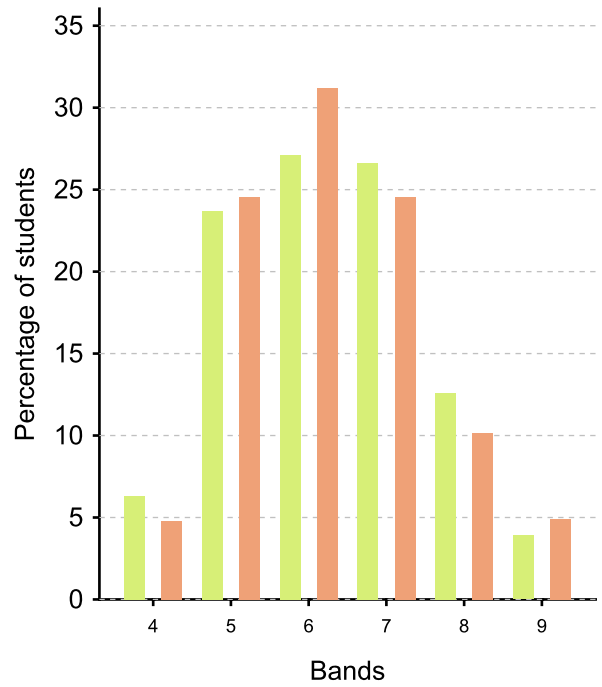
**Percentage in bands:**  
Year 9 Writing



■ Percentage in Bands  
■ School Average 2014-2016

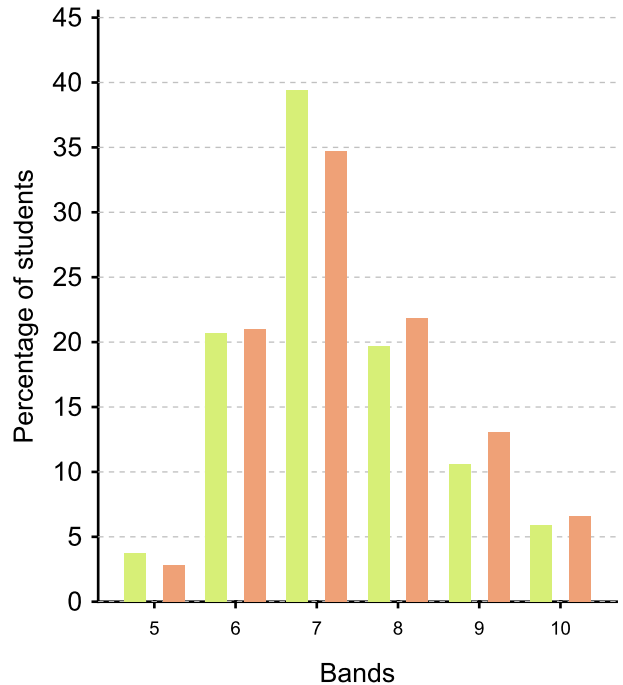
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**Percentage in bands:**  
Year 7 Numeracy



■ Percentage in Bands  
■ School Average 2014-2016

**Percentage in bands:**  
Year 9 Numeracy

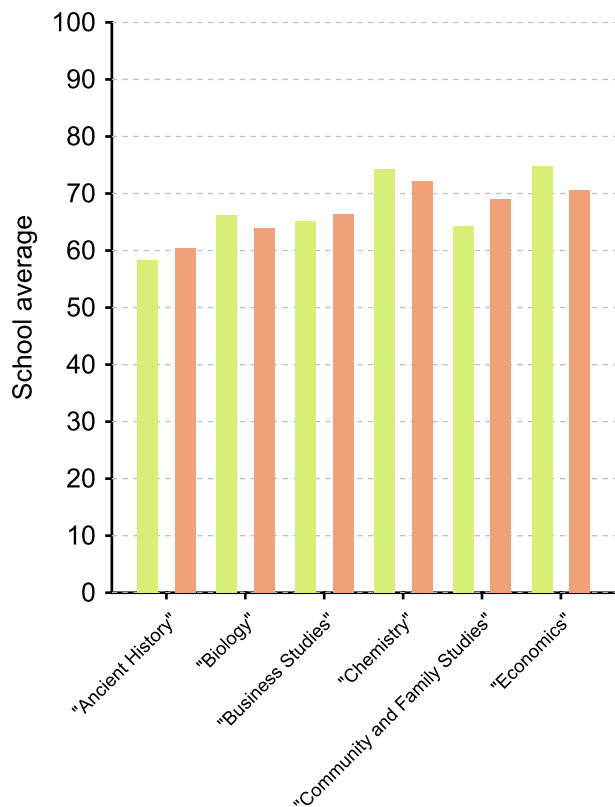


■ Percentage in Bands  
■ School Average 2014-2016

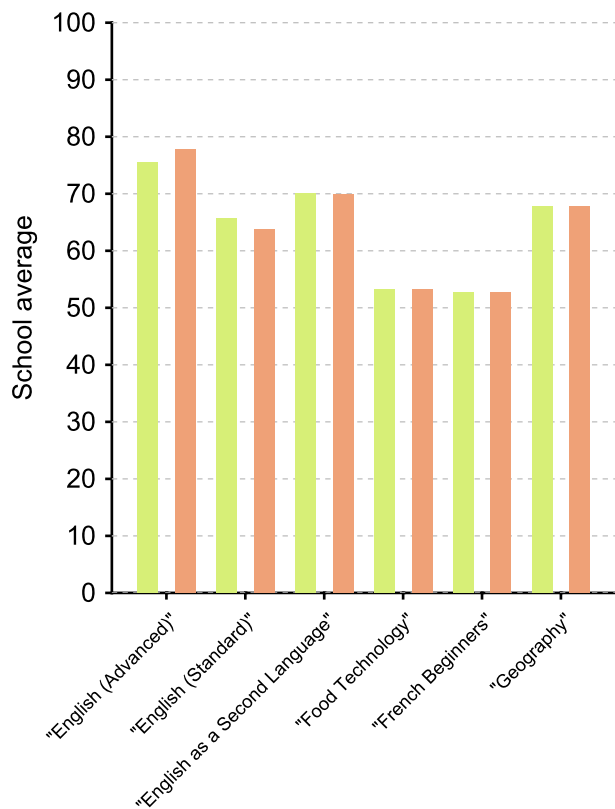
**One Aboriginal student participated in NAPLAN in 2016. This student's performance was above the national average in most areas and saw growth, especially in numeracy. The student is in the top two bands for spelling and writing.**

## Higher School Certificate (HSC)

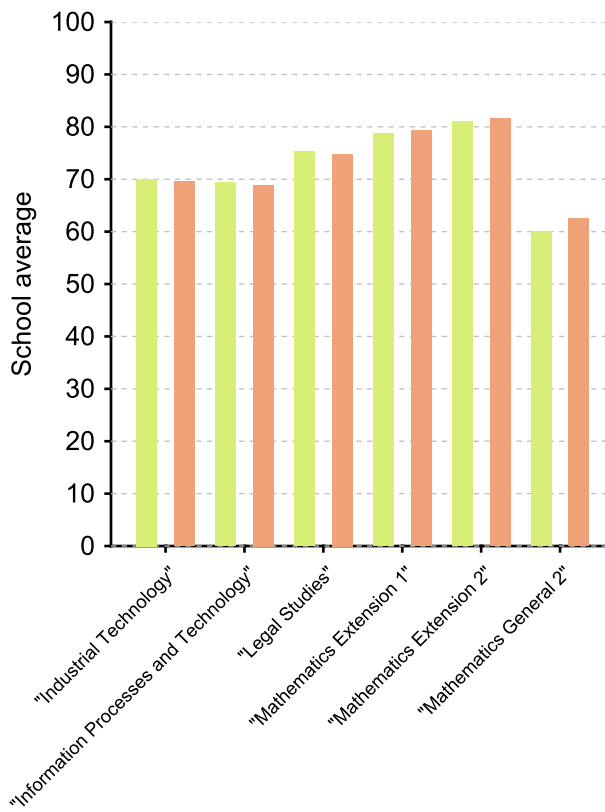
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



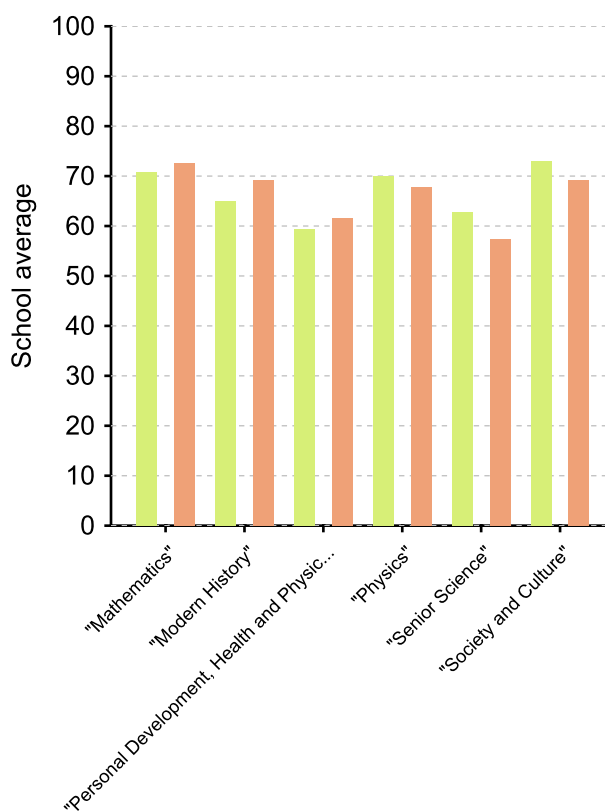
■ School 2016 ■ School Average 2014-2016



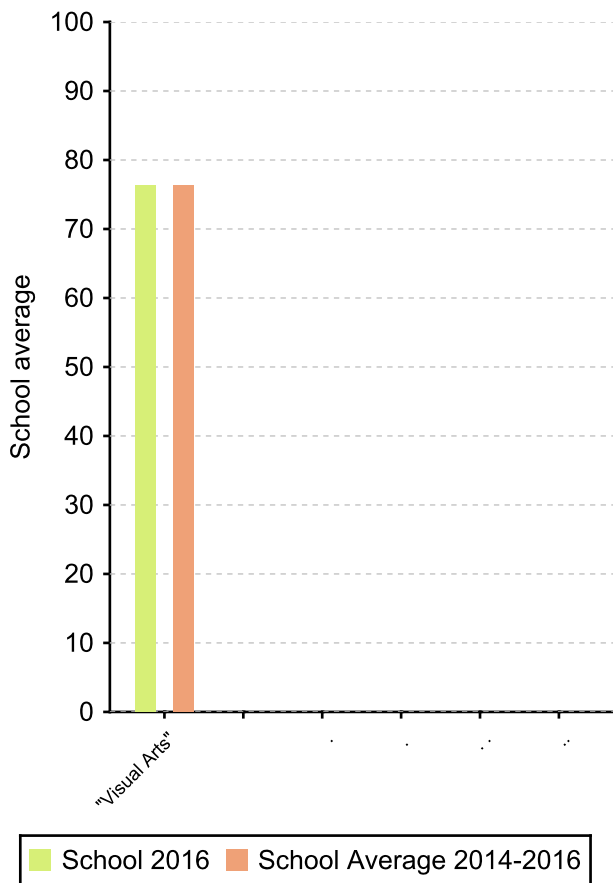
■ School 2016 ■ School Average 2014-2016



■ School 2016 ■ School Average 2014-2016



■ School 2016 ■ School Average 2014-2016



## Parent/caregiver, student, teacher satisfaction

In 2016, the school sought the opinions of parents, students and teachers regarding the school. Students and staff were regularly surveyed using Google survey documents and the feedback was presented at staff meetings and used to inform whole school planning decisions and teaching and learning programs across the school. In particular, students were surveyed in regards to the success of the Connect 121 learning platform. Similarly, their opinions on the school focus on collaborative and project based learning were sort. The majority of students expressed a positive mindset towards the new school pedagogies. Surveyed staff noted an increase in student engagement in the classrooms using the future focused spaces and furniture. Student responsibility towards their learning has increased.

Parents are provided with an opportunity to give feedback on a variety of programs available for students at the school. 'Meet the Teacher' parent evenings were a good source for collecting parent feedback on learning and engagement across the school curriculum. Parents expressed positive value in the learning their children were undertaking in class. They did request opportunities to meet and discuss the future expectations for the HSC and stage 6. Parents have been very happy with the thorough feedback they receive through the parent portal and mail communications regarding their child's learning and wellbeing across the school.

## Policy requirements

### Aboriginal education

The Aboriginal education is overseen by the school's Youth Worker who ensures that ATSI students are receiving appropriate support to achieve their future goals and educational outcomes. 10 Students identified as ATSI background.

In 2016, all 10 Aboriginal students had a Personalised Learning Plan outlining student goals and what kind of support was needed in numeracy, literacy and to achieve subject requirements. Two students in the Support Unit had more detailed ITPs with counsellors, support teachers and external agency representatives present. Welfare support was provided to a year 7 student who needed help with socialisation.

Assistance in numeracy was provided in class to 2 students in stage 4 and 5, in woodwork for a stage 5 Aboriginal student with a disability and assessment and homework assistance for 3 students in stage 5/6. One student was included in a social skills program from stage 4. Welfare support and networking was provided to one student with poor attendance and significant issues through external agency.

Students in stage 5 were given careers and study advice and mentoring considering future educational and employment options.

The students also explored career options online and course/traineeship opportunities was provided to 5 students in stage 5/6.

Two students graduated from Year 12 with a Record of School Achievement.

### Multicultural and anti-racism education

Arthur Phillip High School enjoys the reputation for being a multicultural school with students from 64 nationalities. The school provides a happy and harmonious environment, both within the classrooms and in the playground. Students enjoy coming to school and value the friendships they make, as well as the opportunity to be part of a thriving multicultural learning community.

In 2016, the school celebrated Multicultural day festivities which was organised by SRC overseen by SRC coordinators. During lunchtime there were food stalls offering tastes of different cuisines, games and fun activities including Henna stall. The students were encouraged to wear their national costume. The festivities were enjoyed by students and staff and the day was a huge success.