

Parramatta High School

Annual Report

2016



8135

Introduction

Introduction

Parramatta High School is a coeducational partially selective secondary school. It has, since its founding in 1913 a long and successful history of providing quality education. The school is proud of its cultural diversity, commitment to social justice and core values of Respect, Responsibility and Honesty.

The Parramatta High School community strives to enhance the whole child through academic excellence, supportive well-being structures and global citizenship opportunities.

The Annual Report for 2015 is provided to the community of Parramatta 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.

Ms. Domonique Splatt

Principal

School contact details

Parramatta High School

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9635 8644

School background

School vision statement

Our vision is to provide a holistic 21st century education which develops resilient individuals who are active and informed citizens, empowered to think critically and creatively, within an environment that values diversity, equity and excellence.

School context

Parramatta High School, established in 1913, is a co-educational partially selective secondary school located in the city of Parramatta. The school has an enrolment of 868 students. The community is multicultural with an ethnic composition of LBOTE of 86% and 1% ATSI. The predominant languages, apart from English, are Chinese, Arabic and Turkish with a high percentage supported by three ESL staff and one STLA staff. The school has approximately 64 teaching staff and 10.8 Support Staff including 1.0 SLSO. Funded programs include the Refugee Transition Program with Homework Centre after school, Multi-Lit, focus on Reading, ALARM, Teacher Professional Learning and Student Assistance funding.

The school has a range of Quality Teaching programs that support learning in the classroom and recognise student diversity. The staff is skilled in and applies the Quality Teaching model to enhance best practice. All staff are trained in GERRIC (Gifted and Talented). Strong student welfare and learning programs are provided across all stages including PBL and Positive Education.

Development of Student Leadership is essential to school ethos, with programs such as Students Representative Council, Social Justice League, Fast Forward and High Resolves leading to increased leadership capacity and civic and citizenship awareness amongst our students.

The Parramatta High community strives to enhance the whole child through academic excellence, supportive welfare structures and global citizenship opportunities.

Parramatta High School has a strong commitment to community partnerships and has strong relations with groups such as Rotary, Elevate, Max Potential and University of Western Sydney.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicate that in the SEF domain of LEARNING the on balance judgement of the school is that it is SUSTAINING AND GROWING. Learning Culture has undergone significant change as the Senior Executive have all changed over the last five years. It is exemplified by the high rates of the student attendance, the commitment to school priorities and the total overhaul of policies and processes addressing student learning needs.

Wellbeing initiatives with a new wellbeing handbook and an emphasis on Positive Education through ASPIRE has ensured all students can connect, succeed and thrive. Student voice and student leadership have increased the emotional, social and spiritual wellbeing of students at Parramatta High School. Programs such as High Resolves have increased the global citizenship responsibilities of students and assisted them to be leaders in the community.

Significant changes and improvements to Curriculum and Learning have occurred. Programs and curriculum, supports the differentiated nature of the school population including partially selective (2 classes 7–12); ESL; learning support and mainstream students. Extensive transition programs and ALARM which support HSC curriculum, have been implemented to ensure the school curriculum is varied, flexible and addresses the diverse learning needs of all students.

Rigorous Assessment and Reporting using external data analyst, Barry Laing, together with the school assessment team has ensured the school is using a variety of internal and external data to improve in a systematic and strategic manner. Student Performance Measures are strong as attested by BI data. There is strong growth in student attainment and value added data. Media coverage consistently places PHS as the top school (2014) or in the top 70 schools (2015)

achieving above average growth in NAPLAN.

The results of this process indicate that in the domain of TEACHING the on balance judgement of the school is that it is SUSTAINING AND GROWING. The school has a mix of highly experienced teachers and Head Teachers with approximately 10% of staff due to retire within the next two years and younger, newly appointed teachers beginning their careers. While this is an opportunity for the school, succession planning in a school with such a diverse range of student learning needs, is important to prepare for.

Effective Classroom Practice underpins the classroom and is informed by extensive data on student achievement and community opinion. Structures and opportunities have been put in place to support increased self-evaluation by staff. Building the data skills of all teachers in analysis and key programs such as ALARM ensure the classroom practice is effective. The support given by the two Head Teachers Teaching & Learning especially with implementation of the Quality Teaching Framework (QTF) is also important. Students receive regular constructive, explicit, formative feedback from teachers ensuring students reflect on their learning. There have been targeted professional learning opportunities to build skills for all teachers in Data Skills and Use. Data and its analysis are now seen as an important component of all significant decisions within the school developing quality learning and professional learning practices.

Sharing of knowledge/resources highlights the importance of Collaborative Practice in improving student learning outcomes. Staff are very committed in their Learning & Development as demonstrated through the presentation by staff teams on SDD and the use of BlueSky to monitor and record all staff professional development in a comprehensive manner. Staff are active members of School Leadership Teams which deliver on the School Plan strategic directions thus ensuring the Professional Standards of all staff are high. The increasing numbers of staff willing and seeking opportunities within and beyond the school attest to the growing understanding of the importance of this element amongst the staff.

The results of this process indicated that in the School Excellence Framework domain of LEADING the on balance judgement of the school is that it is EXCELLING. Over the last five years there has been significant changes to the leadership team – appointment of a new Principal; two new Deputy Principals; two Teaching and Learning Head Teachers; a new Administration Head Teacher; three new subject Head Teachers and a new School Administrative Manager. A new stronger emphasis on implementing the Quality Teaching Framework (QTF) and ensuring differentiation of the curriculum caters for the diverse range of students at Parramatta High School, has been a priority. Improved NAPLAN results are a result of setting higher staff expectations and ensuring professional learning is targeted and extensive at whole school, executive and individual levels.

There is an increasing uniformity of purpose with the Leadership of the school. This has seen the development and implementation of new structures, collection of data to drive these structural changes and increased understanding that high expectations are important to achieve change in student learning outcomes.

Critical to this process has been whole school involvement in the School Planning, Implementation and Reporting process. The collaborative development of the School Plan with the creation of six key leadership teams to drive implementation of strategic directions has proved invaluable to ensuring all staff have direct involvement and ownership of the plan and milestones set/achieved. Rigorous monitoring and evaluation processes at faculty and HSC curriculum levels assists the school to maintain a balanced approach which consistently evaluates and provides professional feedback to Head Teachers and teachers alike.

The clear, regular and targeted use of School Resources within a financial budget has allowed teachers to exert maximum control over their core business – teaching and learning. An equitable but rigorous Expression of Interest (EOI) process ensures 'best person for the job' are selected for internal positions. Considerable funding has been allocated to improve and create learning spaces which enhanced the school environment and allows students to achieve their full potential. A senior learning centre, extensive school hall renovations and the creation of a dance space and front of school reception area have supported student learning as well as creating an attractive environment conducive to learning.

High Level Management Practices and Processes underpin growing school improvement and enhance the professional effectiveness of staff – new structural organisation, effective community partnerships and strong administrative practices assist the school to excel in this important area and is supported by external audit and specialist team reports.

In summation, PHS is a school proud of its historical background and traditions. In pursuit of excellence we endeavour to provide a holistic education which recognises our student diversity (partially selective, learning support and mainstream students) to produce proud and resilient lifelong learners.

Our self-assessment and the external validation 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

Creating a High Performing and Dynamic Learning School.

Purpose

To develop and implement quality curriculum and innovative practices for every student in our care. At Parramatta High School students will be lifelong learners who are confident, engaged and empowered citizens. All students will have access to a rigorous, dignified and meaningful curriculum.

Overall summary of progress

The two school teams that address this strategic direction include the Academic Improvement Team and the Assessment Team. The School milestone document and evidence suggest the following progress.

- The Academic Improvement team have revisited and audited the use of ALARM within the school and have introduced SOLO. This whole school approach allows the school to build a learning community by adopting a common model and language of instruction to describe the process of learning and then responding or explaining. This explicit learning model enables our school to develop lifelong confident learners.
- The Assessment Team has developed and implemented revised Assessment Policies and schedules for the Junior and Senior school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• Increase number of students achieving in the top 3 bands in all external exams• 100% of staff to be trained in ALARM program• IEPs in place for all senior students• Establishment of effective Leadership Teams in : –• Assessment and Reporting Academic Improvement	<p>Capabilities and analysis of results completed.</p> <p>Staff revised and presented faculty examples of SOLO/ALARM.</p> <p>Best practice implemented for academic improvement of all students.</p> <p>Positive plans established for senior students supporting students needs and providing students with appropriate mentoring for the HSC.</p> <p>Development of a new Assessment Policy document for both Junior and Senior students.</p> <p>Assessment tasks and notifications streamlined.</p>	<p>\$2700 towards teacher release for Professional learning.</p> <p>School developed resources Employment of SLSO</p>

Next Steps

The Academic Improvement Team will :

- continue to showcase the successful implementation of ALARM and SOLO during SDD presentation.
- guide all staff in the use of SMART and RAP data in targeting learning needs of students.
- ensure the development of ILP for Senior students and the monitoring of performance through the mentoring program continue.

The Assessment team will evaluate current faculty assessment samples to ensure they:

- are based on syllabus outcomes
- are a valid instrument for what they are designed to assess
- include criteria to clarify for students what aspects of learning are being assessed

Strategic Direction 2

Developing Quality Leadership and Professional Learning Practices

Purpose

To embed and implement explicit, targeted and engaging professional leadership and learning. At Parramatta High School there will be a culture of continued professional, growth, reflection and collaboration.

Overall summary of progress

The Future Focused Learning Team and the Quality Teaching Team have the purpose to implement quality curriculum and innovative practices. This year has seen the consolidation of school-wide teacher knowledge and expanded use of Thinking Routines in classroom practices and research and decisions made for a future learning space to be established in 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• 100% of staff have developed and applied IPLP's that are aligned to APST and SASS professional standards.• 100% of teaching programs incorporate QTF and a variety of FF pedagogies• Establishment of effective Leadership Teams in : Future Focussed Learning Quality Teaching	<p>All staff at PHS have PDP's aligned to the National Teaching Standards.</p> <p>Faculty programs are differentiated and incorporate the QTF.</p> <p>Lesson observations address QTF and a proforma was developed for this purpose.</p> <p>Future focused learning team established the need for new resources and purpose developed classroom.</p>	<p>\$3600 teacher release</p> <p>\$50 000 towards refurbished classroom addressing the Futures Learning program.</p>

Next Steps

The Quality Teaching Team will:

- provide professional learning applying the QTF to project based learning
- initiate curriculum mapping

The Future Focused Learning team will

- launch the future focused learning goals
- provide professional learning on STEM & project based learning
- establish the new future classrooms and provide professional learning for use of new technologies.

Strategic Direction 3

Enhancing Organisational Effectiveness with an Inclusive and Engaged School and Community

Purpose

To develop a high functioning, strategic organisation that values individuals and fosters a collaborative environment. At PHS this will ensure a holistic education for all students where management practices and processes encourage considered risk taking to promote a culture of continued improvement and learning success.

Overall summary of progress

The Community Partnerships team and the Positive Education Team have a range of purposes to enable our school community to be engaged and inclusive. The Positive Education team have investigated and launched the PHS Aspire Model (Accomplishment, Strength, Purpose, Inclusion, Relationships, Engagement) to whole school community and are building this platform to address all school structures. The Community Partnerships team is strengthening relationships both within and beyond the school community. They have updated the School Website and have promoted and developed community forums.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased Family, COS, Tertiary institutions, Business and Government agencies actively involved and supportive of the schools educational priorities through community partnerships.	Development of ASPIRE model. Launch of ASPIRE model to school community. Explicit teaching of ASPIRE Model through year meetings and assembly presentations.	Community Partnerships Team – \$2700 towards staff release for website evaluation.
PHS Positive Education Model implemented for 100% of staff	Community forums developed and mapped for 2017.	
Establishment of effective Leadership Teams in : –	Website updated and Facebook page investigated using DoE Social media policy.	
Positive Education		
Community Partnerships		

Next Steps

The Positive Education Team will:

- Drive the ASPIRE model ensuring it becomes common language amongst staff and students
- Produce signage for classrooms
- Liaise with Wellbeing team to continue the Year group presentations
- Work with Senior Executive in developing monitoring cards that reflect the ASPIRE model.

The Community Partnerships Team will:

- Continue to update and monitor the school website
- Develop a PHS Facebook Page
- Facilitate community forums

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>ATSI students have engaged fully with the curriculum and are provided with financial and positive learning support. This has been maintained through:</p> <ul style="list-style-type: none"> • ATSI program coordinator • Peer Literacy programs & ILP's • High Resolves program • AIME mentoring 	\$4583.00
English language proficiency	<p>Students at PHS have been provided with support for their academic needs related to EAL/D. All EAL/D teachers have targeted students who require additional support. The following programs address student needs:</p> <ul style="list-style-type: none"> • Show me the way (mentoring) • Peer literacy program • ELES study skills program • Elevate study skills for senior students 	\$31,672.00
Low level adjustment for disability	<p>Personalised learning support has been provided for students in accordance with their additional learning needs. At PHS extra teacher time has been allocated, school learning and support officer time and the release for teachers to undertake planning, programming and professional learning to meet the needs of students in regards to course work and assessment tasks.</p>	\$50,256.00
Socio-economic background	<p>Improvements in student engagement and educational attainment occurred both through the NAPLAN and HSC results. The following programs were initiated overcome some of the barriers to high educational achievement for all students :</p> <ul style="list-style-type: none"> • Elevate study skills program • High Resolves program • Peer literacy • Roll Call program for literacy & numeracy • Skoolbag & Sentral • Helping Teachers Helping Parents Newsletter 	\$66742
Support for beginning teachers	<p>All beginning teachers, permanently appointed, in their first and second year of teaching are released from the classroom to allow their individual teaching and BOSTES needs to be addressed.</p> <p>In addition to this there is the employment of an experienced teacher to provide assistance with accreditation.</p>	\$34917.24
Targeted student support for refugees and new arrivals	<p>PHS provides refugee students with emotional, welfare and other educational support needs. Differentiated teaching programs and classroom assistance with additional English language learning and literacy support are provided as well as the following programs:</p> <ul style="list-style-type: none"> • Show me Way • RAS Western Sydney University program • Homework Centre • Laptop provision & resources 	\$7507

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	496	523	543	545
Girls	352	337	315	319

PHS continues to maintain enrolment figures. The drawing area for PHS has been adjusted for 2017 to cope with the increasing amount of parents wishing to enrol their children into the mainstream of the school.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	95.2	96.3	96	96.1
8	93.4	95.1	94	94.8
9	92	94.8	93.1	94.9
10	90.8	93	90.9	92.8
11	86.7	91.2	91.3	91.1
12	89.5	87.8	91.3	93.4
All Years	91.4	93.2	92.7	93.9
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

Management of non-attendance

PHS has continued to monitor attendance and maintains an excellent standard of attendance, above the State average in all year groups. Parents are notified via SMS of student daily absences. Regular absences are followed up by the Deputy Principals and where necessary HSLO referrals are made.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment			1
Employment	0	0	0
TAFE entry			8
University Entry			84
Other	0.01		1
Unknown			2

In 2016 84 percent gained a place at university , an increase of 3 per cent on the previous years cohort. This was the second year that the selective stream of students sat the HSC. An interesting observation made of this years cohort is that their range of selection of universities has increased from mainly a group of four universities to a total of 14 different tertiary institutions being included in our students choices . This is a reflection of students being well prepared about the range of choices and the differences each university offers in each course. More so we hope that this indicates students are choosing to their strengths rather than just choosing a tertiary institution for its popularity or the fact that their peers are choosing that particular institution .

Last year many students chose engineering and business/commerce courses. This year has seen a wonderful array of different courses being chosen by our students including medical science , psychology, ancient history, music, IT , many double degrees (especially with engineering), policing and physiotherapy to name a few. The remaining students chose to study at Tafe or a private provider.

Year 12 students undertaking vocational or trade training

Two students undertook apprenticeships in carpentry and construction. The remainder chose courses such as events management, business and child care.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2016 142 students attempted the Higher School Certificate at Parramatta High. School. All students in Year 12 obtained a Higher School Certificate or equivalent .

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	42.3
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher of ESL	2.8
School Counsellor	1
School Administration & Support Staff	10.88
Other Positions	1.7

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

There are currently no staff members at PHS who identify as Aboriginal or Torres Strait Islander.

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	14

Professional learning and teacher accreditation

Staff Development Days and Staff Meetings

The school spent \$72600 on Teacher Professional Learning in 2016. These funds come from a government grant and are topped up from school funds.

The school ran 5 school development days through the year covering a range of topics including: Higher Order Thinking Skills, the schools Roll Call Program targeting Literacy and Numeracy, ALARM and SOLO literacy and numeracy strategies, Parramatta HS Positive Education Model, NCCD, Child Protection, Community Partnerships, School Excellence Framework and

School validation, PreService Teacher training, Chromebooks and Google Apps, STEM and the PHS wellbeing program.

In addition to the school development days, the school also ran Professional development sessions during staff meetings where the following topics were covered: Bluesky (Staff Professional Development tracking) ,Anaphylaxis and CPR training, Code of Conduct and Fraud, Faculty Sharing sessions on Higher Order Thinking, Professional development Plans, QualityTeaching and NAPLAN analysis.

Over 30 staff members attended over 50 different external Professional Development courses, representing all faculties. Courses covered STEAM, Quality Teaching Framework, Teacher Accreditation, Positive Education, ExecutiveLeadership as well as faculty specific courses related to curriculum andassessment.

A number of teachers also complete On-line ProfessionalLearning in their own time.

Funds were also used to provide Faculty Planning Time andfor School Management Teams to work on School Plan Tasks.

In regards to Accreditation we had 11 teachers seeking accreditation at proficient during 2016, which will continue. There are 27staff who have completed their accreditation at proficient level. Teachers completing accreditation at all levels receive appropriate guidance, leadershipand professional learning opportunities.

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

Financial information

This summary financial information covers funds for operating costs to 30th November, 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	379 681.92
Global funds	658 204.88
Tied funds	437 591.62
School & community sources	332 700.21
Interest	10 460.22
Trust receipts	24 963.85
Canteen	0.00
Total income	1 843 602.70
Expenditure	
Teaching & learning	
Key learning areas	186 572.63
Excursions	81 836.91
Extracurricular dissections	64 914.00
Library	15 158.16
Training & development	11 112.69
Tied funds	361 691.62
Short term relief	74 274.77
Administration & office	155 662.76
School-operated canteen	0.00
Utilities	106 788.94
Maintenance	110 881.22
Trust accounts	25 595.30
Capital programs	87 365.27
Total expenditure	1 281 854.27
Balance carried forward	561 748.43

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 results for NAPLAN 2016 in both the Year 7 and Year 9 cohorts across Reading, Writing, Spelling and Grammar and Punctuation were extremely positive and significantly higher than the State averages and of those gained by other Partially Selective High Schools.

Year 7

The mean score for Parramatta High School Year 7 students in comparison to the State mean was 26.1 points above in Reading, 30.3 in Writing, 54.2 in Spelling and 42.7 in Grammar and Punctuation.

Similarly, comparison to the mean scores gained by other Partially Selective Schools also yielded extremely positive results with Parramatta High School scoring a mean 15.6 above in Reading, 21.7 higher in Spelling, 19.1 above in Grammar and Punctuation and 17.9 above in Writing.

The percentage of Parramatta High School students achieving in the top two bands for all of the four components of the Literacy exams was markedly higher than the percentages for the whole state and for Partially Selective schools. For example in comparison to other Partially Selective Schools, Parramatta High School had 48% in the top two bands for Reading against 37.4% , 28.7% in Writing over 22.7% and 16% and 11.6% higher for Spelling and Grammar and Punctuation respectively. Student Growth for the Year 7 cohort in 2016 was substantially higher than the state average and the average for Partially Selective schools.

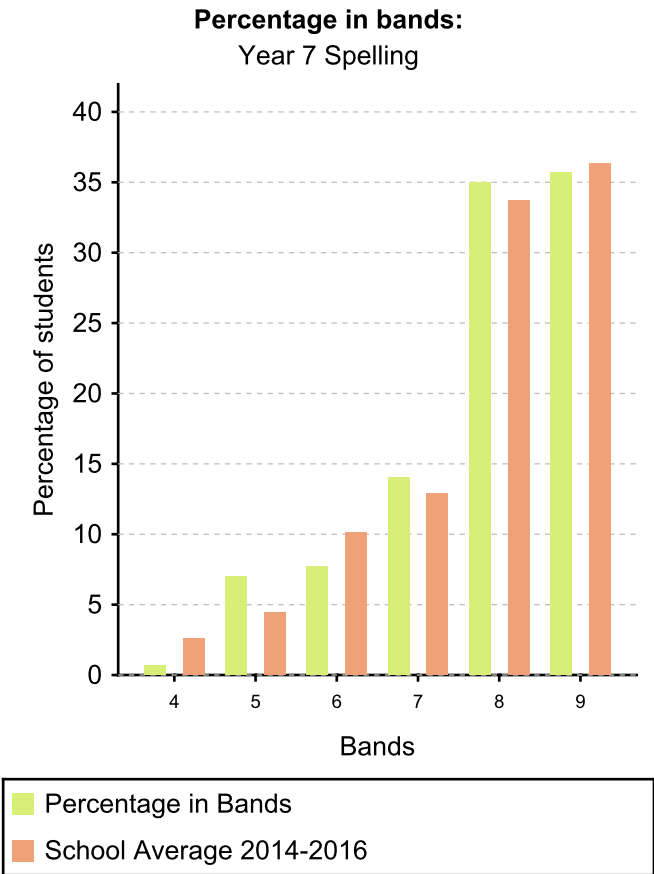
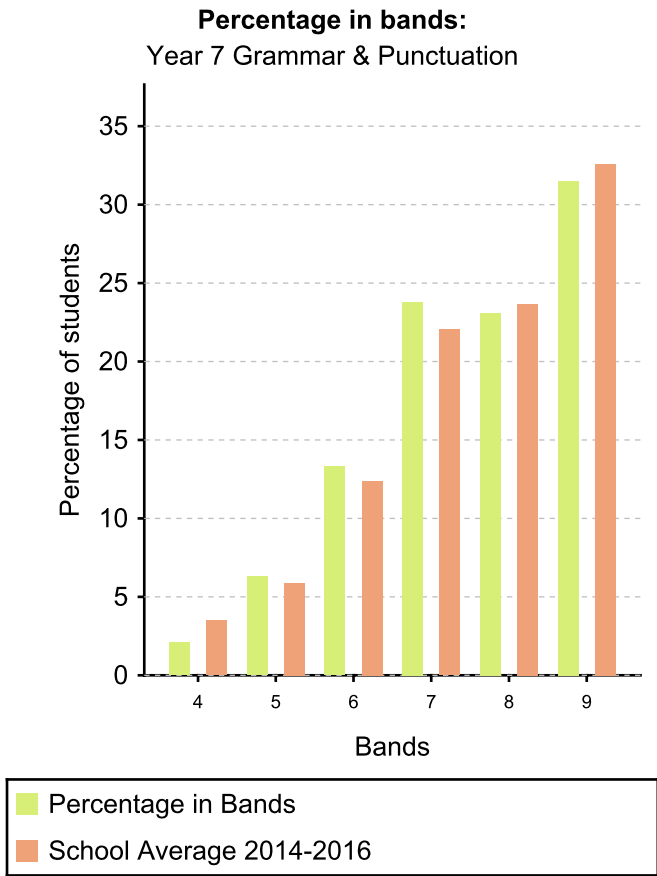
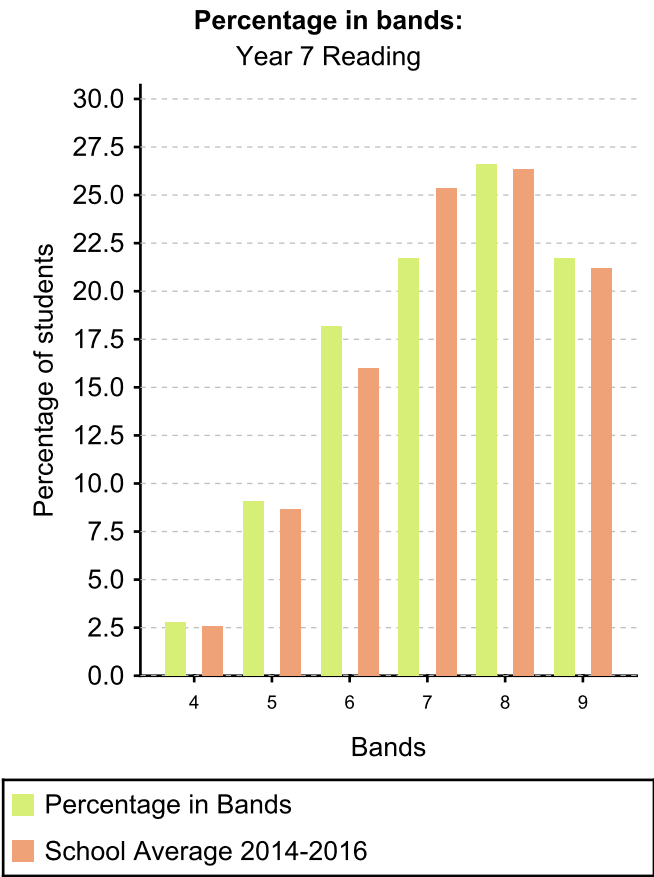
Year 9

The Year 9 cohort has also out performed both the State and Partially Selective schools in regard to the means achieved in all four Literacy areas. In Reading ,the school scored 20.1 above the State average, 43.0 above in Writing, 50.1 above in Spelling and 33.0 higher in Grammar and Punctuation. In comparison to means attained by Partially Selective Schools, the Parramatta High School cohort achieved 15.2, 31.7, 23.5 and 22.8 points higher in Reading, Writing, Spelling and Grammar & Punctuation respectively.

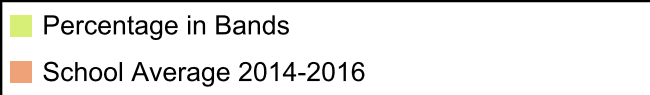
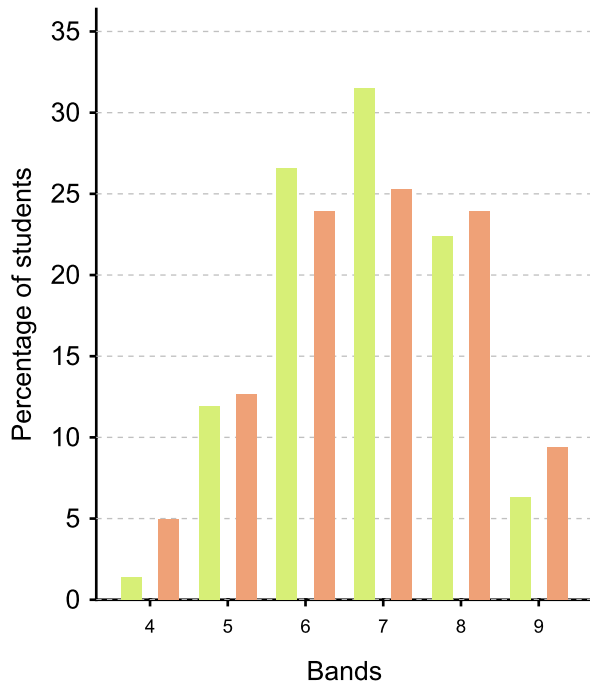
The percentages of Parramatta High School students performing in the top two bands across all Literacy components also indicates an impressive level of achievement for our students. Compared to achievement across the state, Parramatta High School

had 34.7% in the top two bands for Reading and 28.9% for Writing compared to a state average of 24.8% and 12.4% respectively. In Spelling Parramatta High School achieved a total of 53.5% in the top two bands and 41.6% in the top two bands for Grammar and Punctuation, compared to 22.5% and 30% in other State schools respectively. This pattern is replicated in the comparison of the school's performance against other Partially Selective Schools regarding the percentage of students scoring in the top two bands, where Parramatta High School attained 5.4% more in Reading, 13% in Writing, 11.4% more in Spelling and 14.1% more in Grammar and Punctuation.

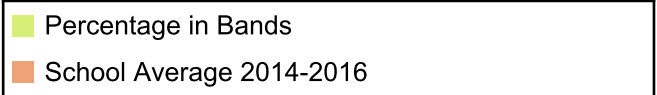
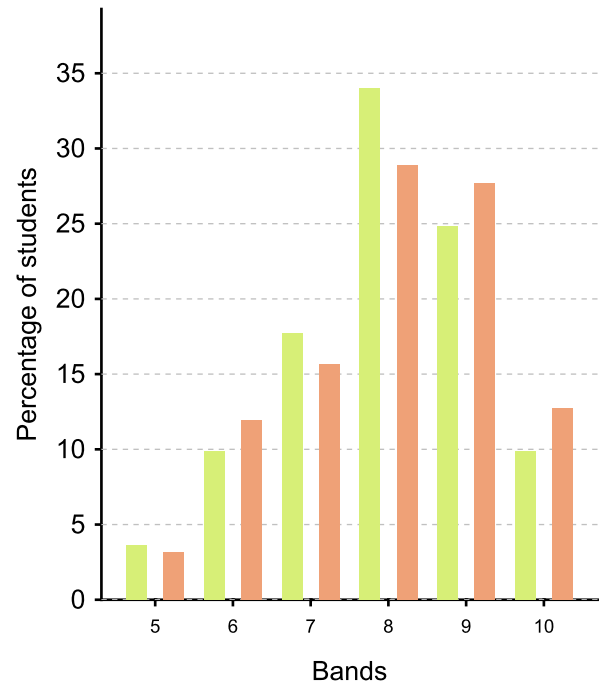
Student Growth for Year 9 was slightly above the State average and Partially Selective in Spelling but lower than it has been in previous years for Reading and Grammar and Punctuation. It is envisaged that the expansion of the Roll Call and Homework Programs throughout 2016 and 2017 should provide extra support for students in these areas.



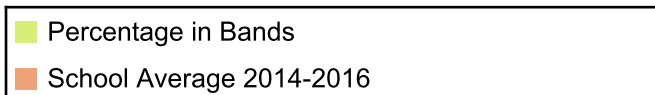
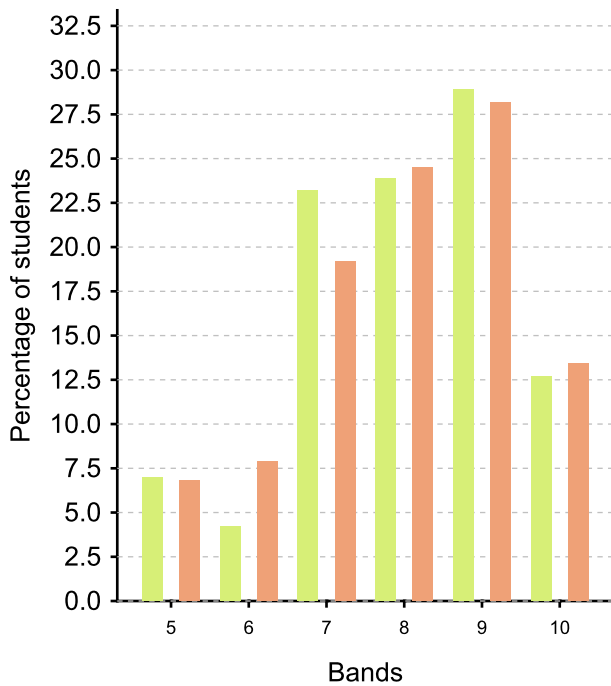
Percentage in bands:
Year 7 Writing



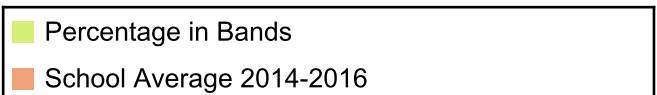
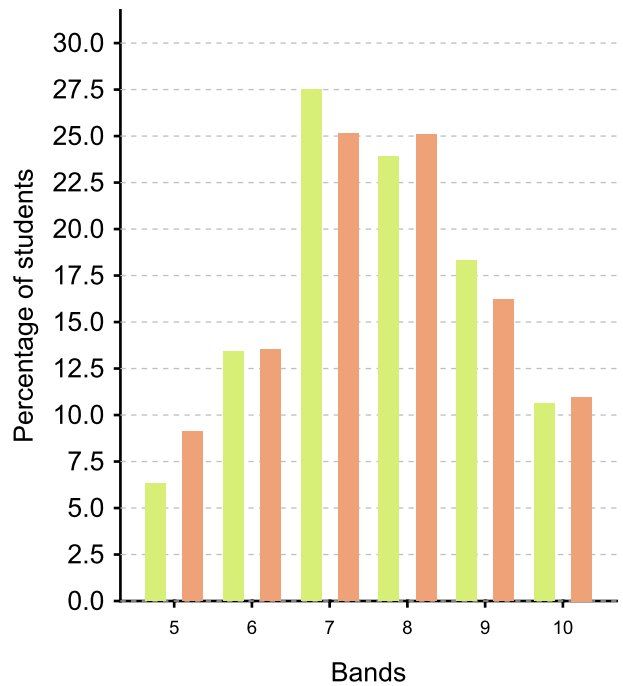
Percentage in bands:
Year 9 Reading



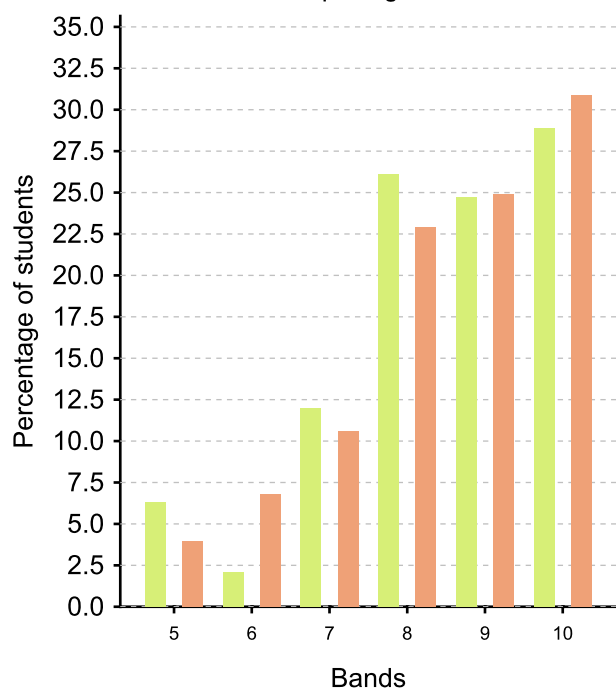
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in bands:
Year 9 Writing



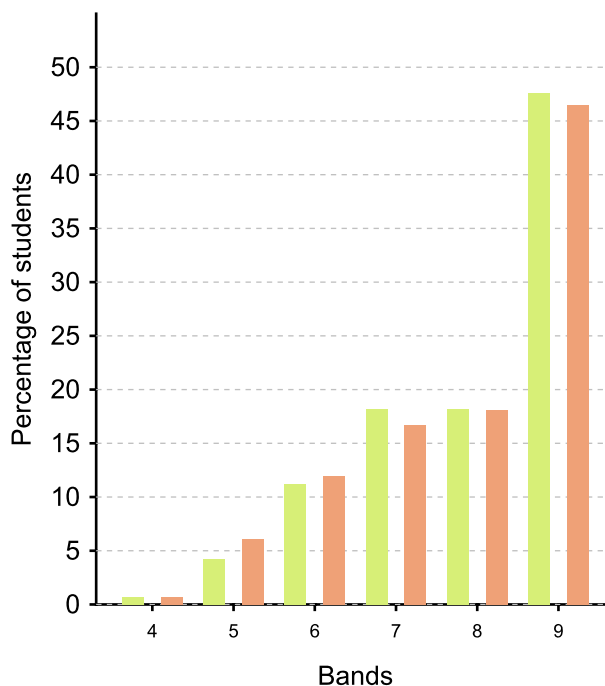
Percentage in bands:
Year 9 Spelling



Percentage in Bands
School Average 2014-2016

State and 18.8% Partially Selective Schools. Programming principles with the New National Curriculum will be maintained and fine-tuned to ensure further success and growth at Parramatta High School.

Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2014-2016

Year 7 Numeracy

The 2016 cohort continued the high achievement in Numeracy with 66% of Parramatta High students placed in the top two Bands. A total of 68 students, equating to 48% of the Parramatta High cohort achieved scores within the top Band, (Band 9).

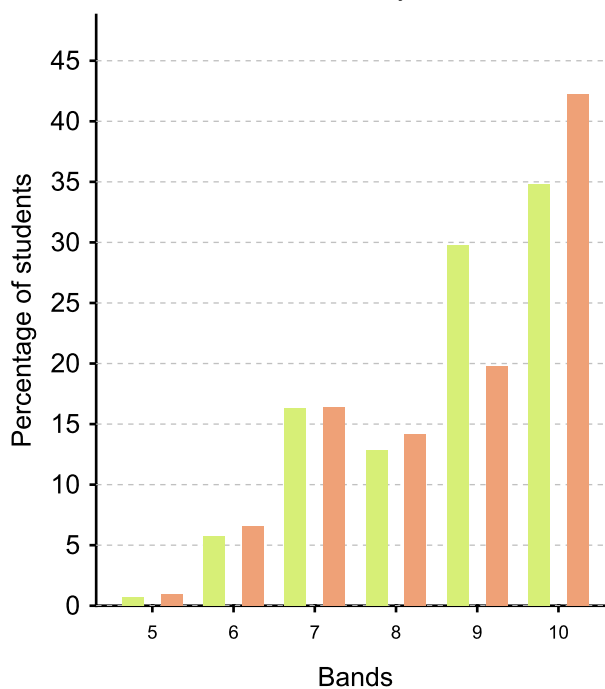
Furthermore numeracy results indicated an impressive 48% of students who achieved a Band 9 compared with 13.7% for the State and 25% for the Partially Selective Group. Average growth in numeracy in Year 7 was 77%, well above the State average (State 58.9% and Partially Selective Group 71.1%). Four percent (4.1%) of the cohort achieved Bands 5 and 4 (State 15.9%) and Partially Selective Group 15.1%). These students have been targeted for special programs in 2017.

Year 9 Numeracy

The Year 9 2016 cohort showed growth from their Year 7 achievement in Numeracy. Parramatta High students, 64% of which scored in the top two Bands and only 0.7% in the lower Band (Band 5), again outperforming students who attended schools with similar profiles and those state-wide.

Furthermore, students were given a score that fell into six Bands in Numeracy, with Band 10 being the highest and Band 5 the lowest. Forty one per cent (34.8%) of Year 9 students were in the highest Band 10, compared with 11.5% for the State and 20.7% for the Partially Selective Group. Average scaled score growth achieved was 42.3% compared to the State 40.7%, and Partially Selective Schools 41.6%. At the bottom of two bands the school scored 6.4% compared to 18.6%

Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2014-2016

Higher School Certificate (HSC)

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

Creative and Performing Arts

The CAPA Faculty offers Music Drama and Visual Arts to senior students at Parramatta High School. In 2016 all three subjects ran with strong numbers. In addition, the CAPA faculty presents opportunities for students to showcase their hard work and talent in both internal and external Music, Dance and Drama events. All classroom and extra-curricular programs are specifically designed to enhance student creativity and support learning outcomes through all stages of learning.

In the 2016 HSC a Band 6 was achieved by a Music 1 student and 80% of all Music 1 students achieved a Band 4 result or higher. In comparison to previous years there has been an improvement in Music 1 results. The many musical opportunities offered to students have also significantly contributed to the strong HSC results.

In addition, one Visual Arts student, Angela Wu, was accepted into Art Express to display her collection of works. This year 50% of all students who completed the course achieved a Band 5. 2016 has seen a steady improvement in Visual Arts results with no student achieving lower than a Band 4 and most results above state average.

The HSC Drama course was run for the first time in 2016 and our students achieved strong results. 97% of students achieved a Band 5 or Band 4 with many having Drama as their best result.

Human Society and Its Environment (HSIE)

In the 2016 Higher School Certificate (HSC), 133 Parramatta High School students sat for a wide range of HSIE HSC examinations that included Ancient History, Business Studies, Economics, Legal Studies, Modern History, Society and Culture and History Extension. HSIE results in 2016 were exceptional, with 19 students achieving a HSC Examination mark of 90% and above. Special credit should go to Trent Hugler who achieved 1st position in the NSW state in Ancient History with 99%, 2nd in the state for History Extension (50/50) and 3rd in the state for Modern History with 97%. As a result, Trent Hugler has received many prestigious awards for his exceptional HSC results and top positions in all 3 History courses across NSW. These awards have included the 2016 History Teachers' Association of NSW Renee Erdos Award, the 2016 Australian Hellenic Educators' Association NSW-ACT-QLD -Hellenic Studies Alexander Award, the 2016 Public Education Foundation Award, the 2016 Parramatta Council History Award, and the Public Education Foundation \$1,000 Scholarship to support his transition to university.

A total of 23 Band 6's were achieved across all HSIE

courses such as Ancient History, Modern History, History Extension, Business Studies, Economics, Legal Studies and Society and Culture. An exceptional 42 high Band 5's were achieved across all HSIE courses. Most notably, demanding courses such as Society and Culture which required students to additionally complete and submit a highly challenging original, primary research methodologies based project of 7,000–7,500 word called the '*Personal Interest Project*' (PIP), contributed to resulting in 80% of the cohort achieving a high Band 5 and Band 6.

The HSIE Key Learning Area (KLA), along with Maths and Languages, were part of Parramatta High School's top 3 performing KLAs in the 2016 HSC. Additionally, HSC data trend analysis shows that students studying HSIE KLA courses have achieved on par with or above NSW State DoE average results, with particular trends of achieving well above NSW DoE results in Bands 5 and 6 across all HSIE courses.

The HSIE Faculty's ongoing priority is to design highly effective teaching and learning strategies that explicitly scaffold the teaching and learning of Syllabus dot points, study skills and examination techniques, unpacking and attacking past HSC examination questions and extended and short answer response writing using whole school literacy strategies such as ALARM, SEAL and nominalisation. Along with explicit provision of quality teacher written and oral feedback to students on formative and summative learning and assessment tasks, students' academic writing skills are continuously being targeted and enhanced through specific strategies utilising SEAL, ALARM, nominalisation academic writing techniques and using school-based and NESA past HSC student exemplar responses. Additionally, HSIE staff engagement in annual Professional Association training, along with a high level of staff collaboration and consultation with each other, continue to strengthen the HSIE teaching, learning, assessment and feedback processes in the Faculty amongst staff and students.

ENGLISH

In 2016 Parramatta High School offered all five of the ATAR based English courses and there was positive movement into higher bands and higher scaled scores in all courses. The Scaled Score in Advanced English increased from 79.3 to 86.6, from 61.8 to 63.9 in Standard English and there was a major improvement in English as a Second Language of 10 points taking the scaled score from 66.9 to 76. Extension 1 English also yielded an upward movement of .7 in the scaled score. While there are no results for the Extension 2 English course due to the small size of the cohort, Parramatta High School attained Band 4 results 15.17% higher than the State Average in this course.

As in 2015, Advanced English was the highest performing of all English courses in regard to the percentage of students achieving in the top two bands. In 2016, 76.05 of the candidature achieved in the top two bands with the number of Band 6's being .08 above the State average and the number of Band 5's being 13.97% above the State average. In Extension 1 English, 94.8% achieved Band 3 and above, while in

ESL, the number of students achieving a Band 5 was 10.7% above the state average. While the results for Standard English reflect an over representation in the lower bands there has been positive movement in the number of Band 4s (increase of 11.1%) obtained and an increase of 4.8% in the number of Band 5 achieved between 2015 and 2016.

The development of the Literacy capabilities of students in the Standard English and ESL courses, along with the support of academically disengaged students will continue to be a component of English KLA and whole school planning. In addition, continued emphasis on developing the sophistication of students' academic writing in the Advanced and Extension courses will be a focus for the English Faculty as it aims to move more of our students into higher bands.

LOTE

A within school comparison has once again confirmed that students in 2016 who studied a language, in most instances, performed better than in their other HSC subjects. This has been a trend with positive value added in most HSC courses in Language.

Band 6 results were attained in the Indonesian Beginners, Indonesian Continuers and the French Beginners courses offered at our school. Two students studying Indonesian Beginners were ranked third and fourth in the state respectively in this course. In addition, a band 6 result was achieved by a student studying the Indonesian Extension course through Open High School. This student was also ranked first in the state. One student studying the Hindi Continuers course and one student in the Turkish Continuers course also achieved a band 6 result.

Continued student interest in studying Background Languages through community schools and Open High School saw 2016 HSC entries in Indonesian Extension, Italian Beginners, Chinese Background Speakers, Hindi Continuers and Turkish Continuers.

The LOTE faculty continues to develop their programs, resources, teaching and learning and assessment strategies to enhance and maximise student learning and achievement.

Mathematics

In total, 125 Band 6's and Band 5's have been achieved in 2016 for Parramatta High in Mathematics outperforming all STATE percentages in the top Bands. A total of 62 band 6's and E4's were achieved in the following courses: Sixteen Band 6's in Mathematics, Twenty-five E4's in Mathematics Extension 1 and Twenty-four Bands E4&E3 in Extension 2. In Mathematics Extension 1 95% of candidates achieved a Bands E4&E3 (State 79%), In Mathematics Extension 2 100% of candidates achieved a Bands E4&E3 (State 85%), In Mathematics 37% of candidates achieved a Band 6 (State 23%), In Mathematics General 12% of candidates achieved a Bands 6 (State 5%) . These results indicate that continued emphasis on appropriate student course selection is essential. Still a bit of attention is needed in the lower bands in General

Mathematics as the percentage of students exceeds the State significantly. The ALARM Program (targeting Numeracy and Literacy) that was introduced in 2015 will continue to enhance and assist in lifting the performance of all Mathematics students.

Personal Development, Health and Physical Education (PDHPE)

Numbers in PDHPE have increased over the past few years with two classes completing the HSC in 2016.

There have been significant improvements in Bands, with the percentage of students who attained a Band 6 going from 5.07% in 2015 to 16.6% in 2016. This percentage is above the state average of 11.01%. the within school comparison is continuing the trend of the last few years and we are continuing to move towards more positive results each year through the development and implementation of whole school programs.

2015 was the first cohort to complete Community and Family Studies (CAFS), under the PDHPE Faculty. Only one class completed the CAFS course in 2016 with a result of 23.1% of students attaining a Band 5.

SCIENCE

Student performances in Biology, Chemistry and Physics were exceptional, outperforming both the state average and the results for schools with similar student cohorts. Most impressive was the percentage of students achieving bands 5 or 6, 48% in Biology, 58% in Chemistry. This was a significant improvement on previous years. The corresponding reduction in lower bands, with no students in Physics or Chemistry achieving below a Band 3 can, in part, be contributed to an increased use of assessment for learning and an emphasis on professional collaboration to improve student performance.

Although there were no Band 6 performances in Senior Science, the group, on the whole, performed well with 64% of the cohort achieving a Band 4 or 5 being the best performance in this subject in the last 8 years.

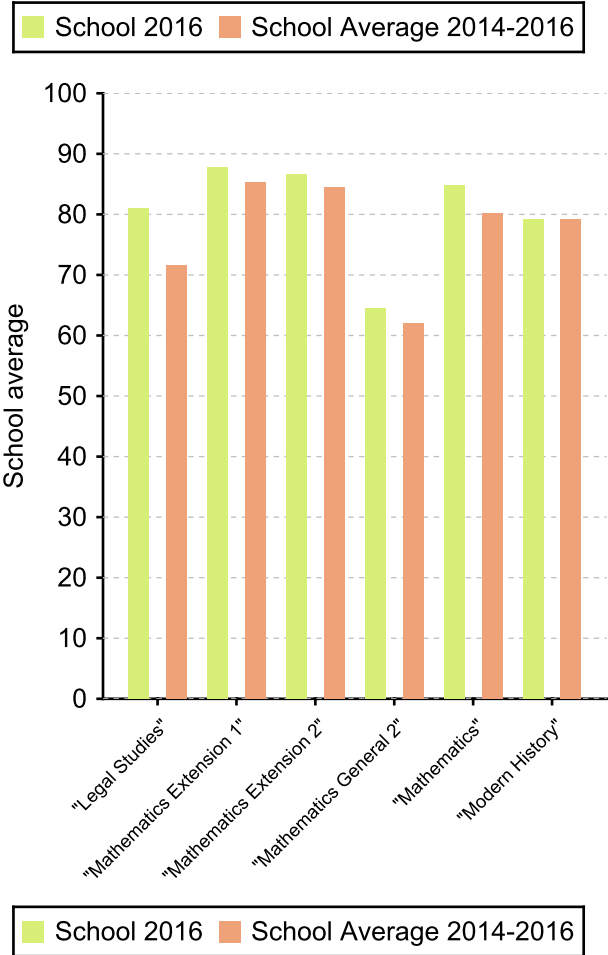
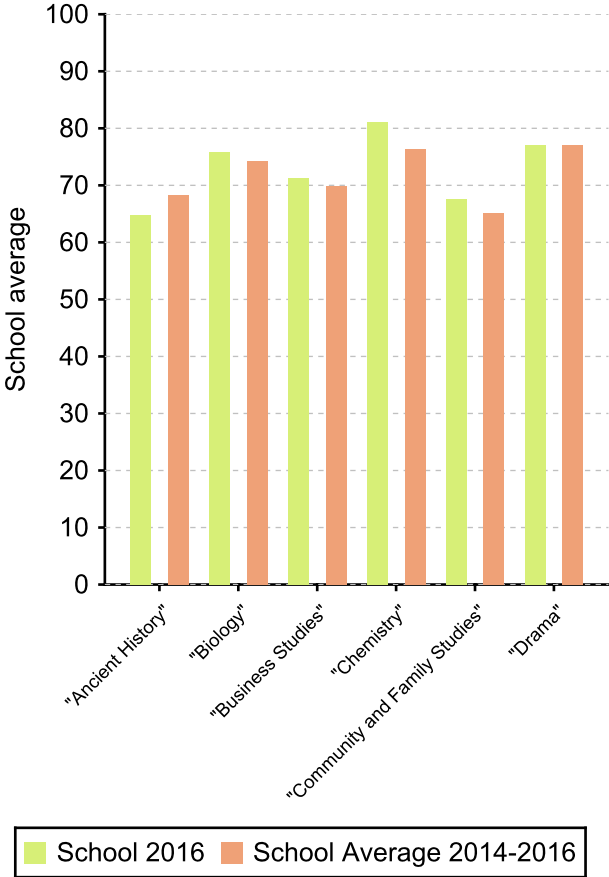
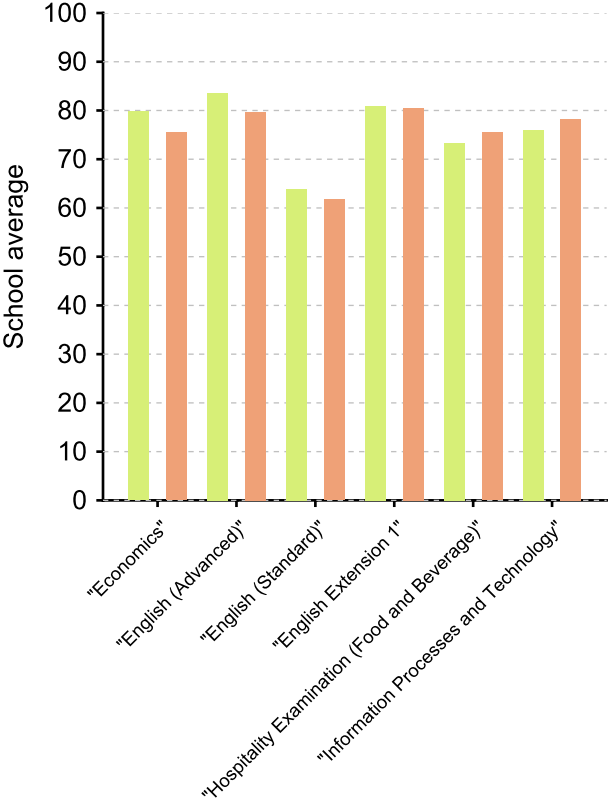
The strong correlation in all sciences between internal assessment data and the results achieved by students in external examinations validates the scope and nature of internal assessment tasks. This correlation provides students with an accurate measure of their progress, hence enabling them to make informed decisions about their patterns of study.

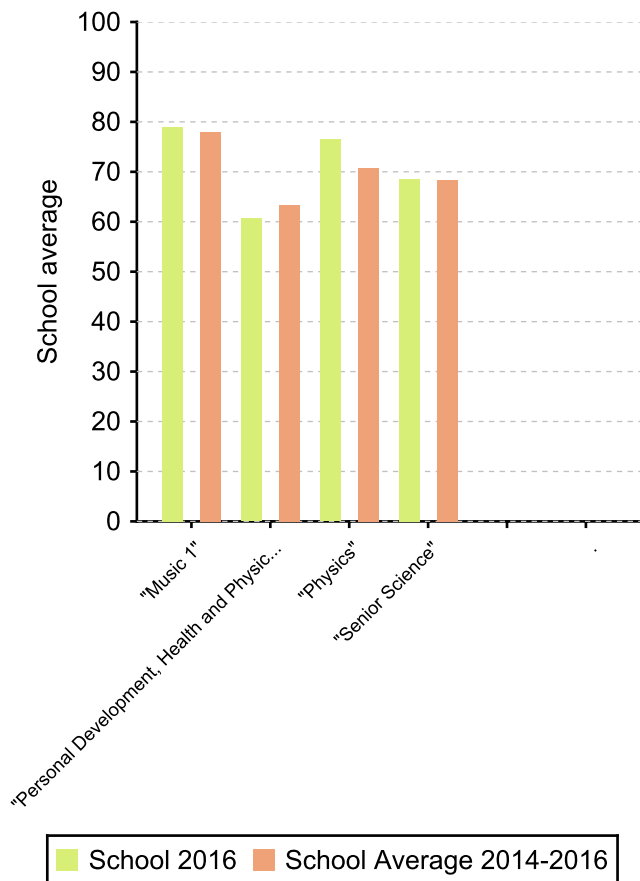
An analysis of course enrolment data reveals sustained growth in all science disciplines over the past few years and confirms the need to judiciously allocate resources to accommodate this growth and continue the positive academic results achieved in 2016.

Technological and Applied Studies (TAS)

The five HSC subjects in the TAS KLA continue to serve their client base well. The 2016 size of the candidature of the TAS HSC cohort was another decrease in percentage from previous years. Small

individual class candidature at HSC level makes data analysis a more challenging task, however, more individualised attention can be afforded students. There was a another positive shift in band performance percentages overall compared to the previous year, decreasing lower band performance and increasing higher band performance. A trend which continues is, the significant majority of candidates who achieved their best band performance in their TAS subjects. This indicates that the TAS KLA is meeting the needs of the students in their classes. Hospitality (Food and Beverage) and Information Processes and Technology continue to produce some outstanding results with more Band 6 performances. Design and Technology also stood out as a good set of performances, along with Hospitality and Information Processes and Technology achieving above state average results. Almost all the students in these courses achieved in the top three bands. The TAS faculty continues to develop their resources, teaching and learning and assessment strategies to maximise and individualise student learning and achievement and promote design and problem solving skills applicable to all post-school education and training.





Policy requirements

Aboriginal education

Parramatta High School's Aboriginal and Torres Strait Islander (ATSI) Education Team had another successful year with many highlights. For the second consecutive year Thomas Harrington was awarded the Most Outstanding Indigenous Student at the presentation night after achieving outstanding academic results. Congratulations to Thomas and all the students of 2016 for another good year.

The ATSI Education Team at Parramatta High School has three focus areas which are aligned with the NSW DEC's *Aboriginal Education and Training Policy*. These three areas see the team focus on improving the educational outcomes of all our Aboriginal and Torres Strait Islander students, building increased knowledge and understanding of Aboriginal Australia for all staff and students and strengthening collaborative decision making with Aboriginal people and communities.

In order to improve the educational outcomes for students, the ATSI team offered after school tutoring on a Thursday afternoon which was run by ex-student Sevin Ayas and the ATSI team. The program was funded through the Norta Norta program and had a specific focus on ensuring assignment submissions and homework completion increased. Ethan Matthew deserves special recognition for his commitment to the program and working hard to improve his academic results. The weekly tutoring program was supported and improved by the student's participation in the Australian Indigenous Mentoring Experience (AIME). AIME is an organisation whose goal is to see the number of Indigenous students who leave high school and move on to university equalling or bettering that of non-indigenous students. Personalised Learning Plans are also used by the ATSI team as a way of maximising student outcomes. These involve being aware of each student's background, their preferred learning styles and their goals. These are referred to throughout the year by team members to ensure students are progressing and achieving their desired personal, social and academic goals.

Knowledge of Aboriginal Australia for the wider school community was built through participating and recognising a number of key events and also through the teaching of relevant content area in a variety of Key Learning Area's. The introduction of the Australian Curriculum in more subject areas has meant that the cross curriculum priority of teaching ATSI histories and cultures is now occurring to students in new and different ways. NAIDOC week was a particular highlight with a special assembly, arts competitions and different learning activities being delivered across several subject areas. Staff needs were also addressed with a survey created to identify areas or aspects of teaching Aboriginal and Torres Strait Islander cultures, histories that teachers were comfortable with and areas they required assistance. The survey delivered mixed results and shows that some teachers need assistance in teaching this content while others are very confident. Various resources were distributed to assist staff and members of the team are used to assist in

Parent/caregiver, student, teacher satisfaction

In 2016 PHS sought the opinions of parents, students and staff using the "Tell Them From Me" surveys. Their responses are presented below: The surveys included The NSW Secondary Schools Survey, the Partners in Learning Parent Survey and the Focus on Learning Teacher Survey.

Our parent community believe the school supports positive learning behaviour. They are satisfied with the general communication avenues the school engages in and felt the school has developed a good reputation in the community. We have had an increase of parents using the PHS Skoolbag App, as well as increased traffic viewing the school's website. There is also more information provided for parents and students on the website.

Our student body recognises that the school has a safe and positive school climate built on a sense of belonging and positive peer and teacher relationships. Students at our school responses to being socially, intellectually and institutionally engaged were above the NSW Government School norms.

Our school staff reported on a positive school climate for collaboration and learning culture. Most staff believe there is clear communication on strategic vision and values. Staff indicated that they produce an effective model for teaching, setting challenging, visible learning goals.

programming when required.

Relationships with the parents and carers of Indigenous students are developed through parent teacher nights, regular phone conversations and interviews. With many families of students having been previously involved with Parramatta High School through older siblings or other family members, the relationships between the parents and carers of students and the ATSI team remain strong. The regional program managers for AIME were able to make several visits to the school and provide advice on school programs. Relationships with other local schools were attempted to be initiated with limited success. This will remain a

Multicultural and anti-racism education

The recognition of cultural diversity underpins many programs and initiatives at Parramatta High School. Multicultural perspectives are firmly embedded in faculty teaching and learning programs, enabling all students to increase their intercultural awareness and understanding. This, combined with students' daily interactions with others from diverse backgrounds, equips our students with the skills needed to take their place in the multicultural international workforce.

The main cultural backgrounds represented at Parramatta High School in 2016 included Indian, Chinese, Afghani, Turkish, Arabic and Korean with enrolments from students of non-English speaking backgrounds (NESB) more than 90%.

The school's EALD team of 3 teachers in 2016 provided ongoing support to targeted students. Those students who have been in Australia for less than three years are targeted as a priority across a number of KLA subjects. Team teaching with various KLA mainstream teachers and intensive teaching of withdrawal groups are the two main approaches utilized to further develop the literacy and numeracy of NESB students.

Interpreters were again available at parent-teacher evenings and for individual parent-teacher interviews as required. Student interpreters were utilized on Orientation Day to assist parents acquire information and clarify processes for their children enrolling into year 7 in 2016.

NESB students were able to access support through a number of well-established programs. The before-school reading and literacy program continued to provide daily individualised assistance for students, particularly new arrivals to Parramatta High School. The ESL Peer Reading program continued operating during DEAR and Roll Call each day, involving 15 trained year 10 students giving one-on-one tuition to targeted ESL students.

Refugee students were further supported with practicum teachers from the University of Western Sydney, providing support during class and after school homework tutoring on Thursday afternoons. This program, once again, fostered improved attitudes to homework as well as providing opportunities for refugee students to access ICT facilities.

In addition, selected students from refugee background participated in the Show Me The Way program. This is an online mentoring program that utilises community resources and social supports through a dedicated and secure website. This program enables building capacity for employment through strengthening knowledge, building skills, developing self-esteem and confidence and most importantly, establishing and developing interpersonal relationships.

Other school programs

SPORT

Student involvement in sport at Parramatta High School has continued to follow the strong, long and proud history of the school. We have had a large number of students participate in the various sporting opportunities presented to them and achieve some fantastic results both for themselves and for the school.

Our annual swimming, and athletics carnivals saw excellent participation from students across all year levels. It was great to see that both participant and spectators are continuing to represent their houses with enthusiasm and passion. Congratulations to Marsden house finishing 1st overall in both carnivals winning the Parramatta High School Ex-Students Swimming Carnival Shield and the Adrian Button Memorial Athletics Carnival Shield.

Again this year, we have been able to send strong teams to the Prospect Zone carnivals, where we have achieved a number of strong results as a school. Our PHS swimming team competed well at the Zone carnival and achieved 2nd place. At the Zone Cross Country we had one of our largest teams in recent years, and managed to finish in 6th place. Whilst at the Zone Athletics Carnival we finished in 5th place. These outstanding performances have seen Parramatta High School finish 3rd overall in the Prospect zone with an impressive 6 Gold, 2 Silver and 5 Bronze medals.

Students at Parramatta High School have had the opportunity to enter a number of Knockout teams for various sports. This year the Open and Under 15's Boys Basketball team and Boys Cricket team participated in the NSW State Knockout competitions. All represented the school well and competed through to the early rounds. Students have also had the opportunity to try out for Prospect Zone teams, in variety of sports, to compete in the Sydney West School Sport Association Championships.

Prospect Zone Grade Competition

Champions: Open Boys Touch Football, Junior Boys Touch Football, Open Girls Touch Football, Junior Boys Basketball and Junior Boys Soccer.

Prospect Zone Age Champions:

Swimming-

Michelle Toisuta : 12 Years Girls , Troy Lin : 12 Years Boy, Joshua Toisuta: 14

Cross Country–

Alison Joseph 13 Years Girls

Athletics–

Joe Andary :13 YearsBoys

Helen Kougious :14 Years Girls

Sports Star of the year awards: These sports star awards acknowledge students who have demonstrated a commitment to air play, achievement in sport and who have contributed to school sport.

Our female sports star is awarded to a young woman who has participated in a variety of sporting events and achieved outstanding results across numerous sports and activities. This students sporting achievements include: School and Zone Athletics 14 Years Age champion, Regional Cross Country representative, Zone Touch Football representative, Grade Sport Finalist and Grade Champion Girls Touch Football. Congratulations to **Helen Kougious**.

Our male sports star goes to a young man who has always been an active participant, displaying great sportsmanship and leadership in all activities and events in which he takes part. His sporting achievements include: School and Zone Swimming 14 Years Age Champion, Sydney West Swimming representative, Australian Open Water Swimming Championships participant and Grade Sport Finalist Boys Junior Basketball. Congratulations to **JoshuaToisuta**.

Student Leadership

Prefects

The Prefect body reflect, promote and uphold the core values of Parramatta High School; that of respect, responsibility and honesty. The 2015 – 2016 Prefects have taken part in a variety of activities as leaders of the school. These events have included the Year 6 Orientation Day, the Annual Presentation evening, meeting and greeting parents, participation with community leaders and students at neighbouring schools, such as Cumberland, Girraween and Northmead, and weekly responsibilities such as hosting assemblies and special events. The Prefects engagement in leadership activities such as the GRIP National Young Leaders Day at Homebush Olympic Park, developed their knowledge of what it really means to be a leader, in a variety of settings including beyond the school setting. The group worked as a team on various fundraising events such as Valentine's Day and The World's Greatest Shave in aim to raise funds for a number of different charities including the Westmead Children's Hospital. As a way to showcasing their civics and citizenship, the Prefects attended

historically significant events in Parramatta to commemorate and remember the involvement of Australia in global conflicts such as WWI and WWII. They were also privileged to attend a procession for the memorialisation of fallen Australian soldiers who served in Vietnam. Overall the achievements and efforts of the Prefect body have been crucial in maintaining an ethos of pride, culture of acceptance and strong school spirit.

Social Justice League

The Social Justice League is a student leadership group which focuses on the United Nations Millennium Goals. Students focus on a range of key social issues including racism, gender equality, homelessness and environmental sustainability. A range of initiatives are developed within the school community to create a more inclusive and respectful environment. The Social Justice League is responsible for organising Harmony Day– a day which celebrates the rich cultural diversity of the school and aims to create a harmonious school community. The Couch Project is another school-based event which tackles the issue of youth homelessness and aims to educate students about this key issue in our society. Other activities which this group actively participate in are the 40 Hour Famine and environmental initiatives throughout the school such as the Recycling Rangers program.

Boys Education Programs

The wellbeing of our students is paramount to meeting the educational needs of our students. In order to ensure that our students are fully equipped with vital skills to assist them in their real-life experiences, programs have been introduced across the school to help male students with enhancing their mental health and wellbeing. Our Supervisor of Boys works personally with the male students to mentor them on positive behaviour and learning as part of PHS' **New Directions** program. These programs are proving to be successful and have shown a difference in student behaviour and engagement at school.

High Resolves

In 2016, our High Resolves program has been introduced to Years 7–10. All students have participated in the program and have greatly benefited from the key social and cultural issues which global citizens experience daily. The program has allowed our students in Years 9 and 10 to develop key leadership skills which has aided them in developing community projects both in the school and in the wider community. Our school was involved in the *Videos for Change*—a competition focusing a social issue and how to create a better awareness surrounding this issue. Students in Year 11, with the guidance of Mr Hammoud, created a Public Service Announcement based on domestic violence and successfully competed in a competition run by Network Ten and High Resolves eventually leading to the video being screened nationally. This video received both local and national recognition with students being invited to various events throughout the local community which showcased this successful video.