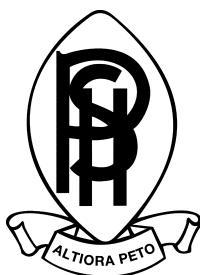


Penrith High School

Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Penrith Selective 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.

Mark Long

Principal

School contact details

Penrith High School

High St

Penrith, 2750

www.penrith-h.schools.nsw.edu.au

penrith-h.School@det.nsw.edu.au

4721 2674

Message from the Principal

It is with great pleasure that I write this report as Principal of Penrith Selective High School. 2016 was a great year of where a number of important staffing positions were filled and new roles created. All of this occurred whilst ensuring that students in years 7–12 were supported across all fields of achievement.

It was a great privilege to have been asked to relieve as the Principal of our school in Term 3 and I would thank the students, staff and parents for their support and the time they spent sharing their insights about the school. This contextual understanding helped me immensely and played a key role in my decision to apply for the substantive role in late Term 4. I would also thank Mrs Kristine MacPhail who relieved as Principal for almost 2 1/2 years before being appointed as Principal of Cambridge Park HS. Additionally, in Term 3, Mr John Elton completed both his long service leave and tenure as Principal. Mr Elton leaves a strong legacy at the school and the entire school community wishes him a long and healthy retirement. Mr Steven Duclos, who was appointed through merit selection as Head Teacher Social Sciences 20 years ago was most recently leading the school as Deputy Principal and retired at the beginning of Term 4. His impact as an outstanding educator is still seen everyday across the school through curriculum, student leadership and community service. It has been wonderful to see Steve back at school a few times since his final week and we all look forward to his continued involvement with the school community.

This Annual report will showcase a broad range of achievements. As a high performing, academically selective high school, we are fortunate to work with highly gifted young men and women everyday and the results from the class of 2016 added yet another set of outstanding HSC results to the history of the school. Our median ATAR in 2016 was 91.35, up from 91.1 in 2015. 90 students scored an ATAR of 90 or more and 45 students achieved an ATAR greater than 95. Even more pleasing was that all 158 graduates from the class of 2016 were offered places at a university and 147 students received at least one early university entry offer.

2016 also saw the school work through external validation, the Department's new model where schools' self-assess their current performance and operation against the Schools Excellence Framework. This self-assessment is then reviewed by two external Principal's and the positive results of this process can be seen later in this Annual report. The work completed by all staff, but in particular Fiona Cunliffe, Graeme Mell and Brian Ferguson was outstanding, albeit incredibly time consuming. The process has set us up well as a school community to start working towards our new 2018–2020 school plan.

Our new IT network, including re cabling the whole school apart of the Department's ET4L program has given teachers a new basis to support students through technology and will also play a crucial role in 2017 with both teaching and learning and implementing our new accounting and management system– LMBR (Learning Management Business Reform) in 2017.

It would be easy to write many pages in just this section about the successes, hard work, dedication, learning and of course fun that makes this school a very special community. We are a school built on very strong traditions– almost 70 years as a public high school and just over 25 years as a fully selective high school catering for highly gifted students. Ensuring that this DNA continues to be weaved through new thinking and adaptations that are designed to ensure that our current students are best served to have maximum access to the opportunities that exist, is essential and is already showing strong results. Although challenging, the shared wisdom of our students, parents, staff and alumni is a key aspect in achieving this and I look forward to working with each group in 2017 and beyond.

Thank you to all members of the Penrith community for supporting the school and making me so welcome. I commend this annual report to you.

Mark Long

Principal

Message from the school community

Everyone connected with Penrith Selective High School (PSHS) knows that 2016 was a year of incredible change, to a degree that the school has not experienced for many years. Looking back, it is clear that these changes were of seminal importance for the school, and represented a tipping-point in terms of parent engagement with PSHS.

As Acting Principal, Mrs. MacPhail had guided the school extremely capably through a period containing numerous difficult administrative and leadership challenges. However, the appointment of a permanent Principal provided the opportunity for the school to reflect on and reconsider the direction it would take going forward. Mr. Long worked very hard at this time to communicate with all stakeholders – parents included – resulting in a noticeable increase in parental enthusiasm and involvement.

Attendance at P&C meetings in 2016 was markedly up over previous years, with parents eager to find out what was happening and to provide feedback and input. The changes, particularly to staffing, also called on many parents to donate their time and skills in very practical ways.

Therefore, besides the regular P&C meetings and parent forums, in 2016 the P&C, and the parent body more broadly, contributed to PSHS in the following ways:

- Providing parent representatives for staff merit selection panels for the positions of Principal, Deputy Principal, HT CAPA, HT Social Science, and several other classroom teacher positions
- Providing parent representatives for student selection panels
- Providing an increased number of volunteers for the school canteen
- Running a successful fund-raising BBQ at Bunnings
- Purchasing new furniture and audio-visual equipment for the library and funding the installation of air conditioning in four science laboratories (to a total value of over \$22,000)

Thanks must go to all those parent volunteers who were so generous with their time. In particular, I extend my deep thanks to the 2016 P&C officers who worked so tirelessly and capably. Finally, the P&C is very grateful to Mrs. MacPhail and Mr. Long for their caring leadership, and to the wonderful staff of PHS who so ably teach and support our children.

David Shead

2016 P&C President

Message from the students

Over the past year, being the school captains of Penrith Selective High School has been a journey that has proved extremely worthwhile and has allowed us to learn new skills as well as hone the skills we possess in order to carry out the many roles and responsibilities that came with this leadership position. Being able to participate in various events and meet new people are two of the many things that we, Manasa and Janindu, have been able to experience in our role as school captains.

The Induction Assembly that was held in Term 3 of 2016 was the starting point of our journey, where we were presented to the school for the first time as school captains and to gain the blessing and wise words of wisdom of the previous leaders whose large shoes we have tried to fill. With the assembly, we were not only able to address the school for the first time in our roles but also set goals that we both personally had for the school, for it to grow and succeed under our watchful eye.

The induction assembly was followed by the year 12 graduation night, where we were able to MC a school presentation for the first time. This was a special event; it enabled us to be a part of their last night in the school and to say farewell. Following this event were many numerous presentations and assemblies, giving us the opportunity to meet new people and make connections. One significant event was the Quad Schools Sports Competition, a tournament held between the four selective schools of Penrith, Girraween, Baulkham Hills and James Ruse. Organising this tournament in collaboration with the leadership teams of the other schools, where we were able to form new bonds and friendships outside of our school, was an opportunity that comes rarely in high school life.

Throughout this past year we have learnt a lot about ourselves but we have grown most as a school as this opportunity provided us with the rare opportunity to make a difference within the school community. We, as the school captains for 2016–2017, are eternally grateful and blessed to have been fortunate enough to be the leaders of this school and we will continue to help better our school environment.

Manasa Bhat and Janindu Kumara–Devage

School background

School vision statement

The school has a strong commitment to academic and personal excellence in all spheres of school life. Our dedicated teachers maintain a relentless focus on quality teaching with an emphasis on strategies to address the needs of gifted and talented students. We strive to develop students who are innovative thinkers and confident, self-motivated learners who possess strong ethical values. The school has active links with universities and its community. Our students thrive in an atmosphere which provides for co-curricular learning experiences, sport, creative and performing arts, leadership roles and school community service. It is important that we offer extensive student leadership opportunities that contribute to a positive school ethos and a philosophy of social justice. The school values the positive contribution parents make in our success.

School context

Penrith High School is an academically selective high school in outer western Sydney with an enrolment of 945 students. 79% of students are from non-English speaking backgrounds, including significant numbers from Asian backgrounds. Our Aboriginal students make up 0.5% of the student community and the school is committed to promoting its cultural and linguistic diversity.

The school's parent community holds high expectations of academic success for our students. 98% of students progress to tertiary education through university. The remaining 2% continue with full time education through full time TAFE or part time TAFE and work.

The school has large, well-manicured grounds. All learning spaces have access to technology and all classrooms have interactive whiteboards or data projectors. In 2015 all students in the senior school (10–12) have individual laptops and students in the junior school bring a range of technology to school under the Bring Your Own Device Policy. Students can access the internet from any area across the school.

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 indicated that our **learning culture** was **sustaining and growing** as a result of strong collaboration with all stakeholders in the school. Evidence including student responses in the TTFM survey and the evaluation of our newly developed teaching programs that are differentiated to meet the needs of highly gifted learners support this assessment. We are deeply committed to further professional reflection, capacity building and professional learning to ensure that our gifted students and the school community understand their role and responsibility for their ongoing learning.

Our school has well-developed support structures in place to foster the cognitive, emotional, social, physical and spiritual wellbeing of students, which evidence shows has improved the individual and collective wellbeing of students. Our SEF self-assessment of **wellbeing** reflected that we were **excelling** in this element as individual learning is supported by quality teaching practices, goal setting processes and the implementation of the growth mindset model, developed by Carol Dweck. Our aim is to develop students who are self-aware, able to build positive relationships and actively contribute to the school as evidenced through TTFM data showing high student social engagement.

At Penrith Selective High School we have developed an integrated approach to quality teaching, curriculum planning and delivery, and assessment. We promote learning excellence and responsiveness in meeting the learning needs of all students. We have self-assessed through the SEF as **excelling** in regards to **curriculum and learning** as we have policies, programs and processes in place to identify and address student learning needs. Our evidence shows the development of an integrated approach to quality teaching, development of teaching and learning programs for gifted and talented students. Staff have reviewed existing programs, designed program proformas and checklists to use when redesigning their teaching and learning programs. Staff continue to share and refine teaching sequences and resources through regular professional learning to improve their skills in delivering differentiated programs.

Our gifted students have consistently achieved excellent results on external performance measures. In addition, strong value added results within most NAPLAN measures have been achieved. Our SEF self-assessment of **student performance measures** reflected that we are **excelling** in this element because of our strong HSC results, ongoing commitment to reflection on results and staff professional learning around improving data analysis knowledge and skills. Evidence includes SMART and RAP data and samples of data analysis processes used within the English faculty to reflect on and analyse HSC English results. In addition, excerpts from professional learning sessions aimed at improving staff data analysis skills demonstrate an ongoing commitment to improvement of student results through continued training, reflection and review of teaching and learning programs.

Our academically selective high school has worked on developing consistent, school-wide practices for assessment and reporting across the curriculum. Our SEF self-assessment of **assessment and reporting** reflected that we were **sustaining and growing** in this element as a result of practices implemented in using SENTRAL to improve information accessibility for parents, students and teachers as well as staff training and engagement in data analysis. Evidence including the Parent and Student Portal, a sample school report and HSC analysis by teachers, demonstrate how current data is easily accessible and used to monitor, plan and report on student learning across the curriculum.

All teachers at Penrith Selective High School are committed to identifying, understanding and implementing effective teaching methods for gifted learners. Our self-assessment on **effective classroom practice** was **sustaining and growing**. Evidence provided includes a sample of a differentiated program where explicit teaching and learning strategies have been embedded, to meet the needs of gifted and talented students; this program meets the school wide expectations for programs. Teachers will endeavour to evaluate their practices and continue to incorporate evidence-based teaching strategies into programs, or make adjustments where necessary, to support student learning.

All teachers are given the opportunity to collaborate and provide feedback to sustain quality teaching practice. Our self-assessment on **collaborative practice** is **sustaining and growing**. A sample faculty development plan/agenda, a sample of a teaching and learning program created between faculty members and faculty minutes highlighting processes and time allocated for staff to analyse RAP and NAPLAN data, are evidence of this. Teachers also collaborate with students to improve their practice. Evidence includes student evaluations which are used to monitor, review and refine teaching programs. The school will work towards establishing explicit systems for collaboration and feedback to sustain quality teaching practice through the continued roll out of the PDP process for all staff.

Staff at Penrith Selective High School, have focused on developing skills in data analysis and strategies to use these

skills as a tool to encourage curriculum innovation and quality teaching. Our SEF self-assessment on **data skills and use** reflected that we were **sustaining and growing** in this element as a result of expert staff leading the professional learning of others in data use to inform future directions. Evidence including faculty meeting minutes, professional learning materials, a school developed RAP analysis system which identifies student achievement and progress, as well as samples of adjusted programming support this assessment. Staff are engaged in the use of data in their planning for learning and identification of skill gaps for improvement.

At Penrith Selective High School, staff have shown a commitment to working collaboratively towards school goals beyond their classrooms. Our SEF self-assessment on **professional standards** reflected that we were **sustaining and growing** in this element as a result of staff working collaboratively to develop innovative and well differentiated teaching and learning sequences. Evidence including snapshots of Prezi professional learning materials, student surveys and evidence of the completion of the mini-certificate of gifted education by all staff support this assessment. Staff are committed to maintaining and developing their professional practice and are using the Australian Professional Standards for Teachers to inform their development.

At Penrith Selective High School staff have engaged in professional development with a focus on improving their performance. Our SEF self-assessment of **learning and development** reflected that we were **sustaining and growing** in this element as a result of staff actively sharing professional learning and teaching experiences, while also engaging in professional dialogue to build on understanding of effective teaching strategies. Evidence including faculty meeting minutes highlighting professional dialogue surrounding NAPLAN results and a focus on improved teaching methods in literacy and numeracy, as well as a staff development day agenda which enabled teachers to work together within faculties support this assessment. Staff at Penrith Academically Selective High School, continue to find value in working collegially to support their professional learning and development.

Our Academically Selective High School leadership team actively supports a culture of high expectations and community engagement. Our SEF self-assessment of **leadership** reflected that we were **sustaining and growing** in this element as a result of establishing valuable partnerships in the wider school community. Evidence of this includes, the student learning and leadership programs established with UTS and UNSW. Also the staff leadership development program has been underpinned by a learning platform consisting of GERRIC training, the growth mindset model and data analysis skills to allow staff to teach, reflect and refine their day to day practice with the aim of improving educational opportunities for students. While we are reaching a level of **sustaining and growing** in leadership, this learning platform will continue to be a vital element in our ongoing school improvement efforts in implementing the schools vision, strategic directions and the professional effectiveness of our school.

Our school plan is at the core of continuous improvement efforts. The SEF self-assessment of **school planning, implementation and reporting** reflected that we were **sustaining and growing** in this element. Our school vision is to improve communication in our school community. The school plan is informed by current educational research that demonstrates the strong link between high levels of student performance and the inclusion of all stakeholder groups including students, staff and parents to maximise student achievement. Our school's strategic directions are centred on building capacity with each group (Students, Staff and Community) and these are evident across the three strategic directions and the milestones within the school plan.

Our **school resources** are strategically used to drive each of the three strategic directions of our school plan. We assessed our performance of as **excelling** in this area. This assessment is supported by the implementation of Sentral to align all systems and processes on one platform. This has delivered a streamlined process for staff, students and parents to engage with while also allowing the executive team to examine data and trends to ensure that decisions are evidenced based and student focused.

In the element of **management practices and processes**, we self-assessed as **sustaining and growing**. Through deep professional discussions and reflection against the framework within the executive team and the broader school staff, we have started on a process of closely examining our management systems, structures and processes and have a commitment from staff to research current best practice and to redesign how our day to day and long term effectiveness reflects the high expectations of our school community and our shared vision of a high performance setting that meets the needs of every gifted learner in the school.

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

Students will be engaged, curious learners who think critically and creatively to make a difference in their world

Purpose

To deliver a quality learning environment for gifted and talented students that inspires them to think deeply, logically and divergently in order to add value to their academic and social performance.

Students will be supported to become skillful, resilient, empathetic, resourceful and passionate lifelong learners who can embrace and lead change.

Overall summary of progress

Significant progress has been made in ensuring all Faculty programs are based on the Quality Teaching Framework and focus on significant learning experiences that develop higher order thinking skills for gifted and talented students.

Teaching and learning programs across all courses 7 – 12 were reviewed to identify where further adjustments need to be made to engage gifted and talented students in higher order learning activities. All teaching staff have undertaken professional learning with Gateways Education focused on strengthening our teaching and learning programs with a conceptual framework and differentiated teaching and learning activities for gifted and talented students.

There has been a continued focus on structured curricular and extra-curricular programs that foster leadership opportunities through challenging differentiated and multifaceted experiences. It is these programs that enable students to develop leadership characteristics and abilities through dynamic and engaging practical experiences in and out of the classroom. Students have been provided with learning opportunities to enable them to think critically and creatively to make a difference in their world through participation in programs such as High Resolves, UTS Enterprise Challenge, Entrepreneurial Learning Project, Debating and Public Speaking, Model United Nations and Volunteering at Kurrambee School (SSP) just to name a few.

As a school we are providing learning experiences that promote student involvement in personal goal setting, we are encouraging self-direction and determining systems to show measureable improvement. However this is still an area needing further development. We are working towards a model where students are explicitly taught the value of goal setting, are provided with models on how to do it well and provided with support to achieve their goals. The targeted study skills program implemented in 2015 was revised to include a clear and explicit emphasis on the development of a growth mindset and specifically a focus on the setting of learning goals that are reviewed each term. This program was continued in 2016 and students were also provided with models to develop their understanding of how to set learning goals and not just focus on performance goals.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of subjects have Teaching and Learning programs based on the Quality Teaching Framework that effectively deliver an appropriate curriculum for gifted and talented students.	Faculties have continued to focus on improving their teaching and learning programs. Staff have engaged in further professional learning focused on developing their teaching and learning programs within a conceptual framework to improve the intellectual rigour for students. This professional learning is also focused on the development of differentiated learning activities targeted specifically at gifted and talented learners.	Nil
90% of students are actively engaged in their learning as measured by the Tell Them From Me survey and Quality Teaching Student Evaluation forms.	The Tell Them From Me student surveys completed in 2015 and 2016 indicate areas of strengths but also highlight areas for further improvement in relation to student engagement with our teaching and learning programs. Data indicated high levels of institutional engagement with clear improvements in student's homework and study habits. In regards to intellectual engagement students have indicated increased levels of effort being applied there is still the need to focus on	Nil

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
90% of students are actively engaged in their learning as measured by the Tell Them From Me survey and Quality Teaching Student Evaluation forms.	providing students with greater challenge and rigour in their learning experiences.	
90% of students set, monitor, review and reflect on their learning goals throughout the year.	The Study Skills program that continued to be implemented across 2016 saw an increased focus on the importance of all students setting specific learning goals and developing a common language and understanding around the importance and values of learning goals as opposed to just performance goals. Each term students set and reflected on their learning goals, many of the goals students set were skills that needed improvement based on feedback from their teachers.	Nil

Next Steps

Teaching and Learning that meets the needs of every student at Penrith Selective High School is essential. In 2017, we will focus on the continued development of differentiated programs underpinned by conceptual frameworks to drive learning in every classroom. Faculties will continue to work closely with Gateways Education to deliver highly engaging teaching and learning programs that are differentiated for gifted and talented students.

We will refine the Year 9 and 10 cross curriculum projects to foster valuable entrepreneurial and leadership skills, while providing students with further opportunities to be collaborative, creative and challenged. We will use the data provided in the Tell them From Me survey to monitor student engagement alongside Andrew Martin's Motivation and Engagement Survey combined with internal school assessment data to identify students requiring additional academic or wellbeing support.

In 2017 we will evaluate the programs and activities that are offered at PSHS to ensure they are meeting the needs of our gifted and talented learners. We will be offering a structured Mathematic enrichment program as well as expanding our debating program to enable greater participation of students in these two highly sought after areas.

The student leadership framework will also be reviewed to strengthen the role of our student leadership team, provide more opportunities and promote greater equity across the school. We will also survey the student body to determine the areas they would like further opportunities to engage with to determine future directions.

In 2017 we will also continue to focus on students setting and reviewing their learning goals independently as well as encouraging students to achieve their personal best through a shared and common language, supported by both the Wellbeing team and the Academic Advisory team.



Strategic Direction 2

Staff will lead learning through collaboration and innovative practice

Purpose

To create a community of teachers who are dynamic facilitators of challenging learning experiences for gifted and talented students.

Teachers are engaged in targeted, explicit curriculum innovation and quality teaching that inspires learning and increases student engagement.

To ensure continued alignment and development of outstanding teaching practice and leadership capabilities in line with the Australian Standards for Teachers and Standards for Principals.

Overall summary of progress

Because of training in data analysis and use, teachers could articulate their findings, draw conclusions and consider the next steps in curriculum and program refinement. The analysis of data from NAPLAN testing in Years 7 & 9, Year 12 HSC results and student surveys across the school provided both quantitative and qualitative data to provide insight into how teaching and learning programs and strategies could be refined to improve student learning outcomes.

Teachers worked collaboratively to develop innovative and well-differentiated teaching and learning sequences. Upon evaluation teachers determined that programs lacked consistency in formatting and teaching and learning strategies were not explicitly embedded to support gifted and talented students. As a consequence, teachers underwent professional learning to further develop skills in working collaboratively to design and enhance teaching and learning practice. Teachers also involved students in program evaluation through student surveys. This enabled student-focused programs that incorporated flexible curriculum where students have choice in what is being taught, and how, by making adjustments to the teaching and learning sequences in subjects.

A focus on Collaborative Practice led to the identification of expertise within our staff to provide whole school professional development on differentiation. An example is how the Science Head Teacher, using an example from a teaching unit, shared insight into how differentiation could be applied. This insight was used to facilitate discussion and analysis among teachers within faculties groups on a staff development day.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
90% of teachers can demonstrate how they use data and research to improve their teaching practice. 100% of teachers understand the process for achieving higher levels of teacher accreditation linked to the Australian Teaching Standards and increased numbers of staff are seeking this accreditation.	Staff have been given extensive professional learning opportunities to develop their skill in using data and research to improve their teaching practice. The Performance and Development process was leveraged to as means of linking their professional learning to Australian Teaching Standards.	Nil
80% of teachers have collaborated with colleagues and/or students and/or parents in designing, implementing and evaluating innovative teaching and learning sequences.	Teachers were provided with relief time to collaborate and refine programs, units of work and teaching practice. All faculties were involved in this process.	\$83,625
100% of teachers understand the process for achieving higher levels of teacher accreditation linked to the Australian Teaching Standards and increased numbers of staff are seeking this	Staff have been given opportunities to learn about the processes for and benefits of achieving higher levels of teacher accreditation. Individual staff members are currently preparing to undertake the higher levels in 2017.	Nil

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
accreditation.	Staff have been given opportunities to learn about the processes for and benefits of achieving higher levels of teacher accreditation. Individual staff members are currently preparing to undertake the higher levels in 2017.	

Next Steps

In 2017 the continued development of teacher skill in differentiated programming will be enhanced by collaborative practice within faculties and across the school. A culture of collaboration in sharing classroom practice will allow teachers to further refine strategies. Data analysis linked to pre-testing will inform programming practice and facilitate greater levels of differentiation within classrooms. Additional resources will be required to allow teachers time to undergo further professional learning and to receive appropriate guidance in how to differentiate programs and how to pretest and be able to measure learning gain.



Strategic Direction 3

A connected school community that contributes positively to support student learning

Purpose

To create, enhance and maintain partnerships which are founded on meaningful participation in school programs, with a focus on the transition of students to tertiary learning.

To enhance the quality, sustainability and equity of community partnerships to increase the breadth and depth of student learning experiences.

To improve communication in our school community to facilitate quality educational experiences for our students and their families.

Overall summary of progress

Communication within the school community remains an area that needs further work. While significant improvements have been made with the introduction of the Sentral system, further training is needed for parents, students and staff as well as policies that surround how information is communicated. However, there is an increased usage of the parent and student portal to post relevant documents and parent usage of this portal as a means of explaining absences has increased.

The school community came together in an initiative called 'Revitaleyes'. Students, parents and staff walked through the school and observed areas that could be improved. This was a great start in the process of improving the learning environment for our students.

The goal of ensuring our students were recognised for their volunteering experience through the school merit and reporting system has been achieved.

We have established new university and business partnerships that provide students with tertiary education experiences whilst at school. All of our senior students attended a meaningful university experience. These experiences have met the initial goal of being appropriate in meeting the needs of our gifted students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of students have their volunteering experiences recorded and then recognised through the school merit system, school report and BOSTES accreditation. Students, parents and staff indicate improved school communication and publicity tools, measured by their participation in annual school based surveys and communication tool use.	The opportunities for students to participate in volunteering experiences have improved. 100% of students have had their volunteering experience recorded and linked to the school merit system.	Nil
100% of Year 10, 11 and 12 students have attended an enhanced school based university experience.	All senior students at Penrith High School have had a meaningful university experience, which has significantly helped students in making future career choices.	Nil
Students, parents and staff indicate improved school communication and publicity tools, measured by their participation in annual school based surveys and communication tool use.	Progress has been achieved in communicating to parents, particularly with the introduction of Sentral as a tool to promote school–parent communication. Data indicates an increased volume of communication.	\$26,000

Next Steps

The key focus areas for 2017 include:

- More effective communication through a year based newsletter on a fortnightly basis in addition to the school newsletter that includes communication from the relevant Deputy Principal and Year Adviser.
- Improving processes around keeping calendar entries current and communicated effectively to parents.
- Investigating more effective ways of recording students activities on the Sentral computer system.
- Consolidating the information from the 'Revitaleyes' initiative to engage the community in a plan to improve the learning environment.
- Investigating more effective ways to help students make informed choices in senior years, enabling them to reach their desired course at University.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	In 2016, all students in Years 7 and 8 had the opportunity to learn and engage in activities with Muru Mittigar, the local Aboriginal Cultural and Education Centre and our Aboriginal students were supported through the development of personalised learning plans.	\$1769
English language proficiency	In 2016 the loading was used to assist the work of the Learning Support Team who provided additional individualised support to the students who were identified as EAL/D at Penrith Selective High School.	\$27141
Low level adjustment for disability	Low level adjustment for disability is an allocation to support students in regular classes who have additional learning and support needs. In 2016 there were a number of students requiring personalised learning support. The funding allocation enabled the Learning Support Team to provide individualised support to students as well as enabling a Student Learning and Support Officer to be employed to provide assistance in classrooms to both students and teaching staff.	\$31171
Socio-economic background	Students from low SES backgrounds were supported to ensure that they had full access to all programs within the school, including the broad co-curricular program.	\$14196
Support for beginning teachers	In 2016 two teachers were classified as beginning teachers and were provided with funding by the DoE to support their ongoing development. These teachers worked with their faculty supervisor to plan the most appropriate use for the funding provided. Funding was used to provide time off class to complete a range of tasks including programing, marking and compliance related to attaining Proficient status under the Australian Professional Teacher Standards. One teacher also attended a Beginning Teacher Course which they felt would provide an opportunity to develop teaching networks. These teachers were provided support from the Faculty Head Teacher and Head Teaching and Learning on an ongoing basis throughout the year.	\$17458



Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	521	521	527	532
Girls	405	410	412	419

Student attendance profile

School				
Year	2013	2014	2015	2016
7	97.4	97.9	95.8	96.8
8	96.9	96.5	96.1	95.8
9	95.9	95.4	95.8	95.2
10	96.3	95	94.6	95.5
11	95.1	95.5	96	95.2
12	94.7	94.4	95.6	95.9
All Years	96	95.8	95.7	95.7
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	0
Employment	0	0	0
TAFE entry	0	0	0
University Entry	0	0	99
Other	1	0	1
Unknown	0	0	0

Offers made by faculty school through UAC (including combined degree offers)

- Medicine – 3
- Dentistry – 1
- Optometry – 1
- Business /Commerce – 45
- Engineering –36
- Law – 23
- Science – 19
- IT – 13
- Applied Science (speech pathology, occupational therapy, exercise physiology, oral health) – 14
- Physiotherapy– 12
- Psychology –10
- Actuarial – 9
- Medical Science – 9
- Accounting and Finance – 7
- Economics – 7
- Arts – 10
- Education – 5
- Architecture – 4
- Nursing – 2
- Policing – 2
- Aviation – 1
- Sound, design and music – 4

Total offers made by Tertiary Institutions

- University of NSW – 161 (100 of these were Early / Guaranteed)
- University of Sydney – 38
- Macquarie University – 42
- University of Technology Sydney – 24
- Western Sydney University – 22
- University of Newcastle – 11
- Charles Sturt University – 5
- Australian Catholic University – 7
- University of Wollongong – 8
- Curtin University – 2
- James Cook University – 1
- University of Canberra – 2
- Australian National University – 2
- National Art School – 1
- Jansen Newman Institute – 1

Year 12 students undertaking vocational or trade training

No student at Penrith Selective High School has undertaken vocational or trade training in 2016.

Year 12 students attaining HSC or equivalent vocational education qualification

All Penrith Selective High School students achieved the HSC. In addition, Penrith Selective High School students received the following:

- 157 students graduated in 2016. 157 students were awarded a Higher School Certificate.
- 154 students were offered a place at an Australian University

- 1 Student was offered a place at Jansen Newman Institute
- 1 Student was awarded a place at the National Art School
- 1 Student has accepted a domestic position to a University in the U.S.A
- There were 147 early offers/ guaranteed entries via each Universities early entry schemes.
- 100 of these were from the UNSW Guaranteed Entry Scheme.
- There were a total of 213 offers made to our student through UAC.
- There were 133 main round offers and 36 offers post main round.
- 66 offers were made for combined degrees.
- 57 students were offered 2 or more places at an institution.
- 3 students have accepted medical placements: 2 – Curtin University 1 – James cook University
- 1 students accepted a dentistry medical placement at Charles Sturt University
- 2 students were awarded the Sydney Scholars award from the University of Sydney for Academic Excellence.
- 1 student accepted a place in the prestigious Science Po dual degree program at the University of Sydney
- 1 student received the Deans scholarship for academic excellence from Western Sydney University.
- 3 students received the Global Leader Entry Program Scholarship from Macquarie University.
- 1 student was awarded the Science and Engineering Academic Achievement Scholarship at Macquarie University
- 1 student was offered the Baxter International Foundation Scholarship at UNSW
- 1 student was the recipient of the Mitsui Matsushima Australia Japanese studies award
- 1 student received the Bachelor of Accounting Cooperative Scholarship from the University of Technology Sydney.
- 1 student received the Teach NSW Maths and Science Scholarship.
- 11 students received Sydney University E12 Scholarships
- 1 student received the Sydney University Leadership Scholarship
- 1 student was awarded the University of Sydney Business School Scholarship
- 1 student was offered the NSW Transport Engineering Cadetship

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	47.2
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	11.77
Other Positions	1

*Full Time Equivalent

There was 1 member of staff who identified as Aboriginal in 2016.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	73
Postgraduate degree	27

Professional learning and teacher accreditation

The school focusses professional learning closely on the academic and wellbeing needs of our highly gifted students. All staff completed training through the UNSW GERRIC (Gifted Education) and then continued this work through their faculties to plan and program units of work that are differentiated to engage and challenge students. Staff were also provided a large number of opportunities to engage with subject specific training and development. This included attendance at conferences and professional association meetings.

To support wellbeing, staff worked in faculty and cross faculty teams as well as with experts to develop strategies that supported our twice exceptional learners as well as deliver on the expectations for the collection of adjustments made for students with a disability.

The school continued to support teachers to engage with accreditation including the induction of new

teachers. New staff undertook a structured induction program and received ongoing support throughout year, that is strongly focussed on collaborative processes. At the end of 2016, a number of staff continued to explore accreditation at Highly Accomplished and Lead and this will continue to be a focus in 2017.

The school allocated additional financial resources to support all staff to undertake high levels of professional learning and has planned to continue this strong investment in 2017 through a targeted focus on programming for gifted students in each course, including the planning for the new HSC syllabus in Mathematics, English, Science and History.

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

Financial information

This summary financial information covers funds for operating costs to <insert date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	1 295 573.40
Global funds	635 719.09
Tied funds	224 032.82
School & community sources	864 389.15
Interest	29 198.67
Trust receipts	13 966.30
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	109 296.88
Excursions	304 385.76
Extracurricular dissections	218 054.92
Library	20 157.84
Training & development	94 785.00
Tied funds	87 624.92
Short term relief	102 389.77
Administration & office	294 608.06
School-operated canteen	0.00
Utilities	118 225.03
Maintenance	62 216.63
Trust accounts	17 167.47
Capital programs	34 333.00
Total expenditure	0.00
Balance carried forward	0.00

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.

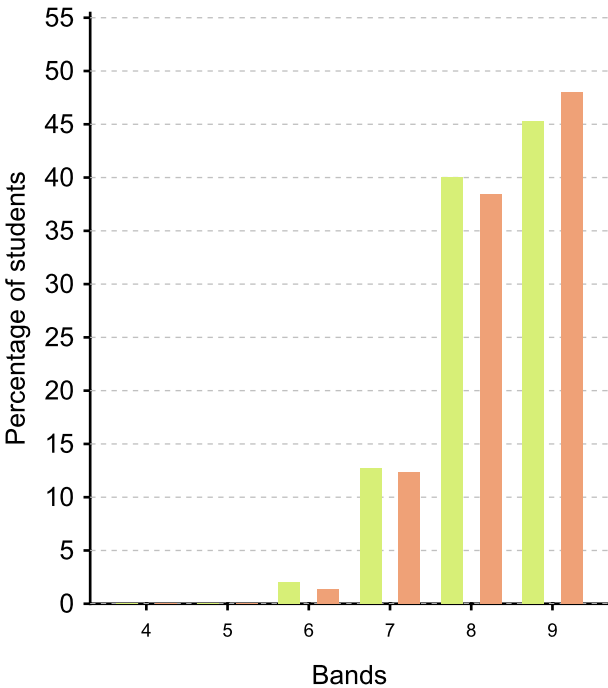
School performance

NAPLAN

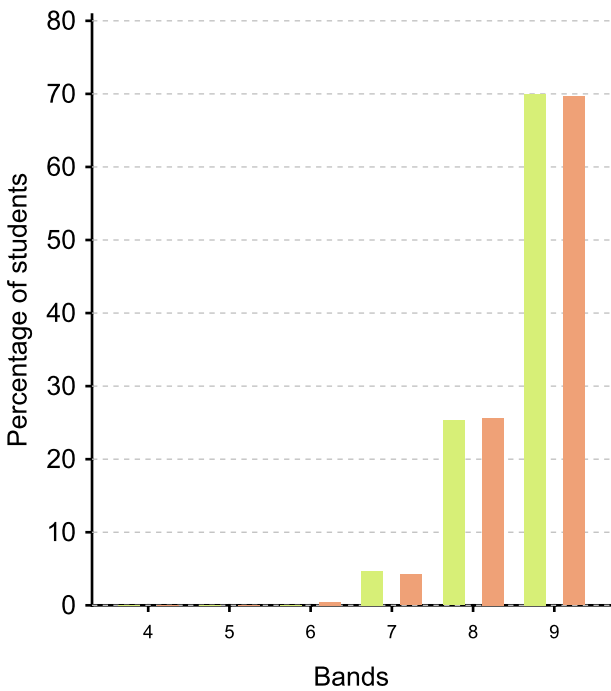
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Penrith Selective High School produces excellent results in Literacy. Spelling and Grammar & Punctuation are particular strengths of our students with Year 7 achieving 93% and 95% at proficiency respectively. Similarly, 88% and 75% of Year 9 students achieved proficiency in Spelling and Grammar & Punctuation respectively. No student at Penrith Selective High School received a result in Band 6 or lower in Reading, Spelling and Grammar & Punctuation.

Percentage in bands:
Year 7 Reading



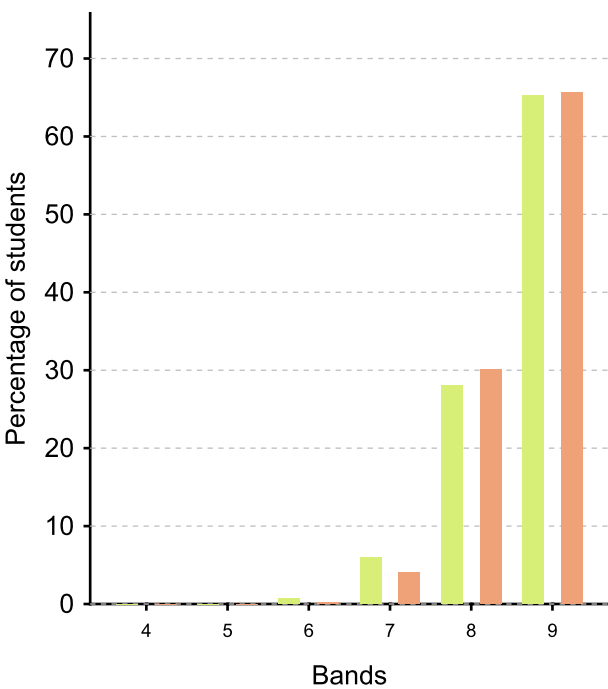
Percentage in bands:
Year 7 Grammar & Punctuation



Percentage in Bands

School Average 2014-2016

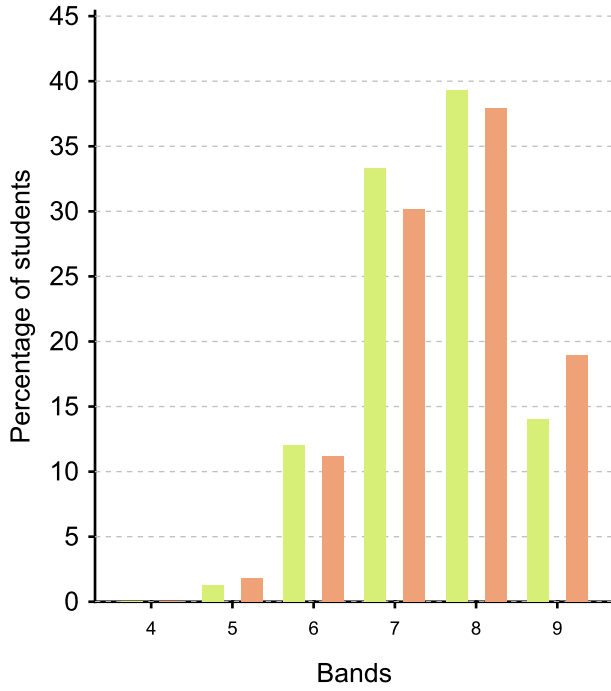
Percentage in bands:
Year 7 Spelling



Percentage in Bands

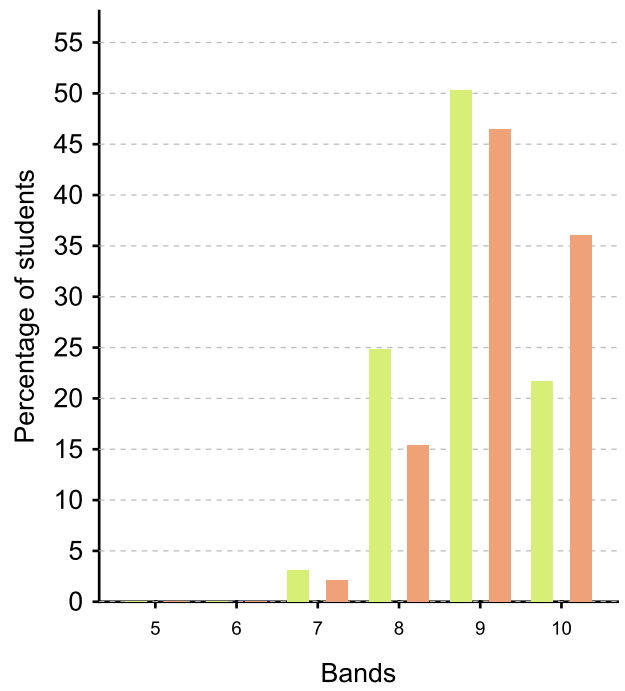
School Average 2014-2016

Percentage in bands:
Year 7 Writing



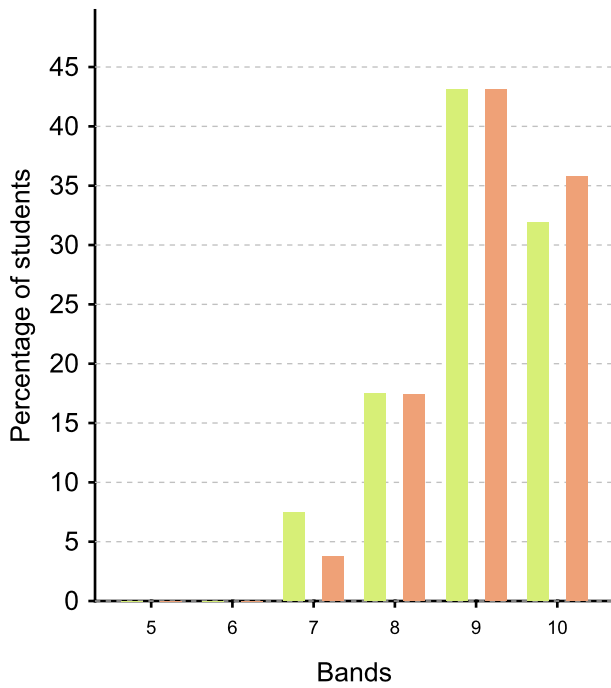
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Reading



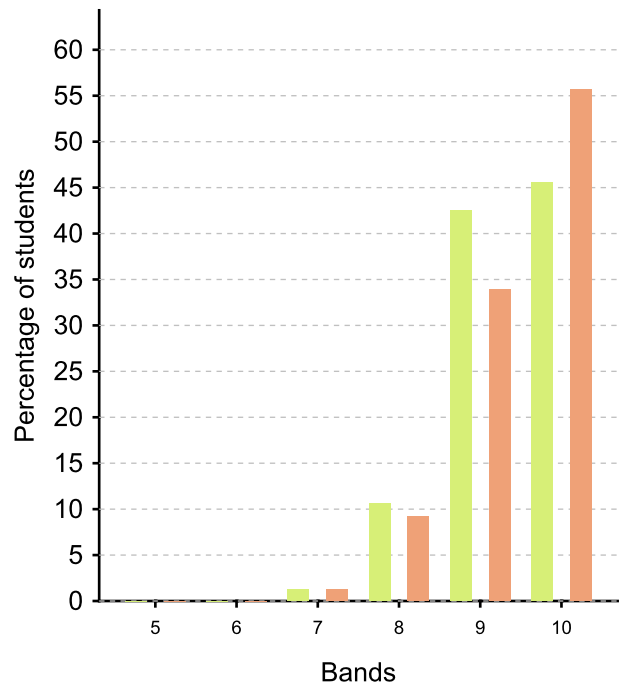
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Grammar & Punctuation



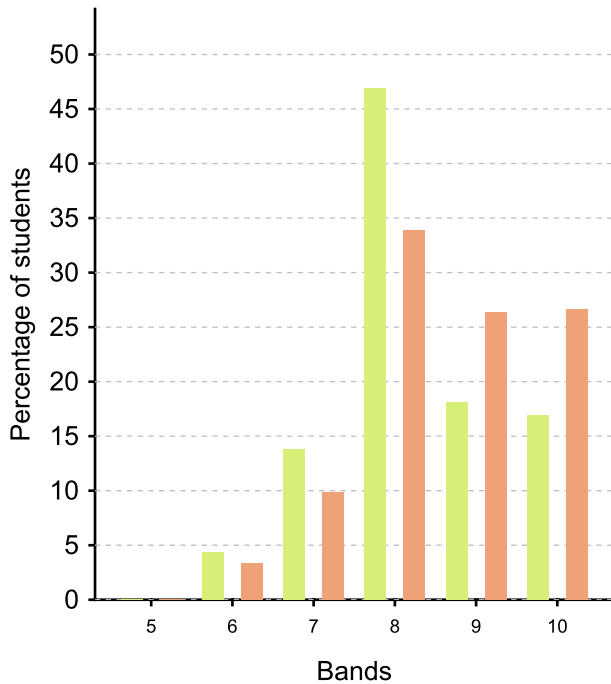
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Spelling



Percentage in Bands
School Average 2014-2016

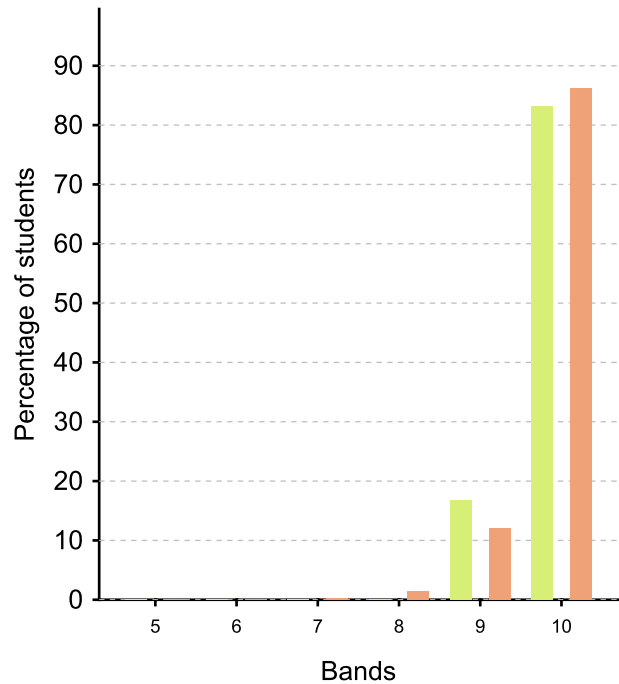
Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2014-2016

Penrith Selective High School continues to deliver outstanding numeracy results in NAPLAN. 100% of Year 7 and 9 students are at proficient level. For year 7 numeracy results 94% of students were in the top Band 9, which is an improvement from the previous two years. For year 9, 83% of students achieved the top Band 10, an outcomes that is eight times higher than the state average.

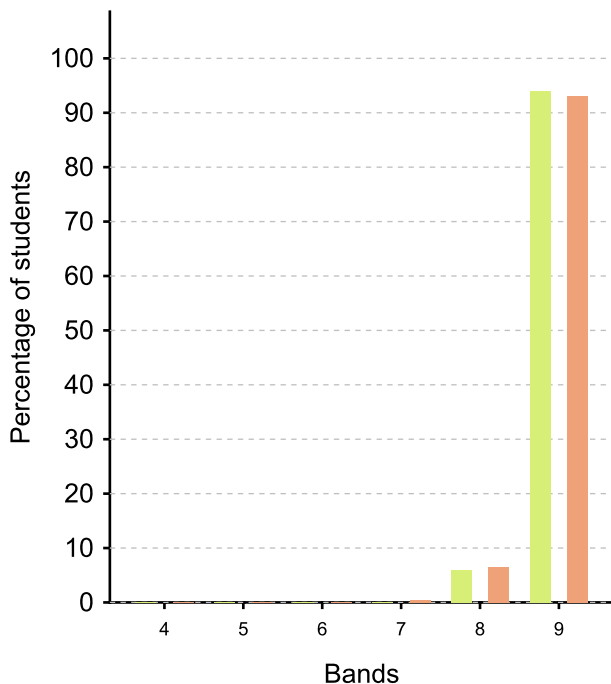
Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

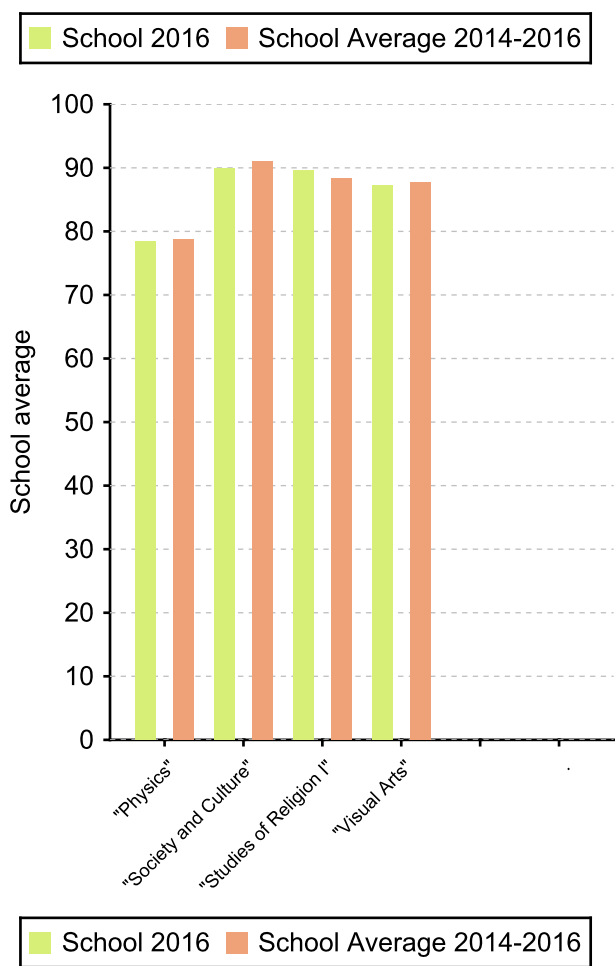
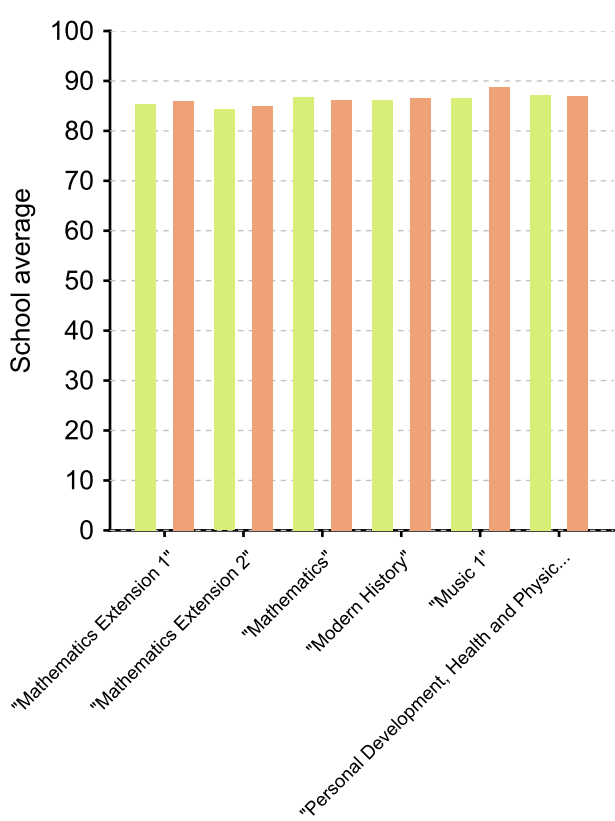
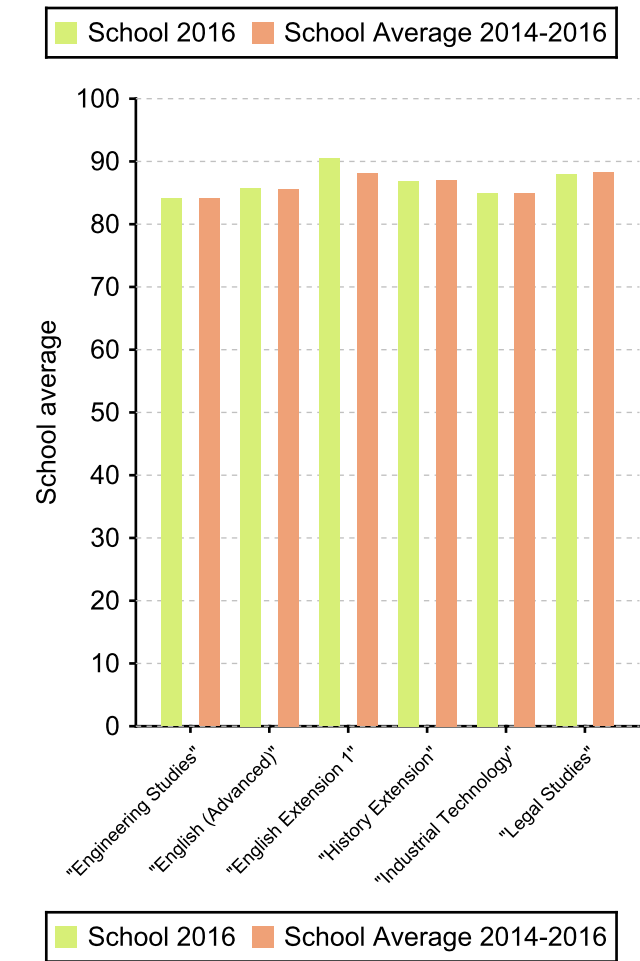
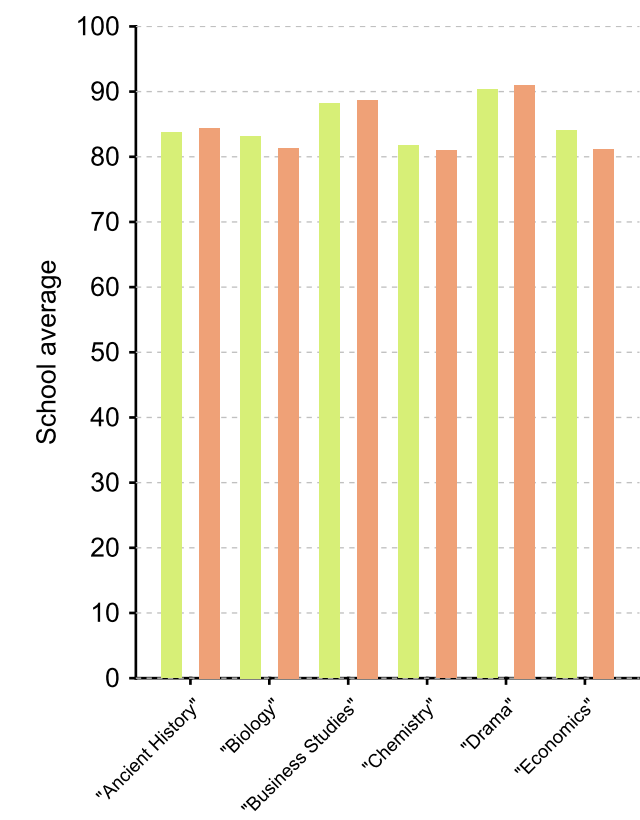
Percentage in bands:
Year 7 Numeracy



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).



Ancient History

Ancient History results were once again strong this year with a HSC mark high of 95. There were 75% of students who achieved a Band 6 or 5, which was 7% better than last year. Students results in the essays and longer responses were better than in the shorter responses and multiple choice questions. This subject had one of the highest School v State variation scores this year (12.27).

Business Studies

This is the sixth consecutive year of improved Band 6 results and the second year in a row where more than half the cohort received a Band 6 result. With such a large cohort of students, this is an impressive result.

Economics

Economics has achieved some outstanding results in 2016 and continues the consistent positive trend. The 2016 Economics cohort achieved an impressive 6.78% above state average and 22% of the students receiving a Band 6.

Engineering Studies

This year 76% of students gained a band 5 or 6 and 23.5% band 4. The average mark was 84.1 which is 8.3% above the state mean. These results are slightly below 2015 but better than the 2012–2014 results.

English (Advanced)

Results continue to improve in English. In 2016 there was an increase in the number of students achieving Band 6 results. There were fewer students represented in Bands 3 and 4 than in previous years with 86% of students achieved in the top two bands. These strong results continued the upward trend of 2015.

English Extension 1

There was a remarkable shift in the performance of students in 2016, more than doubling the number of E4 performances. 100% of students performed in the top bands, with 65% of students achieving at the E4 level. These results are the strongest results in the history of the course at Penrith High School.

English Extension 2

In 2016, 83% of students achieved at the E3 level in English Extension 2. While there was significant improvement in the overall results from 2015, there was a clear under-representation of students achieving at the E4 level. Despite this, student achievement in this course is still above that of the state.

Extension History

Extension History results were once again very strong. The highest HSC mark was 47/50. All students achieved a result in one of the top two bands (E4 or

E3). There were seven Band E4s (44%) and nine Band E3s (53%). Half of the cohort achieved an examination mark of 45 or over. Students demonstrated their interest and commitment to this course through the submission of high quality projects.

Industrial Technology Multimedia

23.5% of students gained a band 6, 59% band 5 and 17.6% band 4. The average mark was 85 which is 15.1% above state mean. These results are below the 2015 results. One student had their major project nominated for a state-wide exhibition of best works from the 2016 HSC.

Italian Beginners and Japanese Continuers

In 2016, 33.3 % of the Italian Continuers cohort achieved Band 6, equalling the performance of all other selective high schools. 43% of the Japanese Continuers cohort achieved Band 6. Additionally, 50% of both the Japanese and Italian Extension students achieved Band 6.

Legal Studies

This was the best ever result in Legal Studies with a HSC mark high of 96. There were more Band 6s (19) than Band 5s (17), with 90% of students being placed in the top two bands. Students' results were very strong in the essays and longer responses. Students were able to strongly use contemporary examples such as cases, legislation, media and statistics to support their arguments.

Mathematics

81% of students achieved in the top 2 bands with 40% of students achieved band 6 and 41% of students achieved band 5. There are no students in the bottom 2 bands. Results in Mathematics course continue to improve.

Mathematics Extension 1

2016 is another year of strong performances. All students have achieved in the top two bands. 35% of students achieved band E4 and 65% of students achieved band E3.

Mathematics Extension 2

All students have achieved in the top two bands consistent with Mathematics Extension 1. 33% of students achieved band E4 and 67% of students achieved band E3.

Modern History

The Modern History results continued a long standing trend of excellent results in this subject. The highest HSC result was 95. Band 6 and 5 results were achieved by 81% of students. There were 14 Band 6 (33%) results and 20 Band 5 results (48%). Continued focus on developing arguments, understanding concepts, building content knowledge and practising examination skills should

see even better results in the future.

Music

Results in Music 1 & 2 are amongst the strongest in the school. Our students always perform well in the written section of the exam, however this year the contribution to the final marks made by students performance marks showed improvement. The mean course mark is 90% and this is three marks higher than their peers in selective schools.

PDHPE

The 2 Unit PDHPE 2016 cohort has continued a consistent trend of performing above the selective high school mean. The results have been facilitated by emphasising student practice of an effective written structure with consistent focus on extension work, practice questions, exemplars and peer assessment.

Science

In Biology, there was a 12% increase in Band 6, a 5% increase in Band 5 and a 17% decrease in Band 4. In Chemistry, there was a 3% increase in Band 6, a 9% increase in Band 5 and a combined 7% decrease in Bands 3 and 4. In contrast, 3% of students achieved a Band 6 and 38% attained a Band 5 in Physics.

In 2016, a number of new staff were appointed to the Science faculty including the appointment of a new head teacher. The faculty undertook an external review of all aspects of Science from years 7 through to 12. As a result, a new faculty plan was developed for 2017 and a significant investment in physical resources were made. In addition, the faculty has commenced reprogramming to meet the needs of highly gifted learners and has forged strong links with other selective high schools to share expertise around the new extension science course for 2018, whilst building upon current programs for students in 7–10 and the HSC Biology, Chemistry and Physics courses.

Studies of Religion

Studies of Religion results in 2016 were the best ever. Congratulations to Jasleen Kaur who was placed 8th in the State, the only government school student in the top ten with a HSC result of 49/50. Another student, Joumana Shead achieved a mark of 50/50 in the examination. For the first time ever, all students achieved either a Band 6 or Band 5. There were 17 Band 6s (47%) and 19 Band 5s (53%).

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. A summary of the responses we received are presented below. The Department of Education Tell Them From Me survey was completed by students, parents and staff in 2016. As a school we have been focusing on the following feedback from these comprehensive surveys.

At Penrith Selective High School, 894 students completed the Tell Them From Me survey in 2016 which included measures of student engagement across three key areas as indicated below.

For each aspect of engagement, students were asked to indicate the extent to which they agreed or disagreed with a number of statements. Their scores were scaled on a 10–point scale, and students with scores above 6.0 (i.e., a mild to moderately favourable view) were considered engaged.

Social Engagement

Students who are socially engaged are reactively involved in the life of the school; they have formed friendships and they are involved in sports or other extra-curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation. Figure 1 shows the percentage of students in Penrith Selective High School that were socially engaged compared with NSW Govt norms for students at the year levels assessed in this school.

Institutional Engagement

Students who value schooling outcomes and meet the formal rules of schooling are considered institutionally engaged. These students feel that what they are learning at school is directly related to their long-term success, and this view is reflected in their school and class attendance and their effort in doing homework. Levels of institutional engagement in Penrith Selective High School are shown in Figure 2.

Intellectual Engagement

Some students meet the institutional demands of school, but they are not truly engaged in their learning. Intellectual engagement entails a serious emotional and cognitive investment in learning, using higher-order thinking skills, to increase understanding, solve complex problems, and construct new knowledge. Students are more engaged when their level of skills is consistent with the challenges presented to them in their classes. These students are often deeply absorbed in academic activities. Figure 3 displays the results for Penrith Selective High School on the three measures of intellectual engagement.

Policy requirements

Aboriginal education

The school had an enrolment of 4 Aboriginal students and these students were met with their parents to develop an Individual Education Plan which was used to guide the students through their studies during the year. Strengths and weaknesses were identified and goals were set by the students.

Taylor Clarke completed her HSC and accepted an offer at Macquarie University studying a combined degree in Law and Arts, choosing a Major in Education. She was accepted through the Walanga Muru Entry Scheme and Scholarship that will assist her to teach in rural schools after University.

Zac Hammond was fortunate to have the opportunity to attend the Health Galuwa Experience at the University of Technology Sydney. This program was hosted by the Faculty of Health in conjunction with Jumbunna Indigenous House of Learning and included 5 days and nights at the National Centre of Indigenous Excellence. Zac experienced a wide range of exciting health and recreational focussed activities as well as First Aid Training.

Divinia Eather regularly incorporates Indigenous Culture and History into her class work and assessment tasks. This is particularly evident in Music and English. Divinia plays an important role in formal school assemblies where she presents the Acknowledgement of Country to recognise the Indigenous culture. As part of her Duke of Edinburgh Award she has begun volunteer work with the Muru Mittigar Cultural Centre.

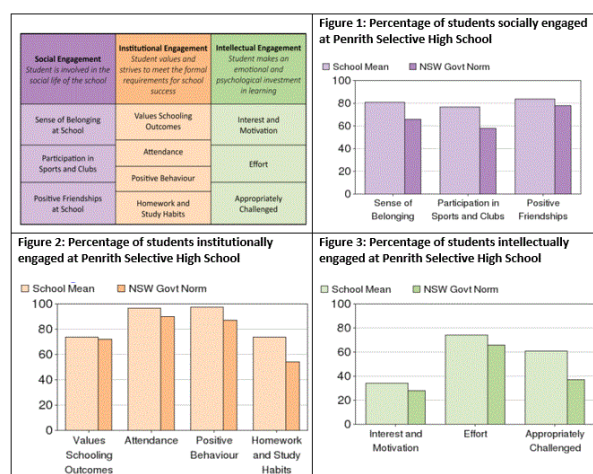
Through the school's annual NAIDOC celebrations, our relationship has strengthened with Muru Mittigar, our local Aboriginal Cultural and Education Centre. Once again Year 7 students had an incursion where they experienced Aboriginal Art, boomerang throwing and a culture and bush tucker talk. For the first time this year all Year 8 students had the opportunity to visit the Muru Mittigar Cultural Centre at Castlereagh where they took part in a number of Indigenous activities. Student art works from these experiences are displayed in the corridors of our school.

Indigenous and non-indigenous students are well supported to learn about Aboriginal culture, histories and languages through the teaching and learning programs of the school. For example, all Year 7–10 History students study Contact and Colonisation and issues confronting Aboriginal Peoples throughout the 20th Century. Aboriginal Spirituality is explored in Year 11 and 12 Studies of Religion. Aboriginal Customary Law and International Indigenous Law are taught in senior Legal Studies. In addition, the health and welfare of ATSI Peoples is studied in 2 Unit PDHPE.

Four school-level factors were consistently related to student engagement: quality instruction (averaged across student and three key subjects), teacher-student relations, classroom learning climate, and teacher expectations for success. Penrith Selective High School when compared to NSW DEC norms for each factor on a ten-point scale demonstrated consistently higher scores across all key factors associated with student engagement.

The data obtained from the Tell Them From Me Student Survey has formed an integral part of our academic and wellbeing review. In 2017 stronger frameworks are being implemented through the strengthening of our wellbeing strategy and the addition of our Academic Advisory Team to support the needs of our gifted and talented students.

The Tell Them From Me Teacher survey focuses on 8 areas which drive student learning. The results from the survey indicate that we are operating beyond the Department of Education mean to improve our learning culture which is focused on high expectations and strategies to support student achievement. We have effectively analysed school and external assessment data to inform and guide our teaching and learning practice. Teachers at Penrith use a range of teaching strategies to engage students in learning and are experts in their teaching area. We use technology well to support learning in the classroom and we are tolerant and inclusive school focused on supporting all students to achieve their best. We still have work to do on engaging parents more fully in the education of their children but strategies are being implemented in 2017 to deliver improvement in this area. Leadership was also an area in 2016 that was identified as a weakness in driving student learning. As we now have all our leadership position filled 2017 should see improvements in the visibility of leaders in our school.





Multicultural and anti-racism education

Multicultural Day 2016

Last year was my first multicultural day at Penrith Selective High School, and I thoroughly enjoyed it. As we are starting a tradition of inviting the primary school students they came to watch the performances. A highlight was the year 12 performance; it was a mixture of many cultural dances into one. It included some Indian dancing, Polish dance and even had the running man. I also enjoyed the food, there was *Tteokbokki*, Mochi, Mango Lassi, Pavlova and many more that I unfortunately did not have the pleasure of trying. At the end of the day, my first Multicultural Day was an amazing experience and I can't wait until the next one.

Madeleine Reeves

Multi-cultural day in 2016 was a great experience for me. It was my second year in the SRC, and as a year 9, I was responsible for a lot more than when I was in year 8, which was great for me because I was able to learn and have some fun. I mainly helped with the stalls themselves, making some of the food and helping their decorations to be setup. I thought it was a really successful event and the responsibility I had was great for developing and refining my leadership skills.

Lachlan Reeves

Other school programs

Student Leadership – SRC 2016

- School Spirit Week

Monday represented our school's different close knit groups with the theme of 'Squad Goals'. On Tuesday, celebrity artists decided to show up at our school during the theme of 'School of Rock'. For some reason Rhianna seemed to have forgotten to shave. The annual eating competition was a hit as our competitors struggled to keep the concoction in their mouths. Wednesday welcomed all the much loved sweaters and awkward smiles that evoke the great family memories we all wish to forget. Overall 2016's Spirit Week was definitely a memorable one and will be fondly remembered.

- Multicultural Festival

The different colours of the world were brought to life during 2016's multicultural day. Our school was

transformed into the world map, truly representing ourselves as the most multicultural school in NSW. Everyone left school that day with happy faces and even happier stomachs with the abundant provision of foods from different cuisines. As always, the cultural performances left us all in awe, especially the dances.

- Variety Night

The creative talent of the school was showcased in the annual Variety Night with the theme of 'Space'. Not only were the performances electrifying, the interactive activities in between each performance made the night even more enjoyable. This night was definitely the epitome of great Friday night entertainment, an emotional roller coaster from the songs that pulled at our heartstrings to the comedy that made us all laugh.

Mathematics Competitions

Penrith Selective High School had a very successful year in the mathematics competitions:

- 531 students entered the ICAS Mathematics Competition. Students achieved 21 High Distinctions, 211 Distinctions and 228 credits.
- The following students were placed in the top 10% internationally in the Mathematics Olympiad: Sai Manasa Achanta, Hemish, Ahuja, Niklesh Anantha-Siva, Amrit Chauhan, Jessica David, Arnav Hangloo, Victoria Heath, Ricardo Irving, Parth Khanna, Sidharth Kumar, Eric Lin, Emily Luo, Matthew Luo, Jun Ma, Keeno Mendoza, Beonrik Pascual, Darren Pradhan, Kokulaan Santhakumar, Barathkumar Saravanan, Imran Sarwar, Anaf Sayed, Rana Singh, Kanishka Sureshalingam, Jesselyn Wijaya
- 394 students entered the Australian Mathematics Competition. We had 8 students gaining a High Distinction, 89 students gaining a Distinction and 195 students gaining a Credit.

We look to further success in 2017.

Chess

Penrith Selective High School hosted a tournament with the Sydney Academy of Chess, attended a tournament at Penrith RSL and attended other tournaments throughout the year.

- At the tournament we hosted with Sydney Academy of Chess, Kashish Christian came first, Andrea Xia came second, and Ivan Koudashev gained a result in the top five. Our school was the overall winner of this tournament.
- At Penrith RSL, we achieved first place as a school and Kashish Christian was a Board One winner and Maninder Singh was a Board Two winner.
- In the NSW Junior Chess League, our Intermediate team consisted of Kashish Christian, Maninder Singh, Neil Chan and Rohan Shead, came first for our Metropolitan West division round robin, but were unfortunately knocked out in the inter-regional knock out semi-final by James Ruse Agricultural High School.

Our chess competitors will be looking for even greater success in 2017!

Music

Music is thriving at Penrith Selective High School in 2016. Students are engaging in a range of amazing performances inside and outside of the school. A snapshot of the many amazing contributions of our students include:

- Encore Nominations: Clare Fox and Lachlan Penninkilampi were nominated for ENCORE for Music 2 and Extension. James Newbold and Paul Foley were nominated for ENCORE for Music 1.
- In Concert: Choir students from PHS participated in the performance at the Sydney Town Hall. The concert involved schools from across NSW. Lior was special guest performer. The choir also performed with Arts Unit Ensembles: Symphonic Orchestra, Jazz Orchestra and Symphonic Wind Ensemble.
- Arts Unit Ensembles: Clare Fox (year 12) was a member of the Symphonic wind Ensemble and was also selected as the Concert Master. Lachlan Penninkilampi (year 12) was a member of the Symphonic Orchestra.
- Regional Music Camp: Declan Travers attended the Regional Music Camp.
- State Music Camps: Georgia Wilson– Williams (year 11) attended the State SoloVocal Camp.
- Pulse Concert Band: Gabriel Bolton (year 9), Declan Travers (year 10), Sophia Hadjimichael (year 7), Michaela Gray (year 12), and Lucas Weir (year 12) were members of the PULSE Concert Band and performed in the PULSE Concert at the Opera House.
- Regional String Ensemble: Rohan Shead (year 9) was a member of the Regional String Ensemble that performed in the PULSE Concert at the Opera House.
- Pulse Choir: Choir students from PHS participated in the PULSE Combined Choir. John Maddock (year 8) was selected for the Core Choir. Students rehearsed regularly and performed in the PULSE Concert at the Opera House.
- Australian Chamber Orchestra: Members of the String Ensemble attended an open rehearsal of the Australian Chamber Orchestra.
- Triple J Unearthed Competition: Jordan Powell in Year 11 and his Band "Fifth Dawn" were in the final 5 finalists across Australia. Their Album is being played regularly by Triple J as part of their playlist.
- Penrith In Performance: Annual show case of PHS performing Arts. The concert featured the Choir, Concert Band, Stage Band, String Ensemble and various soloists.
- Information Evening: PHS students performed at the evening to promote the performing Arts in the School.
- Extracurricular Musical Groups: Choir, Concert Band, Stage Band, String Ensembles have been running every week and have provided the students with continual tuition and performance opportunities. These groups are an important part of musical and cultural life at PHS. The standard of these groups are indicative of the high quality

education at PHS in the Arts.

Music will remain a pivotal and engaging activity in 2017.

Visual Arts/Visual Design

Year 7 and 8 students participated in **Operation Art, 2017**, which is an initiative of The Children's Hospital at Westmead in association with the New South Wales Department of Education in collaboration with the Art Gallery of New South Wales. Successful works are selected to be part of the touring exhibition, beginning in the Art Gallery of New South Wales from 12 – 23 April, 2017, then touring NSW regional galleries and on their return will be given to The Children's Hospital at Westmead to become part of their permanent collection. Yaejnesh Srikrishna's artwork was chosen to be included in the exhibition. **Art Club** is run at lunchtimes to extend students with an interest in Visual Arts.

Sport

Sport at Penrith Selective High School is always busy and full of fantastic achievements by many students. Many students tried out for and were successful in gaining a place in Zone and Sydney West teams. Teams were entered in a wide range of CHS Knockout competitions with our Basketball teams making it to the finals Gala Day. Other sporting achievement of note include:

- The school had a record 410 participants in the Premier's Sporting Challenge and achieved the Gold level award.
- Teacher Grant Newell was the NSW CHS cross country convener and a committee member of the NSW All Schools Triathlon committee.
- Teacher Michael Devine was the Sydney West lawn bowls manager and state selector.
- Teacher Steve Duclos was the Sydney West Sports Association Vice President and a member of the awards committee and the disputes committee.

The following sections highlight the great sporting achievements of our students.

Swimming

The swimming carnival, held early in term 1 was a great event which consisted of both Championship and novelty events.

From there a team was selected to compete at the Nepean Zone carnival at Glenbrook pool where Penrith High finished 4th in the girls and 6th in the boys – 5th overall – a fantastic achievement. Some great achievements included:

- Olivia Bock was placed 3rd in the 12 years age championship
- Abraham Song was placed 2nd in the 15 years age championship
- Jarryd Keith was placed 4th in the 15 years age championship

Penrith High was placed 25th at Sydney West swimming. The following students went on to the

Sydney West carnival where they did a terrific job of representing our school:

- Jarryd Keith from Year 9 who represented in the 100m backstroke, and 200m freestyle
- Abraham Song in the 50m and 100m freestyle
- Joshua Lin in the 100m freestyle.
- The 15 years relay team consisting of Jarryd Keith, Abraham Song, Benjamin Renaud and Alex Feng qualified for the NSW Combined High Schools carnival for the 3rd year running
- The 14 years relay team of Joshua Lin, Davin Rim, Jayden Jeong, and Lance Santos.

These are great achievements by Penrith High School students.

Cross Country

The annual cross country carnival was held on a sunny autumn day at the beginning of Term 2. The temperature was perfect for running and a great day was had by all. Attendance and participation of students were outstanding and the performances were stellar. With such fine performances Penrith Selective High School sent a very strong team to the Nepean Zone carnival where they continued to shine.

Athletics

The highlight of the year is undoubtedly the annual athletics carnival. Held in School Spirit Week, the students have the opportunity to express their support for their house by dressing in house colours and supporting fellow students in their events. It is an extraordinary demonstration of school and house spirit where everyone has lots of fun, while performing to their very best in the events over 2 days.

The team who progressed to the Nepean Zone Carnival performed very well. In the Age Championships the following students excelled:

- Jessie Wong placed 1st in 12 years group
- Sujanthan Manoharan placed 4th in 12 years group

Penrith High School girls were placed 4th and the Penrith High School boys were placed 5th overall in the Zone Championships.

At the Sydney West athletics carnival held at Blacktown Olympic Park Penrith Selective High School students represented with distinction. Penrith was placed 16th overall. Of particular note was Jessie Wong who was 12 years age champion. She placed first in the following events: 100m, hurdles, 200m, High Jump, and Long Jump and 3rd in Triple Jump. This is an outstanding achievement. Jessie went on to be the 12 Years age champion at CHS Athletics where she placed 2nd in Hurdles and High Jump, 3rd in Long Jump and 4th in 200m.