

Parramatta High School

Annual Report



8135

Introduction

The Annual Report for **2017** 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.

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.

Ms. Domonique Splatt

Principal

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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 Hindi, Tamil, Mandarin and Cantonese with a high percentage supported by three ESL staff and one LaST 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, MULTILit, 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 Student 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 Western Sydney University.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

PROGRESS ACHIEVED IN THE DOMAIN OF *LEARNING*

Critical reflection of the schools progress in this domain indicate we range from Sustaining and Growing to Excelling.

Learning Culture : There is a demonstrated school-wide commitment for student learning and success as we deliver on the school's learning priorities. Classroom observations, outstanding above state average attendance rates and the introduction of a Positive Education model reflect a school culture that promotes positive and respectful relationships across the school community which in turn leads to a productive learning environment for all.

Wellbeing: Parramatta High School has a consistent, successful whole school approach to wellbeing and clearly defined behavioural expectations. The introduction and explicit teaching of the ASPIRE model ensures students can connect, succeed and thrive. Strong participation rates in SRC, Peer support, Social justice League as well as the student leadership team empower students to contribute to the well being of others and the wider community.

Curriculum and Learning: Programs and curriculum at Parramatta High School, support the differentiated nature of the school population including partially selective (2 classes 7–12); ESL; learning support and mainstream students. Extensive transition programs, Individual learning Plans, as well as the ALARM matrix which support HSC curriculum,

have been implemented to ensure the school curriculum is varied, flexible and addresses the diverse learning needs of all students. Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students which is evidenced by the continual improvement in external examinations.

Assessment & Reporting: The progress reports, praises and concerns process and student monitoring ensures Parents and Carers have a strong understanding of students learning needs, progression and achievements. Parramatta High School has explicit processes to collect, analyse and report on student and school performance. This includes using NAPLAN, capability tests as well as HSC monitoring. The school analyses summative assessment data to identify student learning and validate formative assessment practices.

Student Performance Measures: Performance data of students at Parramatta high School shows that student progress and achievement is greater than students at statistically similar schools. This is consistent with strong student progress and achievement on internal measures.

PROGRESS ACHIEVED IN THE DOMAIN OF *TEACHING*

Critical reflection of the schools progress in this domain indicate that we are Sustaining and Growing.

Effective Classroom Practice: 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. Parramatta High School through PBL and ASPIRE has a school-wide approach to effective and positive classroom management. Support is provided to teachers where needed, ensuring optimum learning. The support given by the two Head Teachers Teaching & Learning particularly with implementation of the Quality Teaching Framework (QTF) has made a positive impact.

Data skills and Use : Staff effectively access student performance data to evaluate the effectiveness of their own teaching. 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.

Collaborative Practice : 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. Formal mentoring for beginning teachers is in place.

Learning and Development : Teachers participate in professional learning and collaborate to improve teaching and learning in their classrooms, address school priorities and their own professional needs. There is a focus on improved teaching methods in literacy, numeracy and assessment, with professional learning activities and opportunities made available to all staff.

Professional Standards: The Performance and Development Framework assists teachers in developing their own professional goals and plans to ensure the future development of knowledge and skills. All teachers at Parramatta High School are committed to their on going development and demonstrate responsibility in working towards their personal and school goals.

PROGRESS ACHIEVED IN THE DOMAIN OF *LEADING*

Critical reflection of the schools progress in this domain indicate we range from Sustaining and Growing to Excelling.

Leadership : Over the last five years there have 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. The school community is committed to the school's strategic directions and practices to achieve educational priorities.

School Planning, Implementation and Reporting: The Parramatta High School Leadership team have monitored the progress of the School Plan using achievements against the set milestones. Adjustments have been made where necessary and new programs implemented. Staff understand what they need to do to help address the school plan's strategic directions and meet the schools improvement measures.

School Resources : 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’ is selected for internal positions. Considerable funding has been allocated to improve and create flexible learning spaces which enhanced the school environment and allows students to achieve their full potential. Technology is effectively used to enhance learning and service delivery.

Management Practices and Processes : New structural organisation, effective community partnerships and strong administrative practices assist the school to excel in this important area and is supported by external audits on a faculty and whole school basis. There is a whole school approach to improving service delivery and the opportunity for school community feedback.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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 Academic Improvement team completed a thorough evaluation of ALARM strategies for all Key Learning areas implementing strategies to improve student performance. A holistic approach to student progress was adopted with the continuation of capabilities testing and analysis of NAPLAN results. The Assessment Team addressed assessment processes to enhance student engagement and motivation. Preliminary research and audit of key learning areas was conducted to establish the use of formative, self-reflective and summative assessment.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Increase number of students achieving in the top 3 bands in all external exam• 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 and Academic Improvement	<ul style="list-style-type: none">• Literacy & Grammar Professional Learning \$460.• Casual relief \$900	<p>There has been an increase in the top bands for all external exams, evidence displayed in SCOUT reports.</p> <p>Increase in staff trained in ALARM procedures as well as PL and resources provided to all KLA's ensuring students are provided with a framework for writing, learning, deconstruction of tasks, feedback and reflection.</p> <p>Individual education plans for senior students describe a set of strategies to address the particular educational needs of students and are clearly articulated and supported with a teacher mentor.</p>

Next Steps

As the new school plan is developed the strategic directions will be reviewed and revised. This direction will focus on providing a strong learning culture that guides, challenges and inspires all students, enabling them to transition into productive, creative and confident individuals, empowered for the future. Through the effective integration of ICT across the curriculum and the development of more future focused learning environments, students will learn to collaborate, globally connect, apply knowledge and seek timely feedback to reflect on learning. There will be a continued commitment to embedding Positive Education into school programs, focusing on specific skills that assist students to strengthen their relationships, build positive emotions, enhance personal resilience, promote mindfulness and encourage a healthy lifestyle.



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 Quality Teaching Team ensured that staff PDP's reflected the Performance and Development Framework and Australian Teaching Standards and added the QTF to lesson observation materials. The Future Focused Learning Team addressed the technology needs of staff and were instrumental in the design and development of learning spaces in the school, gathering data on technology needs. Project Based Learning methods, materials and templates were introduced and a school commitment to incorporating inquiry based learning in key learning areas.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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 Focused Learning & Quality Teaching	<p>Flexible Learning Spaces \$28000</p> <p>QTF Casual Relief \$900</p>	<p>Successfully introduced the concepts of Futures Learning (formerly 21st century learning) to the school as a whole and professionally developed all teachers. This included the 4Cs, Thinking routines, PBL, flexible learning spaces and technology skills.</p> <p>Two functional flexible learning spaces have been designed and developed.</p> <p>A Project Based Third Elective developed with a strong interest and commitment from most faculties.</p>

Next Steps

The next school plan will be working to provide a committed, collaborative approach to evidenced based teaching strategies, supporting the professional needs of staff in delivering a dynamic differentiated curriculum that supports a whole school approach to improving numeracy and literacy. Effective methods will be identified, promoted and modelled, with students' learning improvement mapped and monitored, demonstrating growth. Future learning will continue to be a focus and a new team will be developed to support the teaching and learning needs in this area.



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)	Funds Expended (Resources)	Progress achieved this year
Increased Family, COS, Tertiary institutions, Business and Government agencies actively involved and supportive of the schools educational priorities through community partnerships.	Positive Education Casual relief \$450	Extensive research and development of the ASPIRE model, ready for explicit teaching in 2018.
PHS Positive Education Model implemented for 100% of staff	Community Partnerships PL & Casual relief \$1800	Promotion of the ASPIRE model through school newsletters and Year group meetings as well as assembly presentations.
Establishment of effective Leadership Teams in : –		Establishment of Community Forums.
Positive Education		Development and refining of the PHS Facebook page.
Community Partnerships		

Next Steps

The Positive Education Team will continue to deliver professional learning and engage with the school community. The focus will be the promoting of wellbeing and robust resilience skills enabling our students to be equipped for the future. A positive school links team will combine with other leadership teams to sustain a culture of professional growth, high expectations and community engagement which focuses on continuous improvement.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Appointment of co-ordinator and relief time to run and develop program including homework centre. 11 days casual relief for professional development; programming; for co-ordinator Student financial assistance provided to wave school contributions, no committed funds required.</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$4 586.00) 	<p>All ATSI students have ILP's in place. Co-ordinator has successfully run homework program for ATSI students each week. Staff aware and committed to the improvement of ATSI students in NAPLAN and HSC.</p>
English language proficiency	<p>Purchase of seating from Feltons– Employed a Top Blokes co-ordinator to run program at school– Wages for two SLSO's– Chrome computers x 30 for classroom use– Purchase of future focussed furniture from Sebel and Civic for classrooms– Purchase of furniture and upgrade to the library area through AMU</p> <ul style="list-style-type: none"> • English language proficiency (\$0.00) 	<p>Initiatives around third elective have expanded the school curriculum for all students in years 9 & 10 for implementation in 2018. Introduction of additional chrome books and furniture changes have encouraged a future focussed approach to learning and demonstration lessons are used as a teaching tool for beginning teachers. Funds for the library upgrade are committed and school is working with AMU but this project is yet to be completed and evaluated. SLSO's work with Multi Lit has resulted in targeted students attaining improved literacy/reading results in NAPLAN. Students are tracked and this data supports this finding and students are from all equity groups.</p>
Low level adjustment for disability	<ul style="list-style-type: none"> • Low level adjustment for disability (\$44 325.00) 	<p>Initiatives around third elective have expanded the school curriculum for all students in years 9 & 10 for implementation in 2018. Introduction of additional chrome books and furniture changes have encouraged a future focussed approach to learning and demonstration lessons are used as a teaching tool for beginning teachers. Funds for the library upgrade are committed and school is working with AMU but this project is yet to be completed and evaluated. SLSO's work with Multi Lit has resulted in targeted students attaining improved literacy/reading results in NAPLAN. Students are tracked and this data supports this finding and students are from all equity groups.</p>
Socio-economic background	<ul style="list-style-type: none"> • Socio-economic background (\$107 216.00) 	<p>Initiatives around third elective have expanded the school curriculum for all students in years 9 & 10 for implementation in 2018. Introduction of additional chrome books and furniture changes have encouraged a future focussed approach to learning. . Funds for the library upgrade are committed and school is working with AMU but this project is yet to be completed and evaluated. SLSO's work with Multi Lit has resulted in targeted students attaining improved literacy/reading results in NAPLAN. Students are tracked and this data supports this finding and students are from all equity groups.</p>

Support for beginning teachers	<p>Relief hired to offset the timetable shortfall in allocation– Eight day mentor support plus support from HT T&L via additional period allocation– Development of a New Teacher Induction book 'Great Start'.</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$35 026.00) 	<p>Beginning teachers have successfully completed accreditation at Proficient level. They have participated in a variety of PL. They have successfully integrated into faculty teams and participate in extra curricula activities. Lesson observations have showed that BT are meeting or exceeding Teacher Standards.</p>
Targeted student support for refugees and new arrivals	<p>Payment of school contributions/excursions/extra curricula activities– Purchase of books and magazines for student use at roll call– Relief provided to co-ordinator to run programs for these students</p> <ul style="list-style-type: none"> • Targeted student support for refugees and new arrivals (\$6 604.00) 	<p>Students are well integrated and achieving at or above expected academic targets.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	523	543	545	539
Girls	337	315	319	323

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	2014	2015	2016	2017
7	96.3	96	96.1	95.8
8	95.1	94	94.8	94.4
9	94.8	93.1	94.9	93.9
10	93	90.9	92.8	93
11	91.2	91.3	91.1	90.4
12	87.8	91.3	93.4	91.3
All Years	93.2	92.7	93.9	93.2
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

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	0	0	5
Employment	0	0	2
TAFE entry	0	0	15
University Entry	0	0	73
Other	0	0	1
Unknown	0	0	4

The emphasis on individuals becoming lifelong learners and therefore developing a recognition of the importance of continuing education and training after school is evident in the consistent numbers of those students who continue on to tertiary education from Parramatta High School.

University is the top tertiary choice of further education, followed by TAFE then private providers. There has been a small increase in the number of students attending private colleges in 2018.

In 2017, 120 students sat the Higher School Certificate and all were eligible for an ATAR.

88 students out of the cohort were offered places at university. A pleasing result was that the students chose their universities carefully and there is a much broader range of selections than in previous years. WSU was the most popular choice, with UNSW following, but students also chose Sydney, UTS, Macquarie and the Australian Catholic University in strong numbers. Course choices were again varied which was excellent to see however popular courses were medical science, physiotherapy, science, business, IT and engineering—although less students chose engineering than in previous years. Many courses were generalist in nature whilst some were career specific. e.g. Podiatry. An interesting fact was the lack of students choosing teaching as their university choice.

The remainder of the cohort chose to study at TAFE or a private provider. Career areas of study included IT, financial services, Event Management, Animal studies and Children services. Others chose to do a gap year or move on to full-time employment.

Year 12 students undertaking vocational or trade training

Only three students completed a TVET course at Parramatta High in 2017. Two of these were year 12 students who studied Financial Services.

Year 12 students attaining HSC or equivalent vocational education qualification

All students who completed Year 12 in 2017 obtained a Higher School Certificate.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	10
Classroom Teacher(s)	43.2
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1
Teacher Librarian	1
Teacher of ESL	2.6
School Counsellor	1
School Administration & Support Staff	10.88
Other Positions	1

*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 \$82600 on Teacher Professional

Learning in 2017. 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: Future Focussed learning, Project based learning, STEM Education, Social Media Use, NAPLAN analysis, Code of Conduct, School Planning 2018–20, New Stage 6 assessment Protocols, Child Protection, Technology – Educational Apps, Clickview and Staff wellbeing. 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, Fraud Prevention, Child Protection, Teacher Accreditation. Over 40 staff members attended over 50 different external Professional Development courses, representing all faculties. Courses covered STEAM, Quality Teaching Framework, Teacher Accreditation, Positive Education, Curriculum Differentiation, Executive Leadership as well as faculty specific courses related to curriculum and assessment. A number of teachers also completed On-line Professional Learning in their own time. Funds were also used to provide Faculty Planning Time and Programming and assessment time for the New Stage 6 Syllabuses and Assessment protocols and for School Management Teams to work on School Plan Tasks.

During 2017 we had 12 teachers seeking accreditation at proficient, which will continue into 2018. There are 29 staff who have completed their accreditation at proficient level. New Teachers and Teachers completing accreditation at all levels receive appropriate guidance, leadership and professional

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

This summary financial information covers funds for operating costs to 30th November, 2017 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Receipts	\$
Balance brought forward	561,748
Global funds	360,781
Tied funds	224,182
School & community sources	121,913
Interest	4,942
Trust receipts	6,094
Canteen	0
Total Receipts	717,913
Payments	
Teaching & learning	
Key Learning Areas	95,606
Excursions	54,775
Extracurricular dissections	23,960
Library	2,580
Training & Development	359
Tied Funds Payments	148,297
Short Term Relief	21,506
Administration & Office	60,654
Canteen Payments	0
Utilities	47,927
Maintenance	10,160
Trust Payments	5,693
Capital Programs	0
Total Payments	471,517
Balance carried forward	808,144

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	1,600,190
Appropriation	1,326,610
Sale of Goods and Services	32,480
Grants and Contributions	238,842
Gain and Loss	0
Other Revenue	0
Investment Income	2,259
Expenses	-738,754
Recurrent Expenses	-647,694
Employee Related	-262,146
Operating Expenses	-385,548
Capital Expenses	-91,060
Employee Related	0
Operating Expenses	-91,060
SURPLUS / DEFICIT FOR THE YEAR	861,436
Balance Carried Forward	861,436

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

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

	2017 Actual (\$)
Base Total	7,753,704
Base Per Capita	131,981
Base Location	0
Other Base	7,621,723
Equity Total	545,254
Equity Aboriginal	4,586
Equity Socio economic	107,216
Equity Language	287,553
Equity Disability	145,899
Targeted Total	46,484
Other Total	156,413
Grand Total	8,501,855

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

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.

The 2017 NAPLAN results 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 SSG Schools.

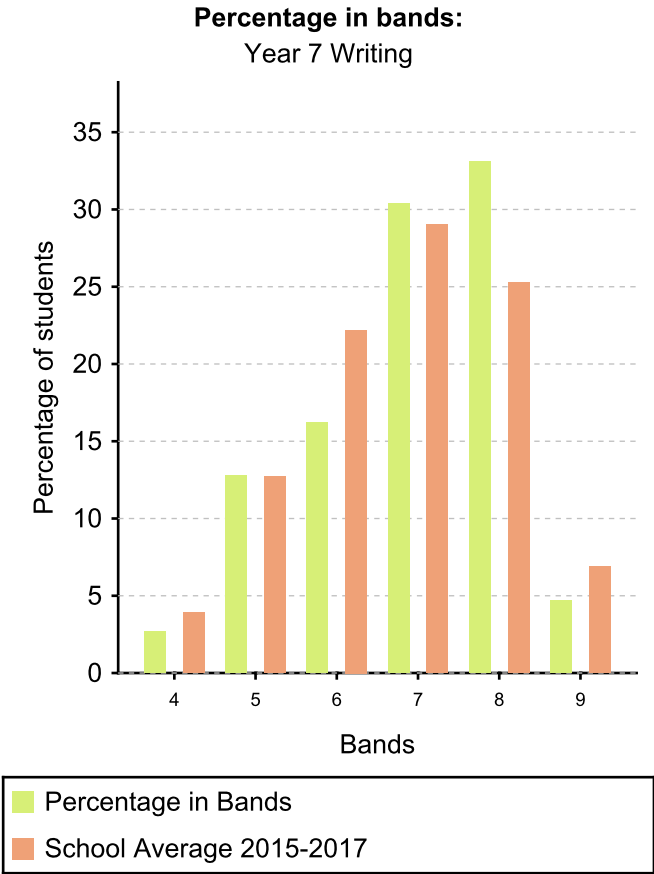
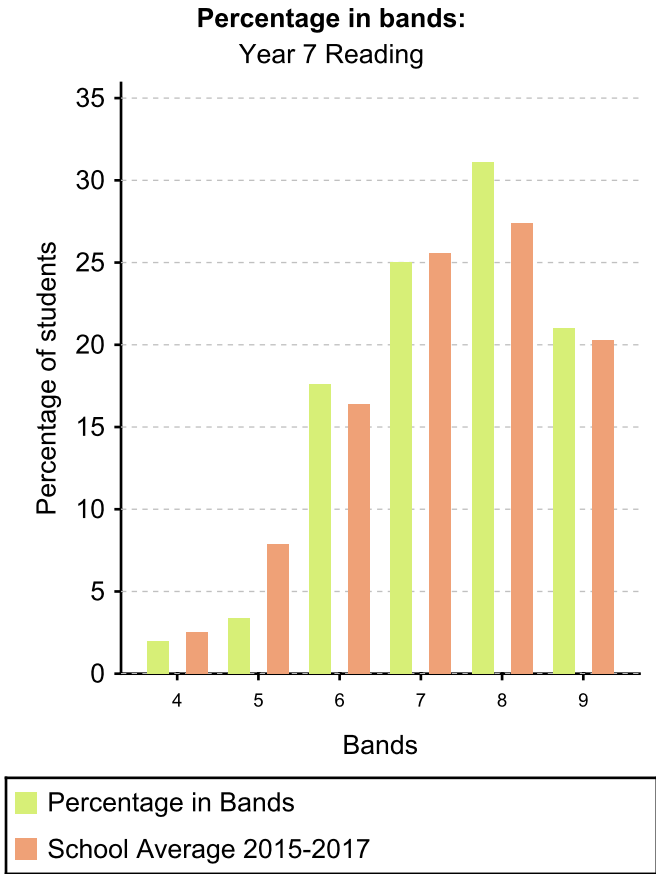
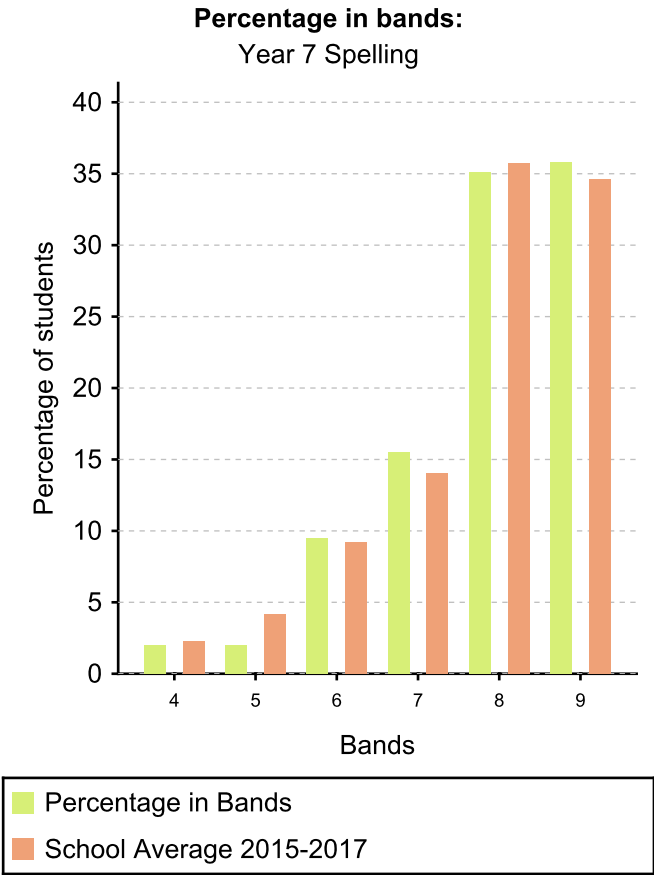
Year 7

The mean score for Parramatta High School Year 7 students in comparison to the State mean was 32.9 points above in Reading, 33.2 in Writing, 46 in Spelling and 43 above in Grammar and Punctuation. Similarly, comparison to the mean scores gained by SSG also yielded positive results with Parramatta High School scoring a mean 22.9 above in Reading, 24.5 higher in Writing, 34.7 above in Spelling and 43 above in Grammar and Punctuation. The percentage of Parramatta High School students achieving in the top two bands across the four Literacy components was markedly higher than the percentages for the whole state and for SSG. For example in comparison to SSG, Parramatta High School had 48% in the top two bands for Reading against 34.3% , 37.8% in Writing over 22.5% and 24.4% and 24.6% higher for Spelling and Grammar and Punctuation respectively. The number of Parramatta High School students scoring in the lower four bands was significantly lower than both the State and SSG averages. While performance below NMS was below the State average, 2% of students were under the NMS in Reading, 3% in Writing, 2% in Spelling and 5% in Grammar and Punctuation.

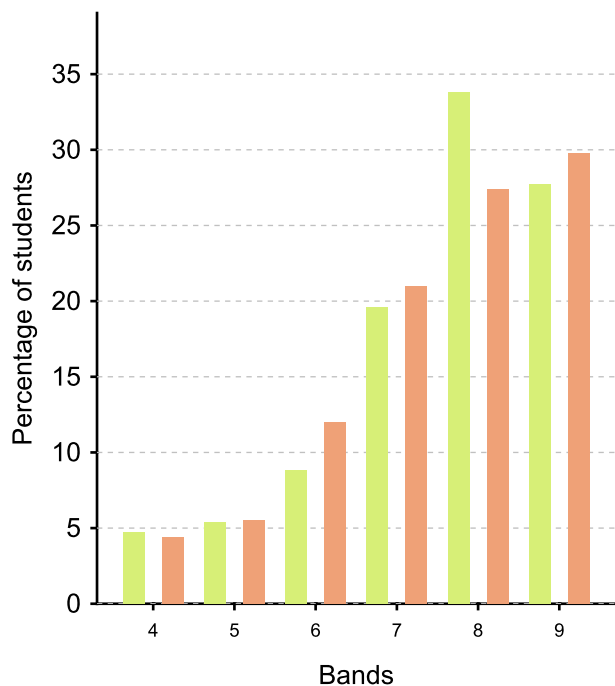
Year 9

The Year 9 cohort has also out performed both the State and SCG in regard to the means achieved in all four Literacy areas. In Reading , the school scored 22.8 above the State average, 34.4 above in Writing, 53.6 above in Spelling and 47.1 higher in Grammar and Punctuation. In comparison to SSG means, the Parramatta High School cohort achieved 13.3, 24.7, 44.1 and 35.8 points higher in Reading, Writing, Spelling and Grammar & Punctuation respectively. The percentages of Parramatta High School students performing in the top two bands in each of the Literacy components also indicate an impressive level of achievement for our students. Compared to achievement across the state, Parramatta High School had 38.6% in the top two bands for Reading and 25.4% for Writing compared to a state average of 24.7% and 18% respectively. In Spelling, Parramatta High School achieved a total of 64.8% in the top two bands and 51.7% in the top two bands for Grammar and Punctuation, compared to 31.1% and 24.8% in State

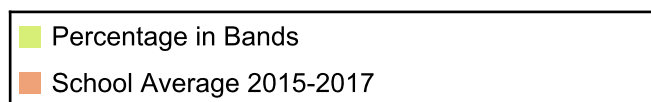
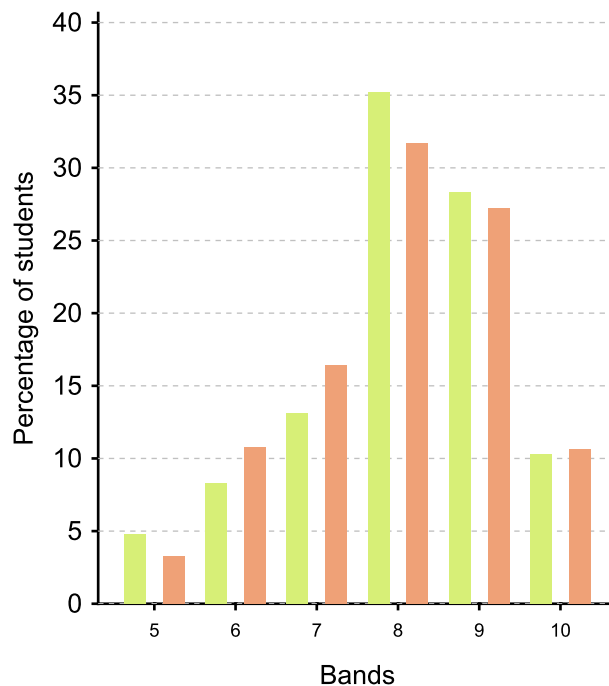
averages respectively. This pattern is replicated in the comparison of the school's performance against SSG regarding percentages of students in the top two bands. Parramatta High School attained 12.5% more students in the top two bands of Reading, 8.1% in Writing, 29.9% more in Spelling and 24.2% more in Grammar and Punctuation. Student Growth for Year 9 was above the State average and the SSG in all components. As an average across the four components, the Average Scaled Growth for Parramatta High School was 9.6 above the State and 7.15 above that of SSG. It should be noted that while under the State Average in terms of students performing below NMS, in Year 9, the school had 5% of students below benchmarks in Reading, 8% in Writing and 3% in both Spelling and Grammar and Punctuation. As in the previous year, the school has increased support for these students through the employment of an additional LaST (Learning and Support Teacher) who will work with students throughout 2018. While overall student achievement in Literacy is positive, the newly formed Literacy and Numeracy Team will target Teacher Professional Learning in the explicit Teaching of Literacy and Numeracy and students in Years 7– 10 will continue to develop their skills in all areas as part of the Roll Call Program. A selected group of students will continue to be involved in the Peer Reading and ESL Roll call groups and in the MULTILit Program.



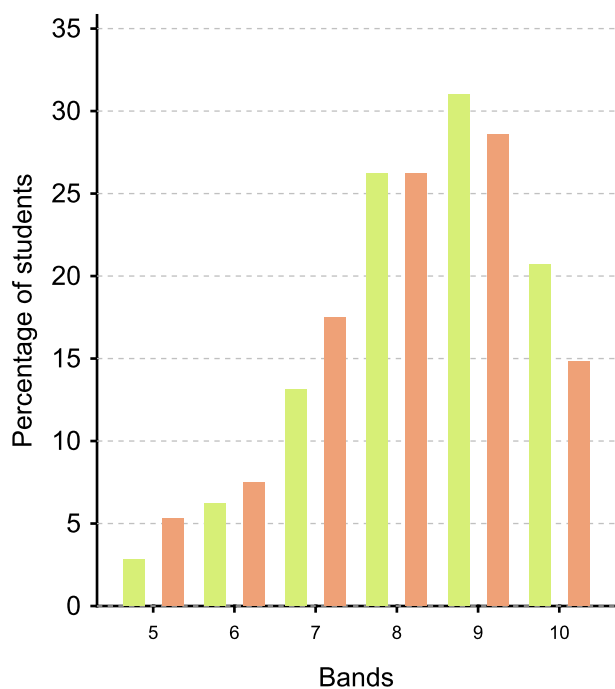
Percentage in bands:
Year 7 Grammar & Punctuation



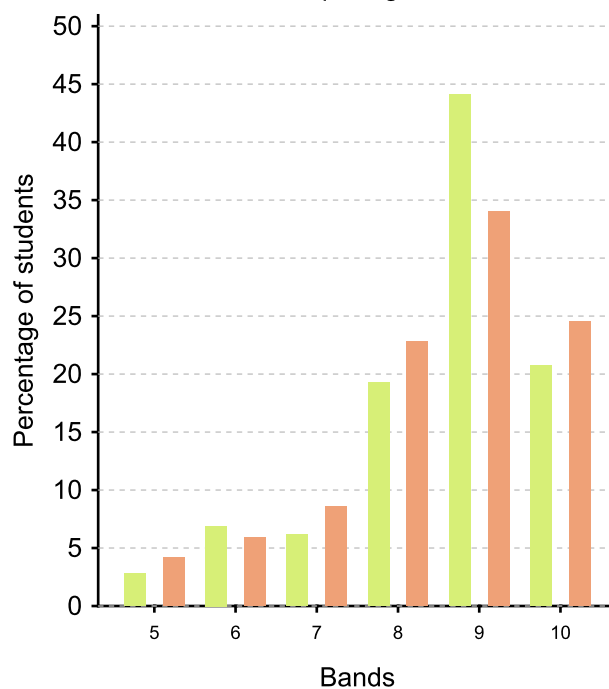
Percentage in bands:
Year 9 Reading



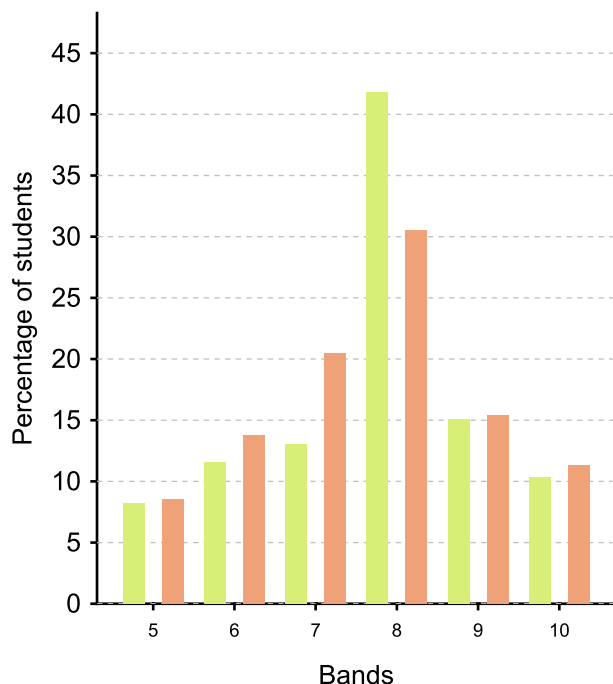
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in bands:
Year 9 Spelling

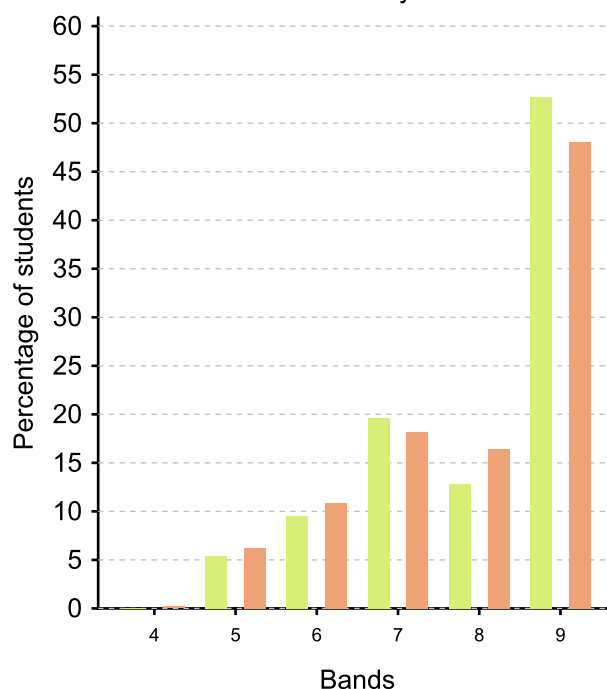


Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2015-2017

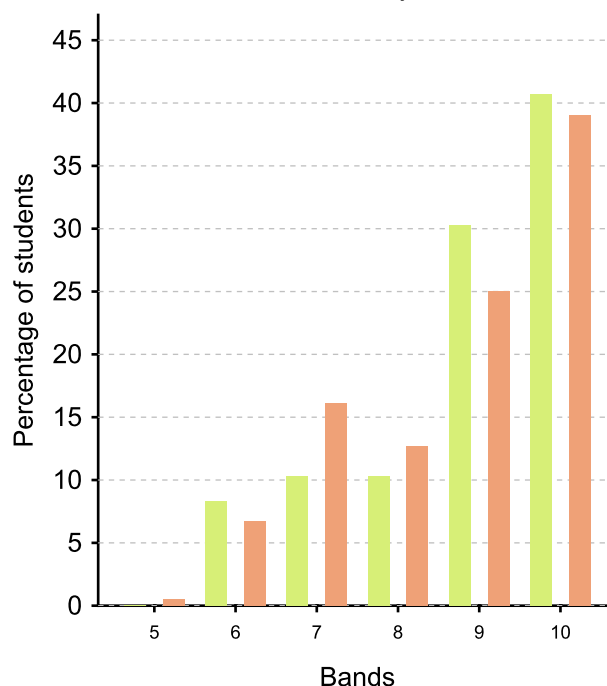
Numeracy – NAPLAN Year 7

Numeracy results indicated an impressive 52.7% of students achieved a Band 9 compared with 17.1% for the State and 19.4% for the Similar Schools Group. Average scaled score growth in numeracy in Year 7 was 79.0, well above the State average of 61.1. Five percent (5.4%) of the cohort achieved Band 5, with no students awarded Band 4. The combined number of students achieving Bands 4 and 5 in the State was 14% and Similar Schools Group was 7.9%. These students have been targeted for special programs in 2018. In 2018, all staff at Parramatta High School will use strategies that focus on improving literacy and numeracy NAPLAN requirements.

Numeracy – NAPLAN Year 9

Students were given a score that fell into six Bands in Numeracy, with Band 10 being the highest and Band 5 the lowest. Forty per cent (40.7%) of Year 9 students were in the highest Band 10, compared with 12.1% for the both the State and Similar Schools Group. To meet minimum HSC standards, students had to achieve a Band 9 or 10, of which 71% of students at Parramatta High School achieved, compared to 29.8% for both the State and Similar Schools Group. The average scaled score growth was 48.2, with 67.2% of students achieving greater than or equal to the expected growth. At the bottom two bands, 8.3% of students scored a Band 6, with no students scoring a Band 5. The combined number of students awarded Band 5 or 6 in the State and Similar School Groups was 15.6%. Programming principles with the New Australian Curriculum will be maintained and fine-tuned to ensure further success and growth at Parramatta High School.

Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2015-2017

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

Higher School Certificate (HSC)

CAPA

The 2017 HSC Drama class was very small, however, all students achieved a Band 4 or higher. In addition to the compulsory group performance, students submitted individual projects including scriptwriting, set design and performance.

Parramatta High School Visual Arts students were successful in 2017. For the second year in a row, Parramatta High School has been represented at the Art Express Exhibition. Henry Zeng and his drawing 'Charon's Ferry' was selected for exhibition at the Armoury Gallery Homebush and Orange Regional Gallery. Henry achieved a Band 6 for HSC Visual Arts and 77% of HSC Visual Arts students achieved a Band 4 or higher.

HSC Music 1 students were also very successful in 2017, with two students, Synthia Shin and Angie Wang, receiving a Band 6 and all other Music 1 students receiving a Band 5.

English

In 2017, Parramatta High School offered all five of the ATAR based English courses and results indicate improved achievement across the five courses. The 2017 HSC brought positive movement into higher bands and higher scaled scores in a number of courses. However, increased attainment was particularly evident in the English Standard and English as a Second Language courses. The scaled score in Standard English increased by 6.8% placing performance in that course 3.4 above the state average. In regard to performance in bands, there was a marked reduction of students receiving in the three lowest bands and an increase of 12.8% and 16.8% of students moving into Bands 4 and 5 respectively. In the ESL course the scaled score increased by 7.2, placing it 8 points above the state average. While there was a reduction in the number of students receiving the three lowest bands, 58.4% of the cohort scored in the top two bands for this course. As in 2016, Advanced English was the highest performing of all English courses in regard to the percentage of students achieving in the top two bands with 79% of this cohort achieving Bands 5 and 6. The scaled score for this course placed the cohort above the state average and that for SCG. In Extension 1 English, 100% achieved Band 3 with the scaled score remaining consistent with the previous year. Extension 2 English continued to perform significantly above the state and SCG average in terms of Band 4 and Band 3 attainment. The scaled score for the Extension 2 course increased in 2017, placing it 6 points above the state and SCG average. 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 and creative writing in the Standard, ESL, Advanced and Extension courses will remain a focus

English Faculty, as it aims to move more of our students into higher bands in this subject area.

Human Society and Its Environment (HSIE)

In the 2017 Higher School Certificate (HSC), 141 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 2017 were very strong, with 37 students achieving a HSC Examination mark of 85% and above. Special credit should go to Angie Wang who achieved a brilliant 96% in Modern History and Serena Ma who achieved 93% in Business Studies.

Both the History Extension and Society and Culture courses required students to complete and submit a major research project conducted by students over a period of 3 to 3 ½ terms, respectively. The History Extension Research Project comprises of 3,400 words and the Society and Culture Personal Interest Project (PIP) comprises of 7,000–7,500 words. The completion of these course projects, and the high level of expert teacher guidance, support and feedback provided to these students throughout this period of time has significantly assisted students' achievement of strong HSC results in History Extension, with the achievement of Bands E4 and E3 (equivalent to Band 6 and 5) and 6 high Band 5's in Society and Culture.

A total of 11 Band 6's were achieved across all HSIE courses such as Modern History, History Extension, Business Studies, Economics and Legal Studies. An exceptional 46 high Band 5's were achieved across all HSIE courses.

The HSIE Key Learning Area (KLA), along with Maths and Science, were part of Parramatta High School's top 3 performing KLAs in the 2017 HSC. Also, Modern History, Legal Studies, Business Studies, Economics and Society and Culture cohorts performed above the state mean, with students in Modern History, Legal Studies and Business Studies performing best in these HSIE courses in comparison to all their other courses, when conducting an in-school comparison.

All HSIE HSC courses require considerable higher order critical thinking and problem solving skills, sophisticated literacy skills and extensive university level research skills. History Extension and Society and Culture are the most challenging and demanding courses, each with a major research work project contributing to 40% of students' HSC marks. The HSIE Faculty staff are highly experienced and dedicated to best practice teaching, learning and assessment. Explicit literacy and learning scaffolds are provided to guide students through their acquisition of syllabi knowledge and skills. Staff regularly incorporate formative and summative assessment tasks, examination strategies and exemplar student responses into their teaching programs. These strategies, coupled with the provision of regular extensive feedback to students, have resulted in significantly improved HSC results amongst HSIE course cohorts.

LOTE

A within school comparison has once again confirmed that students in 2017 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 French Beginners and the Indonesian Continuers courses offered at our school. One student was ranked second in the state in the French Beginners course. In addition students studying languages through the Saturday school of Community Languages achieved band 6, the highest band. Two students studying the Persian Continuers course and one student studying Chinese Literature in Context achieved a band 6. Continued student interest in studying Background Languages through community schools and The NSW School of Languages saw 2017 HSC entries in, Japanese Beginners, Chinese Background Speakers, Hindi Continuers, Persian and Filipino. The LOTE faculty continues to develop their programs, resources, teaching and learning and assessment strategies to enhance and maximise student learning and achievement.

MATHEMATICS

Mathematics HSC In total, 16 Band 6's plus an extra 23 notional Band 6's have been achieved in 2017. This total of 39 Band 6's and E4's were achieved in the following courses: Nine Band 6's in Mathematics, seven in Mathematics General 2, twelve E4's in Mathematics Extension 1 and eleven band E4 & E3 in Extension 2. In Mathematics Extension 1 and 2, 95.2% and 100% of candidates respectively achieved Bands E4 & E3 (State 82.1% and 84.9% respectively). These results indicate that continued emphasis on appropriate student course selection is essential. In Mathematics, 65.5% of students achieved Bands 5 or 6 compared to 50.4% of the State. Also, only 1.8% of the school was awarded the lower two Bands in Mathematics compared to 12.5% for the State. In General Mathematics the school achieved 7 Bands 6's, that is 20.6% compared to State 3.7%. Also, only 2.9% of the school was awarded the lowest Band in General Mathematics compared to 12.9% for the State. In 2017, the ALARM program, targeting Numeracy and Literacy, continued to enhance and assist in lifting the performance of all Mathematics students.

PDHPE

PDHPE results indicated an impressive 8.8% of students achieved Band 6, compared with 6.9% for the state, 8.5% for the region. Overall, students achieving either a Band 6 or band 5 make up for 58.32% of PDHPE students. This is a positive upward trend over the past 5 years. Students that achieved the lowest band make up for 2.9%, making it the lowest since 2012. The average mark was also well above state average in PDHPE. Student results in Community and Family studies show positive trends in value added over the past 5 years, particularly with 58.32% achieving Band 4 or 5 compared with 46.14% in 2016. Results are comparable with state average and within the school comparison of other subjects. With two CAFS classes in 2018 there are positive signs of

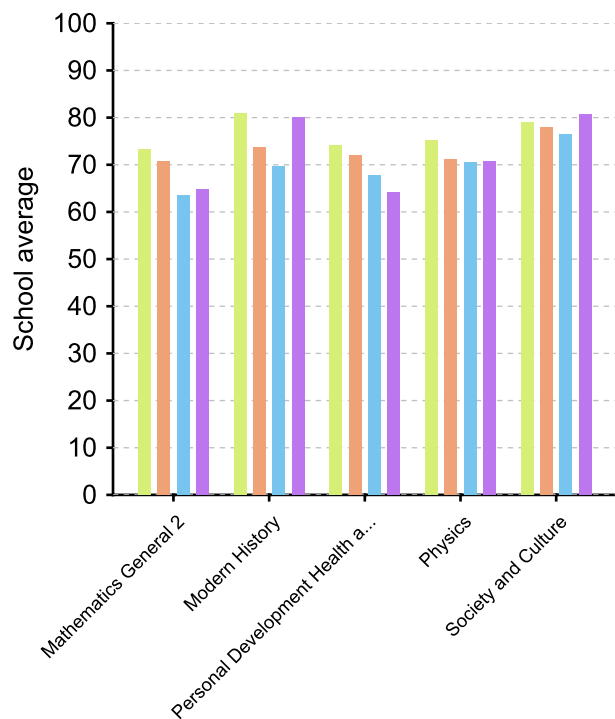
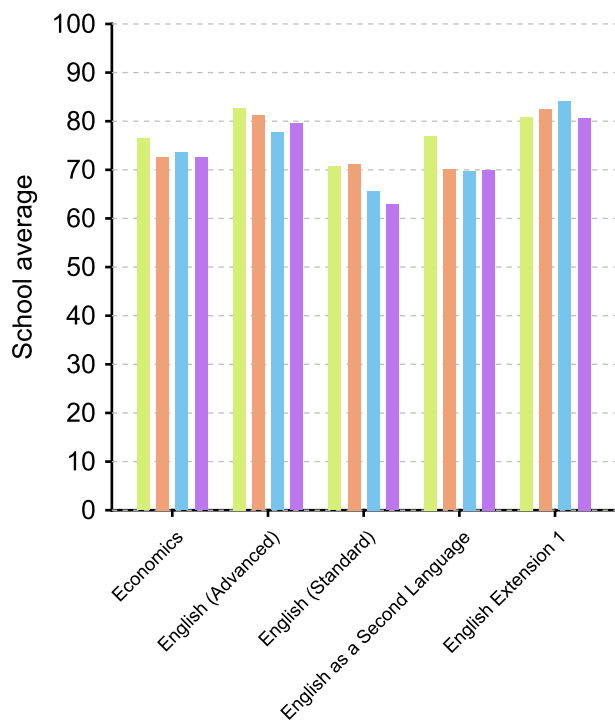
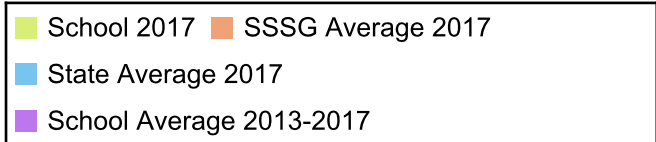
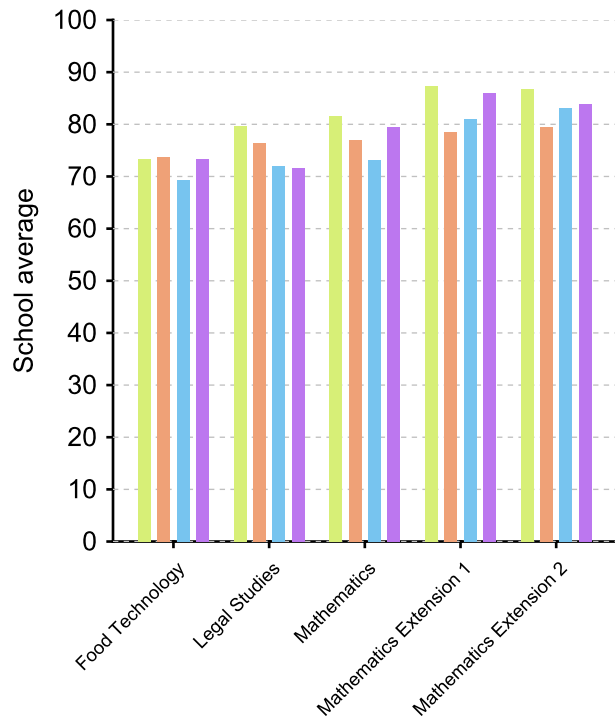
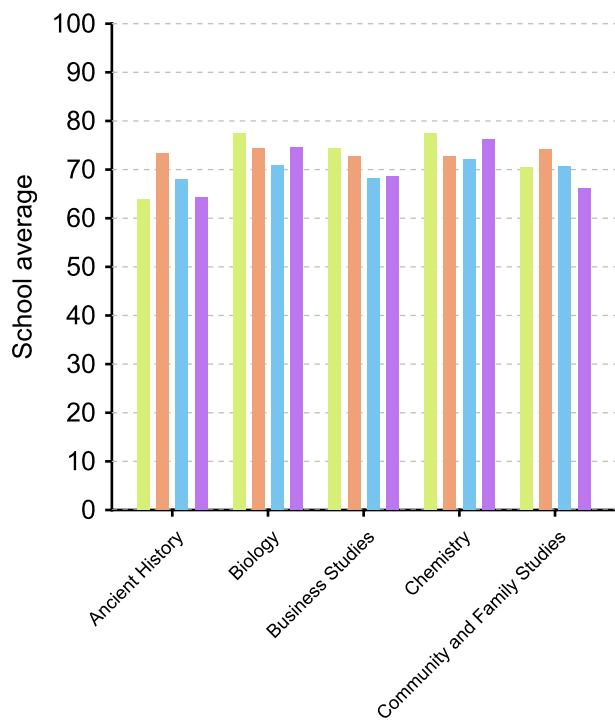
course popularity and in addition a higher percentage of students achieving a higher band.

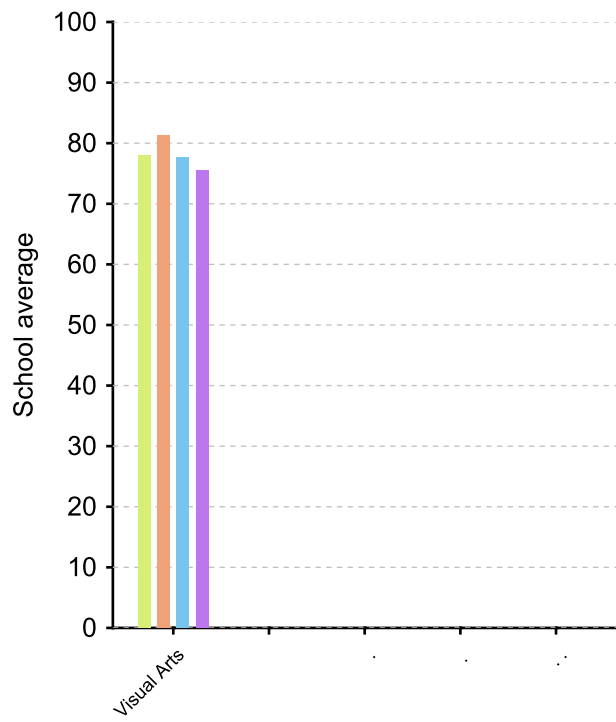
SCIENCE

In the 2017 HSC, the science subjects continued to attract large numbers with 130 students across the Biology, Chemistry and Physics courses. The performance in the HSC was of a very high standard with course averages for all three subjects being above that of the state average. Generally, the students who studied science subjects improved on their previous academic success with positive value adding compared to their national standard based results from their junior years. Over 70% of all science students achieved a minimum of a Band 4 and on average over 12% obtained a Band 6. Within the school, relative to their other subjects, Chemistry students performed particularly strongly, and when comparing our school's science results to that of the state, Biology students had the most significant positive difference. The interest in the science disciplines has been consistent and is in accordance with the sustained positive academic performance of students across all science courses.

TAS

The four HSC subjects in the TAS KLA continue to serve their client base well. The 2017 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 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. Information Processes and Technology continues to produce some outstanding results with more Band 6 performances. Design and Technology also achieved a Band 6 performance and along with Food Technology and Engineering Studies, all TAS subjects achieved 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 any post-school education and training.





Parent/caregiver, student, teacher satisfaction

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. There has been an increase in extra curricular opportunities for our students.

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.



Policy requirements

Aboriginal education

Parramatta High School's Aboriginal and Torres Strait Islander (ATSI) Education Team had another successful year with many highlights. Year 7 student Natalie Michael was awarded the Most Outstanding Indigenous Student at the presentation night after impressive results in her first year of high school. Thomas Harrington and Dante Michael completed their HSC with Thomas achieving 5 results in the highest band range and being awarded with the award of Most Outstanding HSC Results by an Indigenous Student at the annual NSW Nanga Mai Awards. This result reflects Thomas achieving the highest HSC results of any indigenous student in NSW and is a fantastic achievement. He has been accepted by Sydney University to study a Bachelor of Science and Doctor of Medicine. Dante is also continuing to study in the field of Business while helping run his family small business. Congratulations to Natalie, Thomas, Dante and all the students of 2017 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. Personalised Learning Plans are used by the ATSI team as a way of maximising student outcomes. These involve being aware of each students 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. When looking at the needs of students, after school homework centres were offered again in 2017. These were successful in the first semester, however, interest waned in Semester Two and this program will need to be reviewed in 2018. 2017 also saw a change with the school deciding not to be part of the Australian Indigenous Mentoring Experience. In order to fill the gap that this created, other avenues and university partnerships were investigated with the aim of implementation in 2018. Students were mentored within the school and teachers worked with and advised of student PDP's to achieve the best for each student.

Overall student attendance was 84.25% which is slightly below the goal but an improvement on previous years. 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. Year 9 students took part in organising and planning Close the Gap Day activities in March. This was a particular highlight and showcased the work that students had done as part of their Human

Wellbeing unit of study in Geography. Annual NAIDOC week events also occurred again in 2017. 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 students and the ATSI team remain strong. As mentioned earlier, the school looked to develop partnerships with various community organisations, universities and groups in 2017. Students attended the Parramatta Eels Youth School to Work Summit and Parramatta High School joined a number of schools in discussions regarding the development of the Wattamattagal Learning Centre to support students with specific needs in the region. Relationships developed as part of these processes will be helpful in ongoing engagement with the wider community. At the end of 2017 it was determined that the ATSI team would change its structure in 2018 with work to be completed in collaboration with the Wellbeing Team.

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 2017 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 2 teachers in 2017 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 utilised 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 utilised on Orientation Day to assist parents acquire information and clarify processes for their children enrolling into year 7 in 2017. 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.

Other school programs

High Resolves

In 2017, students in Years 7–10 once again participated in the High Resolves program. Designed to develop an understanding of social and cultural issues facing people around the world, the workshops enabled students to become aware of their place in the world and their capacity to make changes to improve their lives and the lives of others. Year 9 & 10 students have developed leadership skills which a number of them continue to utilise in their roles within the Student Representative Council and Social Justice League groups.

Boys Education

Fostering boys education is a key element of Parramatta High School's Wellbeing Program. By developing programs that focus on educating young men, our students are better prepared to meet the challenges faced and experienced in the real world. Our Supervisor of Boys plays a pivotal role in guiding and mentoring our male students throughout their schooling journey. Programs have been established at the school such as Top Blokes which focuses on working through adolescent issues such as bullying, relationships, stress and anxiety and have been well-received by our students. A marked improvement has been identified in the behaviours of students who have been involved in this program and has also resulted in higher engagement levels in the classroom. Male students have also been involved in White Ribbon Day events held both in the school and in the local community which demonstrates their passion and dedication towards fighting domestic violence against women.

Prefects

The Prefect body reflect, promote and uphold the core values of Parramatta High School; respect, responsibility and honesty. The 2016 – 2017 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 at the school Open Night and weekly responsibilities such as hosting assemblies. The Prefects engagement in leadership activities such as their coordination of Leadership Day, developed their knowledge of what it really means to be a leader, and they were able to apply this knowledge to train students from the SRC and SJL. The group also worked as a team to give charity to the World's Greatest Shave organisation and were able to donate funds to the local Westmead Children's Hospital through their in-school Valentine's Day event. The Prefect's continually network with community leaders and students, attending several local and regional network meetings and have hosted their own Prefect Afternoon Tea, which was attended by up to 15 high schools in the area. As a way of showcasing their civics

and citizenship, the Prefects attended commemorative events with the local RSL to pay respect to those who served in overseas conflict. We are also happy to have established a friendship with the local aged care centre, in which the Prefect body have visited several times to provide support and conversation to the elderly residents. Overall the achievements and efforts of the Prefect body have been crucial in maintaining a culture of value and acceptance, and a strong sense of school spirit.

Student Representative Council

The Student Representative Council is a student group which has been elected by their peers to represent all students at Parramatta High School. The SRC works democratically to represent the student body in school decision-making and addressing the needs and interests of all students. Members of the SRC are provided with opportunities to develop their own leadership capabilities through targeted leadership workshops and opportunities. In 2017, the Student Representative Council at Parramatta High School worked on a range of initiatives aimed at fostering student wellbeing and belonging within the school environment. The SRC organised special events including the "compliment service" and R U OK? Day to promote positive mental wellbeing. The SRC also represented Parramatta High School at a number of special events in 2017 including the RSL ANZAC ceremony at Hyde Park, Young Change Agents- Preventing Violence Against Women initiative and the Parramatta region SRC leadership afternoon.

Social Justice League

The Social Justice League is a student leadership group which focuses on a range of key social issues. Four teams were formed, each lead by a Year 11 student and each term one group focussed on one of the four social justice that the group identified as being important to them and the Parramatta High School community. Inclusivity, gender equality, homelessness and environmental sustainability were the four areas selected for 2017. 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 Green Vadars promoted environmental issues through their 'green richies' initiative which focussed on keeping the school environment litter free. The highlight of their year was the 'In the Bag' campaign. Partnering with the Year 9 Commerce classes, the students made 48 fabric backpacks and stocked them with personal care items which they then donated to the Parramatta City Mission for distribution to the homeless in the wider community. In addition to this they donated in excess of 35 bags stocked with gifts and personal care items to the 'In the Bag' campaign run by the 'Share the Dignity' organisation.

Sport Report

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 and achieve some fantastic results both for themselves and for the school. Our annual swimming carnival 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 Batman house finishing 1st in the Swimming Carnival winning the Parramatta High School Ex-Students Swimming Carnival Shield. Unfortunately after repeated attempts to run it the Athletics carnival was cancelled due to weather. Again this year, we have been able to send strong teams to the Prospect Zone carnivals. 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. In the 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. 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, Senior and Junior Boys Basketball and Junior Boys Soccer. Prospect Zone Age Champions: Swimming- Patrick Donohgue 13 Years Boy, Joshua Toisuta: 15 Years Boys Cross Country- Alison Joseph 14 Years Girls Athletics- Helen Kougiouis :15 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 15 Years Age champion, Regional Cross Country representative, Zone Touch Football representative, Grade Sport Finalist and Grade Champion Girls Touch Football. Congratulations to Helen Kougiouis. 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 15 Years Age Champion, Sydney West Swimming representative, CHS Swimming Representative and Australian Open Water Swimming Championships participant. Congratulations to Joshua Toisuta.