

Parramatta High School

Annual Report



2018



8135

Introduction

The Annual Report for **2018** 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 future focussed 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 STLA staff. The school has approximately 64 teaching staff and 10.8 Support Staff including 1.0 SLSO. Funded programs include the Refugee Transition Program with Homework Centre after school, Multi-Lit, focus on Reading, ALARM, Teacher Professional Learning and Student Assistance funding. The school has a range of Quality Teaching programs that support learning in the classroom and recognise student diversity. The staff is skilled in and applies the Quality Teaching model to enhance best practice. All staff are trained in GERRIC (Gifted and Talented). Strong student welfare and learning programs are provided across all stages including PBL and Positive Education. Development of Student Leadership is essential to school ethos, with programs such as Students Representative Council, Social Justice League, Fast Forward and High Resolves leading to increased leadership capacity and civic and citizenship awareness amongst our students. The Parramatta High community strives to enhance the whole child through academic excellence, supportive welfare structures and global citizenship opportunities. Parramatta High School has a strong commitment to community partnerships and has strong relations with groups such as Rotary, Elevate, Max Potential and 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 school's progress in this domain indicate we range from **Sustaining and Growing** to **Excelling**.

Learning Culture : (Sustaining & Growing) Policies are well developed and clearly communicated through a variety of platforms and mediums. There is a whole school commitment to positive learning progress among all students. There is a strong commitment to differentiation and embedding numeracy and literacy in all KLA's. Students experience successful transitions through stages with clear information and expectations communicated to the school community. Students and caregivers are supported to ensure student absences do not impact on learning outcomes, with the school systems closely monitoring attendance.

Wellbeing : (Sustaining & Growing) Parramatta High School has a consistent, successful whole school approach to wellbeing and clearly defined behavioural expectations. These are codeveloped with students, staff and the community and are designed to ensure effective conditions for learning. The introduction and explicit teaching of the ASPIRE model ensures students can connect, succeed and thrive. Positive, respectful relationships are evident through a range of leadership, supportive and extracurricular activities that occur on a regular basis. The Tell them From Me survey results reported that students at our school experience a strong sense of belonging and experience positive relationships.

Curriculum: (Excelling) Programs and curriculum at Parramatta High School, support the differentiated nature of the school population including partially selective (2 classes 7–12); EALD; learning support and mainstream students. Adjustments in teaching and learning programs ensures that all students are challenged and improved learning occurs. The introduction of a third elective in Year 9 this year, allowed breadth in the curriculum, dynamic programs and a focus of project based learning. STEM based activities have been provided within and beyond the school curriculum through cross curricular activities, coding and university programs.

Assessment : (Sustaining & Growing) Assessment is a tool that supports learning across the school. Teachers use

assessment for, as and of learning that enable the gathering of evidence and judgements about student achievement. Students and parents understand the assessment approaches in the school through the assessment policy notifications and planners that are distributed and explained. Senior Assessment policies have been revised to reflect the new HSC Assessment Guidelines, allowing more time for teaching and learning. Students receive explicit feedback on their learning both in the classroom and from assessment tasks.

Reporting : (Sustaining & Growing) The personalised 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 and is not limited to using NAPLAN, VALID, capability tests as well as HSC monitoring. Students participated in a report reflection process that will be rolled out to more year groups next year.

Student Performance Measures : (Excelling)

The school achieves excellent value-added results, significantly above the value added by the average school particularly in Numeracy from Years 7 to 9 displayed in NAPLAN results. School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures. The school is aligned with the Premiers Priorities of increasing bands in numeracy and reading.

PROGRESS ACHIEVED IN THE DOMAIN OF TEACHING

Critical reflection of the school's progress in this domain indicated PHS to be **Sustaining and Growing**.

Effective Classroom Practice: (Sustaining & Growing)

There is a positive classroom climate at PHS with an effective schoolwide approach to classroom management and the embedding of expectations. Teachers differentiate the curriculum and professional learning days have targetted explicit teaching and quality practices ensuring improved student learning.

Data Skills & Use: (Sustaining & Growing)

The leadership team has participated in professional learning in the use of SCOUT data. All teachers contribute to gathering data and are developing skills in using data effectively to evaluate student progress and identify gaps for improvement. All KLA's evaluate their HSC results and use the data to inform teaching and learning practices.

Professional Standards: (Sustaining & Growing)

The Professional Learning team have surveyed the whole school to identify strengths and needs in relation to professional practice and have a planned approach to build capabilities through SDD's and workshops. All staff are committed to improving student outcomes and use professional standards and PDP's to monitor specific areas of development.

Learning and Development : (Sustaining & Growing)

There is a negotiated system for classroom observations and teachers engage and share expertise. The school identifies staff to share innovative practice with teachers engaging in professional discussion and activities to enhance their teaching repertoire. Staff have access to external professional learning opportunities and have attended courses on syllabus development, leadership and gifted and talented strategies.

PROGRESS ACHIEVED IN THE DOMAIN OF LEADING

Critical reflection of the school's progress in this domain indicated PHS to range from **Sustaining and Growing to Excelling**.

Educational Leadership (Excelling)

The school has a strong culture of effective practice and high quality service delivery. Three teachers received teaching awards in 2018 reflecting high performance and a focus of ongoing improvement. Opportunity is available for teachers at all levels to develop leadership skills. the introduction of Co – Leaders for teacher teams and the rotation of 2 IC for KLA's enabled a broader range of purposeful leadership roles and responsibilities based on professional expertise.

School Planning, Implementation and Reporting (Sustaining & Growing)

In terms of School planning, implementation and reporting, based on collaboration with the school community, the school's vision and strategic directions determine the school plan which is central to continuous improvement efforts. The new school plan has a focus on future focused learning, student wellbeing, differentiation of the curriculum, numeracy

and literacy targets and community engagement. All executive members are aligned to the school plan.

School Resources (Sustaining & Growing)

In relation to school resources human, physical, financial and organisational resources are used strategically to provide an excellent teaching and learning environment in which students and staff are enabled to develop as fully as possible. The school is in a good financial position and well resources. Technology and flexible learning spaces are effectively used to enhance learning and service delivery.

Management Practices and Processes (Excelling)

The management practices and processes at this school are highly developed, effectively communicated, understood by the whole school community and consistently implemented. Administrative systems have managed new changes to systems efficiently and effectively. The school community has responded positively to administration changes and have received clear communication and information.

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

LEARNING

Purpose

To provide 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.

Overall summary of progress

In 2018 PHS introduces a third elective in Yr 9. These learning experiences involve explicit learning and teaching of new school based syllabus content which is applied in a project learning situation. Feedback from student and teachers as well as parents who attended the Stem Showcase was very positive. Project based learning has also been a priority in other curriculum areas with teachers in many faculties implementing project based pedagogy to enhance student engagement.

PHS community continue to maintain high standards of positive behaviour. 2018 saw the continued implementation of the ASPIRE Positive Education model to complement the existing PBL expectations. The Positive Education Team have provided professional learning for staff members and the Wellbeing Team have embedded the ASPIRE model and expectations into their Year group presentations.

The targets for the school plan are well on their way, with Tell Them From Me Survey showing student institutional engagement is above the NSW norm. 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.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Reduction of negative student incidents by 10%.	Positive Schools conference \$570.00	Year group presentations reflect ASPIRE Model, promoting positive education and common language of the model. SENTRAL data indicates reduced amount of serious negative behavior and an increase in positive notifications.
Increased student engagement.	Additional SLSO \$39, 880	Tell them From me survey engagement figures above state norm. With additional staff there has been greater opportunity for staff to scrutinise teaching and learning programs to ensure the explicit embedding of literacy and numeracy strategies.
70% student satisfaction with the PBL curriculum.	Budget provided for new courses in the 3rd elective. \$5000	Increased student engagement through innovative curriculum ,with the introduction of 3rd elective and problem based learning opportunities.
Remodelling of teaching and learning spaces to accommodate PBL..	\$9000	An additional room has been developed into a flexible learning space and computer room upgraded, with plans for the library to also be refurbished

Next Steps

As PHS moves into the second cycle of the School Plan adjustments have been made in regarding to focus areas for learning. We will continue to direct our energies towards providing meaningful and authentic future focused learning and

continue to promote and embed Positive Education throughout school processes. Professional learning opportunities for staff will continue with a focus on Google classroom, building skills and providing students with an online learning platform that can be differentiated and provide collaboration.

The remodelling of the library with additional flexible spaces for students and teachers will support opportunities for students to learn independently and in small and large groups.

A number of initiatives and other programs continue to engage our students in learning and promote student achievement. The Senior Mentoring program will continue with Yr 12 students, a "study school" will be provided during the Term 2 holiday, enabling students to use the PHS library and access study sessions prior to the Term 3 Trial HSC. Mathematics enrichment continues for junior students run by the mathematics department on a weekly basis after school, and a new coding program has been introduced by the TAS department engaging students in higher order thinking skills.



Strategic Direction 2

TEACHING

Purpose

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.

Overall summary of progress

All staff understand the importance of and are committed to engaging in professional learning both within the school and externally. Professional learning focuses on both the content of courses and the pedagogy enabling learning. The Targeted Numeracy & Literacy Team and the Differentiated Curriculum Team have provided professional learning to improve classroom practice. A strengthened capacity to differentiate the curriculum and assessments ensures that students of all abilities are supported and are actively engaged and challenged in their learning. PHS continues to excel in school value added data, particularly in the area of Numeracy in NAPLAN and we are achieving the Premiers goals in education by increasing the number of students achieving top bands.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in the Average HSC Mark attained by students across all courses as indicated by SCOUT data	Professional Learning opportunities for Staff. \$10000 approx	There have been increases in the Average HSC mark in the following subjects: Biology, Business Studies, Chemistry, French continuers, Modern History, PDHPE and Society & Culture.
Increase the percentage of all students attaining Band 6 in the HSC.	Teacher memberships in professional associations. (faculty funds)	2018 did not see an increase in students attaining Band 6.
Increase in the number of students in the top 2 bands of NAPLAN bands, including ATSI students, in reading and numeracy.	KLA planning and collaboration	SCOUT data indicates that there has been a gradual increase in the number of students achieving the top 2 bands in reading and numeracy in both years 7 & 9.
Continue to excel in school value added data across Y 7–9 and Y 9–12.	Release time for KLA's with new syllabus implementation. \$4000	The Value Added report displays information about learning growth of students in schools, after adjusting for the characteristics of the students, referred to as value-added. PHS continues to excel in these areas.

Next Steps

PHS has identified areas for whole school focus for 2019 and beyond. The school executive team has committed to driving a stronger approach to literacy. The Head Teachers Teaching and Learning will focus on reading and comprehension in the junior school and structured writing responses in the senior school.

Evidenced based practices will be revisited including explicit teaching, high expectations, effective feedback & the use of data to inform practice. Senior executive will work with the Head Teachers to implement professional learning opportunities and champion these themes in driving school improvement.

Strategic Direction 3

LEADING

Purpose

To sustain a culture of professional growth, high expectations and community engagement which focuses on continuous improvement.

Overall summary of progress

All staff understand the importance of and are committed to engaging in professional learning both within the school and externally when courses are available. Professional learning focuses on both the content of courses and the pedagogy enabling learning. The Department of Education's Performance and Development Plan process is embedded in school practice to foster teachers' professional skills in providing best quality teaching. It builds on practice that had been implemented in this school over a number of years with teachers at PHS are meeting the teaching standards and have meaningful professional development plans.

School staff at PHS have engaged professionally with colleagues through presentations at SDDs and other professional learning opportunities. Presentations have included Dr Andrew Martin presenting research on motivational engagement and the personal potential of students, workshops on differentiation, the ASPIRE model, SCOUT and other mandatory areas.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers address and meet all the standards as required for maintenance.	Teachers release to complete accreditation. \$10000 approx	All teachers are successfully completing their accreditation and maintenance cycles.
Increase the number and range of leadership opportunities for all staff.	Teacher release and attendance at professional learning sessions	Introduction of 2IC for KLA's and Teacher Teams. Teachers
Increase in parental and community involvement in school activities.	Elevate for Parents. Afternoon tea for parent forums and celebration assemblies., and prefect Induction \$90.00 + \$200 catering	Parent forums addressing study skills and student wellbeing were well attended.

Next Steps

Our professional learning program will focus on collaborative learning opportunities to improve professional practice, within the school in staff development programs. Our Executive Conference in 2018 will focus on a Literacy action plan and underachievement. This will lead to a whole school approach addressing reading, comprehension and writing stronger responses. The Head Teachers Teaching and Learning will have a modified role statement to support the academic achievement goals for the coming years. The Community Partnership team will continue to promote parent involvement in the school presenting parent forums on wellbeing as well as supporting academic achievement. The school website will be made a priority for 2018 ensuring communication is accurate, up to date and informative.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	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.	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.
English language proficiency	The EALD teachers withdraw students in small groups, who require additional English language support. Chromebooks purchased for literacy programs \$31225.00	Students supported with resources to complete set work & assignments. Access provided to websites for research material and google classroom.
Low level adjustment for disability	Employment of 0.1 LaST and SLSO part employment. \$61277.00	Provision of literacy support for targeted students. Support provided for NAPLAN revision.
Socio-economic background	Purchase of equipment to upgrade computer rooms. Purchase of furniture to upgrade library facilities. Wellbeing programs supported and provided : High Resolves, and Skoolbag. \$63317.00	Students are provided with flexible learning spaces to enhance learning and promote library access. All students have the opportunity to participate in the Global citizenship program.
Support for beginning teachers	Beginning Teachers were supported through release time, mentoring and additional access to Professional Learning Opportunities. \$34917.24	This pre allocated time was used for observations, joint marking, collegial planning and discussions.
Targeted student support for refugees and new arrivals	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 \$995.00	Students are supported and well integrated. They are achieving at or above expected academic targets.
Flexible funding for Wellbeing Services	Student Wellbeing programs funded including Top Blokes, Elevate, Peers Support and in part High Resolves. Student Diaries	All students participate in Wellbeing programs. Programs have addressed student engagement, study skills and leadership opportunities.

Flexible funding for Wellbeing Services	<p>purchased for Yr 7 & 8. Staff released for Wellbeing programs.</p> <p>\$50840.00</p>	All students participate in Wellbeing programs. Programs have addressed student engagement, study skills and leadership opportunities.
School Support allocation	<p>Employment of 0.4 SAO, Overtime for SAM.</p> <p>\$46206.00</p>	SAM implemented new processes and systems successfully.
Professional Learning	<p>Professional learning Opportunities: Courses & Relief</p> <p>\$65828.00</p>	<p>Teachers are empowered to strengthen practice. Focus in 2018 included staff wellbeing, differentiation and gifted and talented strategies.</p> <p>Leadership growth is supported amongst teachers.</p>
Integration	<p>Employment of SLSO</p> <p>\$39,880</p>	Learning support provided for targeted students addressing their learning needs.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	543	545	539	569
Girls	315	319	323	342

PHS continues to maintain enrolment figures. The drawing area for PHS was once more adjusted for 2018 to cope with the increasing amount of parents wishing to enrol their children into the mainstream of the school. The school has a commitment to "in area" enrolment for the mainstream cohort.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	96	96.1	95.8	95.3
8	94	94.8	94.4	93.7
9	93.1	94.9	93.9	92.3
10	90.9	92.8	93	90.3
11	91.3	91.1	90.4	90.6
12	91.3	93.4	91.3	92
All Years	92.7	93.9	93.2	92.4
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

Parramatta High School has an excellent student attendance profile. The Deputy Principals and Year Advisers oversee student attendance and manage students who have an attendance rate of 85% or below. We work closely with the Home School Liaison to manage any attendance concerns and assist in the implementation of effective Attendance Improvement Plans. A strong communication network has been established with parent and caregivers informed of non-attendance via SMS and letters generated for students

who fall below expected levels of attendance.

Retention Year 10 to Year 12

Most students remain at PHS to complete their HSC. A number of families choose to pursue a fully selective school enrolment and those successful move to those schools to complete the HSC. Twelve students gained a position at a fully selective school for Yr 11 2016, other students moved interstate.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	2
Employment	0	3	2
TAFE entry	3	3	3
University Entry	0	0	90
Other	0	0	2
Unknown	0	0	1

Parramatta High School values the importance of individual students having a clear understanding of post-school destination pathways be they further study or direct entry into the workplace. It is very apparent that students are choosing to continue their education at the tertiary level with the majority of students continuing on to further study.

138 students completed Year 12 in 2018 with all students all students obtaining the Higher School Certificate.

In 2018, 123 students were offered a place at university. Again the selection of universities has been broad, an indication that our Year 12 tertiary preparation program is successfully exposing students to a wide range of options and opportunities.

The four universities that dominated the choices were Western Sydney University, University of New South Wales, Macquarie University and University of Technological Sydney. Other universities that were also considered included Sydney University, Australian Catholic University, Australian National University and Charles Sturt University. Courses of choice were also widespread, an indication that our students are considering personal choices of vocation rather than following popular peer directions.

Finance, Commerce, Business, Engineering and Information Technology were popular selections but there were some interesting new choices including Cyber Security and Information Studies. Combined degrees were also popular and a small number of

students elected to choose Teaching as a career.

While this counted for most of the students who completed their HSC in 2018 a small number of students also chose private providers, pathway courses (Diplomas) and Tafe options. The remaining students chose a gap year, full-time employment or an apprenticeship.

Year 12 students undertaking vocational or trade training

Two student completed Evet courses at PHS, however these students were not part of the Year 12 cohort.

Year 12 students attaining HSC or equivalent vocational education qualification

At Parramatta High School, 138 students completed Year 12 in 2018 with all students all students obtaining the Higher School Certificate.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	43.5
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
Teacher ESL	2.8
School Counsellor	1
School Administration and 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 approximately \$80,000 on Teacher Professional Learning in 2018. These funds come from a government grant and are topped up from school funds. The school ran 3 school development days as well as 5 Twilight Sessions 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, Assessment, Child Protection, Respectful workplaces, student motivation, Technology – Educational Apps, Google classrooms 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: Anaphylaxis and CPR training, Child Protection, Teacher Accreditation. Over 45 staff members attended over 90 different external Professional Development courses, representing all faculties. Courses covered STEAM, Teacher Accreditation, Positive Education, Curriculum Differentiation, Wellbeing and School Administration, 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 2018 we had 14 teachers seeking accreditation at proficient, which will continue into 2019 and beyond. The majority of teachers in the school are now accredited at proficient level. New Teachers and Teachers completing accreditation at all levels, receive appropriate guidance, leadership and professional learning opportunities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	861,436
Revenue	9,645,348
Appropriation	9,242,040
Sale of Goods and Services	47,532
Grants and Contributions	342,841
Gain and Loss	0
Other Revenue	865
Investment Income	12,070
Expenses	-9,080,221
Recurrent Expenses	-9,080,221
Employee Related	-8,298,921
Operating Expenses	-781,300
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	565,126
Balance Carried Forward	1,426,562

PHS's financial management processes and governance structures are rigorous to meet DoE financial and legislative requirements, in the administering of funds across the school in 2018. The Principal plans and implements an annual school budget that:

- * Plans to maximise the operation of the school within available physical and financial resources.
- * Ensures appropriate application of existing resources to identified areas of need including school buildings and grounds.
- * Identifies and addresses occupational health and safety issues.
- * Maintains appropriate records in accordance with Audit requirements.

The PHS Finance team which is comprised of members of the senior executive, teaching staff and office staff meets regularly to discuss financial planning, strategic budgeting and resourcing to support school planning and improved teaching and learning. This year our

biggest expenses were in the areas of supporting improved classroom practice, future focussed learning and flexible teaching and learning spaces.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	8,028,980
Base Per Capita	166,684
Base Location	0
Other Base	7,862,296
Equity Total	546,390
Equity Aboriginal	5,353
Equity Socio economic	63,317
Equity Language	322,741
Equity Disability	154,979
Targeted Total	42,199
Other Total	159,168
Grand Total	8,776,736

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Literacy – NAPLAN Yr 7

The average score for Parramatta High School Year 7 students in comparison to the State mean was 41.9 points above in Reading, 64.8 in Writing, 64.7 in Spelling and 58.8 above in Grammar and Punctuation. Similarly, comparison to the averages gained by SSG, also yielded positive results with Parramatta High School scoring an average score 13.6 above in Reading, 35.9 higher in Writing, 39.9 above in Spelling and 29.2 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 52.5% in the top two bands for Reading against 39.0% , 47.5% in Writing over 23.5% and 17.96% and 15.27% 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, 1.83% of students were under the NMS in Reading, .61% in Writing, 1.22% in Spelling and 3.66% in Grammar and Punctuation.

Literacy – Year 9

The Year 9 cohort has also out performed both the State and SCG in regard to the average scores achieved in all four Literacy areas. In Reading, the school scored 41.44. above the State average, 70.54 above in Writing, 65.93 above in Spelling and 55.74 higher in Grammar and Punctuation. In comparison to SSG means, the Parramatta High School cohort achieved 13.6, 35.8, 39.92 and 58.75 points higher in Reading, Writing, Spelling and Grammar & Punctuation respectively.

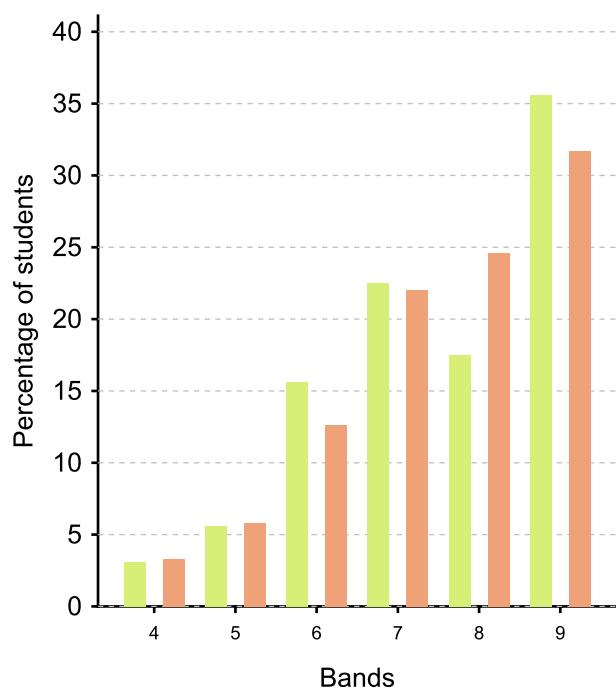
The percentages of Parramatta High School students performing in the top two bands in each of the Literacy components also indicate an impressive level of achievement for our students. Compared to achievement across the state, Parramatta High School had 44.16% in the top two bands for Reading and 33.12% for Writing compared to a state average of 21.1% and 12.6% respectively. In Spelling, Parramatta High School achieved a total of 59.7% in the top two bands and 55.2% in the top two bands for Grammar and Punctuation, compared to 24.4% and 23.8% in State averages, respectively. This pattern is replicated in the comparison of the school's performance against SSG for percentages of students in the top two bands. Parramatta High School attained 14% more students in the top two bands of Reading, 15.2% in Writing, 27.1% more in Spelling and 21.9% 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 8.65 above the State and 7.1 above that of SSG. Writing in particular showed a significant increase in scaled growth.

It should be noted that while under the State Average in terms of students performing below NMS, in Year 9, the school had 3.2% students below the National Benchmarks in both Writing and Spelling and 2.5% in Grammar and Punctuation. There were no students below the benchmark for Reading.

While overall student achievement in Literacy is positive, the 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 Multi-Lit Program.

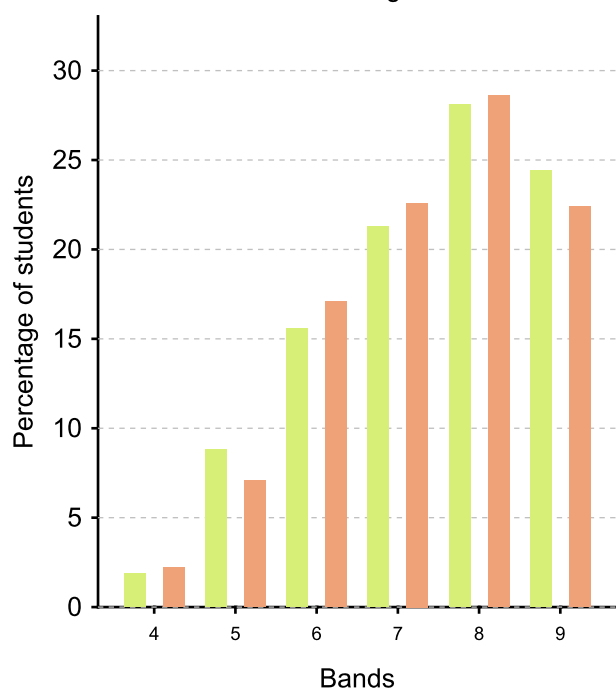
Percentage in bands:
Year 7 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	3.1	5.6	15.6	22.5	17.5	35.6
School avg 2016-2018	3.3	5.8	12.6	22	24.6	31.7

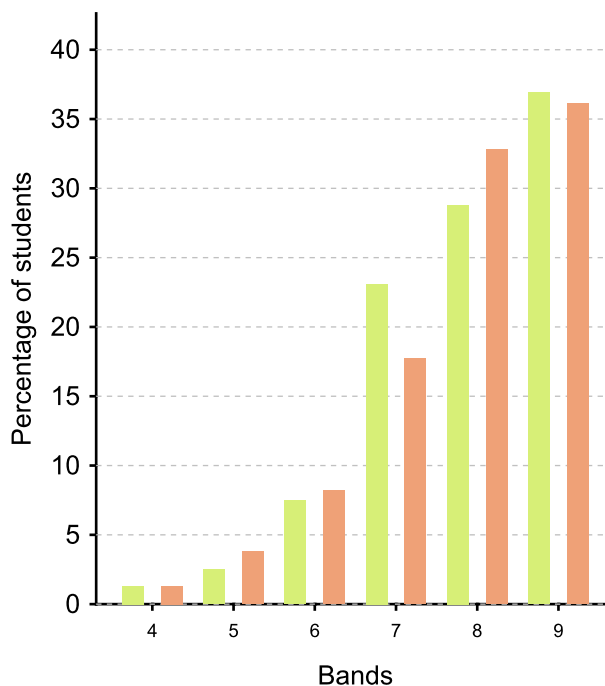
Percentage in bands:
Year 7 Reading



Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	1.9	8.8	15.6	21.3	28.1	24.4
School avg 2016-2018	2.2	7.1	17.1	22.6	28.6	22.4

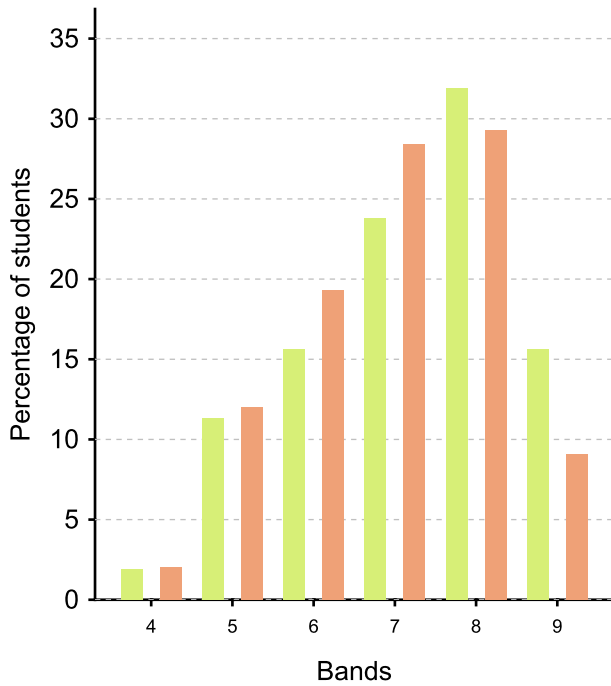
Percentage in bands:
Year 7 Spelling



Percentage in Bands
School Average 2016-2018

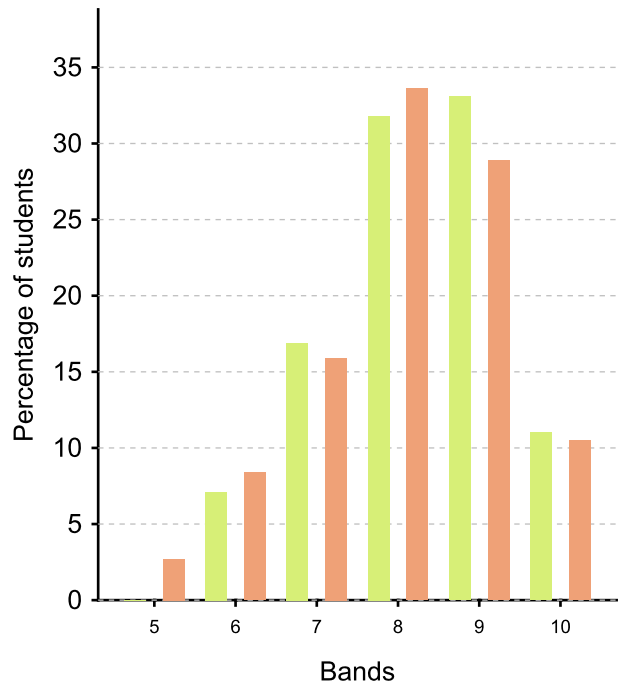
Band	4	5	6	7	8	9
Percentage of students	1.3	2.5	7.5	23.1	28.8	36.9
School avg 2016-2018	1.3	3.8	8.2	17.7	32.8	36.1

Percentage in bands:
Year 7 Writing



Band	5	6	7	8	9	10
Percentage of students	2.6	6.5	12.3	23.4	37.7	17.5
School avg 2016-2018	4.1	5.7	16.1	24.5	32.7	17

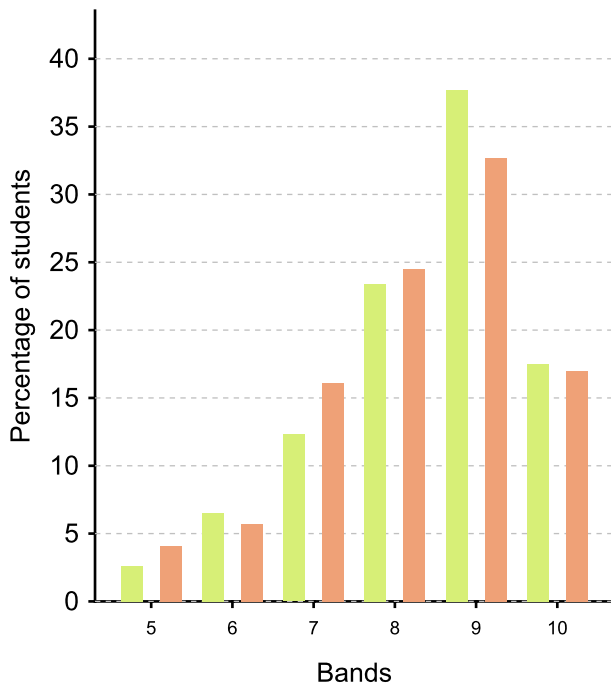
Percentage in bands:
Year 9 Reading



Band	4	5	6	7	8	9
Percentage of students	1.9	11.3	15.6	23.8	31.9	15.6
School avg 2016-2018	2	12	19.3	28.4	29.3	9.1

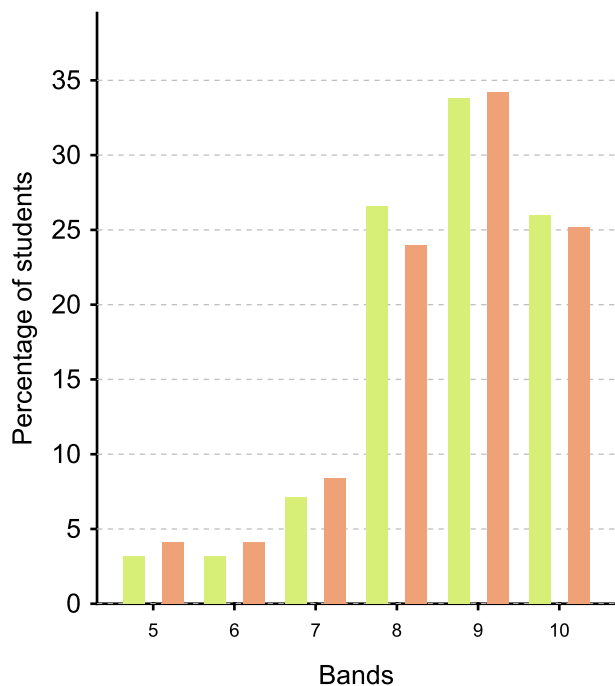
Band	5	6	7	8	9	10
Percentage of students	0.0	7.1	16.9	31.8	33.1	11.0
School avg 2016-2018	2.7	8.4	15.9	33.6	28.9	10.5

Percentage in bands:
Year 9 Grammar & Punctuation



Band	5	6	7	8	9	10
Percentage of students	0.0	7.1	16.9	31.8	33.1	11.0
School avg 2016-2018	2.7	8.4	15.9	33.6	28.9	10.5

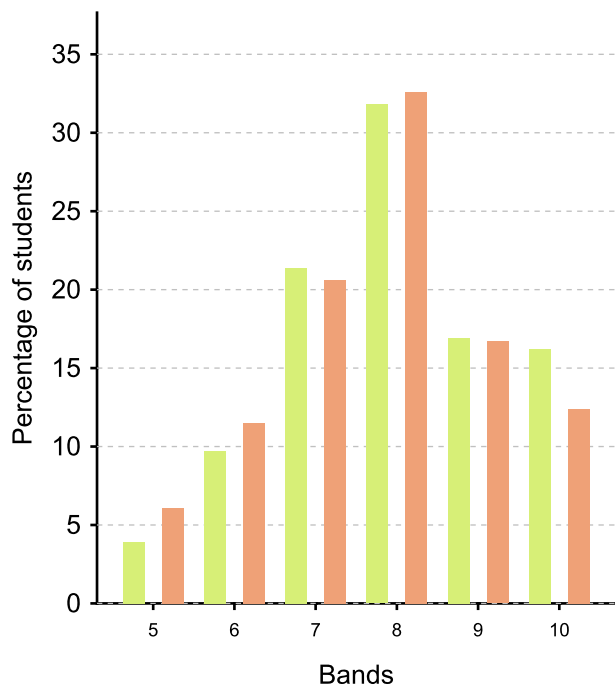
Percentage in bands:
Year 9 Spelling



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	3.2	3.2	7.1	26.6	33.8	26.0
School avg 2016-2018	4.1	4.1	8.4	24	34.2	25.2

Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	3.9	9.7	21.4	31.8	16.9	16.2
School avg 2016-2018	6.1	11.5	20.6	32.6	16.7	12.4

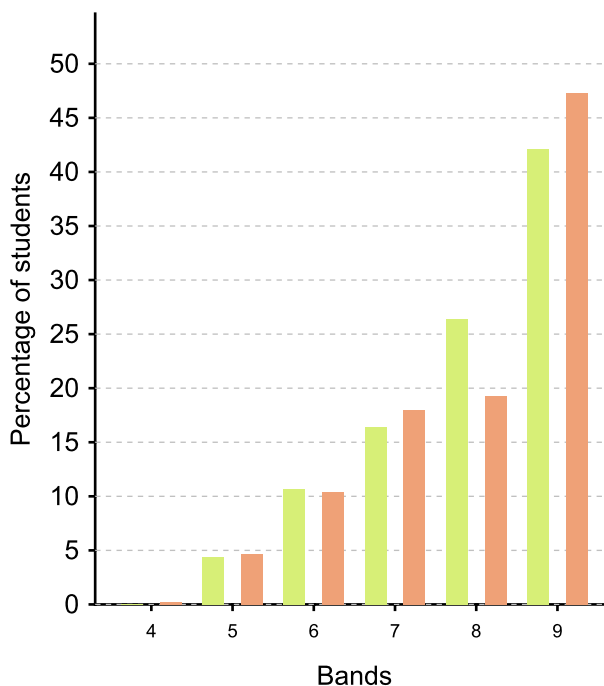
Numeracy – NAPLAN Year 7

Students were given a score that fell into six Bands in Numeracy, with Band 10 being the highest and Band 5 the lowest. Band 10: 32.2% from our school, 12.7% from the State, 14.9% from Similar Schools Groups. Year 7 numeracy results indicated an impressive 51.6% of students achieved a Band 9 compared with 25.0% for the State and 30.9% for the Similar Schools Group. Average scaled score growth in numeracy in Year 7 was 52.5%, above the Similar School Group average of 52.19%. More notably, Parramatta High reported 67.4% of students achieving at or above expected growth in numeracy. This is compared with 65.0% from the Similar Schools Group and 65.5% across NSW.

Numeracy – NAPLAN Year 9

Nearly forty percent (39.7%) of Year 9 cohort achieved Band 10 at Parramatta High and sixty-four (64.6%) of Year 9 students were in the highest Band 9. This is compared with 22.6% from the State and 26.9% from the Similar Schools Group as well as 36.4% for the State and 42.5% of the Similar Schools Group respectively. The average scaled score growth was 53.2%, with 79% of students achieving greater than or equal to the expected growth. This is significantly greater than the Similar Schools Group (65.7%) and the state (66%). This indicates outstanding growth for our Year 9 candidates.

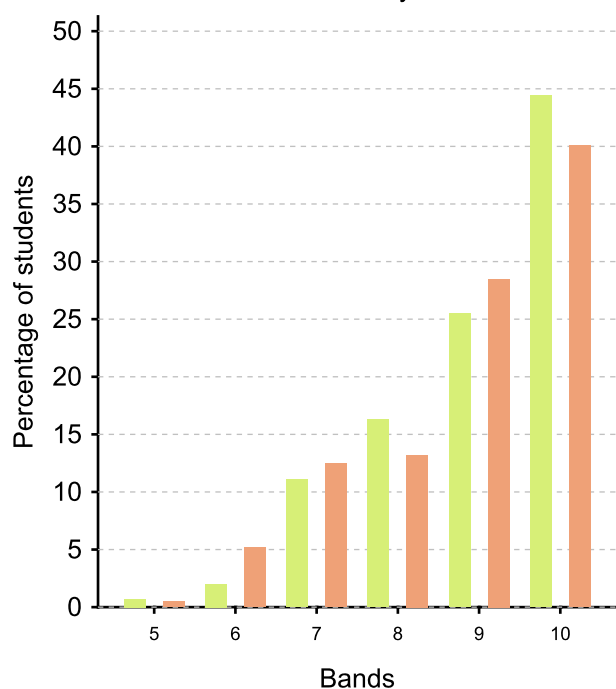
Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	0.0	4.4	10.7	16.4	26.4	42.1
School avg 2016-2018	0.2	4.7	10.4	18	19.3	47.3

Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	0.7	2.0	11.1	16.3	25.5	44.4
School avg 2016-2018	0.5	5.2	12.5	13.2	28.5	40.1

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.>

A focus on the top two NAPLAN bands in reading and numeracy is an indicator that schools are successfully helping more students to reach their potential. NAPLAN results at PHS continue to improve each year increasing in the average % of results in the Top 2 bands. PHS continues to create high expectations for students ensuring that all students achieve their potential.

Higher School Certificate (HSC)

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

Creative and Performing Arts

In 2018, most HSC Drama 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 2018. 86% of HSC Visual Arts students achieved a Band 4 or higher. HSC Music 1 students were also very successful in 2018, with two students, Scania Icao and Mary-Pearl Chung, receiving a Band 6 and 62% of other Music 1 students receiving a Band 4 or higher.

English

In 2018, Parramatta High School offered English Extension 1 and 2, Advanced and Standard English to HSC students. Despite the positive movement into higher bands evident in 2017, in general this cohort performed below the average mark for courses achieved in previous years. However, Extension 1 English results indicated all students achieving in the top two bands, an increase and better performance compared to like schools in terms of the average marks gained in this course. Extension 2 English provided the best results of the four courses, achieving 1.02 above the course average for the state. Both Advanced and Standard English recorded average course marks, lower than those achieved in both 2016 and 2017.

The development of the Literacy levels of students across all courses will remain a focus for English teachers and will be supported by the increased use of ALARM scaffolds for learning and revision as well as essay writing. English teachers will also receive Professional Learning on nominalisation and on how to embed these strategies into their lessons. It is hoped that a new whole school focus on Literacy will lead to students having more confidence as writers and greater mastery over written expression in Stage 6.

Human Society and Its Environment (HSIE)

In the 2018 Higher School Certificate (HSC), 122 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 2018 were reasonably strong, with 6 Band 6 results achieved by students: 3 in Society and Culture, 1 in Legal Studies, 1 in Economics, and 1 in Ancient History. Whilst this was a decrease in the number of Band 6s achieved in 2017, the number of Band 5s achieved by students increased from the previous year's achievement, with high Band 5 achievements in courses such as Society and Culture, Modern History, History Extension, Legal Studies, Economics and Business Studies. A renewed effort to build students' capacity to achieve higher bands is the focus of the HSIE Faculty for 2019.

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 and $\frac{3}{12}$ terms, respectively. The History Extension *Research Project* comprised of a 3,400 word original area of major historical research and the Society and Culture *Personal Interest Project*

(PIP) comprised of 7,000–7,500 words of extensive and complex primary and secondary research. Students completed strong research projects in both courses, demonstrating their high level research and the benefits gained from significant teacher support and guidance throughout their research and writing process. One Society and Culture student achieved full marks for their HSC PIP.

The HSIE Faculty continues to be a strongly performing key learning area in HSC performance, demonstrating value added growth, and performance achievements well above both the NSW State mean and like-schools, particularly in Modern History, History Extension, Society and Culture, Economics, Business Studies and Legal Studies.

The HSIE Faculty continues to extend and refine its teaching, learning and assessment practices. Assessments aim to develop students' understanding of syllabus content, knowledge and skills, including highly valued leadership skills, teamwork, communication skills, problem solving skills, a strong work ethic, flexibility and adaptability and interpersonal skills. Moreover, HSIE staff utilise intensive examination preparation strategies, explicit literacy teaching, exemplar model responses, higher order critical thinking skills to prepare students for both their HSC examinations, tertiary education and real world applications.

LOTE

In the 2018 HSC Parramatta High School students completed LOTE examinations in French Beginners, French Continuers, Indonesian Beginners and Indonesian Continuers.

Band 5 results were attained in French Continuers, showing strong growth in this course. In addition, band 5s were achieved in the Indonesian Beginners and Continuers courses offered at our school. Continued student interest in studying Background Languages through community schools and the NSW School of Languages saw 2018 HSC students achieve outstanding results. One student studying the Hindi Continuers course through Saturday School received a band 6 and all other students a band 5. One entry in Japanese Beginners through the NSW School of Languages achieved a strong band 5. The LOTE faculty continues to encourage students to pursue their studies in foreign languages and to develop programs, resources, teaching and learning and assessment strategies to enhance and maximise student learning and achievement.

Mathematics

In total, 22 Band 6's plus an extra 33 notional Band 6's have been achieved in 2018. This total of 55 Band 6's and E4's were achieved in the following courses: Seventeen Band 6's in Mathematics, five in Mathematics General 2, Eighteen E4's in Mathematics Extension 1 and fifteen band E4 & E3 in Extension 2. In Mathematics Extension 1 and 2, 90.9% and 93.75% of candidates respectively achieved Bands E4 & E3 (State 79.9% and 85.6% respectively). These results indicate

that continued emphasis on appropriate student course selection is essential. In Mathematics, 68.5% of students achieved Bands 5 or 6 compared to 51.6% of the State. Also, only 5.2% of the school was awarded the lower two Bands in Mathematics compared to 7.4% for the State. In General Mathematics the school achieved 17 Bands 5 and 6, that is 37.8% compared to State 26.9%. In 2018, the ALARM program, targeting Numeracy and Literacy, continued to enhance and assist in lifting the performance of all Mathematics students.

PDHPE

Two classes completed the HSC in PDHPE in 2018. PDHPE results indicated an impressive 45.9% of students achieved a band 5, compared with 26.5% in 2017 and 21.2% for the state. Overall, students achieving a Band 5 in PDHPE, has increased by 31.61% since 2015. The PDHPE HSC results are above state and regional averages. Impressively, no student achieved Band 1 in PDHPE. The average mark in PDHPE continues to be well above the state average.

Community and Family Studies continues to show positive trends in the value added over the past 5 years. Results are comparable with state average and within the school comparison of other subjects. With two CAFS classes in 2019 completing the HSC, there are positive signs of course popularity and in addition a higher percentage of students achieving at higher bands.

SCIENCE

In the 2018, Biology, Chemistry and Physics courses were offered at Parramatta High with a total of 129 students sitting for the HSC in these courses. The performance in the HSC was of a very high standard for Biology and Chemistry with course averages being well 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 74% of all science students achieved a minimum of a Band 4 and on average almost 11% obtained a Band 6. Within the school, relative to their other subjects, Biology and Chemistry students performed particularly strongly.

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.

Technological and Applied Studies (TAS)

Five HSC subjects were studied in the TAS KLA this year and they continue to serve their client base well. The size of the candidature for the 2018 HSC in TAS was a marked increase in percentage from previous years. Small individual class candidature at HSC level in some classes makes data analysis a more challenging task, however, more individualised

attention can be afforded students. There was a negative shift in band performance percentages overall compared to the previous year, increasing lower band performance and decreasing higher band performance. A trend which does continue is, the strong percentage of candidates who achieve their best or better 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 was joined by our first candidature in Software Design & Development since 2002 and more than fifty percent of the class achieved Bands 4 and 5. Along with Food Technology, Engineering Studies and Industrial Technology Timber, all TAS subjects achieved below state average results. The TAS faculty continues to develop their resources, purchasing a laser cutter/engraver in combination with the CAPA faculty for future application. The TAS faculty is developing inter-faculty connections as well as developing their 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. In a STEM/STEAM driven current climate, where TAS subjects contribute to more than fifty percent of this mix, our TAS faculty remains future focused.

Subject	School 2018	SSSG	State	School Average 2014-2018
Ancient History	61.1	75.1	69.5	65.4
Biology	78.7	75.7	70.7	77.1
Business Studies	75.1	74.1	69.3	72.8
Chemistry	78.7	74.4	71.8	78.3
Community and Family Studies	60.2	73.9	69.9	65.0
Economics	74.9	74.0	74.7	75.7
English (Advanced)	79.0	81.6	77.5	81.1
English (Standard)	66.4	71.2	65.0	65.7
English Extension 1	83.8	85.6	85.8	81.5
Food Technology	62.4	76.5	70.7	67.9
Legal Studies	68.2	78.1	71.2	76.5
Mathematics	82.3	77.6	74.8	82.1
Mathematics Extension 1	84.2	76.4	78.7	85.9
Mathematics Extension 2	82.1	81.7	83.3	84.5
Mathematics General 2	69.7	73.0	65.1	67.5

Modern History	82.0	75.9	69.5	80.7
Music 1	79.3	83.6	79.5	79.1
Personal Development, Health and Physical Education	75.0	74.7	69.5	75.0
Physics	70.4	71.9	70.6	72.6
Software Design and Development	70.1	77.0	72.9	70.1
Visual Arts	76.1	81.4	78.0	77.3

Parent/caregiver, student, teacher satisfaction

The Tell Them From Me : 'Partners in Learning'

Parent survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and at school. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. Parents who completed the survey commented that their children felt safe going to school, that behaviour was dealt with in a timely manner and that there is clear communication about the rules for school behaviour. In regards to two way communication parents valued the reporting process and felt they were well informed of their child's progress in school subjects and behaviour concerns. Most parents who completed the survey had been in contact with the school on more than two occasions regarding their child's behaviour or learning. Most parents believed that PHS had a good reputation in the local community and would recommend the school to parents of primary school students. Our Community Partnerships team will continue to implement strategies and programs to encourage parent participation in school activities.

Student engagement is "a disposition towards learning, working with others, and functioning in a social institution". In Parramatta High School, 596 students completed the Tell Them From Me Survey. The percentage of students in Parramatta High School that were socially engaged displaying a positive sense of belonging and positive relationships were above the NSW Govt. norms. The percentage of students institutionally engaged was also well above state averages suggesting students value schooling outcomes.

In regards to engagement students at PHS value expectations for success, quality instruction, and positive learning climates and relations in order as school level factors. At PHS we understand that while the onus to succeed at school rests with the student, peers, families, and school staff can play an important role in shaping student engagement. We will continually

factor these aspects into our school plan.

Focus on Learning Survey is a self-evaluation tool for teachers and school for factors that impact student learning outcomes. Teachers at PHS reported that they set clear and visible learning goals, set challenging learning experiences and have high expectations for students in their classes. They discuss strategies with other teachers, give students both written and verbal feedback and monitor the progress of individual students. Most teachers who completed the survey were at Proficient level of the accreditation process, believed that the school leaders were leading improvement and change and agreed that morale amongst the staff at school was good.



Policy requirements

Aboriginal education

Parramatta High School's Aboriginal and Torres Strait Islander (ATSI) Education Team has had a big year with three students transitioning out of the school in pursuit of further study and employment. Naomi Michael completed her HSC and will spend 2019 combining her university study with helping to run the family business. Tyrone Alderton and Lochlan Bowers began the transition from school to work by participating in the Transition to Work program run by MTC Australia. Parramatta High School wishes all these students the best of luck in their future endeavours.

In 2018, Parramatta High School continued to operate a mentor program for our ATSI students that included the maintenance of Individual Learning Plans and general support where required for students. The goals identified in these learning plans formed the basis for the partnerships created with MTC Australia for students to transition into the workforce. These plans are designed in collaboration with parents and regularly reviewed. Attendance goals are included for all students and in 2018 these were not met by all students with attendance totals for the year averaging 74% which is below the target goal of 85% and should be a target area for 2019.

Teaching staff undertook a range of professional learning through Department and independent external providers, to promote quality teaching in the classroom, and to ensure the inclusion of Aboriginal perspectives

and content across their subjects. Teaching and Learning Programs were strengthened and improved in a range of subject areas, with units taught in Human Society and Its Environment (HSIE) including History and Geography, Visual Arts and Music, Food Technology, PDHPE and English. All students are informed about Australian and Aboriginal perspectives, Aboriginal histories, cultures and foods and current Aboriginal Australia.

Close the Gap Day was celebrated in Term One in conjunction with Harmony Day under the event name 'Closing the Gap with Harmony'. Year 9 students took part in organising and planning Close the Gap Day activities. 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.

Multicultural and anti-racism education

Multi Cultural & Anti Racism Report

The main cultural backgrounds represented at Parramatta High School in 2018 included Indian, Sri Lankan, Chinese, Afghani, Turkish, Arabic and Korean with enrolments from students of non-English speaking backgrounds (NESB) more than 90%.

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 school's EALD team of 2 teachers in 2018 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 2018.

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 EALD Peer Reading program also continued operating during DEAR and Roll Call each day, involving 15 trained year 10 students giving one-on-one tuition to targeted new arrival students.

Other school programs

High Resolves

In 2018, students in Years 7–10 once again participated in the High Resolves program. All Year 7 & 8 students participated in two sessions of High Resolves to develop their understanding of social and cultural issues facing people around the world. Students were empowered 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 self-nominated to attend further workshops which built on the skills and knowledge they gained in Years 7 & 8. All 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.

Prefects

The Prefect body reflect, promote and uphold the core values of Parramatta High School; respect, responsibility and honesty. The 2017 – 2018 Prefects have taken part in a variety of activities as leaders of the school. The Prefects engagement in school spirit and their coordination of key activities across the year have deepened their understanding of leadership. 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 group worked as a team to give generous 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. Throughout the year, the Prefects were part of a close network of community leaders and students, and attended several local and regional network meetings and afternoon teas. As a way of showcasing their civics and citizenship, the Prefects attended Remembrance Day and ANZAC Day commemorative events with the local RSL to pay respect to those who served in overseas conflict, and were given opportunity to visit the offices in Parliament with local Parramatta MP, Dr Geoff Lee. The Prefects are also happy to have established a friendship with the local aged care centre, a place 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.

Social Justice League

The Social Justice League has continued to work on issues which impact on the wider community throughout 2018. Breakfast Club was instigated to address the impact that going without breakfast has on student learning capacity. Cheese toasties and hot chocolate were sold every Friday morning from the windows of Rm 9. Harmony Day – a day which celebrates the rich cultural diversity of the school and aims to create a harmonious school community was celebrated in March. During Term 2, the SJL worked

with the SRC to organise and promote a range of activities in Phoenix Week. Students from all year groups were able to enjoy the Phoenix Cup Soccer competition, photo booths and painting. A large display of national flags representing the diverse background of PHS students flew all week and the week ended with a Diversity Day Cultural Concert featuring dances and music.

The highlight of the SJL year was undoubtedly the visit to Gilgandra. Having identified the impact of the crippling drought as an issue they wished to address, the SJL developed a connection with Gilgandra High and began to raise funds to help the school and their students. Mufti days, sausage sizzles and chocolate fundraising enabled us to raise in excess of \$10,000. Twenty students accompanied by Mrs Moore, Mr Charters & Mr Gokel accepted the invitation from Gilgandra High to make a three day visit at the end of November. Students from both schools enjoyed 'A Day off the Books' and visited a number of historic and cultural sites around Gilgandra town, participated in sporting games and developed long-lasting friendships. Before returning home, the Parramatta students had the opportunity to visit a large sheep & cattle property and witness first-hand the impact of the drought on country families. The Parramatta group were also able to present a trailer-load of stationary and school supplies donated by Officeworks to Gilgandra High.

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 2018, 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 2018 including the RSL ANZAC ceremony at Hyde Park, Young Change Agents – Preventing Violence Against Women initiative and the Parramatta region SRC leadership afternoon.

Sport

Student involvement in sport at Parramatta High School has continued to follow the strong, long and proud history of the school.

Our annual swimming and athletics carnival's 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 and Brisbane House winning the Adrian

Button Memorial Athletics Carnival Shield for first place at the Athletics carnival.

Again this year, we have been able to send strong teams to the Prospect Zone carnivals, where we have achieved a number of strong results as a school. Our PHS swimming team competed well at the Zone carnival and achieved 2nd place. At the Zone Cross Country we had one of our largest teams in recent years, and managed to finish in 6th place. Whilst at the Zone Athletics Carnival we finished in 5th place. These outstanding performances have seen Parramatta High School finish 4th overall in the Prospect zone with an impressive 3 Gold, 3 Silver and 4 Bronze medals.

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

Prospect Zone Grade Competition Champions:
Open Boys Basketball and Open Boys Football.

Prospect Zone Age Champions:

Swimming–

Vivien Zeng: 15 Years Girls Swimming

Joshua Toisuta: 16 Years Boys

Athletics–

Helen Kougiou: 16 Years Girls

Sports Star of the year awards: These sports star awards acknowledge students who have demonstrated a commitment to fair 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 16 Years Age champion and State Athletics Representative. Congratulations to **Helen Kougiou**.

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 16 Years Age Champion, Sydney West Swimming representative, CHS Swimming Representative and Australian Open Water Swimming Championships participant. Congratulations to **Joshua Toisuta**.