

# Penrith High School

## Annual Report



2018



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## Introduction

The Annual Report for 2018 is provided to the community of Penrith Selective High School (PSHS) as an account of the school's operations and achievements throughout the year.

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

Mark Long

Principal

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## Message from the Principal

It is great pleasure to contribute to the 2018 Penrith Selective High School (PSHS) Annual Report. It has been another fantastic year for the school.

The highlight was undoubtedly the HSC success by the class of 2018. The group equalled our best ever state ranking of 27th with the classes of 2016 and 2010. Of course, the HSC class of 2018, like others who have come before them, are much more than a 4 digit number and achieved and contributed in so many ways both within and beyond the school. Congratulations to our 2018 Dux, Jack Lin who received an ATAR of 99.70.

Across the school, I am in continual amazement at the work that students are achieving. Their work in classrooms and through the variety of clubs and co-curricular groups is impressive. There are now over 50 clubs running across the school. Our model, where they are led by students or alumni with sponsorship by teaching staff who provide expert advice, has allowed many students to find their passions while often working with students from other year groups. Many of the reports in this Annual Report will highlight some of this rich, complex and collaborative work.

In March, we welcomed two of the world's preeminent experts in Gifted Education, Susan Baum and Robin Schader for a week long series of workshops. It was incredibly insightful about how we can continue to support all of the students at the school as well as sharing this with a number of visiting teachers from across the selective schools network as well as guests from interstate and overseas.

Student achievement is evident every day at Penrith and is a reflection of the hard work by students and staff as well the incredible support offered by families. A key highlight, which is almost an impossible task to pick from so many, was the selection of Jamieson Berida of Year 9 into the Informatics Olympiad Summer School program.

Our playground areas have undergone significant upgrades thanks to the generosity of families who contribute both time and money. New seating and shade areas have been installed and a number of additional upgrades are planned for 2019. The students have enjoyed the new areas and have played a key part in the decision making process.

As we approach our 70th Anniversary in 2020, it has been wonderful to welcome back many members of the school's alumni. The Prefects, our first body since 1983 spent a lot of time engaging with and learning about the history. The school has such a unique history as both a comprehensive and selective school and the digitisation of every published edition of the wonderful publication *Towers* should be online for all to see by December 2018. The *Towers* magazine has been published every since the school opened in 1950 with the exception of 1951 and 1988.

Well done to the entire school community for another successful year. It is an absolute privilege to be the Principal at Penrith.

Mark Long

B.PE, B. Ed, M. Ed (Lead)

## Message from the school community

2018 was a significant year for Penrith Selective High School.

The P&C was established to strengthen and serve the community within Penrith Selective High School. The P&C is involved in various activities throughout the year such as participating in school teacher selection panels, being involved in various subject curriculum committees, organizing valuable presentations and forums to the parents and students in our meetings and conducting various fund raising activities such as cupcake stalls, and selling meals such as butter chicken & rice.

Last year the P&C purchased and installed new outdoor furniture, installed synthetic grass to the play area, provided funding to purchase books for the library, and provisionally allocated funds for the air conditioning for the last 6 remaining class rooms.

The P&C gives 3 scholarships to students identified by school at the end of year award ceremony, each valued at \$500.00.

We have a substantial amount of money (more than \$94,000) on hand at the bank waiting to be spent on resources for the school next year.

The P&C played a huge role with the school canteen which provides healthy food and snacks to the students. They have employed canteen staff including a manager and three staff working.

The P&C meets every 3rd and 7th week of the school terms on Tuesday night at 7:00pm. Each meeting includes a special topic, usually presented by a guest speaker, and an update on school activities by our Principal.

I would like to encourage you to attend these meetings and participate in all the activities. Remember we are here to serve the community. With your support and participation we will be able to achieve greater things.

Wishing you all the best for 2019.

Praba Prabakaran (Maheswaran)

P&C President



## Message from the students

Over the past year, Penrith Selective High School has undergone many changes that have allowed students to be engaged in a wide range of opportunities across the school. We, as the school captains, have been lucky enough to be at the forefront of these changes, transferring them down from the student executive to the school community.

In 2018, a new Prefect body was elected, giving 30 senior students the opportunity to serve the school and further develop their leadership skills by interacting with staff and students to run events within the school. Following our induction in Term 3, and by working closely with the Student Representative Council (SRC), we have been able to run numerous events within the school and local community, allowing us to fully connect with more students and community members. The Prefects were able to play a significant role in the Graduation Night of the class of 2018. Despite a number of Prefects being away on a Duke of Edinburgh Expedition, our Prefect body was able to do a fantastic job in assisting teachers with the operation of the night. This was one of the first opportunities for our new body to come together and organise an event for the school, allowing us to form closer bonds as a group.

Our first project run by the Prefects was World Teacher's Day, allowing all students to express their appreciation for all the hard work the staff at PSHS do to support them. The Prefects made a wall of bags, one for each member of the staff, that students could slip notes into, and these were delivered to the teachers at a special staff morning tea. The morning tea was entirely Prefect run, with each Prefect bringing in a homemade dish and during the morning tea, providing musical entertainment. This was just a small token of appreciation and a way to give back to the staff around the school, but it was amazing to see the impact that these messages had on our teachers. We are thankful every day for all the hard work the teachers do to make PSHS such a wonderful environment.

A fantastic opportunity we had was to be part of the live audience for the ABC television program Q&A's Annual Schools Special. This gave students the opportunity to meet politicians and ask questions relevant to us, especially regarding education and youth employment. It was a very informative night and we are all grateful that we had the chance to attend this event.

Our next major project within the school was 12 Days of Christmas where the Prefect body alongside the SRC were able to successfully organise and plan an event for all students to enjoy and get in the Christmas Spirit. The 12 days consisted of various enjoyable activities for students to participate in and possibly win prizes. These activities were all run by various elected Prefects, our most successful being the Bake Sale alongside the SRC. Through these kinds of activities we are able to raise donations to further improve the environment we learn in everyday and allow students to have a more enjoyable experience at school.

Our Prefect Afternoon Tea brought together over 100 students in leadership positions from over 20 selective and local high schools, allowing us to make vital connections with fellow leaders in various different schools. At this event, Ms Grace Shalders (former Penrith High School captain) presented the keynote address, while we also welcomed Ms Kay Rigas, Director, Educational Leadership. The event was a resounding success, and we received positive feedback from our guests at the conclusion of the night. Since this event, our Prefects have been invited to and attended over ten Prefect Afternoon Teas at various other selective schools across the Sydney Region, with many more to come over the upcoming terms.

We hope that the school leaders in the years to come continue some of the traditions we have established, but also form new and different events that will allow their leadership to flourish in the school and local community. The opportunities we have been given to develop our leadership skills and work with a wonderful group of leaders has allowed us to reach our full potential. We look forward to seeing leadership at PSHS continue to develop in the coming years.

As the school captains of Penrith Selective High School we hope we have made a lasting impact on the students and inspired the younger year groups to take on leadership roles to further grow and develop as students.

Soham Desai and Aryenish Kavarana

School Captains 2018/2019

## School background

### School vision statement

Penrith Selective High School is deeply committed to ensuring that highly gifted students in greater western Sydney have access to a rich and differentiated curriculum that develops the whole child, whilst placing their wellbeing and academic growth through curriculum and Talent Development Opportunities (Enrichment and Co-curricular programs) at the core of the school's work.

### School context

Penrith Selective High School is a fully academically selective high school with a coeducational enrolment of 925 students, including 80% of students from a non-English speaking background. The school has a strong commitment to differentiated teaching and learning to meet the needs of highly gifted learners in addition to supporting students and their wellbeing across all domains of giftedness. Our highly skilled and dedicated teachers focus on quality teaching and learning with an emphasis and understanding of strategies that meet the needs of gifted and talented students, including those who are twice exceptional (2e). We develop students who are innovative thinkers, confident and self-motivated learners who possess strong ethical values. The school has active links with Australian and overseas based universities, its community and the broader world. Our students thrive in an atmosphere which provides for Talent Development Opportunities, including co-curricular learning experiences, strong enrichment opportunities and programs for students with interests and passions in sport, creative and performing arts, leadership and school & community service. We offer extensive student leadership opportunities that contribute to a positive school ethos and a philosophy of social justice. The school values the positive contribution that parents and alumni play in the school's culture. In 2020, Penrith Selective High School will celebrate its 70th Anniversary as a proud NSW public school.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

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

In the domain of Learning the school demonstrates evidence at the standard of excelling in almost all elements of the domain. Student achievement is key to this and is underpinned by a range of evidenced based programs and strategies to support the needs of our highly gifted learners.

In the domain of Teaching, the school showed evidence at the excelling level in most domains. A continued focus and investment of resources in developing teaching capacity regardless of their career stage has ensured that all staff are equipped to support students at the school.

The domain of Leadership has seen significant growth with an expanded leadership platform for all students including the strong provision of student voice to inform many facets across the school. The strategic outreach project to garner closer connections with parents and the alumni has added depth to the life of the school. Staff leadership has been clarified and focused on the needs of supporting student growth. When each of these was measured against the School Excellence Framework, the school was bench marked at excelling in most elements with work already underway to achieve this in all domains in the coming 12 months.

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

### Holistic student learning opportunities

#### Purpose

All students at Penrith Selective High School bring a diverse set of skills, knowledge and experiences. It is incumbent on our school to deliver a curriculum that balances academic expectations, wellbeing skills and talent development opportunities (Co-curriculum and enrichment programs) that reflect our diverse and highly gifted community of learners.

#### Overall summary of progress

Significant progress continues to be made in ensuring all Faculty programs are based on the Quality Teaching Framework and focus on significant learning experiences that develop higher order thinking skills for gifted and talented students. Teaching and learning programs across all courses 7 – 12 were reviewed to identify where further adjustments need to be made to engage gifted and talented students in higher order learning activities.

An enormous amount of valuable professional learning and insights into the world of twice exceptionality occurred at the beginning of the year with leading experts visiting our school from the Bridges Academy in the USA. Staff from our school, and schools all over NSW participated in training that enabled us to gain deeper insights into this area of gifted and talented education.

All teaching staff continued their professional learning with Aldea Education, which focused on strengthening our teaching and learning programs within a conceptual framework and differentiated teaching and learning activities for gifted and talented students. It promotes the intellectual quality of students, engages students in higher-order thinking and facilitates the development of problematic knowledge. Through this, students are supported in making meaningful connections and it facilitates the creation of rich and deep understandings of the world around us.

A significant change in 2018 was the new period structure that was designed to maximise student learning. In 2018, PSHS moved from a four period day to a six period day. The aim was to restructure the teaching and learning to increase teaching and learning in the classroom.

PSHS introduced a new Business Studies accelerated course. Selected students with a particular gift for Business Studies are undertaking the Preliminary and HSC course a year early. This gives these student an enormous opportunity to excel in this particular course and give them more option in their final year of study. As the school moves forward, PSHS will be looking to increase the opportunities to deliver accelerated options.

The position of Head Teacher Co-curricular Programs was created to ensure a continued focus on structured curricular and extra-curricular programs that foster leadership opportunities through challenging differentiated and multifaceted experiences. Students have been provided with learning opportunities to enable them to think critically and creatively to make a difference in their world through participation in programs such as:

- School programs – High Resolves, State Music Ensemble, Max Potential, National Young Leaders Day, Debating and Public Speaking, Model United Nations Assembly (MUNA) just to name a few;
- Student social clubs – Politics Club, Social Justice Club, MUNA Club, Chess Club, Coding Club, Photography Club (more will be established as student demands change); and
- Student leadership groups: The PSHS Prefect body, the electoral process for student leadership positions and a re-imagining of the responsibilities of the SRC.

It is these programs that enable students to develop leadership characteristics and abilities through dynamic and engaging practical experiences in and out of the classroom.

PSHS is encouraging student self-direction and determining systems to show measurable improvement. For example, students of Year 10 now develop a post-school destination plan in consultation with key stakeholders; this ensures students have a clear direction and an understanding of what the student needs to undertake at PSHS to achieve their goals. In addition, PSHS developed the Academic Advisory Team (AAT) made up of key staff to monitor and support the progress and welfare of students in need of more attention. This important initiative ensures that all students, irrespective of their circumstances, can achieve their goals at PSHS.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<i>Tell Them From Me Data</i> (TTFM) shows annual growth in the areas of Belonging, Advocacy at School and Engagement.	\$40,000– Head Teacher Co–Curricular Programs and expanded Talent Development Opportunities (Co–Curricular programs, enrichment and clubs)	Students who reported positive expectations for success remains stable at 91% and continues to be above the selective schools average of 88%.  The number of students who report a positive advocacy at school continues to grow strongly. In 2016 it was reported at 62% and in 2018 it is reported at 70%. This is well above the state and selective schools average of 56% and 61% respectively.
All students achieve in the 2 top bands of NAPLAN and VALID and by 2020, 90% of students will achieve in the top band.	\$50,000– Expanded professional learning program involving all faculties working with an academic partner and time for collaborative practise centred around programming and assessment.	In 2018, 89.9% of students achieved the top 2 bands in VALID compared to 79.8% in 2017. There was improvement in all areas of NAPLAN for year 9 with the exception of Spelling. Numeracy has reached the target of 90%. In year 7 all areas have reached the target of 90% with the exception of Writing.
All students achieve in the top 2 bands in HSC courses. By 2020, Z Scores for all HSC courses are >1 and Band 6/E4 results are at least 40% in each course.	\$10,000 professional learning including HSC simulation marking in all courses to enhance teacher understanding of expected levels of student performance.	There is a definite trend in improved HSC results. Seven subjects reached the target of 40% with another 4 subjects within 3 % of this target.
Attendance at school is >97% for all year groups.	\$nil– Attendance management team meets fortnightly to case conference students at risk. Information is shared with staff.	Attendance has improved for year 7, 9, 11 and 12. With year 7 almost reaching the target at 96.62%.

## Next Steps

Teaching and Learning that meets the needs of every student at PSHS is essential. In 2018, as PSHS moved into the new School Plan cycle, student learning will continue to be a central strategic direction.

PSHS will focus on the continued development of differentiated programs underpinned by conceptual frameworks to drive learning in every classroom. Faculties will continue to work closely with Gateways Education to deliver highly engaging teaching and learning programs that are differentiated for gifted and talented students.

In 2019 and beyond we will evaluate the programs and activities that are offered at PSHS to ensure they are meeting the needs of our gifted and talented learners. We will continue to offer a structured Mathematics enrichment program as well as expanding our debating program to enable greater participation of students in these two highly sought after areas.

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

In 2019 PSHS will also continue to focus on students setting and reviewing their learning goals independently as well as encouraging students to achieve their personal best through a shared and common language, supported by both the Wellbeing team and the Academic Advisory Team.

## Strategic Direction 2

Teaching excellence in every classroom

### Purpose

Penrith Selective High School has a unique student body that has specific academic, social and wellbeing needs. A key component of meeting these needs is the role of every teacher in every classroom. A continual commitment to improving the quality of teaching, supported by evidence, will ensure that these needs are met.

### Overall summary of progress

There continued to be four significant areas where data has been incorporated into decisions to support the instructional leadership of the school at the whole school, faculty, Stage and classroom levels.

Aided through a whole school focus on both qualitative and quantitative data, all teachers, led by Faculty Head Teachers have engaged in analysing and evaluating practice in relation to student performance. There has been an ongoing focus on collaborative marking practices. Through the engagement of examination invigilators, this collegial approach to the analysis student performance data has seen philosophical shifts in ways of thinking around making judgements around student achievement.

Through ongoing consultation with academic partner Ruth Phillips, every faculty has harnessed a shared vision to ensure rich learning experiences that are tailored to the individual student and aligned with the vision and values of the broader school community. With continued emphasis on collaborative planning and assessment practices, teachers worked in Faculty teams to create innovative, differentiated, conceptual programs reflecting best practice in teaching and learning and showcasing a collective responsibility in improving student learning outcomes.

The Academic Advisory Teams and Wellbeing teams were recognised for their innovative approach to developing the whole student. They continued their work embedding Gagne's model for Differentiated Learning and the Del Siegle and Betsy McCoach model for Achievement Orientation to increase motivation and engagement with great success.

With every teacher having Performance and Development Plan (PDP) and engaging in reflective practices linked to the *Australian Professional Teaching Standards* (APST), teachers worked on goals for improvement and the leadership team utilised this to develop a whole school professional learning plan. The individual PDP process was linked to the whole school professional learning plan and allowed for teachers to share their expertise as well as build the instructional leadership capacity of highly successful staff.

Many faculties have worked collaboratively to unpack new syllabuses at the Stage 6 level. Teachers have co-planned and developed innovative teaching and learning programs to address curriculum changes in innovative ways which will extend our unique and gifted student body. Through the continued implementation of Curriculum folders, 100% of teachers have developed a shared language for curriculum design and leadership at the faculty, cross faculty and classroom level. The curriculum folders have created an emphasis on forward planning, supported by Scope and Sequence documents and quality assessment tasks that value skills development, rigorous standards, managing student progress and aligned teaching and learning strategies. The sharing of best practice among faculties has helped to extend our shared vision, collective responsibility and shaped future planning.

The Curriculum and Technology Committees included student and parent representatives enabling a stronger focus on the teaching and learning conditions reflecting the voice of all key stakeholders. In true collaboration, teachers, students, parents and the executive team worked together to problem solve questions of:

- Enrichment, Extra curricular and co curricular opportunities
- Curriculum offerings at the Stage 5 and Stage 6 levels
- Technology in relation to learning management systems, classroom technology tools and interfaces, BYOD policies and enrichment.

Teachers are actively engaged in accreditation processes, with 100% of teachers having been engaged in professional development about the APST and maintaining their professional accreditation. Regular in-service meetings continue to occur across the year to support teachers in the transition to a full accreditation environment and this has been extended to include aspiring Highly Accomplished and Lead accreditation candidates. School-based professional learning continues to be organised to align with the APST, with Standard Descriptors clearly and appropriately nominated for specific professional development activities. The quality of school led professional learning sessions is at an outstanding level, many fulfilling the requirements to be approved through the Department as NESA Registered Professional Development.



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Curriculum is planned and delivered so that differentiation is evident in curriculum folders and in classrooms.	\$50,000– Expanded professional learning program involving all faculties working with an academic partner and time for collaborative practise centred around programming and assessment.	Every teacher has participated in structured professional learning centred on gifted and talented education. This included rigorous learning and discussions surrounding the professional practice around curriculum design, quality pedagogy and authentic assessment. Through the continuation of Curriculum folders, 100% of teachers have developed a shared language for teaching and learning design. Curriculum leadership at the faculty, cross faculty and classroom level has been harnessed through this shared understanding. A model for evaluating curriculum folders was developed and agreed upon.
100% of staff are working within, across and beyond their faculties to share their practices.	\$nil– staff are engaged with a wide number of activities that lead curriculum and play a key role in the wide provision of talent development opportunities.	Teachers are regularly engaged in cross faculty evaluation sessions using the 'critical friend' model to improve practice. Professional learning is regularly delivered by classroom teachers in their fields of expertise to share the knowledge, skills and experience.
100% of staff engage with Professional Learning that is aligned with APST at Proficient, Highly Accomplished and Lead.	\$nil– Staff are highly engaged in the PDP process and an increasing number of professional learning activities are registered at proficient, highly accomplished or lead.	Teachers are actively engaged in accreditation process for achieving higher levels of teacher accreditation linked to the <i>Australian Professional Standards for Teachers</i> . Increased numbers of staff are seeking this accreditation process, with 100% of teachers having been engaged in professional development about the APST and maintaining their professional accreditation. Regular accreditation support meetings occurred across the year to support teachers in the transition to a full accreditation environment.

## Next Steps

In 2019 teachers will continue to work collaboratively through an ongoing focus on tailoring programs to individual learning needs and developing formative assessment practices with the continued engagement of an Academic Partner. Professional learning opportunities will continue to build a shared vision and collective responsibility to build the instructional leadership of staff. Additional resources will be required to allow teachers time to undergo further professional learning as well as the creation of observation windows where staff will engage in rigorous evaluation and reflection of teaching practice and pedagogical expertise.



### Strategic Direction 3

#### Leadership in school and beyond

#### Purpose

Penrith Selective High School understands the importance of ensuring that all members of the school community have the skills to lead, advocate and make a difference both within the school and in the wider community. Student voice and opportunity, evidenced based educational leadership by all staff, strong parental involvement across many programs and valuing the legacy and future opportunities that our alumni play are all important elements of how the school works.

#### Overall summary of progress

The school has devised a number of integrated strategies to ensure consistent and relevant communication with the parent community.

The school newsletters are published on alternate weeks to the year newsletters, which have ensured a consistent flow of information. The year advisers and year deputies have an opportunity to connect with parents and alert parents to issues directly related to the year group.

The school website and Facebook site have increased traffic this year, and provide important updates for upcoming activities as well as enabling parents to make payments online.

There has been a continued commitment to accessing and connecting with the school's Alumni. The Alumni have been invited to the school to inspire our students through tutoring maths enrichment and debating classes. They spoke about their experience of leadership at the Prefect induction and SRC induction ceremonies. They have also been invaluable in addressing the P&C members and students who desire to study Medicine at university, with former PSHS students who are current medical students addressing the school community in the 'Pathways to Medicine' Night.

Involving parents in career pathways for our students has been a critical move in ensuring our students make informed decisions with subject selections. Parents of Year 10, 11 and 12 were invited to be involved in an evening at the school to help their child develop their Post School Destination Plan. This is seen as a critical enhancement to the process of subject selections for Year 10 and university course selections for Year 11 and 12.

Our Prefects have had an enormous year. They have made strong links with other Prefect bodies in other selective high schools and hosted the Prefect Afternoon Tea involving over 120 prefects.

Students continue to be recognised for their extra curricula activities through the school merit and reporting system. Our students link to external volunteering and leadership initiatives like Max Potential, Rotary Youth Award, Lions Clubs Youth of the Year and partnerships with the Penrith Primary School with year 9 peer tutoring student in maths enrichment. Our Duke of Edinburgh program also has enabled many of our students to connect with the broader community in a meaningful way.

Students continue to experience university partnerships that provide tertiary education experiences whilst at school. All of our senior students attended a meaningful university experience that meets the needs of our gifted students.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff have a whole school leadership role or membership of a team	\$nil– All staff have at least one whole school role as either a team member or leader of a group.	Staff are highly engaged in across the school.
100% of students can identify leadership opportunities that they can access.	\$nil– TTFM. A whole school document has been collated to reflect the opportunities and ongoing awareness is measured by student surveys including Tell them from me.	With the increased number of extra-curricular activities and social clubs in addition to the introduction of the prefect body, more students than ever before are aware of and involved in leadership roles in the school.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Parent engagement with the school continues to increase through P&C, Parent Resource Meetings and School Committees (Eg: Curriculum, Technology, Building and Finance)	\$nil– parent engagement with the P&C continues with a full compliment of committee members in addition to representation on key committees.	Parent engagement in the school is increasing. More parents are involved in the P&C and committees in the school. Their contribution is valuable and is an essential part of the progress the school is making.
Engagement with our Alumni continues to increase through Towers Alumni newsletter, P&C Forums and Alumni events including the 70th Anniversary.	\$500– Alumni night, Towers Alumni magazine (Quarterly) and Afternoon teas/ school tours for reunion groups.	In 2018, the school developed a strong alumni network and harnessed their experience and wisdom to provide valuable information to parents and students. This network will continue to develop as we work towards the School's 70th Anniversary.

## Next Steps

In 2019 Penrith Selective High School will continue to have an ongoing focus on developing the leadership capacity of staff and students. This will be achieved by providing a variety of academic and extra-curricular opportunities for staff and students. Crucial to achieving this is involving the entire school community in the ongoing programme to build leadership capacity. The school has developed a range of networks involving parents, community and alumni who will actively engage staff and students and the school plans to build on this in 2019.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$1,949  • Aboriginal background loading (\$400.00)	In 2018, the school celebrated NAIDOC day with a special celebration on the school assembly. The Aboriginal flag continues to be displayed on all formal assemblies to recognise the original custodians of the land. Additionally, our four Aboriginal students were supported through the development and implementation of Personalised Learning Pathways (PLPs) that were developed in consultation with parents and students.
<b>English language proficiency</b>	\$0	In 2018 we continued to use the Academic Advisory Team and engaged staff in professional learning to support students for whom English is an additional language or dialect (EAL/D) .
<b>Low level adjustment for disability</b>	\$84,207	In 2018 a number of students required personalised learning support. This loading was used to fund the Academic Advisory Team (including the Learning Support Coordinator, Academic Advisers, Year Advisers and members of the school executive) to identify, monitor and support students requiring individualised support in an ongoing way, ensuring reasonable adjustments were implemented and evaluated.
<b>Socio-economic background</b>	\$12,315	Students from low socioeconomic status (SES) backgrounds were supported to ensure that they had full access to all programs within the school, including the broad co-curricular program.
<b>Support for beginning teachers</b>	\$44,228	In 2018, beginning teachers were provided with funding by the NSW Department of Education to support their ongoing development. Funding was used to provide time to complete a range of tasks including programming; mentoring; faculty specific network meetings and collaboration with other schools; marking; professional learning opportunities and compliance related to attaining Proficient accreditation under the Australian Professional Standards for Teachers.



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	527	532	530	533
Girls	411	418	394	386

### Student attendance profile

School				
Year	2015	2016	2017	2018
7	95.8	96.8	96.4	97.2
8	96.1	95.8	96.4	96
9	95.8	95.2	94.6	95.7
10	94.6	95.5	94.7	94.6
11	96	95.2	95.7	96.5
12	95.6	95.9	94.7	95
All Years	95.7	95.7	95.4	95.8
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

The senior executive team look at the attendance data once a fortnightly to look at students of concern. They then work in collaboration with the Year Advisers and Head Teacher Educational Achievement to consider the best strategies to support students that have an attendance concern.

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	0	0	0
TAFE entry	0	0	0
University Entry	0	0	100
Other	0	0	0
Unknown	0	0	0

The 2018 cohort of HSC students achieved great success and it has led to some wonderful post-school options for our students. Students were offered courses through UAC, by faculty, for study in the following areas:

- Arts: 26
- Aviation: 2
- Business: 65
- Education: 6
- Engineering/IT/Architecture/Design: 55
- Health Sciences: 43
- Law: 15
- Mathematics: 16
- Media/Communications: 7
- Medicine: 1
- Planning/Project Management: 2
- Science: 30

Offers were made from the following universities:

- Australian Catholic University: 5
- Australian National University: 6
- Macquarie University: 51
- National Art School: 1
- Torrens University: 1
- University of Canberra: 1
- University of Newcastle: 1
- University of New South Wales: 97
- University of Sydney: 52
- University of Technology Sydney: 27
- Wollongong University: 7
- Western Sydney University: 15

This includes 27 Early Offers through the Schools Recommendation Schemes (SRS) and 1 very prestigious Co-op Scholarship.

### Year 12 students undertaking vocational or trade training

In 2018, no student undertook vocational education or trade training.

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



In 2018, 100% of students attending Penrith Selective High School successfully received a HSC.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	45.8
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	11.37
Other Positions	1

\*Full Time Equivalent

The school has one staff member who identifies as having Aboriginal cultural heritage.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	50
Postgraduate degree	50

### Professional learning and teacher accreditation

PSHS actively encourages the professional development of all staff in order to support our differentiated and engaging curriculum. We ensure that staff are supported in achieving their personal goals, KLA specific learning demands and in delivering quality teaching. Professional learning not only enables teachers to build the professional capacity of the school but to support our student learning using best practice. Some of the professional learning conducted in 2018 included:

- Staff choice of differentiated workshops: Variety of topics delivered using the expertise of our school staff in which teachers register into their preferred area of interest.
- Ongoing faculty based conceptual framework

professional learning by ACCANTO

- Understanding the needs of 2e students – visit from Bridges Academy
- SCOUT training
- IMEX training
- Collaborative marking – All faculties
- HSC marking – Each faculty reached out to experienced HSC Markers/Judge to build networks within their KLA and support in collegial marking practices
- Gifted and Talented Education – Mini GERRIC training
- Google Classroom Learning Management System training
- ATAR and data analysis

In 2018, workshops were available for all staff and catered to all levels of accreditation. These workshops were delivered by the Head Teacher Teaching and Learning and established to support casuals, temporary and permanent staff members throughout their accreditation journey. Workshops included:

- Seeking Proficiency
- Seeking HA and Lead
- Pre 2004 – Facts, Tips and eTAMS
- Maintenance Sessions
- Annotating Evidence
- HA/Lead evidence samples
- Selecting pieces of evidence
- Draft accreditation reports

These sessions were run as a group but one to one sessions were also scheduled to support individual teachers with specific aspects of their accreditation. These workshops have enabled beginning teachers to compile their reports in order to achieve proficiency, helped teachers when writing their maintenance reports, and assisted staff seeking Highly Accomplished (HA) and Lead levels of accreditation.

Teachers seeking HA/Lead were also given the opportunity to run sessions within these workshops in order to share the leadership role, engage in collaborative practices and share expertise. Several teachers were successful applicants of the NSW Department of Education's Leadership Development Initiative program in 2018, enabling mentors and mentees to attend several accreditation sessions and engage in a whole school project.

## Financial information

### Financial summary

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

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,801,664
<b>Revenue</b>	9,751,385
Appropriation	8,916,133
Sale of Goods and Services	140,681
Grants and Contributions	667,469
Gain and Loss	0
Other Revenue	0
Investment Income	27,102
<b>Expenses</b>	-9,137,820
Recurrent Expenses	-9,137,820
Employee Related	-7,903,393
Operating Expenses	-1,234,427
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	613,565
<b>Balance Carried Forward</b>	2,415,229

The school finance team meets regularly and with the full roll out of LMBR (learning business management reform) processes across the school, additional members will be added to this team. There was significant expenditure in the area of professional learning to support staff redesign curriculum for our students. The majority of this money came from school and community resources.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	8,354,878
Base Per Capita	178,770
Base Location	0
Other Base	8,176,108
<b>Equity Total</b>	98,471
Equity Aboriginal	1,949
Equity Socio economic	12,315
Equity Language	0
Equity Disability	84,207
<b>Targeted Total</b>	0
<b>Other Total</b>	109,971
<b>Grand Total</b>	8,563,320

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

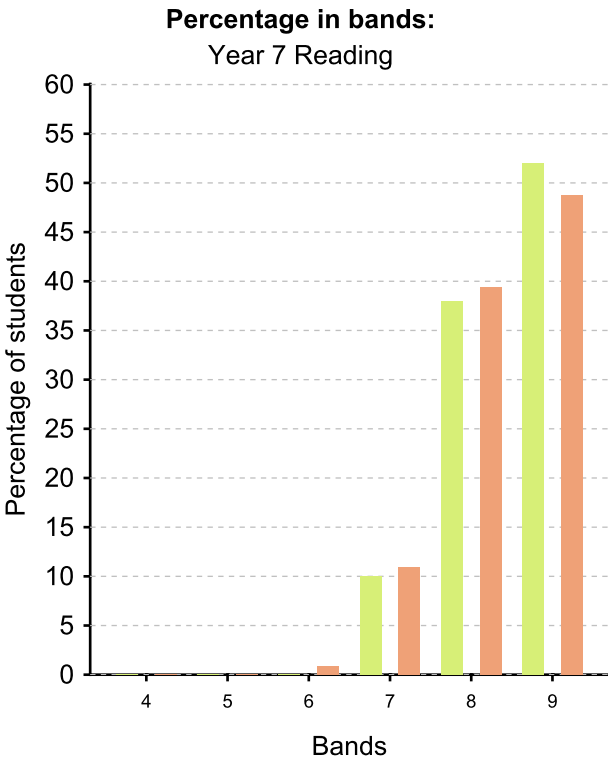
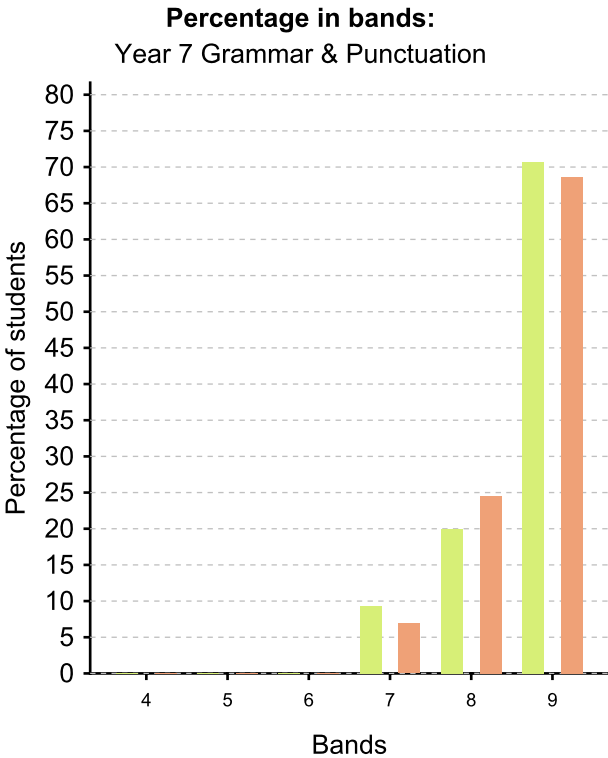
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments. In 2018, Penrith Selective High School administered the NAPLAN tests on paper.

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.

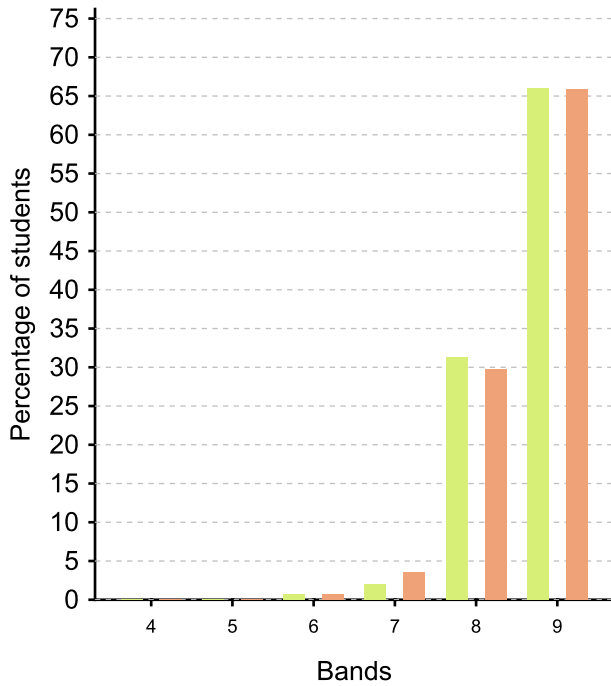
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats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

PSHS produces excellent results in Literacy, particularly in Spelling and Grammar & Punctuation. 91.9% of our Year 7 students achieved the top two bands for Spelling and 90.7% achieved the top two bands for Grammar & Punctuation. Similarly, 87.8% of Year 9 students achieved in the top two bands in Spelling while 85.1% achieved in the top two bands for Grammar & Punctuation, significantly above the state average.

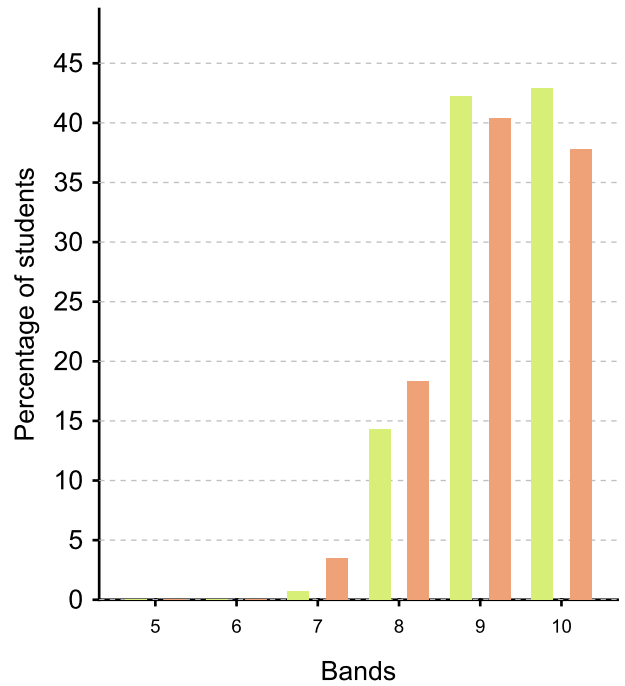
No student at Penrith Selective High School received a result below Band 6 in Reading, Spelling and Grammar & Punctuation.



**Percentage in bands:**  
Year 7 Spelling



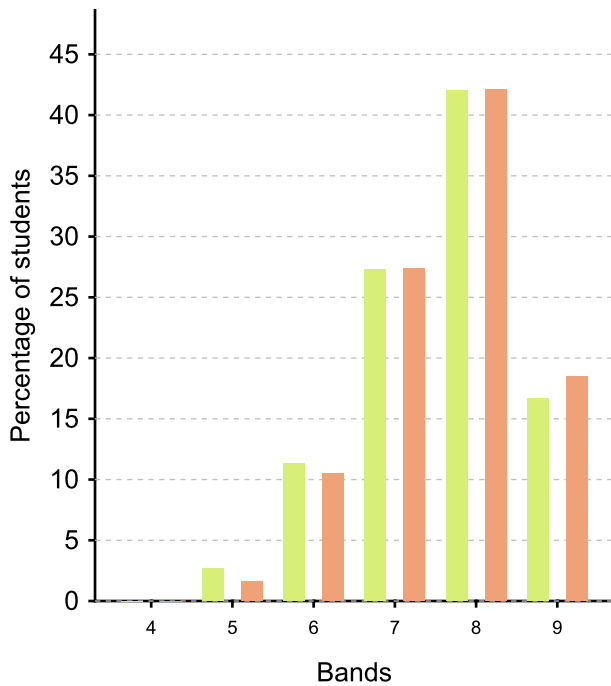
**Percentage in bands:**  
Year 9 Grammar & Punctuation



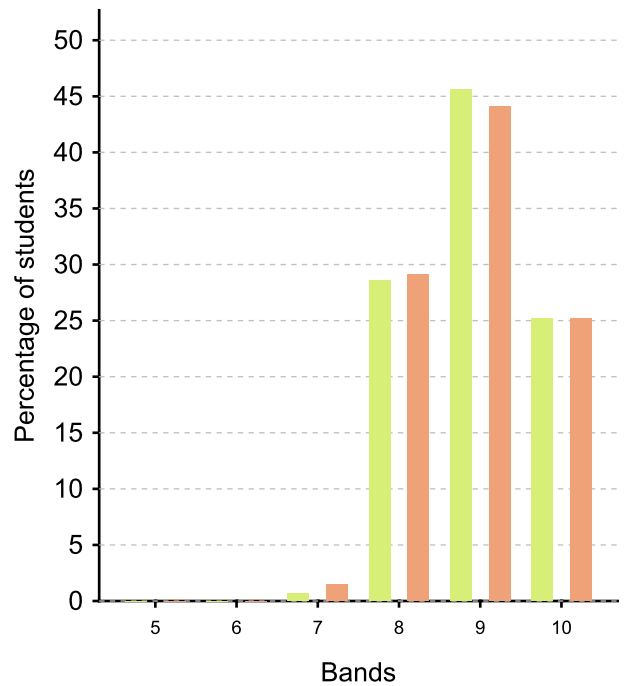
Percentage in Bands  
School Average 2016-2018

Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 7 Writing



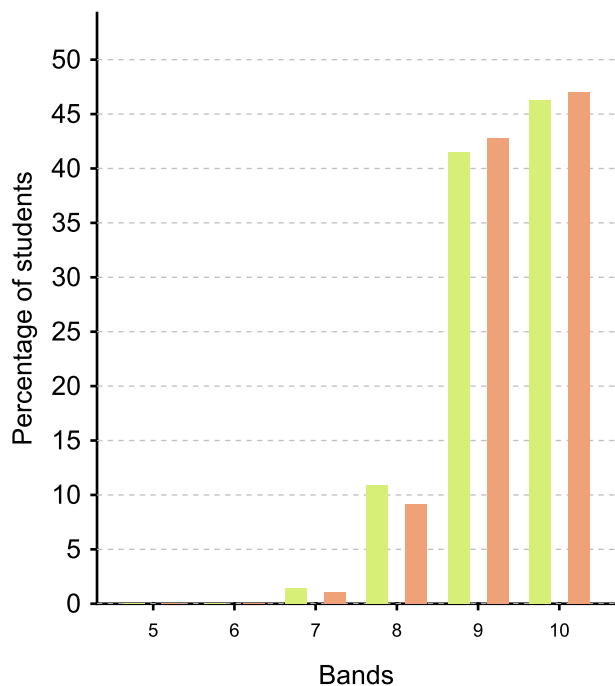
**Percentage in bands:**  
Year 9 Reading



Percentage in Bands  
School Average 2016-2018

Percentage in Bands  
School Average 2016-2018

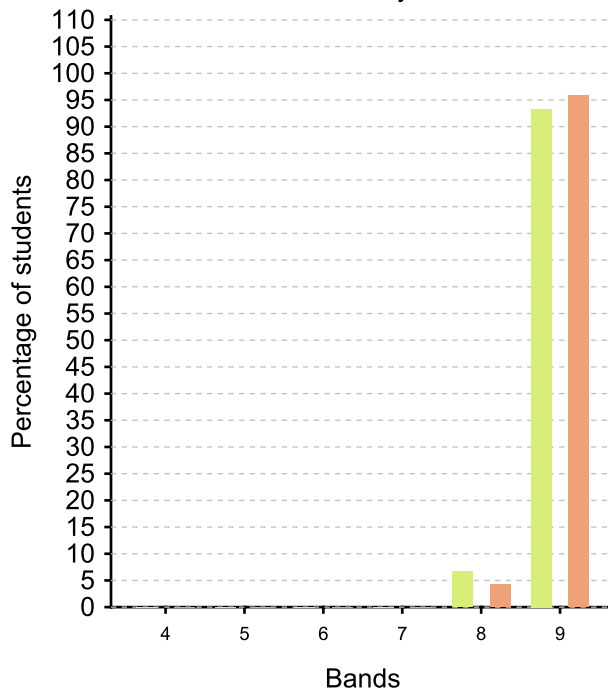
**Percentage in bands:**  
Year 9 Spelling



Percentage in Bands  
School Average 2016-2018

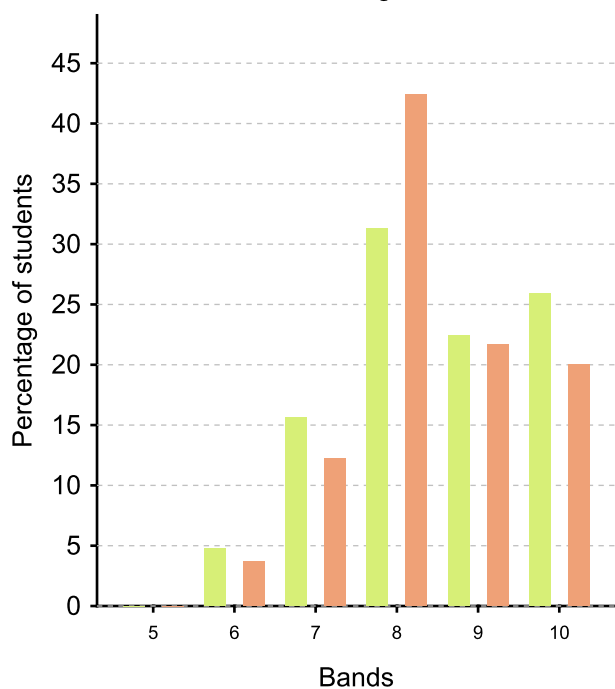
bands in numeracy. 89% of Year 9 students achieved the top Band 10, an exceptional outcome which is seven times higher than the state average.

**Percentage in bands:**  
Year 7 Numeracy



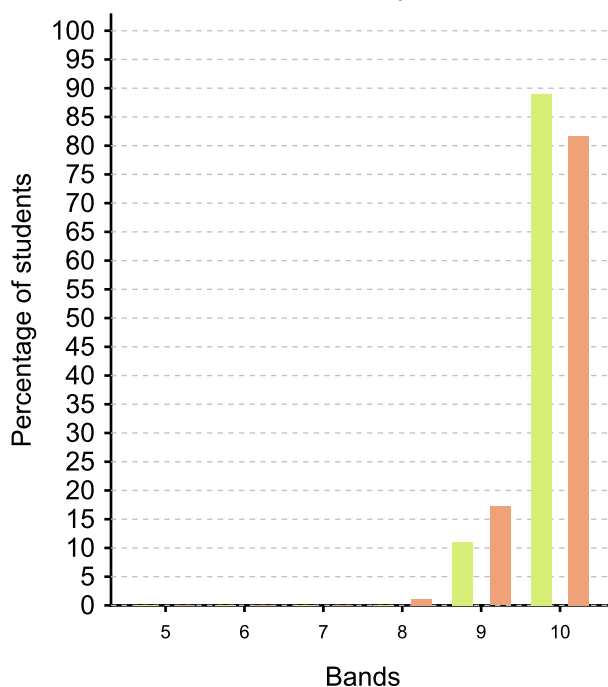
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 9 Writing



Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 9 Numeracy



Percentage in Bands  
School Average 2016-2018

PSHS continues to deliver outstanding numeracy results in NAPLAN.

For Year 7, 100% of students achieved in the top two bands in numeracy. 93.3% of Year 7 students achieved in the highest band, which is an exceptional outcome.

For Year 9, 100% of students achieved in the top two

All ATSI students in years 7 and 9 have met the minimum standards.



## Higher School Certificate (HSC)

### English

English has continued to be significantly above the state average this year. Approximately half of the cohort achieved a Band 5 or higher. Higher achieving results continue to be above the state average, with approximately one in five students obtaining a Band 6. Extension 1 has continued to be stable with all results being in the top two bands. Extension 2 students continued to receive results commensurate with school and state.

### CAPA

Creative and Performing Arts courses achieved well across the board. Drama had 66% of the cohort achieve a band 6 in the HSC and 88% of their cohort achieve Band 5 or above. From this, Zachariah Hammond achieved a nomination for OnStage, a showcase of exemplary performances and projects for the 2018 HSC. Music 1 performed well above state mean with 64.5% of the cohort achieving a band 5 or 6. Similarly, 100% of the Music 2 cohort achieved in the top two bands.

81% of students studying Visual Arts achieved a Band 5 meaning the cohort were well above the state mean.

### History

The History Faculty achieved very good results in the 2018 HSC. Students sat exams in Ancient History, Modern History, Legal Studies, Studies of Religion and History Extension. Overall, 85.49% (112/131) of students achieved a Band 5/E3 or Band 6/E4. About a third (32.82%—43/131) of the exams sat achieved a Band 6/E4.

All Ancient History students (11/11) achieved at least a Band 5, whilst Studies of Religion had 36/40 exams achieving at least a Band 5, with 15/40 achieving a Band 6.

### LOTE

The LOTE faculty has continued the use of individualised feedback, the provision of extension activities, differentiated programs, student mentors and enrichment opportunities such as exchange programs with our overseas sister schools which facilitated excellent performances in both the 2 unit Italian Continuers and Japanese Continuers.

100 % of the Italian Continuers cohort achieved Band 5 and 75% of the Japanese Continuers cohort achieved Band 5 or 6. 100 % of students achieved an E2 in Italian Extension.

### Mathematics

In 2–unit Mathematics, 50 students achieved a Band 6 and 38 students achieved a Band 5. This means that 71% of the student cohort were in the top two bands. Overall, the Mathematics students were above the state

mean for every single question.

In Extension One, 32 students earned the top band E4 and 51 were in the second top band, E3. This means that 99% of the student group were in the top two bands. Again, the Extension One students school mean for every question was above the state average.

In Extension Two Mathematics, 10 students were placed in the top band E4 and 21 were placed in the second top band E3. This means that 91% of the Extension 2 candidates were in the top two bands.

### PDHPE

The 2 Unit PDHPE cohort has continued a consistent trend of performing above the selective high school mean. A Band 6 result was achieved by 39.39% of the cohort compared 6.71% of the state. The results have been facilitated by emphasising student practice of an effective written structure with consistent focus on extension work, practice questions, exemplars and peer assessment.

### Science

There has been a steady and continued growth in Biology, Chemistry and Physics. This aligns with the work contributed by the Science faculty in light of the faculty review conducted in Term 4 2016. As such, Science has achieved the best results in over ten years with increasing Z–scores over the past 2 years. Across the three courses there has been an increased number of students scoring Band 6 or 5, a reduction in Band 4 and no students in Band 1–3. Additionally, it is important to note that Science results remain to perform above state average.

### Social Sciences

The 2017 students of Society and Culture received the best result in 10 years. 78% of students received a Band 6 and no student received a result below Band 5. This course received the highest state versus school comparison for PSHS in 2018. Alana Barbaro achieved an outstanding 98 in the HSC examination.

Economics students in 2018 achieved outstanding results and this continues to contribute to consistent positive trend in results. The 2018 Economics cohort achieved an impressive 5.52% above state average and 75% of the students receiving a Band 5 or 6.

In Business Studies, 90% of students achieved the top two Bands. This average for the course is 14.1% above the state average. With such a large cohort of students, this is an impressive result.

### TAS

This year 63% of students gained a band 6, 31% a band 5 and 6% a band 4. The average mark was 89 which is 25% above the state mean. These results are the 'best ever' result. 8% of students gained a band 6, 58% band 5, 17% band 4 and 17% band 3. The average mark was 82 which is 16% above the state mean. These results are below the 2017 results.

Subject	School 2018	SSSG	State	School Average 2014-2018
Ancient History	87.9	85.5	69.5	85.1
Biology	85.3	84.8	70.7	83.6
Business Studies	88.0	84.2	69.3	87.9
Chemistry	84.5	82.9	71.8	82.7
Economics	82.1	84.3	74.7	81.5
Engineering Studies	89.4	85.8	75.3	84.7
English (Advanced)	85.1	84.1	77.5	85.6
English Extension 1	88.1	87.3	85.8	87.9
History Extension	80.8	87.2	84.2	83.8
Industrial Technology	82.3	74.5	66.2	84.4
Legal Studies	86.5	87.4	71.2	87.1
Mathematics	84.5	87.2	74.8	86.3
Mathematics Extension 1	85.5	87.3	78.7	86.1
Mathematics Extension 2	82.3	86.2	83.3	84.0
Modern History	84.9	85.8	69.5	86.2
Music 1	85.6	89.2	79.5	87.5
Personal Development, Health and Physical Education	87.0	83.8	69.5	87.0
Physics	82.8	81.1	70.6	80.7
Society and Culture	91.6	89.8	76.1	91.3
Studies of Religion I	85.8	80.0	80.3	87.9
Visual Arts	83.8	87.8	78.0	85.5

practices. Overall these surveys found that student engagement was high, with strong indicators reported for positive teacher–student relations, positive learning climates and expectations for success.

Parents, caregivers and alumni continued to contribute significantly to our school throughout the year. In addition to hosting regular meetings and fundraising, parents and caregivers have had a strong presence at Orientation Day; open days; information evenings; post–school destination sessions and; on the Technology and Curriculum committees. In addition, the PSHS Alumni has grown this year to see alumni mentors working with current students.

*Towers*, our school magazine, celebrates outstanding achievements of our students. It also highlights special events throughout the year such as the walkathon, carnivals and School Spirit Week.



## Parent/caregiver, student, teacher satisfaction

In 2018, Penrith Selective High School engaged with key stakeholders in a number of ways.

In Term 1 and Term 3, all students were invited to participate in the Department of Education's *Tell Them From Me* student feedback survey, which focused on student wellbeing, engagement and effective teaching

## Policy requirements

### Aboriginal education

PSHS is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education and training. The school is committed to increasing knowledge and understanding of the histories, cultures and experiences of Aboriginal and Torres Strait Islander people as the First Peoples of Australia. The strength, diversity, ownership and richness of Aboriginal cultures and Custodianship of Country are respected, valued and promoted. The department is committed to collaborative decision making with Aboriginal Peoples, parents, caregivers, families and their communities.

Personalised Learning Plans are an effective tool for increasing Aboriginal student engagement. They have the potential to support improved learning outcomes and educational aspirations when they are developed in genuine partnership with Aboriginal students, their parents or carers and teachers. The school had an enrolment of 4 Aboriginal students and these students were met with their parents to develop a Personalised Learning Plan which was used to guide the students through their studies during the year. Strengths and weaknesses were identified and goals were set by the students.

Divinia Eather continues to regularly incorporate Indigenous Culture and History into her class work and assessment tasks. This is particularly evident in Music and English. Divinia plays an important role in formal school assemblies where she presents the Acknowledgement of Country to recognise the Indigenous culture. Divinia continues to show her support through volunteer work with outside Aboriginal community organisations.

Zach, and Daniel were also involved in formal occasions through the delivery of the Acknowledgement of Country.

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

### Multicultural and anti-racism education

PSHS is proud to be a very diverse school, with both students and teachers forming a culturally, linguistically and religiously diverse school community. This community prepares its students for life–after school, for the participation and engagement in the diverse societies and subcommunities of Australia. The school

is committed to building a safe and inclusive learning environment for everyone at Penrith and is very successful in doing so.

*"Multicultural Day is always one of my favourite days of the school year. The atmosphere is incredible and school spirit and participation only seems to get bigger and better with each passing year. Although we were faced with some obstacles this year, the school supported us in moving forward and Multicultural Day 2018 was, in my opinion, easily one of the best I've experienced. Not only were the performances and stalls a huge success, we were able to include Penrith Public School for the 4th year and many of their students loved the day just as much as the high schoolers."*

Holly Gerrard, SRC President

*"Multicultural Day is an amazing event and is only made possible by the attitudes of everyone who participates. Each year I'm amazed by the commitment of those that are involved in all aspects of the day, from the running of the food stalls to the performances. Since I've come to Penrith, I've loved participating in Multicultural Day because it's such an exciting and eye–opening event, where everyone shares their diverse cultures. I love that everyone gets into the spirit, wearing cultural dress and trying new cuisines. I'm super excited to help organise this year's event, which will hopefully be even more amazing than the previous ones."*

Ben Gange, SRC Vice–President

### Other school programs

#### English

##### Debating

PSHS has a proud tradition of success in competition debating, with teams successfully reaching the Semi–Finals, Finals, Grand Finals and State Finals in these interschool competitions. At PHS over 40 students were involved in external debating competitions. Overall, there were seven debating teams that competed across four competitions in 2018.

##### Premier's Debating Competition:

- Stage 6 Competition: our Year 12 team won all their zone debates beating our year 11 team. The year 12 team narrowly went down in closely fought debate against James Ruse Agricultural HS in the Regional Semi–Final.
- (Year 12 Team: Sujin Kim, Vaishnavi Maheshwari, Grace Faulder, Amber Vella, Divvyatha Thanabalasingam, Lydia Cheung)
- Year 11 Team: Owen Pangcog, Lachlan Reeves, Kyung Yong Kwon, Akshar Maharaja, Arsalan Nasir)
- Stage 5 Competition: our Year 9 team defeated our Year 10 team in the zone finals. The Year 9 team went on to win their Inter–Zone Final against Katoomba. The year 9 team narrowly went down in the Regional Quarter–Final against Hills Sports

HS.

- (Year 10 Team: Chinnu Anil, Vaishvi Doctor, Ethan Shackley, Rayana Soller. Year 9 Team: Olivia Bock, Jamima Rumej Jiffrey, Jasraj Kaur, Vishwa Shah)
- Stage 4 Competition: The year 8 team won all their Zone debates. In the zone final, our Year 8 team defeated the PHS Year 7 team. The Year 8 team lost narrowly to Rooty HS in the Inter-Zone Final.
- (Year 8 Team: Gabrielle Cant, Lyndsay Everett, Abigail Quadros, Nimisha Rajesh. Year 7: Parneet Kaur, Eljohn Mercardo, Ankita Parmod, Tamiz Rumej Jiffrey (Reserve) Paige O'Connor)

It was great effort from all these students.

#### *Yr 11 Metro Competition:*

This team won two out of their three Zone rounds and then were narrowly defeated by James Ruse in the Zone Final. The team included: Jasmine Singh, John Maddock, Naomi Sunny, Rhys O'Connor, (Res) Kyung Yong Kwon, Amber Vella

#### *JSDC (Junior State Debating Championship):*

Two year 10 students, Chinnu Anil and Ethan Shackley tried out for a position in the representative Western Sydney Regional Debating Team. However, both students narrowly missed gaining a position in this team.

#### *Debating Enrichment*

Thirty seven Year 7 and 8 students participated in the Stage 4 Debating Enrichment Program in 2018. Supported by experienced coaches, students learn how to present and counter persuasive perspectives using structured, evidence-based arguments. Victoria Hospodaryk and Brindha Srinivas, members of the PHS Alumni tutored and coached this year's participants.

#### **ICAS**

ICAS is an independent, skills-based assessment program that recognises and rewards student achievement. At Penrith High School participation in ICAS English is mandatory across years 7 to 11. ICAS Writing is voluntary.

#### *2018 ICAS English*

Students from our school achieved outstanding results when they participated in ICAS English this year. Those students whose achievements were outstanding were recognised with Certificates of Merit, Credit, Distinction and High Distinction.

In total, the students at our school received 457 awards of significant achievement. The students at Penrith High School received 14 High Distinctions, 73 Distinctions, 262 Credits and 108 Merits.

#### *2018 ICAS Writing*

ICAS Writing assesses students' ability to write an

extended response to a given task. Two forms of writing, narrative and persuasive, are assessed in alternating years.

Students from our school achieved outstanding results when they participated in ICAS Writing this year. Those students whose achievements were outstanding were recognised with Certificates of Merit, Credit, Distinction and High Distinction.

In total, our students received 150 awards of significant achievement. The students at Penrith High School received 3 High Distinctions, 42 Distinctions, 82 Credits and 23 Merits.

#### *2018 ICAS Writing Medal*

ICAS medals are awarded to students with the top score in each year level across Australia, New Zealand and the Pacific Region. This year over 980,000 entries were received but only 514 students from Australia and 100 students from New Zealand and the Pacific Region were awarded medals for their outstanding achievement.

In 2018, Year 9 student Savera Shabih was awarded with a University of New South Wales medal for her outstanding performance in ICAS Writing.

#### *Writing Competitions*

In 2018, PSHS students were offered opportunities to extend themselves through refining their critical and creative writing repertoire. Across the year, over 320 entries achieved placements in the following competitions:

- Write4Fun Poetry Competition
- The Whitlam Institute 'What Matters?' Competition
- Australian Writers Guild Award

These are great opportunities for our students.

#### *Red Room Poetry Competition*

In 2018, three of the school's Year 7 students were successful applicants of the Red Room Poetry Competition. There were 2,526 poems submitted to the competition, from which only 72 made it to the shortlist. Dharika Sujendran of Year 7 was selected as the NSW Staff Pick, acknowledged during the announcement of winners. Dharika's poem One Tear Drop looks at our treatment of Mother Nature. The winners were announced during a live stream video event on the 6th of December, in partnership with Museum of Arts and Applied Sciences.

#### **CAPA**

In 2018 the Creative Arts faculty worked towards engaging with regional and school wide opportunities to improve students capacity to demonstrate excellence in their relevant disciplines. This included internal events such as: MADD night, HSC performance evening, little theatre at lunch, various art exhibitions and musical performances. Further, we as a school participated in a range of regional and statewide events including:

- Pulse Showcase of Excellence,
- LightsUP Drama Festival,
- Romeo and Juliet Reimagined,
- Synergy Dance Festival,
- Nagoya Art Exchange,
- Operation Art,
- Arts Alive Film Festival,
- Co-Lab HSC Drama Workshop,
- HSC Drama Written Study Day
- InConcert.

Below outlines our achievements and highlights from 2018:

### *Cultural Art Exchange*

Students' works were selected to be showcased in Japan as a part of an art exchange program. We had 4 works successful into the program which accepted only 80 works from across NSW Public Schools. As a result, students work will be exhibited internationally in Japan.

### *Operation Art*

The Operation Art Program provides a forum for schools and students to demonstrate their visual arts achievements through exhibitions at the Armory Gallery, Sydney Olympic Park and the Art Gallery of New South Wales. Students' work was selected to be a part of the exhibition and was showcased next to other exemplary artworks from NSW Public Schools.

### *Morning with a marker Feedback Session*

HSC Visual Arts students were given the opportunity to work with a senior marker who provided detailed feedback in preparation for the body of work submission. This allowed students refine their existing artmaking practice and ensured they were prepared for the HSC.

### *Synergy Dance Festival*

The PSHS Dance Ensemble, successfully gained entry in to Synergy Dance Festival and performed at the Evans Theatre in Penrith. This festival is a celebration of outstanding Dance works in K-12 education in NSW Public Schools.

### *State Dance Ensemble*

Eugenia Kim (year 10) successfully gained entry into the State Dance Ensemble allowing her to work with elite dance teachers and students in a weekly ensemble. From this ensemble she performed at the State Dance Festival and Schools Spectacular.

### *LightsUP Drama Festival*

A piece devised by year 11 Drama and the Drama Ensemble 'Who Nose?' was selected to be presented at the LightsUP Drama Festival, a regional showcase of excellence in Drama in NSW Public Schools.

### *LightsUP Workshop*

5 students from stage 4 and 5 participated in a workshop series for gifted students which focused on refining and developing their skills in making and performing Drama. Students worked with professional theatre company Sport for Jove and were guided by experienced Drama teachers. This resulted in a performance at the LightsUP Drama Festival

### *Co-Lab*

HSC Drama students participated in a two day workshop series that provided an opportunity to work with their peers and professional industry artists to develop skills in making and performing Drama. This workshop series encouraged students to collaborate with students from Creative and Performing Arts High Schools to share their creative practice in preparation for the HSC Group Performance Examination.

### *HSC Written Study Day*

Students attended Loreto Normanhurst and worked with senior markers to develop their skills in essay writing and critically studying Drama. This resulted in students having a better understanding of how to structure their written responses for the HSC Drama Written Examination.

### *Arts Alive Film Festival*

2018 HSC student Stephanie Lui's film was selected to be a part of a regional film festival showcasing outstanding student-made films in NSW Public Schools. Her film was awarded the best film in the festival and consequently her work was screened at the Dendy Cinema in Circular Quay.

### *PULSE*

Year 11 students Andreas Higginbotham and Divinia Eather were invited to MC at PULSE, a Department of Education event showcasing talented students from NSW Public Schools presenting works in Dance, Drama and Music at the Sydney Opera House.

### *HSC Project Day @ NIDA*

Year 11 participated in workshops at NIDA focusing on developing their skills and knowledge in their relevant Individual Projects. Students worked with industry artists and experienced teachers in areas including: costume design, playwriting and performance. This will prepare students for achieving success in the Individual Project of their HSC course.

### *Multicultural playwright Project*

Sara El Youghen (year 11) participated in a series of workshops for students from a multicultural background facilitated by the Arts Unit and Zeal Theatre Company. The workshops were with Zeal Theatre and culminated in a performance exploring students' identity, experiences and hopes for the future.

### *Onstage Nomination*



Zachariah Hammond had his work nominated for OnStage, a showcase of outstanding Drama works from the 2018 HSC Drama Practical Examination.

#### *Pulse String Ensemble & Pulse Concert Band*

Students were selected to participate in a regional level music ensemble, which performs at several music events, including PULSE a showcase of excellence in the Arts at the Sydney Opera House. Students work with outstanding directors, composers and conductors throughout the year to improve their technical and performance skills. Our String Ensemble were a large portion of the Pulse String Ensemble. In addition, Sophia Hadjimicheal (year 10) successfully auditioned in to the NSW Public School's Pulse Big Band, which is an elite performance ensemble facilitated by the Department of Education.

#### *In Concert*

The PSHS choir had the opportunity to perform at In Concert, a statewide performance in which our students were able to perform in a combined choir with the Idea of North at Sydney Town Hall.

#### *Penrith Youth Orchestra*

In term 2, Jack Maddock (year 11), Zamanda Kwan (year 11), Anders Ernst (year 8), Keeno Mendoza (year 9) and Sophia Hadjimicheal (year 10) spent 3 weeks rehearsing with the experienced tutors from the Penrith Symphony Orchestra and the Australian Chamber Orchestra before performing at a public concert.

#### *Penrith Conservatorium scholarship*

Two Year 11 students were successful in earning scholarships to study at the Penrith Conservatorium of music throughout 2018. Victor Zhou receiving the Dr Malcolm Borland Scholarship for piano, and Divinia Eather the Emerging Talent scholarship for her voice. They concluded their studies for 2018 with the Scholarship concert in mid-December.

#### *Romeo and Juliet: Reimagined*

Music students Divinia Eather (year 11), Rohan Shead (year 12), Holly Vallester (year 12), Sophia Hadjimicheal (year 10) attended an 8 day intensive composition workshop. This was run by The Arts Unit in which they collaborated with other musicians and dancers from around the state, reimagining Prokofiev's ballet Romeo and Juliet. Together they composed 20 minutes of music, which they performed at the Sydney Conservatorium of Music and was aired on television.

### **History**

#### *History Teachers of NSW History Extension Essay Prize*

Alana Barbaro and Ken Pak of Year 12 achieved a Highly Commended Award (equivalent to a top ten in the State place) in the History Teachers Association of NSW History Extension Essay Prize. These are

outstanding achievements as all schools with students studying History Extension are invited to submit their two best project essays of 2,500 words to the History Teachers Association of NSW panel for judging.

Alana's project title was "Political Influence and Historiography". Her essay question was "Evaluate the role of historian's political influences on dissonance within the historiography of the Algerian War".

Ken's project title was "The Historian's Agenda". His essay question was "Assess the extent to which historians incorporate political and ideological narratives into their interpretations of the English Civil War."

Both essays were accompanied by a synopsis and annotated bibliography. This is the fourth time students from our school have had their essays recognised by the History Teachers Association of NSW.

#### *Western Sydney History Mastermind Competition*

This competition, hosted by St Clair HS, was open to all Year 7 and 8 students from both public and private schools from NSW. The competition involved students participating in teams of four, with a rotating reserve, to answer sets of twenty (20) questions. Topics included:

- Ancient Egypt
- Ancient Rome
- Ancient Greece
- Medieval Europe
- Australian Aborigines to 1900
- Popular Culture
- General knowledge

The four highest scoring teams from both Years 7 and 8 play off in the finals using a beat the buzzer system. PSHS won both competitions.

All four teams acquitted themselves well with the Year 7A team comprised of Krish Gupta, Pranavan Prakash, Jules Blair, Shuva Khatiwada and Zoyeb Hossain winning the Year 7 competition by beating William Clarke College in the final.

The Year 8 finals were between both Penrith teams, 8A and 8B. The 8B team, comprised of Eunard Sandico, Lily Robinson, Arpan Bassi, Raghav Malhotra and Aaditya Manek won. The 8A team of Gabrielle Cant, Athena Auw, Anders Ernst, Aleisha Martin and Ajinkya Datir finishing as runner up.

#### *Australian History Competition*

The Australian History Competition involves students in Year 8 and Year 10 responding to 50 multiple choice questions based on the Australian Curriculum in History in 45 minutes. PSHS had 42 participants in Year 8 who achieved 6 high distinctions and 11 distinctions. In Year 10 there were 22 participants with 4 high distinctions and 8 distinctions.

#### *Other History Activities*

The History Faculty led the annual ANZAC Day and



Remembrance Day Ceremonies. Year 7 and 8 enjoyed an Ancient History and Medieval Day respectively. Year 9 experienced a presentation on World War I and Year 10 the Vietnam War. Year 12 Ancient and Modern History students had the benefit of Dr Brian Brennan's expertise where he conducted seminars on Pompeii and Herculaneum and The World War I Western Front.

## LOTE

The Language faculty started off the year very busy, with an extra teacher added to the already experienced Language faculty.

A new syllabus was developed by NESA NSW, in which the faculty spent most of the year developing new programs. Year 9 is to be implemented in 2019 and Year 8 and 10 in 2020. Staff have worked extremely hard to develop new and innovative programs which will enhance student learning.

2018 saw the language faculty organising many opportunities for students at PSHS. These included:

- Year 8 Cultural Day– the day focused on international film appreciation and students had the opportunity to sample cultural food.
- Year 8 engaged in film development and production and entered The Annual Linguafest. Our top students were recognised for their creativity at a ceremony in December.
- Kunori Gakuen High School from Japan visited our school for 3 days on a cultural exchange program. Our Japanese students had the opportunity to host our guests and improve their linguistic skills and cultural understanding. Our Japanese guests participated in intensive english lessons and various Australian sports.
- PSHS was lucky enough to sign another MOU (Memorandum of Understanding) with Hirohata Junior High School in Japan. This partnership will see students from both countries come together for skype lessons.
- One of our Year 10 students, Holly Gerrard had the opportunity to travel to Milan, Italy on a six month cultural exchange.

The language faculty is committed to improving cultural understanding and awareness in all students.

## Maths

The year 2018 was another very busy year for the Mathematics department. A new enrichment program for Year 9 was implemented in terms 2 and 3 in conjunction with the Australian Maths Trust program. This allowed 40 students to participate in a variety of different mathematical activities involving coding, spreadsheets, GeoGebra and problem solving. Mrs Briggs helped design, coordinate and implement the PSHS Primary Peer Tutoring Program in collaboration with Mr Daniel McMahon, Deputy Principal of Penrith Primary School. This year had more students competing in more Mathematics and Informatics Olympiad competitions. The mathematics teaching staff also undertook many inservices, lectures and programming days in preparation for the new stage 6

mathematics syllabus that will be implemented for Year 11 in 2019.

The Mathematics department itself underwent a few staff changes in 2018; at the start of 2018 Mr Stephen Tan and Ms Zubaida Alrubai joined our Mathematics Staff. Ms Alrubai was a targeted graduate from University of Sydney. In term 2 welcomed the addition of Ms Lina Zhou and Mr David Huynh to the mathematics department. Ms Zhou came to us from Asquith Boys High School and Mr Huynh from Springwood High School. Both teachers were successful from Merit Based Selection and have been a great asset to the teaching staff. In term 4, the mathematics faculty farewelled Mr Daniel Antone, a dedicated and talented Mathematics teacher who has taught at Penrith Selective High School for 30 years. His passion for teaching, learning and life will be dearly missed. The faculty also said farewell to Mr Michael Harriden who had been a temporary teacher at Penrith Selective High School for the past 18 months. Mrs Sovattha Norman also departed for maternity leave for 2019.

The two big events of the year for all mathematic students in Years 7 through to 10 were the Australian Mathematics Competition (AMC) and the ICAS Mathematics competition. In the AMC, Jamieson Berida of Year 9 was placed in the top 0.3% of NSW and earned a prize for his results. The following tables show the results for the school:

### AMC

All of Year 7 and the top two Mathematics classes of Year 8 participated in the five problem solving tests for the Australian Problem Solving Mathematical Olympiad (APSMO). The Year 8 team made up of the members of 8M1 were placed 18th overall, this is the school's best result so far in this competition. Students who placed in the top 10% achieved a "Top 10% Achiever" pin. Students who were placed in the top 25% earned the "Top 25% Achiever" cloth patch.

The Computational and Algorithmic Thinking Competition was held on the 27th of March in 2018. It was the first time that PSHS entered this competition. This competition is a one hour problem solving competition designed to encourage student curiosity and promote multiple modes of thinking. It encourages students to think about solutions for solving real world problems. The competition is a mixture of multiple choice and integer answers. It incorporates unique three stage tasks that encourage students to develop informal algorithms and apply them to test data of increasing size or complexity. There were three divisions and the school entered the Intermediate and Senior divisions. The students achieved some excellent results; Daniel Su of Year 11 received a Distinction and was placed in the top 12% of the Senior division. Ze Kai Cheong, Daniel Braithwaite and Howin Tam all of Year 12 received Credits. Todd Barton and Aidan Tong of Year 10 also received Credits in the Intermediate Division.

In 2018, PSHS also entered the Australian Informatics

Olympiad, AIO, for the first time. This is an annual competition in which students write short computer programs to solve problems that vary in difficulty. The competition does not test computer literacy or knowledge but is focused on problem solving through programming skills. There are two divisions; Intermediate and Senior. Each division has one paper with four problems and students submit the source code for their solutions online during the three hour contest. The AIO challenges students' interest in computer programming and identifies talent. Contestants submit their source code as they complete it and they can see their marks for each submission during the contest. Marks are awarded on the correctness and speed of their programs. This year four students had entered, with Jamieson Berida of Year 9 achieving the best result from the school; earning a Gold certificate, placing him in the top 12 students in the Intermediate Division.

The School of Excellence is an intense 10-day training school held in December for the top 25 Australian students, (up to Year 11), with exceptional AIO results. The school covers advanced topics in Informatics, including material on algorithms that is usually taught in second or third year of university. From this school, the top four students are invited to be selected for the National team to represent Australia for the International Olympiad in Informatics. Jamieson Berida of Year 9 was selected to represent the school at this prestigious School of Excellence in December 2018. He is the first ever representative from this school.

Another first for the school in 2018 was the running of the annual Australian Intermediate Mathematics Olympiad (AIMO). This is an examination designed to test talented mathematics students. It is only open to students in Years 7 to 10 who have completed Maths Enrichment in Euler and Gauss, are high achievers in the Australian Maths Competition and who have acquired knowledge in Olympiad problem solving. It was a gruelling four-hour competition held under examination conditions on the 13th of September. It is also one of the competitions used to determine which students are selected to invitation only events; including the Mathematics Training School from where students are selected to represent Australia in the International Mathematics Olympiad. Four students from Year 9 entered and one student from Year 8. Jamieson Berida and Beonrik Pascual from Year 9 achieved Distinctions placing them in the top 25%, Darren Pradhan and Keeno Mendoza earned credits placing them in the top 50% of all participants.

The 57th UNSW Annual School Mathematics Competition was held on the 13th of June. This competition is designed to assess mathematical insight and ingenuity rather than efficiency in tackling routine problems. There are two divisions; Junior (up to Year 10) and Senior (years 11 or 12). The competition is a three-hour examination in which the students may use resources but no internet. In each division, there are cash prizes of \$250, \$200, \$150, up to ten cash prizes of \$100 and up to ten cash prizes of \$50 to be won.

Eight students entered in the Senior Division and four

students in the Junior Division. Benjamin Renaud of Year 11 achieved a high Distinction and received a cash prize of \$100 in the Senior Division and Jamieson Berida Year 9 received a credit in the Junior Division. A great result considering the students had not been given any formal Olympiad training.

Because of the previously mentioned results, Mrs Sue Briggs (Head Teacher Mathematics), Dr Anju Katyal and Mr Stephen Tan designed, developed and set up an Olympiad training program for the school's elite mathematicians. This program was implemented and taught by Mr Stephen Tan during Terms 3 and 4 and will continue in 2019. The Olympiad Training lessons were taught weekly on Thursday lunch times. During these lessons, the gifted mathematics students are taught problem-solving techniques designed for Olympiad style questions.

Students from Year 8 participated in a three-term enrichment program called the Australian Mathematics Challenge Enrichment Stage. These Year 8 students participated in the Euler Enrichment program and gained 1 High Distinction – Yashvean Anantha Siva, 10 Distinctions and 8 Credits. This Enrichment program is challenging and *is designed to provide meaningful mathematics extension to students in Years 8 by introducing them to some more advanced problem-solving ideas and techniques*. It is held once a week before school with former students coming in as the Tutors. They cover topics such as primes, least common multiples, arithmetic sequences, figurate numbers, congruence and pigeonhole principle.

In 2018, we expanded this program so that the Year 9 students could study the Gauss Enrichment program. The Gauss program covered parallels, similarity, Pythagoras Theorem, spreadsheets, Diophantine equations, counting techniques and congruence. Darren Pradhan from Year 9 achieved a High Distinction placing him in the top 10% of all students studying the Gauss Enrichment program. Rebecca Jiang, Beonrik Pascual and Anaf Sayed achieved Distinctions placing them in the next 15%. We plan to further expand the enrichment program in 2019 and offer the Noether Enrichment program to our Year 10 students.

Throughout the year, we continued to run The Peer Tutoring Program. Mrs Sue Briggs, (Head Teacher Mathematics), Mustafa Bandukwala (Yr. 11 student), Kyung Yong Kwon (Yr. 11 student) and Victor Zhou (Yr. 11 student) oversaw this. It involves the Year 11 and 10 students working one on one with students from Years 7–11 who are struggling with certain Mathematical concepts/topics. These sessions are conducted in the maths class rooms at lunch or recess as arranged between the student and the tutor.

This year was the start of the PSHS Penrith Primary School Peer Tutoring; where a dozen enthusiastic Year 9 students were paired up with Year 4, 5 or 6 gifted and talented mathematics students from Penrith Public School. Mrs Sue Briggs (Head Teacher Mathematics) and Mr Daniel McMahon (Deputy Principal of Penrith Primary School) designed this program. Every Monday

lunchtime in the school library, the Year 9 students would teach and encourage their primary school student as they completed the Newton Enrichment program. These sessions fostered teaching and communication skills in the Year 9 students and strengthened the relationship between the primary school and the high school.

In September term three, the faculty implemented the inaugural Earning, Saving, Spending and Investing Money competition into the Year 9 program. This is an award winning online financial literacy game for secondary students that supplements knowledge learned in the classroom. Students gained an understanding on how financial decisions are made and how these decisions affects positively and negatively on their financial situations. Over the two-week period students had to get a job, open a bank account, save, invest and pay taxes; and the winner was based on who had the most money at the end of the time frame. Each Mathematics class winner was awarded a certificate of achievement and the overall winner, Frank Liu was given a canteen voucher.

It has been a very busy but successful year with full credit going to both the Mathematics staff and the students for all their hard work and conscientious attitude throughout the year. The faculty eagerly looks forward to 2019 with all students experiencing complexity, depth and challenge in their daily Mathematics classes, the expansion of the Enrichment Program to include Year 10, a Project Based Learning task in Year 8 and in Year 10 in Mathematics they will be doing a STEM project.

## PDHPE

In Term 1, 2018, the PDHPE faculty underwent an external review to help shape future faculty plans to support staff development and student progress. As a result, they had a clearer understanding of student needs and were able to set out goals to improve the process and practices of staff teaching and to support student learning. Adjustments to programs and assessment tasks were made to allow for student focus and enhancing their physical activity skills in a range of sports and games.

The faculty have been working on new PDHPE programs for the new syllabus that was released mid-way through 2018. The PDHPE syllabus had changed significantly, allowing for greater depth in both theory and practical lessons. The staff have engaged in professional learning that has given them the opportunity to discuss their thoughts and ideas around gifted and talented students, which has assisted in designing new innovative and creative programs with the new syllabus. Years 7 and 9 will be implemented this year, 2019. Years 8 and 10 will be implemented in 2020.

The PDHPE faculty has been engaged more than any other year in various sporting activities. These included:

- Premier Sporting Challenge
- Year 7 Swim Program– run by PASS student leaders

- Knockout Sport Competitions– Soccer, Touch Football, Basketball, Tennis, Cricket, Netball, Water polo, Volleyball, Futsal, Table Tennis
- Teachers V Student competitions at recess and lunch
- Coaching in PASS of Penrith Public School students
- Crossroads program which saw various community groups get involved including Blue Datto, Drug Life, Cervical Cancer, Fire and Rescue and Penrith Head Space
- Year 7 Gala Day– run by PASS student leaders

The faculty continue to work hard in developing challenging and engaging opportunities for all students in PDHPE.

## Science

Throughout 2018, the Science faculty has continued to work collaboratively to produce well-differentiated and rigorous programs and assessments for the new Stage 6 Science curriculum. They have successfully implemented the Year 11 Chemistry, Biology and Physics courses, as students enhance their skills in working scientifically. A further twenty-five thousand dollars was injected into the Science budget to accommodate the changes of the new curriculum, allowing students to engage in a wider range of first hand investigations to creatively and critically solve problems.

Science has sought to provide great opportunities for students to attend a number of incursions and excursions to further enrich student engagement and learning experiences. These include:

1. Year 10 Girls in Physics excursion at USYD
2. Year 8 Forensic Science Incursion
3. Year 8 Gifted and Talented Excursion at WSU
4. Year 12 Chemistry Kickstart program at USYD
5. Year 12 Physics Depth Study Excursion at UNSW

## ICAS Science

This competition assesses students' skills in the key scientific areas. Notable achievement in each year include:

- 4 High Distinctions and 20 Distinctions in Year 7
- 3 High Distinctions and 32 Distinctions in Year 8
- 2 High Distinctions and 18 Distinctions in Year 9
- 2 High Distinctions and 15 Distinctions in Year 10

It was great outcome for many of our students.

## Australian National Chemistry Quiz (ANCQ)

The ANCQ is the premium chemical education activity run by the Royal Australian Chemical Institute. In 2018, PSHS had some notable achievement including

- 4 High Distinction of Excellence awarded to Dismitha Punchinilame (Y8), Keeno Mendoza (Y9), Yash Mishra (Y9) and Zachary Kembrey (Y12).
- 16 High Distinctions
- 29 Distinctions

An amazing result for the school.

## *Australian Science Olympiad Examinations*

The Olympiad examinations are a national extension program for top performing secondary science students. The program is a rewarding opportunity for high achieving Year 10 and 11 students to extend themselves way beyond school science.

Notable achievements include:

- *Biology* – 4 Distinctions were awarded to Benjamin Gange (Y10), Haichen Jiang (Y11), Mustafa Bandukwala (Y11) and Abhirami Viju (Y12)
- *Chemistry* – 1 High Distinction awarded to Zachary Kembrey (Y12) and 1 Distinction awarded to Emmanuel Thomas (Y11)
- *Physics* – 5 Distinctions awarded to Wendy Li (Y10), Benjamin Gange (Y10), Yathavan Sivagurunathan (Y11), Mustafa Bandukwala (Y11) and Zachary Kembrey (Y12)

These students have achieved some great outcomes.

## *Victor Chang Science Award*

The Victor Chang School Science Award has been developed by the Victor Chang Cardiac Research Institute to foster and encourage an interest in Science among secondary school students. In 2018, Keshna Jeyandrabalan was nominated for the award. She had the privilege to attend the Victor Chang Institute to meet and engage with various Scientists in the field.

## *VALID*

VALID is a statewide program that complements the school-based assessment and reporting programs in schools. The VALID test assesses what Year 8 students know and can do in Science. The analysis of the data obtained from student results can and will be used as a tool to help plan and make adjustments to learning programs and activities so that students can continue to progress in their science knowledge, understanding and skills.

Findings:

- PSHS student scores continues to increase based on available data from 2015 – 2018
- Overall student performance in Science compared to 2017 has yielded a 2.5% increase in the number of students achieving a Level 6, 8.4% increase in Level 5 and 9.3% decrease in Level 4, with no students in Level 1 through to 3.
- In 2018, PSHS average score (103.30) was higher than the average score achieved by selective schools in the state. (102.01) A huge improvement from 2016.

Students have shown an improved performance in each aspect of

- Extended responses
- Knowledge and understanding
- Planning, designing and conducting
- Problem solving and communicating

These results reflect the hard work conducted by the

Science faculty. After the faculty review conducted in Term 4 2016, programs have been restructured to ensure students at our school receive a rich and rigorous learning experience in Science. The staff has evaluated programs and assessment tasks and effectively planned for and implemented a range of teaching and learning strategies to cater the learning needs of gifted students. This process will continue in 2019 and onwards.

## **Social Sciences**

It has been a busy and successful year in Social Sciences. The dedicated staff of Social Sciences have actively engaged with the students to enrich their learning.

## *Australian Geography Competition*

Students entered the Australian Geography competition and once again, we have had some exciting results. Many students received outstanding results including many High Distinctions and Distinctions. Most notably, Ricardo Irving of Year 10 and Datir Ajinkya successfully ranked in the top 1% in Australia in addition to the 61 students who received a High Distinction. Congratulations to all students who participated.

## *Accelerated Business Studies*

The Social Sciences faculty will again be delivering Accelerated Business Studies for the start of 2019. This means selected students from Year 9 will begin the Preliminary HSC course in Year 10, 2019. This is an exciting opportunity for our gifted students to complete two units of their HSC prior to the commencement of Year 12. Over 65 students attempted the entrance exam and 24 students were selected to form the Accelerated Business class of 2019/2020.

## *Commerce Small Business*

Students from Year 9 Commerce classes have been participating in the Business Enterprise Challenge. In this challenge, a business is established from each of Mr. Coburn's, Mrs. Elias's and Ms. Ladd's classes where they sold delicious lunch products to school students on a designated day. Students gained practical business experiences related to marketing, operations, finance and human resources. All profit generated is donated to a worthy charity.

## *Model United Nations Assembly Competition*

Student interested in debating, public speaking and foreign affairs participated in the Model United Nations Competition. PSHS entered 5 teams in 2018. The group representing Turkey (Jack Maddock, Victor Zhong, Rhys O'Connor) just missed out on winning the competition and received the runner-up prize. Ricky Rangra of Year 12, in the PSHS group representing Israel, was awarded Best Public Speaker for the competition. As part of the competition, students are asked to dress up in their assigned country's national dress. Although none of the PSHS teams won this costume award, our students enthusiastically

participated. Perhaps next year a group from PSHS might win and receive an invitation to the next stage of the competition in Canberra.

### *Politics Club*

Mr. MacRae's Politics Club for students in Years 11 & 12 have been meeting to explore their passion for the cut and thrust of Australian politics. The club has been running debates and discussion events in 2018 covering current political issues. In 2019, there will be a NSW State election and a Federal election. The club will be looking to get involved in events that will help students learn about Australia's elections. Students from Year 10 and above are encouraged to participate. See Mr. MacRae in the Social Sciences faculty for more information.

### *Gardening Club*

Year 9 students (who are completing their service for Duke of Edinburgh) have revived the garden in addition to some very keen Year 7 and year 12 students Bob Huang and Zac Kembrey. Students applied science in action—through chemistry, soil testing and raising food from seed; engineering—considering new water application ideas and of course many laughs; enjoying planting and maintaining the space together. Students shared carrots, beetroots, bok choy, kale, and Mediterranean herbs with each other and staff. A big thanks to Matt the G.A for his support too.

### *Fair Trade*

The Fair Trade club grew in 2017 and 18 to have over 40 members who shared the role of running events across Open Night, Parent teacher Nights, Variety Night, Cross Country day and Multicultural Day. Students have been supporting small-scale cocoa farmers in the Dominican Republic. The club raised over \$500 again in 2018 and have big goals including an Edu-Fair expo planned for next year.

## **TAS**

In 2018 an emphasis was placed on planning for the implementation of a new Year 7 and 8 Technology Mandatory course in 2019. The 'Crack the Code' unit of work was successfully trialled in Year 8 during 2018. As a result of this trial it was decided to implement this unit of work in Year 7 for 2019. Professional Learning was provided for all TAS staff at NESA run events to aid the implementation of the Technology Mandatory course.

A robotics unit of work was implemented in Year 10 Industrial Technology Engineering and required students to build a small mobile robot controlled by an Arduino microprocessor. An excursion to Laserwizard at St Marys enabled students to view laser cutting and gain an understanding of how the chassis for their robots were created. This unit was very successful in raising student awareness of robotics and coding.

Two students successfully completed a first year computing course at UNSW and were selected to be tutors in the program. They now have credit towards a

computing degree at UNSW should they wish to enrol.

A team also participated in the Zero Robotics competition, being the first placed Australian team in the 3D warm-up rounds. HSC examination commitments meant that the team did not continue into the final rounds.

## **Leadership**

PSHS understands the importance of ensuring that all members of the school community have the skills to lead, advocate and make a difference both within the school and in the wider community. Student voice and opportunity, evidenced based educational leadership by all staff, strong parental involvement across many programs and valuing the legacy and future opportunities that our alumni play are all important elements of how the school works.

Penrith Selective High School's record of leadership for 2018 includes:

- Amber Vella and Benjamin Sayer (Year 11, 2018) selected to participate in *Kokoda Youth Leadership Challenge*. Both travelled during the September – October School holidays for the 10 day Trek.
- *2018 John Lincoln Youth Community Award* – This prestigious award was given to Ricky Rangra (Year 12, 2017) for his excellent record of community service. This award is limited to 20 students in NSW.
- *Premier's Anzac Memorial Scholarship 2018* : Holly Epps toured the key battlefields of World War I in 2018 and retraced the footsteps of our Anzac in France and Belgium on a 13 day tour. Holly was 1 of 20 students selected from NSW. She visited Ypres, Passchendaele, the Somme and Flanders in Belgium for centenary of the Battle of Hamel.
- Rhys O'Conner (Year 11, 2018) was selected to participate in the *NSW Schools Constitutional Convention 2018*. Places in the NSW convention are limited to 100 students selected from all 3 school sectors across NSW.
- Joel MacRae – received the Rotary Club of Lower Blue Mountains award for "Excellence in Education".
- Bertha Coope – receive the Lindsay award for:
- Fostering student development by stimulating curiosity and independent analytical skills
- Assisting students from diverse backgrounds and starting points in life; and
- Inspiring and motivates students.
- Samantha Buda (Year 9, 2019) was awarded the Harding Millar Foundation Scholarship
- Award to Penrith Selective High School Wellbeing Team – DoE Term 3 2018 Recognition Program for Significant contribution of teaching and executive staff to Public Schools reflecting the values of the NSW Department of Education's Strategic Plan 2018 –2022
- Vandan Raisinghani (Year 10 2018) and Olivia Ru (Year 11 2018) participated in 'Secretary for a Day

- Kieran Ha (Year 10 2018) received award at "Focus on Youth Dinner" held by Rotary Club of Nepean for his charitable work in the community.
- NSW Forum on youth Employment – Armish Faisal (Year 10 2018) and Sanjay Yuvaraj (Year 11 2018) were chosen to attend.
- Ricky Rangra proceeded to final round of Rostrum Public Speaking
- Several students participated in UBS Finance Academy and Young Womens Leadership Academy
- William Gao (Year 11, 2018) was awarded the *2018 Lindsay Award* for displaying outstanding resilience in the face of adversity; overcoming challenges to achieve both personal and teacher set goals; and for being an inspiring role model to other students.

This shows the depth and breadth of leadership development occurring in the school.

## Sport

2018 was another busy year for all involved in sport at PSHS. Many students were successful in gaining selection in the Nepean Zone team in a wide range of sports. Some of these sports include volleyball, basketball, cricket and soccer. Of particular note was the Nepean Zone Boys Volleyball team was made up of entirely Penrith High students. 2 outstanding achievements were in Cricket with both Dhruv Kant and Sinduja Sureshkumar being selected to represent NSW.

Teams were entered in many of the CHS state wide knockout competitions. Our school entered the following sports including basketball, bowls, cricket, football, netball, table tennis, touch, volleyball and water polo.

Swimming: The school swimming carnival was very well attended in early term one. 48 students were selected to compete at the Nepean Zone Carnival where Penrith High finished in 5th place. Five of our students went to the Sydney West Carnival, including our 17 years boys 4 x 50m relay team who then qualified for the CHS carnival for the 5th year in a row.

Cross Country: The school carnival was conducted on the last day of term 1. Some races were reduced and the program was rushed through due to unusually hot weather. 140 students were selected to compete at the Zone Carnival where our team finished 3rd.

Andrew Davey was age champion in the 17 years boys event and 19 of our students progressed to the Sydney West carnival where Andrew was once again Age Champion.

Six of our students then went on to compete at the NSW All Schools Cross Country carnival.

Athletics: The Annual Athletics Carnival was once again held at Blair Oval St Mary's. House spirit was high and all events were well contested. 155 of our students went on to represent Nepean Zone with 31 of these students successfully progressing to Sydney West.

Some impressive performances saw 5 of our students qualify for the CHS Athletics Championships.

PSHS students continue the proud history of strong sporting performances and continue to foster the importance of regular physical activity.