

Parramatta High School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Parramatta High School as an account of the school's operations and achievements throughout the year.

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

School contact details

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School background

School vision statement

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

School context

Parramatta High School, established in 1913, is a co-educational partially selective secondary school located in the city of Parramatta. The school has an enrolment of 932 students. The community is multicultural with an ethnic composition of LBOTE of 86% and 1% ATSI. The predominant languages, apart from English, are Hindi, Tamil, Mandarin and Cantonese with a high percentage supported by three ESL staff and one STLA staff. The school has approximately 65.8 teaching staff and 11.3 Support Staff including 1.0 SLSO. The school receives funding for Refugee Student Support and Integration Funding. The school funds equity programs such as Multi Lit and a Maths Homework Centre. Academic Improvement Programs which are school funded include Edrolo, Education Perfect, Elevate and Clickview. The school has a range of Quality Teaching programs that support learning in the classroom and recognise student diversity. The staff is skilled in and applies the Quality Teaching model to enhance best practice. All staff are trained in GERRIC (Gifted and Talented). Strong student welfare and learning programs are provided across all stages including PBL and Positive Education. Development of Student Leadership is essential to school ethos, with programs such as Students Representative Council, Social Justice League, Fast Forward and High Resolves leading to increased leadership capacity and civic and citizenship awareness amongst our students. The Parramatta High community strives to enhance the whole child through academic excellence, supportive welfare structures and global citizenship opportunities. Parramatta High School has a strong commitment to community partnerships and has strong relations with groups such as Rotary, Elevate, Max Potential and Western Sydney University.



Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

Strategic Direction 1

LEARNING

Purpose

To provide a strong learning culture that guides, challenges and inspires all students, enabling them to transition into productive, creative and confident individuals, empowered for the future.

Improvement Measures

Reduction of negative student incidents by 10%.

Increased student engagement.

Greater than 90% of students are able to demonstrate minimum standards in Year 10 Reading, Writing and Numeracy.

Remodelling of teaching and learning spaces to accommodate an evolving school community

Overall summary of progress

The quality of the classroom environment matters to both student wellbeing and academic learning. Teacher expectations, behaviours, and interactions in the classroom all affect how well the students learn. A strong focus on academic improvement for this year and knowledge of student learning capabilities did see strong student achievement at all stage levels. There was a decrease in negative incidences schoolwide and positive responses in external data from the CAPA evaluation suggest students are engaged in lessons and experience a positive learning climate in the classroom. A number of teaching spaces within the school were refashioned and refurbished to deliver flexible, varied and connected options.

Progress towards achieving improvement measures

Process 1: The Future Focused Team will implement and coordinate quality Project Based Learning pedagogy for students. The team will also provide professional learning for staff to implement PBL practices.

Evaluation	Funds Expended (Resources)
Library area & two computer labs were reconfigured and new furniture purchased and installed. This has: <ul style="list-style-type: none">supported opportunities for students to learn independently and in small and large groupssupported collaborative learning and teaching for students and teachers. New library area corridor available for students & staff. This has <ul style="list-style-type: none">created a much needed learning space for students and teachers The 3rd Elective expanded for 2020 to cater for increase in numbers and depth in options. This has: <ul style="list-style-type: none">accommodated the growing school numbersensured greater breadth in Project Based learning opportunities. Opportunities have been provided for staff to develop technology skills allowing a variety of platforms to be accessed to support Project Based learning activities.	Library & Computer room upgrade \$81,779.00

Process 2: The Positive Education Team will implement and embed a whole school model.

Evaluation	Funds Expended (Resources)
The Wellbeing Team have become responsible for developing Positive Education experiences for each year group. Explicit lessons reflecting the ASPIRE model have been developed and taught during a remodelled Year Group lesson approach, focusing on specific skills that assist students to strengthen their relationships, build positive emotions, enhance personal resilience, promote mindfulness and encourage a healthy lifestyle. The Wellbeing Team attended a Wellbeing Conference across 2 days addressing	Professional Learning \$2,985.00 Casual Relief \$4,120.00

Progress towards achieving improvement measures

these priority areas.

Process 3: The Targeted Literacy & Numeracy Team will develop strategies to address student numeracy and literacy needs.

Evaluation	Funds Expended (Resources)
The focus on writing ensured more teachers across the whole school became better equipped with literacy strategies. Explicit instruction in comprehension strategies around the framework of Super 6 were introduced. A team of three teachers were successful in gaining access to "Leading Secondary Writing" professional learning modules.	\$2575.00 Casual Relief \$508.00 Data Expert on Numeracy

Next Steps

As PHS continues in the final year of the School Planning cycle some adjustments have been made as school priorities have been further developed.. Current processes will be modified which include the development of new leadership teams addressing literacy, numeracy and academic improvement for all students remaining a priority. Students will continue to be well supported as increasingly self-motivated learners – confident and creative individuals, with the personal resources for future success and wellbeing.

Contemporary learning will continue to prepare students across all curriculum areas and learning stages. The development of contemporary learning environments will continue to inspire students to be leaders of their own learning. Teachers will continue to address the general capabilities and draw from a range of strategies using multiple methods, particularly in flipped learning modules.

Positive Education and the ASPIRE model will be delivered by the Wellbeing Team and continue to underpin and support the school curriculum, programs and communications.

Professional learning for teachers will be structured using evidenced based principles as illustrated in the "What Works Best" CESE publication. The newly appointed Literacy Coordinator will continue to drive strong literacy practices across all KLA's using relevant data to guide areas of most need. Year 7 students are to complete Best Start to provide initial data and identifying students who may require additional support in the development of key literacy and numeracy skills.



Strategic Direction 2

TEACHING

Purpose

To provide a committed, collaborative approach to evidenced based teaching strategies, supporting the professional needs of staff in delivering a dynamic differentiated curriculum that supports a whole school approach to improving numeracy and literacy.

Improvement Measures

Increase in the Average HSC Mark attained by students across all courses as indicated by SCOUT data

Increase the percentage of all students attaining Band 6 in the HSC.

Increase in the number of students in the top 2 bands of NAPLAN bands, including ATSI students, in reading and numeracy.

Continue to excel in school value added data across Y 7–9 and Y 9–12.

Increase in number of students meeting minimum standards in numeracy

Overall summary of progress

Teachers at PHS foster student improvement and contribute to a transparent learning culture, sharing resources, expertise and professional learning taking responsibility for improving their teaching practice. Student engagement, learning growth and outcomes are a strong indication of student performance. In 2019 PHS saw more students achieving the top ATAR bands in the HSC, with most courses achieving above Statewide results. We continue to increase in the number of students in the top 2 bands in Reading and Numeracy, addressing the Premier's Priorities and demonstrating our commitment to developing stronger numeracy and literacy skills. The Head Teacher Teaching & Learning has instigated a program to work closely with students who have not met minimum standards. Exposure to testing procedures and a managed approach with these students has seen most achieve minimum standards in reading, writing and numeracy prior to commencing the HSC courses.

When we consider the learning growth of students at PHS between Years 7 and 9 we continue to excel. Differentiation of programs has been a focus at PHS and this, combined with a commitment to literacy & numeracy, continue to support the learning of all students, including those who experience difficulties. The Learning and Support team address the learning needs of students within the school. Whilst we are improving in HSC results we still need to focus on writing. The restructuring of teams and the introduction of a Literacy Coordinator should see an emphasis on literacy and improvements in academic writing resulting in stronger growth in performance from 9–12.

Progress towards achieving improvement measures

Process 1: The Targeted Numeracy & Literacy Team will research and provide PL and mentoring focusing on numeracy and literacy requirements for NAPLAN & the HSC. This will include using evidence based practice (RAP, SMART, SCOUT data) to inform T & L and drive KLA programs.

Evaluation	Funds Expended (Resources)
Staff attended professional learning sessions on "Collecting Quality Data". More teachers have the capacity to identify and support numeracy demands. Effective analysis of student data has enabled teachers to identify areas where students' learning needs may require additional attention and development.	\$560 Professional Learning Course Cost. \$2200.00 Casual Relief
Individual teachers have increased confidence and skill in teaching subject specific literacy requirements. A whole school and KLA follow up has increased the formal literacy strategies addressed by all teachers in all subjects. There has been an increase in professional learning for staff which has enhanced teachers' skills and expertise.	

Progress towards achieving improvement measures

Process 2: The Differentiated Curriculum Team will review the current GAT policy and develop appropriate cross curricular activities. All KLAs will have fully differentiated programs and tiered assessment opportunities.

Evaluation	Funds Expended (Resources)
Teachers use a range of data sources to pinpoint what students currently know, and what they are ready to learn next. Differentiated instruction occurs across the curriculum, ranging from content and learning environment to processes and products. Professional learning in low and high "prep" differentiation has ensured teachers lift the performance of all students, including those who are falling behind and those ahead of year level expectations. Head Teachers have worked on KLA courses to ensure that differentiation is embedded in programs and teaching practice.	\$3500 : Casual Relief

Process 3: The Professional Learning Team will identify and systematically promote the implementation of effective strategies for ongoing school-wide improvements.

Evaluation	Funds Expended (Resources)
Professional Learning has become more tailored to school and individual priorities. Professional learning is strategically backward mapped to the APSTs and School Excellence Framework, ensuring a clear alignment in continuously improving teacher practice. TTA introduced for online professional learning, allowing a greater number of staff to access individual online and face to face learning.	\$1490.00 Online Subscription

Next Steps

As school performance and priorities are evaluated some processes will be adjusted for the final phase of the school plan. Literacy and Numeracy will remain at the forefront with the introduction of Best Start and a structured approach to improving academic writing driven by the newly formed Literacy Team. KLA. will continue to address differentiation and share resources and observations to improve practice. Executive staff will participate in professional learning that will be delivered on the "High Potential and Gifted Education Policy" and share current research and best practice.

PHS will continue to address academic improvement for all with a commitment to a structured approach to whole school professional learning. Literacy and academic improvement will be the focus through the instruction and sharing of high impact teaching strategies as documented in the CESE : "What Works Best" Publication.



Strategic Direction 3

LEADING

Purpose

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

Improvement Measures

Professional Learning Team support professional growth and maintenance of accreditation aligned with the Australian Teaching Standards

Increase leadership density through the number and range of leadership opportunities for staff

The Community Partnership and Wellbeing Team will increase school engagement through community partnerships

Overall summary of progress

The Professional Learning Team initiates professional development which includes processes, activities and experiences that provide opportunities for teachers to extend their learning and support their accreditation. All teachers at PHS keep up-to-date with relevant content, skills and pedagogy that supports their professional growth, finding ways to enhance their practice to improve the learning outcomes of children and students.

2019 saw the introduction of a Senior Curriculum Adviser and a Literacy Coordinator and the development of a staged approach model for 2020. This has supported leadership growth and aspiring leaders as well as addressing school priorities.

The Community Partnerships Team has seen an increase in both community engagement in school based activities and social media platforms. This is encouraging as communication amongst the community improves. The team was also successful in gaining a grant to improve the playground areas, providing more seating and shade facilities for our growing population.

Progress towards achieving improvement measures

Process 1: The Positive School Links Team will : develop positive partnerships that enhance the quality of teaching and learning and reflect the Strengthening Family and Community Engagement in Student Learning resource. The new DoE School Website system will be introduced and the community forum program will be evaluated and refined.

Evaluation	Funds Expended (Resources)
There was an increase in attendance at all Parent forums and school organised activities. Social media posts have increased and there has been a significant increase with the community accessing and engaging in both the new school website and social media sites.	\$466.00 Parent Hospitality Funds

Process 2: The Professional Learning Team will: identify professional learning needs and deliver targeted learning opportunities for staff. The team will also build the capacity of staff through the implementation of leadership opportunities at executive and classroom teacher level.

Evaluation	Funds Expended (Resources)
A data base has been developed tracking professional learning of all staff. Staff are aware of the Professional Learning application process which requires them to report back and share the professional learning that has occurred.	\$5,147.00 Executive Conference \$2000.00 Leadership Seminars \$8665.00 Senior Executive Conference
Head Teachers T & L had a focus on literacy for Stage 4, revisiting and introducing elements of the Super 6 Strategies, ensuring that KLAs were implementing this in their programs.	\$400 CV Writing for Staff

Progress towards achieving improvement measures

A data base has been developed tracking professional learning of all staff. Staff are aware of the Professional Learning application process which requires them to report back and share the professional learning that has occurred.

Head Teachers T & L had a focus on literacy for Stage 4, revisiting and introducing elements of the Super 6 Strategies, ensuring that KLAs were implementing this in their programs.

\$6000.00 Working Together Expert

\$1030 Casual Relief

Next Steps

Leadership structure for 2020 will have a stage approach, with the introduction of a third Deputy Principal. Deputy Principals will be linked with a Head Teacher T & L or other curriculum areas. This will increase the leadership capacity of current staff members and have a more concentrated stage approach for student improvement and literacy and numeracy priorities. The existing staff structure will be remodelled. Teams that will continue will be the Data Analysis Numeracy, Community Partnerships and Professional Learning. Staff will have the option of joining a team. There will be an increase in professional learning opportunities during allocated meeting times.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Appointment of a coordinator, with relief time allocated to run and develop program.</p> <p>\$4764.00</p>	<p>All Aboriginal and Torres Strait Islander students have a Personalised Learning pathway (PLP) to ensure the learning needs of all Aboriginal students are catered for.</p> <p>PHS celebrated Aboriginal cultural events in partnership with the Parramatta Local area including NAIDOC week.</p>
English language proficiency	<p>The EAL/D teachers withdraw students in small groups who require additional English language support.</p> <p>Chromebooks have been purchased for literacy programs.</p> <p>\$45559.00</p>	<p>Students are supported with resources to complete set work and assignments.</p> <p>Access to computers, programs and Individualised Learning plans (ILPs) ensures students learning English as an additional language or dialect (EAL/D) fully participate in schooling and reach their full potential.</p>
Low level adjustment for disability	<p>Employment of the following staff:</p> <p>0.1 LaST</p> <p>Classroom teacher</p> <p>\$63598.00</p>	<p>LaSTs also work with classroom teachers to plan, implement, model, monitor and evaluate teaching programmes for students with additional learning and support needs. Support has been provided particularly in numeracy and literacy.</p>
Socio-economic background	<p>Purchase of equipment to upgrade computer rooms.</p> <p>Library remodelling and upgrading of facilities to develop flexible learning spaces.</p> <p>Wellbeing and Study Skills programs including High Resolves, Skoolbag, Edrolo.</p> <p>\$55964.00</p>	<p>Moblie, flexible and varied learning spaces have provided students with the choice of where and how they learn, supporting opportunity for students to learn independently and collaboratively in small and large groups.</p> <p>All students have the opportunity to participate in a range of extra curricular programs.</p>
Support for beginning teachers	<p>Beginning teachers were supported through release time, mentoring and additional access to professional learning opportunities.</p> <p>\$55197.00</p>	<p>Allocated time was used for observations, joint marking, collegial planning and discussions. Beginning teachers are provided with ongoing feedback and support that is embedded in the collaborative practices of the school</p>
Targeted student support for refugees and new arrivals	<p>A range of resources were purchased : Books, magazines for reading activities.</p> <p>Payment of fees, excursions, uniforms & extra curricular activities.</p> <p>Relief provided for coordinator to oversee program.</p>	<p>Students are supported and well integrated. They were provided with ongoing EAL/D, literacy and numeracy teaching support and a range of other programs, resources and strategies to meet their wellbeing and learning needs.</p>

Targeted student support for refugees and new arrivals	\$55197.00	Students are supported and well integrated. They were provided with ongoing EAL/D, literacy and numeracy teaching support and a range of other programs, resources and strategies to meet their wellbeing and learning needs.
Flexible funding for Wellbeing Services	<p>Funding of flexible wellbeing programs including Elevate, Peer Support and in part High Resolves.</p> <p>Purchasing of student diaries.</p> <p>Staff released for the delivery of Wellbeing programs.</p> <p>Part employment of a classroom teacher.</p> <p>\$52111.00</p>	Programs and resources have supported the capacity of classroom teachers to meet the wellbeing needs of the students as well as address student engagement, study skills and leadership. All students have the opportunity to participate in all wellbeing programs.
School Support allocation	<p>Employed 0.4 School Administration Officer.</p> <p>Overtime for School Administration Manager</p> <p>\$48550.00</p>	School Administration Manager implemented new processes, systems and routines enabling efficient management of the school financial and administration functions.
Professional Learning	<p>Professional Learning Opportunities : Course & Relief</p> <p>\$70094.00</p>	<p>Teachers are empowered to strengthen practice and improve learning outcomes of all students. Focusses for 2019 included Academic Improvement, Literacy & Numeracy strategies.</p> <p>Leadership growth is supported amongst teachers.</p>
Integration	<p>Employment of SLSO</p> <p>\$67188.00</p>	Learning support provided for targeted students addressing their learning needs.



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	545	539	569	595
Girls	319	323	342	369

Student attendance profile

School				
Year	2016	2017	2018	2019
7	96.1	95.8	95.3	96
8	94.8	94.4	93.7	94.4
9	94.9	93.9	92.3	93.3
10	92.8	93	90.3	93.4
11	91.1	90.4	90.6	92.3
12	93.4	91.3	92	92.3
All Years	93.9	93.2	92.4	93.7
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

PHS continues to have an excellent attendance record and above State DoE schools in every year group. Deputy Principals, Head Teacher Administration monitor attendance, as a result the school has established a well-embedded culture of regular attendance and punctuality. The school implements a detailed, explicit and published policy on Student Attendance which is emphasised to students, staff and parents so that it is well understood. The school maintains a close relationship with parents in regard to attendance and punctuality. Five-weekly checks are conducted on all students' attendance records and parents are informed by mail if there has been any absence, whole day or partial. The uncommon case of unsatisfactory attendance and punctuality is case managed and referred appropriately to the Home School Liaison contact.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	1	1	3
Employment	1	1	2
TAFE entry	3	3	12
University Entry	0	0	70
Other	0	0	8
Unknown	0	0	5

PHS understands and supports the importance of our students having a clear understanding of post – school destination options. It is clear that most of our students choose to continue their studies at a tertiary level with a high percentage choosing University as their preferred option. The 2019 cohort saw a slight decrease in University acceptances, with TAFE full time employment and "gap" years being taken.

Year 12 students undertaking vocational or trade training

6.43% of Year 12 students at Parramatta High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

155 students completed Year 12 in 2019 with all but one, a pathways student, receiving their HSC. Of these students 98 students were offered and accepted a place at University.

The most popular choices were UNSW, Sydney University and Macquarie. A smaller amount of students chose UTS and WSU as well as ACU and CSU Courses of choice were again widespread and varied with Business, commerce and Engineering popular. Medical Science and Allied Health were notably higher options this year. Double degree choices have also increased markedly in 2019.

We believe our students continue to choose courses based on personal choice rather than popular peer direction. Students should be making their choices of tertiary study based on interest, ability and information provided by us in their last years of schooling. The trends we are seeing are supporting that plan and that augers well for our students considering the huge array of options open to them at the completion of the HSC.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	45.9
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
Teacher ESL	3
School Counsellor	1
School Administration and Support Staff	11.37
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Effective professional development (PD) positively impacts on teacher practice and student outcomes. Teachers and leaders at PHS participate in a range of professional learning opportunities and courses. Professional learning addresses

teacher accreditation and maintenance as well as personal and school priorities.

The school spent approximately \$70094 on Teacher Professional Learning in 2019. These funds come from a government grant and are topped up from school funds. The school ran 5 School Development Days through the year covering a range of topics including: Code of Conduct, Child Protection, Technology – Educational Apps, Google classrooms Literacy progressions, Super Six Comprehension Strategies, Differentiation including High and Low Prep, Life skills, High Potential and Gifted Student Policy, Wellbeing for Students and Teachers, Academic Improvement Strategies, Explicit Teaching of Literacy and Assessment.

In addition to the School Development Days, the school also ran professional development sessions during staff meetings where the following topics were covered: Anaphylaxis and CPR training, Child Protection and Highly Accomplished and Lead Teacher Training. Over 80 teaching & Sass staff members attended over 90 different external Professional Development courses, representing all faculties. Courses covered STEAM, Teacher Accreditation, Positive Education, Curriculum Differentiation, Wellbeing and School Administration, Executive Leadership as well as faculty specific courses related to curriculum and assessment. A number of teachers also completed on-line professional learning in their own time. Funds were also used to provide Faculty Planning Time and programming and assessment time for the New Stage 6 Syllabuses and Assessment

The School Executive Team attended an Executive Conference, which focused on using data to inform teaching literacy, Positive Education as well targeting Year 12 students for support.

During 2019 we had 8 teachers gaining accreditation at proficient, as well as teachers seeking accreditation which will continue into 2020 and beyond. The majority of teachers in the school are now accredited at proficient level. New Teachers and Teachers completing accreditation at all levels, receive appropriate guidance, leadership and professional learning opportunities.



Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	1,426,562
Revenue	10,182,060
Appropriation	9,731,382
Sale of Goods and Services	32,355
Grants and contributions	400,988
Investment income	13,150
Other revenue	4,185
Expenses	-9,556,247
Employee related	-8,613,861
Operating expenses	-942,386
Surplus / deficit for the year	625,813

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.



Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	69,731
Equity Total	586,077
Equity - Aboriginal	4,764
Equity - Socio-economic	55,964
Equity - Language	365,707
Equity - Disability	159,642
Base Total	8,449,754
Base - Per Capita	213,755
Base - Location	0
Base - Other	8,235,998
Other Total	439,113
Grand Total	9,544,674

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.

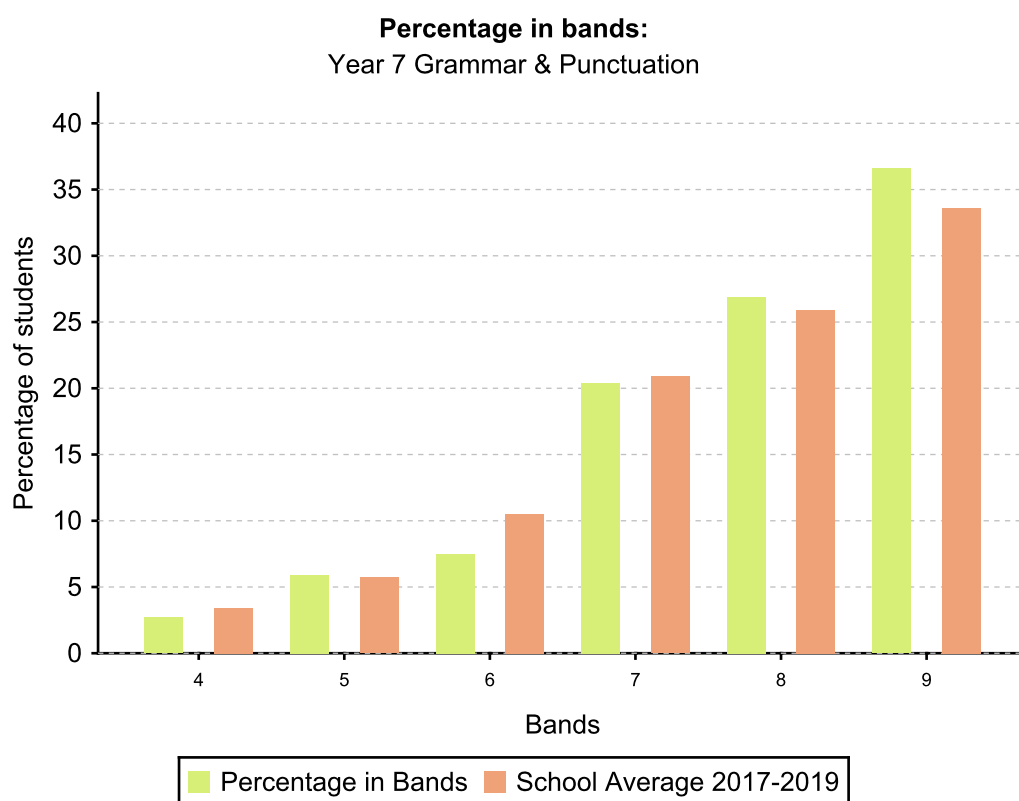


School performance - NAPLAN

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

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

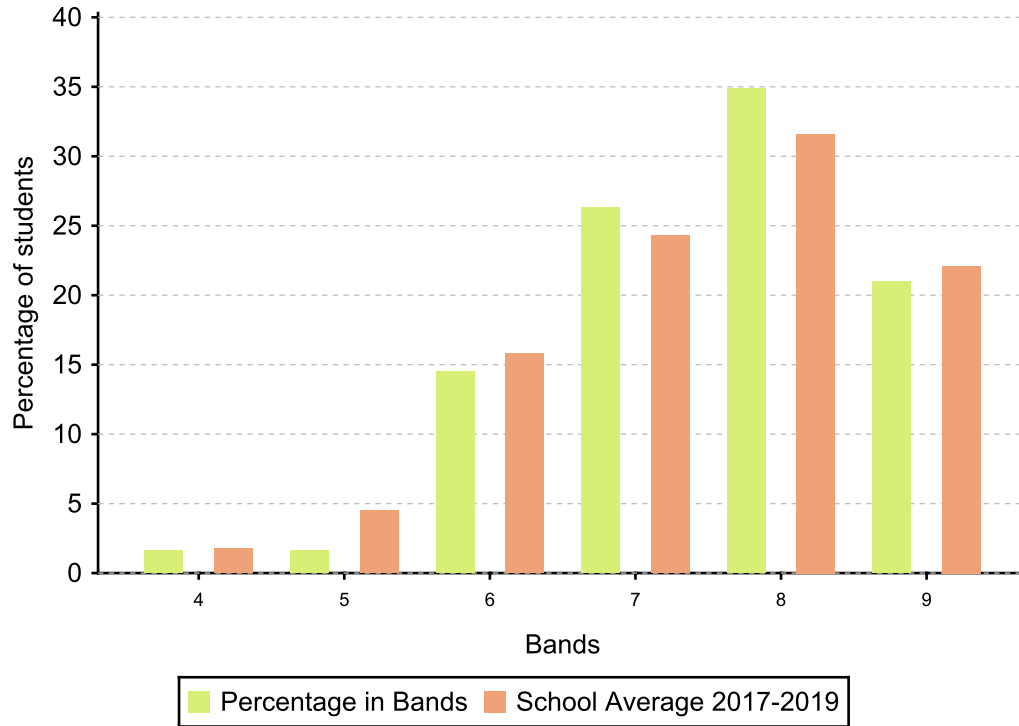
Literacy and Numeracy Graphs



Band	4	5	6	7	8	9
Percentage of students	2.7	5.9	7.5	20.4	26.9	36.6
School avg 2017-2019	3.4	5.7	10.5	20.9	25.9	33.6

Percentage in bands:

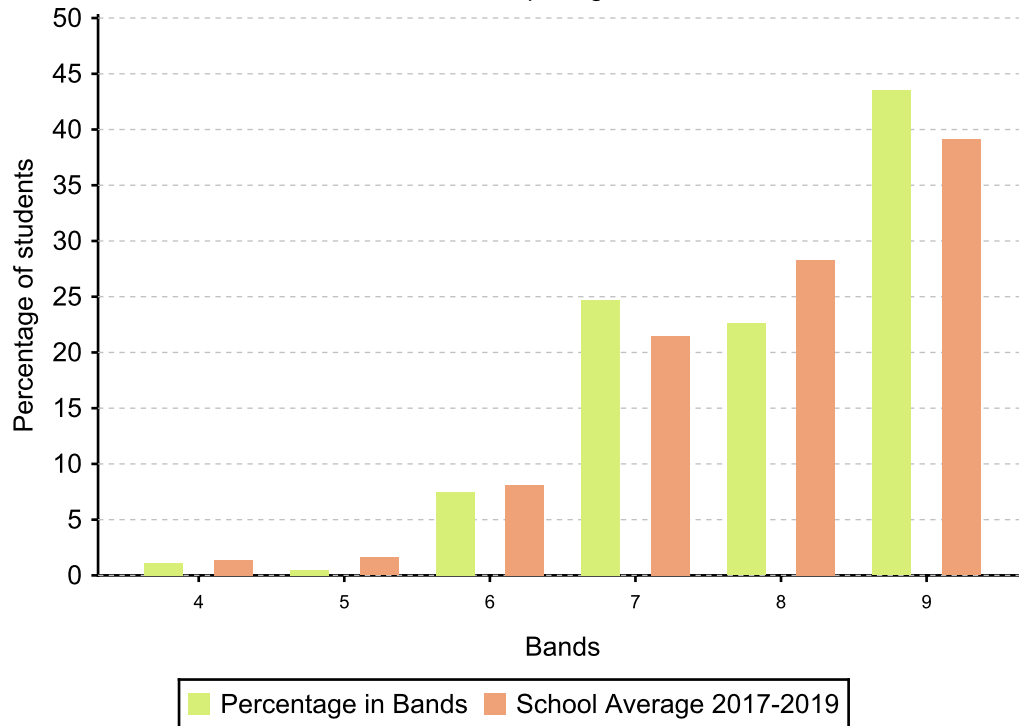
Year 7 Reading



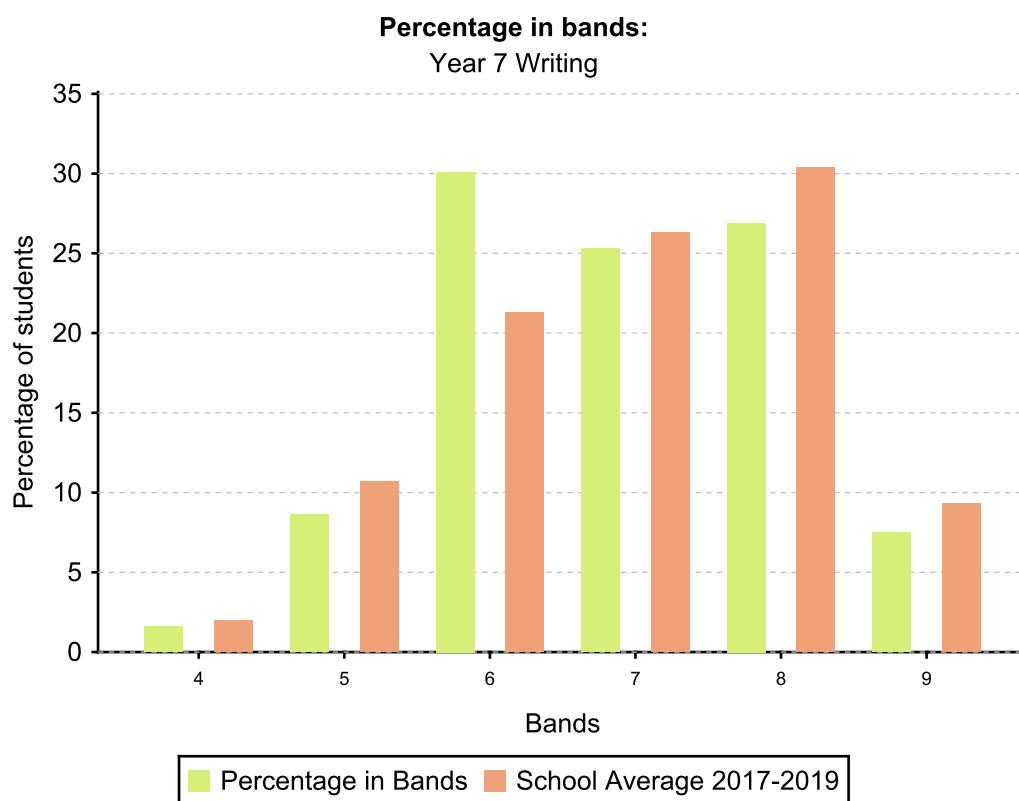
Band	4	5	6	7	8	9
Percentage of students	1.6	1.6	14.5	26.3	34.9	21.0
School avg 2017-2019	1.8	4.5	15.8	24.3	31.6	22.1

Percentage in bands:

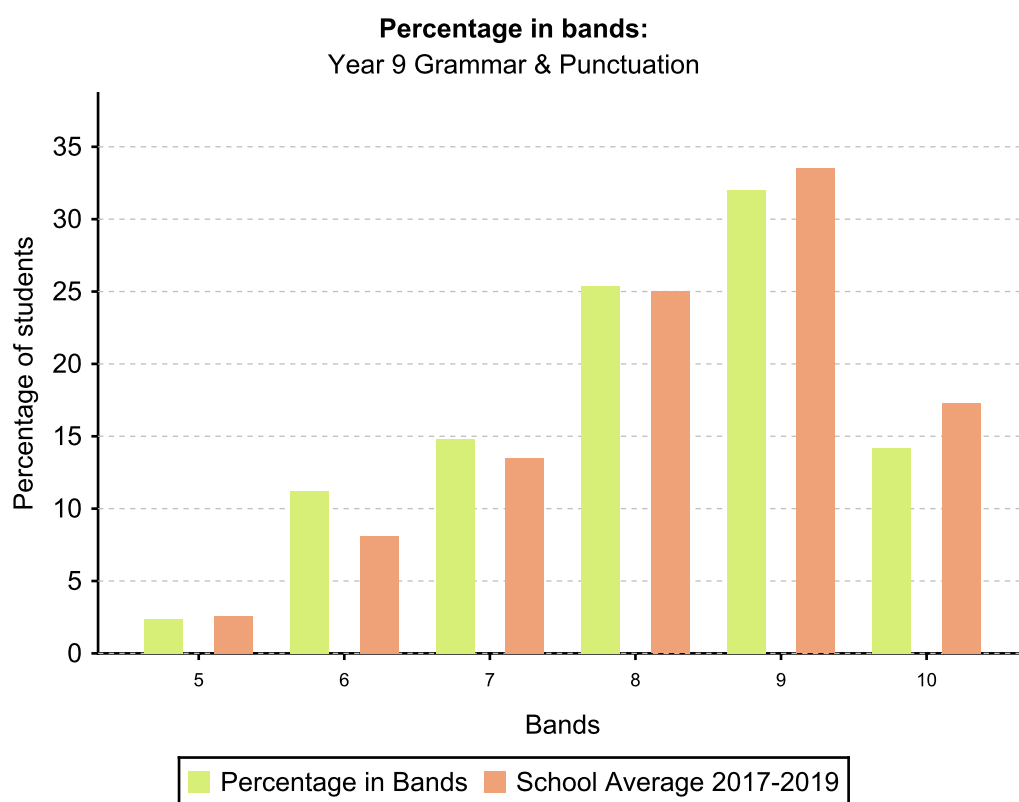
Year 7 Spelling



Band	4	5	6	7	8	9
Percentage of students	1.1	0.5	7.5	24.7	22.6	43.5
School avg 2017-2019	1.4	1.6	8.1	21.5	28.3	39.1

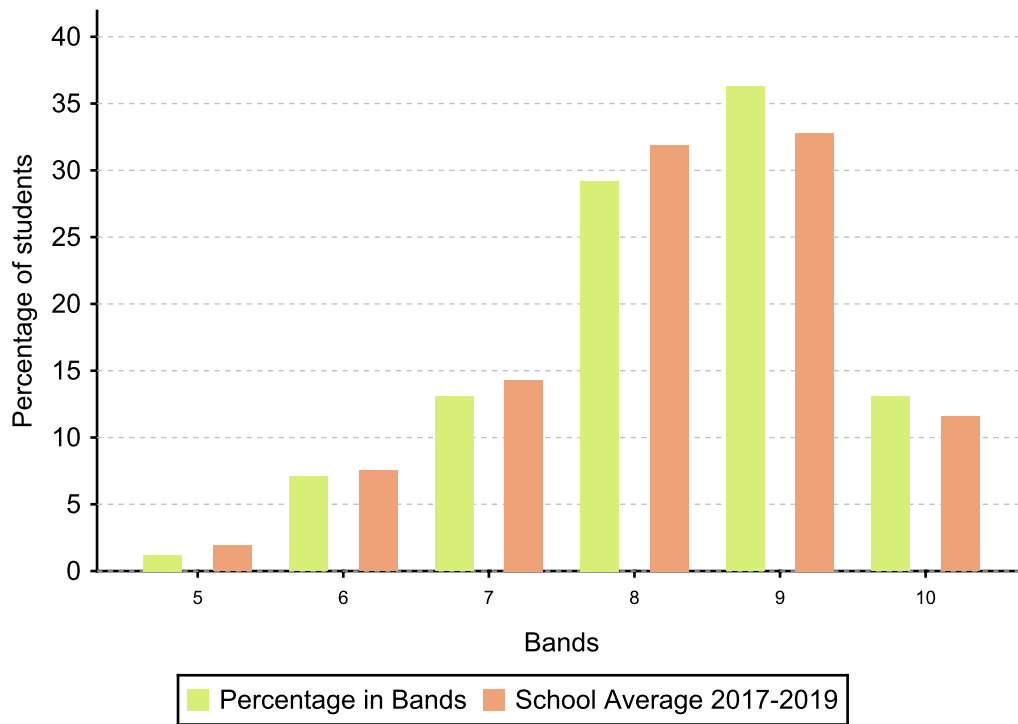


Band	4	5	6	7	8	9
Percentage of students	1.6	8.6	30.1	25.3	26.9	7.5
School avg 2017-2019	2	10.7	21.3	26.3	30.4	9.3



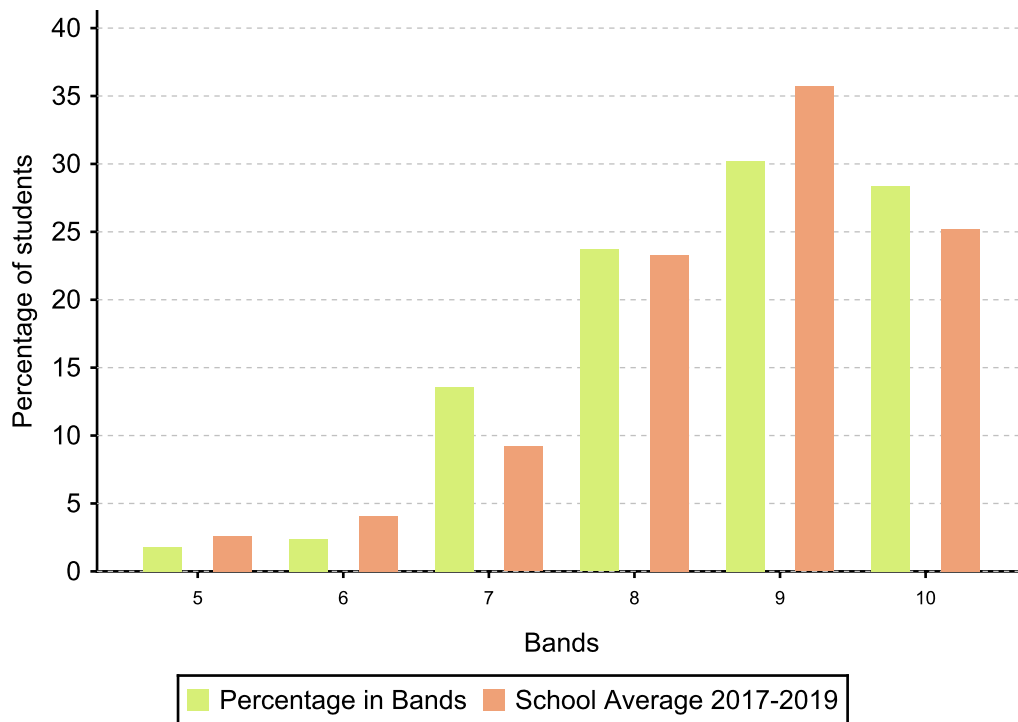
Band	5	6	7	8	9	10
Percentage of students	2.4	11.2	14.8	25.4	32.0	14.2
School avg 2017-2019	2.6	8.1	13.5	25	33.5	17.3

Percentage in bands:
Year 9 Reading



Band	5	6	7	8	9	10
Percentage of students	1.2	7.1	13.1	29.2	36.3	13.1
School avg 2017-2019	1.9	7.5	14.3	31.9	32.8	11.6

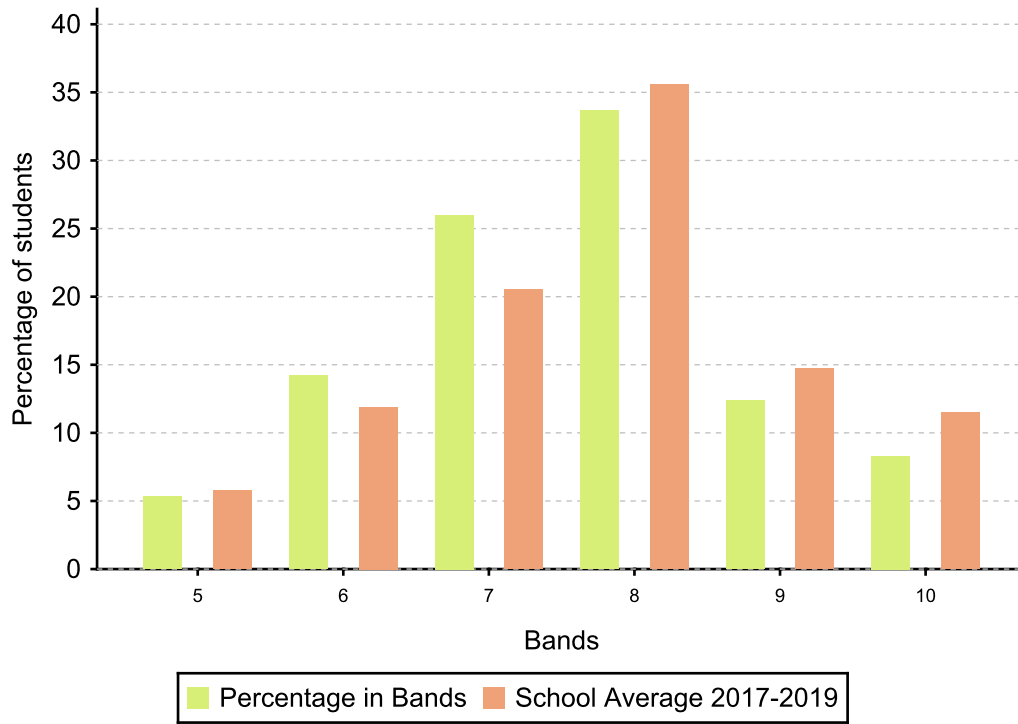
Percentage in bands:
Year 9 Spelling



Band	5	6	7	8	9	10
Percentage of students	1.8	2.4	13.6	23.7	30.2	28.4
School avg 2017-2019	2.6	4.1	9.2	23.3	35.7	25.2

Percentage in bands:

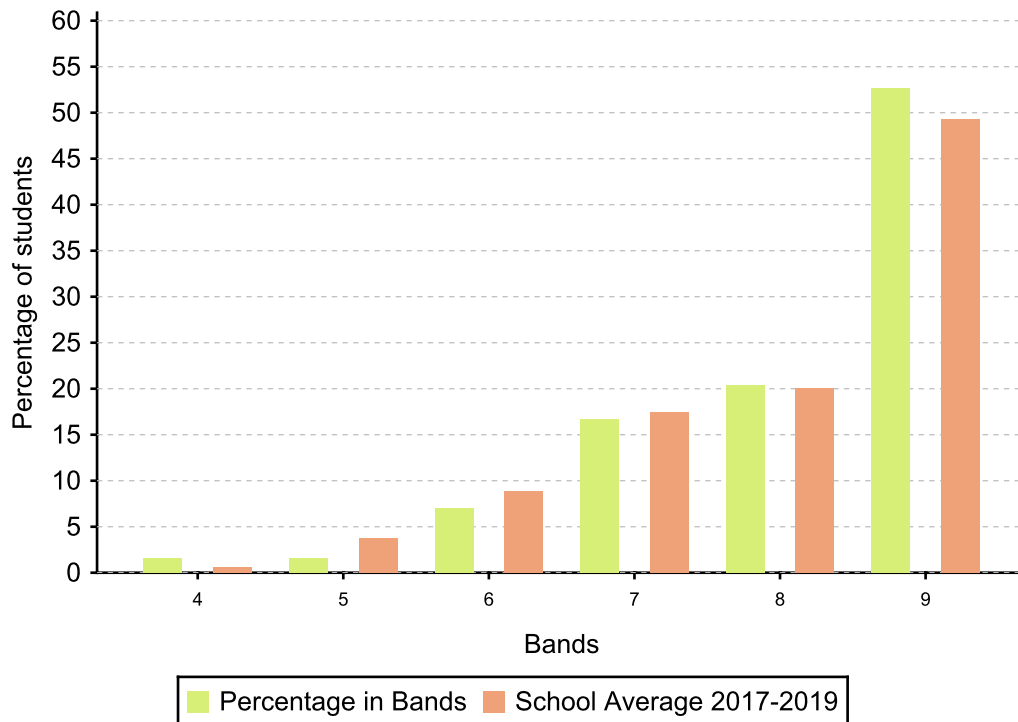
Year 9 Writing



Band	5	6	7	8	9	10
Percentage of students	5.3	14.2	26.0	33.7	12.4	8.3
School avg 2017-2019	5.8	11.9	20.5	35.6	14.7	11.5

Percentage in bands:

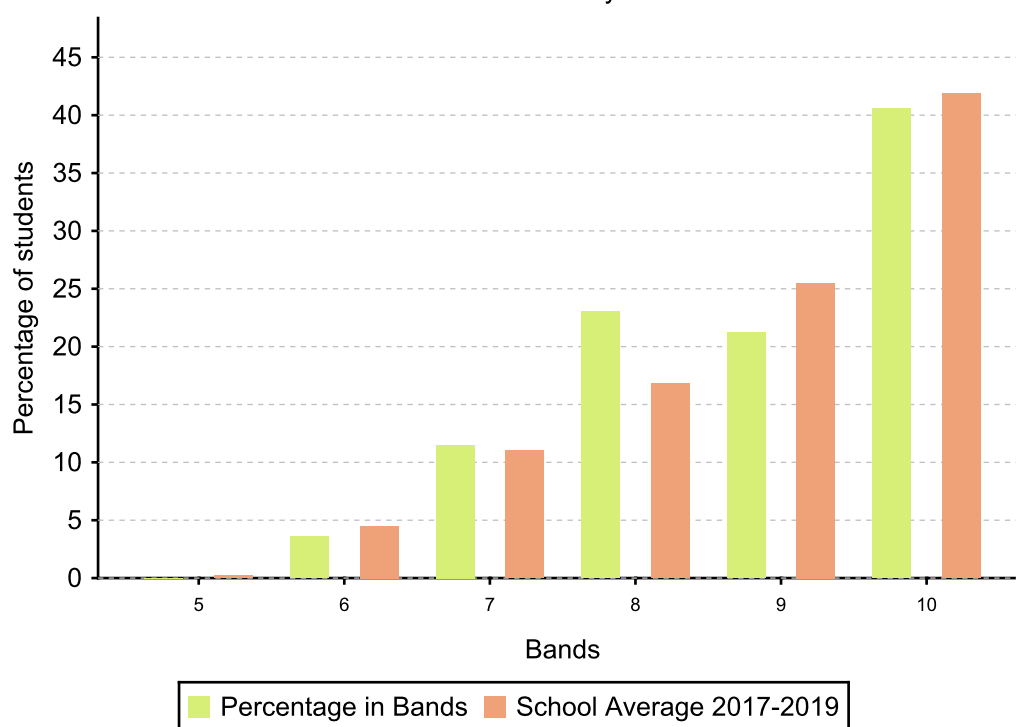
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	1.6	1.6	7.0	16.7	20.4	52.7
School avg 2017-2019	0.6	3.7	8.9	17.4	20.1	49.3

Percentage in bands:

Year 9 Numeracy



Band	5	6	7	8	9	10
Percentage of students	0.0	3.6	11.5	23.0	21.2	40.6
School avg 2017-2019	0.2	4.5	11	16.8	25.5	41.9

LITERACY

The 2019 NAPLAN results indicate that Parramatta High School has continued to achieve at high level in regard to average scores and % in the top two bands across all of the Literacy domains tested for the Year 7 and Year 9 cohorts. The Year 9 cohort also achieved positive results in terms of Average Scaled Growth as well as a high number of students achieving above Expected Growth in comparison with SSSG and State results.

Year 7

The average score for Parramatta High School Year 7 students in comparison to both SSSG and State average scores was higher across all domains. PHS was 19.7 higher than SSSG results in Reading and 16.3 higher in Writing. The comparison between the school and SSSG scores for Spelling and Grammar & Punctuation revealed a positive difference of 38.9 and 26 respectively. Compared to the State, average scores for PHS were 54.9 above in Reading, 49.6 above in Writing, 68.9 above in Spelling and 67.9 in Grammar & Punctuation.

Positive results were also achieved in regard to the percentage of Parramatta High School students achieving in the top two bands in all Domains. The % of students achieving in the top two bands for Reading, Writing, Spelling and Grammar & Punctuation was 55.9%, 34%, 66.1% and 63.4% respectively. Consequently the % of students placing in the Middle and Bottom bands was lower. However, it should be noted that the Middle Bands for Reading and Writing (44.9 and 55.4 respectively) while lower than SSSG and State comprise a significant number of students whose skills in these vital areas will be a target for School Academic Improvement strategies. Similarly, the students achieving in the lowest two bands across all domains but particularly in Reading and Writing (11.9% and 10.2% respectively) will be the subject of further school wide support.

Year 9

The Year 9 cohort also performed above both the State and SSSG in regard to the average scores achieved in all four Literacy Domains. In Reading, the school scored 56.2 above the State average, 56.0 above in Writing, 63.12 above in Spelling and 60.06 higher in Grammar and Punctuation. In comparison to SSSG means, the Parramatta High School cohort achieved 18.3, 17.4, 35.7 and 27.7 points higher in Reading, Writing, Spelling and Grammar & Punctuation respectively.

The percentages of Parramatta High School students performing in the top two bands in each of the Literacy

components also indicate a high level of achievement for our students. Compared to achievement across the state, Parramatta High School had 49.4% in the top two bands for Reading and 20.7% for Writing, compared to a state average of 27.6% and 11% respectively. In Spelling, Parramatta High School achieved a total of 58.6% in the top two bands and 46.2% in the top two bands for Grammar and Punctuation, compared to 27.7% and 19.18% for the State averages in these two domains.

This pattern is replicated in the comparison of the school's performance against SSSG for percentages of students in the top two bands. Parramatta High School attained 14.7% more students in the top two bands of Reading, 4.2% in Writing, 26% more in Spelling and 17.2% more in Grammar and Punctuation. While there was an increase in students in the Top Bands for Reading, the % in Top Bands for Writing was lower than in 2018.

While still significantly lower than for SSSG and DOE, the number of students scoring in the lowest two bands for Writing will be an area requiring extra attention.

Student Growth for Year 9 was above the State average and the SSG in all components. As an average across the four components, the Average Scaled Growth for Parramatta High School was 8.1 above the State and 6.2 above that of SSSG. Most notable is the high level of 'At or Above Expected Growth'. Reading, and Spelling in particular indicated 'At or Above Expected Growth' of 83.1 and 75.8 which was well above the (17.4% and 15.2%) SSSG results.

NUMERACY

Year 7

Numeracy results indicated an impressive 52.7% of students achieved a Band 9, compared with 13.7% for the State and 21.8% for the Similar Schools Group. Average scaled score growth in numeracy in Year 7 was 83.2, well above the State average of 57.6. A small percentage (1.6%) of the cohort achieved Band 5, with and the same number also awarded a Band 4. The combined number of students achieving Bands 4 and 5 in the State was 19.8% and Similar Schools Group was 6.6%. These students have been targeted for special programs in 2020. In 2020, all staff at Parramatta High School will use strategies that focus on improving literacy and numeracy skills across all KLAs in line with the literacy and numeracy progressions.

Year 9

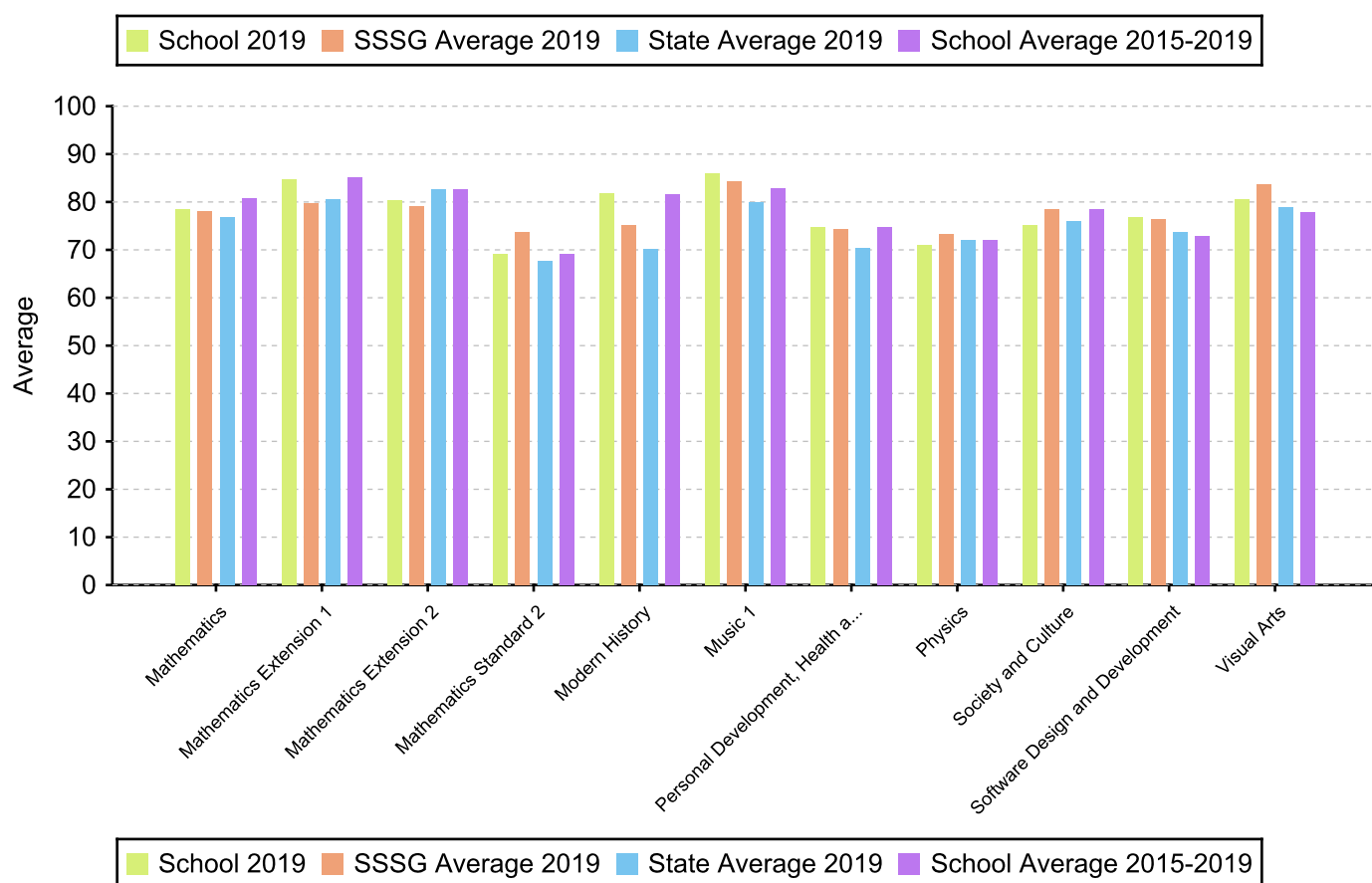
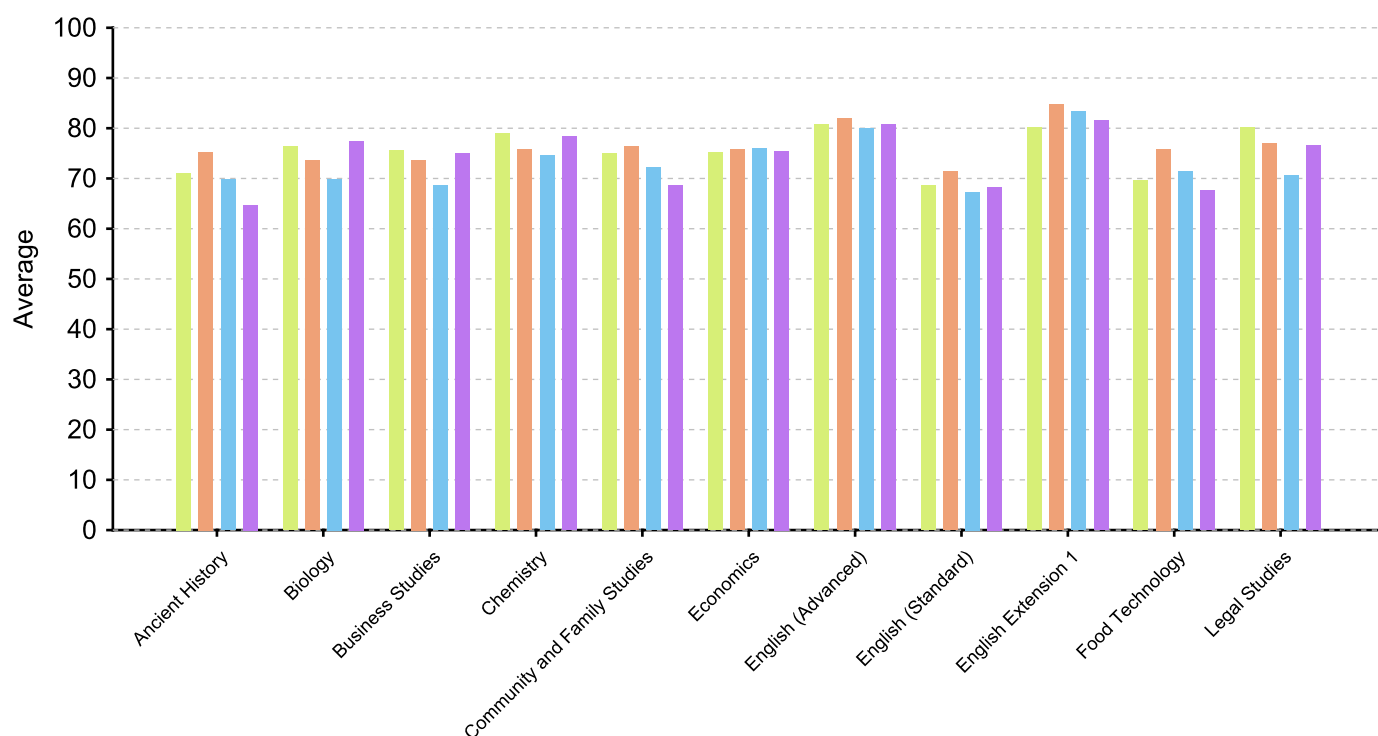
Students were given a score that fell into six Bands in Numeracy, with Band 10 being the highest and Band 5 the lowest. Forty per cent(40.6%) of Year 9 students were in the highest Band 10, compared with 11.3% for the State and 15.9% in the Similar Schools Group. The average scaled score growth was 38.6, with 59.3% of students achieving greater than or equal to the expected growth. At the bottom two bands, 3.6% of students scored a Band 6, with no students scoring a Band 5. The combined number of students awarded Band 5 or 6 in the State was 21.1%, while the Similar School Group was 7.5%. Programming principles with the New Australian Curriculum will be maintained and fine-tuned to ensure further success and growth at Parramatta High School.



School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Ancient History	71.1	75.3	69.9	64.7
Biology	76.4	73.6	69.9	77.5
Business Studies	75.5	73.7	68.6	75.0
Chemistry	78.9	75.8	74.7	78.3
Community and Family Studies	74.9	76.4	72.2	68.7
Economics	75.1	75.8	75.9	75.5
English (Advanced)	80.8	81.9	80.0	80.8
English (Standard)	68.6	71.4	67.3	68.3
English Extension 1	80.1	84.7	83.4	81.5
Food Technology	69.6	75.9	71.4	67.7
Legal Studies	80.1	77.0	70.6	76.6
Mathematics	78.5	78.0	76.9	80.7
Mathematics Extension 1	84.8	79.8	80.6	85.1
Mathematics Extension 2	80.4	79.1	82.7	82.6
Mathematics Standard 2	69.1	73.7	67.7	69.1
Modern History	81.9	75.1	70.2	81.7
Music 1	86.0	84.3	79.9	82.9
Personal Development, Health and Physical Education	74.7	74.4	70.5	74.7
Physics	71.0	73.3	72.1	72.1
Society and Culture	75.1	78.6	75.9	78.4
Software Design and Development	76.9	76.3	73.8	72.9
Visual Arts	80.6	83.6	78.8	78.0

English

In 2019, Parramatta High School offered English Extension 1 and 2, Advanced, EALD and Standard English to HSC students. The 2019 cohort has shown a positive improvement across most courses compared with the previous year. This movement of students into the top two bands was most evident in Advanced English where 63.8% students achieved in the top two bands. While EALD did not score in the top band, 33% achieved at Band 5 level. Results in both Extension 1 and 2 indicated a pleasing increase in students gaining a top band. In Extension 1 English 93.3% of students achieved in the top two bands of the course and 87.5% of the Extension 2 cohort achieved in the top two bands. While the Standard cohort did not achieve at the level of the previous year, in regard to accessing the top two bands, the result for this course was positive in regard to the School verses State Comparison.

The development of the Literacy levels of students across all courses will remain a focus for English teachers and will be supported by the increased use of ALARM scaffolds for learning and revision as well as essay writing. This focus will be supplemented by the school wide focus on Writing in Stage 6, planned for 2020 which will provide teachers with the opportunity to further refine their skills in the teaching of Writing.

Creative and Performing Arts

2019 was another successful year for CAPA students. Over 85% of HSC Drama students achieved a Band 4 or higher. In addition to the compulsory group performance, students submitted individual projects including scriptwriting, design and performance. 92% of HSC Visual Arts students achieved a Band 4 or higher with major works in a variety of forms such as painting, digital painting, drawing and sculpture. HSC Music 1 students were very successful in 2019, with six students, receiving a Band 6 and the other 50% of Music 1 students receiving a Band 4 or 5. All these students majored

in performance. The CAPA faculty are determined to develop teaching programs and assessment strategies that are engaging and ensure students can reach their maximum potential. Content is taught explicitly with a strong focus on exam preparation as well as the development of skills necessary for tertiary studies.

Human Society and its Environment

In the 2019 HSC, 155 Parramatta High School students sat for a wide range of HSIE HSC examinations that included Ancient History, Business Studies, Economics, Legal Studies, Modern History, Society and Culture and History Extension. HSIE results in 2019 were strong, with 17 Band 6 results achieved by students: 5 in Legal Studies, 3 in Business Studies, 3 in Economics, 3 in Society and Culture, 2 in Modern History and 1 in History Extension. These results represent a considerable increase in the number of Band 6s achieved compared to 6 in 2018. HSIE subjects continued to see a high level of Band 5s achieved by students with 51 band 5s overall, with increased with high Band 5 achievements in courses such as Legal Studies, Society and Culture, Modern History, History Extension, and Ancient History. A renewed effort to build students' capacity to achieve higher bands is the focus of the HSIE Faculty for 2020.

Both the History Extension and Society and Culture courses required students to complete and submit a major research project conducted by students over a period of 3 and 3 and a half terms, respectively. The History Extension *Research Project* comprised of a 3,400 word original area of major historical research and the Society and Culture *Personal Interest Project (PIP)* comprised of 7,000–7,500 words of extensive and complex primary and secondary research. Students completed strong research projects in both courses, demonstrating their high-level research and the benefits gained from significant teacher support and guidance throughout their research and writing process.

The HSIE Faculty continues to be a strongly performing key learning area in HSC performance, demonstrating value added growth, and performance achievements well above both the NSW State mean and like-schools, particularly in Legal Studies, Modern History, Society and Culture and Business Studies. The HSIE Faculty continues to extend and refine its teaching, learning and assessment practices. Assessments aim to develop students' understanding of syllabus content, knowledge and skills, including highly valued leadership skills, teamwork, communication skills, problem solving skills, a strong work ethic, flexibility and adaptability and interpersonal skills. Moreover, HSIE staff utilise intensive examination preparation strategies, explicit literacy teaching, exemplar model responses, higher order critical thinking skills to prepare students for both their HSC examinations, tertiary education and real-world applications.

Languages other than English

In the 2019 HSC Parramatta High School students completed LOTE examinations in the French Beginners and French Continuers courses.

Band 6 results were attained in French Beginners, showing strong growth in this course. Continued student interest in studying Background Languages through community schools saw 2019 HSC students achieve outstanding results. Two students studying the Hindi Continuers course through Saturday School received a Band 6 and the others Band 5 results. In addition, students achieved a Band 6 in the Russian Continuers and Korean Beginners courses studied through the NSW School of Languages. The LOTE faculty continues to encourage students to pursue the study of foreign languages and to develop programs, resources, teaching and learning and assessment strategies to enhance and maximise student learning and achievement.

Mathematics

In total, 13 Band 6's plus an extra 30 notional Band 6's were achieved in 2019. This total of 43 Band 6's and E4's were achieved in the following courses: Thirteen Band 6's in Mathematics, sixteen E4's in Mathematics Extension 1 and fourteen band E4 & E3 in Extension 2. In Mathematics Extension 1 and 2, 92.1% and 73.68% of candidates respectively achieved Bands E4 & E3 (State 80.25% and 85.91% respectively). These results indicate that continued emphasis on appropriate student course selection is essential. In Mathematics, 54.23% of students achieved Bands 5 or 6 compared to 49.29% of the State. Also, only 6.76% of the school was awarded the lower two bands in Mathematics compared to 7.58% for the State. In Mathematics Standard, a new HSC course for 2019, the school achieved 6 Bands 5's, that is 21.42% compared to State 19.04%. In 2019, the uptake of the SmarterMaths program, targeting past HSC questions linked in with school data, continued to enhance and assist in lifting the performance of all Mathematics students.

Personal Development, Health & Physical Education

Numbers in the PDHPE Courses have continually increased over the past few years with two classes completing the HSC in PDHPE in 2019. Students have performed exceptionally well in the top 2 Bands. Students achieving a Band 5 and Band 6 totalled 41.67% compared to 31.51% State. 5 Band 6 results in comparison to zero in 2018 and 3 in 2017. The PDHPE HSC results have continually increased every year overtaking state and regional averages. The average mark in PDHPE continues to be well above the state average.

Community and Family Studies continues to show positive trends in the value added over the past 5 years. Most impressively, a Band 6 was achieved for the first time since 2013. Band 5 results are at 42.85% compared to 32.09% in state. CAFS has seen an exceptional upward trend in achieving positive results in the HSC.

Science

In the 2019, Biology, Chemistry and Physics courses were offered at Parramatta High with a total of 137 students sitting for the HSC in these courses. The performance in the HSC continues to be of a high standard, particularly in Chemistry where average mark was 85 and over 61% of the cohort achieved a Band 5 or 6 in the course.

When compared to the average performance of schools across the state, both Chemistry and Biology demonstrated positive achievements. Over 81% of Biology, 78% of Chemistry and 68% of Physics students achieved a minimum of a Band 4 with an average mark of 77 across the courses. Generally, the students who studied science subjects performed strongly relative to their other subjects within the school.

The interest in the science disciplines has been consistent and students have sustained positive academic performance across all science courses.

Technological and Applied Studies (TAS)

Five HSC subjects were studied in the TAS KLA this year and they continue to serve their client base well. The size of the candidature for the 2019 HSC in TAS was a noticeable decrease in percentage from the previous two years. Small candidature at HSC level in some classes makes data analysis a more challenging task, however, more individualised attention can be afforded students. There was a marked positive shift in band performance percentages overall compared to the previous year, increasing higher band performance, with some Band 6 results and more than a third of TAS students achieving in the top 2 Bands. A trend which does continue is, the strong percentage of candidates who achieve their best or better band performances in their TAS subjects. This indicates that the TAS KLA is meeting the needs of the students in their classes. Information Processes and Technology and our second candidature in Software Design & Development since 2002 both achieved above state average results. Food Technology and Engineering Studies results, whilst below State Average along with Hospitality, both achieved a Band 6 result.

The TAS faculty continues to organise and be involved in many extra-curricular opportunities for students, including coding, robotics, design thinking and entrepreneurial activities. The TAS faculty successfully introduced the new Year 7 Technology syllabus with a range of authentic teaching & learning and assessment strategies, to maximise and individualise student learning and achievement and promote design thinking and problem solving skills applicable to any post-school education and training. In a STEM/STEAM driven current climate, where TAS subjects contribute to more than fifty percent of this mix, our TAS faculty remains future focused and relevant.



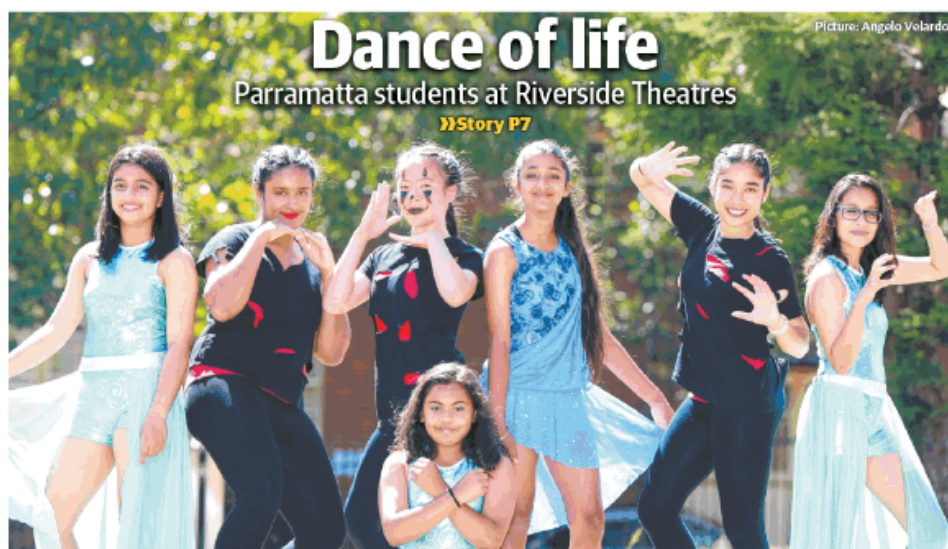
Parent/caregiver, student, teacher satisfaction

Parent surveys completed during parent teacher interviews indicated that the school community were well supported by the school. Communication through social media platforms has increased and parent feedback on the new school website has been positive. Participation at parent forums increased in 2019.

Staff at PHS have the opportunity and are encouraged to complete the People Matter Employees Survey produced by the NSW Public Sector. Results from this survey indicate the following: The majority of staff reported –

- people in their work place treat each other with respect.
- they receive useful feedback on my work to enable me to deliver required results.
- the management communicates effectively with them
- their job gives them a feeling of personal accomplishment.

Students were surveyed during the CAPA faculty evaluations in 2019. Information was gathered on all subject areas and year groups, both online and in focus groups. Students were questioned on teacher practice, feedback, approachability, learning styles as well as knowledge of course components. Students responded positively in most areas and where necessary action plans have been instigated for areas of improvement.



Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Parramatta High School's Aboriginal and Torres Strait Islander (ATSI) Education Team has had a big year with Mataika Gibuma transitioning out of the school in pursuit of further study and employment. Parramatta High School wishes him the best of luck in his future endeavours.

At the end of 2019, Parramatta High School students attended the Parramatta Aboriginal and Indigenous Food and Art festival where they were able to sample some traditional food and experience some traditional music. Afterwards they were lucky enough to do a tour of the new Parramatta Stadium and meet the Indigenous NRL All Star Sam Thaiday.

We continued to operate a mentor program for our Aboriginal and Torres Strait Islander students that included goal setting, developing organisational skill and general support where required for students. The goals identified formed the basis for the partnerships created with TAFE NSW for students to transition into the workforce.

Attendance goals are included for all students and in 2019 these were not met by all students with attendance totals for the year below the target goal of 85% and should be a target area for 2020.

Teaching staff undertook a range of professional learning through DOE and independent external providers, to promote quality teaching in the classroom, and to ensure the inclusion of Aboriginal perspectives and content across their subjects. Teaching and Learning Programs were strengthened and improved in a range of subject areas, with units taught in Human Society and Its Environment (HSIE) including History and Geography, Visual Arts and Music, Food Technology, the new PDHPE syllabus and English. All students are informed about Australian and Aboriginal perspectives, Aboriginal histories, cultures and foods and current Aboriginal Australia.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

The main cultural backgrounds represented at Parramatta High School in 2019 included Indian, Sri Lankan, Chinese, Korean, Turkish and Arabic with enrolments from students of Non-English speaking backgrounds (NESB) more than 94%. The recognition of cultural diversity underpins many programs and initiatives at Parramatta High School. Multicultural perspectives are firmly embedded in faculty teaching and learning programs, enabling all students to increase their intercultural awareness and understanding. This, combined with students' daily interactions with others from diverse backgrounds, equips our students with the skills needed to take their place in the multicultural international workforce. The school's EAL/D team of 3.4 teachers provided ongoing support to targeted students. Those students who have been in Australia for less than three years are targeted as a priority across a number of KLA subjects. Team teaching with various KLA mainstream teachers and intensive teaching of withdrawal groups are the two main

approaches utilised to further develop the literacy and numeracy of NESB students. Interpreters were again available at parent– teacher evenings and for individual parent –teacher interviews as required. Student interpreters were utilised on Orientation Day to assist parents acquire information and clarify processes for their children enrolling into year 7 in 2019. NESB students were able to access support through a number of well–established programs. The before–school reading and literacy program continued to provide daily individualised assistance for students, particularly new arrivals to Parramatta High School. The EALD Peer Reading program also continued operating during DEAR and Roll Call each day, involving 15 trained year 10 students giving one–on–one tuition to targeted new arrival students.

Other School Programs (optional)

High Resolves

In 2019, students in Years 7–10 participated in the High Resolves program. All students completed one session of High Resolves to develop their understanding of social and cultural issues facing people around the world. Students were empowered to become aware of their place in the world and their capacity to make changes to improve their lives and the lives of others.

Prefects

The Prefect body reflect, promote and uphold the core values of Parramatta High School; respect, responsibility and honesty. The 2018 – 2019 Prefects have taken part in a variety of activities as leaders of the school. The Prefects engagement in school spirit and their coordination of key activities across the year deepened their understanding of leadership. These events have included the Year 6 Orientation Day, the Annual Presentation evening, meeting and greeting parents at the school Open Night and weekly responsibilities such as hosting assemblies. The group worked as a team to give generous charity to the World's Greatest Shave organisation and were able to donate funds to the local Westmead Children's Hospital through their in–school Valentine's Day event. Throughout the year, the Prefects were part of a close network of community leaders and students, and hosted their own afternoon tea at the DOE offices in Parramatta, with a focus on 'Creative Minds'. They also attended several local and regional network meetings and afternoon teas hosted by other school leaders in the region. As a way of showcasing their civics and citizenship, the Prefects attended Remembrance Day and ANZAC Day commemorative events with the local RSL to pay respect to those who served in overseas conflict, and were given opportunity to visit the offices in Parliament with local Parramatta MP, Dr Geoff Lee. Overall the achievements and efforts of the Prefect body have been crucial in maintaining a culture of value and acceptance, and a strong sense of school spirit.

Social Justice League

The Social Justice League (SJL) has continued to highlight and advocate on issues which impact on the wider community throughout 2019. Breakfast Club, instigated in 2018 to address the impact that going without breakfast has on student learning capacity continued as a weekly event throughout the year.

Harmony Day– a day which celebrates the rich cultural diversity of the school and aims to create a harmonious school community was celebrated in March with our annual cultural dress mufti day and sausage sizzle.

In Term 2, the SJL hosted a return visit by 20 students from Gilgandra High School on their visit to 'the big smoke.' The highlight of this was a day in the city using a scavenger hunt format to visit a number of major attractions in both the city and at Manly. The SJL and our country visitors enjoyed a visit to Sydney Tower Eye, a trip on the Manly ferry and the opportunity to walk across the Harbour Bridge before dinner and an evening of games and activities which offered the PHS students an opportunity to meet with and enjoy the company of students from Gilgandra High School.

Phoenix Week was moved to Term 3 and the SJL organised the Diversity Day concert to highlight to musical and artistic talents of students from many different countries. In Term 4, students highlighted the Environment and Climate Change, holding a mufti day and sausage sizzle.

The SJL's fundraising efforts in Semester Two continued to be focussed on drought relief and they were proud to be able to donate \$2000 to the Doing it for our Farmers Pantry to support rural families in the Tamworth region of NSW.

SPORT

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

Our annual swimming carnival was unfortunately cancelled due to the weather conditions in February but our athletics carnival saw excellent participation from students across all year levels. It was great to see that both participant and spectators are continuing to represent their houses with enthusiasm and passion.

Congratulations to Batman house finishing 1st overall at the Athletics Carnival winning the Adrian Button Memorial Athletics Carnival Shield.

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

Students at Parramatta High School have had the opportunity to enter a number of Knockout teams for various sports, this year the Open and Under 15's Boys Basketball team making into the third round of their competitions. The Open Boys Cricket team participated in the Alan Davidson Shield Knockout competition improving on their second round exit from last year making it into the fourth round of the competition.

Students have also had the opportunity to try out for Prospect Zone teams, in variety of sports, to compete in the Sydney West School Sport Association Championships. Some of the students selected for representative teams include; Rahul Mudaliar for Futsal, Ian Zheng, Adem Onus and Samay Bekal for Softball, Sophia Nott for Football and Thomas Dizon for Basketball.

Prospect Zone Age Champions:

Swimming– Vivien Zeng: 16 Years Girls Joshua Toisuta: 17 Years Boys

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

Our Junior Sports Star is awarded to a young woman who has participated in a variety of sporting events and achieved outstanding results across numerous sports and activities. This students sporting achievements include: Sports star of the week on multiple occasions for her performance in the weekly grade sport competition, School Athletics 15 Years Age Champion, Prospect zone representative at the Athletics and Cross Country carnivals. Congratulations to **Shivangi Agnihotri**.

Our Senior Female Sports Star is awarded to a young woman who regularly competes with integrity, honour and enthusiasm and displays a high level of skill across a variety of sports. This students sporting achievements include: 3rd Place for the Prospect Zone 15 Years Swimming Carnival, Sydney West Representative for swimming, Prospect Zone Representative at the Athletics Carnival for 100m, 200m and High Jump and Represented the School at the Prospect Zone Cross Country Carnival. Congratulations to **Ellen Li**

Our Senior Male Sports Star goes to a young man who has always been an active participant, displaying great sportsmanship and leadership in all activities and events in which he takes part. His sporting achievements include: Grade Sport Cricket champions, 2nd Place in the 17+ Years age group for the School Athletics Carnival, Sydney West Representative for Athletics, Prospect Zone Representative for Cross Country and voted Best and Fairest in the Alan Davidson Shield Knockout Cricket Competition. Congratulations to **Milan Arora**.

SRC

The Student Representative Council (SRC) is a democratically elected student body which seeks to represent all students at Parramatta High School. The SRC contains representatives from all grades of the student body to effectively address their needs and interests. Members of the SRC are provided with opportunities to develop their own leadership capabilities through the creation and implementation of school wide programs addressing specific issues. In 2019, the Student Representative Council at Parramatta High School worked on a range of initiatives aimed at fostering student wellbeing and belonging within the school environment. The SRC organised special events within the school including the "compliment service" at the end of the year, and R U OK? Day to promote positive mental wellbeing. Additionally, in conjunction with the SJL, the SRC organised a week long of events under the banner of 'Phoenix Week' to promote inclusion and school spirit. The SRC also represented Parramatta High School at the RSL ANZAC ceremony at Hyde Park, to show our school's support for this important date in our national calendar.