

# Penrith High School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 is provided to the community of Penrith 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.

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### Message from the principal

It is with great pleasure we present the 2019 Annual Report. It has been another fantastic year for the school.

The start of the school year started with the entire school community reflecting on and celebrating the HSC success of the class of 2018. The group equalled our best ever state ranking of 27th (an improvement from 32nd in 2016). The 27th ranking equalled the success of the classes of 2010 and 2017. Of course, the HSC class of 2018 like others who have come before them are much more than a 4 digit number and they contributed in so many ways both within and beyond the school.

Across the school, I am in continual amazement of 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 and our model where they are led by students or alumni with sponsorship of teaching staff who provide expert advice has allowed many students to find their passions while often working with students from other year groups. The appointment of a Head Teacher Co-curricular programs (Ms Antoinette Pipio) has added to the sustainability of so many programs and we continue to see this aspect of the school go from strength to strength. Many of the components of this report will highlight some of this rich, complex and collaborative work and also highlight the achievements of so many students in various competitions and award programs.

In November, we welcomed back two of the world's preeminent experts in Gifted Education, Susan Baum and Robin Schader. It was incredibly insightful to reflect upon 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 of students and staff as well the incredible support offered by families. 2019 has seen an impressive number of students achieve at the highest level. Year 12 students Kesnha Jeyadrabalan and William Gao were both awarded Minster's Awards for Excellence at the Sydney Town Hall.

Our grounds have continued to undergo significant upgrades thanks to the generosity of families who contribute both time and money. The upgrade to the school gym, construction of the cafeteria area and the construction of the Alumni garden with an initial order of over 300 personalised pavers have added to the environment that we all enjoy each day. The students have enjoyed the new areas and have played a key part in the decision making process.

We look forward to celebrating our 70th Anniversary in 2020. We continue to welcome back a large number of former students for a range of events and our quarterly alumni publication Towers– Alumni continues to grow its reach.

Well done to the entire school community for another successful year.

Mark Long

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



## Message from the students

The past year has seen a major increase in the variety of opportunities available to students for the enhancement of school culture. As the 2019/2020 school captains, we are pleased to have been a part of this, working closely with our peers and teachers to help make our school a place where all students can pursue their unique interests and goals.

Having the opportunity to collaborate with students from across the school to pursue common goals has been a rewarding experience. The first major event where we were able to do this was Graduation Night, when the prefect body and SRC worked together to assist with setting up and serving food for the evening. We shared in the bittersweet atmosphere of this formal farewell to our Class of 2019, and gained a greater sense of how quickly our time at high school has seemed to pass.

The next major event we celebrated as a school was World Teacher's Day. Continuing the school tradition, the prefect body organised a morning tea to celebrate the influential roles of the teachers here at Penrith. Students from all years wrote messages for their teachers to be delivered during the morning tea, thanking them for the hard work they put into providing us with so many opportunities for learning and growth. The prefects prepared the food and decorations, while our peers joined us in providing musical accompaniment for the event. We felt extremely fortunate to be part of a school community full of enthusiasm, with peers who are more than happy to contribute their unique interests and talents to the enhancement of school culture.

Following this, the Bridges Conference, hosted by our school, brought the knowledge and expertise of leaders in twice exceptional education. It was an opportunity for us to see the enormous amount of work that goes on to ensure that the needs of all students are catered to. In delivering the captains' address at the beginning of each day of the conference, we had the pleasure of meeting Dr Robin Schader and Dr Susan Baum, our special guests from the Bridges Academy in Los Angeles. This was our first opportunity, as school captains, to engage with leaders in education from beyond our school community. We were offered the opportunity to participate in a group discussion and appreciated that our input was valued by the presenters and by our teachers attending the conference. This highlighted to us the value placed on student voice within our school, and encouraged our prefect body to develop more opportunities allowing for student expression.

One such event was the Retrospect Art Exhibition. Here, students from all grades took the opportunity to showcase their talents in visual arts. An in-school gallery was established in the school's then-new cafeteria and for a small entry fee, students were admitted to the gallery where they could appreciate the artistic capabilities of their peers. The attention this initiative received was immense and stood as a reminder of the importance of creativity within our schools' context specifically, helping the prefect body to better tailor future occasions.

Proceeding the Retrospect Art Exhibit, helping with the organisation and running of Presentation Evening was prioritised. Understanding the gravitas of such an evening, the prefect body worked cooperatively to ensure everyone was where they needed to be, when they needed to be there. Through this ceremony, which celebrated the vast scope of achievement at Penrith Selective High School, we further developed our team management and formal engagement skills, the likes of which we would be crucial for the prefects next major organised event.

The 2020 Prefect Afternoon Tea – arguably the longest running project of the prefect body – was the quintessential platform to exercise these and other networking skills the prefect body had developed throughout our term. Months of organisation, led by our PAT Prefects, led to the execution of a fantastic evening attended by more than 80 guests. The most notable of such guests was our Penrith Alumnus from the graduating class of 1994, Maria Calibo-Sales, who gave an inspirational speech on gender equity in STEM fields speaking from her personal experience as the founder of a business focusing on the empowerment of its female employees. Our own peers, and members from other schools across the Sydney region, were able to witness a presentation by an incredibly successful woman whose business partners with the United Nations, and through this, understood the integral nature of youth leadership.

It is opportunities like these, and our peers and teachers who make them possible, that make us proud to be a part of the Penrith High School community. We hope that in the years to come, our younger peers will continue to make the most out of their school experience, both by maintaining school traditions and by introducing their own new initiatives with the collaboration of other students and teachers.

Sophia Hadjimichael and Ethan Shackley

School Captains 2019/2020

## 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

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

## 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.

#### Improvement Measures

*Tell Them From Me Data* (TTFM) shows annual growth in the areas of Belonging, Advocacy at School and Engagement.

All students achieve in the 2 top bands of NAPLAN and VALID and by 2020, 90% of students will achieve in the top band.

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.

Attendance at school is >97% for all year groups.

#### Overall summary of progress

Significant progress continues to be made in ensuring all faculty programs contain a conceptual framework and focus on significant learning experiences, including formative assessment, that develops higher order thinking skills for gifted and talented students. Teaching and learning programs across all 7–12 courses continue to be reviewed to identify further improvements as well as opportunities for differentiation.

Our work in developing whole school professional learning and insights into the world of twice exceptionality (2e) has continued with a return visit from leading experts at the Bridges Academy in the USA. Staff from our school, and schools all over NSW again participated in training that enables us to gain deeper insights into this area of gifted and talented education.

All teaching staff continued their professional learning with an external consultant from ACCANTO, which focused on strengthening faculty approaches to pedagogy.

2019 saw the first cohort of accelerated Business Studies students successfully complete their HSC examination for the course. Selected students with a particular gift for Business Studies will continue to access 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.

Our 2019 NAPLAN results saw 100% of Year 7 and 98.7% of Year 9 students in the top 2 bands for Numeracy with strong results in Spelling, Grammar and Punctuation across both cohorts.

Talent development opportunities abound at PSHS. The portfolio of Head Teacher Co-curricular Programs has expanded in 2019 with structured curricular and extra-curricular programs being made available during, before and after school through whole school enrichment programs, student social clubs and student leadership groups. These programs include:

\* School programs – High Resolves, State Music Ensemble, Max Potential, National Young Leaders Day, Debating and Public Speaking. Additionally, Penrith High School won the national Model United Nations Assembly (MUNA) competition in Canberra in August;

\* Student social clubs – Politics Club, Social Justice Club, Chess Club, Coding Club, Photography Club, Philosophy Club; and

\* Student leadership groups: the PSHS Prefect body, the electoral process for student leadership positions and the Student Representative Council (SRC) continue to provide an active forum for student voice and the opportunity to build leadership capacity throughout their schooling. In addition, the Junior Representative Council (JRC) was established to lead a student-designed project in Semester 2.

PSHS fosters student self-direction and determining systems to show measurable improvement. Students in Years 10 to

12 develop and refine their post-school destination plan in consultation with key stakeholders, ensuring that students have a clear direction and an understanding of what is needed to achieve their goals. In addition, the Academic Advisory Team (AAT) continues to provide active monitoring and support that all students can achieve their goals at PSHS.

### Progress towards achieving improvement measures

**Process 1:** The ongoing development of a learning culture that values high expectations for academic performance balanced with a strong commitment to student wellbeing and support.

Evaluation	Funds Expended (Resources)
<p>The comprehensive monitoring of student wellbeing and achievement through the 5 – 13 Wellbeing Strategy has been further refined. Teachers were given opportunity each term to alert the wellbeing team to students of concern, and through comprehensive tracking of student academic results the wellbeing team were able to make informed decisions in forming strategies to support students learning and wellbeing.</p> <p>In addition support has been provided to students and staff to ensure that student achievement is supported. Academic reviews were held for the senior year groups, with parents, school and students working together to form clear goals for student success.</p> <p>The TTFM data shows that Belonging, Advocacy at School and Engagement remain consistent with the 2018 data with little variation. However, are well above her state average in all three areas.</p>	Nil

**Process 2:** Formative and summative assessment and reporting processes reflect best practice so that every student is engaged and challenged to continue to learn.

Evaluation	Funds Expended (Resources)
<p>Students and staff used feedback processes to continually strengthen and reflect on teaching and learning. Through continued work on programs, staff critically analysed and refined the evidence of learning expected in each lesson and explicitly defined the formative assessment practices. Our staff worked collegially in the marking processes and gave structured feedback to senior students individually and collectively.</p> <p>Business Studies and Drama reached the goal of a Z – Score greater than 1. Eight other courses showed significant progress towards this goal.</p> <p>Numeracy in year 9 showed significant strength with 99% of students achieving in the top 2 bands. Literacy results indicated a need for further work to achieve the result of 100% in the top two bands.</p>	Nil

**Process 3:** A strategically planned Curriculum that reflects classroom learning, a broad co-curricular program and differentiated wellbeing strategy to ensure all students are prepared with skills relevant for higher education and future careers.

Evaluation	Funds Expended (Resources)
<p>Students have set individualised goals in their post-school destination plans. These plans have been the basis of discussion when students are discussing future directions and careers or making decisions about changes in courses.</p> <p>The introduction of the Head Teacher Co curricular has resulted in the student participation of enrichment programs increase significantly ensuring students are engaged with the school in a meaningful way.</p> <p>The attendance rate for 2019 was 95.25% which was slightly higher than the previous year</p>	Nil

## Next Steps

Teaching and Learning that meets the needs of every student at PSHS is essential. In 2020, as PSHS moves into the new School Plan cycle, student learning will continue to be a central strategic direction. PSHS will continue to focus on the continued development of differentiated programs underpinned by conceptual frameworks to drive learning in every classroom. Faculties will work closely with Gateways Education to enhance the quality of teaching and learning in the gifted and talented context through action research projects in order to deliver highly engaging teaching and learning programs that are differentiated for our students.

In 2020 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 an extensive Co curricular and enrichment program to enable greater participation of students.. 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.

In 2020 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.

### Improvement Measures

Curriculum is planned and delivered so that differentiation is evident in curriculum folders and in classrooms.

100% of staff are working within, across and beyond their faculties to share their practices.

100% of staff engage with Professional Learning that is aligned with APST at Proficient, Highly Accomplished and Lead.

### Overall summary of progress

In 2019, there continued to be a whole school focus on teaching excellence in every classroom using qualitative and quantitative data to inform decision making at the whole school, faculty and classroom levels.

Professional learning opportunities continued to build a shared vision and collective responsibility to enhance the instructional leadership and expertise of staff. Continued engagement in program and assessment design as well as marking, feedback and judging processes allowed staff to share and refine curriculum knowledge at all levels.

100% of executive staff worked throughout 2019 to ensure system wide strategies around curriculum delivery and monitoring support the deliver of quality education. External DoE experts were engaged to co-deliver training around NESA audits and compliance training which allowed for deep reflection on curriculum design and monitoring to meet individual student achievement goals.

Teachers continued to actively engage in accreditation processes, with 100% of teachers participating in professional development aligned to the Australian Professional Standards for Teachers (APST). 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 continues to be at an outstanding level. Many of these sessions fulfilling the approval requirements through the Department as NESA Registered Professional Development including those focus on gifted education, critical and creative thinking and Quality Teaching Rounds.

There continued to be strong representation from all stakeholders in the Curriculum and Technology Committees. In 2019, these committees consulted on key decisions including:

- Enrichment, Extra Curricular and Co Curricular opportunities
- The introduction of the Stage 5 Young Experts Program
- The introduction of a BYOD policy in Year 7 for 2020

### Progress towards achieving improvement measures

**Process 1:** Monitoring progress of teaching excellence through the ongoing development and implementation of Curriculum Folders that incorporate differentiated and conceptually-based programs, which demonstrate strong alignment between programs and assessment.

Evaluation	Funds Expended (Resources)
There was an extensive focus on ongoing data analysis (RAP) and pattern of student performance at a whole school, faculty level and individual class level. Head teachers and classroom teachers met regularly with senior executive to unpack data at a granular level to refine programs, scope and sequences and assessment practices, identifying gaps and building capacity in learning and teaching areas.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Casual relief (\$5000.00)</li><li>• Twilight PL (\$3000.00)</li></ul>

## Progress towards achieving improvement measures

To support this work, teachers were engaged Professional Learning Communities using the Quality Teaching Model. 100% of staff engaged in professional learning on the Quality Teaching Model, using it as a framework for deep conversation about classroom practice to code demonstration lessons. In 2019, 61% of staff committed to sharing best practice through creating Professional Learning Communities resulting in increased teacher confidence and collaborative practice through teams. 100% of staff engaged in twilight professional learning to further develop this work.

**Process 2:** Engagement with gifted and talented education experts to provide evidence-based and tailored professional learning on differentiated classroom practice and the conceptual approach to teaching and learning.

Evaluation	Funds Expended (Resources)
<p>2019 saw great success in differentiating instruction and targeting learning gaps through the employment of academic partners to develop adaptive expertise. Through seeking external expertise, working with a academic partners, international experts and focused expertise all staff were adequately supported to implement a range of differentiation strategies due to improved awareness of current education research.</p> <p>Through continued consultation with an academic partner, every faculty continued to track student progress through formative assessment practices. Informed by Guy Claxton, Bill Lucas, Joyce Van Tassel Baska and Karen Rogers, this supported and targeted, Key Learning Area (KLA) specific professional learning ensured teacher clarity around programming for differentiated teaching and learning, the design and use of differentiated assessment and an emphasis on individual student potential and growth. As a result 100% of teaching staff have developed, evaluated and reviews individualized teaching and learning programs. There is a whole school focus on the delivery of teaching programs which monitor, track and develop all students within a conceptual and differentiated framework.</p> <p>The school continued a strategic partnerships with Bridges Academy including Dr Susan Baum and Dr Robin Schader to build teacher capacity and understanding of gifted education including those with learning difficulties. We continued to lead this work across the school and networks in teaching highly gifted students, committing to longitudinal, evidenced based work to ensure informed decision making to meet student needs.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$99782.00)</li> <li>• Academic Partners (\$42000.00)</li> <li>• Gifted Ed PL (\$15000.00)</li> <li>• Casual relief (\$62400.00)</li> </ul>

**Process 3:** Development of regular structured opportunities for teachers to collaborate within and across faculties in addition to engaging with experts (teachers and consultants) from the wider community.

Evaluation	Funds Expended (Resources)
<p>In 2019, the executive teams engaged in professional learning around departmental compliance requirements. Sourcing external DoE experts to facilitate and co-deliver training around NESA audits ensured consistent, streamlined systems and processes across the school which enabled teaching and learning.</p> <p>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.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Casual relief (\$7280.00)</li> <li>• Exam invigilators (\$24000.00)</li> </ul>

## Next Steps



In 2020 there will continue to be a collaborative and instructional approach to pedagogy to ensure students become independent, strategic learners. This will include a whole school strategy to respond to the Literacy needs of our gifted students as well as planned curriculum monitoring which enables teaching and learning.

As early adopters of the High Potential and Gifted Education Policy due for implementation in 2021, we will continue to implement research and evidence based initiatives to drive improvement in teaching practice and student learning. With strong success in ensuring teaching excellence that supports student learning, there will be a strong focus on extending and challenging students beyond stage level throughout 2020.

In 2020 all teaching staff will undertake school-based action research projects focused on deliberate practice, academic writing, formative assessment, feedback practices and critical/divergent thinking. There will be a continued focus on development of the teacher and leadership capacity of staff at all stages of their career.



### 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.

#### Improvement Measures

100% of staff have a whole school leadership role or membership of a team

100% of students can identify leadership opportunities that they can access.

Parent engagement with the school continues to increase through P&C, Parent Resource Meetings and School Committees (Eg: Curriculum, Technology, Building and Finance)

Engagement with our Alumni continues to increase through Towers Alumni newsletter, P&C Forums and Alumni events including the 70th Anniversary.

#### 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 regularly published and continues to ensure a consistent flow of information. The school website and Facebook site continue to have increase traffic this year, and providing important updates for upcoming activities as well as enabling parents to make payments online.

2019 saw 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 specific pathways at university, with former PSHS students who are current medical and allied health 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 100 prefects across several public and independent schools in Sydney.

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 providing peer tutoring students in maths enrichment. Out partnership with Penrith Primary School was recognised by Australian Maths Trust as an outstanding initiative in 2019. 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 met the needs of our gifted students.

#### Progress towards achieving improvement measures

**Process 1:** Leadership pathways are available and supported so that staff are able to achieve their professional goals and consequently our workforce will be of the highest calibre.

## Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Staff are highly engaged across the school. All staff have at least one whole school role as either team member of a committee or leader of a group. Many staff across the school have been awarded a range of outstanding Education Awards:</p> <ul style="list-style-type: none"> <li>• Australian Education Awards – Finalist: Principal of the Year – Mark Long</li> <li>• NSW Department of Education, The Secretary's Award for Excellent Service – Mark Long</li> <li>• Australian Education Awards – Finalist: Best School Strategic Plan – Penrith High School</li> <li>• Australian Education Awards – Finalist: Rising Star – Gary McGovern</li> <li>• Term 2 2019 Recognition Program Executive Directors school performance for non-teaching – Maria Ryan</li> <li>• Public Education Foundation: PSHS Co-curricular and Wellbeing Programs "Secretaries Commendation" Award. Maria Ryan received a "Recognition of Nomination" Award.</li> </ul> <p>Over the last 3 years, 6 executives members were successful in their application for the Leadership Development Initiative. These successful applicants are working towards Higher Accreditation levels.</p>	\$nil

**Process 2:** Students are valued as important stakeholders that shape the direction of the school. Student voice and leadership opportunities both in and outside of school add to the rich culture and capacity of our future community and industry leaders.

Evaluation	Funds Expended (Resources)
<p>There is strong representation of students in the Curriculum and Technology Committee.</p> <p>In 2019, the Technology Committee began consultation around BYOD implementation which will be rolled out in Term 1 2020 for Year 7.</p> <p>Our Student's voices were highly valued with representatives from each cohort forming a panel to interview and vote on Year 12 school leaders, captains and vice-captains as well as senior prefects.</p>	\$nil

**Process 3:** Our geographically diverse community contributes to our culture, history and future opportunities. Our alumni and parent communities both possess skills that enhance possibilities for our current and future students. These can include mentoring, advocacy and personalised advice.

Evaluation	Funds Expended (Resources)
<p>Our school continues to develop a strong alumni network and harness their experience and wisdom to provide valuable information to parents and students. The school has hosted Alumni night, Towers Alumni magazine (Quarterly) and Afternoon teas/ school tours for reunion groups. This network will continue to develop as we work towards the School's 70th Anniversary.</p> <p>In 2019, we recognised the important history and culture of the school and its community by building an Alumni Garden. Pavers were purchased by current and past stakeholders including students, staff and community members forming an Alumni pathway.</p> <p>Parent engagement in the school is increasing. More parents are involved in the P&amp;C and committees in the school. Their contribution is valuable and is an essential part of the progress the school is making.</p>	\$500

## Next Steps

In 2020 Penrith Selective High School will continue to have an ongoing focus on developing the leadership capacity of

staff and students. 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 2020.

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 through involving staff, students and parents to engage and be part of the decision making at key committees meetings.

In 2020 Penrith Selective High School will implement BYOD (Bring Your Own Device), the Technology Committee will analyse staff capacity and lead professional learning workshops to ensure every student and staff are well equipped and supported for BYOD implementation.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$2,678	In 2019, the school celebrated NAIDOC day with a special celebration on the school assembly. The Aboriginal flag is 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 2019, we continued to use the Academic Advisory Team and engage 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>	\$85,248	In 2019 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>	\$12,230	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>	\$99 738	In 2019, 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			
	2016	2017	2018	2019
Boys	532	530	533	525
Girls	418	394	386	391

### Student attendance profile

School				
Year	2016	2017	2018	2019
7	96.8	96.4	97.2	96.3
8	95.8	96.4	96	94.6
9	95.2	94.6	95.7	94.7
10	95.5	94.7	94.6	95.6
11	95.2	95.7	96.5	94.7
12	95.9	94.7	95	95.4
All Years	95.7	95.4	95.8	95.2
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

### 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	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 2019 Year 12 cohort achieved great success, which in turn, has led to excellent post destination options for our students. All 157 students received an offer for a university placement in 2020. Students were offered courses through UAC by faculty in the following areas:

### UNIVERSITY OFFERS BY FACULTY

Arts: 10

Aviation: 1

Business: 82

Education: 4

Engineering /Architecture / Design: 61

Health Sciences: 24

Law: 14

Maths: 5

Media / Communications: 4

Medicine: 5

Information Technology: 19

Psychology: 13

Science: 43

Vet Science: 1

Optometry: 1

*Offers were made by the following Universities:*

UNSW: 70

University of Sydney: 61

University of Technology Sydney: 30

Macquarie University: 83

Australian Catholic Sydney: 2

Charles Sturt University: 2

University of Wollongong: 2



Western Sydney University:19

University of Newcastle: 1

Flinders University: 1

Curtin University: 1

In summary:

- 157 students graduated in 2019, and 100% of these students have received an offer to an Australian University.
- There were as a total of 278 University offers made through UAC.
- 44 of these offers were early entry offers through either: The Macquarie University Leaders and Achievers program, UAC Schools Recommendation Scheme or University of Sydney E12 scheme.
- 153 students received an offer, in the main round of offers. The remaining 4 students had already consolidated their early offer.
- 5 students accepted medical placements. UNSW –2, WSU – 1, Curtin University –1, Flinders University –1.
- 1 Student accepted a position in the very prestigious UTS Bachelor of Accounting Cooperative scholarship
- 1 student received the Inspired by Business scholarship at University of Sydney
- 2 students were awarded the Sydney Scholars Scholarships from the University of Sydney for Academic Excellence
- 1 student received the Macquarie University Leaders and Achievers full scholarship
- 1 student received the UTS Bachelor of Information and Technology Co-operative scholarship

### **Year 12 students undertaking vocational or trade training**

0% of Year 12 students at Penrith High School undertook vocational education and training in 2019.

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

100% of all Year 12 students at Penrith High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.





## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	46.2
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

### 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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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.

PSHS actively encourages the professional development of all staff in order to support our differentiated and engaging curriculum for gifted learners. We ensure that staff are supported in achieving their personal goals, subject 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 evidence based, effective practices.

Some of the professional learning conducted in 2019 included:

\* Staff choice of differentiated workshops: a variety of topics delivered using the expertise of our school staff in which teachers register into their preferred area of interest. These workshops were aligned to the *Australian Professional Standards for Teachers*:

- Analysis of student data
- Assessment and feedback
- Differentiated assessment in Stage 4
- Making adjustments to assessment tasks for students with learning support needs
- Collaborative grouping
- Understanding intellectually gifted and talented students with discussion of the '2e' documentary;

\* Ongoing faculty based professional learning with external consultancy ACCANTO, focusing on conceptual programming, formative assessment and differentiated teaching practices in all faculties;

\* the *2019 Gifted Education Conference*: a three day conference hosted by PSHS featuring Dr Susan Baum and Dr Robin Schader from Bridges Academy;

\* Collaborative marking: all faculties;

\* HSC marking stimulation: each faculty reached out to experienced HSC Markers/Judge to build networks within their subject areas and support collegial marking practices;

\* Certificate of Gifted Education – a two day short course lead by external consultancy ACCANTO;

\* Unpacking the new *High Potential and Gifted Education Policy* (2019);

\* Quality Teaching Rounds;

\* the National Literacy and Numeracy Progressions.

Our School Executive have engaged in meaningful professional learning as instructional leaders to lead staff in ensuring teaching excellence across the school.

Head Teachers from across schools in the Penrith Educational Alliance (PEA) met to better understand the requirements of NESA school registration and approaches to leading quality curriculum practice in faculties.

Two of our Head Teachers were successful applicants of the NSW Department of Education's Leadership Development Initiative program for Current Executive in 2019, enabling mentors and mentees to work together to develop a whole school project around effective feedback practices.

In 2019 our casual, temporary and permanent staff members were supported throughout their accreditation journey. Early career teachers eligible for Beginning Teacher Support Funding used this additional support to work with their mentors towards gaining accreditation at Proficient Teacher.

## 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	2,415,229
<b>Revenue</b>	10,073,097
Appropriation	9,084,457
Sale of Goods and Services	199,840
Grants and contributions	761,200
Investment income	27,601
<b>Expenses</b>	-9,690,574
Employee related	-8,084,714
Operating expenses	-1,605,860
<b>Surplus / deficit for the year</b>	382,523

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.

The school finance team meets regularly. There was significant expenditure in the area of professional learning to support staff redesign curriculum for our students and for major capital and expenditure work. The majority of this money came from school and community resources.

## Financial summary - Equity loadings

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

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	103,835
Equity - Aboriginal	2,678
Equity - Socio-economic	12,230
Equity - Language	0
Equity - Disability	88,926
<b>Base Total</b>	8,539,959
Base - Per Capita	215,515
Base - Location	0
Base - Other	8,324,444
<b>Other Total</b>	375,864
<b>Grand Total</b>	9,019,658

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.

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

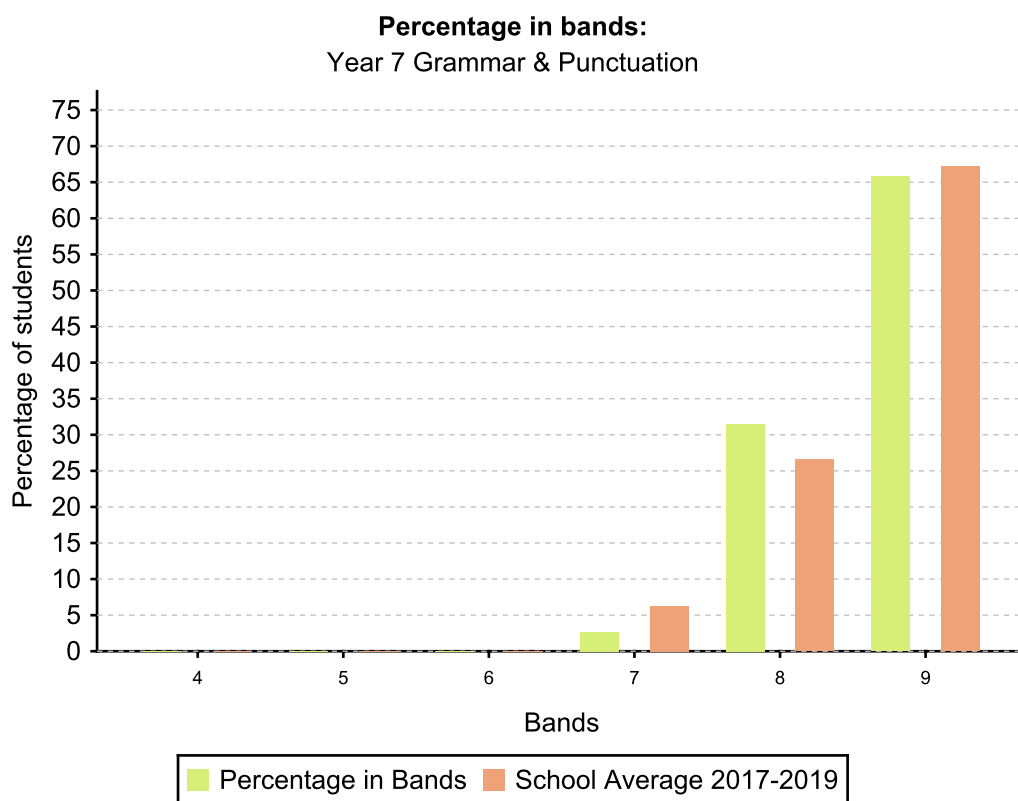
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding. A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance - NAPLAN

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

From 2018 to 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.

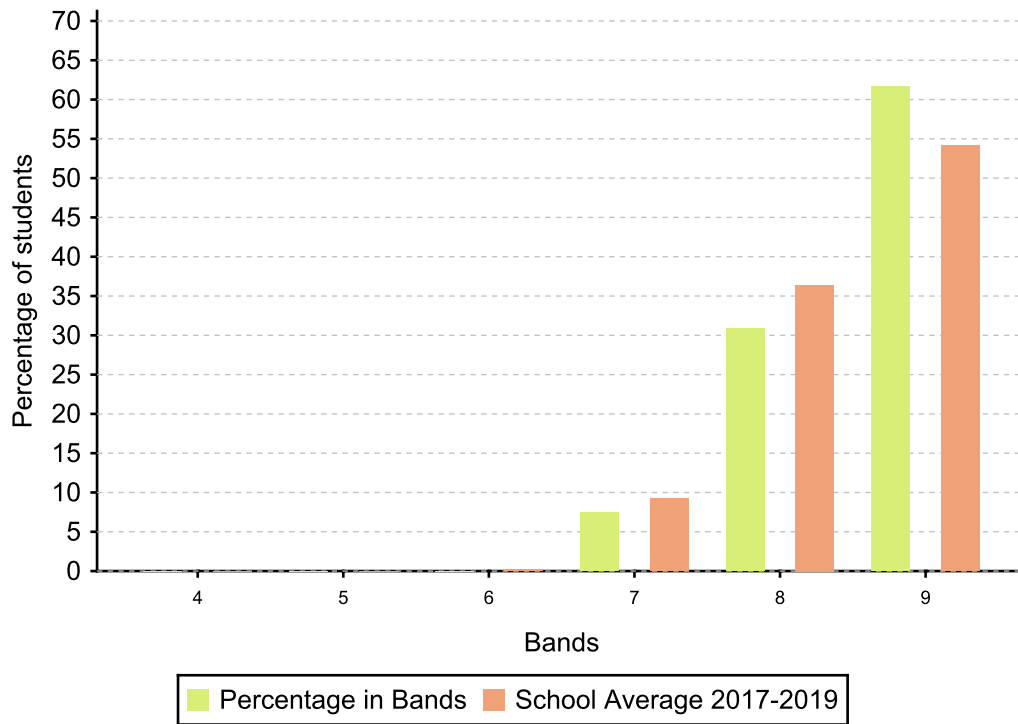
### Literacy and Numeracy Graphs



Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	0.0	2.7	31.5	65.8
School avg 2017-2019	0	0	0	6.3	26.6	67.2

### Percentage in bands:

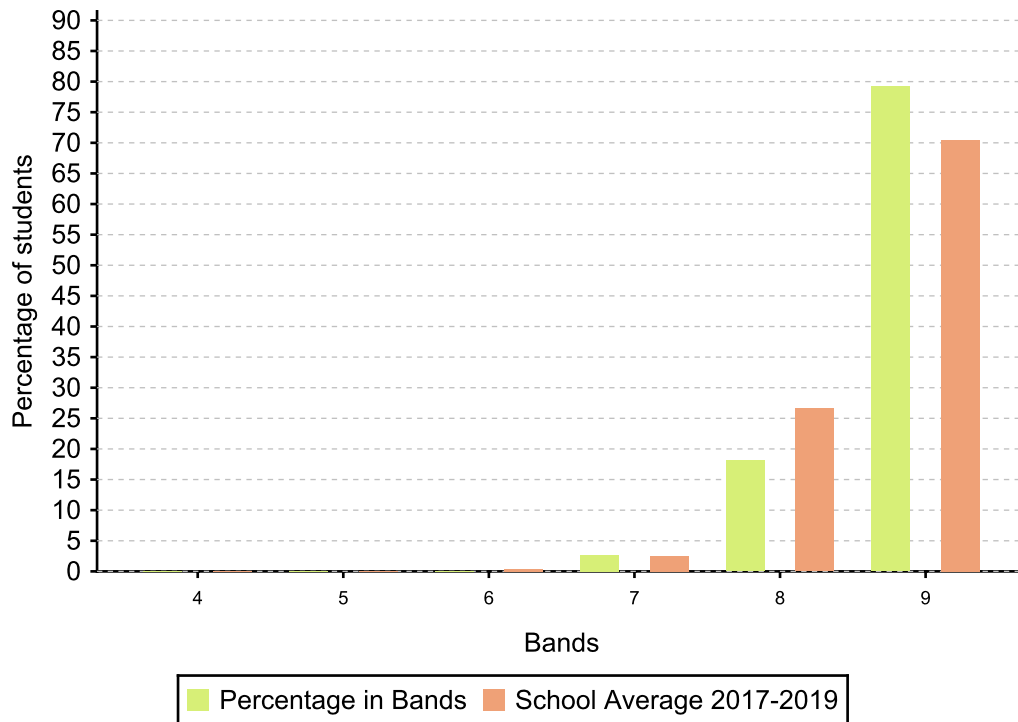
#### Year 7 Reading



Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	0.0	7.4	30.9	61.7
School avg 2017-2019	0	0	0.2	9.2	36.4	54.2

### Percentage in bands:

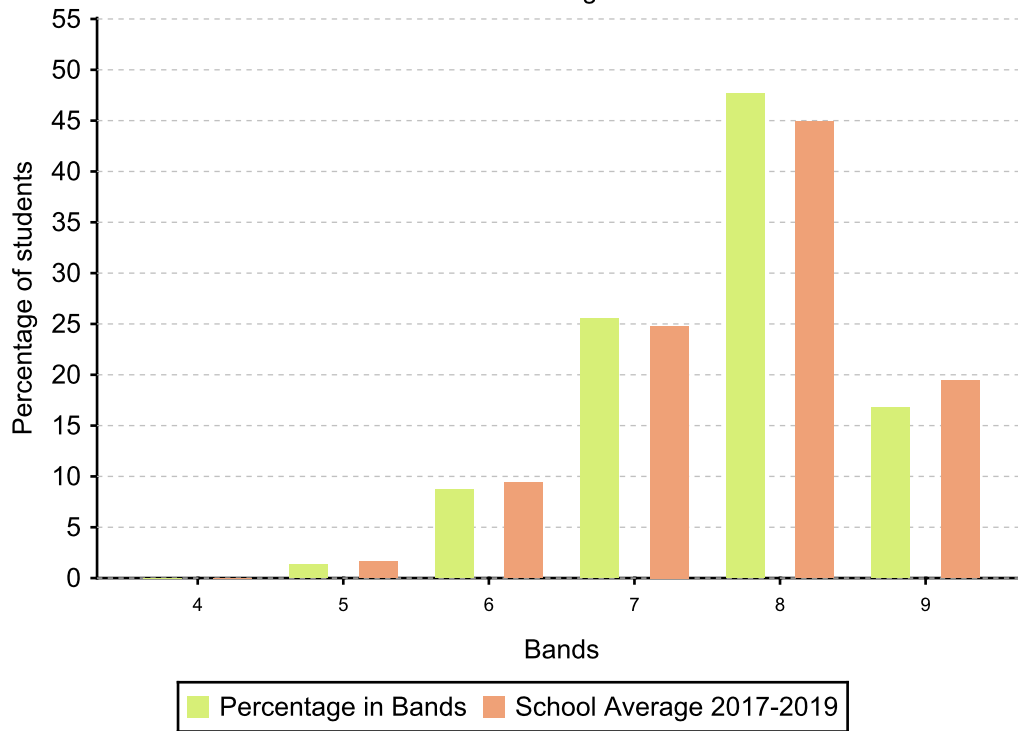
#### Year 7 Spelling



Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	0.0	2.7	18.1	79.2
School avg 2017-2019	0	0	0.4	2.5	26.6	70.5

### Percentage in bands:

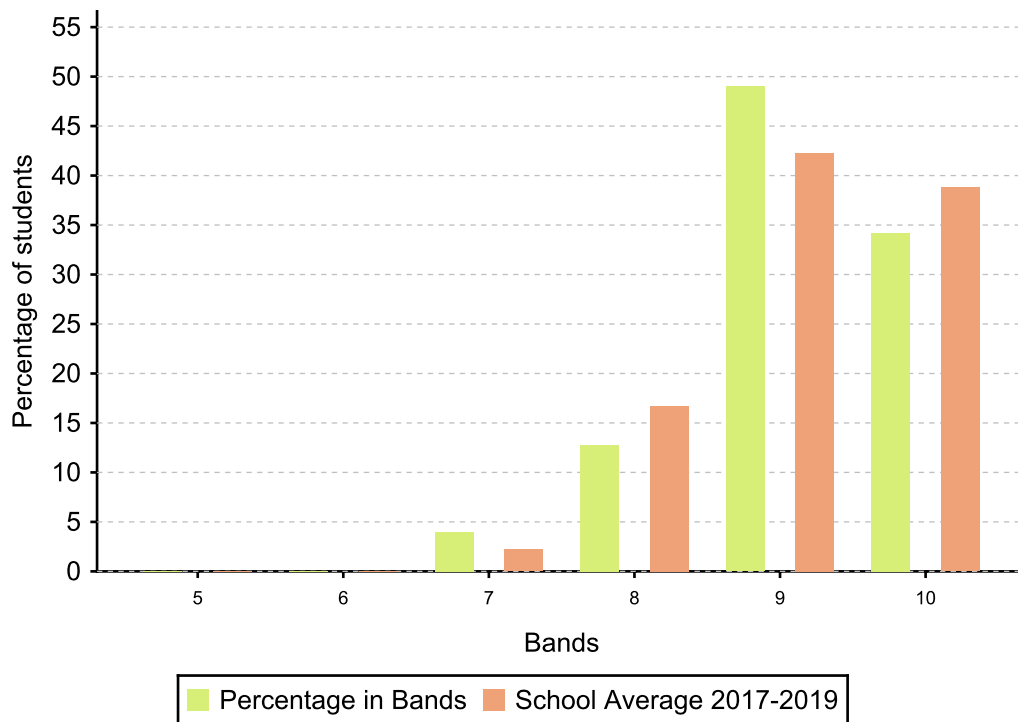
#### Year 7 Writing



Band	4	5	6	7	8	9
Percentage of students	0.0	1.3	8.7	25.5	47.7	16.8
School avg 2017-2019	0	1.6	9.4	24.8	44.9	19.4

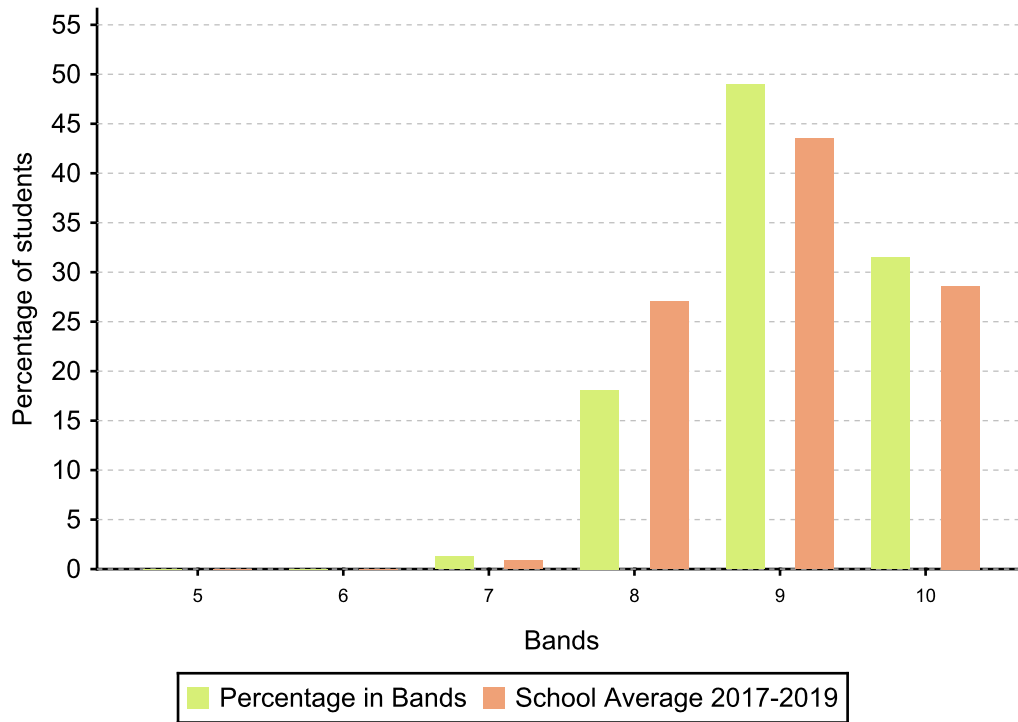
### Percentage in bands:

#### Year 9 Grammar & Punctuation



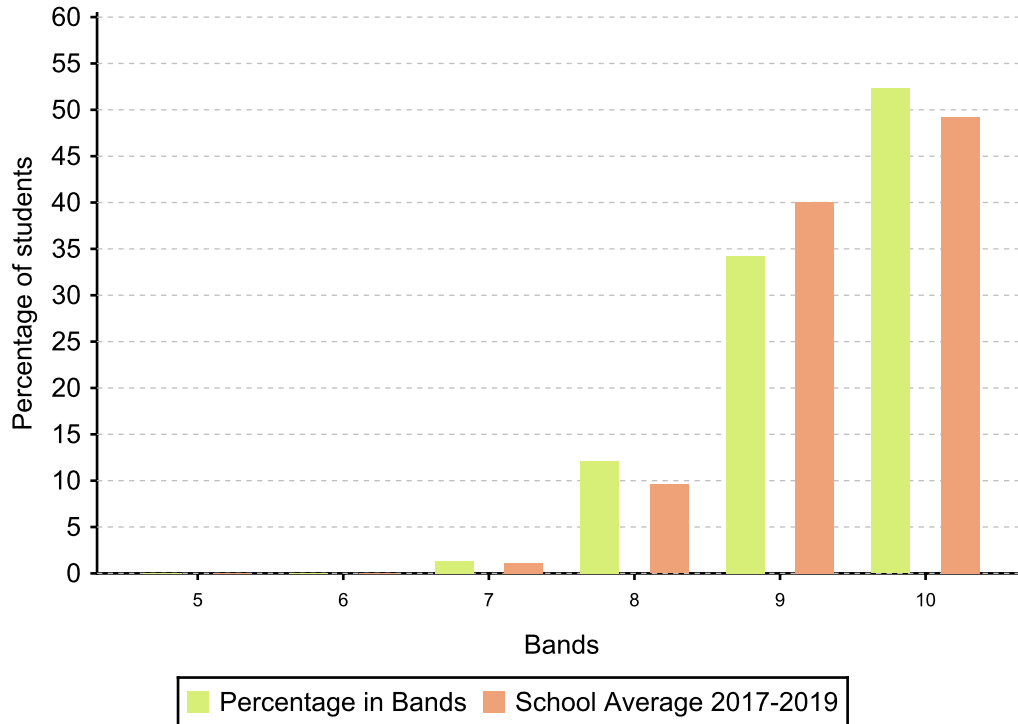
Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	4.0	12.8	49.0	34.2
School avg 2017-2019	0	0	2.2	16.7	42.3	38.8

**Percentage in bands:**  
Year 9 Reading



Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	1.3	18.1	49.0	31.5
School avg 2017-2019	0	0	0.9	27	43.5	28.6

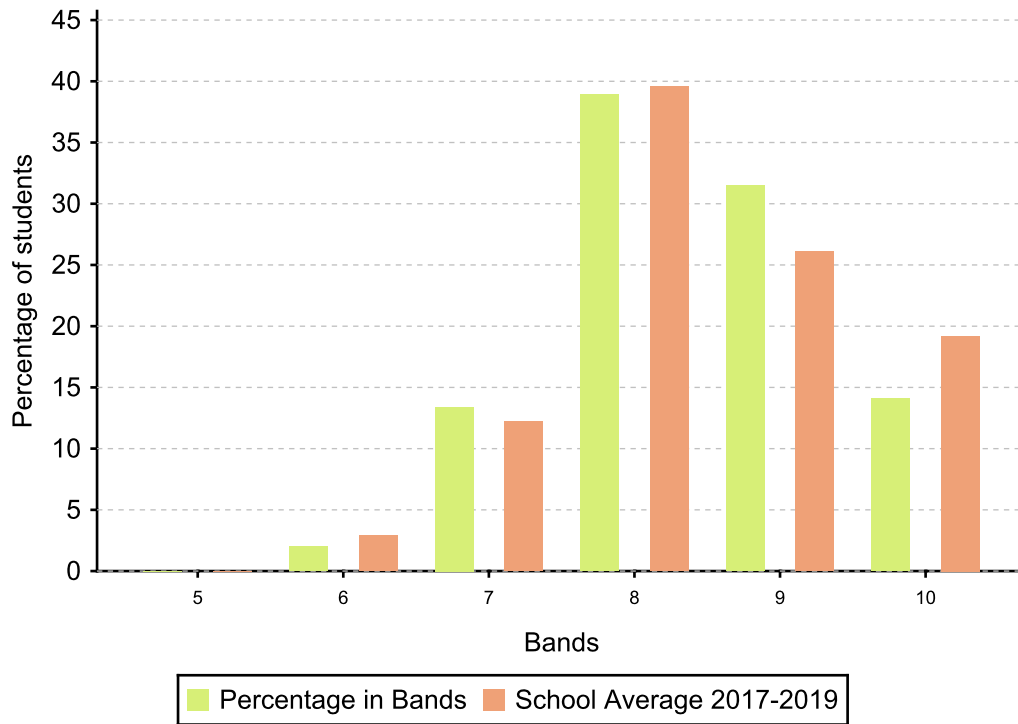
**Percentage in bands:**  
Year 9 Spelling



Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	1.3	12.1	34.2	52.3
School avg 2017-2019	0	0	1.1	9.6	40.1	49.2

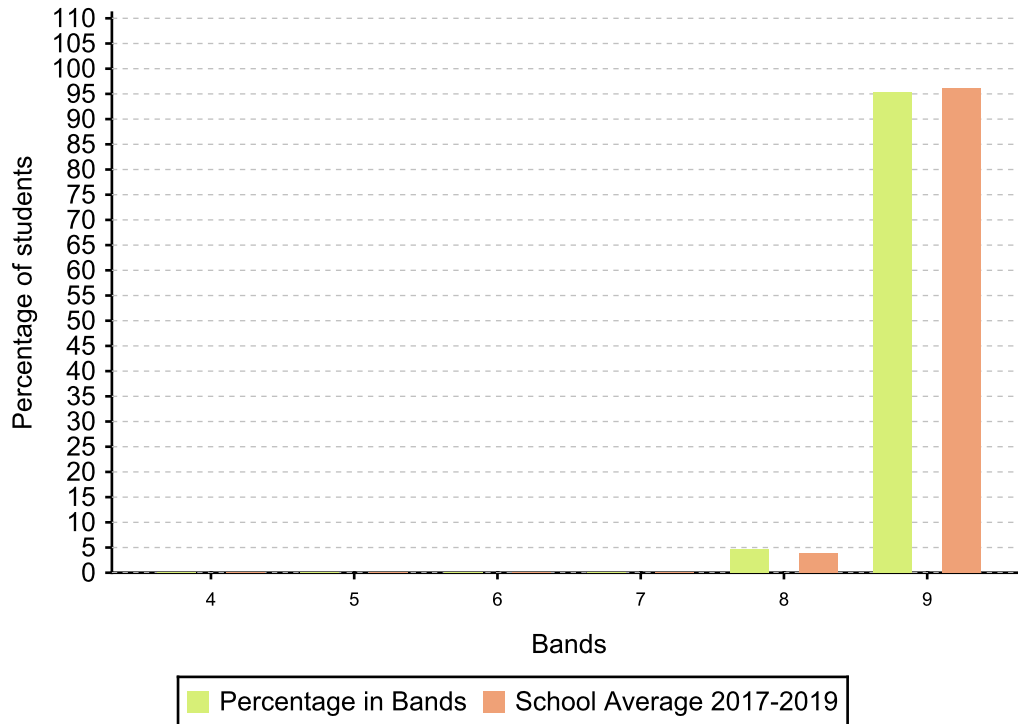


**Percentage in bands:**  
Year 9 Writing



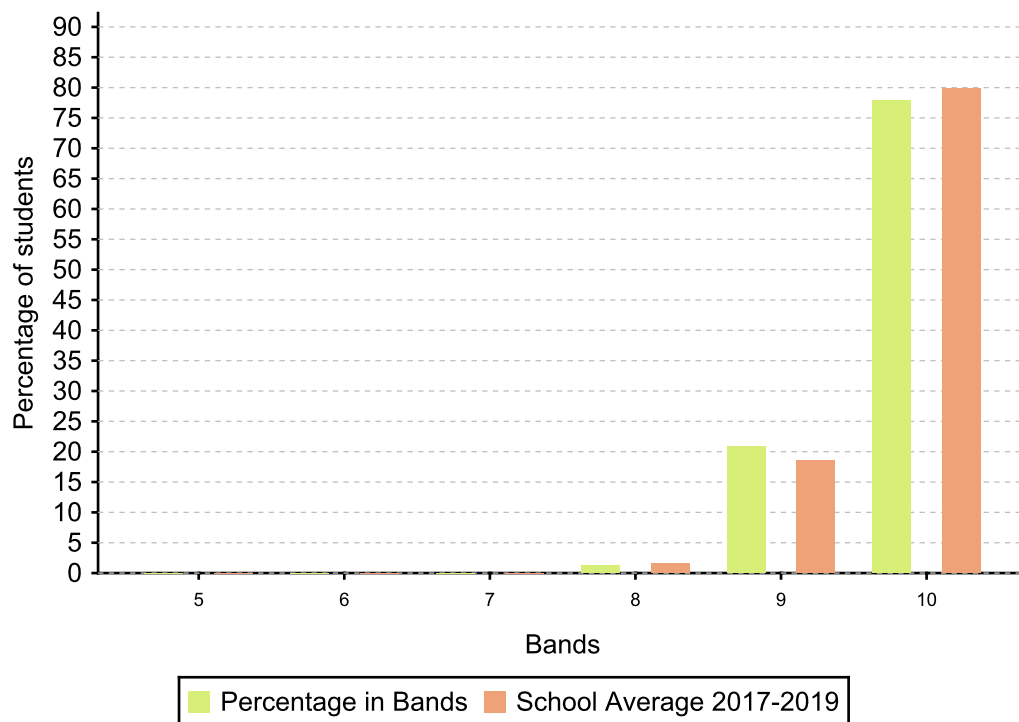
Band	5	6	7	8	9	10
Percentage of students	0.0	2.0	13.4	38.9	31.5	14.1
School avg 2017-2019	0	2.9	12.2	39.6	26.1	19.2

**Percentage in bands:**  
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	0.0	0.0	4.7	95.3
School avg 2017-2019	0	0	0	0	3.8	96.2

**Percentage in bands:**  
Year 9 Numeracy



Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	1.3	20.8	77.9
School avg 2017-2019	0	0	0	1.6	18.6	79.9

PSHS produces excellent results in Literacy, particularly in Spelling and Grammar & Punctuation. 97.3% of our Year 7 students achieved the top two bands for Spelling and 97.3% achieved the top two bands for Grammar & Punctuation. Similarly, 86.5% of Year 9 students achieved in the top two bands in Spelling while 83.2% 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.

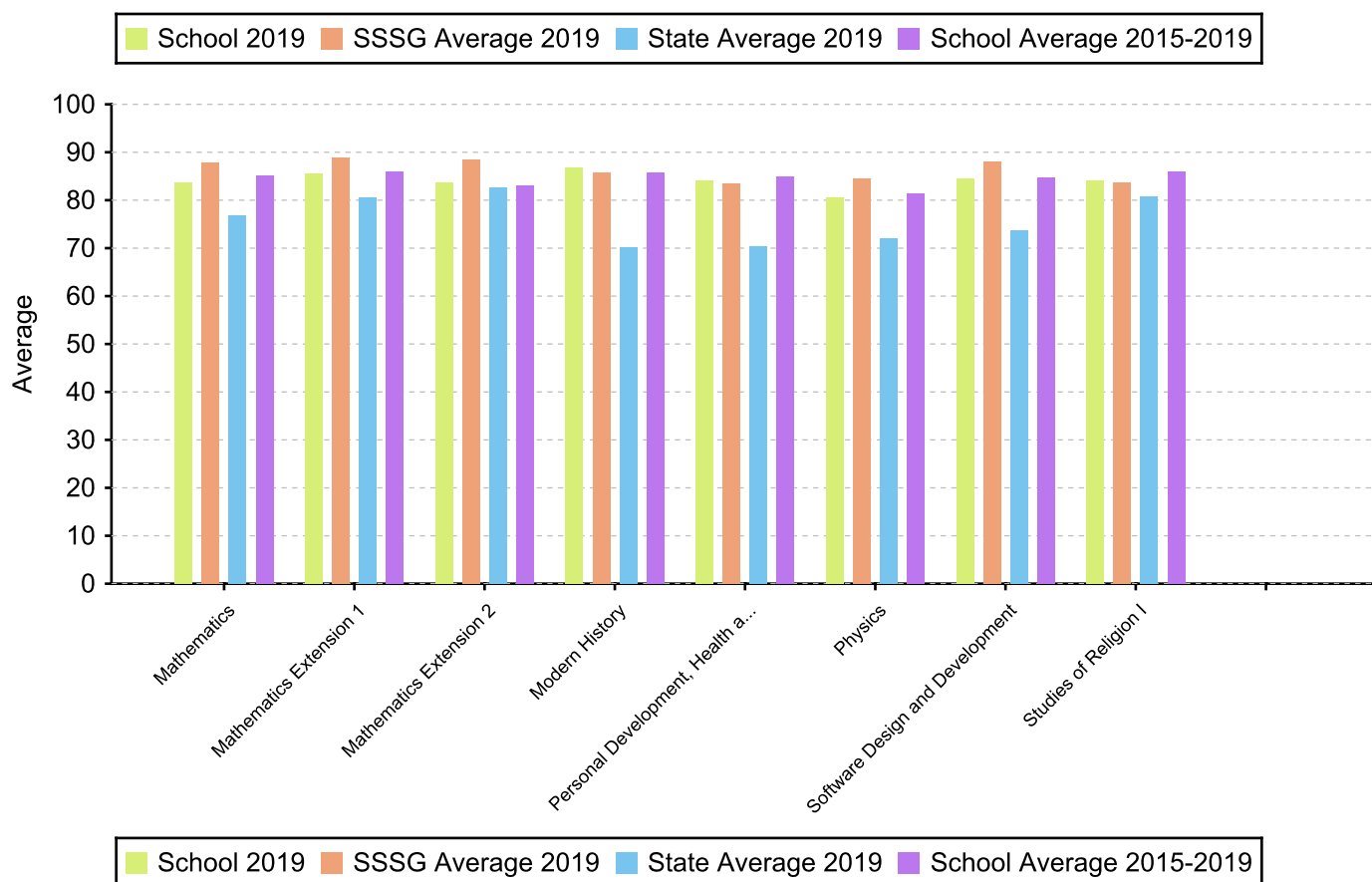
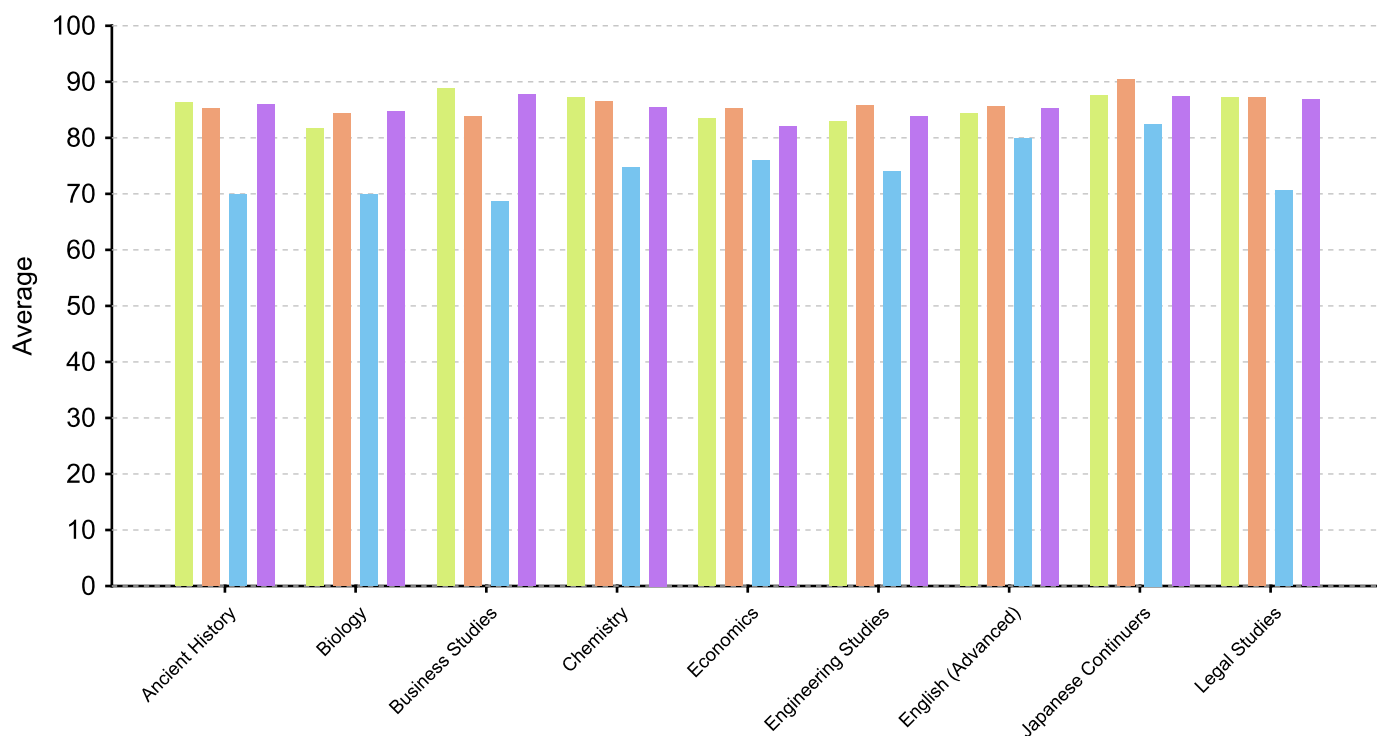
PSHS continues to deliver outstanding numeracy results in NAPLAN. For Year 7, 100% of students achieved in the top two bands in numeracy. 95.3% of Year 7 students achieved in the highest band, which is an exceptional outcome. For Year 9, 99% of students achieved in the top two bands in numeracy.

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

## 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	86.3	85.3	69.9	86.0
Biology	81.7	84.3	69.9	84.7
Business Studies	88.8	83.8	68.6	87.8
Chemistry	87.2	86.4	74.7	85.5
Economics	83.4	85.2	75.9	81.9
Engineering Studies	82.9	85.8	73.9	83.8
English (Advanced)	84.4	85.6	80.0	85.2
Japanese Continuers	87.5	90.4	82.5	87.5
Legal Studies	87.2	87.1	70.6	86.8
Mathematics	83.6	87.7	76.9	85.2
Mathematics Extension 1	85.6	88.8	80.6	86.1
Mathematics Extension 2	83.6	88.4	82.7	83.1
Modern History	86.7	85.8	70.2	85.8
Personal Development, Health and Physical Education	84.0	83.6	70.5	85.0
Physics	80.5	84.6	72.1	81.4
Software Design and Development	84.6	88.0	73.8	84.6
Studies of Religion I	84.0	83.7	80.8	86.0

## English

English has continued to be noticeably above the state average this year. Approximately 80% 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 perform at an excellent standard, with all but one student being in the top two Bands. Extension 2 students continue 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 100% of their cohort achieved Band 5 or above. From this, Divinia Eather achieved an exceptional mark of 98 for her external HSC examination mark. Music 1 had 88% of the cohort achieving a band 5 or 6. Similarly, 100% of the Music 2 cohort achieved in the top two Bands.

## History

The History Faculty achieved very good results in the 2019 HSC. Students sat exams in Ancient History, Modern History, Legal Studies, Studies of Religion and History Extension. Overall, 84.96% (113/133) of students achieved a Band 5/E3 or Band 6/E4. About a third (27.06%—36/133) of the exams sat achieved a Band 6/E4. All History Extension students (7/7) achieved at least a Band E3, whilst Legal Studies had 20/22 exams achieving at least a Band 5, with 7/22 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 in the top 2 Bands and 40% of the Japanese Continuers cohort achieved Band 6 and 60% achieved a Band 5.

## Mathematics

2019 was the last year of the old syllabus. In 2020, the new syllabus will be tested for the first time.

In 2U Mathematics, the school had a z-score of 0.47 and 66% of all two-unit students were in the top two Bands. Rifatool Masud Akanda and William Santoso were equal first with 99%.

In Extension 1 Mathematics, the school had a z-score of 0.33 and 94% of all Extension One students were placed in the top two Bands. (An improvement from 2018 where 83% were placed in the top two Bands). Naveen Manivasagan was first place with 99%.

In Extension 2 Mathematics, the school had a z-score of 0.14 and 94% of all Extension One students were placed in the top two bands. (An improvement from 2018 where 89% were placed in the top two bands). Naveen Manivasagan was first place with 98% with Vedant Patel a close second with 97%.

## **PDHPE**

The 2 Unit PDHPE cohort has continued a consistent trend of performing above the selective high school mean. 82.2% of students achieved in the top 2 Bands. 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**

Science continues to perform above state average in Biology, Chemistry and Physics. Chemistry results were particularly strong with 43% of students obtaining a Band 6 – this is the best in PSHS history, and one of our students achieved a state rank of 12th in Biology. In summation the percentage of students achieving the top 2 Bands in the HSC was high: 60% in Biology, 88% in Chemistry and 56% in Physics. The Science faculty continues to work collaboratively to amend teaching programs and share resources as well as purchasing a range of science equipment to ensure a rich learning experience for our students at Penrith High School.

## **Social Sciences**

The Social Sciences courses have continued to perform well above the state average in 2019. Last year saw the first Business Studies accelerated class sit their HSC – with 86% of those students achieving a Band 6 result and 100% achieving a mark in the top 2 Bands. Overall, Business Studies had another successful year with 56% of students achieving a Band 6 result and 91% of students achieving a mark in the top 2 Bands. One of our students also placed 18th in the state. Economics students achieved the strongest results over a 10 year period, with 27% of students achieving a Band 6 mark and 77% of students achieving a mark in the top 2 Bands.

## **TAS**

In Software Design and Development, 36% of students gained a Band 6 result and 36% a Band 5 which was very pleasing. However, compared to previous cohorts the number of Band 3 & 4 results increased. In Engineering Studies 21% of students gained a Band 6 result, 43% a Band 5 and 36% a Band 4. While this result is below 2018 results, it is consistent with a long term result pattern.

## Parent/caregiver, student, teacher satisfaction

In 2019, 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 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.



# 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.

## Aboriginal and Torres Strait Islander (ATSI) Education

PSHS is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander (ATSI) 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 Indigenous 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. Our school is committed to collaborative decision making with Aboriginal Peoples, parents, caregivers, families and their communities.

ATSI Histories and Cultures cross-curriculum priority is designed for all students to engage in reconciliation, respect and recognition of the world's oldest continuous living cultures. 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 Stage 6 PDHPE, the health and welfare of ATSI Peoples is studied. CAPA use their relevant disciplines as means for exploring the past and present influences and events on ATSI culture and aim to teach our students deep reverence and respect for ATSI experiences. In Visual Arts, students study a range of Indigenous artists working across various artforms, including: dance, drama, music, sculpture and painting. Their exploration of these artforms focuses on how meaning is communicated in each artistic form and how ATSI culture has evolved over time. In Music, students study the characteristics of traditional and contemporary Aboriginal Music and how music is a vehicle for storytelling and shared experience. In Drama, students work with staging texts composed by ATSI playwrights to enable a deeper understanding of the impacts of colonisation, racism, displacement and the Stolen Generation. Further, they study the elements of resilience, hope and strength embedded in each text, which serves to position ATSI culture and people as a living culture that continues to grow and evolve.

Personalised Learning Pathways 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 four Aboriginal students in 2019, and each student was engaged in discussing their academic goals and personal aspirations in Personalised Learning Pathways to guide them through their studies during the year.

Our Indigenous students play an important role in formal school assemblies, presenting the Acknowledgement of Country to recognise the Darug Peoples as the traditional custodians of the land on which the school is situated.

2019 was a year of academic success for Year 12 student Divinia Eather achieved outstanding HSC results, particularly in Drama, Music, English and Business Studies.

In November, Ashton Grant (Year 7) and Alex Vella (Year 8) attended an AECG STEAM Youth Development Camp in Stanwell Tops. These camps are attended by Indigenous students from across NSW, and contribute to creating the generational change required for students to achieve better outcomes at school as well as accessing post-school learning and employment pathways in the areas of Science, Technology, Engineering, the Arts and Mathematics. During the camp students participated in activities such as 'boomerangles' where physics meets boomerang skills, a forensic workshop run by the Australian Federal Police, a cultural string art workshop and an engineering challenge. Students also visited Science Space in Wollongong and met with staff from the Royal National Park Environmental Education Centre.

"The camp was highly enjoyable and very educational. We learnt much about Indigenous cultures and believe that it was a worthwhile experience that we would gladly partake in again." – Alex Vella, Year 8 student



## 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 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 2019 was, in my opinion, easily one of the best I've experienced. "

Holly Gerrard, SRC President

## 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.

### 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 5th year and many of their students loved the day just as much as the high schoolers." Holly Gerrard, SRC President.

## Other School Programs (optional)

### ENGLISH

#### *Debating*

At Penrith Selective High School, over 40 students were involved in external debating competitions. Overall, there were 7 debating teams that competed across 4 competitions in 2019.

#### *Premier's Debating Competition:*

Stage 6 Competition: The PHS year 12 team won two of their three zone debates narrowly going down to Blaxland HS. The year 11 team was beaten by our year 12 team.

(Year 12 Team: Rhys O'Connor, John Maddock, Lachlan Reeves, Jasmine Singh, Naomi Sunny, Victor Zhou

Year 11 Team: Pranav Akadkar, Sidra Afroz, Jarrel Dugay, Aditya Rastogi)

Stage 5 Competition: The PHS year 9 team defeated the PHS Year 10 team in the zone rounds. The Year 9 team went on to win their Inter-Zone Final against Rooty Hill HS. The year 9 team defeated Baulkham Hills HS in the Regional Quarter-Final. In the Regional Grand-Final they were narrowly defeated by Crestwood HS.



(Year 10 Team: Olivia Bock, Jamima Rumei Jiffrey, Jasraj Kaur, Vishwa Shah (Reserve) Savera Shabih, Vedika Sathiasothilingeswaran Year 9 Team: Gabriel Cant, Andre Dubier, Lyndsay Everett, Marc Mumford, (Reserve) Anders Ernest)

Stage 4 Competition: The year 7 team won all their Zone debates defeating our year 8 team. In the zone playoff, the PHS year 7 team defeated by Blaxland HS.

(Year 8 Team: Christopher Artwoeger, Krish Gupta, Paige O'Connor, Tamiz Rumei–Jiffrey (Reserve) Jules Blair Year. Year 7 Team: Krishni Bhulani, Srihith Hundi, Cassidy Lauguico, Pranavan Rajeshkannan (Reserve) Karman Jawanda)

#### *Yr 11 Metro Competition:*

This team won all three of their zone rounds. In the Regional Grand–Final they were narrowly defeated by Baulkham Hills HS. Screen reader support enabled.

(Year 11 Metro Team: Chinnu Anil, Vaishvi Doctor, Ethan Shackley, Rayana Soller)

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

Two year 10 students, Jasraj Kaur and Jamima Rumei Jiffrey applied for a position in the representative Western Sydney Regional Debating Team. Jamima was successful and represented Penrith Selective High School at the State Debating Championship held over 3 days (2nd – 4th December 2019) at the University of Sydney.

#### *Debating enrichment*

33 students ranging from year 7 through to year 10 participated in the 2 debating enrichment programs this year (Stage 4 and Stage 5). Grace Faulder and Brindha Srinivas, members of the PHS Alumni tutored the participants in both these programs.

#### *Red Room Poetry Object Competition.*

Once again, students at Penrith Selective High School have been involved in the Red Room Poetry Object Competition. Many students from Year 7–10 have submitted a range of original poems. One of our student's poems had been selected by a partner of the Red Room Poetry Group, Kookie to be published in their magazine. Kookie Magazine has chosen to publish an excerpt from Year 7 student Sharvari Nivendkar's poem 'Rowboat.'

A number of students at Penrith Selective High School participated in the 2019 REACH Writing Assessment. The school received 6 Outstanding, 17 Commendable, 4 Good Effort and 9 Participation Certificates.

### **CAPA**

This year has been an eventful and productive one for the CAPA faculty, with many prestigious events and wonderful experiences for the talented music, visual arts, and drama students across all years. Here is a summary of the CAPA faculty in 2019.

#### *For Visual Arts*

In term 3 we had MAD night, where the works of Penrith art students from years 7–12 were selected as a part of the public exhibition of the Creative and Performing arts at Penrith Selective High School.

In term 2, Ana Maksimovic was one of three winners in the Australian Youth Week Design Competition and was invited to attend NSW Youth Week Forum event at NSW Parliament House.

Students also had the opportunity to attend "Operation Art", 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. From this Saniru Dayaratne was successful in having his work exhibited the Armory in Sydney Olympic Park.

Penrith also participated in the "Design an ad" competition, with our very own Ashley Tan winning 2nd prize in high school division.

Stage 5 students also visited the prestigious Archibald Prize Exhibition at the Art Gallery of New South Wales as an extension of their class work. In term 4, stage 5 students attended an excursion to the "Sculptures by the sea" beach–walk exhibition as an extension of their classwork.

The year closed with our first annual exhibition, Retrospect: a year of art, where Students from Stage 4 and 5 Visual Arts

exhibited their artworks from Semester 2. This also included the "Penrith Prize" competition, where Visual Arts Enrichment students displayed portrait works of members of the Penrith High School community, with the best winning the People's Choice Award.

### *For Music*

In term 2, students participated in the Pulse String Ensemble, Pulse Combined Choir, Pulse Big Band and the Pulse Concert Band. Students were selected to participate in a regional level music ensemble which performs at several music events, including PULSE at the Opera House.

Additionally, our school choir were also able to perform at In-concert, a state-wide performance in which our students were able to play in a combined choir with the Idea of North an internationally renowned acapella group.

In Term 3, 4 students from Year 11 Music went to the WSU composition day, where they had their compositions performed and recorded by professional musicians. This provided a taste of tertiary music and allowed students to further enhance their performance skills while building valuable connections approaching the HSC.

Our Concert Band, String Ensemble & Stage Band also performed at the Penrith Eisteddfod, where Concert Band and Stage Band received the third-place and our String Ensemble placed first in their relevant category.

In Term 4, our school choir performed at "Schools Spectacular" with 5,500 other students from NSW Public Schools in an Arena Spectacular.

Additionally, our very own Sophia Hadjimichael. and Lachlan Braikenridge successfully auditioned in to the NSW Public School's Pulse Big Band for 2020 which will see them perform at prominent Arts events as representatives of NSW Public Education.

Year 7 Music were in the audience for a concert by the NSW Pulse Public Schools Music Ensembles, which consisted of performances from the Concert Band, Big Band and Vocal Ensemble. This 1 hour concert helped us learn more about the instruments of the orchestra and we were joined by students from Penrith Public School.

We closed the year with an Encore Nomination for Ruth Kim for her Music 2 Performance program.

### *For Drama*

In term 1, the Year 11 Drama class presented a full production as a part of their preliminary Drama course, title Grace Under Pressure. This required them to act as directors, designers and dramaturges, and present the piece to a public audience. This production used direct testimony from those in the medical profession as the basis for a theatrical work.

In term 2, HSC drama students participated in the 2-day Co-Lab workshop series, providing them an opportunity to work with their peers and professional industry artists to develop skills in making and performing Drama. Penrith Selective High School hosted the event which included 70 HSC students from 8 different NSW Public Schools.

We also had MADD Night, where students, including the school drama ensemble, presented their works at the school-wide event to showcase the talent and creativity of students.

Additionally, our own Briggette Fletcher participated in the Year 9 State Drama Ensemble throughout the year, and performed at the NSW State Drama Festival.

We had the LightsUP Drama Festival, a regional showcase of Drama in NSW Public Schools, where the work of our drama ensemble students which were directed by Anthony Vassallo and Tara Lawson was selected to be presented at the festival.

On the same day, we had the LightsUP Workshop, where stage 4 and 5 students were selected to participate in a workshop series for talented students focusing on refining and developing their skills in making and performing. Participating students worked with professional artists and students from other NSW Public Schools to create a work that was showcased at the LightsUP Festival.

And, finally, we had the Arts Alive festival, a showcase of exceptional filmmakers in NSW Public Schools. Our own student, Angus Benedek's film was shown at the Festival, where it received the Silver Award and was placed second overall. His film was premiered at the Dendy Cinema in Circular Quay and demonstrated excellence in this area.

We closed the year with our Drama Ensemble, which includes students in years 7–10, performing *The Internet is a Distract&hellip;Oh look a kitten!* a short scripted comedy directed by Tara Lawson and staged a production to a public audience.

## History

### *Western Sydney History Mastermind Competition*

This competition is open to all Year 7 and 8 students from both public and private schools from NSW. It was hosted by St Clair High School. The competition involves students participating in teams of four, with a rotating reserve, to answer sets of twenty (20) questions on topics such as Ancient Egypt, Ancient Rome, Ancient Greece, Medieval Europe, Australian Aborigines to 1900, Popular Culture and general knowledge. The four highest scoring teams from both Years 7 and 8 play off in the finals using a beat the buzzer system. Penrith Selective High School won both competitions.

The Year 7 teams came 12th and 18th overall out of over 40 competing schools. A Year 8 team came 12th as well. The other Year 8 team (Krish Gupta, Pranavan Prakash, Jules Blair, Shuva Khatiwada and Zoyeb Hossain) won their semi final against Mitchell High School 7–1 and the final against The Hills Sports High School also 7–1. They also won Year 7 last year.

### *Australian History Competition*

The Australian History Competition involves students in Years 7,8,9 and Year 10 responding to 50 multiple choice questions based on the Australian Curriculum in History in 45 minutes. Penrith Selective High School had 34 participants in Year 7 who achieved 5 high distinctions and 5 distinctions; 21 participants in Year 8 who achieved 2 high distinctions and 5 distinctions; 18 participants in Year 9 who achieved 5 high distinctions and 4 distinctions; and 16 participants in Year 10 who achieved 2 high distinctions and 1 distinction.

### *Other 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 One 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 Power and Authority in Modern History.

## LOTE

The Language faculty started off the year very busy.

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

2019 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.
- Japanese students from our SISTA School visited for 10 days to learn English and see how our schools runs compared to their Japanese school.
- Year 9 Italian excursion to experience some authentic Italian food

Year 8 Japanese learned of the significance of their own school environment and educational routine to further develop their reading and writing skills.

Year 9 and 10 Japanese learned about lifestyle behaviours relating to Japanese.

Year 8 Italian worked on developing their basic knowledge around the Italian culture whilst learning to speak basic Italian.

Year 9 and 10 Italian focused on refining their literacy and speaking skills and developing a greater understanding into the Italian culture.

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

## Maths

The year 2019 was another very busy year for the Mathematics department. We run the Euler, Gauss and Noether enrichment programmes, AMC, APSMO as well as many Olympiad competitions. This year saw more students competing in more Mathematics and Informatics Olympiad competitions. The mathematics teaching staff also undertook many inservices, lectures and programming days for the new stage 6 Mathematics syllabi. In 2019, we ran the first Stem Project in Year 10; in which our creative and talented students designed a Tiny House in groups of five. The students had to have scaled floor plans and a working CAD model of their environmentally and sustainable Tiny House.

The Mathematics department itself underwent a few staff changes in 2019; at the start of 2019 Mr Christopher Ferrarin and Mr Gi Kim joined our Mathematics Staff. Mr Ferrarin came to us from Cherrybrook Technology High School and Mr Kim from Patrician Brothers High School in Blacktown. Both teachers were employed via Merit Based Selection and have been a great asset to the teaching staff.

Mrs Briggs Head Teacher Mathematics, together with Mrs Wilkes from Penrith Public School and Mr McMahon, Principal of Orchard Hills Public School coordinated and ran the **PSHS Primary Peer Tutoring Program** for 2019. This is the second year of the program; in which students from Year 9 are paired with a gifted and talented student from either Penrith Public School or Orchard Hills Public School. The lessons are held once a week in the school library. These sessions fostered teaching and communication skills in the Year 9 students and strengthened the relationship between the primary school and the high school. Mrs Briggs and Mrs Wilkes were awarded the AMT Australian Teacher of the Year for 2019 in recognition of their hard work and achievements with this program.

The big event of the year for all mathematics students in Years 7 through to 10 was the **Australian Mathematics Competition (AMC)**. Our school improved so much so, that we had zero students in the bottom category in all three divisions! Keeno Mendoza of Year 10 won 'The Best in School Award'. Our High Distinction winners were:

Year 7 – Pramit Dutta, Timothy Gonzales, Jaide Knaus–Petrie and Kovidh Nalamati.

Year 8 – Rahul Joshi, Dinil Rajamanthri, Tanish Patel, Daming Wang, Cameron Lau and Harini Paranthaman.

Year 9 – Gurveer Singh Khalsa, Harrison Shi, Eric Ruan, Aaditya Manek and Marc Mumford.

Year 10 – Keeno Mendoza, Marco Perri and Nicholas Whelan.

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 in the top 10% overall. The top student in every class wins a trophy. 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. Our trophy winners were Jaide Knaus–Petrie Year 7, Pramit Dutta Year 7, Nathan Bao Year 7, Sanskar Tibile Year 7, Sheih Mustayeen Muhfauz Year 7, Aryan Modak Year 7, Cameron Lau Year 8, Mohammad Siddiqui Year 8, Tavleen Kaur Year 8, Brian Liu Year 8, Daming Wang Year 8, Tamiz Rumei Jeffrey Year 8, Erica Zhou Year 8, Dharani Sutharshan Year 8, Kshitij Valechha Year 8 and Eason Zhang Year 8.

The **Computational and Algorithmic Thinking Competition** was held on the 2nd of April in 2019. It was the second time that PSHS has 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. It incorporates unique three stage tasks that encourage students to develop informal algorithms and apply them to test data of increasing size or complexity. The students achieved some excellent results; Aditya Mehta of Year 12 received a Credit, Beonrik Pascual from Year 10 achieved a High Distinction placing him in the top 7%, Jamieson Berida, Cedric Kutschera, Anaf Sayed, Samuel Tint, Keeno Mendoza and Darren Pradhan all earned Credits and Gurveer Singh Khalsa achieved a High Distinction placing him in the top 1% of participants.

In 2019, PSHS also entered the **Australian Informatics Olympiad, AIO**, for the second 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. Marks are awarded on the correctness and speed of their programs. This year eight students entered; with Jamieson Berida of Year 10 achieving a Silver certificate and Samuel Tint of Year 10 achieving a Bronze Certificate.

Another second for the school in 2019 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 in 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. Ten students from Year 9 and Year 10 entered the Olympiad. Jamieson Berida, Year 10, achieved a High Distinction and Gurveer Singh Khalsa, Year 9 and Eric Ruan Year 9, both achieved Distinctions. Credits were achieved by Harrison Shi Year 9, Anaf Sayed Year 10, Keeno Mendoza Year 10, Beonrik Pascual Year 10 and Yash Mishra Year 10. This is the school's best results to date!

The 58th **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 to be won. Eight students entered in the Senior Division and four students in the Junior Division. In the Senior Division Benjamin Renaud, Vedant Patel and Naveen Manivasagan all of Year 12 achieved Credits; Erick Rajan of Year 11 also achieved a Credit. Gurveer Singh Khalsa of Year 9 and Jamieson Berida Year 10 both received a credit in the Junior Division. A great result considering the students had not received formal Olympiad training.

Mrs Sue Briggs (Head Teacher Mathematics), 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 on Friday lunchtimes for all of 2019. During these lessons, the gifted mathematics students were taught problem-solving techniques designed specifically for Olympiad style questions. The lessons proved to be very popular and the program will be expanded in 2020.

In 2019 for the first time in Penrith Selective High School's history we had two students invited to compete in the prestigious **Tournament of Towns** competition. The AMOC state director for NSW Mr Dmitry Badziahin issued the invitation to Jamieson Berida and Keeno Mendoza both of Year 10. This program also involved attending two training sessions at the University of Sydney. Anaf Sayed, Beonrik Pascual and Yash Mishra all of Year 10 were invited to attend the training sessions along with Jamieson Berida and Keeno Mendoza. The Tournament of Towns involves completing two 4-hour papers. If successful, their papers are sent on to Canberra. Prizes are awarded to the best of the papers sent to Canberra. Both young men were successful in having their papers sent to Canberra, we are still waiting on the results from this stage.

Students from Year 8, Year 9 and Year 10 participated in a three-term enrichment program called the **Australian Mathematics Challenge Enrichment** program. The Year 8 students complete the Euler series with Dharika Sujendran and Harini Paranthaman both achieving Distinctions and Rahu Joshi earning a Credit. The Year 9 students complete the Gauss series with Dismitha punchinilame, Shreya Patel and Sitharth Sivasaththy all achieving Distinctions. Credits were earned by Gurveer Singh Khalsa, Abhinav Santhakumar, Andric Nelson, Adi Shah, Harrison Shi, Alan Steny, Aaditya Manek, Veerja Patel, Supreethi Kanta and Soo Jung Yoo. The Year 10 students completed the Noether program in which Beonrik Pascual achieved a Distinction. Credits were earned by Jamieson Berida, Durga Pothuraju and Darren Pradhan.

Throughout the year, we continued to run **The Peer Tutoring Program**. Mrs Sue Briggs, (Head Teacher Mathematics) and Sidharth Kumar of Year 11 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.

In September term three, the faculty ran the inaugural **Earning, Saving, Spending and Investing Money competition** in conjunction with 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 affect 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 3 overall winners, were given a canteen voucher. Our 2019 overall place getters were: Biswas Simkhada in 1st place, Harrison Shi in 2nd place and Aditi Bhave in 3rd place.

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 2020 with all students experiencing complexity, depth and challenge in their daily Mathematics classes, a Project Based Learning task in Year 8 and in Year 10 Mathematics students will be doing a Cross Curriculum project.

## PDHPE

The PDHPE faculty has had a busy year with many different things taking place across the year. The faculty have been working on new PDHPE and PASS programs for the new syllabus. 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 for Years 7–10 in both PDHPE and PASS.

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

- 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,

- Year 7 Gala Day– run by PASS student leaders
- Enrichment programs– Fitness club, sport club
- PDHPE Stage 6 morning tutoring sessions
- Practice Examination morning sessions

**Year 7** had a jam packed year within PDHPE. They started the new PDHPE syllabus studying about Identity, Relationships and Safety. Plus all there practical units of Fundamental movement skills, Fitness, Athletics, Cross Country, Basketball, Soccer and Volleyball

**Year 8** worked on developing their coordination skills in a variety of sports including; Touch Football, Fitness, Athletics, Cross Country, Dance, Gymnastics, Cricket and Ultimate Frisbee. In theory students developed their knowledge in Nutrition, Lifelong Physical Activity and taking risks in life.

**Year 9** students have just completed many units based around the new PDHPE syllabus, learning about Relationships, Identity, Mental Health and Empowerment. In practical lessons students worked on their hand eye coordination in sports such as Netball, Sofcrosse, Fitness, Athletics, Cross Country and Oz Tag.

**Year 10** focused on healthy literacy. Students learned about Lifelong Healthy Living, Safer Celebrations, preparing for Stage 6. They also explored spatial awareness in the following sports; AFL, Slider Hockey, Softball, Athletics, Cross Country, Fitness, Dance and Gymnastics.

**Year 11** completed the preliminary course and are progressed well into the HSC course. Students developed their writing skills to assist them in the HSC.

**Year 12** completed their final examination in the HSC. 82.2% of students achieved in the top 2 bands.

**PASS** students have had a taste of what it is like to be a teacher while coaching primary school students and completing their coaching unit. Students participate in various sports to build upon their knowledge of physical education such as Futsal, Flag Football, Gaelic Football, Strength and Resistance Training and European Handball.

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

## Science

In 2019, the Science faculty continued to invest in a range of science equipment to ensure that students at Penrith Selective High School have the opportunity to explore scientific concepts experimentally. This enables a richer learning experience where students are able to design and conduct investigations to creatively and critically solve problems.

### ICAS Science Reach

ICAS Science Reach assesses students' skills in the following key scientific areas:

- Observing / measuring
- Interpreting
- Predicting / concluding
- Investigating
- Reasoning / problem solving

Our students all performed above state average in all key areas. Notable achievement in each year group include

- 6 Exemplary, 38 Outstanding and 73 Commendable results in Year 7
- 5 Exemplary, 33 Outstanding and 69 Commendable results in Year 8
- 8 Exemplary, 37 Outstanding and 67 Commendable results in Year 9
- 3 Exemplary, 38 Outstanding and 72 Commendable results in Year 10

### Australian National Chemistry Quiz (ANCQ)

The ANCQ promotes critical thinking of chemistry concepts. Students are encouraged to apply their problem solving skills and their knowledge and understanding to stimulus material provided in questions. While it is not designed to test syllabus content some of the questions relied on knowledge and understanding covered in the Australian Curriculum. Students were challenged to extend their interest and knowledge in Chemistry.

In 2019, PSHS had some notable achievement including

- 5 High Distinctions (top 10% of the state) awarded to Joel Goh (Y9), Gurveer Khalsa (Y9), Ram Ganesh (Y10), Anaf Sayed (Y10) and Pathmesh Rajeswaran (Y12)

- 12 Distinctions
- 10 Credits

### **NSW Titration competition**

Eight (8) teams participated in the NSW Titration competition at Western Sydney University (Hawkesbury Campus) in June 2019. Three teams successfully placed 2nd, 5th and 8th at the local competition level. The team who placed 2nd, consisting of Sharon Peters, Vaishvi Doctor and Chinnu Anil were ultimately invited to compete at the National level at UNSW in September. This is a first for PSHS students and whilst a win at the national level was not achieved, we were proud of their overall growth and achievement.

### **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 (Y12 optional) to extend themselves way beyond school science, with the opportunity of attending camps and receiving scholarships. Notable achievements include

- Biology – Distinction awarded to Aryan Luthra (Y11) and 4 Credits
- Chemistry – Distinction awarded to Joel Goh (Y9) and 4 Credits
- Physics – Distinctions were awarded to Mustafa Bandukwala (Y12), Rohini Manohar (Y11), Jamieson Berida (Y10) and 5 Credits

While the examination is only open to Year 10 and 11, we sought permission to include one of our gifted students in Year 9. Joel Goh is highly commended for achieving a Distinction on such a prestigiously challenging examination.

### **Victor Chang 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 2019, Vaasav Mehta was nominated for the award. He had the privilege to attend the Victor Chang Institute to meet and engage with various Scientists in the field.

### **VALID**

VALID is a state wide 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 be above state average
- Percentage of students achieving level 6 in Planning and Conducting increased by 2.6%.
- Percentage of students achieving in the top 2 levels in Knowledge and Understanding also increased by 6%

With an injection of more money into the Science budget for 2019, new equipment allowed teachers to be innovative with their teaching strategies and engage students in working scientifically to solve problems. As always, the Science faculty continues to analyse and evaluate student results to amend their teaching programs to best support our students at Penrith High School.

### **Social Sciences**

#### **New Commerce Program**

During term 4 of 2019, the Social Sciences faculty has engaged in collegial professional development to unpack the new Commerce syllabus as there was significant change. The staff worked collaboratively to develop a differentiated and rigorous program and assessment task to be implemented to Year 9 Commerce at the start of 2020. Further work will be undertaken to complete the process for the remaining topics to be taught in Year 9 Commerce 2020 and Year 10 Commerce in 2021.

### **Australian Geography Competition**

All students in Years 7 – 10 entered the Australian Geography competition and once again, we have had some exciting results. Many students received outstanding results including:

- Christopher Artwoeger (Year 8), Timothy Quinn (Year 8), Daming Wang (Year 8) Eric Ruan (Year 9) and Yash Mishra (Year 10) who achieved an outstanding result placing them in the top 1% in Australia
- 31 high distinction and 31 distinction in Year 7

- 19 high distinction and 36 distinction in Year 8&middle;
- 20 high distinction and 21 distinction in Year 9&middle;
- 25 high distinction and 33 distinction in Year 10 2019

## **Relay for Life**

Once again, Penrith Selective High School has sent a massive team to the Penrith Relay For Life event to raise much needed funds for cancer care and research. Some patchy weather didn't stop over 130 students, 10 teachers and some of our brilliant office staff from enthusiastically participating in the event and walking many laps of the track. Our school managed to raise an amazing \$9500 for this very worthwhile charity. We also saw Ben Sayer join in as one of the DJ's for the silent disco throughout the night and many of our students assist with the morning tea for carers and survivors. Our students should be congratulated on their exemplary behaviour and attitude throughout the event. Special thanks go to Amber Vella of Year 12 for her enthusiastic organisation, Mr Duclos for returning to the event well into his retirement and all of the teachers and staff for giving up their time, especially Ms Sonter and Mr Ferrarin for doing the overnight shift with some of our Year 12 students.

## **Good Start Breakfast Club**

This year, over 200 students were engaged in the good start breakfast club, serving daily breakfast to the students at Penrith Public School. Australian Red Cross' Breakfast Club provides a healthy start to the day for children who would otherwise go to school hungry. These children live in the areas of greatest need around Australia. Breakfast clubs are about more than providing a healthy start to the day. They're a great place for our students to be role models for healthy eating and good hygiene and also provide a safe and welcoming environment.

## **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. Devine's, Mrs. Elias's and Ms. Bowering'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 was donated to the annual Christmas toy drive.

## **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 2019 covering current political issues. In 2019, there was 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.

## **TAS**

During 2019 teachers worked hard preparing for the implementation of new Stage 5 Syllabuses in Industrial Technology, Graphics and Food Technology. Units were rewritten in all subjects for implementation in 2020.

The 'Crack the Code' unit in Stage 4 Technology Mandatory was moved from Year 8 into Year 7 in 2019 to allow for an Engineering unit to be developed for Year 8 in 2020. Year 7 students were able to successfully complete the coding unit and for many it was an opportunity to further develop learning in primary school. Professional learning conducted over the previous two years has meant that all TAS teachers have developed a sound level of expertise in coding using Arduinos. Year 9 Industrial Technology Engineering students are the first cohort to have done the Crack the Code unit in stage 4. This meant that they were well prepared for the introduction to robotics unit which focusses on the use of an Arduino to control motors via a H-bridge. Students were able to build on their prior learning and progress further than previous groups.

Mr Colin Stead presented a Year 10 Alternative Energy unit of work at the IIATE Conference in Term 4. This unit also incorporates the use of an Arduino to facilitate data logging from wind turbines produced by students. Feedback indicated that numerous other schools would implement this unit in 2020. In Year 10 Industrial Technology Engineering, students continued to enhance their understanding of robotics by building an Arduino controlled wheeled robot. This unit brings together the construction and coding aspects of engineering and it has proven to be very motivating for students to get their robots to independently navigate a known maze. For 2020, students chose to study Software Design and Development, Information Processes and Technology and Engineering Studies in greater numbers than ever, which indicates the importance of STEM based subjects to their future aspirations.

## **Duke of Edinburgh**

2019 marks the 60th Anniversary of the Duke of Edinburgh Award in Australia and Penrith Selective High school were



lucky enough to be invited to the events associated with this commemorative occasion.

In September, High Royal Highness Prince Edward, Earl of Essex attended the largest Gold award ceremony outside of the United Kingdom. It was here we had 4 Gold participants awarded with their certificates by HRH at Town Hall. Michelle Lin, Josh Lin, Holly Vallester and William Ngo.

That weekend, those students and others attended Royal National Park: Bundeena and walked with the Prince as he unveiled the first walk of 10 short walks which form part of The National 60th Anniversary Award Trail.

In November, the second part of the National Anniversary Trail was opened in Blackheath at Govetts leap. Once again Penrith Selective High School was invited to attend. Some of the Bronze and Gold students were in attendance. Kristiana Margate was lucky enough to attend both.

Grace Faulder was also awarded her Gold certificate this year at the most recent award ceremony, where she was awarded her certificate by Her Excellency, the Honourable Margaret Beazley AO QC, Governor of New South Wales at a ceremony at St Stephens Anglican Church, followed by morning tea at Government House.

There have been 14 camps and excursions organised for the Duke of Edinburgh's Award at Penrith High School during 2019, all of which each and every student has engaged thoroughly with the program at their given level. They have challenged themselves immensely, built resilience, utilised teamwork and have learnt to become more responsible for themselves and their actions.

The school has 362 young people registered with the program, of that 119 have entered the program this year in their current level: 11 at the Gold level, 24 at Silver and 84 at the Bronze level.

This year to date 26 bronze students have completed their award, many of these are the 2018 cohort, with 2 students from 2019 already completed and many more close to finishing over the next month. We have had 17 students receiving their Silver Award, which is another great achievement.

### ***Leadership and University Scholarships***

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. At PSHS, we are focused on providing students with the skills to become our country's future leaders

Penrith Selective High School's record of staff leadership for 2019 includes:

- Australian Education Awards – Finalist: Principal of the Year – Mark Long
- *NSW Department of Education, The Secretary's Award for Excellent Service – Mark Long*
- Australian Education Awards – Finalist: Best School Strategic Plan – Penrith High School
- Australian Education Awards – Finalist: Rising Star – Gary McGovern
- Term 2 2019 Recognition Program Executive Directors school performance for non-teaching – Maria Ryan
- Public Education Foundation: PSHS Co-curricular and Wellbeing Programs "*Secretaries Commendation*" Award. *Maria Ryan received a "Recognition of Nomination" Award*

Penrith Selective High School's record of student leadership for 2019 includes:

- ADF Long Tan Leadership and Teamwork Award – Darren Pradhan and Lachlan Reeves
- YMCA NSW Youth Parliament – Nidhi Sahai and Sukhman Banwait
- John Lincoln Award – Keshna Jeyandrabalan
- 2019 Dame Marie Bashir Peace Award – Keshna Jeyandrabalan
- Minister's Award for Excellence in Student Achievement 2019: Keshna Jeyandrabalan and William Gao
- Kokoda Youth Leadership Challenge 2019)– Kristiana Margate
- Lions Club Citizens Award – Zamanda Kwan
- Reuben F Scarf Award for Commitment – Damian Basso
- Caltex Award for Best All Round Student – John Maddock
- Rotary Club of Nepean: Focus on Youth Dinner – Sophia Hadjimichael got this award
- Pierre de Coubertin Award for Sportmanship – Ben Camua
- Public Education Foundation: Harding Miller Education Foundation scholarship awarded to Samantha Buda and Cherry Tran

Participation in Make a Difference Day, Parliament of New South Wales – Archanaa Kananathan and Yash Misra

- Lions Club Junior Citizen of the Year– Deena Liza Thomas
- The Barry Coe Award – Madeline Reeves

- Lamrocks – Shawana Anwar
- Mr Stuart Ayres, MP All Rounder Award – Wendy Li
- Melissa McIntosh Lindsay Quiet Achiever Award – Sophia Hadjimichael
- Senior Public Speaking Award – Ethan Shackley
- Lions Youth of the Year – Darren Pradhan
- University of Sydney Year 10 Academic Award – Sara Saleh
- University of Sydney Business School Award – Paul Sebastian
- UWS Award for Most Outstanding Year 11 Student – Eugenia Kim
- University of Sydney Business School Award – Elizabeth Santoso
- University of Sydney Business School Award – Eugenia Kim
- Macquarie University Leadership Award – Eugenia Kim and Lance Santos
- Unions NSW Jeff Shaw Memorial Scholarship – Eugenia Kim

## **Sport**

Penrith Selective High students produced some excellent results in a range of sports in 2019.

### **Swimming**

Once again, Ripples Swimming Pool, Penrith was the scene of Penrith Selective High School's Annual Swimming Carnival held on Friday, February 8. The House spirit and enthusiasm from all participants went a long way to making the carnival a success. **Blaxland** have maintained their stronghold in coming first this year, with Lawson coming in a close second, followed by Wentworth and Mitchell. The novelty events provide an increased level of engagement and enjoyment for our students whilst not performing in the main swimming events. Record breaking feat from Year 12 student **Abraham Song** in 50m breaststroke smashing the record by 2.5 seconds.

Congratulations to the following age champions:

### **Females:**

12yrs – Mahathi Bethamsetty

13yrs – Cassidy lauguico

14yrs – Jessie Pranadjaja

15yrs – Samantha Buda

16yrs – Jennifer Cho and Ashvini Dolamulla Hewa Kankanamge

17+yrs – Sanaa Chaudhry

### **Males:**

12yrs – Akash Godiyal

13yrs – Owen McCann

14yrs – Parth Purohit and Alex Vella

15yrs – Falekava Mahe

16yrs – Daniel Biswas

17+yrs – Abraham Song

Our school team went on the Nepean Zone Carnival which was held at Glenbrook Swimming Centre. For the first time in many years, PSHS were crowned Zone Swimming Champions whilst Abraham Song was the 17+ Years Boys equal Age Champion.

The Sydney West Carnival saw PSHS place 30th of all schools in the Region and we had 4 students progress through to the NSW CHS Championships.

Jarryd Keith, Abraham Song, Joshua Lin and Benjamin Renaud represented at the NSW CHS carnival where they placed 16th in both the 17–19 years 4 x 50m Medley and 4 x 50m freestyle relays. Abraham also placed 29th in the 50m freestyle and an impressive 5th in the 100m breaststroke.

## **Cross Country**

The annual school Cross Country carnival was held in and around the school premises at the end of Term 1 and during school spirit week. Very strong participation rates throughout all age groups was pleasing to see. The champion House was Blaxland with Mitchell then Wentworth very close for 2nd and 3rd. Lawson House produced some pleasing performances to finish 4th.

The age champions were as follows:

12 years male and female – Tonmoy Rowchowdhury and Ria Kamalakkannan

13 years male and female– Owen McCann and Daniela Daniels

14 years male and female– Santhosh Samuel and Harini Paranthaman

15 years male and female– Sujanthan Manoharan and Zoe Elizade

16 years male and female– Luke Boyes and Zoe Peters

17 years male and female– Rithvik Nair and Rhalise Cerano

18+ years male and female– Jem Herbert Rice and Prithi Sakthi Sivabalan

We had 130 students go on to represent PSHS at the Nepean Zone Carnival at Knapsack Reserve, Glenbrook. The team finished an impressive 3rd place from 8 schools. The following teams were the champion school in their age group. 12 year boys, 16 year girls, 16 year boys, 18 year girls and 18 year boys.

In June, we had 17 of our best endurance athletes attend the Sydney West Cross Country Championships at Sydney Motor Sport Park, Eastern Creek.

All runners were a credit to the school and many excellent results were produced.

Special mention must go to the following 5 students who finished in the top ten and therefore qualified to run at the NSW All Schools Cross Country Championships.

Santhosh Samuel 10th in 14 years boys and 46th at CHS

Luke Boyes 2nd in 16 years boys and 7th at CHS

Marco Perri 9th in 16 years boys and 66th at CHS

Nair Rithvik 9th in 17 years boys and 57th at CHS

Zoe Peters 7th in 16 years girls and 34th at CHS

## **Athletics**

Our annual school athletics carnival was held at Blair Oval St Marys in Term 2.

Blaxland were once again the champion house to make it a clean sweep of the 3 carnivals.

The Age Champions were:

12 years male and female– Akash Godiyal and Mahathi Bethamsetty

13 years male and female– Owen McCann and Shyla Vashisht

14 years male and female– Santosh Samuel and Harini Paranthaman

15 years male and female– Nicholas Tseung and Zoe Elizalde

16 years male and female– Luke Boyes and Zoe Peters

17+ years male and female– Rahul Sahadevan and Liza Drozd

Luke Boyes in the 16 years boys set a new record in the 400m, Long Jump and Triple Jump events.

150 of our students went on to compete in the Zone carnival at Tom Hunter Park, Faulconbridge. PSHS finished 3rd out of 8 competing schools. Luke Boyes was the 16 year boys age champion.

37 students (including 5 relay teams) progressed from Zone to the Sydney West Athletics carnival. PSHS placed 14th in the overall point score out of 60 schools in the region.

The following students produced some excellent results at the CHS Athletics carnival at Sydney Olympic Park.

Luke Boyes 2nd 800m, 3rd Triple Jump, 5th 1500m and 10th Long Jump.

Zoe Peters, 6th Triple Jump, 9th Long Jump.

Nicholas Tseung, 7th Long Jump.

Erick Rajan, 18th High Jump.

### **Year 7 Gala Day**

Year 7 Gala Day was aimed to make sport and physical activity more enjoyable for everyone. Half of our students travelled to Jamison Park to compete in sports against other Nepean Zone Schools. The remainder of our students participated in a range of sporting activities held at school. Activities on the day included Soccer, Ultimate Frisbee, Touch Football, Newcombe Ball and Basketball. Year 9 Pass students were trained to coordinate the activities at school or coach and referee the events at Jamison Park.

### **Rowing comes to PSHS**

Students at Penrith Selective High School were offered the chance to participate in a Rowing program conducted by Nepean Rowing Club. A number of students enjoyed this activity and have joined the Rowing Club.

A number of PSHS students were chosen to represent Sydney West in a range of sports.

### **Sydney West representative Sport**

Abraham Song– Swimming

Ben Renaud– Swimming

Ben Renaud– Tennis

Dhruv Kant – Cricket

Eric Rajan – Athletics

Jarryd Keith – Swimming

Joshua Lin – Swimming

Luke Boyes – Athletics

Luke Boyes – Cross Country

Marco Perri – Cross Country

Nicholas Tseung – Athletics

Nicholas Tseung – Tennis

Rahul Sahadaevan – Squash

Raunak Srivastava – Hockey

Rithvik Nair– Cross Country

Santhosh Samuel – Cross Country

Sinduja Sureshkumar – Cricket

Zoe Peters – Athletics

Zoe Peters – Cross Country

### **Grade Sport**

Each Wednesday, our school compete in the Nepean Zone Grade Sport Competition. The sports vary from term to term and include Basketball, European Handball, Oztag, Volleyball, Touch Football, Netball, Soccer, Aussie Rules, Futsal and Cricket. Up to 130 students participate in Grade Sport each week.

PSHS were the champion school in the Zone for all 4 terms of 2019. Our students fill all teams and give their all each and every week.

### **Recreational Sports**

A large range of recreational sports are offered to our students each week. Some are at no cost and are held on school grounds and many use a range of local community facilities. Some sports that have been added in recent times include, PCYC Boxercise, PCYC Weights, Lawn Bowls, and Rowing.

### **Zone Representatives**

Our students regularly trial for the Nepean Zone team in a range of sports. In 2019, many PSHS students were successful in being selected to represent the Zone. Zone teams including our students were Basketball, Volleyball, Cricket, Tennis and Soccer.

Dhruv Kant was a CHS representative in Cricket and was awarded a Sydney West Blue.

Sinduja Sureshkumar also represented CHS in Cricket.

### **Knockout Sport**

Penrith Selective High School compete in a range of sports in the state wide knockout competition. The Boys Cricket Team were the Sydney West Champions and we had boys and girls representing in Basketball, Bowls, Cricket, Soccer, Netball, Table Tennis, Tennis, Touch and Volleyball.

