

# 2020 Annual Report

## Parramatta High School



8135

## Introduction

The Annual Report for 2020 is provided to the community of Parramatta High School as an account of the school's operations and achievements throughout the year.

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

### School contact details

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## School vision

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

## School context

Parramatta High School, established in 1913, is a co-educational partially selective secondary school located in the city of Parramatta. The school has an enrolment of 1022 students. The community is multicultural with an ethnic composition of LBOTE of 95% and less than 1% ATSI. The predominant languages, apart from English, are Hindi, Tamil, Gujarati and Telugu with a high percentage supported by 4.2 EALD staff and one STLA staff. The school has approximately 73 teaching staff, 12.2 Support Staff including 1.0 SLSO and 1.0 SSO.

The school receives funding for Refugee Student Support and Integration Funding and runs programs to support learning needs including Multi Lit, Edrolo, Education Perfect and Elevate. The school has a range of Quality Teaching programs that support learning in the classroom and recognises student diversity. Active student voice is a priority for the school through the Student Representative Council, Social Justice League and Prefect body.

To implement the Department's High Potential and Gifted Education policy, all staff are trained in GERRIC and apply the 'What Works Best' model to enhance their teaching practice. Teachers are also guided by the Disability Standards for Education and embed inclusive educational programs and practices to support the diverse range of learners at our school.

A strong wellbeing team provides support and leadership for the school community. Staff are dedicated to student wellbeing through the implementation of the PBL and ASPIRE Positive Education models. Further support is provided to students through community partnership programs such as Fast Forward and Max Potential.

As a result, students at Parramatta High School will set challenging learning goals, be risk takers and critical and creative thinkers.



## 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>

### Self-assessment using the School Excellence Framework

| Elements   | 2020 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture                             | Excelling              |
| LEARNING: Wellbeing                                    | Excelling              |
| LEARNING: Curriculum                                   | Sustaining and Growing |
| LEARNING: Assessment                                   | Sustaining and Growing |
| LEARNING: Reporting                                    | Sustaining and Growing |
| LEARNING: Student performance measures                 | Sustaining and Growing |
| TEACHING: Effective classroom practice                 | Sustaining and Growing |
| TEACHING: Data skills and use                          | Sustaining and Growing |
| TEACHING: Professional standards                       | Sustaining and Growing |
| TEACHING: Learning and development                     | Sustaining and Growing |
| LEADING: Educational leadership                        | Sustaining and Growing |
| LEADING: School planning, implementation and reporting | Sustaining and Growing |
| LEADING: School resources                              | Sustaining and Growing |
| LEADING: Management practices and processes            | Sustaining and Growing |

## Strategic Direction 1

### LEARNING

#### Purpose

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

#### Improvement Measures

Reduction of negative student incidents by 10%.

Increased student engagement.

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

Remodelling and evaluating teaching and learning spaces to accommodate an evolving school community.

70% student satisfaction with the PBL Curriculum

#### Overall summary of progress

Student wellbeing and academic outcomes are an integral focus at the school. Teacher expectations, behaviours, and interactions in the classroom all have an impact on how well students learn. A strong focus on academic improvement this year and targeted professional learning did see strong student achievement at all stage levels. There was a decrease in negative incidences schoolwide and positive responses in external data from both the HSIE and Mathematics evaluations suggest students are engaged in lessons and experience a positive learning climate in the classroom. A number of external teaching spaces within the school were created to deliver flexible, varied and engaging options for teaching and learning.

#### Progress towards achieving improvement measures

**Process 1:** Targeted Literacy & Numeracy whole school strategies address student needs.

| Evaluation   | Funds Expended (Resources)                                 |
|--|--|
| <p>Students needing support were identified and where appropriate were recommended and supported through Lifeskills programs. In addition, a program designed to support students who had not reached minimum standards for the HSC was developed for implementation in 2021.</p> <p>Literacy remained a strong focus and targeted professional learning and collaborative planning saw the development of strategic approaches for teaching writing across all KLAs. Resources, lesson examples and work samples were shared by all faculties to develop a greater understanding of the writing requirements in other subject areas and how writing was taught. A focus on the development of stronger comprehension skills was also maintained.</p> <p>Numeracy strategies to target students' need were addressed by the Numeracy Team to extend all student numeracy skills and improve performance.</p> | <p>TAFE</p> <p>Transition program - transition advisor</p> |

**Process 2:** Implement a whole school integrated approach to wellbeing by embedding the ASPIRE model into school programs

| Evaluation  | Funds Expended (Resources) |
|---|----------------------------|
| <p>The ASPIRE program needs a greater focus and priority and its implementation into school programs will continue in 2021.</p> |                            |



## Progress towards achieving improvement measures

The Wellbeing Coordinator completed an audit on programs to establish needs/gaps for the staged wellbeing program. Explicit year group lessons for 2021 will be developed to support student wellbeing and engagement and ensuring the facilities available at the school are used effectively for the growing number of students in all years.

**Process 3:** A stage-focused approach to academic improvement.

| Evaluation  | Funds Expended (Resources) |
|---|----------------------------|
| <p>A third Deputy was introduced and a Stage approach successfully adopted.</p> <p>All KLA's completed reflection on WWB strategies, demonstrating that many teachers are utilising evidenced based teaching strategies in their classrooms. This needs to be revisited to ensure a whole school take up of strategies presented in 2020.</p> <p>Stage goals will be set for future years as there were interruptions to the year due to COVID -19.</p> |                            |

## Next Steps

PHS will begin the Strategic Improvement Planning cycle and has aligned its priorities with NSW DoE expectations. Current processes will be modified to help meet system negotiated targets, including the newly appointed literacy and numeracy leaders who will address the support staff in the teaching of reading and numeracy skills. Students will be supported and developed as self-regulated and engaged learners who are motivated to excel academically and become critical and creative thinkers with a skillset and attitude that will support their transition into tertiary study and the workforce.

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

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

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



## Strategic Direction 2

### TEACHING

#### Purpose

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

#### Improvement Measures

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

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

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

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

Increase in number of students meeting minimum standards in numeracy

#### Overall summary of progress

Teachers at PHS remain committed to improving student learning outcomes through professional learning and collaboration, focusing on improving their teaching practice. 2020 saw an improvement in the number of students achieving in the top three bands for the HSC, with most courses achieving above the state average. Students did not sit NAPLAN in 2020 but PHS registered for our students to complete the Check-in assessment. Our Reading and Numeracy results remain strong highlighting our commitment to improving the numeracy and literacy skills of our students. There is also a structured program to work closely with students who have not met minimum standards. Exposure to testing procedures and a managed approach with these students has seen most students achieve minimum standards in reading, writing and numeracy prior to commencing the HSC courses.

When we consider the learning growth of students at PHS between Years 7 and 9 we continue to excel. Differentiation is a continued focus at PHS and compliments the high impact teaching strategies used by staff after professional development in the 'What Works Best' document. This continual focus on improving practice supports the learning of all students, including those who experience difficulties. The Learning and Support team address the learning needs of students within the school through a combination of team teaching, parallel teaching and some withdrawal lessons. Whilst we are improving in HSC results, the Literacy Coordinator and Literacy team focused on academic writing for Stage 6 and this increased staff confidence in improving the writing of students. The Numeracy team shared strategies for the teaching of numeracy in a variety of KLAS and this focus should see literacy and numeracy skills and academic writing skills improve in our students.

#### Progress towards achieving improvement measures

**Process 1:** The Literacy Team will research and provide PL and mentoring focusing on literacy requirements for Stages 4-6.

| Evaluation   | Funds Expended (Resources) |
|--|----------------------------|
| <p>The Literacy team presented professional learning on the explicit teaching cycle and how to use it to improve academic writing.</p> <p>Staff collaborated on the creation of a teaching strategy that would improve academic writing in their subject area.</p> <p>All faculties presented their teaching strategy during a staff meeting and discussed the impact this had on student writing. Overall feedback from teachers and students was positive.</p> |                            |

**Process 2:** The Numeracy Team will analyse data from Best Start Year 7, NAPLAN, Minimum Standards and other school data to inform school needs.

## Progress towards achieving improvement measures

| Evaluation   | Funds Expended (Resources) |
|--|----------------------------|
| <p>The Numeracy team presented professional learning on numeracy skills for high performance students and how to implement these skills in various KLAS.</p> <p>Staff were encouraged to share examples of their teaching and the overall feedback was positive.</p> |                            |

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

| Evaluation  | Funds Expended (Resources) |
|---|----------------------------|
| <p>Senior executive plus head teachers T &amp; L presented 4 themes to be a focus of 2020.</p> <p>Whole school reflection on High expectations, Explicit Teaching, Effective Feedback and the Use of Data to inform practice.</p> <p>Use of a common language of learning goals and success criteria.</p> |                            |

**Process 4:** The Data Analysis Team will lead whole school PL on HSC RAP analysis package.

| Evaluation  | Funds Expended (Resources) |
|---|----------------------------|
| <p>The Data Analysis Team identified key student data sources relevant for each stage in the school transition points, and how those data sources can be used for identifying students strengths, gaps and targeted areas for improvement in both their learning and wellbeing outcomes. A particular focus of the Data Analysis Team was to develop a Parramatta High School HSC RAP Data Analysis template for both HSC Classroom teachers and Head Teachers. This provides a thorough, school-wide systematic and consistent form of RAP analysis of HSC results. The team also leads whole school PL on HSC RAP Analysis. This culminated in the School Leadership Team's annual analysis of what works best and areas for targeted faculty improvement measures by each Faculty/KLA.</p> |                            |

**Process 5:** The Professional Learning Team will plan and implement the High Performance & Gifted Policy.

| Evaluation  | Funds Expended (Resources) |
|---|----------------------------|
| <p>School procedures, programs and practices, were evaluated to ensure they address this policy and analyse student growth and achievement data to inform school planning and policy implementation.</p> <p>KLA's revisited programs to ensure evidence-based procedures, programs and practices that meet the learning and wellbeing needs of all high potential and gifted students and facilitate talent development.</p> <p>Teacher capacity improved through engagement with quality research and ongoing professional learning on effective practices to improve growth and achievement for all high potential and gifted students.</p> |                            |

## Next Steps

School performance and priorities have been evaluated through the Situational Analysis which will inform the directions for the 2021-2024 Strategic Improvement Plan.

Literacy and Numeracy will remain at the forefront with the consistent monitoring of student ability through Best Start,



PAT testing and a continued focus on improving academic writing in Stage 6. All KLAs will continue to address differentiation and share resources and observations to improve practice. Executive staff will participate in professional learning that will be delivered on data analysis and how to use to best inform teaching practice.

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



## Strategic Direction 3

### LEADING

#### Purpose

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

#### Improvement Measures

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

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

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

#### Overall summary of progress

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

2020 saw positive outcomes for Stage 6 students with the structured program led by the Senior Curriculum Adviser and supported by the Stage 6 Deputy, Careers Adviser and Transition Adviser. The staged Senior Executive model and alignment with specialist Head Teachers allowed for an increase in leadership opportunities for staff. The Literacy Coordinator and Literacy team led the professional development of staff in academic writing which addressed school priorities.

The Community Partnerships Team has seen an increase in both community engagement on social media platforms. The COVID-19 situation required a change to mostly digital communication platforms but the connection with the community remained encouraging and there will be a revitalisation of certain platforms to better suit community expectations.

#### Progress towards achieving improvement measures

**Process 1:** Implement whole school professional learning program focused on evidenced based principles highlighted in the What Works Best publication: using data sources, explicit teaching, effective feedback and high expectations.

Using instructional leadership to drive high quality professional learning in literacy teaching practices.

| Evaluation  | Funds Expended (Resources) |
|---|----------------------------|
| Professional learning on explicit teaching, effective feedback and high expectations as highlighted in the 'What Works Best' was successfully delivered.                                      |                            |
| Professional development in literacy teaching practices was also delivered and the overall feedback was positive as staff were able to demonstrate their work and implement it into programs. |                            |

**Process 2:** Creation of Third DP, 3 Staged leadership structure, TALs, SCA, Stage 5 Transition Coordinator, and Literacy Coordinator to streamline and saturate school priorities.

| Evaluation   | Funds Expended (Resources) |
|--|----------------------------|
| Stage approach up and running. Deputy Principals have line of sight with stage priorities. Staff, students and parents are have a clear understanding of school stage structure. |                            |

## Progress towards achieving improvement measures

Changing of executive personnel including new HT CAPA position and the introduction of HT Welfare has warranted a revised structure in responsibilities.

**Process 3:** Opportunities for students and the wider school community to participate in Max Potential, High Resolves, Education Perfect, Fast Forward, Elevate, Community Forums

| Evaluation  | Funds Expended (Resources) |
|---|----------------------------|
| All students were given the opportunity to participate in the wellbeing and academic programs offered. Due to the restrictions in 2020, digital alternatives to face-to-face delivery was employed where possible. Community forums were postponed. |                            |

**Process 4:** Establishment of PHS Enrichment Program

| Evaluation   | Funds Expended (Resources) |
|--|----------------------------|
| The enrichment program was established and students demonstrated the traits outlined in the PHS positive education ASPIRE model by participating in extra-curricular and community-based events. |                            |

## Next Steps

The leadership structure for 2021 will continue to have a stage approach, with the continuation of a third Deputy Principal as part of the Senior Executive team. Deputy Principals will be linked with the Head Teacher TaL, Head Teacher Welfare or Instructional leaders and other curriculum areas. This will increase the leadership capacity of current staff members and have a more concentrated stage approach for student improvement and literacy and numeracy priorities. The existing staff structure will be remodelled. Teams that will continue will be the Community Partnerships and Professional Learning teams. There will be an increase in professional learning opportunities during allocated meeting times.



| Key Initiatives   | Resources (annual)   | Impact achieved this year   |
|---|--|---|
| <b>Aboriginal background loading</b>                          | <p>Appointment of Co-ordinator with relief time allocated to run and develop programs.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$3 573.00)</li> </ul>   | All Aboriginal and Torres Strait Islander (ATSI) students have a Personal Learning Pathway (PLP) to ensure the learning needs of all ATSI students are catered for.   |
| <b>English language proficiency</b>                           | <p>Release of HT to run and develop programs.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>English language proficiency (\$54 192.00)</li> </ul>  | Students were supported with resources to complete set work and assignments. Access to computers, programs and Individualised Learning Plans (ILPs) ensured students learning English as an additional language or dialect (EALD) fully participated in schooling and reached their full potential. |
| <b>Low level adjustment for disability</b>                    | <p>Employment of the following staff:</p> <p>0.1 LAST</p> <p>CTR above establishment</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$62 459.00)</li> </ul>  | The LAST also worked with classroom teachers to plan, implement, model, monitor and evaluate teaching programs for students with additional learning and support needs.   |
| <b>Socio-economic background</b>                              | <p>Purchase of resources additional for faculties. Upgrades to the playground to improve learning spaces.</p> <p>Wellbeing study skills including High Resolves, Elevate, Edrolo and Education Perfect.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Socio-economic background (\$51 878.00)</li> </ul> | All students had the opportunity to participate in a range of extra-curricular programs. New and upgraded facility resources provided support opportunities for students to learn independently.  |
| <b>Support for beginning teachers</b>                         | <p>Beginning teachers were supported through release time, mentoring and additional access to professional learning opportunities.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Support for beginning teachers (\$61 948.00)</li> </ul>   | Allocated time was used for observations, joint marking, collegial planning and discussions. Beginning teachers were provided with ongoing feedback and support that was embedded in the collaborative practices of the school.   |
| <b>Targeted student support for refugees and new arrivals</b> | <p>A range of resources were purchased; books, magazines for reading activities, payment of fees, excursions, uniforms and extra-curricular activities. Relief provided for co-ordinator to oversee the program.</p>   | Students were supported and well-integrated. They were provided with ongoing EALD, literacy and numeracy teaching support, and a range of other programs, resources and strategies to meet their wellbeing and learning needs.  |

|   |   |   |
|---|---|---|
| <b>Targeted student support for refugees and new arrivals</b> | <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Targeted support for refugees and new arrivals (\$58 320.00)</li> </ul>  | Students were supported and well-integrated. They were provided with ongoing EALD, literacy and numeracy teaching support, and a range of other programs, resources and strategies to meet their wellbeing and learning needs.                                  |
| <b>Professional learning</b>                                  | Professional learning opportunities; course and relief.<br><br><b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Professional learning (\$76 742.00)</li> </ul>  | Teachers were empowered to strengthen practice and improve the learning outcomes of all students. Focuses for 2020 included academic improvement, literacy and numeracy, strategies, leadership development and also growth support.                            |
| <b>Flexible funding for Wellbeing Services</b>                | <ul style="list-style-type: none"> <li>Funding of flexible wellbeing including Elevate, Peer Support and in part High Resolves.</li> <li>Purchasing of student diaries.</li> <li>Staff release for delivery of wellbeing programs.</li> <li>Part employment of a classroom teacher.</li> </ul><br><b>Funding Sources:</b> <ul style="list-style-type: none"> <li>(\$26 707.00)</li> </ul> | Programs and resources have supported the capacity of classroom teachers to meet the wellbeing needs of students as well as address student engagement, study skills and leadership. All students had the opportunity to participate in all wellbeing programs. |
| <b>School Support allocation</b>                              | Employment 0.4 School Administration Officer<br><br>Overtime for School Administration Manager<br><br><b>Funding Sources:</b> <ul style="list-style-type: none"> <li>(\$51 425.00)</li> </ul>   | School Administration Manager implemented new process systems and routines enabling efficient management of the school financial administrative functions.  |
| <b>Integration</b>  | Employment of SLSO<br><br><b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Integration funding support (\$88 794.00)</li> </ul>   | Learning support provided for targeted students addressing their learning needs.  |



## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2017       | 2018 | 2019 | 2020 |
| Boys     | 539        | 569  | 595  | 625  |
| Girls    | 323        | 342  | 369  | 398  |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2017 | 2018 | 2019 | 2020 |
| 7         | 95.8 | 95.3 | 96   | 96.4 |
| 8         | 94.4 | 93.7 | 94.4 | 94.4 |
| 9         | 93.9 | 92.3 | 93.3 | 94.2 |
| 10        | 93   | 90.3 | 93.4 | 93.8 |
| 11        | 90.4 | 90.6 | 92.3 | 93.5 |
| 12        | 91.3 | 92   | 92.3 | 94.6 |
| All Years | 93.2 | 92.4 | 93.7 | 94.5 |
| State DoE |      |      |      |      |
| Year      | 2017 | 2018 | 2019 | 2020 |
| 7         | 92.7 | 91.8 | 91.2 | 92.1 |
| 8         | 90.5 | 89.3 | 88.6 | 90.1 |
| 9         | 89.1 | 87.7 | 87.2 | 89   |
| 10        | 87.3 | 86.1 | 85.5 | 87.7 |
| 11        | 88.2 | 86.6 | 86.6 | 88.2 |
| 12        | 90.1 | 89   | 88.6 | 90.4 |
| All Years | 89.6 | 88.4 | 88   | 89.6 |

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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

### Management of non-attendance

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

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

### Post school destinations

| Proportion of students moving into post-school education, training or employment | Year 10 % | Year 11 % | Year 12 % |
|--|-----------|-----------|-----------|
| Seeking Employment   | 0         | 0         | 2         |
| Employment   | 0         | 0         | 3         |
| TAFE entry   | 0         | 1         | 7         |
| University Entry   | 0         | 1         | 75        |
| Other  | 0         | 0         | 3         |
| Unknown  | 0         | 1         | 10        |

PHS understands and supports the importance of our students having a clear understanding of post - school destination options. It is clear that most of our students choose to continue their studies at a tertiary level with a high percentage choosing University as their preferred option. This aspiration was not dampened by online learning periods and the reduction in opportunities for Year 12 students to explore tertiary institutions. The 2020 cohort saw a slight increase in University acceptances and TAFE full time employment and "gap" years being taken.

### Year 12 students undertaking vocational or trade training

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0.68% of Year 12 students at Parramatta High School undertook vocational education and training in 2020.

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

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97.9% of all Year 12 students at Parramatta High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

142 students completed Year 12 in 2020 with all but one student, who did not meet minimum standards by the end of the year, receiving their HSC. Of these students 109 students were offered and accepted a place at University. The remainder of students explored options through vocational training at TAFE and

## Workforce information

### Workforce composition

| Position                                | FTE*  |
|---|-------|
| Principal(s)                            | 1     |
| Deputy Principal(s)                     | 2     |
| Head Teacher(s)                         | 10    |
| Classroom Teacher(s)                    | 50.3  |
| Learning and Support Teacher(s)         | 0.9   |
| Teacher Librarian                       | 1     |
| Teacher ESL                             | 3.8   |
| School Counsellor                       | 1     |
| School Administration and Support Staff | 12.17 |
| 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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

### Workforce ATSI

| Staff type     | Benchmark <sup>1</sup> | 2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup> |
|----------------|------------------------|---|
| School Support | 3.30%                  | 6.30%   |
| Teachers       | 3.30%                  | 2.80%   |

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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

The school spent approximately \$76742 on Teacher Professional Learning in 2020. These funds come from a government grant and are topped up from school funds. The school ran 5 School Development Days through the year covering a range of topics including the explicit teaching of writing for Stage 6, 'What Works Best' elements of High Expectations, Feedback and Explicit teaching and data analysis.

In addition to the School Development Days, the school also ran professional development sessions during staff meetings where the following topics were covered: HSC Data Analysis, Academic Improvement strategies such as High Expectations, Explicit Teaching and Effective Feedback, Differentiation, Literacy and Numeracy and Tools for Technology. Teaching and Staff and Student Support members attended over 50 different external Professional Development courses, representing all faculties. Courses covered Online Learning, Teacher Accreditation, Positive Education, Curriculum Differentiation, Wellbeing and School Administration, Executive Leadership as well as faculty-specific courses relating to curriculum and assessment. A number of teachers also completed online professional learning in their own time. Funds were also used to provide faculty planning time for programming and assessment in preparation for the new Stage 6 syllabus and assessment changes.

During 2020 we had 4 teachers gaining accreditation at proficient, as well as teachers seeking accreditation which will continue into 2021 and beyond. The majority of teachers in the school are now accredited at proficient level. Teachers completing accreditation at all levels, including Beginning Teachers, receive appropriate guidance, leadership and professional learning opportunities.



# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

|                                       | 2020 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 2,052,376               |
| <b>Revenue</b>                        | 10,980,953              |
| Appropriation                         | 10,708,350              |
| Sale of Goods and Services            | 39,829                  |
| Grants and contributions              | 227,975                 |
| Investment income                     | 4,700                   |
| Other revenue                         | 100                     |
| <b>Expenses</b>                       | -10,788,673             |
| Employee related                      | -9,676,249              |
| Operating expenses                    | -1,112,424              |
| <b>Surplus / deficit for the year</b> | 192,280                 |
| <b>Closing Balance</b>                | 2,244,656               |

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





## Financial summary - Equity loadings

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

|                         | 2020 <b>Approved SBA (\$)</b> |
|-------------------------|-------------------------------|
| <b>Targeted Total</b>   | 91,363                        |
| <b>Equity Total</b>     | 686,207                       |
| Equity - Aboriginal     | 3,573                         |
| Equity - Socio-economic | 51,878                        |
| Equity - Language       | 469,852                       |
| Equity - Disability     | 160,904                       |
| <b>Base Total</b>       | 9,325,718                     |
| Base - Per Capita       | 231,750                       |
| Base - Location         | 0                             |
| Base - Other            | 9,093,968                     |
| <b>Other Total</b>      | 405,467                       |
| <b>Grand Total</b>      | 10,508,755                    |

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



## School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

**In 2020, NAPLAN was not used as an assessment of Literacy or Numeracy for Years 7 and 9. As an alternative, Year 9 students took part in the Check-in Assessment.**

#### **Literacy:**

In the Reading Assessment, the school continued to perform at a high level, showing an average scaled score of 68.3% placing it 0.9% above the SSSG average and 10.4% above the state average. It is hoped that a more intensive whole school approach to the explicit teaching of reading will yield increased and ongoing improvement in Reading achievement in the following years.

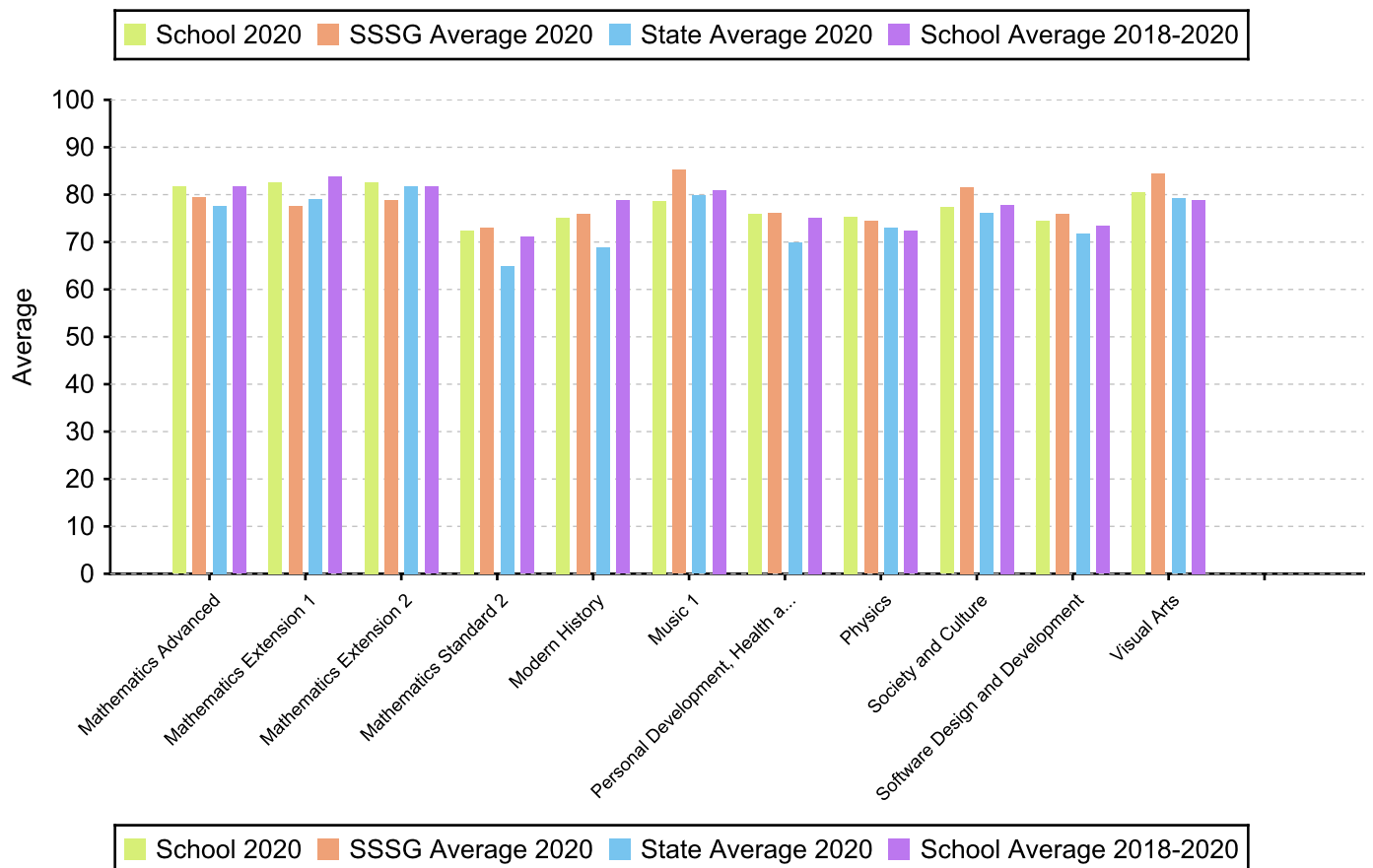
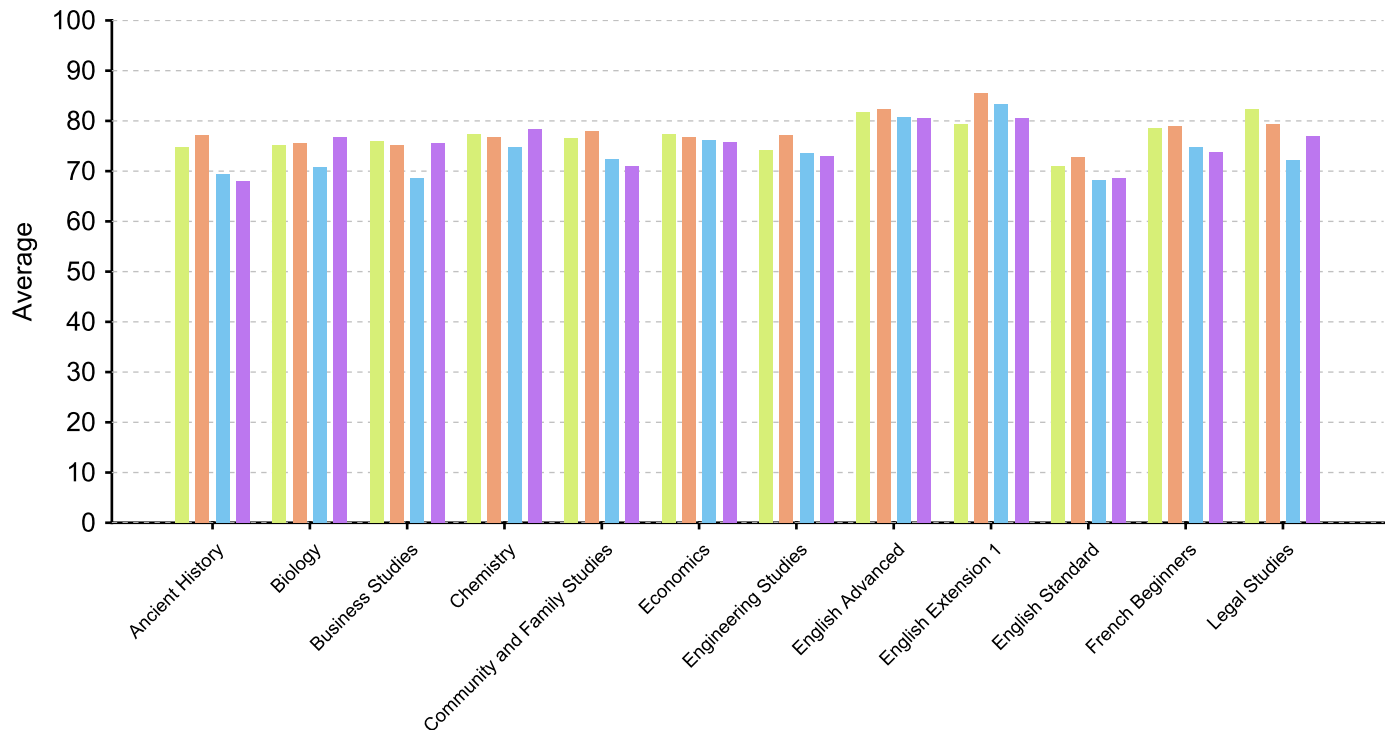
#### **Numeracy:**

Students were given a score that fell into six Bands in Numeracy, with Band 10 being the highest and Band 5 the lowest. Seventy percent (70.0%) of Year 9 students were in the top two bands, compared with 22.1% for the State and 42.1% in the Similar Schools Group. From this group, 48.8% of students received a Band 10 for Numeracy. There is no reportable growth due to the different nature of this assessment. At the bottom two bands, 3.5% of students scored a Band 6, with no students scoring a Band 5. The combined number of students awarded Band 5 or 6 in the State was 19.3%, while the Similar School Group was 6.3%. In conjunction with initiatives developed by the Numeracy Instructional Leader, programming principles will be maintained and fine-tuned to ensure further success and growth at Parramatta High School.

## School performance - HSC

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

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



| Subject   | School 2020 | SSSG | State | School Average 2018-2020 |
|---|-------------|------|-------|--------------------------|
| Ancient History                                     | 74.8        | 77.2 | 69.4  | 68.0                     |
| Biology   | 75.1        | 75.5 | 70.8  | 76.7                     |
| Business Studies                                    | 75.9        | 75.1 | 68.6  | 75.5                     |
| Chemistry   | 77.4        | 76.7 | 74.8  | 78.3                     |
| Community and Family Studies                        | 76.5        | 78.0 | 72.4  | 71.1                     |
| Economics   | 77.4        | 76.7 | 76.1  | 75.8                     |
| Engineering Studies                                 | 74.2        | 77.2 | 73.6  | 72.9                     |
| English Advanced                                    | 81.7        | 82.4 | 80.8  | 80.6                     |
| English Extension 1                                 | 79.3        | 85.5 | 83.4  | 80.6                     |
| English Standard                                    | 71.0        | 72.8 | 68.1  | 68.5                     |
| French Beginners                                    | 78.6        | 78.9 | 74.7  | 73.7                     |
| Legal Studies                                       | 82.4        | 79.3 | 72.1  | 76.9                     |
| Mathematics Advanced                                | 81.7        | 79.5 | 77.7  | 81.7                     |
| Mathematics Extension 1                             | 82.6        | 77.7 | 79.1  | 83.8                     |
| Mathematics Extension 2                             | 82.6        | 78.9 | 81.8  | 81.7                     |
| Mathematics Standard 2                              | 72.5        | 73.0 | 64.9  | 71.1                     |
| Modern History                                      | 75.1        | 76.0 | 68.9  | 78.8                     |
| Music 1   | 78.7        | 85.2 | 79.8  | 80.9                     |
| Personal Development, Health and Physical Education | 76.0        | 76.1 | 69.9  | 75.2                     |
| Physics   | 75.3        | 74.4 | 73.0  | 72.3                     |
| Society and Culture                                 | 77.3        | 81.6 | 76.2  | 77.8                     |
| Software Design and Development                     | 74.5        | 75.9 | 71.8  | 73.4                     |
| Visual Arts   | 80.5        | 84.4 | 79.2  | 78.8                     |

## English

As in previous years, Parramatta High School offered English Extension 1 and 2, Advanced, EALD and Standard English to the 2020 cohort of HSC students. Based on the 2020 results, the combined aggregate for all courses has continued to increase over the last three year and is above the state average, with the results indicating a particularly strong improvement in Standard English. In terms of the percentage of students achieving in the top two bands, Advanced English had 67.61% and in Extension 1 English, approximately 90% of students scored in the two highest bands. Across all courses, the number of students performing in the lowest two bands is significantly below the state average. In relation to performance above the state average, the EALD course followed by Standard English performed at the highest levels.

It is hoped that a reinvigorated approach to the teaching of writing in Stage 6 gained from PL presented in 2020, along with a strengthened whole school approach to implementing elements of the What Works Best document focussing on High Expectations, Formative Assessment and Explicit Teaching, will assist in moving students in the middle bands into higher performance bands and yield further gains in HSC achievement.

## Creative and Performing Arts

In 2020, Parramatta High School offered two CAPA courses, Music 1 and Visual Arts. While it was a challenging year for students who were required to complete Major Works and practical examinations, the 2020 cohort have performed highly overall.

All of the 18 students who completed the Visual Arts HSC course achieved a Band 4 or higher, with 67% of the students being awarded a Band 5. These results reflect a steady increase in Visual Arts over the past 5 years. This can be attributed to a strong focus on developing Art literacy across all stages and through effective scaffolding and modelling strategies. The students submitted Major Works in a variety of forms such as painting, digital painting, drawing and sculpture.

Over 85% of Music 1 students received a Band 4 or higher, with one student achieving a Band 6. The students completed aural and written examinations and all of the students elected to major in performance this year.

The CAPA faculty continue to refine and strengthen their programs, resources and assessment strategies to best support student needs and growth in preparing them for their HSC examinations.

## **Human Society and its Environment**

In the 2020 HSC, 155 Parramatta High School students sat for a wide range of HSIE HSC examinations that included Ancient History, Business Studies, Economics, Legal Studies, Modern History, Society and Culture and History Extension. HSIE results in 2020 were strong, with 11 Band 6 results achieved by students: 4 in Legal Studies, 5 in Business Studies, 1 in Economics and 1 in Society and Culture. HSIE subjects continued to see a high level of Band 5s achieved by students with 62 band 5s overall, with increased with high Band 5 achievements in courses such as Society and Culture, Economics, Business Studies and Ancient History. A renewed effort to build students' capacity to achieve higher bands is the focus of the HSIE Faculty for 2021.

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

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

## **Languages other than English**

In the 2020 HSC Parramatta High School students completed LOTE examinations in the French Beginners course. Six students achieved the highest band seven students achieved a band 5, showing strong growth in this course.

Continued student interest in studying Background Languages through community schools saw 2020 HSC students achieve outstanding results. Seven students studying languages at Saturday School received Band 6 results: three students in Hindi Continuers, two students in Tamil Continuers, one student in Persian Continuers and one student in Turkish Continuers. In addition, one student achieved a Band 6 in the Spanish Beginners course studied through the NSW School of Languages. The LOTE faculty continues to encourage students to pursue the study of foreign languages and to develop programs, resources, teaching and learning and assessment strategies to enhance and maximise student learning and achievement.

## **Mathematics**

In total, 15 Band 6's plus an extra 23 notional Band 6's were achieved in 2020. It was an impressive result, with 4 new HSC courses running for the first time. The 38 Band 6's and E4's were achieved in the following courses: Two Band 6's in Mathematics Standard 2, Thirteen Band 6's in Mathematics Advanced, nineteen E4's in Mathematics Extension 1 and nineteen band E4 & E3 in Extension 2. In Mathematics Extension 1 and 2, 90.48% and 85.41% of candidates respectively achieved Bands E4 & E3 (State 84.02% and 74.5% respectively). These results indicate that continued emphasis on appropriate student course selection is essential. In Mathematics Advanced, 59.01% of students achieved Bands 5 or 6 compared to 52.6% of the State. Also, only 1.64% of the school was awarded the lower two bands in Mathematics compared to 4.19% for the State. In the Mathematics Standard 2 course, the school achieved 2 Band 6's and 6 Bands 5's, that is 21.05% compared to State 24.72%. The Mathematics Standard 1 course was also offered for the first time with promising results. The continued use of the SmarterMaths program, targeting past HSC questions linked in with school data, continued to enhance and assist in lifting the performance of all PHS Mathematics students.

## **Personal Development, Health & Physical Education**



Numbers in the PDHPE Courses have continually increased over the past few years with two classes completing the HSC in PDHPE in 2020. Students have performed exceptionally well in the top 2 Bands. Students achieving Bands 5 and 6 totalled 39.39% compared to 30.19% for the state. There were seven Band 6 results in comparison to five in 2019, zero in 2018 and 3 in 2017. The PDHPE HSC results have continually increased every year overtaking state and regional averages. The average mark in PDHPE continues to be well above the state average. In 2021 PDHPE will have 3 classes completing the HSC.

Community and Family Studies continues to show positive trends in the value-added and a greater shift towards Bands 5 and 6 over the past 5 years. Most impressively, three students achieved Band 6 in 2020 and seven achieved Band 5. The CAFS HSC results have continually increased every year overtaking state and regional averages with a total of 47.61% achieving in Bands 5 and 6 compared to 33.53. No student achieved Band 1 in CAFS for the third year.

## **Science**

In 2020, Biology, Chemistry and Physics courses were offered at Parramatta High with a total of 131 students sitting for the HSC in these courses. The performance in the HSC was of a very high standard with all courses averages being above that of the state average.

When compared to the average performance of schools across the state, both Chemistry and Biology demonstrated positive achievements. Over 82% of Chemistry, 78% of Biology and 73% of Physics students achieved a minimum of a Band 4 with an average mark of 76 across the courses. Generally, the students who studied science subjects performed strongly relative to their other subjects within the school.

The interest in the science disciplines has been consistent and is in accordance with the sustained positive academic performance of students across all science courses.

## **Technological and Applied Studies (TAS)**

Four HSC subjects were studied in the TAS KLA this year and they continue to serve their client base well. The size of the candidature for the 2020 HSC in TAS was a noticeable decrease in percentage from the previous three years. Small candidature at HSC level in some classes makes data analysis a more challenging task, however, more individualised attention can be afforded to students. There was a marked positive shift in Band performance percentages overall compared to the previous year, increasing higher band performance, with 73% of TAS students achieving in the top 3 Bands. A trend that does continue is the strong percentage of candidates who achieve their best or better HSC performances in their TAS subjects. This indicates that the TAS KLA is meeting the needs of the students in their classes. Information Processes and Technology continues to achieve above state average results, whilst Engineering Studies and Software Design & Development results remain in line with State Averages.

The TAS faculty continues to organise and be involved in many extra-curricular opportunities for students, including coding, electronics, design thinking and entrepreneurial activities, amidst the difficult year that was. The TAS faculty successfully introduced the new Year 8 Technology syllabus with a range of authentic teaching & learning and assessment strategies, to maximise and individualise student learning and achievement and promote design thinking and problem-solving skills applicable to any post-school education and training. In a STEM/STEAM driven current climate, where TAS subjects contribute to more than fifty percent of this mix, our TAS faculty remains future-focused and relevant. The easy adaptation to online learning and alternative teaching models during last year was a testament to this.



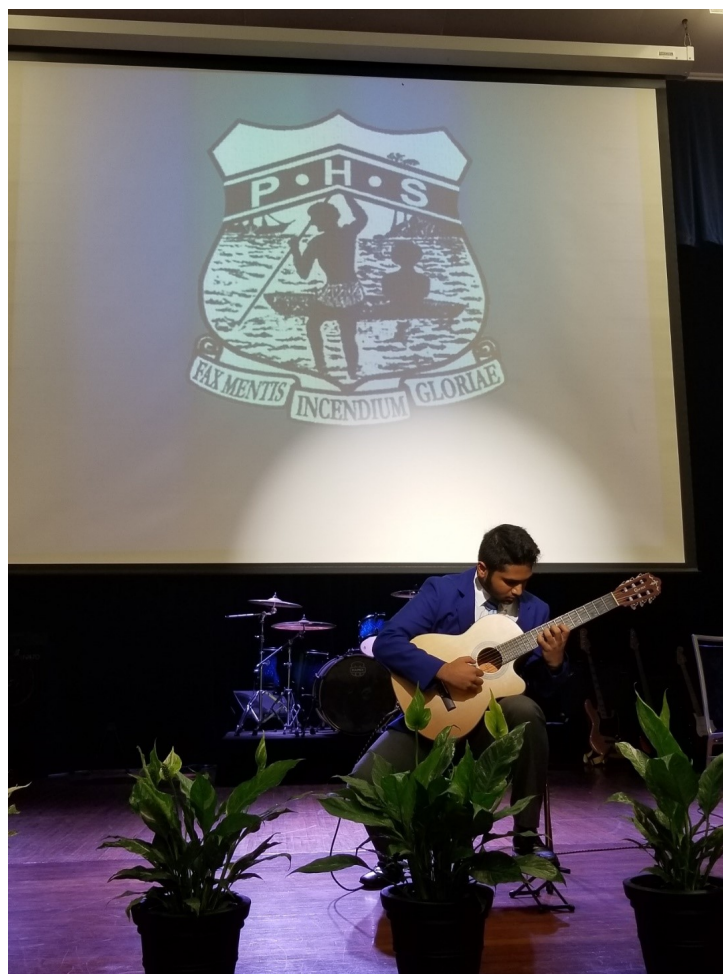
## Parent/caregiver, student, teacher satisfaction

**Parent** surveys completed online, targeted school surveys or Tell Them From Me, indicated that the school community were well supported by the school. Communication through social media platforms has increased and parent feedback on the new school website has been positive. Parent forums were unable to proceed in 2020 but overall parents were satisfied with communication from the school.

**Staff** at PHS have the opportunity and are encouraged to complete the Tell Them From Me Survey. Results from this survey indicate the following: The majority of staff reported:

- There was a strong collaboration amongst staff
- They were confident in explicit teaching and the scaffolding of literacy tasks and skills
- Their consistent utilisation of external programs and resources to enhance student learning e.g. Edrolo, Education Perfect, Smarter Maths, Google Suite

**Students were surveyed** during the HSIE and Science faculty evaluations in 2020. Information was gathered on all subject areas and year groups, through focus groups and interviews conducted via Zoom. Students were questioned on teacher practice, feedback, approachability, learning styles as well as knowledge of course components. Students responded positively in most areas and where necessary action plans have been instigated for areas of improvement.







# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

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

At the end of 2020, Parramatta High School students participated in NAIDOC Week, albeit, remotely. However, it still allowed students to experience the many traditions, stories and culture of the local Aboriginal people of the Burramattagal Clan.

We continued to operate a mentor program for our ATSI students that included goal setting, developing organisational skills and general support where required for students. The goals identified formed the basis for the partnerships created with TAFE NSW for students to transition into the workforce. Our students also participated in the NRL School to Work program which aimed at keeping our ATSI students engaged in their education as well as arming them with skills that they can use inside and outside of the classroom.

Attendance goals are included for all students, and in 2020 these were not met by all students with attendance totals for the year below the target goal of 85% and will be a target area for 2021.

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

COVID-19 has had a detrimental effect on the day to day running of our school and in turn, our ability to run programs for our students. For 2021 we will endeavour to do what we can to continue to support our ATSI students and also raise awareness of Aboriginal and Indigenous culture and issues within Australia

## Anti-Racism Policy

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

## Multicultural Education Policy

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

The main cultural backgrounds represented at Parramatta High School in 2020 included Indian, Sri Lankan, Chinese, Korean, Turkish and Arabic with enrolments from students of Non-English speaking backgrounds (NESB) more than

94%. The recognition of cultural diversity underpins many programs and initiatives at Parramatta High School. Multicultural perspectives are firmly embedded in faculty teaching and learning programs, enabling all students to increase their intercultural awareness and understanding. This, combined with students' daily interactions with others from diverse backgrounds, equips our students with the skills needed to take their place in the multicultural international workforce. The school's EAL/D team of 3.4 teachers provided ongoing support to targeted students. Those students who have been in Australia for less than three years are targeted as a priority across a number of KLA subjects. Team teaching with various KLA mainstream teachers and intensive teaching of withdrawal groups are the two main approaches utilised to further develop the literacy and numeracy of NESB students. Interpreters were used as needed to assist parents acquire information and clarify processes for their children. NESB students were able to access support through a number of well-established programs. The before-school reading and literacy program continued to provide daily individualised assistance for students, particularly new arrivals to Parramatta High School. The EALD Peer Reading program also continued operating during DEAR and Roll Call each day, involving 15 trained year 10 students giving one-on-one tuition to targeted new arrival students.

## Other School Programs (optional)

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### Prefects

The Prefect body reflect, promote and uphold the core values of Parramatta High School; respect, responsibility and honesty. The 2020 Prefects have taken part in a variety of activities and initiatives as leaders of the school.

The Prefects' engagement in school spirit and their coordination of key activities throughout the year deepened their understanding of leadership. These events have included the Annual Presentation evening, meeting and greeting parents at the school Open Night and weekly responsibilities such as hosting assemblies prior to Covid-19 changes. The group worked as a team to give generous charity to the World's Greatest Shave organisation and were able to hold an in-school Valentine's Day event, raising money for the school and future wellbeing initiatives. Throughout the year, the Prefects were part of a close network of community leaders and students and attended several local and regional network meetings and afternoon teas hosted by other school leaders in the region, working collaboratively with other leadership groups to better their schools and build a stronger community. As a way of showcasing their civics and citizenship, the Prefects attended Remembrance Day and the HMAS Parramatta commemorative events with the local RSL and Royal Australian Navy to pay respect to those who served in overseas conflict. Due to COVID-19 pandemic restrictions, the Prefect body focused their efforts on building morale and inclusion within Parramatta High School by proposing and preparing a Student Clubs initiative to be trialled and implemented in 2021. They also developed a series of intensive study courses for their peers in Year 12 in preparation for the HSC. These highly detailed workshops aimed to help prepare students for their exams and provide revision and study content for the many students who attended. Overall, the presence, achievements and efforts of the Prefect body have been crucial in maintaining a culture of value and acceptance, and a strong sense of school spirit.

### Social Justice League

The Social Justice League (SJL) has continued to highlight and advocate on issues that impact on the wider community throughout 2020. Breakfast Club, instigated in 2018 to address the impact that going without breakfast has on student learning capacity, continued as a weekly event throughout the year until the COVID lockdown occurred.

Harmony Day- a day that celebrates the rich cultural diversity of the school and aims to create a harmonious school community was celebrated in early March whilst in Week 7 Term 4, our school community came together to show its diverse cultural heritage by celebrating Diversity Day. Staff and students alike had participated in this day by wearing their cultural dress and students were treated to a recorded concert that showcased the different cultural celebrations that took place.

The SJL's fundraising efforts focused on helping people in need during COVID. Money raised for different events was donated to Foodbank which has been a vital organisation that has helped to feed people in need during this unprecedented time.

### SPORT

In a year where COVID-19 restricted and cancelled many major events and opportunities to participate in Sport at Parramatta High School, we were still able to record and hold some events that allowed our students to compete.

Our annual swimming carnival saw excellent participation from students across all year levels. It was great to see that both participant and spectators are continuing to represent their houses with enthusiasm and passion. Congratulations to Marsden house finishing 1st in the Swimming Carnival winning the Parramatta High School Ex-Students Swimming Carnival Shield. Our annual Athletics Carnival was unfortunately cancelled due to COVID-19 restrictions.

Our PHS swimming team competed well at the Zone carnival and achieved 3rd place overall. All other Zone carnivals



were unfortunately cancelled due to COVID-19.

Students at Parramatta High School have had the opportunity to enter a number of Knockout teams for various sports, this year the Open and Under 15's Boys Basketball team making into the 2nd round of their competitions. The Open Boys Cricket team participated in the Alan Davidson Shield Knockout competition where they again exited the competition in the 4th round for consecutive years.

Prospect Zone Age Champions:

Swimming-

Under 17s Girls: 1st - Vivian Zeng

Under 16s Girls: 2nd - Michelle Toisuta

Under 16s Girls: 3rd - Ellen Li

Under 16s Boys: 2nd - Patrick Donoghue

Under 14s Boys: 3rd - Mitchell Main

## **SRC**

The Student Representative Council (SRC) is a democratically elected student body that seeks to represent all students at Parramatta High School. The SRC contains representatives from all grades of the student body to effectively address their needs and interests. Members of the SRC are provided with opportunities to develop their own leadership capabilities through the creation and implementation of school-wide programs addressing specific issues. Although 2020 was challenging in many ways, the Student Representative Council at Parramatta High School continued to work on a range of initiatives aimed at fostering student wellbeing and belonging within the school environment. The SRC took advantage of digital communication platforms and designed and produced a podcast, titled "Hallway Chatter". This was created to increase the flow of information and communication between the school population and the SRC during the lockdown period. The SRC contributed to special events within the school such as R U OK? Day to promote positive mental wellbeing. Additionally, in conjunction with the SJL, the SRC organised a week of events under the banner of 'Phoenix Week' to promote inclusion and school spirit, including a volleyball competition, and promoting cultural diversity by hanging various national flags around the school and producing the Cultural Concert video that featured many of our talented students.

