

2020 Annual Report

Penrith High School



8163

Introduction

The Annual Report for 2020 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

2020 was unforgettable and I strongly suspect that in the years ahead, students who become part of this special community will learn and possibly wonder about what impact the global pandemic of COVID-19 had on our school community.

At the end of January, we returned for what was planned to be a year of celebration (for our 70th Anniversary), hard work and anticipated student excellence across all 6 year groups. At the end of 2019, we had put careful plans in place to transition teaching and learning for all into the digital space and students in all year groups were required to have their own laptop each day. That decision turned out to be more important than we could have ever anticipated.

By March, a number of indicators were that the world was in a precarious position and we started considering what options might be ahead of us.

In the week before schools were closed and students were sent home to complete lessons remotely, the staff not only taught their lessons, but took turns at leading professional learning in free periods so that everyone had as much upskilling as possible. We made the important decision to continue with all lessons using the regular timetable so that we all had structure, that students were not left behind and so that parents knew that even though their children were at home, they would be learning and parents were able to focus on their own work.

Sport was cancelled for most of the year and when learning from home, the regular Wednesday afternoon slot was used for catch up lessons, support or for students to undertake their own activities. Many made the good choice to exercise or another type of wellbeing activity. Our weekly assemblies were held via zoom with a special account that allowed up to 1000 participants; they were electric in the early days as the school enjoyed the only connection that we had with each other but quickly the term Zoom became as ubiquitous to education as a whiteboard. Still the live lessons were high quality for the teaching staff.

Education continues to be the absolute focus of the school but we did take the opportunity to undertake a number of significant upgrades to the school while students and staff worked from home. Outside of the Christmas/ summer holidays, when trades are rarely available this window gave us a unique chance to have multiple projects undertaken simultaneously. We made the deliberate decision to use as many local trades and Australian products as possible given the need for jobs in the community. The day after students went home, we had a large team of trades onsite so that when students returned to school, it would be as fresh, welcoming and as modern as we could make it.

The projects undertaken this year include: upgrading the T Block quad with seating, new grass, landscaping and 4 outdoor table tennis tables. Construction of the Alumni Garden continued and was used for the Year 12 Graduation instead of the hall, the dust bowl also known as the Hockey field was irrigated and top dressed, the Basketball/ Tennis courts were re-fenced and outdoor seating was installed along with a water filling station. The school foyer received an upgrade including 2 large (wall paper size) historical pictures of the Towers Mansion. The A block bulkheads were decorated with the school values and quotes voted as inspiring from the 2019 Student Voice Competition held in Education Week and the A block Art Gallery was installed with 30 frames that are used to showcase student works are rotated each term. The gym was air conditioned and the long standing but unused (due to safety) Cricket nets were demolished and rebuilt given the love of cricket amongst the student body. Classrooms were not forgotten and all rooms were painted and had additional notice and white boards installed and 10 rooms received new furniture to foster collaboration in lessons.

The school looks fantastic and the generous financial support from the parents, alumni and the Department of Education has been essential to complete such a large number of works.

Parents and students are wonderfully cooperative, supportive and polite in their interactions with the school each day. The staff are quite simply brilliant and for the first time, many parents had the privilege to see them in action via zoom this year and understood in real time what happens in classrooms each day.

When the teaching staff worked from home given the public health advice, the administration staff stayed at school everyday to keep things moving as did the senior executive - Deputy Principals, Jaclyn Cush, Brian Ferguson and Doris Lee and Business Manager, Maria Ryan. We wanted to be onsite and the routine of coming to work each day really helped with supporting each other as well as managing the operation of a remote school and the largest number of major projects being concurrently undertaken for many years.

Congratulations to the Class of 2020 who achieved outstanding results. Our Dux, Eugenia Kim achieved an ATAR of 99.80 and as documented later in this report, so many attained scholarships and awards that recognise not only their academic potential, but their commitment to serve others.

Finally, to each of the students who have all made a remarkable effort. It hasn't been easy and for some it has been much harder than for others. I am proud of each and every one of you.

My sincere thanks for being such an amazing group of young people. My position as Principal of the school is an incredible privilege.

Here's to a less complex 2021 at this wonderful school.

Warm regards,

Mark Long

Principal

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

Message from the students

The past year was a challenging time for students, parents and teachers due to the switch from face to face learning to online learning. However, during the year, students were able to take up a variety of opportunities surrounding the value of school culture regardless of the situation. As the 2020/2021 School Captains, we are gratified to have been part of stabilising student engagement during times of uncertainty. We were able to work closely with peers and teachers to help make our school community where all students feel secure and are able to pursue their goals and interests in any circumstance.

Post-online-learning, it was imperative that the transition into the schooling environment was a safe and easy one. Leadership bodies throughout the school had a newfound focus on promoting mental health awareness and our School Captain, Kokulaan, was fortunate enough to host an interview with the Chief Executive Officer of Headspace, Mr Jason Trethowan, to answer any questions and concerns that our students may have had. Along with this, our newly elected prefect body was able to run RUOK? Day, Mullets for Mental Health for Black Dog Institute, The Push Up Challenge for Headspace and finally, the Make a Move Event for ReachOut, raising awareness and almost \$5000 for these fabulous campaigns.

The collaboration with students from across the school to pursue goals has been a rewarding experience. The first major event students were involved in was Graduation Night, where the prefects assisted in setting up the Alumni Garden, introducing parents to the school and organising the graduation gowns for the Year 12 graduates. It was wonderful to be part of this sentimental moment as we gave our formal farewell to the Class of 2020 and we got to experience how quickly time flies during our time in high school.

The next major event we prepared for was Presentation Day, which would usually be Presentation Night. Due to the circumstances of Covid-19, the annual event was held at school and broadcasted to parents by Zoom as it is imperative that we celebrate the achievements of high performing students in all areas of the school community.

The 2021 Prefect Afternoon Tea, or PAT, was the largest project for the prefect body so far. It provided our prefects and prefects from other local and selective high schools a platform to create networks with high school students. Our PAT Prefects led the months of organisation and ran a wonderful event for over 50 guests. The most notable of our guests was Penrith Alumnus from the graduating class of 2019, Ricky Rangra, who gave an inspirational speech on his journey from high school to his incredible working life and opportunities in the business field, including his time as a trainee at Westpac and working as a Transaction Analysis Associate at AMP. Throughout his high school journey, Ricky was awarded the NSW Minister's Award for Excellence in Student Achievement, NSW Order of Australia John Lincoln Young Citizen's Award, University of Technology Sydney All Rounder's Award and the Australasian Neuroscience Brain Bee State Finalist Award and thus, he gave his empowering speech to our peers and students from other schools across the Sydney region on the nature of youth leadership and the journey to becoming successful.

Early 2021, the Prefects, with a desire to educate one another of the diverse backgrounds of the multicultural students at our school, SRC and House Leaders assisted in the brand new initiative of celebrating the Lunar New Year. With all leadership bodies working in liaison with one another, the Lunar New Year event was able to celebrate our diversity and was able to deliver students insights into the history behind the special occasion.

Synonymously, to promote the variety of clubs that our school offers in hopes of enriching our inclusive culture, we held our Club Expo event which allowed students to sign up for various clubs in our school. This event highlighted that students were intrigued by our school's co-curricular activities and the leaders and prefects are excited to help students across our school strive for their interests. Though both events were held on the same day, they were both highly successful and engaged students across the school.

Currently, with the assistance of the new leadership body team, Multimedia Leaders, the prefect body has been working tirelessly behind the scenes to further adapt to the ever-changing social media landscape with the introduction of 'The Penrith Perception' podcast. The podcast was constructed to help the Prefects better communicate with the greater school community by providing updates on events, like that of Multicultural Day and Quadschools while interviewing teachers, celebrities and prominent figures to gain an insight into their lives and experiences. It's just another innovative way to further connect with younger students and promote vertical integration within the schooling community.

The countless number of clubs and friendly events which have run, and continue to run, is why we are honoured to be a part of the Penrith Selective High School community as it is able to foster a growing and inclusive community for the differing needs of all students. Covid-19 has brought out a deep sense of uncertainty in all of our students' lives but the range of support networks offered by the school, counsellors and teachers has truly enabled our students to stand stronger together and strive to succeed.

Ashvini Dolamulla and Kokulaan Santhakumar

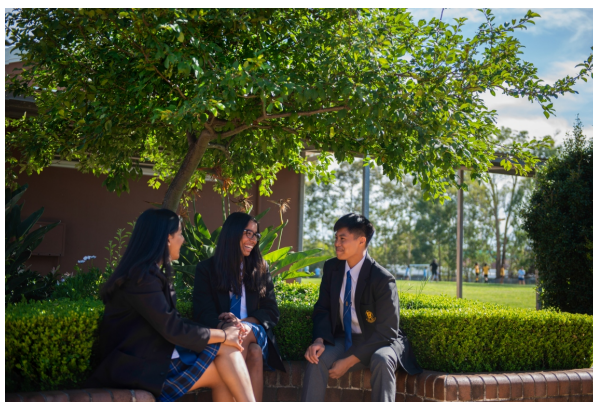
School Captains 2020/2021

School vision

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>

Self-assessment using the School Excellence Framework

Elements	2020 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	Sustaining and Growing
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.

We have continued to build upon our professional learning and insights into the world of twice exceptionality (2e) from leading experts at the Bridges Academy in the USA and our external consultant from ACCANTO. This year the focus is on teachers forming an action research project in Professional Learning Communities in order to gain deeper insights into the area of high potential and gifted education.

2020 saw the first cohort of accelerated Ancient History Students selected to begin the year 11 component of the HSC course in year 10. These students will sit the HSC in Ancient History in 2022. In addition, the first cohort of the Mathematics compacted class were selected. This year 10 class will sit the HSC exam in Mathematics Advanced in 2022 and the Mathematics Extension 1 and 2 courses in 2023.

Talent development opportunities abound at PSHS. The portfolio of Head Teacher Co-curricular Programs has expanded in 2020 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 - State Music Ensemble, Raise, National Young Leaders Day, Debating and Public Speaking.

Student social clubs and societies - Breakfast Club, Adopt-a-School, Volunteering Club, Social Justice Club, Knitting/Crochet Club, Robotics Club, Anki Overdrive, Politics Club, Philosophy Club, Rowing, Gardening Club, Chess Club, MUNA Club, Photography Club, Multimedia, Art Club, Starlight Club, Aurecon, Fair Trade Club, Fitness Club, Sports Club, Woodtech Club, Amnesty, Creative Solutions Club, History Interest Group, Business Society (BSOC), History Games Club, Harry Potter Fan Club, Animal Welfare Club, Manga Club, Game Development Club, Acts of Altruism, Mindfulness Club and Recycling Club

Co-curricular and Enrichment - The Debating Enrichment Program, The Drama Ensemble Enrichment Program, The Shakespeare Carnival, Choir, Voice Tutoring, Woodwind Tutoring, Bass and Brass Tutoring, Guitar Tutoring, Piano Tutoring, Concert Band, Stage Band, Rock Band, String Ensemble, Visual Arts Enrichment, Mathematics Euler Enrichment, Mathematics Noether Enrichment, Mathematics Gauss Enrichment, Mathematics Peer Tutoring, Maths Olympiad, Computational and Algorithmic Thinking, Italian Peer Tutoring, Japanese Peer Tutoring, LOTE OzCLO, Science Peer Tutoring, Science Titration, TAS Coding, The Les Gordon History Debating Competition, Mock Trial, The da Vinci Decathlon Yrs 7 -10, Financial Literacy with models, Ethics Olympiad, Future Problem Solving, The World Scholar's Cup

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.

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 all year levels, 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 High Expectations had significant growth from the 2019 data with;</p> <p>Belonging growing from 78% to 82% and well above the state mean of 66%</p> <p>Advocacy at school growing from 70% to 75% and well above the state mean of 60%</p> <p>High Expectations growing from 81% to 85% and well above the state mean of 70%</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, Engineering Studies, Music 2, PDHPE and Society and Culture reached the goal of a Z - Score greater than 1. Six other courses showed significant progress towards this goal.</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 student participation of enrichment programs increase significantly ensuring students are engaged with the school in a meaningful way.</p>	\$ nil

Next Steps

Teaching and Learning that meets the needs of every student at PSHS is essential. In 2021, 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 high potential and gifted education context through action research projects in order to deliver highly engaging teaching and learning programs that are differentiated for our students.

In 2021 and beyond we will evaluate the programs and activities that are offered at PSHS to ensure they are meeting the needs of our high potential and gifted learners. We will continue to offer an extensive Co curricular and enrichment program to enable greater participation of students. The Student Leadership framework will continue to be solidified to strengthen the role of our student leadership team, provide more opportunities and promote greater equity across the school.

In 2021 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 2020, 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.

During the abrupt transition to remote learning as a result of the global pandemic, teaching excellence was showcased through the school community's flexibility, resilience and commitment.

Professional learning opportunities, like in 2019, continued to focus on the sharing of expertise. Teaching staff rapidly upskilled in all areas of technology to ensure teaching could continue in the most uncertain of situations. This saw staff continue to build a shared vision and collective responsibility to collectively enhance instructional leadership and expertise across the school both while teaching on site and teaching remotely.

100% of executive staff continued to work throughout 2020 to ensure system wide strategies around curriculum delivery and monitoring supported the delivery of quality education 100% of the time.

The school also participated in the below large scale professional learning projects with involved participants beyond the school:

- **Ann McIntyre's 3 Rivers 4 Learning:** 8 staff members joined school leaders across the Penrith Network as they sought to ensure their leadership creates optimal learning for both teachers and students. Participation in this project contributed 50% credit towards the Master of Education (Educational Leadership) degree with the University of Wollongong. Three Penrith High School teachers will be undertaking this post graduate opportunity in 2021.
- **The Spirals Project:** This project involved staff members engaging in the spiral of inquiry. The spiral of inquiry is rooted in moral purpose and is informed by research on mindset, assessment, social emotional learning and meta-cognition.
- **High Potential and Gifted Education Early Adopters:** The early adopter project was launched in December, 2019 and continued through 2020. Our school documented our year long journey as we began implementation of the High Potential and Gifted Policy ahead of time.

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 and led by staff at all career stages.

In 2020, professional learning saw teachers see themselves not just as consumers or research but as conductors of research. 100% of staff engaged in an Action Research pilot project, conducting their own action research centred, supported by academic partner Dr Ruth Phillips, around one of seven key themes: Deliberate Practice, Critical Thinking, Academic Writing, Creative and Divergent Thinking, Feedback, Formative Assessment and Classroom Observations.

There continued to be strong representation from all stakeholders in the Curriculum and Technology Committees. In 2020, these committees consulted on key decisions including:

- The restructuring of the Stage 5 elective model
- The introduction of new Stage 5 electives: Philosophy, Critical Thinking and Photography and Digital Media for

Year 9 and 10 students from 2021

- The introduction of the new Stage 6 1unit Philosophy course for students in Year 11 from 2021
- The introduction of the compacted Stage 6 Advanced Mathematics and accelerated Ancient History courses for students in Year 10 from 2021

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)
<p>There continued to be an extensive focus on ongoing internal and external data analysis and student performance at a whole school, faculty level and individual class level. Faculties developed processes to track and monitor student performance and collaborated on effective strategies to ensure students were best supported to fulfil their potential. Head Teachers and classroom teachers continued to regularly meet to unpack formative assessment data to evaluate and refine programs and assessment practices.</p> <p>In 2020, there was an ongoing focus on supporting and developing our beginning teachers in the first years of their career. Beginning teachers received targeted support in the areas of curriculum programming and resource development that caters to a gifted student body.</p> <p>To support this focus ensuring innovative teaching practices, teachers were engaged in individual Action Research Projects supported by academic partner Dr Ruth Phillips. 100% of staff conducted research into their teaching practices around one of seven key themes developed from the What Works Best 2020 update document and the High Potential and Gifted Education policy: Deliberate Practice, Critical Thinking, Academic Writing, Creative and Divergent Thinking, Feedback, Formative Assessment and Classroom Observations. This work was celebrated with a Gallery Walk where staff shared their inquiry question, methodology, findings and evaluation.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Professional learning costs (\$3619.00) • Casual relief (\$32898.00) • Support for beginning teachers (\$1905.00)

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>The end of 2019 saw Penrith High School selected as an Early Adopter of the 2021 High Potential and Gifted Education Policy. The Early Adopter Project was launched in December, 2019 and continued to be a focus through 2020. As early adopters, we documented our year long journey as we began implementation of the High Potential and Gifted Policy ahead of time. The school worked to implement the policy by collecting qualitative and quantitative baseline data, referring to quality evidence-based pedagogy and developing a collaborative culture among the school community to broaden our focus on the domains of giftedness and increase talent development opportunities.</p> <p>Our beginning teachers and early career teachers continued to engage with gifted and talented education experts to broaden their repertoire of differentiated classroom practices and a conceptual approach to teaching and learning. In 2020, these teachers were supported with a reduction in face to face teaching time and tailored professional learning with academic partner, Dr Ruth Phillips, faculty Head Teachers and other external professional learning opportunities.</p> <p>In 2020, the school continued its partnership with academic partner, Dr Ruth Phillips. Faculties continued their professional learning journey to evaluate</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$27057.00) • Academic partner - Literacy (\$6600.00) • Academic partner - Gifted Education (\$23100.00) • Casual relief (\$14073.00)

Progress towards achieving improvement measures

and refine our approach to differentiated teaching and learning. There was an increased focus on the design and use of formative and differentiated assessment which saw an emphasis on individual student potential and growth. This partnership was further developed with whole school professional learning which saw the establishment of cross faculty Professional Learning Communities. These communities of teachers supported the use of research informed, evidence based practices that improve the learning outcomes of a gifted student body.

The school also began a strategic partnership with literacy consultant, Joanne Rossbridge, to develop teacher understanding of teaching Literacy and the role it plays in allowing high potential and gifted students to communicate their nuanced understanding in written forms with clarity and precision.

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 2020 the executive teams engaged in professional learning around instructional leadership including managing and supporting student learning during COVID-19 and instructional leadership. Head Teachers strategically planned structured professional learning opportunities through a shared meeting tracker, creating opportunities for staff to participate in and lead professional learning within and beyond their faculty.</p> <p>The continued employment of examination invigilators for 4 out of 7 Stage 6 assessment blocks afforded each Stage 6 teacher approximately 10 hours additional time per Stage 6 class to work on collaborative marking with colleagues. This resulted in increased consistency in teacher judgement, shared responsibility and increased productivity.</p> <p>In 2020, the newly formed Literacy team was structured to ensure distributed leadership and engagement with experts. Faculty literacy representatives joined faculty Head Teachers to participate in professional learning before presenting this learning to faculties. Intersessional readings and tasks were completed at the faculty level and the conversations and experiences recorded so they could be shared with the entire team. As a result, there was a 76% increase in teacher confidence in designing learning to support student writing and a 17% increase in dialogue at a faculty and whole school level focused on writing.</p> <p>Aided through a whole school focus on cross faculty collaboration, Action Research Professional Learning Communities were set up to ensure teacher knowledge and expertise is shared and celebrated. The development of regular structured opportunities for teachers to collaborate within and across faculties resulted in work of the highest calibre.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Examination Invigilators (\$31807.00)• Casual relief (\$3233.00)• 3 Rivers 4 Learning (\$11000.00)

Next Steps

2020 saw the conclusion of the current School Plan. However, Penrith Selective High School will remain committed to teaching excellence in every classroom in our new Strategic Improvement Plan.



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

2020 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 have also been invaluable in addressing the P&C members and students as well as other school program such as the Business Society Business Pitch competition via Zoom.

Involving parents in career pathways for our students has been a critical move in ensuring our students make informed decisions with subject selections. Due to COVID-19, these evenings were conducted via Zoom, parents of Year 10, 11 and 12 were invited to be involved 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 50 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. Despite Covid-19, our students continued to link with external leadership initiatives and were awarded with Rotary Youth Award and Lions Clubs Youth of the Year. Our Duke of Edinburgh program also has enabled many of our students to connect with the broader community in a meaningful way.

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.

Evaluation	Funds Expended (Resources)
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.	\$ nil
In 2020, we developed the Middle Leadership pipeline for staff who were interested in gaining higher accreditation levels and staff had to express their	

Progress towards achieving improvement measures

interest to be involved in this program. Successful applicants will be working towards Higher Accreditation levels and will undertake a Leadership Professional Learning course, '3 Rivers 4 Learning' in 2021.

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>2020, marked the first year that we implemented BYOD across the school. Surveys were conducted by parents, teachers and students. The results of these surveys were shared with staff and students and further teachers and student consultations were conducted to ensure future improvements in our BYOD program in 2021.</p> <p>Our Student's voices were highly valued across the school with students voting on the design of the new school PE uniform as well as being involved in Strategic Improvement Plan and Digital Learning Strategy consultation.</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 P&C nights with Alumni and parent communities, Afternoon teas and school tours.</p> <p>In 2020, our Alumni Garden was officially opened. This event marked an important history and culture of the school. Pavers were purchased by current and past stakeholders including students, staff and community members forming an Alumni pathway. We held our very first Year 12 Graduation in our Alumni Garden, marking it a very memorable event for the class of 2020.</p> <p>During 2020, most P&C nights were held on Zoom. Parent engagement in the school is increasing. Parental contribution is valuable and is an essential part of the progress the school is making.</p>	\$ 500

Next Steps

In 2021 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 2021.

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

At the end of 2020, the Technology Committee was renamed to Digital Learning Strategy which is in alignment with the Department's Schools Digital Strategy policy and with a focus on enhancing digital pedagogical practices across the school. In 2021, the Digital Learning Strategy team will assess the staff capabilities and lead digital learning workshops to ensure staff members are well equipped and able to differentiate their teaching to the specific needs of High Potential Gifted students at our school.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2 746	In 2020, 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.
English language proficiency	\$ 0	In 2020, 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).
Low level adjustment for disability	\$90 870	In 2020 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.
Socio-economic background	\$13 617	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.
Support for beginning teachers	\$28 962	In 2020, 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			
	2017	2018	2019	2020
Boys	530	533	525	510
Girls	394	386	391	404

Student attendance profile

School				
Year	2017	2018	2019	2020
7	96.4	97.2	96.3	97.8
8	96.4	96	94.6	95.6
9	94.6	95.7	94.7	95.2
10	94.7	94.6	95.6	95.4
11	95.7	96.5	94.7	97
12	94.7	95	95.4	96.3
All Years	95.4	95.8	95.2	96.2
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.

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	99
Other	0	0	1
Unknown	0	0	0

Despite a very challenging year, the 2020 Year 12 cohort achieved great success, resulting in excellent post destination options for all of our students. 160 students received an offer for a university placement in 2021. Students were offered courses through UAC by faculty in the following areas:

UNIVERSITY OFFERS BY FACULTY

Arts: 13

Business: 101

Education: 7

Engineering / Architecture / Design: 44

Health Sciences: 34

Law: 28

Maths: 13

Media / Communications: 4

Medicine: 1

Music: 2

Information Technology: 24

Optometry: 1

Psychology: 11

Science: 37

Veterinary Science: 1

OFFERS WERE MADE BY THE FOLLOWING UNIVERSITIES:

UNSW: 107

University of Sydney: 44

University Technology Sydney: 31

Macquarie University: 49

Australian Catholic University: 5

Charles Sturt University: 1

University of Wollongong: 1

Australian National University: 5

University of Newcastle: 1

University of Canberra: 1

Western Sydney University: 6

Flinders University: 1

Curtin University: 1

In summary:

- 160 students graduated in 2020, and 100% of these students have received an offer to an Australian University.
- There were a total of 250 University offers made through UAC.
- 86 early entry offers were made through either: The Macquarie University Leaders and Achievers program, UAC Schools Recommendation Scheme or The University of Sydney E12 scheme.
- 141 students received an offer in the main round of offers. The remaining 19 students had already consolidated their offers during the early round offerings.
- 1 student accepted a medical placement at UNSW
- 1 student accepted a position in the very prestigious UNSW Cooperative Scholarship program
- 1 student accepted a position at The College of Wooster OHIO, USA on a sports scholarship.
- 1 student received the Inspired By Business Scholarship by The University of Sydney
- 3 Sydney Scholar Scholarships were awarded by The University of Sydney

Year 12 students undertaking vocational or trade training

0% of Year 12 students at Penrith High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Penrith Selective High School expecting to complete the HSC requirements in 2020 received a Higher School Certificate.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	46.1
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, 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 ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
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.

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 2020 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 focusing on conceptual programming, formative assessment and differentiated teaching practices in all faculties;
- * Collaborative marking in all faculties;
- * HSC marking stimulation: each faculty reached out to experienced HSC Markers/Judges 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 (2020);
- * Professional Learning Communities lead by external consultancy ACCANTO ;
- * Executive Leadership Workshop
- * Distributive Leadership Workshop for the Wellbeing team

In 2020 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 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 Actual (\$)
Opening Balance	2,797,753
Revenue	10,028,723
Appropriation	9,330,833
Sale of Goods and Services	106,298
Grants and contributions	582,902
Investment income	8,690
Expenses	-10,286,543
Employee related	-8,650,812
Operating expenses	-1,635,731
Surplus / deficit for the year	-257,820
Closing Balance	2,539,933

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.

	2020 Approved SBA (\$)
Targeted Total	0
Equity Total	107,233
Equity - Aboriginal	2,746
Equity - Socio-economic	13,617
Equity - Language	0
Equity - Disability	90,870
Base Total	8,786,741
Base - Per Capita	220,254
Base - Location	0
Base - Other	8,566,487
Other Total	354,962
Grand Total	9,248,936

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

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.

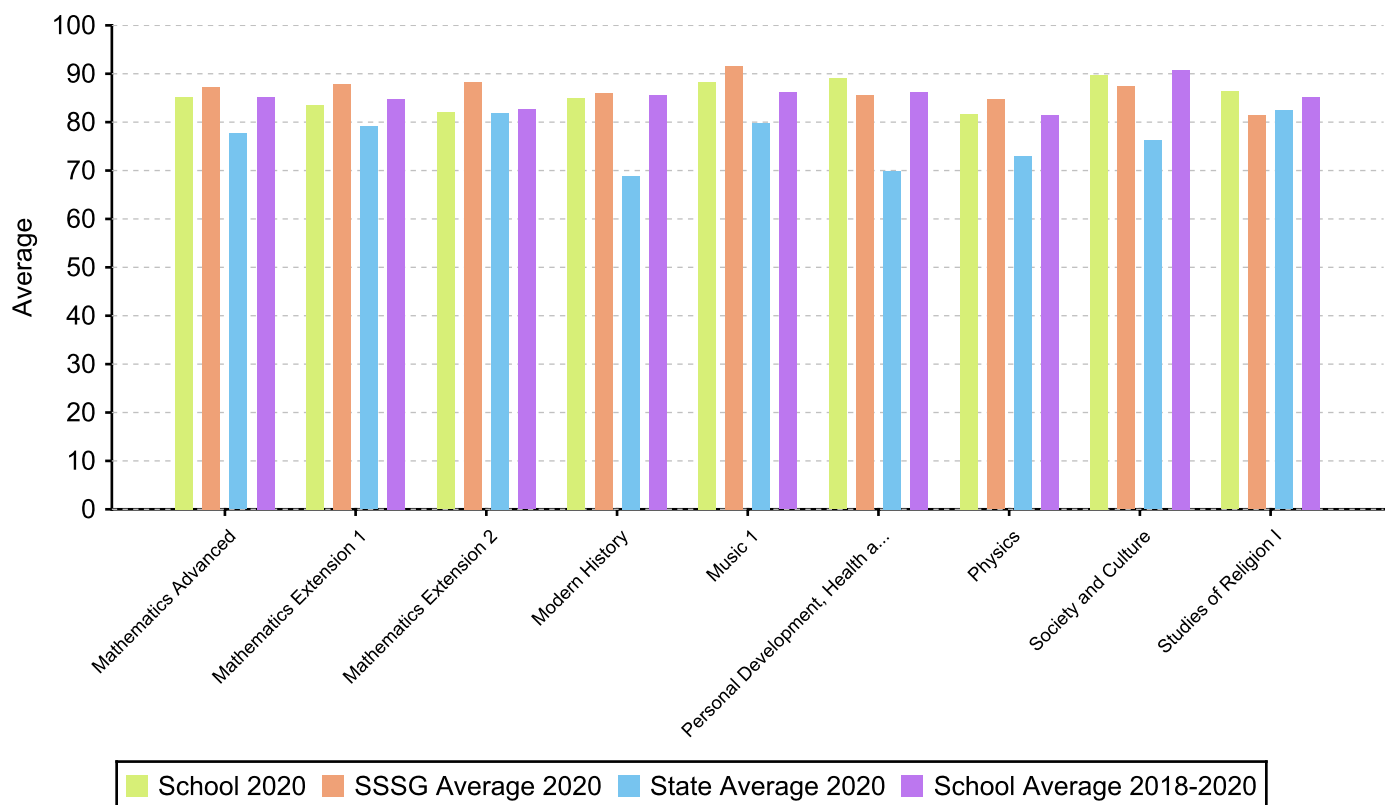
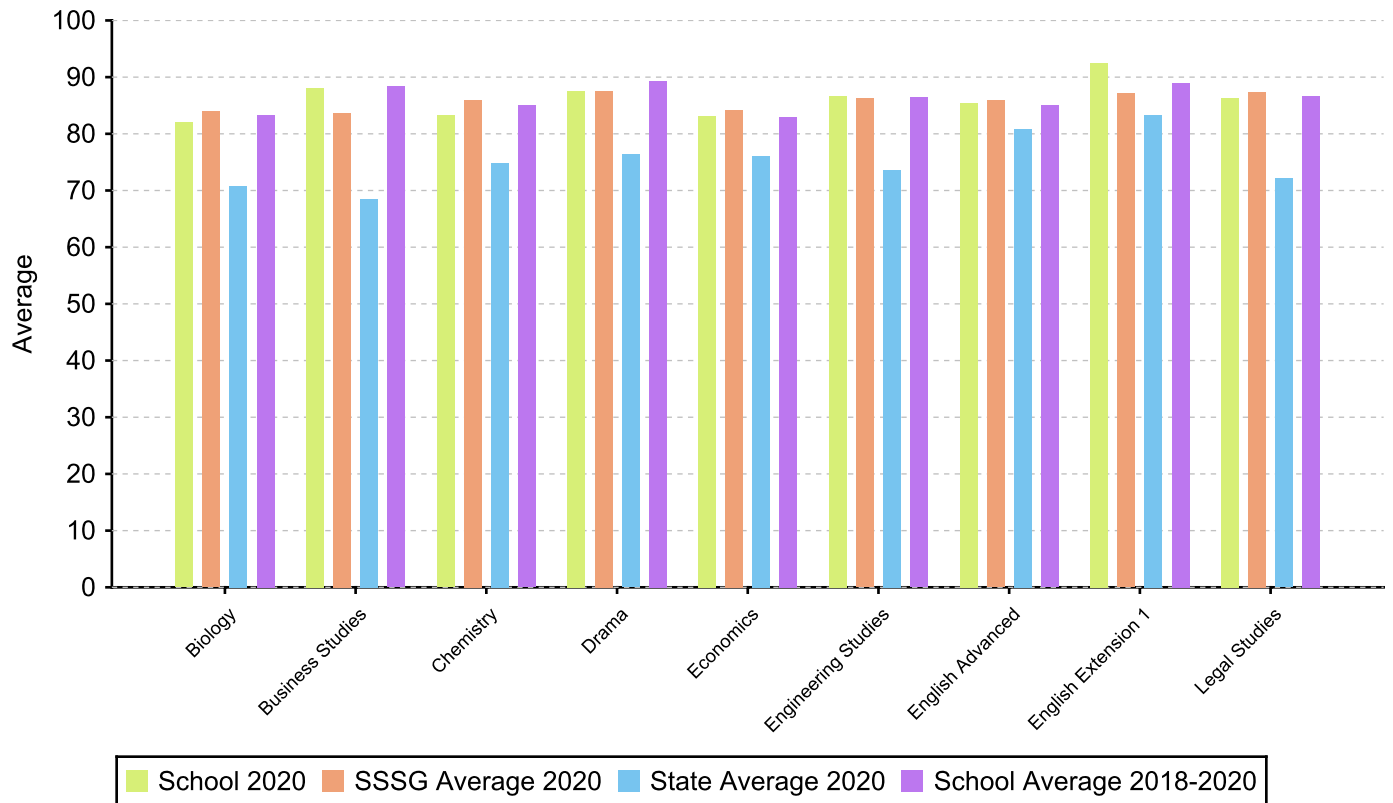
The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



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
Biology	82.0	84.0	70.8	83.3
Business Studies	88.1	83.7	68.6	88.3
Chemistry	83.2	86.0	74.8	85.0
Drama	87.6	87.5	76.4	89.3
Economics	83.1	84.2	76.1	83.0
Engineering Studies	86.7	86.2	73.6	86.4
English Advanced	85.4	85.9	80.8	85.0
English Extension 1	92.5	87.1	83.4	89.0
Legal Studies	86.3	87.4	72.1	86.6
Mathematics Advanced	85.2	87.3	77.7	85.2
Mathematics Extension 1	83.6	87.8	79.1	84.8
Mathematics Extension 2	82.0	88.3	81.8	82.6
Modern History	85.0	86.0	68.9	85.7
Music 1	88.3	91.6	79.8	86.1
Personal Development, Health and Physical Education	89.0	85.7	69.9	86.2
Physics	81.7	84.7	73.0	81.5
Society and Culture	89.8	87.4	76.2	90.7
Studies of Religion I	86.3	81.4	82.5	85.3

English

English has continued to be noticeably above the state average this year. Approximately 88% of English Advanced the cohort achieved a Band 5 or higher. Higher achieving results continue to be above the state average, with approximately one in four students obtaining a Band 6. Extension 1 has continued to perform at an excellent standard, with all students performing in the top two Bands. Extension 2 students continue to receive results commensurate with school and state.

Mathematics

In 2020, the new syllabus was tested for the first time.

In Mathematics Advanced, the school had a z-score of 0.47 and 79.25% of all 2-unit students were in the top two Bands. Jun Yi Ma, Anna Sharma, and Hellen Shi were all equal first with 96%.

In Extension 1 Mathematics, the school had a z-score of 0.29 and 90.36% of all Extension 1 students were placed in the top two Bands. Erick Rajan and Eric Lin were equal first place with 98%.

In Extension 2 Mathematics, the school had a z-score of 0.03 and 91.67% of all Extension 2 students were placed in the top two bands. Erick Rajan and Vaasav Mehta were equal first place with 97% with Wendy Li and Kevin Lin both on 94% in equal second place.

Science

Science continues to perform above state average in Biology, Chemistry and Physics. In summation the percentage of students who achieved in the top 2 bands is as follows: Biology 69%, Chemistry 74% and Physics 59%, an improvement from 2019 for Biology and Physics. Despite the pandemic and the shift to move to remote learning end of Term 1 in 2020, the Science Faculty were well equipped to meet the needs of our students as they were already well versed in using the G-Suite platform. Our staff understood the need to ensure students at Penrith High School met the skills outcomes and planned for students to conduct appropriate experiments from home, in consultation with parents. Where possible staff created videos and made these available to students in their Google Classroom. The Science Faculty

continues to dedicate their time to creating meaningful resources and adjusting programs to enrich the learning of our students at Penrith High School.

CAPA

In 2020, 80% of students achieved in the top 2 bands for the Music 1 HSC. From this, 60% of all students in HSC Music 1 and all students in Music 2 achieved a band 6. Further, Dylan Bassili of Year 12 received an Encore Nomination for Piano Performance, an annual showcase event where students with outstanding performance results are selected to perform at the Opera House.

In 2020, 80% of Drama students achieved in the top 2 bands and 40% achieved a band 6. From these results, various students received nominations for OnStage exhibitions. Similar to Encore, OnStage is an annual showcase event where students demonstrate excellence in Drama. This year, the following students were nominated for OnStage: Jonathan Fitzgerald (scriptwriting), Supraja Jagadesh (Performance) and Jinuki Kasturi (Promotion Design), with Jinuki Kasturi being successful in entering the OnStage Design Exhibition.

History

The History Faculty achieved very good results in the 2020 HSC. Students sat exams in Modern History, Legal Studies, Studies of Religion and History Extension. Overall, 86.48% (96/111) of students achieved a Band 5/E3 or Band 6/E4. Over a third (37.83%-42/111) of the exams sat achieved a Band 6/E4 across the four subjects. Legal Studies achieved more Band 6s-15 (46.87%) than Band 5s-12(37.50%). All History Extension students (5/5) achieved at least a Band E3. Studies of Religion achieved 19 Band 6s (36.5%) and 27 Band 5s (51.92%). Modern History achieved 7 Band 6s (31.81%) and 11 Band 5s (50.00%).

LOTE

We are proud of Sophia Hadjimichael who achieved 3rd in the state for HSC Italian Continuers 2020. Sophia studied Italian at PSHS for 3 years. Helen Shi and Ruiji Guo studied HSC Japanese Continuers 2020 and 2020 HSC Japanese Extension. Helen received band 6 in the Continuers course and band E4 in the Extension course. Ruiji received band 5 in the Continuers course and band E3 in the Extension course.

PDHPE

The 2020 HSC results in Personal Development, Health and Physical Education were the best results in 10 years for this course, with an average of 89.04 and a z-score of 1.23. All candidates received a top 2 band in the HSC, with 50% Band 6 and 50% Band 5. A rigorous evidence-based approach to writing throughout the cohort's 2 years set the foundation for this high performance and the PDHPE faculty continues to work collaboratively to modify teaching programs and share resources to ensure sustained high academic achievement in the Stage 6 course.

Social Sciences

The Social Sciences courses has had another successful year with students performing well above state averages in 2020. The Business Studies cohort (inclusive of the accelerated students) achieved one of the strongest results in the school with more than 95% of students achieving a Band 5-6 result. Economics achieved an impressive result with 80% of students achieving a Band 5-6 result. This was all capped off with exceptional performances by the Society and Culture cohort with 58% Band 6s compared to 11% State averages.

TAS

TAS has continued to perform well above the state average in all 3 courses- Engineering Studies, Information Processes and Technology and Software Design and Development. The percentage of students in the top 2 bands were 82%, 78% and 60% respectively. Engineering Studies had 46% of students at band 6 level with 1 student achieving a state rank of 9th, which was thoroughly deserved. While the results for SDD were down slightly from 2019, the results for IPT were particularly pleasing as this is the first year the course has run at our school since 2015.



Parent/caregiver, student, teacher satisfaction

In 2020, Penrith Selective High School engaged with key stakeholders in a number of ways.

In Term 1 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 despite COVID-19. In addition to hosting regular Zoom P&C meetings, parents and caregivers have had a strong presence on Zoom during Open Nights; information evenings; post-school destination sessions; and Curriculum committees.

Towers, our school magazine, celebrates outstanding achievements of our students and also highlights special events throughout the year.



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.

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 2020, 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 and Presentation Day Awards, presenting the Acknowledgement of Country to recognise the Darug Peoples as the traditional custodians of the land on which the school is situated.

NAIDOC week was celebrated at school with students presenting on assembly to inform the school of Indigenous culture and history. Two Indigenous students visited from Penrith Public School to tell a Dreamtime story on our NAIDOC assembly.

Due to the pandemic, the AECG STEAM camps and experiences with Muru Mittigar were not able to go ahead in 2020 and will hopefully be available again soon.

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.

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.

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 Selective High School and is very successful in doing so.

Due to COVID-19, Multicultural Day was not held but look forward to having this event in 2021.

Other School Programs (optional)

English

Debating

Penrith Selective High School has a proud tradition of success in competition Debating. Over 30 students were involved in external debating competitions. Overall, there were 5 debating teams that competed across 3 competitions in 2020.

Premier's Debating Competition:

Stage 6 Competition: This competition was cancelled due to COVID-19, however trials for these teams were held and below is the teams who would have competed if this competition had gone ahead.

Year 12 Team: Eugenia Kim, Hasanga Malalasekara, Ethan Shackley, Rayana Soller

Year 11 Team: Wardha Ijaz, Durga Pothuraju, Vedika Sathiasothilingeswar

Stage 5 Competition: The Stage 5 Competition involved knockout rounds from round 1 instead of the usual 3 round robin to determine a zone champion.

Year 10 won their first round match against James Ruse Agricultural High School. In the second round debate PSHS won against Chifley College Bidwill. PSHS in their third round debate lost against Smiths Hill High School.

Year 9 won their first round debate against Rooty Hill High School. In their second round debate PSHS lost to Denison College Bathurst.

Year 10 Team: Gabrielle Cant, Andre Dubier, Marc Mumford, Nimisha Rajesh, (Reserve) Riya Jain

Year 9 Team: Chris Artwoeger, Krish Gupta, Parneet Kaur, Tamiz Rumey Jiffrey (Reserve) El John Mercado

Stage 4 Competition: This competition went ahead with the usual three round robin debates and then after this it was knockout at the regional stage and above.

Both the year 8 and year 7 teams won all their debates against other schools in the round robin debates. When they competed against each other the year 8 team won the debate to become zone champions.

The year 8 team won their first regional debate against Hastings College Port Macquarie. They again won their second round of the regional finals against Bulli High School. In the state quarter-finals they lost narrowly to Smiths Hill High School. As the last remaining team from Western Sydney the PSHS Year 8 team were crowned Western Sydney Champions.

Year 8 Team: Kaveen Hettipathirana, Sri Hundi (Srihith), Cassidy Lauguico, Pranavi Prabakaran and (Reserve) Pranavan Rajeshkannan

Year 7 Team: Jeremy Baron, Bailey Bass, Hugh Driver, Barenaya Satapathy (Reserve) Zainab Zohaib

Yr 11 Metro Competition:

The Stage 5 Competition involved knockout rounds from round 1 instead of the usual 3 round robin to determine a zone champion.

Year 11 won their first round debate against James Ruse Agricultural High School. In the second round debate PSHS defeated Newtown Arts Performing High School. In their third round debate PSHS was defeated by Smiths Hill High School.

Year 11 Metro Team: Olivia Bock, Jasraj Kaur, Jamima Rumey Jiffrey, Vishwa Shah (Reserve) Jasmine Amin

JSDC (Junior State Debating Championship):

Gabrielle Cant would have been chosen to apply for the Western Sydney Regional Debating Team. However due to COVID-19 restrictions this debating representative competition did not run this year.

Debating Enrichment

39 students ranging from year 7 through to year 9 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.

Public Speaking

In 2020 Nevil Shah (yr 11) and Abigail Quadros (yr10) participated in the Plain English Speaking Competition while Aayush Jain (yr 9) and Krishni Bhulani (yr 8) participated in the Legacy Public Speaking Competition. Both competitions were run online due to COVID 19 restrictions. Due to Covid-19 restrictions, speeches were filmed at school then assessed by adjudicators. All students presented thoughtful and confident speeches.

Mathematics

2020 was another very busy year for the Mathematics department. We ran the Euler, Gauss and Noether enrichment programmes, AMC, APSMO as well as many Olympiad competitions. In the last few weeks of fourth term 2020, we ran our second Steam Project with Year 10; in which our creative and talented students in groups of five designed a new HSIE block with a Lecture Theatre. The students had to have scaled floor plans and a working CAD model of their environmentally and sustainable HSIE Block.

AMC

The big event of the year for all Mathematics students in Years 7 through to 10 was the Australian Mathematics Competition (AMC). This year, despite all the disruptions to learning and going online, our students achieved 11 High Distinctions, 121 Distinctions and 298 Credits. The **High Distinction** Certificate means that they were placed in the top **3%** of their year group and region.

Our 11 PSHS High Distinction achievers were:

Year 7

Abigail Swinn, Ishaan Garg and Jireh Choi.

Year 8

Rohan Rangineni, Pramit Dutta and Shyla Vashisht.

Year 10

Gurveer Singh Khalsa, Eric Ruan and Zaland Ekhlass.

Year 11

Jamieson Berida and Nicholas Whelan.

Jamieson Berida of Year 11 won 'The Best in School Award' for the AMC.

APSMO

All of Year 7 and Year 8 were taught problem solving skills and strategies throughout 2020 in preparation for the APSMO and AMC. All students in Years 7 and 8 participated in the five problem solving tests for the Australian Problem-Solving

Mathematical Olympiad (APSMO). Students who placed in the top 10% achieved a "Top 10% Achiever" medal. All students received a certificate for participating.

C.A.T.

The Computational and Algorithmic Thinking Competition was held on the 2nd of April in 2020. It was the third 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:

Year 10

Gurveer Khalsa Singh - Distinction

Harish Varathan - Credit

Nathanael Tambunan - Credit

Year 11

Jamieson Berida - Distinction

Keeno Mendoza - Distinction

Anaf Sayed - Distinction

Cedric Kutschera - Credit

Beonrik Pascual - Credit

A.I.O.

In 2020, 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. 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. Eight students entered; Gurveer Singh Khalsa of Year 10 and Jamieson Berida of Year 11 both achieved Bronze Awards.

A.I.M.O.

For the 2020 annual Australian Intermediate Mathematics Olympiad (AIMO), the examination is designed to test talented mathematics students and 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. This year we had 14 students from Year 8 and Year 10 competing. The prize winners were:

Gurveer Singh Khalsa, Year 10, *Distinction*

Harrison Shi, Year 10, *Distinction*

Dismitha Punchinilame, Year 10, *Credit*

Eric Ruan, Year 10, *Credit*

Timothy Gonzales, Year 8, *Credit*

UNSW Comp.

The 59th UNSW Annual School Mathematics Competition was cancelled in 2020 due to Covid -19.

Olympiad Training Program

The Olympiad training program for the school's elite mathematicians was taught by Mr Stephen Tan on Thursday lunchtimes for Years 10 to 12 and Thursday recess for Years 7 to 9 throughout 2020. During these lessons, the gifted mathematics students were taught problem-solving techniques designed specifically for Olympiad style questions.

Tournament of Towns

In 2020 we had four 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, Beonrik Pascual and Keeno Mendoza (all are in Year 11) and Gurveer Singh Khalsa of Year 10. This program also involved attending two training sessions at the University of Sydney. Anaf Sayed of Year 11 was invited to attend the training sessions along with Jamieson Berida, Beonrik Pascual, Keeno Mendoza and Gurveer Singh Khalsa. The Tournament of Towns involves completing two 4-hour papers.

Maths Enrichment

Students from Year 8, Year 9 and Year 10 participated in a three-term enrichment program called the Australian Mathematics Challenge Enrichment program.

Euler (Year 8 students):

Pranavan Rajeshkannan, High Distinction,

Sanskar Tilbile, Credit

Hazel Mulhotra, Credit

Gauss (Year 9 students):

Celis Pascual, Credit

Tamiz Rumney Jiffrey, Credit

Noether (Year 10 students):

Harrison Shi, Distinction

Gurveer Singh Khalsa, Credit

Supreethi Kanta, Credit

Eric Ruan, Credit

Dismitha Punchinilame, Credit

Peer Tutoring Program

Throughout the year, we continued to run The Peer Tutoring Program. Mrs Sue Briggs, (Head Teacher Mathematics) and Isaac Chang 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 classrooms at lunch or recess as arranged between the student and the tutor.

ESSI Financial Mathematics Competition

In Week 5, Term 3, 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 2020 overall place winners were:

1st Place Bhupen Raina, (9m2), who earned \$39 426.78

2nd Place Sam Barakat, (9m5), who earned \$38 789.14

3rd Place Ayaan Shaikh, (9m2), who earned \$36 743.83

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 2021 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.

Science

Due to COVID-19 a number of science programs/events were cancelled by the institutes. These include ICAS Science Reach, the NSW Titration Competition and the Australian National Chemistry Quiz by RACI. However, for events that remained we have much to celebrate.

ICAS Science

ICAS Science 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

Year 7

- 3 x High Distinction
- 10 x Distinction
- 62 x Credit

Year 8

- 14 x Distinction
- 58 x Credit

Year 9

- 13 x Distinction
- 42 x Credit

Year 10

- 3 x High Distinction
- 20 x Distinction
- 44 x Credit

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 (Year 12 optional) to extend themselves way beyond school science, with the opportunity of attending camps and receiving scholarships.

Notable achievements include:

Biology

Distinction

- Sara Saleh (Year 11)
- Dismitha Punchinilame (Year 10)

Credit - Jerald Jose (Year 11)

Chemistry

High Distinction - Victoria Heath (Year 11)

Distinction

- Yash Mishra (Year 11)
- Jerald Jose (Year 11)
- Joel Goh (Year 10)

Physics

High Distinction - Jamieson Berida (Year 11)

Distinction

- Dismitha Punchinilame (Year 10)
- Yash Mishra (Year 11)

Credit

- Gurveer Singh Khalsa (Year 10)
- Siththarth Sivasaththy (Year 10)
- Yaashvanthi Murugan (Year 10)

In 2020, two of our students, Victoria Heath and Jamieson Berida, were personally invited to attend the Olympiad Summer School (accessed online Jan 2021) based on their outstanding performance. Given the standard at which the Olympiad examinations are set we are honoured to have our students recognised for their giftedness and talent in the field of Science.

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 2020, both Victoria Heath and Jamieson Berida, were nominated for the award. The students received their certificates at their end of year Presentation.

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 continue to be above state average (101.69 vs 87.28)
- Percentage of students achieving Level 6 overall increased by 5.3% with a reduction in Level 5 through to 3.
- Percentage of students achieving in the top 2 levels for Planning, designing and conducting increased by 13.4% to 83.2%
- Problem solving and communicating increased by 9.4% to 77.2%
- Knowledge and Understanding increased by 0.7% to 88.6%
- Percentage of students achieving Level 6 in the Extended response component increased by 5.4%, with reduced numbers in Level 3. However, the Science Faculty acknowledges more work needs to be done in the space of Science literacy to further enhance these numbers. The Science Faculty will continue to engage with external professionals to address this matter.

It can be seen that the injection of money into the Science budget over the last 4 years, in addition to the changes made to the Science programs, which is evaluated year to year has assisted in the development of student skills in working scientifically.

CAPA

2020 was a unique and challenging year for practical based subjects due to the extremely unexpected prominence of COVID-19. Even amidst the challenges surrounding this year, including lockdown and quarantine, this year still allowed for the talented music, visual arts, and drama students to showcase their talents to the rest of the school.

As a faculty, the enrichment and co-curricular programs were expanded to allow a broader scope of opportunities for students. This included the employment of 9 casual tutors.

Visual Arts

In 2020, the A-Block Art Gallery was installed allowing a regular showcase of students work in the school. These frames will allow us to celebrate the work of our students across 7-12 with ease and increase the visibility of Visual Arts across the school.

In Term 2, students in the Visual Arts Ensemble had entered the Young Archies Competition. This competition, held at the Art Gallery of NSW, aspires young artists between the ages of 3 and 18 to engage in their creative side.

Similarly, in Term 3 Supreethi Kanta and Giselle Guo were selected to have their artworks displayed at the Nagoya Art Exhibition in Nagoya, Japan. In return our school received a range of artworks from a sister school that will be showcased as a part of an art exchange program.

At the end of Term 4 in 2019, the Visual Arts students entered the Retrospect Exhibition. Here, the students from Stage 4, 5 and 6 Visual Arts exhibited their works in a range of forms, including: ceramics, painting, drawing, printmaking, textiles and photography.

Music

Music started with a large expansion of their co-curricular programs. This enabled the employment of various tutors, including: Richard Sandham (Instrumental Ensembles), Clare Richards (Choir and Vocal Tutoring), Ying Artwoerger (Piano), Kellie Manning (Woodwind), Zamanda Kwan (Violin) and Joshua Wood (Guitar, Bass and Brass). To facilitate the growth in Music our tutor rooms were re-organised to allow more individual sessions and M.1.1 was refurbished to allow another small ensemble performance space as well as a keyboard laboratory for Year 7 classes. Also, a range of new instruments were purchased to meet the demands of our highly rigorous band program.

From this, our co-curricular program provided various opportunities for students to showcase excellence in the arts. This included:

- Choir students recording and filming their performance of 'Waving Through A Window' conducted by Clare Richards.
- Concert Band students performed at Presentation Day conducted by Richard Sandham.
- String Ensemble performed at Year 12 Graduation conducted by Richard Sandham.
- Contemporary Ensemble performed at Orientation Day guided by Jack Rolls.

In 2020, we widened the opportunities for tutoring students to present their work by implementing short recitals. This further focuses the work of our tutors and allows the learning to be celebrated by our school community.

Due to the high quality of classroom work, students in curriculum classes were selected to perform at various events beyond the classroom, including:

- Keeno Mendoza, Jeremy Spikmans, Sophia Hadjimichael and Anders Ernest were selected to perform in the Penrith Youth Orchestra.
- Year 9 students performed background music for the Three Rivers for Learning, a professional learning program hosted by the Department of Education at Penrith High School. Students welcomed those attending who were beginning their Master of Educational Leadership.
- Year 10 students performed a range of pieces for the Remembrance Day Ceremony.
- Anwen Gregory of Year 9 was selected for Solo Vocal Camp, an auditioned residential camp of highly skilled vocalists facilitated by the Arts Unit.

The year had finished off with Carols in the Garden event. Here, there were school-wide performances at break times and after school in Music, Dance and Drama with an Art Exhibition.

Drama

In 2020, the Drama Ensemble, under the guidance of Tara Lawson, expanded in numbers and participated in a range of performance opportunities. In Term 3, 2020, the Drama Ensemble (consisting of students from Years 7-10) participated in the MyState Bank Film Festival, in which students created short films and entered them into a nation-wide film Festival. In Term 4, these students had also performed an excerpt from the play Puffs, a 30 minute production to a public audience.

At a classroom level, Year 9 Drama students presented their performances for the Little Theatre. In Semester 1, students playbuilt and devised politically motivated performances and presented them to their peers. Similarly, in Semester 2, students performed 10-minute productions to their peers showcasing their ability to direct, design and stage a scripted drama. Each performance contained approximately 40 audience members each time (there were 8 lunch times of performances).

Dance

This year, the Dance program expanded into two ensembles which continued to run even during covid under the guidance of Bethany Harrison and Thomas Norman. The Dance Ensemble Blue and Dance Ensemble Yellow consisted of students across the school in year 7-10 and participated in a Semester 2 performance for their peers.

History

The History Faculty led the annual Remembrance Day Ceremony.

Year 7 enjoyed an Ancient History Day where they were able to experience activities from ancient societies. Year 7 students also entered the "What Matters" writing competition where they wrote about the importance of various heritage issues. **Hugh Driver was short listed for the final for his piece entitled "Tasmanian Old Growth Forests Matter".**

Eugenia Kim was awarded the Bateman Battersby Law Bursary, which was worth \$1000 towards her legal course at the University of Sydney for achieving the highest ATAR (99.65) of all the local candidates.

Mariya Poloziuk was awarded a Certificate of Excellence in the 2020 History Teachers' Association of NSW History Extension Essay Prize. Her project essay "Evaluate the legitimacy of varied perspectives towards the 1923-33 Holodomor famine in Ukraine." (Holodomor and Historical Discourse) was considered to be of such an excellent quality that it was adjudged to be in the top 15 in the state.

PDHPE

Much like sport, many of the traditional programs and new initiatives that had been developed in the previous year were unable to proceed due to COVID restrictions. However, as restrictions eased, the PDHPE Faculty helped to restore some semblance of normality as the school sprung to life in Term 4.

Year 7 Swim School went ahead through the leadership of students in the Stage 5 Physical Activity and Sport Studies (PASS) elective. Despite being unable to apply their coaching craft to other PE classes or to classes from Penrith Public School, the PASS students developed and refined outstanding skills in planning, collaborating, leading and coaching to implement a highly successful swim school program. Year 7 students learnt a range of swimming and survival techniques through a variety of fun and engaging activities.

Enrichment programs, including Sports Club run by Mr Elias and Fitness Club run by Mr Matic, recommenced as groups were allowed to mix once more. This provided a fantastic physical outlet for students as well as extra opportunities beyond the PDHPE curriculum and sports offered on Wednesdays.

Seeking a way to make up for missing out on the competition, school spirit and house points that the Cross Country and Athletics Carnivals provide, house captains and vice-captains initiated a series of **house sport competitions** held during recess and lunch. Junior and senior girls and boys teams competed in netball, basketball, soccer and table tennis. Champion teams had the honour of competing against a teacher team, but were no match for the vastly experienced staff at PSHS. The sporting competitions culminated in a **House Cup** at the end of Term 4, which also featured events in creative arts and academics.

The PDHPE Faculty is enthusiastic and committed to continue providing a range of new and exciting opportunities for students to succeed and thrive through dynamic and innovative experiences.

Languages

The Language Faculty started off the year with big plans which included two overseas trips: one being our biennial Hakusan, Japan Exchange Program and the second being an excursion to Italy in January 2021. With a new syllabus into its second year, the faculty was continuing to refine all programs for Years 8, 9 and 10. Staff members have worked extremely hard to develop differentiated and innovative programs that will enhance student learning. 2020 proved to be a difficult year during the COVID-19 pandemic. Our scheduled cultural events and opportunities for Language students were greatly impacted by restrictions in travel, external visitors and social distancing. This resulted in the postponement of our overseas programs for the time being. Due to COVID-19, our regular Skype connection with Hirohata Junior High School, Fujieda Japan was cancelled for the year.

In light of the restrictions and online remote learning, the staff continued to deliver engaging and relevant language content through various technological platforms. We managed to cover all content included in our programs and devised innovative ways to assess student outcomes. These included regular and individual feedback and work via Zoom breakout Rooms, Google Classroom and PearDeck.

Year 8 Japanese Students developed their fundamental Japanese language throughout the year. Students learned the Japanese script Hiragana and they learned to communicate about themselves, school life, classroom instructions, sports and hobbies, family and eating out using speaking, listening, reading and writing skills. Students also learned the Japanese culture such as Origami, Calligraphy, Music and POP culture (anime, manga, movies) to deepen their understanding of the Japanese speaking communities. They also learned about the significance of their own school environment and educational routine to further develop their reading and writing skills.

Year 8 Italian worked on developing their basic knowledge around the Italian culture whilst learning to read, write, speak and listen to basic Italian through their study of verbs, nouns and adjectives. They learned about the importance of cognates and pattern recognition when comparing Italian with English. Students developed an appreciation of culture and language through their study of films.

Students in Year 9 and 10 Japanese expanded the range and nature of their learning experiences through the topics of Family and Friends, Daily Routine, Travelling in Japan, House and Neighbourhood, Clothing and Shopping and School Life. Students continued to master their recognition and use of the Japanese scripts: Hiragana and Katakana and improved their understanding of sound variations in the pronunciation of borrowed words. Students built on their use and

recognition of Kanji and applied their knowledge of known Kanji to predict the meaning of unfamiliar words.

Year 11 Japanese Continuers' students continued their study of Japanese for their HSC. They engaged with a range of language-learning texts and supporting materials. Students explored and produced a range of texts associated with different contexts, and analysed information and concepts relevant to their social, cultural and communicative interests. Students also learned more grammatical and textual elements and used expressive and descriptive language to discuss feelings, opinions and experiences.

Social Sciences

Commerce: Despite Covid-19, students from Year 9 Commerce classes showed great creativity by participating in our business expo challenge. In this challenge students designed prototypes, marketing campaigns including short television commercials, flyers, and business cards and topped it all off with impressive expo stalls. The range of products was only surpassed by the professionalism and enthusiasm by the students.

Geography: Another impressive year was had by the Year 7-10 students participating in the Australian Geography Competition. All students in Years 7-10 entered and achieved exciting results. Of particular note has been the outstanding performances with 6 students receiving top 1%, 88 students receiving a High Distinction and 123 Distinctions.

TAS

After spending a lot of 2019 developing new programs to align with the new Stage 5 syllabi in Industrial Technology, Graphics Technology and Food Technology, our faculty worked diligently in the first half of 2020 to adapt these into a form that suited online learning.

In year 8, our new Engineered Systems unit had to be postponed due to the practical requirement and we now look forward to undertaking this project for the first time in 2021. It is expected that this new unit will give students a good taste of Engineering and encourage an even larger cohort into stage 5 and 6 Engineering as they move through the senior school.

In semester 2, our wonderful Home Economics team managed to ensure that all practical lessons in Food Technology went ahead, while maintaining all social distancing and food hygiene protocols. This was a huge effort and one that was appreciated by all.

In year 10, Industrial Technology Engineering students worked on an improved version of the Control Systems unit. Having already spent time working with Arduino microcontrollers during their year 8 Crack the Code unit, the students were set the challenge to build on their knowledge and design and construct an autonomous robot that could navigate a small maze. Students thoroughly enjoyed this activity with many attending the workshops during their break times to ensure their robots were a success.

Noting our student voice, our staff also adapted unit programs to ensure that 3D printing was embedded into all TAS courses at all year levels. Whether it was creating a name tag for drawstring bags in our textiles unit, a range of components for robots and wind turbines, or replicating bones and joints for biomedical engineering, students have benefitted immensely from using this cutting edge technology.

To ensure a more consistent approach towards delivery of lessons and student learning, TAS staff worked tirelessly to consolidate lesson plans and activities onto Google Classroom. This is consistent with a whole school initiative and one that is much more suited to today's tech savvy digital-age students.

Co-curricular Programs

Penrith Selective High School experienced another highly successful year in our Co-curricular Programs despite the interruption to fulltime on site learning due to COVID-19.

Awards and Scholarships

Our students continued their success in the areas of academics, volunteering and social justice. Some of our 2020 Awards include:

- University of Sydney Leadership Award - Ethan Shackley and Eugenia Kim
- ADF Long Tan Leadership and Teamwork Award - Hasanga Malalasekara
- Rotary Club of Nepean Youth Award - Eugenia Kim
- ADF Future Innovators Award - Alan Raphael
- 2020 Dame Marie Bashir Peace Award - Sophia Hadjimichael
- Ministers Award for Excellence in Student Achievement - Sophia Hadjimichael and Wendy Li
- Lions Club Citizenship Award - Imran Sarwar
- Caltex Award for Best All Round Student - Holly Epps

- The Australian Olympic Change-Maker Program - Sinduja Sureshkumar and Rynan Michael
- Susan and Isaac Wakil Foundation Scholarship -Ricardo Irving
- The Unions NSW Jeff Shaw Memorial Scholarship - Eugenia Kim
- Harding Miller Scholarship Extension - Samantha Buda and Ngo Tran
- Harding Miller Scholarship - Nhi Tran
- 2020 Stuart Ayres All Rounder Award - Lizaveta Drozd

Enrichment

Thanks to our wonderful and innovative team of Tutors, all of our Enrichment Programs continued throughout 2020 except those impacted by the NSW Government COVID-19 restrictions. Students participated in one-on-one and group enrichment lessons in Mathematics, English, CAPA and Coding. Lessons were conducted via Zoom and Microsoft Teams. In 2020, we introduced a new course to students - Web Development - which proved very popular and engaging.

Clubs

The PHS Clubs Program continued yet many students and student leaders found it difficult at first to maintain club numbers during Term 2. In spite of the pandemic restrictions, our students rallied together for very worthy causes. Our school and Clubs donated much needed toys, food and clothing for the disadvantaged in the Penrith Community.

Leadership

In order to cater for whole school initiatives, projects and future directions, 2020 saw the introduction of CAPA Enrichment Leaders to support our Ensemble Programs and the introduction of Multimedia Leaders to capture the work and voice of students. Our Prefects, SRC, House Leaders, Multimedia Leaders, Co-curricular Leaders, CAPA Leaders and JRC participated in our first Leadership Day. This provided students with the opportunity to engage with all school leaders to promote a shared vision for the school. Our House Leaders and SRC organised the first PSHS House Cup - a day full of activities for students in all years.

The international Duke of Edinburgh's Award

During 2020 The Duke of Edinburgh International Award at Penrith Selective High School had 175 active participants. During 2020, 44 students started their Bronze Award journey, 20 their Silver and 15 Gold.

14 students from the previous cohort were awarded their Silver Award, whilst 27 completed their Bronze Award, with many more working towards finishing soon. A great achievement in difficult times.

There were 10 camps and excursions organised for the Duke of Edinburgh's Award at Penrith High School during 2020, whereby each and every student 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.

Students have been completing their hours in each of the sections of Physical Recreation, Skill and Voluntary Service, working towards their individualised goals for each of these sections.

The Bronze group (Year 9):

Due to Covid restrictions the group completed their Practice journey on site, during a one day modified journey where they learnt basic skills of camp craft including cooking, setting up tents, navigation and safety.

Their two day qualifying journey was completed in Blue Mountains National Park, in the Glenbrook section. Each student then developed further the skills previously learnt, applying them in a practical hiking situation.

The Silver group (Year 10):

Their initial Practice Journey was postponed earlier in the year due to Covid restrictions but they were lucky enough to be able to complete both their practice and qualifying once restrictions eased, much later in the year. During their Practice journey they explored the Blue Mountains National Park, in particular, Katoomba, the Megalong Valley and a section of the Six Foot Track. For their Qualifying Journey they hiked a section of the Great North Walk from Wondabyne to Umina, then across to Bouddi National Park and Sydney's Northern Beaches. This gave the students an insight into accessibility of public transport and learning how to develop their own trips in the future.

The Gold group (Year 10):

The Gold group worked consistently well throughout the year, working collaboratively in order to plan their Qualifying Journey. They worked through processes such as risk assessments, budgeting and route planning. They also learnt the art of logistics, both at school and in the wider community, learning and understanding all aspects that go into creating,

planning for, organising and undertaking a journey. Their Practical Adventurous Journey consisted of two sections of the Great North Walk as well as exploring Bouddi National Park and Sydney's Northern Beaches. Their qualifying journey is planned for January 2021, where the goal is to walk Australia's highest 12 peaks.

Well done to all students undertaking the Duke of Edinburgh's International Award.

Sport

2020 was a very different year for all schools in many ways and especially in school sport. We were fortunate to conduct a number of events before COVID lockdown took effect. When students did return to school, there were still a number of restrictions that meant all representative sport and inter school sport could not take place for the remainder of the year. Below is an outline for the events that were able to go ahead.

School Swimming Carnival

Unfortunately, due to inclement weather, our School Swimming Carnival was made a competitor only carnival this year. We had 60 students brave the heavy rain at Penrith Ripples. Thankfully, the rain was not quite heavy enough to stop the events. Students competed in 50m freestyle, breaststroke, backstroke and butterfly. The morning was finished off with some relay races and students were transported back to school by bus to attend afternoon lessons.

Congratulations to our swimming champions for 2020.

12 Year Girls

Champion Kavisha Tiwari

Runner up Ravdeep Behl

13 Year Girls

Champion Bianca Zhang

Runner up Joanne Kim

14 Year Girls

Champion Rhiddhima Pandit

Runner up Dharani Sutharshan

15 Year Girls

Champion Jessie Pranadjaja

Runner up Caron Cyril

16 Year Girls

Champion Olivia Bock

Runners up Samantha Buda & Mela Hoffman

17+ Year Girls

Champion Ashvini Dolamulla

Runner up Samaa Chaudhry

12 Year Boys

Champion Meet Joshi

Runner up Edbert Gunawan

13 Year Boys

Champion Joshua Chun

Runners up Timothy Gonzales & Ryan Wen

14 Year Boys

Champion Owen McCann

Runner up Isaac Ng

15 Year Boys

Champion Alex Vella

Runner up Zac Ekhllass

16 Year Boys

Champion Fale Mahe

Runner up Anthony Camilleri

17+ Year Boys

Champion Lance Santos

Runner up Jaden Ha

Zone Swimming Carnival

Penrith High School 2nd place in Zone Swimming

Following the School Swimming Carnival, 44 of our best swimmers went on to represent the school at the Nepean Zone Carnival at Glenbrook Swim Centre. Our students produced some excellent results and some of the standouts were:

Joshua Chun 13 years boys Age Champion

Bianca Zhang 3rd in the 13 years girls age champion points

Jessie Panadjaja 3rd in the 15 years girls age champion points

Joshua Chun 1st in the 13 years 100m breaststroke

12 years boys 4 x 50m relay 1st place

With a great team effort, all competitors contributed to Penrith Selective High School placing 2nd in the overall schools point score out of the 8 competing schools. We were only 13 points behind Winmalee who were the champion school.

Well done to all students who attended the carnival!

Thanks, must go to our staff who officiated at the Zone Carnival - **Mr Chapple, Ms Letters, Ms Sonter and Mr Wilcox.**

Unfortunately, due to COVID-19, the Sydney West Carnival was cancelled.

Girls Sydney West Volleyball Trials

Penrith High School had the vast majority of the Nepean Zone representatives trialling for Sydney West Volleyball at Sydney Olympic Park on Friday February 21, with **Wendy Li, Emily Luo, Jesselyn Wijaya, Nicole Huang, Chinar Shah and Moriah Urmenta** all in attendance. They did an excellent job representing both Penrith High School and the Nepean Zone, playing and officiating with honesty and integrity throughout the days. They are to be congratulated on their selection in the Nepean Zone team and commended on their performance against some very athletic and skilful opposition. Mr Chapple represented as the Zone Coach.

CHS Secondary Girls Cricket Tournament

Sinduja Sureshkumar represented Sydney West in the Open Girls Cricket team in February where her team finished in

3rd place.

Grade Sport

Term 1 had 130 of our students compete against other Nepean Zone schools in a range of sports. These included Girls Basketball and Oztag, Boys Touch Football and Ultimate Frisbee as well as Boys and Girls Volleyball and European Handball. Students had lots of fun and enjoyed competing outside of the school against a range of teams. There were many impressive performances and games won. Thank you to our Grade Sport coaches for Term 1 - Mr Serrato, Mr Bates, Mr Coburn, Mr Ferrarin, Ms Myers and Mr Matic.

Grade Sport was stopped for term 2 and despite many changes of plan during the year, we were unfortunate to not get back for another term of Grade Sport due to COVID.

Knockout Sport

Our teachers spent many hours in Term 1 planning games for the Statewide Knockout Competition.

We had impressive wins in Boys Touch Football over Nepean CAPAHS and Boys Basketball over Erskine Park High School. Unfortunately, these competitions were not able to continue. Planning was under way for boys and girls to play the following sports; Basketball, Bowls, Cricket, Football, Netball, Tennis, Touch and Volleyball. Staff planning these events included: Mr Serrato, Mr Devine, Mr Coburn, Mr Burns, Ms Clarke, Mr Newell, Mr Ferrarin, Ms Borg and Mr Rolls.

This was a sporting year like no other.

Grant Newell

Sport Coordinator

Congratulations to our Swimming Age Champions and to the entire school team for finishing second at Zone.

CHS ROWING

In February, 14 Penrith High School students competed in the Annual Combined High School Championships. The day started early with everyone arriving at the Sydney International Regatta Centre at 6am. First thing in the morning everyone started unloading and fixing their boats for a long and tiring day ahead. There were a wide variety of events which took place on the day. These events included 1km single, double and quad races against other government schools. PSHS had 3 medal winners from our school - **Tanish Patil** and **Daming Wang** came third in the under fifteen Double Scull, **Daming Wang** placed third in the under fifteen Single and **Gauri Kotera** placed third in the Sydney West/Sydney North inter-regional Quad.



