

2021 Annual Report

Parramatta High School



8135

Introduction

The Annual Report for 2021 is provided to the community of Parramatta High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement 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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School vision

Parramatta High School, as a partially selective high school, has a culture of high expectations. In consultation with key stakeholders, student, staff and parents, we have collaborated to improve student learning outcomes. Our vision is to ensure that all students successfully transition through each stage of their learning through explicit and differentiated teaching. We are committed to implementing department priorities such as reaching system targets in reading, numeracy, attendance and the HSC. We will achieve this through teacher collaboration resulting in students who are resilient, engaged individuals and active and informed citizens. Our school is committed to supporting our diverse learning community so that all can thrive in a dynamic and changing global world.

School context

Parramatta High School, established in 1913, is a co-educational partially selective secondary school located in the city of Parramatta. The school has an enrolment of 1085 students. The community is multicultural with an ethnic composition of LBOTE 96% and less than 1% students from an Aboriginal background. The predominant languages, apart from English, are Hindi, Tamil, Gujarati and Telugu with a high percentage supported by 4.2 EALD staff and one STLA staff. The school has approximately 75.1 teaching staff, 12.5 Support Staff including 1.0 SLSO and 1.0 SSO.

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

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

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

Through community consultation and our Situational Analysis, we have identified the need to promote a culture of excellence through a focus on **Student Growth and Attainment**, **Learning Culture** and **Instructional Leadership**.

Student Growth and Attainment will focus on improving NAPLAN and HSC results through a whole-school focus on explicit teaching of literacy and numeracy skills and differentiation to meet the needs of diverse student population.

Learning Culture will focus on improving attendance and student transitions through all stages with an emphasis on establishing goals for success and using assessment and feedback as tools for improving student outcomes.

Instructional Leadership through teacher collaboration and professional learning will focus on developing a high expectations culture.

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

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure students grow at each stage of their learning through explicit, systematic and differentiated teaching and evidence based practice. Our teachers will evaluate their effectiveness and reflectively adapt their practice through targeted professional learning and use of student assessment data to inform their teaching to improve student learning outcomes and achieve our targets.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Explicit Teaching
- Differentiation

Resources allocated to this strategic direction

Professional learning: \$61,913.75
Low level adjustment for disability: \$91,502.47
English language proficiency: \$249,451.60
School support allocation (principal support): \$27,777.00
Per capita: \$252,038.73
Integration funding support: \$30,140.00
Aboriginal background: \$3,526.85
Socio-economic background: \$40,520.00

Summary of progress

In 2021 our two focus initiatives were explicit teaching and differentiation. A whole school high-impact professional learning program was implemented with a focus on the explicit teaching of reading, HSC writing, numeracy, and differentiation. Faculty workshops were led by the Head Teacher Teaching and Learning and Literacy and Numeracy leaders to support staff in the identification of where literacy and numeracy skills could be targeted within each KLA's curriculum. In addition, the team supported staff through the creation of resources, embedding activities in programs, and classroom practice through collaboration, lesson observations, and team teaching. This led to an increase in staff confidence, a broader suite of skills, and effective practice in the explicit teaching of literacy and numeracy. Teaching and assessment programs have explicit literacy and numeracy activities embedded. This resulted in an increase in students achieving the top two skills bands for NAPLAN Reading and Numeracy. Furthermore, 82.64% of students attained results in the top three HSC bands demonstrating achievement of the lower bound target.

Differentiation high impact professional learning was earmarked for Term 4. However, this was interrupted by the Department's learning from home period, which will be revisited in 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
100% of teachers understand the principles and practice of explicit teaching and differentiation through professional learning.	100% of teachers understand the principles and practice of explicit teaching as a result of high-impact professional learning. Differentiation professional learning initiative was earmarked for Term 4. However, this was interrupted by the Department's learning from home period and will be revisited in 2022.
NAPLAN Top 2 Bands • The system negotiated target in Numeracy will increase by an uplift of 1% from the baseline. • The system negotiated target in Reading will increase by an uplift of 2%	NAPLAN scores indicate an increase by an uplift of 8.09% from the baseline in the Top 2 Bands for Reading. NAPLAN scores indicate an increase by an uplift of 2.24% from 2019 results in the Top two bands for Numeracy.

from the baseline.	
<p>NAPLAN Expected Growth</p> <ul style="list-style-type: none"> • Improvement in the percentage of students achieving expected growth in Reading to meet the 2021 projected target. • Improvement in the percentage of students achieving expected growth in Numeracy to meet the 2021 projected target. 	<p>Progress of students achieving expected growth in reading is yet to be achieved. Through small group intervention or tailored support, there is a targeted focus on shifting student learning outcomes.</p> <p>Progress of students achieving expected growth in numeracy is yet to be achieved. Through small group intervention or tailored support, there is a targeted focus on shifting student learning outcomes.</p>
<p>HSC Top 3 Bands</p> <ul style="list-style-type: none"> • Improvement in the percentage of students achieving in the Top 3 Bands to meet the 2021 projected target. 	<p>82.64% of students attained results in the top three HSC bands demonstrating achievement of the lower bound target.</p>

Strategic Direction 2: Learning Culture

Purpose

Our purpose is to focus on establishing aspirational goals for success supporting transition between the stages to ensure students are meeting stage outcomes and being equipped to progress through and meet the challenges of the next stage. In order to maximise student learning outcomes, an emphasis on assessment for learning and feedback practices will be a critical focus.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Establishing Goals for Success
- Assessment and Feedback

Resources allocated to this strategic direction

English language proficiency: \$271,423.43

Low level adjustment for disability: \$50,453.50

Integration funding support: \$20,651.00

Refugee Student Support: \$923.04

Socio-economic background: \$5,000.41

Professional learning: \$10,000.00

School support allocation (principal support): \$16,563.03

Summary of progress

In 2021 our two focus initiatives were establishing goals for success and assessment and feedback. As a commitment to establishing goals for success, a new attendance policy was developed to address both poor attendees and those students that needed to improve their attendance slightly. A team approach was implemented, including clearer roles for classroom teachers, Head Teachers, and Deputy Principals, so that attendance concerns were identified as early as possible. Through the refinement of monitoring processes and the development of thorough check-in points, student attendance goals were actively targeted. This resulted in the system negotiated target in attendance increasing by an uplift of 5.94% from the baseline.

A commitment to high expectations in teaching practice was maintained in lessons with most staff establishing clear and consistent expectations for learning and behaviour, and incorporating learning intentions and success criteria in every lesson. This led to high-impact professional learning incorporating the 'What Works Best' elements with teaching Literacy and Numeracy skills and was delivered by the HT TaL and Literacy and Numeracy leaders. This resulted in 79% of staff indicating they incorporated the WWB elements and maintained high expectations in the 2021 TTFM survey.

Assessment and Feedback high impact professional learning was earmarked for Semester 2. This was interrupted by the Department's learning from home period and will be revisited in 2022. However, positive TTFM survey data from both staff and students indicate explicit feedback and a commitment to high expectations remains a priority.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The system negotiated target in attendance will increase by an uplift of 2% from the baseline.	The system negotiated target in attendance increased by an uplift of 5.94% from the baseline.
70% of staff establish clear and consistent expectations for learning and behaviour, with learning intentions and success criteria incorporated in every lesson, to improve student learning outcomes.	2021 TTFM survey data indicates 79% of staff establish clear and consistent expectations for learning and behaviour, with learning intentions and success criteria incorporated in every lesson.

70% of staff will strengthen their expertise in the use of formative assessment and deliver student feedback that is relevant, explicit, ongoing and constructive about student performance against their learning outcomes.	2021 TTFM survey data indicates 72% of staff deliver student feedback that is relevant, explicit, ongoing, and constructive about student performance against their learning outcomes.
Explicit student feedback and a commitment to high expectations, as measured in the Tell Them From Me survey, will meet the state average.	2021 TTFM survey data indicates explicit student feedback and a commitment to high expectations exceeded the state average of 6.4 and 7.0 percentage points respectively.

Strategic Direction 3: Instructional Leadership

Purpose

Professional learning and the Leadership team will maintain a focus on instructional leadership and collaborative practices to sustain a culture of effective, evidence-based teaching and continuous improvement of teaching and learning. As a result, students will be self-directed learners, risk-takers and critical and creative thinkers.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High Expectations Culture
- Teacher Collaboration

Resources allocated to this strategic direction

Professional learning: \$10,000.00

School support allocation (principal support): \$8,257.89

Low level adjustment for disability: \$21,409.00

Per capita: \$0.00

English language proficiency: \$7,139.00

Beginning teacher support: \$57,626.00

Summary of progress

In 2021 our two focus initiatives were high expectations culture and teacher collaboration. High expectations were established through high-impact professional learning on the explicit teaching of literacy and numeracy skills and the development of the school Professional Learning hub. This led to a commitment to using evidence-based teaching strategies such as the elements in the 'What Works Best' document and the Super Six Reading Comprehension strategies to improve student outcomes. However, the classroom observations which were highlighted as the method of data collection in this area was interrupted by the Department's learning from home period and will be revisited in 2022.

Teacher collaboration was a made a focus through the high impact professional learning delivered by the Head Teacher Teaching and Learning and Literacy and Numeracy leaders and the ongoing support given to staff. In addition, faculties worked collaboratively to evaluate professional learning and programs and all beginner teachers were provided with a mentor. This led to consistent whole-school and faculty-driven teacher collaboration and resulted in an increase in collaboration as indicated by the 2021 Staff TTFM survey.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
70% of teachers, as identified through classroom observation, use evidence-based high leverage strategies to impact student learning. and engagement.	Internal survey data indicates the High Expectations Culture initiative of using classroom observations to identify evidence-based high leverage strategies was interrupted by the Department's learning from home period and will be revisited in 2022.
Staff TTFM Data will indicate an increase by an uplift of 0.2 from the 2020 baseline score.	Progress of increasing by an uplift of 0.2 from the 2020 baseline score is yet to be achieved. Staff TTFM data indicates an improvement since 2020 but this will still remain a focus in 2022.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$923.04</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Establishing Goals for Success <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • engagement of a refugee support leader to coordinate personalised support for students and families from refugee backgrounds. <p>The allocation of this funding has resulted in: All students from refugee backgrounds have IEPs and are supported by an English as an additional language or dialect (EAL/D) team.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue this method of support in 2022 for refugee families. In addition, there will be professional learning for all staff on the use of translating and interpreting services.</p>
<p>Integration funding support</p> <p>\$50,791.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Parramatta High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching • Establishing Goals for Success <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: the use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$45,520.41</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Parramatta High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiation • Establishing Goals for Success <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of external providers to support students with additional learning needs through the implementation of the 'Education Perfect' and 'Edrolo' programs as a strategy to support curriculum differentiation in most

<p>Socio-economic background</p> <p>\$45,520.41</p>	<p>KLAs and the Elevate program.</p> <p>The allocation of this funding has resulted in: Achieving the system-negotiated target for the Top 2 Bands NAPLAN Reading Average NAPLAN scores for Years 7 and 9 exceed SSSG and state average in both Reading and Numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuing the Education Perfect, Edrolo, and Elevate programs to support student learning with partial family funding for 2022 needing to be considered due to increased program costs.</p>
<p>Aboriginal background</p> <p>\$3,526.85</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Parramatta High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching • Differentiation <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Release of Aboriginal Education Coordinator to encourage community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process. <p>The allocation of this funding has resulted in: all Aboriginal students engaging in PLP process and Tell From Me Data indicates 66% of Aboriginal students feel like their culture is valued at school.</p> <p>After evaluation, the next steps to support our students with this funding will be: focusing on transition through increased TAFE opportunities and pathways selection.</p>
<p>English language proficiency</p> <p>\$528,014.03</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Parramatta High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching • Establishing Goals for Success • Assessment and Feedback • High Expectations Culture <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms. • Whole school adoption of a roll call program focused on improving student skills in reading, writing and numeracy. • Analysis of external NAPLAN and HSC data to identify target areas in improvement for student outcomes. <p>The allocation of this funding has resulted in: Average NAPLAN scores for Year 7 EALD students exceeding SSSG and state average in Reading. Average NAPLAN scores for Year 9 Developing and Consolidating EALD students exceeding state average in Reading.</p>

<p>English language proficiency</p> <p>\$528,014.03</p>	<p>Excelling results in value added 7-9 and 9-12</p> <p>After evaluation, the next steps to support our students with this funding will be: to implement ongoing professional learning to identify language and cultural demands across the curriculum.</p>
<p>Low level adjustment for disability</p> <p>\$163,364.97</p>	<p>Low level adjustment for disability equity loading provides support for students at Parramatta High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching • Establishing Goals for Success • Differentiation • High Expectations Culture • Teacher Collaboration <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students. • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students. • employment of this additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs. <p>The allocation of this funding has resulted in: the school's value-add results endorsed at excelling.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the literacy and numeracy leaders. These leaders will play a key role in working directly with KLAs and ensure the Reading and Numeracy targets are met in 2022.</p>
<p>COVID ILSP</p> <p>\$65,637.37</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in: the majority of the students in the program achieving significant progress towards their personal learning goals</p> <p>After evaluation, the next steps to support our students with this funding will be: to revise school learning and support processes and ensure regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	569	595	625	642
Girls	342	369	398	444

Student attendance profile

School				
Year	2018	2019	2020	2021
7	95.3	96	96.4	95.6
8	93.7	94.4	94.4	94.8
9	92.3	93.3	94.2	92.9
10	90.3	93.4	93.8	93.3
11	90.6	92.3	93.5	90.8
12	92	92.3	94.6	94.4
All Years	92.4	93.7	94.5	93.7
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

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

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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	1
Employment	1	0	2
TAFE entry	0	0	5
University Entry	0	1	89
Other	0	4	1
Unknown	0	0	2

PHS understands and supports the importance of our students having a clear understanding of post-school destination options. It is clear that most of our students choose to continue their studies at a tertiary level with a high percentage choosing University as their preferred option. This aspiration was not dampened by online learning periods and the reduction in opportunities for Year 12 students to explore tertiary institutions. The 2021 cohort saw an increase in university acceptances and TAFE full-time employment.

Year 12 students undertaking vocational or trade training

0% of Year 12 students at Parramatta High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

97.8% of all Year 12 students at Parramatta High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

138 students completed Year 12 in 2021 with all students meeting minimum standards by the end of the year, receiving their HSC. Of these students, 123 students were offered and accepted a place at University. The remainder of the students explored options through vocational training at TAFE and other RTOs.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	53
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
Teacher ESL	4.2
School Counsellor	1
School Administration and Support Staff	12.57
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Effective professional development (PD) positively impacts teacher practice and student outcomes. Teachers and leaders at PHS participate in a range of professional learning opportunities and courses. Professional learning addresses teacher accreditation and maintenance as well as personal and school priorities. The school spent approximately \$41740 on Teacher Professional Learning in 2021. However, the learning from home period affected the amount and type of professional learning staff were able to access. The school ran 5 School Development Days throughout the year covering a range of topics including the explicit teaching of writing for Stage 6, 'What Works Best' elements of High Expectations, Feedback and Explicit teaching, and data analysis. In addition to the School Development Days, the school also ran professional development sessions during staff meetings where the following topics were covered: HSC Data Analysis, Academic Improvement strategies such as Super Six Reading Comprehension, Explicit Teaching and Literacy and Numeracy strategies. Despite Learning from Home restrictions, Teaching Staff and Student Support members attended over 40 different professional development courses, representing all faculties. Courses covered include NESA HSC Professional Learning Course, Teacher Accreditation, Positive Education, Curriculum Differentiation, Executive Leadership, DEC 'improving reading & numeracy' PL suite' and faculty-specific courses relating to curriculum and assessment. The majority of these courses were completed online. Funds were also used to provide faculty planning time for programming and assessment in preparation for the Learning from Home period. In 2021 we had 4 teachers gaining accreditation at proficient, as well as teachers seeking accreditation which will continue into 2022 and beyond. The majority of teachers in the school are now accredited at proficient level. Teachers completing accreditation at all levels, including Beginning Teachers, receive appropriate guidance, leadership and professional learning opportunities.



Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	2,244,656
Revenue	11,801,805
Appropriation	11,558,615
Sale of Goods and Services	36,935
Grants and contributions	203,935
Investment income	2,220
Other revenue	100
Expenses	-11,195,314
Employee related	-10,473,345
Operating expenses	-721,969
Surplus / deficit for the year	606,491
Closing Balance	2,851,147

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

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	51,714
Equity Total	740,426
Equity - Aboriginal	3,527
Equity - Socio-economic	45,520
Equity - Language	528,014
Equity - Disability	163,365
Base Total	9,984,144
Base - Per Capita	252,039
Base - Location	0
Base - Other	9,732,106
Other Total	481,103
Grand Total	11,257,387

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



School performance - NAPLAN

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

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

LITERACY

The 2021 NAPLAN results indicate that Parramatta High School has continued to achieve at high level in regard to average scores and % in the top two bands across all of the Literacy domains tested for the Year 7 and Year 9 cohorts. The Year 9 cohort also achieved positive results in terms of Average Scaled Growth as well as a high number of students achieving above Expected Growth in comparison with SSSG and State results.

Year 7

The average score for Parramatta High School Year 7 students in comparison to both SSSG and State average scores was higher across all domains. PHS was 7.72 higher than SSSG results in Reading and 13.56 higher in Writing. The comparison between the school and SSSG scores for Spelling and Grammar & Punctuation revealed a positive difference of 24.63 and 22.3 respectively. Compared to the State, average scores for PHS were 47.1 above in Reading, 52.4 above in Writing, 59.81 above in Spelling and 66.56 in Grammar & Punctuation. Positive results were also achieved in regard to the percentage of Parramatta High School students achieving in the top two bands in all Domains. The % of students achieving in the top two bands for Reading, Writing, Spelling and Grammar & Punctuation was 53%, 47.3%, 69.51% and 57.7% respectively. Consequently, the % of students placing in the Middle and Bottom bands was lower. However, it should be noted that students achieving Middle and Lower Bands for Reading and Writing, while lower than SSSG and State, will be a target for School Academic Improvement strategies.

Year 9

The Year 9 cohort also performed above both the State and SSSG in regard to the average scores achieved in all four Literacy Domains. In Reading, the school scored 51.34 above the State average, 55.26 above in Writing, 64.41 above in Spelling and 56.81 higher in Grammar and Punctuation. In comparison to SSSG means, the Parramatta High School cohort achieved 8.95, 12.32, 29.55 and 13.44 points higher in Reading, Writing, Spelling and Grammar & Punctuation respectively. The percentages of Parramatta High School students performing in the top two bands in each of the Literacy components also indicate a high level of achievement for our students. Compared to achievement across the state, Parramatta High School had 49.5% in the top two bands for Reading and 27.9% for Writing, compared to a state average of 21.5% and 12.5% respectively. In Spelling, Parramatta High School achieved a total of 58.9% in the top two bands and 46.8% in the top two bands for Grammar and Punctuation, compared to 24.27% and 21.2% for the State averages in these two domains. This pattern is replicated in the comparison of the school's performance against SSSG for percentages of students in the top two bands. Parramatta High School attained 10.7% more students in the top two bands of Reading, 5.7% in Writing, 19.6% more in Spelling and 9.7% more in Grammar and Punctuation. There was an increase in the % of students in the Top Bands across all Literacy Domains since 2019. While still significantly lower than for SSSG and DOE, the number of students scoring in the lowest two bands for Reading and Writing will be an area requiring extra attention. Student Growth for Year 9 was above the State average and the SSSG in all components. As an average across the four components, the Average Scaled Growth for Parramatta High School was 7.76 above the State and 5.08 above that of SSSG. 'At or Above Expected Growth' for Year 9 was above State average and the SSSG in all components.

NUMERACY

Year 7

Numeracy results indicated an impressive 67.4% of students achieved in the Top Two Bands, compared with 32.3% for the State and 57.2% for the Similar Schools Group. Average scaled score growth in numeracy in Year 7 was 69.8, well above the State average of 53.6. A small percentage (4.6%) of the cohort achieved in Band 5 and Band 4, well below the state average (21.8%) and 28% of students achieved in the Middle Two Bands. These students have been targeted for special programs in 2022. In 2022, all staff at Parramatta High School will use strategies that focus on improving literacy and numeracy skills across all KLAS.

Year 9

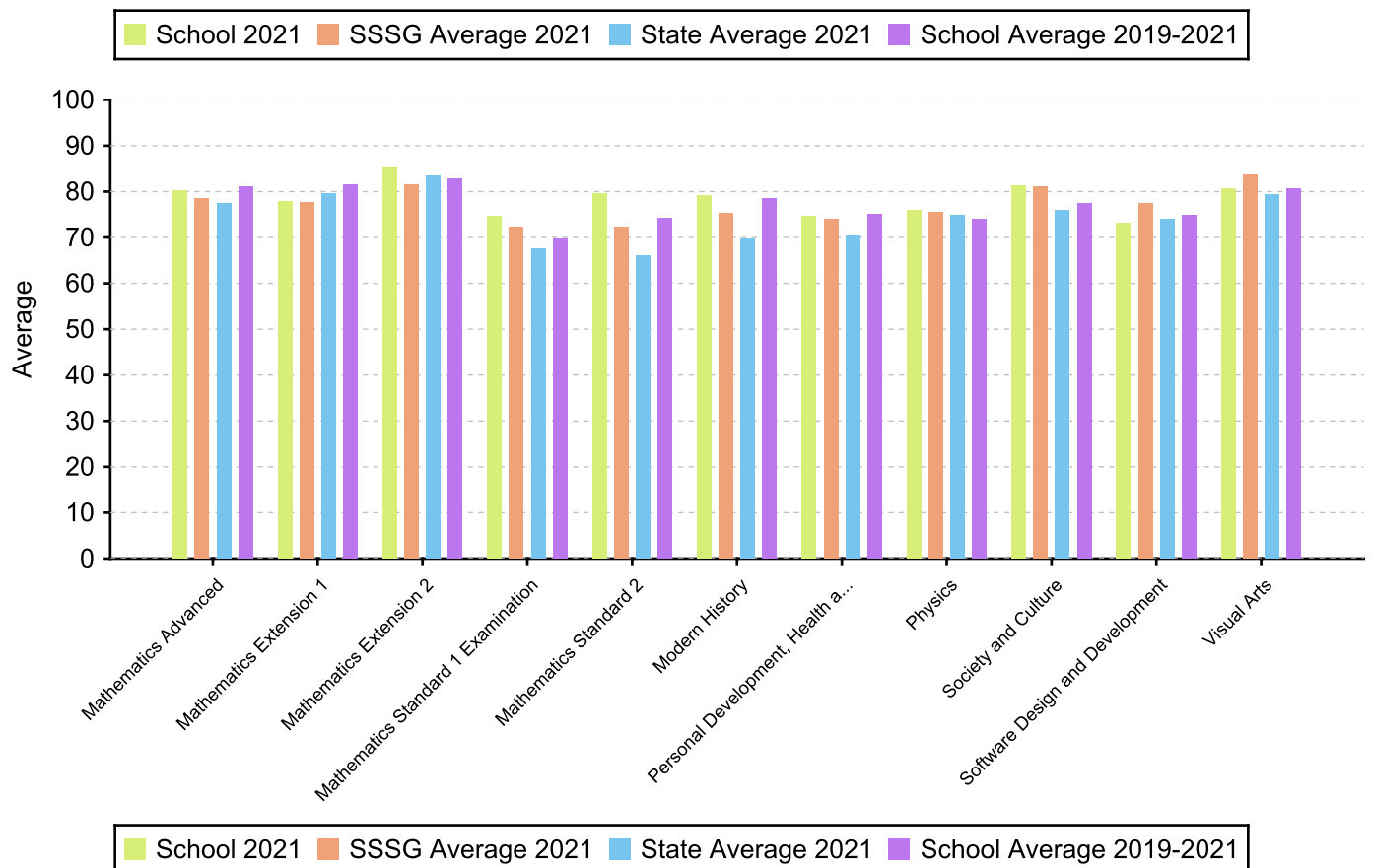
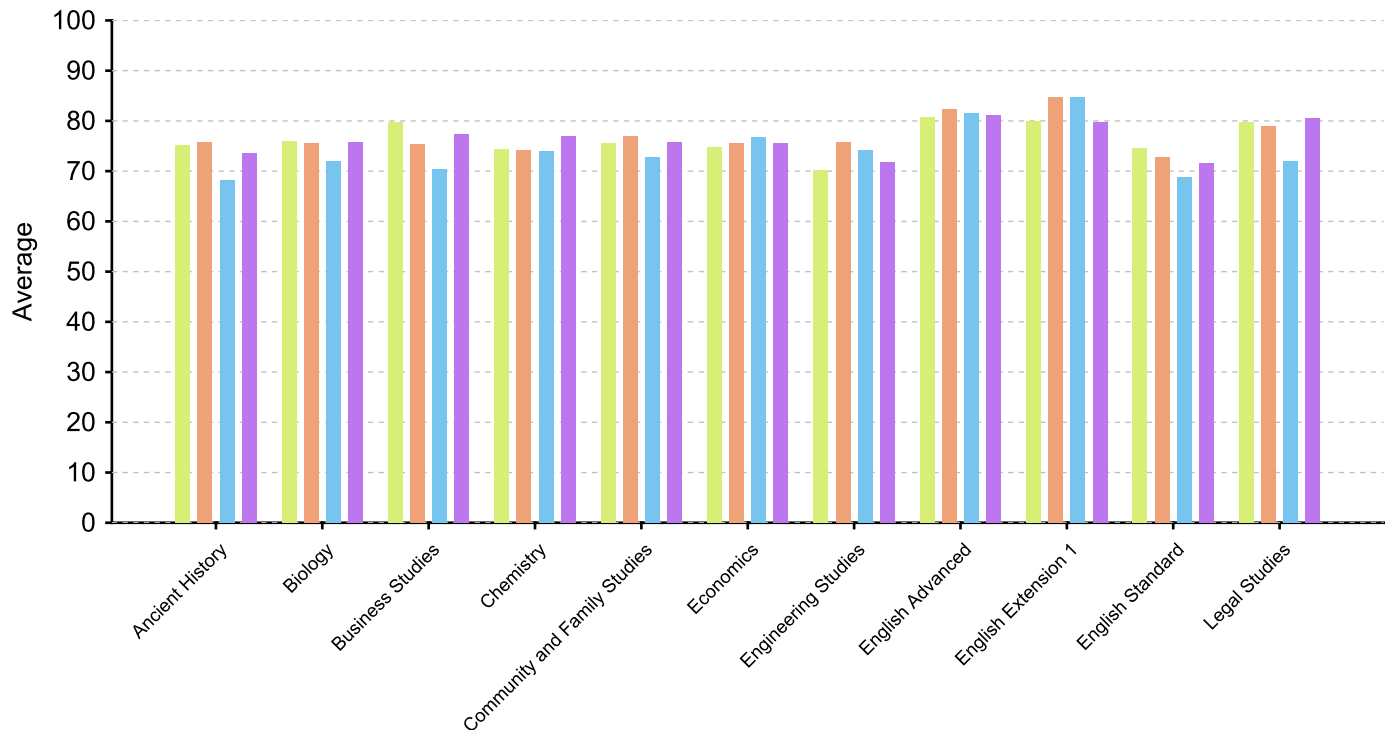
Students were given a score that fell into six Bands in Numeracy, with Band 10 being the highest and Band 5 the lowest. 64.1% of Year 9 students achieved in the Top Two Bands, compared with 22.9% for the State and 44.4% for the Similar

Schools Group. The average scaled score growth was 33.2, with 53.5% of students achieving greater than or equal to the expected growth. A small percentage of students scored a Band 6 and Band 5, well below the State (22.71%). The explicit teaching of numeracy skills will be a focus across all KLAs to ensure student improvement in this area.

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 2021	SSSG	State	School Average 2019-2021
Ancient History	75.2	75.8	68.1	73.6
Biology	75.9	75.6	71.9	75.8
Business Studies	79.8	75.4	70.4	77.3
Chemistry	74.3	74.1	74.1	77.0
Community and Family Studies	75.6	77.0	72.7	75.7
Economics	74.7	75.5	76.7	75.6
Engineering Studies	70.1	75.7	74.1	71.8
English Advanced	80.8	82.3	81.4	81.1
English Extension 1	79.9	84.8	84.8	79.7
English Standard	74.6	72.7	68.8	71.7
Legal Studies	79.7	79.0	72.0	80.6
Mathematics Advanced	80.3	78.6	77.4	81.1
Mathematics Extension 1	77.9	77.6	79.5	81.6
Mathematics Extension 2	85.3	81.4	83.5	82.9
Mathematics Standard 1 Examination	74.7	72.3	67.5	69.7
Mathematics Standard 2	79.6	72.3	66.1	74.2
Modern History	79.2	75.2	69.7	78.4
Personal Development, Health and Physical Education	74.6	74.0	70.3	75.0
Physics	76.0	75.6	74.8	74.1
Society and Culture	81.2	81.1	76.0	77.5
Software Design and Development	73.2	77.4	74.0	74.8
Visual Arts	80.7	83.6	79.4	80.6

English

As in previous years, Parramatta High School offered English Extension 1 and 2, Advanced, EALD, and Standard English to the 2021 cohort of HSC students. Based on the 2021 results, the combined aggregate for all courses has continued to increase over the last three years and is above the state average, with the results indicating a particularly strong improvement in Standard English. In terms of the percentage of students achieving in the top two bands, Advanced English had 62.3% and in Extension 1 English, approximately 85% of students scored in the two highest bands. Across all courses, the number of students performing in the lowest two bands is significantly below the state average. In relation to performance above the state average, the English Extension 2 and Standard English courses performed at the highest levels.

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

Creative and Performing Arts

In 2021, Parramatta High School offered four CAPA courses: Drama, Music 1, Music 2 and Visual Arts. The cohort overcame many challenges associated with completing Major Works and practical examinations while Learning from Home to achieve excellent results in all courses. Music 1 and Music 2 students completed aural and written examinations and all of the students elected to major in performance. All Music 1 students achieved a Band 5 or higher,

with 40% of students being awarded a Band 6. Similarly, students studying Music 2 also received outstanding results with 75% of students achieving a Band 5. In Visual Arts, students submitted Major Works in a variety of forms such as painting, digital painting, drawing, and sculpture, with over 70% achieving a Band 5. Drama students elected to complete performance and scriptwriting Individual Projects, as well as completing written and practical examinations. These students all received a Band 4 or higher, with 40% being awarded a Band 5. To ensure the success of future students, the CAPA faculty continue to refine and strengthen their programs, resources and assessment strategies to best support and prepare students for the HSC examinations.

Human Society and its Environment

In the 2021 HSC, 162 Parramatta High School students sat for a wide range of HSIE HSC examinations that included Ancient History, Business Studies, Economics, Legal Studies, Modern History, Society and Culture and History Extension. HSIE results in 2021 continue to be strong, with 10 Band 6 results achieved by students: 5 in Business Studies, 2 in Legal Studies, 2 in Society and Culture and 1 in Modern History. HSIE subjects continued to see a high level of Band 5 results achieved by students with 74 overall, with increased high Band 5 achievements in courses such as Society and Culture, Economics, Business Studies, Legal Studies, Ancient History and History Extension. A renewed effort to build students' capacity to achieve higher bands is the focus of the HSIE Faculty for 2022. Both the History Extension and Society and Culture courses required students to complete and submit a major research project conducted by students over a period of 3 and 3 and a half terms, respectively. The History Extension *Research Project* comprised of a 2500-word original area of major historical research and the Society and Culture *Personal Interest Project (PIP)* comprised of 5000 words of extensive and complex primary and secondary research. Students completed strong research projects in both courses, demonstrating their high-level research and the benefits gained from significant teacher support and guidance throughout their research and writing process. The HSIE faculty continues to be a strongly performing key learning area in HSC performance, demonstrating value-added growth, and performance achievements well above both the NSW State mean and like-schools, particularly in Business Studies, Legal Studies, Society & Culture, Modern History and History Extension. The HSIE Faculty continues to extend and refine its teaching, learning and assessment practices. Assessments aim to develop students' understanding of syllabus content, knowledge and skills, including highly valued leadership skills, teamwork, communication skills, problem-solving skills, a strong work ethic, flexibility and adaptability and interpersonal skills. Moreover, HSIE staff utilise intensive examination preparation strategies, explicit literacy teaching, exemplar model responses, and higher-order critical thinking skills to prepare students for both their HSC examinations, tertiary education and real-world applications.

Languages other than English

In the 2021 HSC Parramatta High School students completed LOTE examinations in the French Beginners and Continuers courses. In the Beginners course, one student achieved the highest band and five students achieved a Band 5 result. In the French Continuers course, two students achieved a Band 5 result. Both courses showed growth and the French course was often one of the students' best-performing subjects. Continued student interest in studying Background Languages through community schools saw 2021 HSC students achieve outstanding results. Three students studying languages at the Secondary College of Languages received Band 6 results: two students in Hindi Continuers and one student in the Chinese and Literature course. In addition, five students studying Tamil Continuers with external tutors also achieved a Band 6 result. The LOTE faculty continues to encourage students to pursue the study of foreign languages and to develop programs, resources, teaching and learning, and assessment strategies to enhance and maximise student learning and achievement.

Mathematics

In total, sixteen (16) Band 6 and seventeen (17) E4 results were achieved in the 2021 Higher School Certificate in Mathematics subjects. By course, six Band 6 results were achieved in Mathematics Standard 2, 10 in Mathematics Advanced, 18 Band E4 results in Mathematics Extension 1 and 20 Band E3-4 results in Mathematics Extension 1. In Mathematics Extension 1, 39.13% of school candidates achieved a Band E4 compared with 37.26% across the state. In Mathematics Extension 2, 90.91% of school candidates achieved a Band E3 or E4 compared with 86.62% across the states. These results indicate that continued emphasis on appropriate student course selection is essential. In Mathematics Advanced, 63.63% of students achieved Bands 5 or 6 compared to 50.21% of the State. In the Mathematics Standard 2 course, the school achieved six (6) Band 6 results and thirteen (13) Band 5, this excellent achievement represented 50% of the school's candidature compared with 24.75% in the state. Seven students, 41.18% of the school's candidature, achieved a Band 5 result in the Mathematics Standard 1 Examination. The continued use of the Smarter Maths program, targeting past HSC questions linked in with school data, continued to enhance and assist in lifting the performance of all PHS Mathematics students.

Personal Development, Health & Physical Education

Numbers in the PDHPE Courses have continually increased over the past few years with two classes completing the HSC in PDHPE in 2021. Students have performed exceptionally well in the top 2 Bands. Students achieving Bands 5 and 6 totalled 34.7% compared to 24.9% for the state. There were two Band 6 results. The average mark in PDHPE continues to be well above the state average. In 2021 PDHPE had 3 classes completing the HSC.

Community and Family Studies continues to show positive trends in the value-added with four students achieving a Band 5. The CAFS HSC results had a total of 36.4% of students achieving in Bands 5 and 6 compared to 25.5% for the state. No student achieved Band 1 in CAFS for the fourth year in a row.

Science

In 2021, Biology, Chemistry and Physics courses were offered at Parramatta High with a total of 111 students sitting for the HSC in these courses. The performance in the HSC was of a very high standard with all course averages being above that of the state average.

When compared to the average performance of schools across the state, both Chemistry and Biology demonstrated positive achievements. Over 64% of Chemistry, 77% of Biology and 68% of Physics students achieved a minimum of a Band 4 with an average mark of 75 across the courses. Generally, the students who studied science subjects performed strongly relative to their other subjects within the school.

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

Technological and Applied Studies (TAS)

Three HSC subjects were studied in the TAS KLA this year and they continue to serve their client base well. The size of the candidature for the 2021 HSC in TAS was a noticeable decrease in percentage from the previous three years. Small candidature at HSC level in some classes makes data analysis a more challenging task, however, more individualised attention can be afforded to students. There was a marked positive shift in Band performance percentages overall compared to the previous year, increasing higher band performance, with 64% of TAS students achieving in the top 3 Bands. A trend that does continue is the strong percentage of candidates who achieve their best or better HSC performances in their TAS subjects. This indicates that the TAS KLA is meeting the needs of the students in their classes. Design & Technology and Software Design & Development both achieved above state average results.

The TAS faculty continues to organise and be involved in many extra-curricular opportunities for students, including coding, electronics, design thinking and entrepreneurial activities, amidst the difficult year that was. In a STEM/STEAM driven current climate, where TAS subjects contribute to more than fifty percent of this mix, our TAS faculty remains future-focused and relevant. The easy adaptation to online learning and alternative teaching models during last year was a testament to this.

Parent/caregiver, student, teacher satisfaction

Parent surveys completed online, targeted school surveys or Tell Them From Me, indicated that the school community were well supported by the school. Communication through social media platforms has increased and parent feedback on the new school website has been positive. Parent forums were unable to proceed in 2021 but overall parents were satisfied with communication from the school. Staff at PHS have the opportunity and are encouraged to complete the Tell Them From Me Survey. Results from this survey indicate the following: The majority of staff reported:

- *There was a strong use of data to inform their teaching practice.

- *They were confident in using a variety of teaching strategies to support student learning.

- *They were confident in using technology including using external programs and resources to enhance student learning e.g. Edrolo, EducationPerfect, Smarter Maths and Google Suite.

Students were surveyed during the TAS and LOTE/EALD faculty evaluations in 2021. Information was gathered on all subject areas and year groups, through focus groups and interviews conducted via Zoom. Students were questioned on teacher practice, feedback, approachability, learning styles as well as knowledge of course components. Students responded positively in most areas and where necessary action plans have been instigated for areas of improvement.



Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Aboriginal Education - School statement

Parramatta High School continued to operate a mentor program for our ATSI students that included goal setting, developing organisational skills and general support where required for students. The goals identified formed the basis for the partnerships created with TAFE NSW for students to transition into the workforce. Attendance goals are included for all students, and in 2021 these were not met by all students with attendance totals for the year below the target goal of 85% and will be a target area for 2022.

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

COVID-19 has had a detrimental effect on the day-to-day running of our school and in turn, our ability to run programs for our students. For 2022 we will endeavour to do what we can to continue to support our ATSI students and also raise awareness of Aboriginal and Indigenous culture and issues within Australia.

Anti-Racism Policy

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

Anti-Racism - School statement

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. PHS has a trained Anti-Racism Contact Officer who works closely with students, staff and families in the interest of individual students and cultural groups. to create a sense of an inclusive school community.

Multicultural Education Policy

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

The main cultural backgrounds represented at Parramatta High School in 2021 included Indian, Sri Lankan, Chinese, Korean, Turkish and Arabic with enrolments from students of Non-English speaking backgrounds (NESB) at more than 96%. The recognition of cultural diversity underpins many programs and initiatives at Parramatta High School. Multicultural perspectives are firmly embedded in faculty teaching and learning programs, enabling all students to increase their intercultural awareness and understanding. This, combined with students' daily interactions with others from diverse backgrounds, equips our students with the skills needed to take their place in the multicultural international workforce. The school's EAL/D team of 4.8 teachers provided ongoing support to targeted students. Those students who have been in Australia for less than three years are targeted as a priority across a number of KLA subjects. Team teaching with various KLA mainstream teachers and intensive teaching of withdrawal groups are the two main approaches utilised to further develop the literacy and numeracy of NESB students. Interpreters were used as needed to assist parents to acquire information and clarifying processes for their children. NESB students were able to access support through a number of well-established programs. The before-school reading and literacy program continued to provide daily individualised assistance for students, particularly new arrivals to Parramatta High School. The EALD Peer Reading program also continued operating during DEAR and Roll Call each day, involving 15 trained year 10 students giving one-on-one tuition to targeted new arrival students.

Other School Programs (optional)

Prefects

The Prefect body reflect, promote and uphold the core values of Parramatta High School; respect, responsibility and honesty. The 2021 Prefects have taken part in a variety of activities and initiatives as leaders of the school. The Prefects' engagement in school spirit and their coordination of key activities throughout the year deepened their understanding of leadership. These events have included the Annual Presentation evening, meeting and greeting parents at school functions and weekly responsibilities such as hosting assemblies prior to Covid-19 changes. The group worked as a team to give generous charity to the World's Greatest Shave organisation and were able to hold an in-school Valentine's Day event, raising money for the school and future wellbeing initiatives. Throughout the year, the prefects were part of a close network of community leaders and students and attended several local and regional network meetings and afternoon teas hosted by other school leaders in the region, working collaboratively with other leadership groups to better their schools and build a stronger community. During the Learning from Home period, the prefects organised Zoom meetings so students could connect and maintain positive wellbeing. Overall, the presence, achievements and efforts of the Prefect body, despite the learning from home period, have been crucial in maintaining a culture of value and acceptance, and a strong sense of school spirit.

SRC

The Student Representative Council (SRC) is a democratically elected student body that seeks to represent all students at Parramatta High School. The SRC contains representatives from Years 7-11 to effectively address their needs and interests. Members of the SRC are provided with opportunities to develop their own leadership capabilities through the creation and implementation of school-wide programs addressing specific issues. Although 2021 was challenging for all of us, the SRC continued to work on a range of initiatives aimed at fostering student wellbeing and belonging within the school environment. The SRC continued to take advantage of digital communication platforms and designed and produced a podcast, titled "Hallway Chatter". This was created to increase the flow of information and communication between the school population and the SRC during the Learning from Home period. The SRC contributed to special events within the school such as the National Day of Action Against Bullying and R U OK? Day to promote positive mental wellbeing. These incentives were used to help students at school and at during the Learning from Home period.

Social Justice League

The Social Justice League (SJL) consists of a group of student leaders from Year 7 to Year 11 who plan, promote and run events on a school-wide level. They focus primarily on advocating and fundraising for issues of social justice affecting people in our local community and around the globe. Events have included an appeal for Covid-19 relief in India (through UNICEF), fundraising for a school in Northern NSW impacted by floods and fundraising for One Tree Planted. In school, the SJL have run events such as the Harmony Day mufti (celebrating cultural diversity and belonging), Sorry Day assemblies, Phoenix Week (school spirit week) and they have been involved in other initiatives such as National Day of Action Against Bullying and RUOK Day. In the future, the SJL plans to continue supporting organisations and initiatives they have in the past (and have had to pause due to Covid) such as Foodbank and Share the Dignity. The SJL works alongside the SRC and Prefects in major events such as the Covid Appeal, Phoenix Week and Harmony Day.

SPORT

Student involvement in sport at Parramatta High School has continued to follow the strong, long, and proud history of the

school. We have had a large number of students participate in the various sporting opportunities presented to them and achieve some fantastic results both for themselves and for the school.

In a year where COVID-19 restricted and cancelled many major events and opportunities to participate in Sport at Parramatta High School, we were still able to record and hold some events that allowed our students to compete. Our annual Swimming and Athletics Carnivals saw excellent participation from students across all year levels. Both participants and spectators continued to represent their houses with enthusiasm and passion. Marsden house finished 1st in the Swimming Carnival and won the Parramatta High School Ex-Students Swimming Carnival Shield. Batman house finished 1st overall at the Athletics Carnival winning the Adrian Button Memorial Athletics Carnival Shield.

Our PHS swimming team competed well at the Zone carnival and achieved 3rd place overall. As did our PHS Athletics team where we finished 3rd overall. We also had 6 students successful at the Prospect Zone Cross Country Carnival placing in the top 10 and selected in the Prospect zone team to compete at the Sydney West Carnival.

Students at Parramatta High School have had the opportunity to enter a number of Knockout teams for various sports, in 2021 the Open and Under 15's Boys Basketball team made it into the 3rd round of their competitions. The Open Boys Cricket team participated in the Alan Davidson Shield Knockout competition where they again exited the competition in the 3rd round.

2021 Prospect Zone Age Champions

Swimming:

Boys 12yrs: 1st Marco Vidler and 2nd Aaryan Malthotra

Boys 13yrs: 3rd Lachlan Zawoo

Boys 16yrs: 3rd Liam Donoghue

Boys 17yrs: 3rd Patrick Donoghue

Girls 12yrs: 1st Yana Shah

Girls 13yrs: 2nd Dyuthi Anilkumar Nair

Girls 16yrs: 3rd Suhita Suryawanshi

Girls 17yrs: 2nd Michelle Toisuta and 3rd Ellen Li

Cross Country:

Boys 14yrs: 3rd Vihaan Vasisth

Boys 16yrs: 1st Rahul Mudaliar and 2nd Erol Miralles

Boys 17yrs: 3rd Jai Douglass

Girls 12yrs: 1st Shreya Agarwal

Girls 16yrs: 3rd Suhita Suryawanshi

Athletics:

Boys 13yrs: 1st Alexander Perrey

Boys 16yrs: 2nd Chris Kougiou

Boys 17yrs: 1st Jai Douglass

Girls 14yrs: 3rd Megha Aravindaraja

Girls 16yrs: 3rd Suhita Suryawanshi

