

2021 Annual Report

Penrith High School



8163

Introduction

The Annual Report for 2021 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 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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Message from the principal

2021 was a challenging, yet outstanding year in the history of our school. As always, it is a privilege to contribute to the Annual Report.

Our HSC results continued to improve with the school ranked 33rd. Our NAPLAN results were our strongest ever and continue an impressive upward trend.

Our joint duxes (Yash Misra and Anav Prasad) earned ATARs of 99.40 and 7 students achieved Band 6/E4 results in all subjects and were added to the school's HSC Excellence Honour Board. (Nashrah Alam, Alyna Arago, Darren Pradhan, Anav Prasad, Paul Sebastian, Savera Shabih and Vishwa Shah)

A record number of students were awarded early entry, scholarships and awards. A major highlight being a record 5 students awarded a UNSW Co-op Scholarship (Alyna Arago, Shrey Bhagat, Rana Singh, Savera Shabih and Elizabeth Santoso).

Nicholas Whelan and Sinduja Sureshkumar (year 12) were recognised for their efforts with Minister's Awards for Excellence and the school was featured on the national breakfast show, Sunrise as the lead school for the health initiative, Push Ups for Mental Health.

Well done to all students, staff and families for these impressive achievements.

After a settled return to the school year at the end of January, we ran all of our regular events including our carnivals, School Spirit Week and a highlight, being our first ever win at Quad Schools and becoming the first school outside of Baulkham Hills to do so. Congratulations to everyone involved.

At the end of Term 2, COVID numbers began to increase and in the final week of the school holidays, the government announced that schools would close and learning from home would return. The weeks at home increased as the COVID numbers stubbornly escalated. Our students, staff and families were even more amazing than they were last year as the challenges of a much longer period at home caused additional stress and the high stakes decision about the Trial HSC exams. Eventually, they were cancelled and students undertook a large number of practice exams.

The school eventually came back to life at the start of week 4, term 4. Masks remained mandatory indoors and on public transport and the delayed HSC commenced a month later than normal.

For all of the challenges the school and wider community faced in 2021, there is much to celebrate as you will see in this publication.

Our delayed 70th Anniversary celebrations were once again interrupted, but we are confident that the twice delayed luncheon will be held in September 2022. My thanks to the organising committee of alumni for their ongoing commitment and tenacious approach to seeing this event through. A positive from COVID was that it provided us with the opportunity

to complete the 70th Anniversary Captains' Book with insights from almost 90 of the school's former captains over 7 decades. A deep dive into the archives finalised the list of Prefects, Vice Captains and Duxes from 1950-2021. The Vice Captains and Duxes have now been added to the honour boards to mark their contribution to the school's culture.

Our facilities upgrade program continued this year with many projects being completed due to the support from families, alumni and the Department of Education. A highlight has been the construction of the Indigenous Yarning Circle near the cricket nets. The project was led by Alumna, Divinia Eather (2017) and her family company. Engaging 100% indigenous businesses and local elders, the space has afforded the school community a place to learn deeply about culture and authentically connect with each other. COVID has prevented the official opening until 2022, but we look forward to seeing the space evolve in the years ahead.

Thank you to all of the staff who have been exceptional this year. Our students are very fortunate to have such a committed, talented and caring group of staff guiding them through their secondary education. Thank you to the outgoing P&C President, Mr Shivkumar Ramachandra, and the committee for their tireless work and support of the school.

My best wishes to all students, staff, families and alumni and thank you for another very successful year. I shared with the school community on the final school day of 2021 that I would undertake a secondment position as Director, Educational Leadership for the Sutherland Network in 2022. Ms Jaclyn Cush, one of our Deputy Principals will relieve as Principal in my absence and I look forward to returning to Penrith in 2023.

Mark Long

Principal

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

Message from the students

2021 was a year that compelled the Penrith Selective High School community to innovate in and beyond the classroom. With the effects of the global COVID pandemic enduring through a year of tight restrictions and online learning, the student body continued to diligently collaborate and strive to succeed regardless of the challenges encountered. Under the direction of an incredibly conscientious group of over 100 student leaders - from prefects to SRC representatives, peer support leaders to multimedia leaders - the student community again and again transformed obstacles into opportunities.

This was well exemplified through the capitalisation on digital resources to deliver brand new school events during learning from home, including Wellbeing Week, the Faculty Olympics, and vertically integrated Peer Mentoring Programs via Zoom. Such activities epitomise the student philosophy here at Penrith, whereby academic passion and leadership ability merge to form a strong community culture capable of triumphing over any variety of collective adversity.

Regardless of how well the student body adapted to online learning, the decision to return to the face-to-face mode of delivery was relished in Term 4. Quickly the school returned to its bustling, lively self, with socially distanced clubs and enrichment programs returning. Our Social Justice program members, under the guidance of the Prefects, advocated for the altruistic Shoebox Drive for the Blue Mountain's Refugee Group; and the SRC delivered a very enjoyable 12 Days of Christmas as the term wound down.

There was no better exemplification of the collaborative talents of the student leadership body than Year 7 Orientation Day, with 150 student leaders deployed across organisational and executive spaces to facilitate the Class of 2027's first encounters with Penrith Selective High School. These students did the school community extremely proud, representing the values of diligence, citizenship, courage, and integrity in their selfless dedication to ensuring the day ran smoothly - invigorating the incoming cohort with passion and excitement at the prospect of the high school experience. Just a week later was, in contrast, Year 12 Graduation, where students were once again at the forefront of delivering one of the most formal events on the school calendar. Always a bittersweet event, farewelling the Class of 2021 encouraged many of the younger students to reflect on how to make the most of their remaining time at Penrith, while being inspired by the tremendous achievements of the graduating body.

A special highlight of 2021 was the tremendous innovation of the school in the digital space. Founded in the final weeks of 2020, the Multimedia Leadership Team rapidly expanded throughout the year to incorporate over 20 students from Years 9-12. These students worked with determination to develop their skills in photography, videography, graphics, sound engineering, and logistics management, in order to facilitate the student driven construction of the school prospectus and podcast and meet the multimedia demands of the community. This has highlighted the potential of the

student body to thrive in an increasingly digital 21st century environment, where soft-skills and technological expertise are increasingly becoming imperative to effective learning, and employment prospects.

Another achievement that many Penrith students will look back fondly upon was the sporting successes of 2021. At long last, the school triumphed in the annual Quadschools Tournament, thanks to the commitment of our girls and boys Basketball, Soccer, Touch Football, and Volleyball Teams in training and working as a unit to ensure success. The moment the victory was announced, an uproar of overjoyed cheers emanated from the school, and the unique spirit of the event was truly unforgettable. In a similar vein, the success of the Boys Basketball Team also became a rallying point for school spirit, with students banding together to cheer on the boys through victory after victory, until their eventual narrow defeat in the State Round of 16 match.

Altogether, the success of the student body in 2021 in not just the academic space, but holistically in leadership, sporting, and co-curricular pursuits, despite the challenges of the ongoing pandemic, was a testament to the character of individual students and culture of the school community. Watching these successes unfold throughout 2021 brought us great pride as School Captains, and it is with great eagerness we look forward to the journey facing the student body in 2022.

Andre Dubier and Gabriel Cant School Captains 2021-22



School vision

Penrith Selective High School is committed to ensuring that high potential and gifted students have access to a diverse, rich and differentiated curriculum that is both inspirational and innovative, aimed at developing the whole child. Wellbeing, engagement and academic growth through curriculum and Talent Development Opportunities through Enrichment and Co-curricular Programs and teaching excellence, are at the core of the school's work.

School context

Penrith Selective High School is an academically selective high school located on Dharug land. We have a coeducational enrolment of 935 students, including 88% of students from a non-English speaking background (English, Tamil, Hindi, Bengali and Mandarin are our main language groups) and we have four Aboriginal students enrolled. 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 school's staffing entitlement in 2021 was 63.2 FTE teaching staff and 11.32 FTE non-teaching staff. The school also employs an additional Deputy Principal, Business Manager and Technology Support Officer from school funds. Our executive staff is stable with the majority being in their role for more than three years. 30% of our staff are in their early career as teachers. There is a 10% turnover of staff each year through promotion, retirement and transfer to other schools.

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 enjoys the support of its culturally and linguistically diverse community and we have also fostered strong partnerships with Australian and overseas universities, cultural institutions, businesses and community groups and have established in-house enterprise learning.

A strong focus on wellbeing of all students is supported in an atmosphere which provides over 100, 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.

This Strategic Improvement Plan has been built around a comprehensive situational analysis conducted with staff, students and families. This analysis identified target areas for improvement in the area of literacy and numeracy, HSC achievement in the top two bands, student engagement, wellbeing and engagement with our community. The findings from the situational analysis have led to the development of targeted initiatives the school will employ to drive school improvement.



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 | Excelling |
| LEARNING: Assessment | Excelling |
| LEARNING: Reporting | Excelling |
| LEARNING: Student performance measures | Excelling |
| TEACHING: Effective classroom practice | Excelling |
| TEACHING: Data skills and use | Excelling |
| TEACHING: Professional standards | Excelling |
| 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: Student growth and attainment

Purpose

Our commitment is to provide every student with the opportunity to reach or exceed their full potential in the areas of Reading, Numeracy and HSC attainment.

Through the provision of evidence based and data informed practices we will evaluate school improvement over the duration of this plan.

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.

- Reading
- HSC Attainment in the Top 2 Bands
- Numeracy

Resources allocated to this strategic direction

Professional learning: \$14,400.00
: \$72,000.00

Summary of progress

Throughout 2021, teachers expertly identified and applied a range of evidence-informed teaching practices to optimise learning progress for all students. The school's focus in 2021 was largely on the continued development and implementation of a school-wide literacy program and Professional Learning Communities focused on teacher lead action research.

Teachers continued to come together to share, model and embed the most effective teaching strategies which improve teaching, learning and student achievement. In doing this there was a strong focus on utilising valid and reliable assessment data which is regularly collected, monitored and deeply analysed to identify key areas for improvement.

Faculties continued their focus on drawing on formative and summative assessment data to inform planning, modify teaching practice and differentiate instruction for our gifted learners. Significant progress continues to be made in ensuring all faculty programs draw on regular formative assessment approaches in order to track student achievement. Teaching and learning programs across all 7-12 courses continue to be reviewed to identify further improvements as well as opportunities for differentiation to support and stretch students.

The school has 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 and has contributed to the roll out of the High Potential and Gifted Education Policy as an early adopter school.

Progress towards the 2021 annual progress measures has been captured by internal data and system check-in data and can be seen below. In 2022, PSHS will also continue to focus on student growth and attainment through 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.

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 |
|--|--|
| Students achieve an uplift of 10.96% in NAPLAN reading top two bands from the system generated baseline level. | <ul style="list-style-type: none">• 81.88% of students achieved in the top two skill bands in NAPLAN for reading, exceeding the lower bound target. There is strong progress toward the upper bound of system negotiated target.• An uplift exceeding 10.96% has been reached in the top two bands in NAPLAN reading. |
| Top 2 bands HSC | <ul style="list-style-type: none">• 8 courses exceeded the upper bound target |

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| Top 2 bands HSC | <ul style="list-style-type: none"> • A further 4 courses exceeded the lower bound target • In total, 83.3% of students attained results in the top two bands demonstrating as a school, we are working toward the lower bound target |
| Top 2 bands Numeracy | <ul style="list-style-type: none"> • 100% of students are now in the top two skill bands (NAPLAN) for numeracy, exceeding the upper bound system negotiated target of 99%. |
| School data shows that student progress and achievement is greater than student at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures. | <ul style="list-style-type: none"> • 100% of students are now in the top two skill bands (NAPLAN) for numeracy, indicating achievement above our SSSG of 99%. |
| Proportionally contribute to the Penrith Principal Network target of 17.8% uplift of Aboriginal students attaining the HSC in 2023, while maintaining their cultural identity. | <ul style="list-style-type: none"> • The percentage of Aboriginal students attaining HSC whilst maintaining their cultural identity at Penrith Selective High School has exceeded the Penrith Principal Network agreed target of a 17.8% uplift in 2021. |
| Expected growth Reading and Numeracy | <ul style="list-style-type: none"> • Percentage of students achieving expected growth in numeracy is 64% indicating achievement of progress toward the system-negotiated target. • Percentage of students achieving expected growth in reading is 66% indicating achievement of progress yet to be seen toward the system-negotiated target. |



Strategic Direction 2: Teacher Excellence

Purpose

Our teaching staff aspire to excellence within and beyond their classrooms so that all students experience high quality teaching and learning.

All staff share their innovative practices within and beyond the school in a collective pursuit of excellence.

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.

- Effective Classroom Practice
- Teacher excellence at all career stages

Resources allocated to this strategic direction

Professional learning: \$46,398.01

Summary of progress

In 2021, professional learning within the school focussed on outstanding practice within and beyond the classroom through teacher excellence.

As an academically selective high school, our school leadership team and teaching staff have committed to individual teacher training, with all staff, including newly appointed staff (as well as temporary staff) completing formal training in gifted education. After 3.5 years of faculty based professional learning with an academic partner, a combination of teacher voice and leadership decisions informed by evidence and the High Potential and Gifted Education Teaching Attitudes & Practices Survey, there was a need to shift from a focus on programming to classroom practice.

Our chosen approach to engaging staff with quality research, ongoing professional learning and building capacity to improve growth and achievement for all high potential and gifted students was Professional Learning Communities built around Action Research. Staff evaluations of the establishment of Professional Learning Communities focused on action research revealed the value of the project in putting policy and research into practice. Through engagement in Professional Learning Communities staff increased teacher confidence and deepened their understanding of evidence-based teaching strategies, and feedback showed teachers valued the time provided to collaboratively work together as teacher-researchers. In addition to this, staff found the provision of support through an academic partner and strategically planned meeting times helpful in further building their ability to engage in the project.

Our early career teachers have been supported through the establishment of Professional Learning Communities and have benefited from working with highly experienced and expert teachers within the school. Their journey towards teacher excellence has been significant and they have also benefited from targeted and bespoke professional learning designed and led by our academic partner of 5 years, Dr Ruth Phillips.

PSHS also focused on developing the leadership capacity of middle leaders and aspiring leaders through the HALT project. Currently, 10% of PSHS staff have made up cohort 1 of the HALT project. These staff have made significant progress towards seeking higher level accreditation through NESA. In 2021, these staff members participated in Anne McIntyre's 3Rivers4Learning Program and have successfully gained advanced standing in the University of Wollongong's Master of Education (Education Leadership).

100% of staff are engaging with the Professional Learning Communities. The areas of research and goals staff have investigated and put into practice through their pedagogy have aligned to the Gifted and Talented Policy and the What Works Best document. Through this engagement, every leader and teacher improve their teaching skills every year.

During 2021, the school also completed its final contribution as an Early Adopter School for the Department of Education's High Potential and Gifted Education Policy. PSHS contributed to this project by collecting qualitative and quantitative baseline data, engaging with quality evidence-based pedagogy and developing a collaborative culture. As an Early Adopter School, PSHS was able to contribute to improving teacher excellence beyond our school.

Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the element of effective classroom practice, professional standards and learning and development. This assessment was validated through the External Validation process.

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 |
|---|---|
| By 2022, 95% of staff are confidently engaged as a participant or leader of a Professional Learning Community. Staff align their professional goals to the research outlined in the High Potential and Gifted Education policy as well as the updated What Works Best document. This will ensure that every teacher, leader and therefore the school and its students improve every year. | <ul style="list-style-type: none">• 97% of teachers participated in Action Research Project and worked collaboratively within their Professional Learning Communities (PLCs) with emphasis on improving teaching practice based on evidence based research and embedding High Potential and Gifted Education Policy across the school. |
| By 2021, cohort one have been selected in HALT team and are working towards accreditation at Highly Accomplished or Lead level. | <ul style="list-style-type: none">• Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the theme of Accreditation.• PSHS has support structures in place to ensure staff are supported in gaining accreditation at Highly Accomplished or Lead Level.• 10% of staff are currently in the preliminary stages of seeking accreditation at higher levels either at Highly Accomplished or Lead Level. |



Strategic Direction 3: Student Agency and Talent Development

Purpose

Talent Development Opportunities are strategically planned so that students possess the dispositions to drive their own learning.

A learning community of highly gifted learners with shared values and high expectations creates optimum conditions for success.

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.

- Digital Learning
- Engaged, well rounded students

Resources allocated to this strategic direction

Per capita: \$100,000.00

Summary of progress

The work of the Digital Learning Strategy team, in sharing their digital expertise across the school has upskilled staff across the school especially during the transition to Learning from Home.

Professional learning included presenting differentiated workshops at point of need and during staff development days and staff feedback revealed staff found this a highly supportive process. As evidenced by staff survey results, most staff felt confident in using digital pedagogical practices in the classroom. This has resulted in 100% of staff reporting confidence in using digital learning pedagogical practices to enhance students' learning experiences and 100% of students engaging in the use of digital tools such as Google Suite and Zoom.

A review of our data collection and analysis process helped us to plan for strengthened evaluative practice. Ongoing collection, monitoring and analysis of student wellbeing and attendance data enabled the Wellbeing and Attendance team to case manage and quickly respond to the changing needs of students as well as through instructional support by Head Teacher of Educational Achievement.

Co-Curricular Programs have been implemented strategically through the Co-Curricular Office. Students are engaged with learning beyond the regular timetabled day. Despite learning from home, students were able to engage with like minded peers through virtual platforms and most co-curricular clubs had numerous participants who attended weekly.

In 2021, the CAPA Faculty offered an extensive range of co-curricular offerings in the creative and performing arts areas such as Visual Arts, Music, Drama Ensemble and Dance. These were all conducted through Zoom during learning from home period.

In 2022, PDHPE and TAS faculties will be offering a range of engaging co-curricular activities to our students. As we continue to engage and challenge every PSHS student across intellectual, creative, social- emotional and physical domains to ensure every student achieves their educational potential, through talent development opportunities in accordance to the High Potential and Gifted Education Policy.

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 |
|---|--|
| By 2021, 95% of students and staff have access to digital resources which ensures that technology supports learning and 95% staff are confidently able to integrate digital pedagogical practices into their lessons. | <ul style="list-style-type: none">• 100% of students have been engaged and are confident in using digital tools such as Google Suite and Zoom.• 90% of teachers have reported an increased confidence in implementing digital pedagogical practices into their lessons.• Self-assessment against the School Excellence Framework shows the theme of Technology and Expertise and Innovation to be excelling. |

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| <p>Improvement as measured by the School Excellence Framework:</p> <ul style="list-style-type: none"> Leading: School Resources-Technology - Excelling | |
| <p>Achievement of 2022 system-negotiated targets:</p> <ul style="list-style-type: none"> Attendance uplift of 5% of the number of students attending school 90% of time or more. Wellbeing remains above the agreed bound | <ul style="list-style-type: none"> Self-assessment against the School Excellence Framework shows the theme of Attendance and a planned approach to wellbeing to be excelling. Scout attendance data, indicated that our school attendance rate is 97.1% and is above our SSSG of 95%. 94% of students attend school more than 90% of the time. This is above the agreed lower bound of the system negotiated target. |
| <p>Using Tell Them From Me survey data, students report participation in Talent Development Opportunities above the state average and 2019/ 2020 Penrith Selective High School average.</p> | <ul style="list-style-type: none"> The 2021, Tell Them From Me data indicates 78% of students report a positive sense of wellbeing, including 71% for Advocacy and 81% for Expectations for success. In addition, 67% of students participate in extracurricular activities (from TTFM), demonstrating at PSHS we have a large percentage of students with a high rate of participation in art, drama, or music groups; extracurricular school activities; or a school committee. This is more than 2.7 times the state average. Furthermore, Advocacy at school is 71% compared to the state of 60%. |



| Funding sources | Impact achieved this year |
|---|--|
| <p>Socio-economic background</p> <p>\$12,095.71</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Penrith 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional staff higher duties salary for third deputy principal. <p>The allocation of this funding has resulted in: Increased support for students with a focus on both wellbeing, academic engagement and success within and beyond the classroom.</p> <p>After evaluation, the next steps to support our students with this funding will be: Students from low socioeconomic status (SES) backgrounds will be supported in their pursuits within and beyond the classroom. The continued allocation of this funding will ensure students have full access to all programs within the school, including the broad co-curricular suite of activities the school offers.</p> |
| <p>Aboriginal background</p> <p>\$2,099.54</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Penrith 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Staffing release to support development and implementation of Personalised Learning Plans • Celebration of NAIDOC Day including a smoking ceremony led by a local elder <p>The allocation of this funding has resulted in: 100% of Aboriginal families engaging in the PLP process at the school and engaging in authentic conversations about student progress and future pursuits. Increased engagement of Aboriginal students in their culture and/or feelings of their culture being valued at school.</p> <p>After evaluation, the next steps to support our students with this funding will be: Increasing the number of opportunities for Aboriginal students and families to celebrate and share their culture at school ensuring differentiated and personalised support to Aboriginal students within the classroom. Continuing to engage Aboriginal people in co-decision making and consultation with the NSW Aboriginal Education Consultative Group to plan for culturally inclusive events and celebrations.</p> |
| <p>Low level adjustment for disability</p> <p>\$91,963.96</p> | <p>Low level adjustment for disability equity loading provides support for students at Penrith High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> |

| | |
|---|---|
| <p>Low level adjustment for disability</p> <p>\$91,963.96</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 equity loading include:</p> <ul style="list-style-type: none"> • Providing support for targeted students within the classroom through the employment of Academic Advisers • Providing support for targeted students within the school through the release of teachers working in the Learning Support Team. <p>The allocation of this funding has resulted in: The engagement of specialist staff (academic advisers) to collaborate with classroom teachers to build capability in meeting the needs of highly gifted students requiring support or extension; Effective and targeted curriculum approaches resulting in improvement for students. Increased students success seen through the increased number of students achieving at or above expected growth in NAPLAN results.</p> <p>After evaluation, the next steps to support our students with this funding will be: To further expand the impact of the school's Academic Advisory team through the refined Head Teacher, Educational Achievement position description.</p> |
| <p>COVID ILSP</p> <p>\$22,424.00</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"> • Providing targeted, explicit instruction for student groups in literacy - reading and writing. • Employment of educators to deliver small groups tuition. <p>The allocation of this funding has resulted in: Release time to analyse school and student data to identify students for and monitor progress of small group tuition; The provision of targeted, explicit instruction for student groups in literacy; Increased student performance in internal and external assessment data.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue the implementation of literacy small group tuition using data sources to identify specific student need. The COVID ILSP learning program and resources have been revised and will now involve regular monitoring of students as they transition back into classrooms through already existing monitoring processes.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2018 | 2019 | 2020 | 2021 |
| Boys | 533 | 525 | 510 | 529 |
| Girls | 386 | 391 | 404 | 399 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2018 | 2019 | 2020 | 2021 |
| 7 | 97.2 | 96.3 | 97.8 | 97.7 |
| 8 | 96 | 94.6 | 95.6 | 96.9 |
| 9 | 95.7 | 94.7 | 95.2 | 96 |
| 10 | 94.6 | 95.6 | 95.4 | 96.3 |
| 11 | 96.5 | 94.7 | 97 | 96.3 |
| 12 | 95 | 95.4 | 96.3 | 95.2 |
| All Years | 95.8 | 95.2 | 96.2 | 96.4 |
| 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 |

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 | 0 |
| Employment | 0 | 0 | 0 |
| TAFE entry | 0 | 0 | 0 |
| University Entry | 0 | 0 | 100 |
| Other | 0 | 0 | 0 |
| Unknown | 0 | 0 | 0 |

Despite a very challenging year the 2021 Year 12 cohort achieved great success resulting in excellent post destination options for all of our students. 100% of students received an offer for a university placement in 2022.

Students were offered undergraduate courses through UAC in the following faculty areas:

UNIVERSITY OFFERS BY FACULTY

Actuary: 6

Aerospace: 1

Arts: 1

Business: 54

Cybersecurity: 3

Education: 1

Engineering / Architecture / Design: 37

Health Sciences: 26

Law: (and criminology) 12

Maths: 0

Media / Communications: 7

Medicine/Medical Science: 16

Music: 0

Information Technology: 21

Optometry: 1

Pharmacy: 5

Psychology: 14

Science: 18

Veterinary Science: 0

OFFERS WERE MADE BY THE FOLLOWING UNIVERSITIES:

UNSW: 98

University of Sydney: 50

University Technology: 19

Macquarie University: 45

Australian Catholic University: 2

Charles Sturt University: 0

University of Wollongong: 3

Australian National University: 3

University of Newcastle: 8

University of Canberra: 2

Western Sydney University: 11

Griffith University: 1

In summary:

- 157 students graduated in 2021 and 100% of these students have received an offer to an Australian University.
- There was a total of 229 University offers made through UAC.
- 69 of these offers were early entry offers through either The Macquarie University Leaders and Achievers Program, University of Wollongong, UAC Schools Recommendation Scheme or The University of Sydney E12 Scheme.
- 139 students received an offer in the main round of offers. The remaining 18 students had already consolidated their offers during the early round offerings.
- 1 student accepted the St Andrews College Academic Bursary Scholarship
- 1 student accepted the Australian National University Changing Futures Scholarship
- 6 students accepted a position in the UNSW Cooperative Scholarship Program
- 1 student accepted the University of New South Wales Gateway Scholarship
- 1 student accepted the University of New South Wales Engineering Merit Scholarship
- 1 student accepted the University of Sydney Dalyell Scholarship
- 1 student accepted the University of Sydney Scholar Awards
- 1 student accepted the Macquarie Leaders and Achievers Co-op Scholarship

Year 12 students undertaking vocational or trade training.

0% of Year 12 students at Penrith Selective High School undertook vocational educational and training in 2021.

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.

Year 12 students undertaking vocational or trade training

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

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Penrith High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.



Workforce information

Workforce composition

| Position | FTE* |
|---|-------|
| Principal(s) | 1 |
| Deputy Principal(s) | 2 |
| Head Teacher(s) | 10 |
| Classroom Teacher(s) | 46.2 |
| Learning and Support Teacher(s) | 0.4 |
| Teacher Librarian | 1 |
| School Counsellor | 1 |
| School Administration and Support Staff | 11.37 |
| Other Positions | 1 |

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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.

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 | 2,539,933 |
| Revenue | 10,470,911 |
| Appropriation | 9,643,543 |
| Sale of Goods and Services | 83,489 |
| Grants and contributions | 739,802 |
| Investment income | 4,076 |
| Expenses | -10,340,237 |
| Employee related | -9,091,745 |
| Operating expenses | -1,248,492 |
| Surplus / deficit for the year | 130,674 |
| Closing Balance | 2,670,607 |

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, led by the Principal and school's Business Manager, meets regularly. There was significant expenditure in the area of professional learning to support staff in designing and refining curriculum patterns and resources for a highly gifted student population 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.

| | 2021 SBAR Adjustments (\$) |
|-------------------------|-----------------------------------|
| Targeted Total | 0 |
| Equity Total | 106,159 |
| Equity - Aboriginal | 2,100 |
| Equity - Socio-economic | 12,096 |
| Equity - Language | 0 |
| Equity - Disability | 91,964 |
| Base Total | 8,917,910 |
| Base - Per Capita | 225,292 |
| Base - Location | 0 |
| Base - Other | 8,692,618 |
| Other Total | 430,070 |
| Grand Total | 9,454,139 |

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.

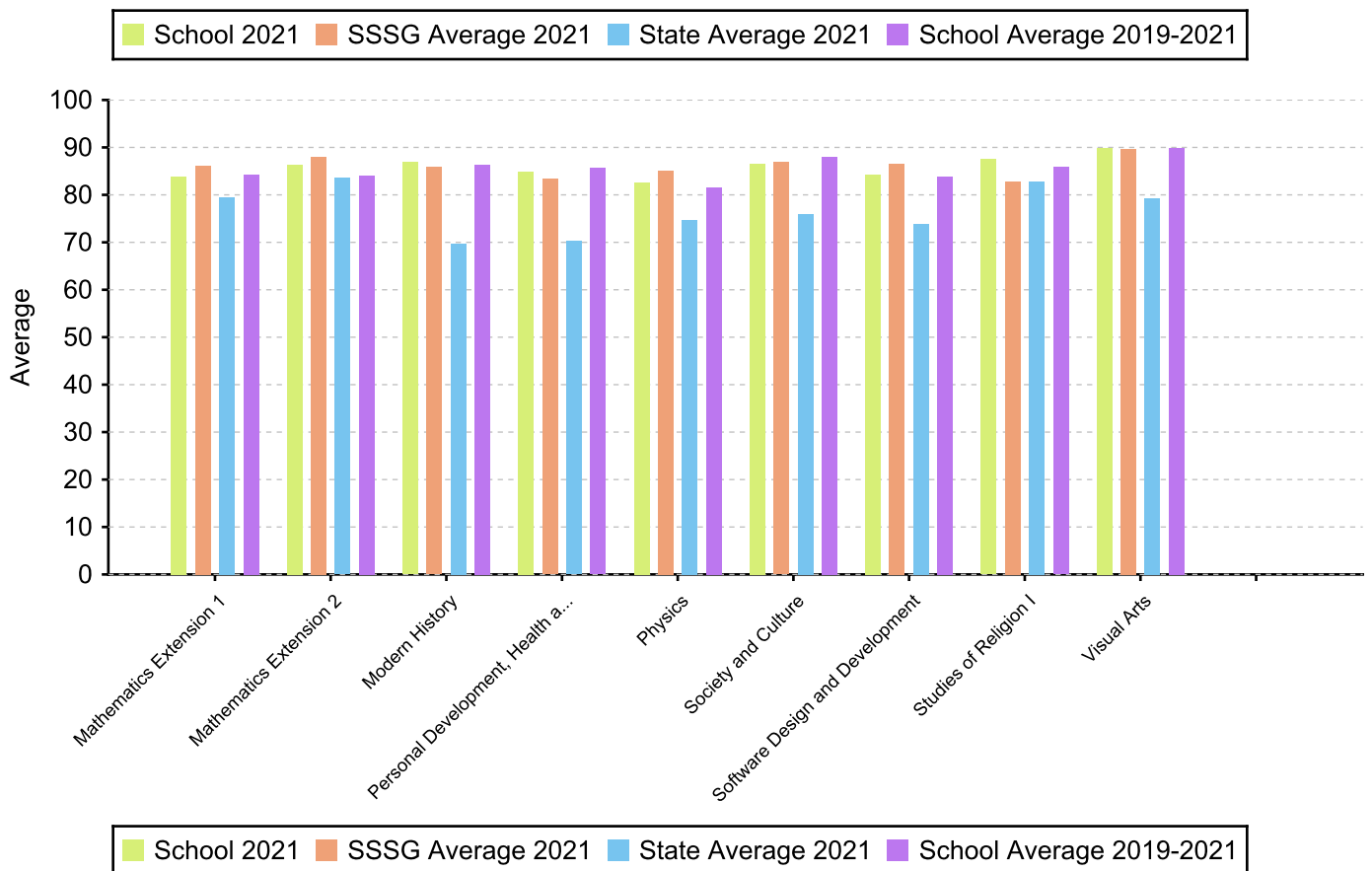
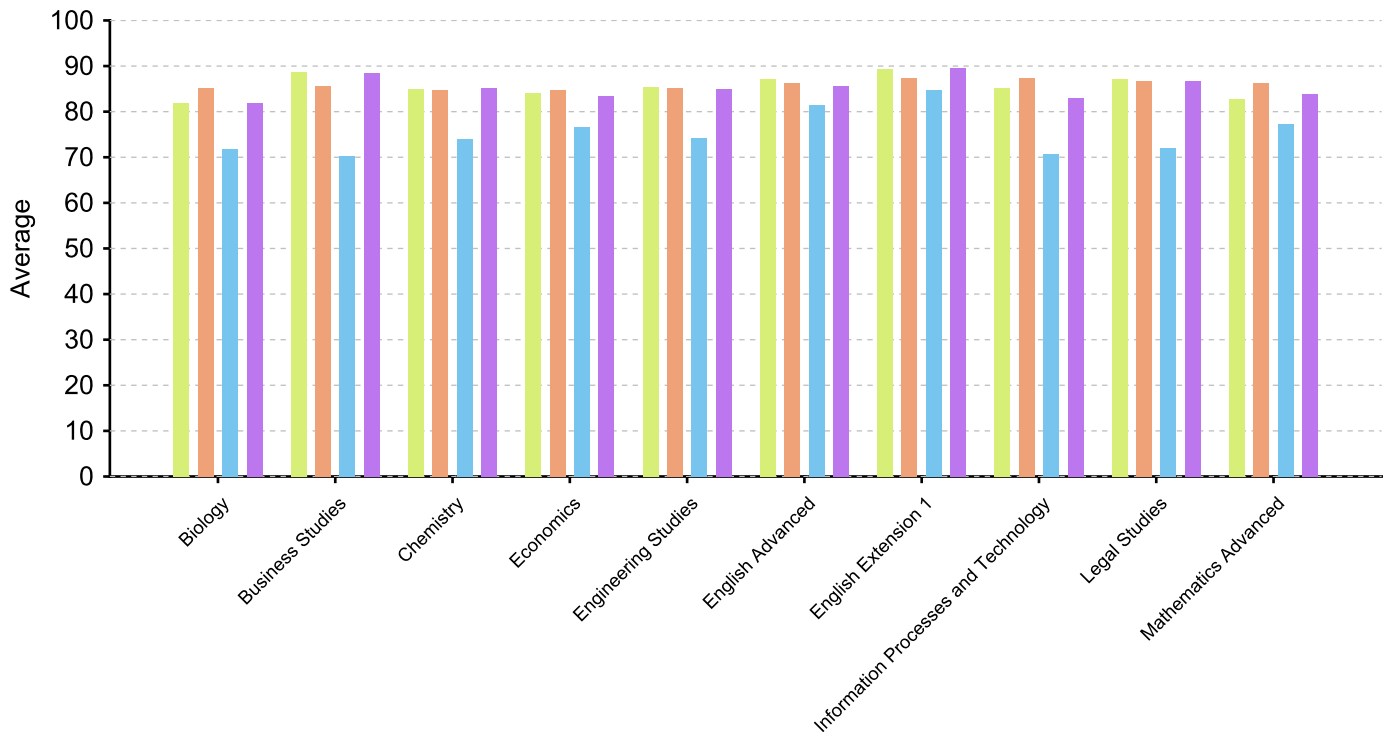
The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.



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 |
|---|-------------|------|-------|--------------------------|
| Biology | 81.8 | 85.2 | 71.9 | 81.8 |
| Business Studies | 88.7 | 85.7 | 70.4 | 88.5 |
| Chemistry | 85.0 | 84.7 | 74.1 | 85.1 |
| Economics | 84.0 | 84.7 | 76.7 | 83.4 |
| Engineering Studies | 85.4 | 85.2 | 74.1 | 84.9 |
| English Advanced | 87.1 | 86.3 | 81.4 | 85.6 |
| English Extension 1 | 89.3 | 87.5 | 84.8 | 89.6 |
| Information Processes and Technology | 85.1 | 87.5 | 70.8 | 82.9 |
| Legal Studies | 87.1 | 86.8 | 72.0 | 86.8 |
| Mathematics Advanced | 82.7 | 86.2 | 77.4 | 84.0 |
| Mathematics Extension 1 | 83.9 | 86.1 | 79.5 | 84.2 |
| Mathematics Extension 2 | 86.3 | 88.0 | 83.5 | 84.1 |
| Modern History | 86.9 | 85.9 | 69.7 | 86.3 |
| Personal Development, Health and Physical Education | 84.9 | 83.4 | 70.3 | 85.7 |
| Physics | 82.6 | 85.2 | 74.8 | 81.6 |
| Society and Culture | 86.6 | 86.9 | 76.0 | 88.0 |
| Software Design and Development | 84.3 | 86.5 | 74.0 | 83.9 |
| Studies of Religion I | 87.5 | 82.9 | 82.8 | 85.8 |
| Visual Arts | 89.9 | 89.6 | 79.4 | 89.9 |



Parent/caregiver, student, teacher satisfaction

In 2021, Penrith Selective High School engaged with key stakeholders in a number of ways.

During Term 1 all students participated 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, expectations for success, intellectual engagement and motivation.

Parents, caregivers and alumni continued to contribute significantly to our school throughout the year despite further disruptions due to COVID-19. In addition to hosting regular virtual P&C meetings, parents and caregivers have had a strong presence during virtual Open Nights; information evenings; post-school destination sessions; and Curriculum committees with attendance at these events continuing to grow.

Engagement with regular school newsletters and Towers, our school magazine, continued to increase with views exceeding 1,000 regularly. These methods of communication celebrate outstanding achievements of our students and broader school community as well as 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.

Aboriginal Education - School statement

PSHS is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander 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.

Aboriginal and Torres Strait Islander 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 Aboriginal and Torres Strait Islander Peoples is studied. CAPA use their relevant disciplines as means for exploring the past and present influences and events on Aboriginal and Torres Strait Islander culture and aim to teach our students deep reverence and respect for Aboriginal and Torres Strait Islander 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 Aboriginal and Torres Strait Islander 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 Aboriginal and Torres Strait Islander 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 Aboriginal and Torres Strait Islander 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 three Aboriginal students in 2021, 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 a special Smoking Ceremony. Uncle Graeme Cooper, an Aboriginal Elder from the Darug community, conducted the ceremony that is an ancient Aboriginal custom involving smouldering native plants to produce smoke, believed to have healing and cleansing properties. This aligns with the 2021 NAIDOC Week's celebration theme of Heal Country. All students and staff walked through this smoke which has cleansing properties and the ability to ward off bad spirits from the people and the land and make a pathway for a brighter future. During this assembly, Aboriginal Students from PSHS spoke about the importance of their histories. This event was organised and led by a team of teachers at PSHS with that aim of educating the school on Indigenous culture and history.

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. Students, Ben, Elijah and Alex were regularly involved in formal occasions through the delivery of the Acknowledgement of Country.

2021 also saw the construction of a Yarning Circle. Penrith High School has a rich history of success achieved by its Aboriginal and Torres Strait Islander students and prior to lockdown, the school's Yarning Circle was completed. The construction of that space, located at the rear of the school, will allow all students to deepen their collective knowledge of First Nations People and culture. The project involved 6 indigenous companies including design, landscaping, artwork, and cultural consultation.

Our students also attended the AECG STEAM camps and experiences with Muru Mittigar following their postponement in 2020 due to the COVID-19 pandemic.

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.

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.

Multicultural and anti-racism education - School Statement

PSHS is proud to be a very diverse school. The students and teachers form a culturally, linguistically and religiously diverse school community focussed on preparing young people for life-after school. The entire school community promotes 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.

Multicultural Day is one of the school communities most anticipated events.

Other School Programs (optional)

English

English has continued to be noticeably above the state average this year. Approximately 95% 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 were all in the top two bands and continue to receive results commensurate with school and state.

Debating

At Penrith Selective High School, over 30 students were involved in external debating competitions. Overall, there were 4 debating teams that competed across various competitions in 2021.

Premier's Debating Competition:

Stage 6 Competition: The stage 6 competition went ahead this year before the COVID restrictions.

Year 12 won their first-round debate against our Year 11 team. They won their second-round debate against Erskine

Park High School by forfeit. They lost their third-round debate against Rooty Hill High School A.

Year 11 lost their first-round debate against our Year 12 team. They won second round debate against Katoomba and their third-round debate against Rooty Hill B.

Year 12 Team: Olivia Bock, Jasraj Kaur, Jamima Rumei Jiffrey, Vishwa Shah, Jasmine Amin (Reserve), Cedric Kutschera (Reserve)

Year 11 Team: Gabrielle Cant, Andre Dubier, Marc Mumford, Nimisha Rajesh, Riya Jain (Reserve)

Stage 5 Competition: The stage 5 was cancelled due to COVID-19, however this was replaced at the end of the year with the World's Biggest Debate Competition.

Year 10 selected Krish Gupta to represent their team in the World's Biggest Debate. He was selected as one of the top 8 speakers in the state, allowing them to continue to the State Finals of this competition where they returned to traditional debates with teams of four. In their State Quarter Final against Wollongong High School of The Performing Arts they won this debate. In their State Semi Final against Sydney Boys High school, they were narrowly defeated. This put this team in the final 4 debating teams in the state for the Yr 9+10 division of this competition.

Year 9 selected Cassidy Lauguico to represent their team in the World's Biggest Debate. She was highly commended by the adjudicators.

Year 10 Team: Himani Bhandari, Krish Gupta, Ambeikaa Mishra, Tamiz Rumei Jiffrey, Pranavan Prakash (Reserve)

Year 9 Team: Cassidy Lauguico, Srihith Hundi, Gretchen Pronk, Zeynep Unal, Angelo Varghese Paul (Reserve)

Stage 4 Competition: The stage 5 was cancelled due to COVID-19, however this was replaced at the end of the year with the World's Biggest Debate Competition.

Year 8 selected Barenia Satapathy to represent their team in the World's Biggest Debate. She was highly praised by the adjudicators.

Year 7 selected Mitali Garg to represent their team in the World's Biggest Debate. The adjudicators were impressed by her skills already demonstrated in year 7.

Year 8 Team: Jeremy Baron, Rhea Multani, Barenia Satapathy, Freya Stewart, Zainab Zohaib (Reserve)

Year 7 Team: Riyanna Bandara Lokuge, Elijah Craig, Mitali Garg, Charvi Voola, Paarth Sharma (Reserve)

USUDC (University of Sydney Union online Debating Competition):

This competition ran in both semester one and two. It ran over 4 consecutive weeks after school. In semester one we had two teams in both the senior and junior competitions. These teams included our year 12 team and year 10 team in the senior division and an amalgamation of our year 8+9 teams and our year 7 team in the junior competition. Each of these teams had 3 debates. Of these 3 debates they each won one and lost two debates against a range of public and private schools across greater Sydney and regional NSW. In semester two we had one team in the senior and junior competitions. Our year 10 team was in the senior division and won two of their debates and narrowly lost the third debate, just missing out on the grand final. Our year 7 team was in the junior division of this competition and won one of their three debates.

JSDC (Junior State Debating Championship):

Krish Gupta 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 10 participated in the 2 debating enrichment programs this year (Stage 4 and Stage 5). Rayana Soller, a member of the PHS Alumni, tutored the participants in both these programs.

Public Speaking

Ambeikaa Mishra and Himani Bhandari from Year 10 competed in the Plain English Speaking Competition Local Final held at Penrith Anglican School. Ambeikaa was selected to go through to the next round held at the Arts Unit.

Zoya Sajid from Year 8 competed in the Legacy Public Speaking Competition, submitting an online video entry.

SCIENCE

Science performance across the 3 core subjects remains to be above state average. Chemistry demonstrated the most growth with 93% of the cohort achieving in the top 2 bands for the HSC. The z-score increased from 0.61 to 0.81. Biology had 63% of students in the top 2 bands and Physics also improved from 59% to 71% in the top 2 bands with an increased z- score to 0.53. A tremendous achievement from the cohort who have had their studies interrupted with remote learning over the course of 2 years. The rigour in the teaching and learning that took place during remote learning is a testament to the hard work of both staff and students.

NSW TITRATION COMPETITION

Penrith Selective High School had 4 teams attend UWS Hawkesbury Campus to compete in the regional Titration Competition. One team consisting of Joel Goh (Y11 - accelerated into 12 Chemistry), Robin Lu (Y12) and Arnav Hangloo (Y12) ranked 7th and were awarded with a Certificate of Merit for determining the unknown concentration of their unknown acid with the least amount of error.

Special recognition should be made to Joel Goh and Nancy Tao whose degree of error was only 1 whilst Arnav Hangloo was zero. This is the result of only 4 weeks of training due to the institute being unsure whether they would open due to COVID. A job well done to all participants.

Note: Joel Goh completed the preliminary Chemistry course whilst he was in Year 10. A tremendous student whose talent was carefully nurtured and honed by the Science Faculty. He was offered a position at Macquarie University mid way through Year 12 (technically Year 11) and successfully enrolled into Bachelor of Science in Biomolecular Science.

ICAS SCIENCE REACH

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

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

Penrith Selective High School students on average performed above state average (for the schools that participated). The test is scored out of 40 for which students were awarded certificates based on their performance (Outstanding >80%, Commendable >65%). Notable achievement in each year group include:

Year 7

- 45 Outstanding
- 78 Commendable

Year 8

- 63 Outstanding
- 66 Commendable

Year 9

- 56 Outstanding
- 71 Commendable

Year 10

- 33 Outstanding
- 72 Commendable

AUSTRALIAN SCIENCE INNOVATIONS

The Australian Science Olympiads are a national enrichment program for secondary science students. It provides rewarding opportunities for students to extend themselves way beyond school science.

A handful of students from Penrith Selective High School participated in the Olympiad Examinations. The examinations were conducted online during Term 3 due to remote learning. Congratulations to the following students who achieved a Credit, a Distinction and High Distinction.

BIOLOGY

Distinction:

Victor Qin (Y10)

Dismitha Maha Baththanaralage (Y11)

Credit:

Supreethi Kanta (Y11)

Daming Wang (Y11)

Pavithran Thushiyendra (Y11)

CHEMISTRY

Distinction

Gurveer Khalsa (Y11)

Dismitha Maha Baththanaralage (Y11)

Credit

Victor Qin (Y10)

Supreethi Kanta (Y11)

JUNIOR OLYMPIAD (NEW)

High Distinction

Victor Qin (Y10)

Credit

Shubham Avrani (Y7)

Adish Kuthyar Supreeth (Y7)

Sukhmandeep Singh (Y7)

Srivya Beknalikar (Y8)

Arunabh Ganguly (Y8)

Ishaan Khan (Y8)

Mihin Rajasooriya (Y8)

Simran Kaur (Y9)

Madhav Tiwari (Y10)

In 2020, Victoria Heath and Jamieson Berida achieved High Distinction in Chemistry and Physics, respectively. Both students were invited to attend the Olympiad Scholarship Program which commenced during the summer holidays in 2021. A valuable and rewarding experience for both.

VALID

VALID 8 is a mandatory 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. Unfortunately, due to remote learning, the formal VALID assessment was not conducted state-wide which means a holistic comparison cannot be made.

Nonetheless, the Science Faculty at Penrith Selective High School opted for the alternative assessment offered. Students completed an assessment online at the end of Term 4 and student responses were marked internally by the staff. The data will be analysed by the staff, early 2022 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.

History

The History Faculty achieved very good results in the 2021 HSC. Students sat exams in Modern History, Legal Studies, Studies of Religion and History Extension. Overall, 89.63% (95/106) of students achieved a Band 5/E3 or Band 6/E4. Over a third (38.67%-41/106) of the exams sat achieved a Band 6/E4 across the four subjects. Legal Studies achieved more Band 6s-9 (45.00%) than Band 5s-8(40.00%). All History Extension students (7/7) achieved at least a Band E3. Studies of Religion achieved 23 Band 6s (41.81%) and 26 Band 5s (47.27%). Modern History achieved 8 Band 6s (33.33%) and 14 Band 5s (58.33%).

LOTE

Penrith High School values the different linguistic, religious and ethnic background of its students. The Language Faculty is dedicated to raising awareness of the beauty and richness of all cultures and how all cultures should be valued and respected. The Language Faculty, like many other faculties, has been impacted by the COVID-19 restrictions. Our biennial Hakusan, Japan Exchange Program and our proposed excursion to Italy in the January holidays are still on hold. Overseas School visits by Japanese High Schools have also not taken place. Due to COVID-19, our regular Skype connection with Hirohata Junior High School, Fujieda Japan was cancelled for the second year in a row.

This has meant that the faculty had to find new ways in which to provide students with real first-hand experiences into the Japanese and Italian cultures. This was achieved through foreign film sessions, food days and craft and cultural activities.

The Languages Faculty has been busy refining online remote learning lessons, updating Professional Learning for staff with regards to technology and continuing to refine all programs for all stage groups. Teachers have worked hard to deliver differentiated and innovative programs that enhance student learning and improve student engagement. All program content was covered and our Year 12 Japanese Continuers students received regular and individual feedback and practice speaking sessions to ensure they were well prepared for their HSC.

The Languages Faculty achieved very good results in the 2021 HSC. 9 students sat the Japanese Continuers HSC exams and 3 students studied Japanese Extension Course through the NSW School of Language and received assistance in this course through the Language Faculty.

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.

Years 11 Japanese Continuers and Year 11 Italian Continuers students continued their study of each language 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.

The Language Faculty provided students with weekly peer tutoring sessions and the opportunity for Year 8 students to learn both Japanese and Italian through regular small group lessons outside of scheduled classtime.

Our aim for 2022 is to re-introduce programs and cultural activities to provide all students with opportunities in which to use language and develop a passion for all languages.

PDHPE

School Performance - HSC

The 2021 HSC results in Personal Development, Health and Physical Education continued to compare favourably against the statistically similar school averages, with the school's average of 84.9% a margin of 1.5% higher. The school's performance continues to be much higher than that of the state average (70.3%), and the z-score was once again a positive result (1.06). The rate of Band 5 and Band 6 results remaining consistent with those since 2016. High academic achievement in the Stage 6 Course will be attained through ongoing faculty collaboration in the evaluation and refinement of teaching programs that embed deliberate writing practice.

Other school programs

The start of 2021 saw a welcome return of sports, including our major carnivals, knockout sports, and grade sport. Preparations for Year 7 Gala Day, Year 7 Swim School, Walkathon and Sport Enrichment Programs began in earnest as the excitement around the school grew in anticipation of these events, particularly Walkathon, that was last held in 2019.

Term 2 ended in spectacular fashion, with Penrith High School being crowned **Quad Schools Champions** for the first time in history. A momentous occasion, the win was only confirmed as the results for the final matches were confirmed. Having co-hosted the event with James Ruse, the announcement of the result sent the Boys and Girls Volleyball and Soccer teams into raptures. This was followed by a special end of term assembly to share the spoils of victory with the rest of the school. Plans were made to fully celebrate the win with the Boys and Girls Basketball and Touch Football teams (who had been playing at James Ruse HS) at the start of Term 3 with the presentation of the trophy.

The very next day, NSW was sent into lockdown, and we entered 14 school weeks of remote learning. Disappointingly, this spelled the end of our sport and extracurricular activities. However, this has only served to motivate the PDHPE staff to make 2022 a bigger and better year than ever.

The teachers in the faculty must be acknowledged for the brilliant work they did during remote learning. We are blessed to have such conscientious and innovative staff who worked tirelessly to motivate and inspire students to remain active in a range of creative ways through online PE lessons via Zoom. Feedback from families was truly heart-warming as they expressed their deep gratitude, noticing the impact our work had on student wellbeing. It is a reminder to us all that physical activity has a range of benefits, including on our mental wellbeing and cognitive development, and should be a daily priority for us all.

Mathematics

In 2021, the new syllabus was tested for the second time. Mathematics continues to perform above state average in Advanced, Extension 1 and Extension 2. In Mathematics Advanced, the school had a z-score of 0.3 and 67.3% of all 2-unit students were in the top two Bands. Alyna Arago was first with 98%. In Extension 1 Mathematics, the school had a z-score of 0.30 and 84.44% of all Extension 1 students were placed in the top two Bands. Jamieson Berida in first place with 98% closely followed by Yash Mishra with 97%. In Extension 2 Mathematics, the school had a z-score of 0.23 and 97.72% of all Extension 2 students were placed in the top two bands. Jamieson Berida and Yash Mishra were equal first place with 95%.

2021 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 2021, we ran our third Steam Project with Year 10; in which our creative and talented students in groups of five designed a board or computer game that relied on skills and strategy.

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 16 High Distinctions, 180 Distinctions and 320 Credits. The High Distinction Certificate means that they were placed in the top 3% of their year group and region.

Our 16 PSHS High Distinction achievers were:

Year 7

Niall Stewart, and Avaneesh Alajpur.

Year 9

Jai Wadhwa and Satvik Warriar.

Year 10

Samuel Pan, Pranav Balachandar, Quintin Handley, Umar Anwar, Timothy Quinn, Samin Syed, Tanish Patel, William Chen, Eljohn Mercado and Tamiz Rumej Jiffrey.

Year 11

Harrison Shi and Gurveer Singh Khalsa.

"Best in school" was awarded to Niall Stewart for the best overall highest standardized score.

APSMO

All of Year 7 and Year 8 were taught problem solving skills and strategies throughout 2021 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 23rd of March in 2021. It was the fourth 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 7

Anoushka Singhal, Shayaan Sayyed (Credit), Jeremy Tjiantoro (Credit), Heer Panchal (Credit), Kaviya Vignarasa (Credit), Sinthuri Prashanth.

Year 8

Prabin Ojha (Credit)

Year 9

Tiana Kondal, Harry Le (Credit), Myat Noe (Credit)

Year 10

Prabesh Ojha, Sean Kim (Distinction), Parth Patel (Distinction), Vedang Purohit (Credit)

Year 11

Nathanael Tambunan, Gurveer Singh Khalsa (Distinction)

Year 12

Anaf Sayed (Distinction), Keeno Mendoza (Distinction), Jamieson Berida (Credit), Beonrik Pascual (Credit), Samuel Tint, Cedric Kutschera (Distinction), Fabien Malhotra (Credit).

A.I.O.

In 2021, PSHS also entered the Australian Informatics Olympiad, AIO, for the third time on the 26th of August. 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. In total 456 students from 89 schools competed in the Olympiad. This year we achieved our best results ever, with our incredible students earning 3 Silver Awards and 5 Bronze Awards.

The Silver Award winners are Kirk Murillo Year 10, Gurveer Singh Khalsa Year 11 and Jamieson Berida Year 12.

The Bronze Award winners are Vedang Purohit Year 10, Prabesh Ojha Year 10, Prabin Ojha Year 8, Anaf Sayed Year 12 and Beonrik Pascual Year 12.

A.I.M.O.

For the 2021 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 on the 9th of 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. Kirk Murillo of Year 10 earned a Credit award.

UNSW Competition

The 59th UNSW Annual School Mathematics Competition was held on Wednesday the 9th of June. It is a 3-hour Olympiad Style Competition. Years 8 to 10 sit the Junior Paper and Years 11 and 12 sit the Senior paper. The students can use their own resources but are not allowed computers or anything with an internet connection. Around 700 students in NSW participated and prizes are only awarded to the top 60 students in each Division. We had our best results with 19 students sitting this prestigious competition. The students are:

Jamieson Berida Year 12 - Distinction Award and \$50 winner.

Gurveer Singh Khalsa Year 11 - Credit Award

Eric Ruan Year 11 - Credit Award

Harrison Shi Year 11 - Credit Award

Beonrik Pascual Year 12 - Credit Award

Marc Mumford Year 11 - Credit Award

Olympiad Training Program

The Olympiad training program for the school's elite mathematicians was taught by Mr Stephen Tan on Friday lunchtimes for Years 10 to 12 and Friday recess for Years 7 to 9 throughout 2021. During these lessons, the gifted mathematics students were taught problem-solving techniques designed specifically for Olympiad style questions.

Tournament of Towns

In 2021 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 Harrison Shi and Gurveer Singh Khalsa both of Year 11. This program also involved attending two training sessions at the University of Sydney. 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. The best performing students from the three programmes are:

Euler (Year 8 students):

Preksha Shah - Distinction,

Rupali Wadwa - Credit

Jonathan Sarayar - Credit

Arunabh Ganguly - Credit

Fatiha Hoque - Credit

Arooran Muhundan - Credit

Nabiha Rumei Jiffrey - Credit

Gauss (Year 9 students):

Peer Tutoring Program

Throughout 2021, we continued to run The Peer Tutoring Program. Mrs Sue Briggs, (Head Teacher Mathematics) and Abhijith Maliakal, Yash Mishra and Leeanna Yao of Year 12 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 mathematics classrooms at lunch or recess as arranged between the student and the tutor.

ESSI Financial Mathematics Competition

In 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 2021 place winners were:

1st Place Dinel Perera, (9m4), who earned \$40 689.64

2nd Place Reeve Dudhia, (9m3), who earned \$39 381.14

3rd Place Alex Gange, (9m3), who earned \$37 118.68

Our overall winner, Dinel Perera, came 9th in the National competition! This is our best result ever and gives future Year 9 students something to aim for.

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 2022 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.

TAS

HSC Performance

TAS has continued to grow and perform well above the state average in all 3 courses - Engineering Studies, Information Processes & Technology and Software Design & Development. The percentage of students in the top 2 bands were 78%, 80% and 74% respectively. Percentage of students at band 6 level were 32%, 30% and 40% respectively. Our performance against statistically similar school's groups (SSSG) is also extremely good. Consistent with the last few years, Engineering Studies results are slightly above the SSSG results, and those for IPT and SDD, while comparable to SSSG results, are both showing marked improvements from last year's results.

TAS Initiatives

Following on from 2019, 2020 brought its own challenges, with the TAS Faculty continuing to adapt our programs and practice to accommodate these challenges.

We again had to delay our new year 8 engineered systems unit, due to a lack of available mousetraps earlier in the year, and to accommodate the practicality of distance learning for most of semester 2. We now look forward to undertaking this project for the first time in 2022, and fingers crossed this happens. We fully expect our gifted and talented tech mandatory students to excel in their understanding of engineering fundamentals, ready for stage 5 and 6 electives as they move through the senior school.

With the optimistic predictions that distance learning may not go on for too long, we ran with the theory work associated with our normal school-based projects that were currently running or due to start at the beginning of term 3. As the uncertainty and realisation set in that it was going to go on a lot longer than expected, the faculty decided to put those projects on hold and consolidate learning with improvements to the online-learning projects that we had first developed and implemented back in 2019. Consequently, when we were able to get back to face-to-face learning in term 4, we decided to take the term 3 projects out of storage and run the practical component for each of these until the end of the year. Students definitely appreciated the change of scenery and being able to spend time working beside their friends in the TAS practical learning spaces.

Throughout the year we have continued to develop our programs to incorporate more opportunities for coding, 3D modelling and the use of 3D printers. In addition, all courses have been adapted whereby a selection of our learning activities has been updated to align with the school's strategic initiatives for improving literacy and teacher practice across the TAS curriculum.

In terms of co-curricular experiences, most of the competitions we participate in were again cancelled this year, so we look optimistically to 2022 to hopefully seeing our students once again challenge themselves against other schools. With the continuing exponential growth in technology-based learning, we are also looking forward to supplementing student agency through the introduction of several STEM based clubs within the TAS area in 2022.

Social Sciences

HSC results

Social Sciences courses have continued to be noticeably above the state average this year. With Business Studies students achieving outstanding results in 2021. In 2021, 49% of students achieved a band 6 which is the second largest number of band 6s in the last 5 years. Approximately 73% of the Economics students achieved a Band 5 or higher and 27% of students achieved a band 6 which is an increase of 13% compared to 2020. In Society and Culture, approximately 88% of the students achieved a Band 5 or higher compared to 45% in the state.

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 5 students receiving top 1%, 85 students receiving a High Distinction and 86 Distinctions.

Other school programs

Our BSOC ambassadors went to Sydney Grammar and met with all the NSW BSOC schools including various top selective and private schools to run an inter school business society competition. Due to Covid-19, these competitions were cancelled. We hope that 2022 will be a better year for BSOC competitions.

CAPA

2021 continued to provide unique challenges 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 11 casual tutors across various disciplines in the creative & performing arts.

HSC Results

In 2021, the CAPA Faculty continued to expand in terms of the number of students undertaking HSC Courses and we saw the re-introduction of HSC Visual Arts. There was a strong shift in HSC results in the Creative & Performing Arts Faculty and consequently we saw all our students achieve in the top 2 bands in Music 1, Music 2, Extension and Visual Arts. From this we saw a strong shift in Music 1 and Visual Arts results and over 60% of their candidature achieving a band 6 in their relative subjects.

This year, under the guidance of their teacher Annabel Goodman, who is also a published musicologist, we saw our students explore new options and avenues for success in the HSC and Penrith Selective High School, and had our first student undertake extension musicology as a HSC course.

Due to the high standard of our music program, talented Year 12 Music students of 2021 were also nominated for Encore, an annual showcase event where students with outstanding performance results are selected to perform at a professional and elite level. This year we saw nominations across Music 1 and Music 2 HSC courses. Leanna Yao nominated for piano performance (F. Chopin - Fantaisie Impromptu). Preetam Telugu nominated for drum performance (T. Misch - It Runs Through Me).

CO-CURRICULAR

Visual Arts

Despite unique challenges presented with remote learning our diverse and rich Visual Arts Program continued to flourish. This has included the continuation of Visual Arts Enrichment which engages students from years 7-12. Further, throughout the year, we engaged in the following opportunities both within and beyond the school:

- In Term 1, Visual Arts students in Years 10 to 12 participated in the ArtExpress Excursion.
- In Term 2, students in the Visual Arts Ensemble 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. These students also showcased their abilities in the Pulse Alive Design Competition, from which Yashika Saravanan of Year 8 was selected to be in an exhibition of finalists.
- During Terms 3 to 4, Rachel Ding of Year 8 and Amiya Joshi, Saniru Dayaratne and Hazel Malhotra of Year 9 were selected to have their artworks featured at the Nagoya Art Exhibition in Nagoya, Japan.
- In Term 4 of 2021, the works of Visual Arts students were showcased in new frames alongside concept statements in the Wendy De Paoli Gallery. 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.
- During Term 4 in 2021, the Visual Arts students of Year 7 had the opportunity to participate in the Design An Ad event in which Stacey Gongupalli received 3rd place in the competition and several other students received 'Highly Commended'.

Music

Throughout 2021, Music continued to thrive within our school. Our vast Co-Curricular Programs continued to rehearse despite remote learning and our students and staff were able to engage in various opportunities within and beyond the school. As a consequence of our continued focus and diligence, our students represented our school in the following ways:

- Various talented music students and ensembles performed at assemblies both in person as well as on Zoom.
- Students, Jeremy Spikmans and Anders Ernest, also represented the school and community with their performances in the Penrith Youth Orchestra.
- In Term 1 2021, students in the String Ensemble performed at Penrith CBD International Women's Day Breakfast, representing the school for the local community where both state and federal MPs were present.
- Later in Term 2 2021, the String Ensemble also did tremendous work representing at the Penrith CBD Business Lunch, performing for the local community and federal treasurer. Members of the String Ensemble also took part in the PULSE String Ensemble consisting of over 80 students from Western Sydney, hosted at Penrith High School.
- The school's Concert Band also performed at a competitive level against other high schools at the Inner West Music Festival hosted at Burwood Girls School.
- During Term 4 2021, a highly skilled music student is selected to represent the school to the new Year 7 Cohort at Orientation Day. This year a pianist has been chosen from year 8 to perform as a soloist. At the Year 12 Graduation 2021, String Ensemble performed at the Year 12 Graduation as the formal ensemble for the event in the school's Alumni Garden.
- Further, students in years 10-12 Music participated in a day-long composition with renowned composer, Dr Jim Coyle, from the Sydney Conservatorium. Dr Coyle, is an experienced academic, teacher and marker who shared his process with students and helped them workshop their own compositions.
- Due to the growth in our Ensembles Program, we also formed a range of new ensembles to meet the diverse learning needs of students:
- Beginner Strings - Beginner Strings offered complete beginners the opportunity to learn orchestral string instruments as a pathway into String Ensemble.
- Chamber Ensemble - Chamber Ensemble offered experienced instrumentalists the opportunity to refine their ensemble skills with new and challenging musical repertoire.
- Junior Contemporary Ensemble - A new Junior Contemporary Ensemble was also created to provide the same opportunities that Contemporary Ensemble provides, but to those students who are in the early stages of learning their instruments.

Drama

In 2021, the Drama Ensemble, which consists of students from Years 7 to 11, participated in a range of performance opportunities.

- The Drama Ensemble also performed at the Regional Shakespeare Carnival in the following categories: Ensemble Scene, Duo Scene, Group Devised and Physical Theatre. Students placed first in the 'Physical Theatre' category and received 'Highly Commended' in the Ensemble Scene. The Physical Theatre performance progressed to the State Shakespeare Carnival in the 'Physical Theatre' division. After a weekend of workshops with a professional artist, they performed at the Seymour Centre competing against a range of other high schools.
- In Term 2, students auditioned for the LightsUP Drama Festival, a regional showcase of Drama in NSW Public Schools. Students in Year 8 showcased their ability to direct, design and stage group-devised drama productions. The Drama Ensemble performed their group devised piece, namely 'In True Shakespearean Fashion'. Similarly, students from the Year 10 Drama Course devised and performed a comedy piece named 'Holy Cow'. This event

saw our students perform alongside their peers from other NSW Public Schools at the Joan Sutherland Performing Arts Centre.

- The year ended with "How to Survive Being in a Shakespeare Play", a one-act comedy play by Don Zolidis that the Drama Ensemble performed and streamed remotely to our broader school community.

Dance

In 2021, Dance was strongly impacted by remote learning and restrictions. However, our dance program continued to rehearse weekly throughout the entire year.

Prior to remote learning, both the Competitive Dance Ensemble and Dance Ensemble were selected to perform at the Penrith Valley Performing Arts Festival. Due to COVID, they were unable to perform, however, their routines were fantastic and ready to be displayed.

A highlight of the year was our Competitive Dance Ensemble being invited to perform on Sunrise for the Push Ups for Mental Health Campaign.

Other School Programs

The International Duke of Edinburgh's Award

During 2021 The Duke of Edinburgh International Award at Penrith Selective High School had 295 active participants. 93 students started their Bronze Award journey, 10 their Silver and 5 Gold throughout 2021.

11 students from the previous cohort were awarded their Silver Award, whilst 22 completed their Bronze Award, with many more working towards finishing soon. A great achievement in difficult times.

Many camps and excursions organised for the Duke of Edinburgh's Award at Penrith High School during 2021 have been postponed to early 2022. Meanwhile, students have engaged thoroughly with the program at their given level despite the adversities. 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):

The group completed their Year 9 camp at Somerset, combining this with a Practice Journey for their Bronze Award. They learnt basic skills of camp craft including cooking, setting up tents, navigation and safety.

Due to Covid restrictions, their qualifying journey modified to practical tasks via google classroom and online learning. Many students have been able to make use of the concessions given due to restrictions.

The Silver group (Year 10: elective class):

Throughout the year the cohort developed skills such as teamwork, resilience, and planning. They researched and prepared for their Adventurous Journeys, which has given the students an insight into accessibility of public transport and learning how to develop their own trips in the future. Unfortunately for the cohort, both journeys have been postponed to 2022 due to the restrictions in place throughout the second half of 2021. Their Practical Adventurous Journey will consist of part of the Great North Walk as well as a walking from circular Quay to Manly on the Bondi to Manly Walk, staying on Cockatoo Island. Their qualifying journey will be navigating through sections of Blue Mountains National Park, the Glenbrook section.

The Gold group (Year 11):

The Gold group worked consistently well throughout the year, working collaboratively in order to plan their journeys. 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. Unfortunately, due to Covid restrictions, the trips they have planned for will occur early 2022. Their Practical Adventurous Journey will consist of part of the Great North Walk as well as a walking from circular Quay to Manly on the Bondi to Manly Walk, staying on Cockatoo Island. Their qualifying journey is planned for the Warrumbungle National Park.

The 2020 cohort completed their qualifying journey in January 2021, walking some of the highest peaks throughout Kosciuszko National Park.

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

SPORT

Like last year, 2021 was also affected by COVID. We were, however, fortunate enough to complete all the school carnivals and knockout sports before the lock down period took effect. Term 3 Sport was completely out, while Term 4 saw some easement in restrictions with the allowance of school and recreational sport under strict restrictions. Below is an outline of the events that were able to run and took place in 2021.

School Swimming Carnival

Unfortunately, due to number restrictions placed by the council, only Year 12 and competitors were able to attend. It was a memorable last Swimming Carnival for year 12 and the reason as to why they were the selected grade to attend. We were also fortunate enough to see a record that has stood since 1997 be broken in the 50m freestyle by Joshua Chung.

Boys 12 years Age Champion

Tommy Bowen

Runner-up

Ishan Singh

Boys 13 years Age Champion

Joshua Darmawan

Runner-up

Varish Aravinthan

Boys 14 years Age Champion

Joshua Chung

Runner-up

Ryan Wen

Boys 15 years Age Champion

Owen Jose McCann

Runner-up

Isaac Ng

Boys 16 years Age Champion

Parth Purohit

Runner-up

Alex Vella

Boys 17+ years Age Champion

Falekava Mahe

Runner-up

Daniel Biswas

Girls 12 years Age Champion

Sinthuri Prashanth

Girls 13 years Age Champions

Barenya Satapathy /

Ravdeep Behl (tied)

Runner-up

Girls 14 years Age Champion

Bianca Zhang

Runner-up

Joanne Kim

Girls 15 years Age Champion

Cassidy Lauguico

Runner-up

Dharani Sutharsan

Girls 16 years Age Champion

Jessie Pranadjaja

Runner-up

Amanda Exley

Girls 17+ years Age Champion

Olivia Bock

Runner-up

Ashvini Dolamulla

New Record:

14 Years Boys 50m Freestyle

Joshua Chung (2021)

28.90s

Previous Record

David Chantler (1983) Adrian Khaw (1997)

29.88s

Cross Country

The annual school Cross Country Carnival was held in and around the school premises at the end of Term 1 and during School Spirit Week. The weather provided amazing running conditions with very strong participation rates throughout all age groups, which was pleasing to see. Lawson came through with 1st position on 557 points and was declared the champion house. This was followed by Blaxland with 496 points, Wentworth on 468 points and Mitchell on 446 points.

The age champions were as follows:

12 years male and female - Kavin Balanchandar and Ashmita Saha

13 years male and female- Gokul Warriar and Ravdeep Behi

14 years male and female- Tonmoy Roychowdhury and Joanne Kim

15 years male and female- Pavithran Thushiyendra and Saloni Etikala

16 years male and female- Parth Purohit and Ankita Pramod

17 years male and female- Hemish Ahuja and Halis Rishamsulkamal

18+ years male and female- Luke Boyes and Alison Joseph

We had just under 140 students go on to represent PSHS at the Nepean Zone Carnival at Knapsack Reserve, Glenbrook. A number of outstanding performances led to 16 of our students going on to represent Sydney West at Sydney Motor Sport Park, Eastern Creek.

All runners were a credit to the school and many excellent results were produced. Special mention must go to the following students who finished in the top ten and therefore qualified to run at the NSW All Schools Cross Country Championships.

Zoe Elizalde 7th in 17 years girls and 11th at CHS

Alison Joesph 5th in 18+ years girls and 10th at CHS

Tamara Jaglica 9th in 18+ years girls and 22nd at CHS

Kavin Balachandar 1st in 12 years boys and 4th at CHS

Ryan Wen 9th in 14 year boys and 24th at CHS

Parth Purohit 7th in 16 years boys and 24th at CHS

Luke Boyes 3rd in 18+ years boys and 3rd at CHS

Marco Perri 4th in 18+ years boys and 20th at CHS

Nicholas Whelan 5th in 18+ years boys and 10th at CHS

Guntash Singh 6th in 18+ years boys and 21st at CHS

Athletics Carnival

Our annual school Athletics Carnival saw a return to a two day carnival which was held at Blair Oval St Marys in Term 2. Lawson beat Blaxland by 9 points to take away the champion house title.

Age Champions were:

12 years male and female- Benjamin Reynolds and Mitali Garg

13 years male and female- Meet Joshi and Eva Motti Abraham

14 years male and female- Ryan Wen and Joanne Kim

15 years male and female- Rohan Rangineni and Saloni Etikala

16 years male and female- Santhosh Samuel and Dharika Sujendran

17+ years male and female- Luke Boyes and Zoe Adrienne Elizalde

CHS Knockout Sport

2021 was a speculator year for Penrith High School in the Combined High school Knockout Competition. The main highlights were the open boys basketball team who qualified and represented the Sydney West region in the State Basketball Competition. After defeating Deniliquin High School from the Riverina region in the round of 16, the team narrowly lost to Warners Bay High School from the Newcastle region in the state quarter final.

Another amazing achievement was from our table tennis team who finished 3rd at the Sydney West Table Tennis

Championships. The team from Penrith consisted of three Year 10 students, Arnav Bhargava, Prajit Das and Shuva Khatiwada, and two Year 9 students; Yesh Netrapalli and Ishaan Pohankar.

Furthermore, the open girls tennis team progressed to the quarter finals in the Floris Conway Cup which is a tremendous achievement for a young team consisting of two year 9 and two year 11 students.

Junior Open Pistol Shoot competition

In late May, Ambeikka Mishra secured a Silver Win at the Air Junior Open Pistol Shoot Competition. Ambeikka started pursuing pistol shooting in late 2019. Despite the unprecedented events of 2020, she continued to practice on weekends with her coach at the Sydney International Shooting Centre. We look forward to hearing more about Ambeikka's success as she sets her sights on future state competitions.