

2022 Annual Report

Parramatta High School



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Introduction

The Annual Report for 2022 is provided to the community of Parramatta High School as an account of the school's operations and achievements throughout the year.

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

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School vision

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

School context

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

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

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

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

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

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

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

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

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

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. 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.

Our self-assessment 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>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Explicit Teaching
- Differentiation

Resources allocated to this strategic direction

Low level adjustment for disability: \$114,914.10

Professional learning: \$53,000.00

Integration funding support: \$15,187.00

English language proficiency: \$306,144.37

Aboriginal background: \$4,351.51

Per capita: \$274,460.68

Socio-economic background: \$20,481.42

Summary of progress

In 2022 High Impact Professional Learning was our focus including the explicit teaching of Literacy and Numeracy, utilising best practice strategies from the CESE What Works Best publication. Head Teachers delivered whole school Professional Learning to develop staff knowledge and skills in the explicit teaching and learning cycle, using data to determine student areas of need and teaching practice, and setting high expectations. The Teaching and Learning team delivered a systematic professional learning plan that focused on driving teaching and learning improvements in Stage 4 with a focus on supporting teachers to explicitly teach literacy. In Stage 5, professional learning focused on building teachers' explicit teaching of language and voice, as well as analysing and responding to data.

A Stage 4 and 5 Roll Call Program has been differentiated to explicitly teach students core numeracy, reading, writing skills, comprehension strategies and reading skills. Writing has also been a focus of explicit teaching in Stage 4 and 5 Roll Call Program through the provision of writing prompts and stimuli, as well as book review writing.

Stage 6 teachers and students have been supported to develop explicit teaching and learning resources and programs to support students in more effectively responding to HSC type directive verbs through the use of the ALARM matrix - a cognitive scaffold for deconstructing questions and writing responses, PEEL/SEAL structures - for paragraph writing and Seldon sentence structures - a strategy used to explicitly teach students to explore texts and to create their own effective complex sentences.

Staff have been supported to use the Differentiation Adjustment Tool by focusing on developing lessons and resources that explicitly differentiate for complexity, challenge and choice for high potential and gifted learners. Process and Products have also been differentiated for all diverse learners by each faculty and embedded in teaching programs and assessment. The above establishment DP-High Potential and Gifted Education Initiative delivered professional learning to all staff on the explicit and differentiated teaching of questioning skills, higher order thinking skills including critical and creative thinking and problem solving, as well as Project Based learning approaches to differentiate program units.

Implications for 2023 Initiatives will be implemented by a new HT Teaching and Learning, a change in Senior Executive Team and a significant change to the current Executive Team. and a reallocation of 3 Deputy Principals to curriculum stages instead of 4 DPs will require significant review and roles and responsibilities changes at the start of 2023..

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
<p>NAPLAN Top 2 Bands</p> <ul style="list-style-type: none"> The system negotiated target in Numeracy will increase by an uplift of 1.8% from the baseline. 	<p>2022 results indicate a 2% decrease compared to 2021, which is well below the baseline.</p> <p>However, 2022 Year 7 Numeracy performance increased by 8% in comparison to 2021 cohort, and Year 9 Numeracy fell by 2% in comparison to 2021.</p> <p>Our numeracy scores trend in Year 9 matches State and SSSG results, with mainstream Year 9 Numeracy scores continuing to increase whilst state and SSSG decreased.</p> <p>Year 9 Numeracy Selective school performance has declined which mirrors State and SSSG trends. This may have been affected by the first year to move to an online Test, which had an adaptive component.</p>
<p>NAPLAN Top 2 Bands</p> <ul style="list-style-type: none"> The system negotiated target in Reading will increase by an uplift of 3.2% from the baseline. 	<p>In 2022 the Top 2 bands in Reading fell due to a 7% decrease in Year 9 Reading performance. However, Year 7 Reading results increased by 2%.</p> <p>Year 9 Reading scores have increased whilst SSSG has decreased and national Year 9 boys reading having plummeted. Whilst our top 2 bands have not increased, our scores have increased.</p> <p>Overall, there is an increase in the number of students achieving in the top 2 Bands in Reading and Numeracy combined.</p>
<p>NAPLAN Expected Growth</p> <ul style="list-style-type: none"> Improvement in the percentage of students achieving expected growth in Numeracy to meet the 2022 projected target. 	<p>Student growth cannot be calculated for 2022 as NAPLAN was not run in 2020.</p>
<p>NAPLAN Expected Growth</p> <ul style="list-style-type: none"> Improvement in the percentage of students achieving expected growth in Reading to meet the 2022 projected target. 	<p>Student growth cannot be calculated for 2022 as NAPLAN was not run in 2020.</p>
<p>HSC Top 3 Bands</p> <ul style="list-style-type: none"> The system negotiated target for the Top 3 HSC bands will increase by an uplift of 4.8% from the baseline. 	<p>There was a slight decrease in the percentage of students achieving the Top 3 with 64.4% of students in this category. This is above the state percentage of 56% and continues to meet set targets.</p>
<p>100% of teachers are implementing the principles and practices of explicit teaching and low preparation differentiation strategies.</p>	<p>2022 TTFM data indicates students feel classroom instruction is well organised, with a clear purpose and with immediate feedback that helps them learn. There has been an increase that continues to be well above state average.</p> <p>Senior Executive consultation with Head Teachers indicate that all teachers in all faculties are using the explicit teaching and learning cycle, and low preparation differentiation strategies. This is also reflected in faculty teaching programs.</p>



Strategic Direction 2: Learning Culture

Purpose

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

Initiatives

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

- Establishing Goals for Success
- Assessment and Feedback

Resources allocated to this strategic direction

Student support officer (SSO): \$96,058.00
Integration funding support: \$15,187.00
Refugee Student Support: \$831.87
Low level adjustment for disability: \$50,584.42
English language proficiency: \$161,280.27
Socio-economic background: \$20,481.40
Professional learning: \$14,000.00

Summary of progress

Each fortnight a report is created on Sentral identifying data of students who have had 3 or more lates arrivals for a term without an explanation. The Head Teacher Administration interprets data and identifies individuals of concern in need of restitution. The school responds to late arrivals and parents are notified by email. Students are counselled by the Head Teacher Administration on strategies to improve punctuality. Roll Call teachers also monitor late arrivals and counsel students.

Executive staff designed and delivered whole school professional learning in the areas of What Works Best High Expectations, through the analysis of Tell Them From Me data and the creation of positive, challenging classroom cultures through a focused use of questioning strategies. Another area of What Works Best professional delivery was a focus on improving our focus on Wellbeing by reviewing policies, processes and practices, with the incorporation of a PHS Stepped Care Model and Tiered Referral System to capture and support students with different levels of wellbeing needs. Staff have shown an improved understanding of different tiers of wellbeing concerns and skilled in supporting students and utilising appropriate referral channels

Deputy Principals have worked with relevant Wellbeing Team members, Home School Liaison Officer and Aboriginal School Liaison Officer, and external agencies to develop, implement and monitor Attendance Plans for students at risk of non-attendance and disengaging. These plans have resulted in improved attendance and engagement for those at risk students.

Stage 6 students who were not meeting requirements in their courses were interviewed by the relevant Head Teachers and Deputy Principals with their parents and plans were formulated to remedy the issue and complete all requirements. There are no students receiving Non Determination Awards in Stage 6.

Assessment and Feedback professional learning through a focus on What Works Best was planned in Semester Two, 2022, but has been interrupted and postponed due to significant school renovations which has required a postponement of late Semester 2 staff professional learning. Faculties continue to commit to high expectations and quality assessment and feedback practices that support students' completion of summative assessments.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement

The system negotiated target in attendance will increase by an uplift of 4.5% of students attending greater than 90% of the time.	Attendance for students during 2022 was 68.68%. The student attendance data is still above state average, network and SSSG average.
80% of staff establish clear and consistent expectations for learning and behaviour, with learning intentions and success criteria incorporated in every lesson, to improve student learning outcomes.	<p>2022 Tell Them From Me data indicates :</p> <ul style="list-style-type: none"> • students are intellectually engaged and find learning interesting, enjoyable and relevant. This is 21% above the state average. • Interest and motivation of students continue to increase. It is 18% above state average. • the number of students who are interested and motivated continues to increase and is 18% above the state average. • an increase in students reporting that staff emphasise academic skills and hold high expectations for all students to succeed, and this continues to be well above state average. <p>Internal measures indicate that faculty programs have been adjusted to include learning intentions and success criteria.</p>
80% of staff will strengthen their expertise in the use of formative assessment and deliver student feedback that is relevant, explicit, ongoing and constructive about student performance against their learning outcomes.	<p>Professional development was delivered to Executive Team through a presentation of the Human Society and Its Environment (HSIE) Faculty on high quality assessment and feedback practices. As a result, other faculties have reviewed and revised their assessment and feedback practices to reflect HSIE best practice.</p> <p>2022 Tell Them From Me data indicates students feel classroom instruction is well organised, with a clear purpose and with immediate feedback that helps them learn. There has been an increase that continues to be well above state average.</p>
Explicit student feedback and a commitment to high expectations, as measured in the Tell Them From Me survey, will meet or exceed the state average.	<p>2022 Tell Them From Me data indicates:</p> <ul style="list-style-type: none"> • an increase in students reporting that staff emphasise academic skills and hold high expectations for all students to succeed, and this continues to be well above state average. high expectations for success. • students feel classroom instruction is well organised, with a clear purpose and with immediate feedback that helps them learn. There has been an increase that continues to be well above state average.



Strategic Direction 3: Instructional Leadership

Purpose

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

Initiatives

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

- High Expectations Culture
- Teacher Collaboration

Resources allocated to this strategic direction

Low level adjustment for disability: \$6,181.80

English language proficiency: \$153,072.18

Professional learning: \$24,811.23

Summary of progress

As a result of our Professional Learning Program, Head Teachers report that teachers are using evidence based high leverage strategies.

The Head Teachers Teaching and Learning Team have developed and implemented a targeted Stage based and Faculties' focused professional learning plan to support the explicit pre and post testing and teaching of Reading/Literacy and Numeracy.

Teacher collaboration has been strengthened through the Professional Learning Plan. Evidence shows teachers have developed differentiated strategies for High Potential and Gifted Education students using the Differentiation Adjustment Tool, Nationally Consistent Collection of Data strategies for students with learning disabilities/needs, and explicit literacy and numeracy strategies embedded in programs.

One significant change that will be implemented in 2023 to improve teacher collaboration is the mandated 5 hours for Curriculum Review which will be structured so that it allows for 100% collaboration of staff during Staff Meeting times in each term.

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
80% of teachers, as identified through classroom observation, use evidence-based high leverage strategies to impact student learning. and engagement.	Staff PDPs reflect that staff use evidence-based high leverage strategies that explicitly support the SIP targets. All staff developed, implemented and shared their differentiated lesson plans and resources using the Differentiation Adjustment Tool for high potential and gifted students and classes.
Staff TTFM Data will indicate an increase by an uplift of 0.3 from the 2021 baseline score.	Areas of collaboration as shown in the Tell Them From Me data have shown an uplift of over 0.3. area of improvement include: <ul style="list-style-type: none">• shared teaching strategies to increase student engagement• collaboration on assessment strategies among staff• student learning needs are discussed and strategies implemented to cater for all students.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$831.87</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Establishing Goals for Success <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support • additional staffing for targeted interventions to support student learning • strengthening orientation and transition program for identified students <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in strengthened positive relationships between school and home. Positive student attendance reflected in school attendance data.</p> <p>After evaluation, the next steps to support our students will be: Continued use of positive reinforcements; continued implementation of Attendance Policy. School needs to continue to implement professional learning for all staff and a focus on the Wellbeing Team.</p>
<p>Integration funding support</p> <p>\$30,374.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Parramatta High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching • Establishing Goals for Success <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • implementation of targeted programs to differentiate teaching and learning programs • staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments] • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: The impact of the Roll Call programs has resulted in Year 7 and 9 NAPLAN reading scores which are achieving above state and statistically similar school groups. 2022 Year 7 Numeracy performance increased by 8% in comparison to 2021 cohort. Numeracy scores trend in Year 9 matches State and SSSG results</p> <p>After evaluation, the next steps to support our students will be: 2023 School Timetable restructure will necessitate a reevaluation and modification of the existing Roll Call Program.</p>
<p>Socio-economic background</p> <p>\$40,962.82</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Parramatta High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiation

<p>Socio-economic background</p> <p>\$40,962.82</p>	<ul style="list-style-type: none"> • Establishing Goals for Success <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through HPGE Differentiation Adjustment Tool and Curriculum Models to support student learning • employment of additional staff to support the HPGE Program program implementation. • employment of external providers to support students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Implementation of a whole school HPGE Policy and Professional learning Plan delivered to all staff. Capacity building of all Executive staff in HPGE Curriculum Differentiation to lead Faculties in program redevelopment Implementation of specific program, enrichment opportunities and talent development to support enhanced student learning outcomes.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps are to implement an Enrichment Programs for High Potential students in specific KLAS. Review of Stage 4 programs to ensure that HPGE curriculum differentiation is implemented. Due to staffing changes a potential redirection for leadership of HPGE to a HT role and team will be explored.</p>
<p>Aboriginal background</p> <p>\$4,351.51</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Parramatta High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: 100% of staff are utilising explicit teaching in Stage 6 classes, and receiving structured support from Stage 6 HT Teaching and Learning and EALD staff. Staff professional learning has been delivered to faculties and individual staff on explicit teaching. Stage 6 Roll Call program has successfully taught students effective note-taking and study skills to assist with all HSC programs.</p> <p>After evaluation, the next steps to support our students will be: The plan for 2023 will be to consolidate the Stage 6 explicit teaching and online Roll Call Program, with the addition of the use of ATOMI, a digital curriculum resource platform to enhance the Stage 6 Roll Call study program.</p>
<p>English language proficiency</p> <p>\$620,496.82</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Parramatta High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching • Differentiation • Establishing Goals for Success

<p>English language proficiency</p> <p>\$620,496.82</p>	<ul style="list-style-type: none"> • Assessment and Feedback • High Expectations Culture • Teacher Collaboration <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phase <p>The allocation of this funding has resulted in the following impact: Implementation of a whole school HPGE Policy and Professional learning Plan delivered to all staff. Capacity building of all Executive staff in HPGE Curriculum Differentiation to lead Faculties in program redevelopment Implementation of specific program, enrichment opportunities and talent development to support enhanced student learning outcomes.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps are to implement an Enrichment Programs for Talented students in specific KLAS. Review of Stage 4 programs to ensure that HPGE curriculum differentiation is implemented. Due to staffing changes a potential redirection for leadership of HPGE to a HT role and team will be explored.</p>
<p>Low level adjustment for disability</p> <p>\$171,680.32</p>	<p>Low level adjustment for disability equity loading provides support for students at Parramatta High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching • Differentiation • Establishing Goals for Success • Assessment and Feedback • High Expectations Culture <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact: The impact of the Roll Call programs has resulted in Year 7 and 9 NAPLAN reading scores which are achieving above state and statistically similar school groups. 2022 Year 7 Numeracy performance increased by 8% in comparison to 2021 cohort. Numeracy scores trend in Year 9 matches State and SSSG results</p> <p>After evaluation, the next steps to support our students will be: 2023 School Timetable restructure will necessitate a reevaluation and modification of the existing Roll Call Program.</p>
<p>Professional learning</p> <p>\$91,811.23</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Parramatta High School.</p>

<p>Professional learning</p> <p>\$91,811.23</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching • Differentiation • Assessment and Feedback • High Expectations Culture • Teacher Collaboration <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: Implementation of a whole school HPGE Policy and Professional learning Plan delivered to all staff. Capacity building of all Executive staff in HPGE Curriculum Differentiation to lead Faculties in program redevelopment Implementation of specific program, enrichment opportunities and talent development to support enhanced student learning outcomes.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps are to implement an Enrichment Programs for Talented students in specific KLAs. Review of Stage 4 programs to ensure that HPGE curriculum differentiation is implemented. Due to staffing changes a potential redirection for leadership of HPGE to a HT role and team will be explored.</p>
<p>COVID ILSP</p> <p>\$52,510.00</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 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy. • providing intensive small group tuition for identified students who were middling band performing in Year 7 NAPLAN, Year 7 Check-in assessment and Year 8 Half Yearly Exam internal data performance <p>The allocation of this funding has resulted in the following impact: Numeracy - Analysis of data showed that small group tuition has been implemented well in numeracy. An analysis of numeracy data indicates:</p> <ul style="list-style-type: none"> • Year 8 - Student performance has improved 14.77%, comparing two final quizzes in Term 3 and Term 4. The cohort snapshot analysis in PLAN2 also shows an overall improvement in arithmetic skills through numeracy progression indicators. <p>Engagement As a direct result of the consistent, targeted intervention, we have seen increasing engagement by students in small group tuition:</p> <ul style="list-style-type: none"> • Attendance records: approximately 90% students who participated in the program maintained a 90% attendance and an attentive attitude. <ul style="list-style-type: none"> o 89.3% students like the numeracy program. o 92.9% student believe the program has changed their learning in school positively. o 92.8% think this program has helped strengthen their mathematical skills.

<p>COVID ILSP</p> <p>\$52,510.00</p>	<ul style="list-style-type: none"> • Most students benefited from small tutoring sessions as this targeted support provided them with more skills and confidence to tackle topics that they were not initially confident in. They also expressed their expectation for a longer program and a better managed timetable to avoid missing classes they were extracted from. <p>Parents</p> <p>Feedback from parents indicates participation in the program has improved their child's engagement in learning and numeracy skills to a large extent. It is also worth noting almost 50% of parents wish to extend the length of the program or provide more study materials.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>After evaluation, the next steps to support our students with this funding will be to continue the implementation of Numeracy small group tuition using data sources such as NAPLAN, and internal school data from our 2022 Year 7 cohort who will be in Year 8 in 2023. The aim is build students' capacity in the Numeracy progressions where they are not meeting benchmarks in NAPLAN.</p> <p>The CILSP Coordinator and Covid ILSP Teacher will work with the learning and support and EALD teams, and targeted curriculum head teachers such as HT Maths and HT English to harvest, collate, and analyse and triangulate NAPLAN, and internal assessment data to identify students performing in the Bottom 2 Bands in Year 7. This will form potential targeted groups of students who will be recommended as needing small group tutoring in identified areas of weakness in Numeracy and Literacy.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Parramatta High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Establishing Goals for Success <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Deployment of HT Administration and HT Wellbeing to supply targeted support • Employment of specialist support e.g. SSO, SLSO <p>The allocation of this funding has resulted in the following impact:</p> <p>The allocation of this funding has resulted in strengthened positive relationships between school and home. Positive student attendance despite the impact of COVID on school attendance data.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Continued use of positive reinforcements; continued implementation of Attendance Policy. School needs to continue to implement professional learning for all staff and a focus on the Wellbeing Team.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	595	625	642	721
Girls	369	398	444	488

Student enrolment continues to increase. Additional classes have been created to ensure the academic, social and wellbeing needs of all students are catered for.

Student attendance profile

School				
Year	2019	2020	2021	2022
7	96.0	96.4	95.6	92.9
8	94.4	94.4	94.8	90.5
9	93.3	94.2	92.9	90.1
10	93.4	93.8	93.3	89.2
11	92.3	93.5	90.8	89.5
12	92.3	94.6	94.4	89.7
All Years	93.7	94.5	93.7	90.5
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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	1	1
Employment	1	0	2
TAFE entry	0	1	1
University Entry	0	0	95
Other	0	0	0
Unknown	1	1	1

Year 12 students undertaking vocational or trade training

3.05% of Year 12 students at Parramatta High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

99.4% of all Year 12 students at Parramatta High School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.



Yr 12 Graduation

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	59.4
Learning and Support Teacher(s)	0.9
Teacher Librarian	1.2
Teacher ESL	4.8
School Counsellor	1
School Administration and Support Staff	14.77
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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.

2022 saw the introduction of an above establishment Deputy Principal to oversee and deliver the High Potential and

Gifted Education policy and lead a professional learning team comprising of the Head Teacher Teaching and Learning and Literacy and Numeracy leaders. This team delivered professional learning to the whole school focusing on evidenced based teaching and learning strategies from What Works Best, High Potential and Gifted research and comprehension and writing strategies.

Lightning sessions were delivered by the Professional Learning Team on reading writing and numeracy during staff meeting and faculty meetings.

Staff Development Days included presentations on What works best : Collaboaration, Mandatory training - Aboriginal Cultural Education and Anti Racism training and anaphylaxis training. All staff completed additional Gerric training in line with the new High Potential and Gifted Policy to focus on how to engage and support these students. The school Executive team participated in additional Gerric training to lead staff and programs to support high potential and gifted students.

All staff participate in professional learning to reflect and support their Professional Development goals

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	2,422,178
Revenue	13,538,853
Appropriation	13,148,884
Sale of Goods and Services	37,159
Grants and contributions	330,301
Investment income	22,408
Other revenue	100
Expenses	-13,094,478
Employee related	-11,813,083
Operating expenses	-1,281,394
Surplus / deficit for the year	444,375
Closing Balance	2,866,553

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

Financial summary - Equity loadings

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

	2022 SBAR Adjustments (\$)
Targeted Total	31,206
Equity Total	837,491
Equity - Aboriginal	4,352
Equity - Socio-economic	40,963
Equity - Language	620,497
Equity - Disability	171,680
Base Total	11,264,710
Base - Per Capita	274,461
Base - Location	0
Base - Other	10,990,249
Other Total	646,521
Grand Total	12,779,929

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

School performance - NAPLAN

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

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

LITERACY

The 2022 NAPLAN results indicate that Parramatta High School has continued to achieve at high level regarding average scores and % in the top two Bands across all the literacy domains tested for Year 7 and 9 cohorts. In 2022, this was the first online test for most students.

Year 7

The average score for Parramatta High School Year 7 students in comparison to both SSSG and State average scores was higher across all domains. PHS was 10.05 higher than SSSG results in Reading and 19.57 higher in Writing. This is an increase from the previous year. The comparison between the school and SSSG scores for Spelling and Grammar & Punctuation revealed a positive increase to 28.58 and 40.81 respectively. Compared to the State, average scores for PHS again increased from the previous year and were 48.28 above in Reading, 58.15 above in Writing, 65.25 above in Spelling and 89.8 in Grammar & Punctuation.

Positive results were also achieved regarding the percentage of Parramatta High School students achieving in the top two bands in all Domains. The % of students achieving in the top two bands for Reading, Writing, Spelling and Grammar & Punctuation was 54.3%, 51.6%, 74.4% and 58.1% respectively. The percentage of top two bands increased from the previous year. Consequently, the % of students placing in the Middle and Bottom bands was lower.

Key strengths

Reading: analyses the effect of persuasive device in a persuasive text (86% compared with 72% state) and analyses the effect of vocabulary choices in an imaginative text (72% compared to 54% state).

Writing: Correctly spells most simple words and most common words and at least ten difficult words (55% compared to 28% of state). The organisation of structural components of a persuasive/narrative text (introduction, body, and conclusion) into an appropriate and effective text structure (60% compared to 42% of state).

Grammar and Punctuation: Identifies a sentence with a possessive pronoun (65% compared to 38% of state). Identifies a sentence requiring a question mark (93% compared to 70% of state).

Numeracy: Determines a fraction equivalent to a decimal (92% compared to 56% of state), solves a number sentence using addition and subtraction (85% compared to 50% of state), uses a formula to calculate the volume of a rectangular prism (85% compared to 50% of state) and calculates the mean of a set of data (63% compared to 22% of state).

Year 9

The Year 9 cohort also performed above both the State and SSSG regarding the average scores achieved in all four Literacy Domains. In Reading, the school scored 51.38 above the State average, 54.68 above in Writing, 59.81 above in Spelling and 67.54 higher in Grammar and Punctuation. In comparison to SSSG means, the Parramatta High School cohort achieved 12.79, 15.16, 28.82 and 24.77 points higher in Reading, Writing, Spelling and Grammar & Punctuation respectively.

The percentages of Parramatta High School students performing in the top two bands in each of the Literacy components also indicate a high level of achievement for our students. Compared to achievement across the state, Parramatta High School had 42% in the top two bands for Reading and 33% for Writing, compared to a state average of 21.8% and 15.9% respectively. In Spelling, Parramatta High School achieved a total of 59.8% in the top two bands and 53.8% in the top two bands for Grammar and Punctuation, compared to 20.9% and 24.1% for the State averages in these two domains.

This pattern is replicated in the comparison of the school's performance against SSSG for percentages of students in the top two bands. Parramatta High School attained 5.1% more students in the top two bands of Reading, 5.7% in Writing, 26.2% more in Spelling and 14.3% more in Grammar and Punctuation. There was an increase in the % of students in the Top Bands across all Literacy Domains since 2012. Student Growth for Year 9 was above the State average and the SSSG in all components. As an average across the four components, the Average Scaled Growth for Parramatta High

School was above the State and above that of SSSG. 'At or Above Expected Growth' for Year 9 was above State average and the SSSG in all components.

Key Strengths

Reading: Identifies similar information across two texts on a similar theme (72% compared to 48% of state), Identifies the purpose of a description in an imaginative text (97% compared to 80% of state) and identifies the purpose of a visual feature in an informative text (94% compared to 75% of state).

Writing: The segmenting of text into paragraphs that assist the reader to follow the line of argument (45% compared to 28% of state) and the use of correct and appropriate punctuation to aid reading of the text (55% compared to 39% of state).

Spelling: Correctly spells 3-syllable homophone (80% compared to 64% of state) and correctly spells multisyllabic word with /sh/ sound spelled ci;ti (82% compared to 62% of state).

NUMERACY

Year 7

Numeracy results indicated an impressive 75.6% of students achieved in the Top Two Bands, compared with 32.5% for the State and 56.3% for the Similar Schools Group. In 2022, all staff at Parramatta High School will use strategies that focus on improving literacy with a focus on numeracy skills across all KLAs.

Strengths: Determines a fraction equivalent to a decimal (92% compared to 56% of state), solves a number sentence using addition and subtraction (85% compared to 50% of state), uses a formula to calculate the volume of a rectangular prism (85% compared to 50% of state) and calculates the mean of a set of data (63% compared to 22% of state).

Year 9

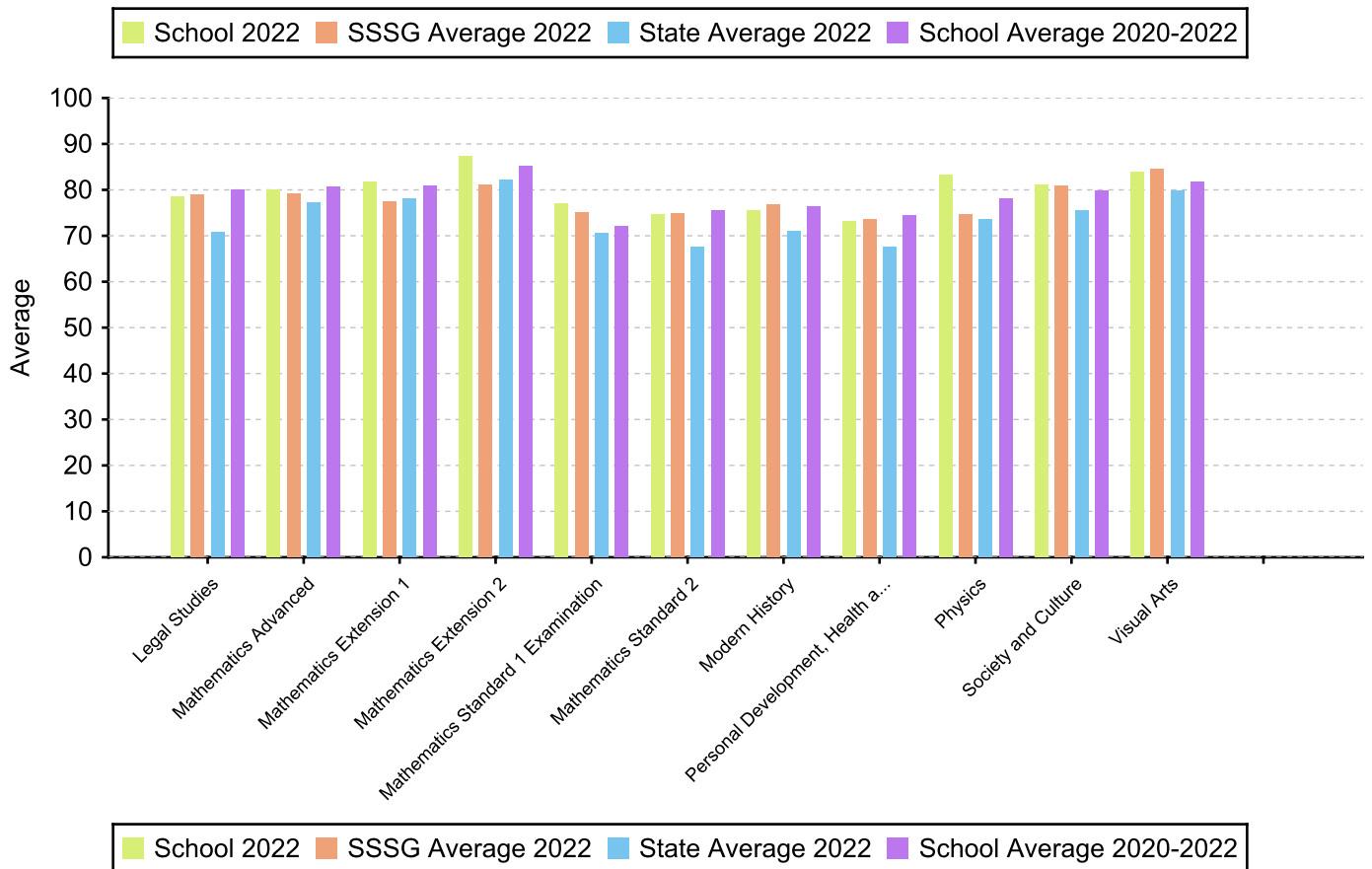
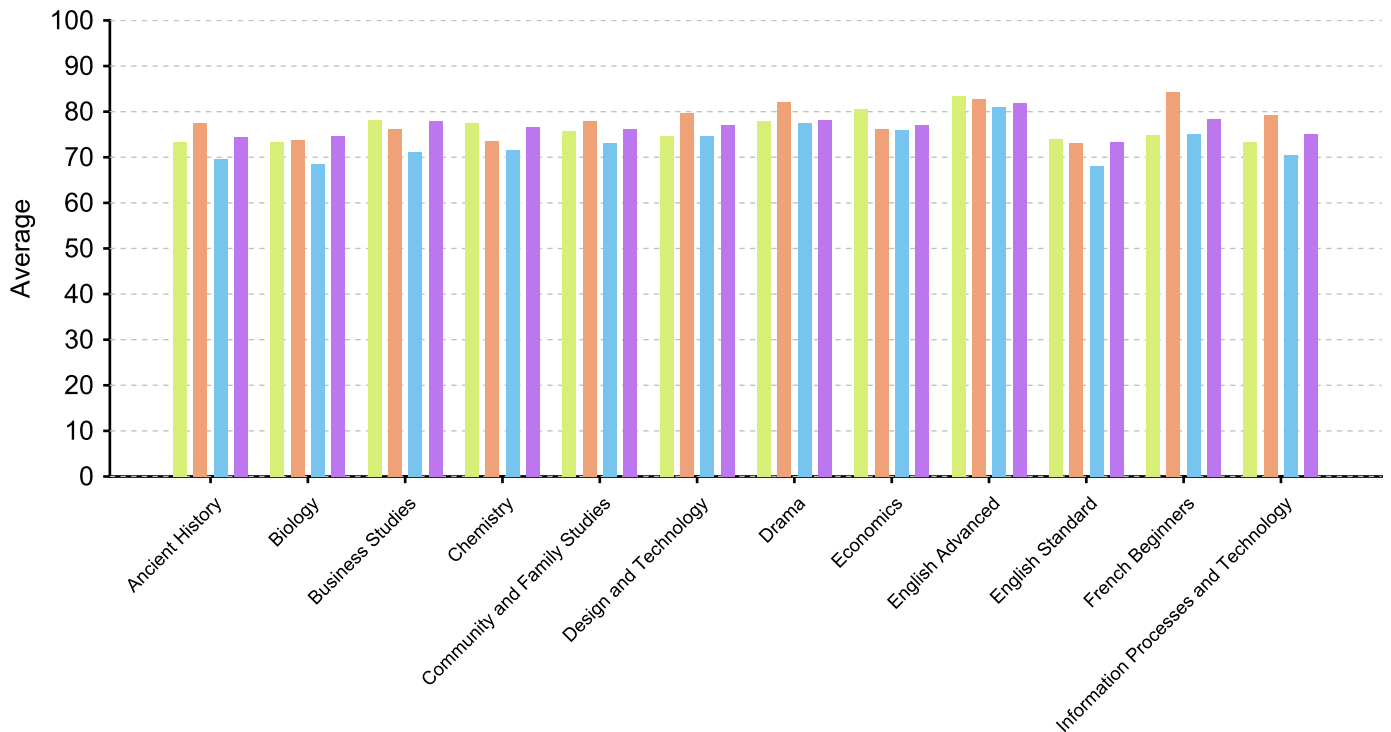
Students were given a score that fell into six Bands in Numeracy, with Band 10 being the highest and Band 5 the lowest. 61.8% of Year 9 students achieved in the Top Two Bands, compared with 22.5% for the State and 42.1% for the Similar Schools Group. The explicit teaching of numeracy skills will be a focus across all KLAs to ensure student improvement in this area.

Strengths: Calculates a quantity as a percentage of a whole (91% compared to 65% of state), continues a pattern involving whole numbers (84% compared to 57% of state) and calculates a fraction of a quantity (86% compared to 47% of state).

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 2022	SSSG	State	School Average 2020-2022
Ancient History	73.4	77.6	69.6	74.5
Biology	73.4	73.7	68.5	74.7
Business Studies	78.2	76.2	71.2	78.1
Chemistry	77.5	73.5	71.7	76.6
Community and Family Studies	75.8	78.1	73.2	76.1
Design and Technology	74.6	79.6	74.6	77.0
Drama	77.9	82.0	77.5	78.2
Economics	80.5	76.2	76.0	77.1
English Advanced	83.5	82.9	81.0	81.9
English Standard	74.1	73.1	68.1	73.4
French Beginners	74.8	84.4	75.2	78.5
Information Processes and Technology	73.3	79.2	70.5	75.1
Legal Studies	78.6	78.9	70.8	79.9
Mathematics Advanced	79.9	79.2	77.1	80.6
Mathematics Extension 1	81.8	77.5	78.0	80.9
Mathematics Extension 2	87.2	81.0	82.2	85.1
Mathematics Standard 1 Examination	77.0	75.0	70.5	72.1
Mathematics Standard 2	74.6	74.9	67.6	75.6
Modern History	75.6	76.9	70.9	76.4
Personal Development, Health and Physical Education	73.2	73.6	67.5	74.4
Physics	83.2	74.7	73.5	78.0
Society and Culture	81.0	80.9	75.5	79.7
Visual Arts	83.8	84.5	79.8	81.8

Creative and Performing Arts

Creative and Performing Arts in 2022, Parramatta High School offered four CAPA courses: Drama, Music 1, Music 2 and Visual Arts. Students completed Major Works and undertook practical examinations to achieve fantastic results. Music 1 and Music 2 students completed aural and written examinations with student electives ranging from performance to composition to musicology. 30% of Music 1 students achieved Band 6, 30% achieved Band 5 and 40% achieved a Band 4. Music 2 also received outstanding results with 100% achieving a Band 5. Similarly Extension Music received results of an E4 with this the first time being run. In Visual Arts, students submitted Major Works in a variety of forms such as painting, digital painting, drawing and printmaking. 16% of Visual Arts students received Band 6, 58% Band 5 and 26% Band 4. Drama students elected to complete performance, scriptwriting, film and design Individual Projects, as well as completing written and practical examinations. These students received 46% in Band 5, 45% in band 4 and 9% Band 2. To ensure the success of future students, the CAPA faculty continue to refine and strengthen their programs, resources and assessment strategies to best support and prepare students for the HSC examinations. CAPA also runs extensive extra curricular activities to further develop students abilities within each subject area. These activities consist of House Band, Big Band, Choir, String Ensemble, Guitar Ensemble, After School Art Workshops, lunch-time Art Theory and History Workshops.

English

For the 2022 HSC, Parramatta High School offered English Extension 1 and 2, Advanced, EALD, and Standard English.

Based on the 2022 results, the marked improvement in English Standard since 2019, has continued with 25.5% of the cohort achieving in the top two bands and two students attaining a Band 6, placing the cohort well above the State average for scores for Band 6. Particularly pleasing was the significant improvement in English Advanced on the 2021 average score, resulting in an average course mark above SSSG and the State, and 83.35% of the cohort achieving in the top two bands. While English Extension 1 recorded an increase in the average score over the last two years, it did not reflect the improvement so evident in the English Advanced course. Similarly, the English Extension 2 cohort did not achieve as highly as in 2021. Across all courses, the number of students performing in the lowest two bands continues to be significantly below the state average.

It is hoped that an increased focus by Stage 6 teachers on the teaching and refinement of student academic writing using Seldon Bubble Theory, the development of student understanding of success criteria in the various sections of the HSC Examination, and the continuation of the 2022 before and after school Essay Practice sessions, will yield further gains in HSC achievement for 2023.

Human Society and its Environment

In the 2022 HSC, 166 Parramatta High School students sat for a wide range of HSIE HSC examinations that included Ancient History, Business Studies, Economics, Legal Studies, Modern History, Society and Culture and History Extension.

HSIE results in 2022 continue to be strong, with 14 Band 6 results achieved by students: 6 in Legal Studies, 4 in Business Studies, 3 in Economics and 1 Society and Culture. HSIE subjects continued to see a high level of Band 5 results achieved by students with 74 overall, with steady performance in Ancient History, Modern History and History Extension as well as increases of high Band 5 achievements in courses such as Business Studies, Economics and Society and Culture.

A renewed effort to build students' capacity to achieve higher bands is the focus of the HSIE Faculty for 2022. Both History Extension and Society and Culture courses required students to complete and submit a major research project conducted by students over a period of 3 and a half terms, respectively. The History Extension Research Project comprised of a 2500-word original area of major historical research and the Society and Culture Personal Interest Project (PIP) comprised of 5000 words of extensive and complex primary and secondary research. Students completed strong research projects in both courses, demonstrating their high-level of research and the benefits gained from significant teacher support and guidance throughout their research and writing process.

The HSIE faculty continues to be a strongly performing key learning area in HSC performance, demonstrating value-added growth, and performance achievements well above both the NSW State mean and like-schools, particularly in Ancient History, Business Studies, History Extension, Legal Studies, Modern History, Society & Culture and Modern History.

The HSIE Faculty continues to extend and refine its teaching, learning and assessment practices. Assessments aim to develop students' understanding of syllabus content, knowledge, and skills, including highly valued leadership skills, teamwork, communication skills, problem-solving skills, a strong work ethic, flexibility and adaptability and interpersonal skills. Moreover, HSIE staff utilise intensive examination preparation strategies, explicit literacy teaching, exemplar model responses, and higher-order critical thinking skills to prepare students for both their HSC examinations, tertiary education, and real-world applications.

Languages other than English

In the 2022 HSC Parramatta High School students completed LOTE examinations in the French Beginners and Continuers courses. In the Beginners course, three students achieved a band 6 result. In the French Continuers course, one student achieved a Band 6 result, a positive for LOTE studies as the top band had not been achieved for many years. Both courses showed student growth and once again the French Beginners course was often one of the students' best-performing subjects. Continued student interest in studying Background Languages through community schools saw 2022 HSC students achieve outstanding results. Four students studying languages with external schools received Band 6 results: one student in Italian Continuers, one student in Arabic Continuers, one student in Serbian Continuers and one student in The Japanese Beginners course. In addition, one student studying Tamil Continuers with an external tutor also achieved a Band 6 result. The LOTE faculty continues to encourage students to pursue the study of foreign and background languages and to develop programs, resources, teaching and learning, and assessment strategies to enhance and maximise student learning and achievement.

Mathematics

In total, twenty-two (2) Band 6 and thirty-three (33) E4 results were achieved in the 2022 Higher School Certificate in Mathematics subjects. By course, two Band 6 results were attained in Mathematics Standard 2, 20 in Mathematics Advanced, 23 Band E4 results in Mathematics Extension 1 and 23 Band E3-4 results in Mathematics Extension 1. In Mathematics Extension 1, 40.35% of school candidates achieved a Band E4 compared with 34.77% across the state. In Mathematics Extension 2, 100% of school candidates achieved a Band E3 or E4 compared with 85.11% across the

states. These results indicate that continued emphasis on appropriate student course selection enables students to achieve students to achieve success. In Mathematics Advanced, 55.22% of students achieved Bands 5 or 6 compared to 49.01% of the State. In the Mathematics Standard 2 course, the school achieved two (2) Band 6 results and thirteen (11) Band 5, this achievement represented 34.21% of the school's candidature compared with 29.06% of the state candidature. Ten students complete the option Mathematics Standard 1 Examination, with all students achieving a Band 4 or 5. The continued use of the Smarter Maths program, targeting past HSC questions linked in with school data, continued to enhance and assist in lifting the performance of all PHS Mathematics students.

Personal Development, Health & Physical Education

In PDHPE - Results were on par with expectations for the most part in 2022, PDHPE has continued to maintain its high standards doubling the state averages in the top 2 bands. Although, unfortunately the number of students that achieved a Band 2 has increased from 2021. However, this trend was also evident within the States comparison increasing from 2021-14.7% to 2022-22.5%. From the examination data, it does seem as though we did have a larger number of students selecting and answering questions from options that were not covered in class compared to 2021. I also believe that the explicit teaching and regular feedback on work and practice questions as well as using the extra learning resources such as ATOMI has contributed positively to students achieving the top 2 bands, also the large number of early entries would have contributed to students achieving band 5's instead of 6's.

In CAFS - Although there were no students that achieved a Band 6 result in 2022, there was significant improvement overall with over 80% of students in bands 4 and 5. Along with this outstanding result there were no students in the bottom 2 bands, which we have not seen in CAFS in the last 5+ years. I believe these outstanding results are down to the quality teaching from experienced staff, the number of students in the class, students utilising alternate educational resources like ATOMI and CAFS.net, and also the large number of early entries would have contributed to students achieving band 5's instead of 6's.

Science

In 2022, Biology, Chemistry and Physics courses were offered at Parramatta High, with a total of 149 students sitting for the HSC in these courses. The performance in the HSC was of a very high standard, with all course averages being above that of the state average. When compared to the average performance of schools across the state all three courses demonstrated positive achievements. Over 62% of Biology, 76% of Chemistry and 94% of Physics students achieved a minimum of a Band 4 with an average mark of 78 across the courses. Physics students did extremely well in 2022, with one student achieving state rank, 6th in the state. Generally, the students who studied science subjects performed strongly relative to their other subjects within the school. The interest in the science disciplines has been consistent and is in accordance with the sustained positive academic performance of students across all science courses.

Technological and Applied Studies (TAS)

Five HSC subjects were studied in the TAS KLA this year and they continue to serve their client base well. The size of the candidature for the 2022 HSC in TAS was a noticeable increase in percentage from last year and with 2023 enrolments is heading for a return to pre-COVID numbers. Small candidature at HSC level in some classes makes data analysis a more challenging task, however, more individualised attention can be afforded to students. There was a marked positive shift in Band performance percentages overall compared to the previous year, increasing higher band performance, with 69.4% of TAS students achieving in the top 3 Bands with 3 band 6 performances across 3 different subjects. A trend that does continue is the strong percentage of candidates who achieve their best or better HSC performances in their TAS subjects. This indicates that the TAS KLA is meeting the needs of the students in their classes. The computing technology subjects both continue to perform well, achieving above state average results and Engineering Studies also delivered some top performers. The TAS faculty continues to organise and be involved in many extra-curricular opportunities for students, including coding, design thinking and entrepreneurial activities, amidst the year of return to full face-to-face learning. In a STEM/STEAM driven current climate, where TAS subjects contribute to more than fifty percent of this mix, our TAS faculty remains future-focused and relevant. We enjoyed the return to workshops, kitchens and gardens with hands on learning.

Parent/caregiver, student, teacher satisfaction

2022 Tell them From Me data indicates that most parents felt the school had a good reputation in the local community, was a culturally safe setting for all students and were satisfied with the school communication and reporting methods.

Data received from student surveys in the area of social and emotional outcomes, indicated that students in all year groups had developed positive relationships at school with results being above that of state norms. A high percentage of students consider themselves to have a positive sense of belonging and are actively involved in school life.

Teacher surveys indicated strong collaboration among staff in the sharing of teaching practices and resources to promote student engagement and learning.

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

At Parramatta High School Aboriginal Education is an approach that recognises and respects the unique cultural heritage and traditions of Indigenous communities. It involves a curriculum that reflects Indigenous ways of knowing, learning, and teaching.

Attendance goals are included for all students, and in 2022 these were not met by all students with attendance totals for the year below the target goal of 85% and will be a target area for 2023. Teaching staff undertook a range of online professional learning to promote quality teaching in the classroom, and to ensure the inclusion of Aboriginal perspectives and content across their subjects.

Teaching and Learning Programs were strengthened and improved in a range of subject areas, with units taught in Human Society and Its Environment (HSIE) including History and Geography, Visual Arts and Music, Food Technology, PDHPE and English. All students are informed about Australian and Aboriginal perspectives, Aboriginal histories, cultures and foods and current Aboriginal Australia.

NAIDOC Week 2022 was run again at PHS after being affected by Covid in the last few years, students engaged in lessons across a variety of KLA's in Term 2, Week 10 that delivered a different focus for each year group.

Year 7: Voice, Treaty, Truth - English

Year 8: Caring for Country - Science

Year 9: The Frontier Wars - HSIE

Year 10: Get up! Stand up! Show up! - Mathematics

In PDHPE, Year 7 and 8 took part in a variety of traditional Aboriginal games and activities that allowed some of our Aboriginal students to run these games and connect with their culture and share it with their peers.

In 2023, PHS will continue to deliver programs and initiatives that support our Aboriginal students education supporting them in their academic and personal growth and seek to create a more inclusive, equitable, and culturally responsive learning environment across the greater school community.

Anti-Racism Policy

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

Anti-Racism - School statement

All teachers are responsible for 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

The main cultural backgrounds represented at Parramatta High School in 2021 included Indian, Sri Lankan, Chinese, Korean, Turkish and Arabic with enrolments from students of Non-English speaking backgrounds (NESB) at more than 95%. The recognition of cultural diversity underpins many programs and initiatives at Parramatta High School. Multicultural perspectives are firmly embedded in faculty teaching and learning programs, enabling all students to increase their intercultural awareness and understanding. This, combined with students' daily interactions with others from diverse backgrounds, equips our students with the skills needed to take their place in the multicultural international workforce. The school's EAL/D team of 4.8 teachers provided ongoing support to targeted students. Those students who have been in Australia for less than three years are targeted as a priority across several KLA subjects. Team teaching with various KLA mainstream teachers and intensive teaching of withdrawal groups are the two main approaches utilised to further develop the literacy and numeracy of NESB students. Interpreters were used as needed to assist parents to acquire information and clarifying processes for their children. NESB students were able to access support through several well-established programs. The before-school reading and literacy program continued to provide daily individualised assistance for students, particularly new arrivals to Parramatta High School. The EAL/D Peer Reading program also continued operating during DEAR and Roll Call each day, involving 15 trained year 10 students giving one-on-one tuition to targeted new arrival students.

Other School Programs (optional)

Social Justice League

The Social Justice League (SJL) consists of a group of student leaders from Year 7 to Year 11 who plan, promote and run events on a school-wide level. They focus primarily on advocating and fundraising for issues of social justice affecting people in our local community and around the globe. In 2022, the students organised and ran a range of events at Parramatta High. For Harmony Day the SJL coordinated a mufti day, a display, and distributed oranges to students during breaks. They assisted the HT Wellbeing for International Mens Day by helping run activities and coordinating nominations and award winners for male staff members. Alongside the Prefects, SRC and Wellbeing Team, they worked on Spirit Week - planning and running sports and games for whole year groups. Additionally, they have assisted and supported in the running of assemblies and other events such as Sorry Day, NAIDOC Week and RUOK Day which have included speeches, video presentations and PA announcements. In 2022, the Year 10 SJL and SRC leaders attended UNICEF's Better World Youth Summit with student leaders from all over Sydney. There will be follow-up summits in future, or potentially UNICEF may arrange to attend the school for workshops. Finally, in Term 4 the SJL coordinated a fundraiser for Share the Dignity. Students collected funds which were used by the SJL Coordinator/HT Student Support to purchase a range of items that the SJL students packaged up. These bags are dropped off to Share the Dignity to be distributed to people who menstruate and children in need over Christmas.

Student Representative Council

The Student Representative Council (SRC) is a democratically elected student body that seeks to represent all students at Parramatta High School. The SRC contains representatives from Years 7-11 to effectively address their needs and interests. Members of the SRC are provided with opportunities to develop their own leadership capabilities through the creation and implementation of school-wide programs addressing specific issues. In 2022, the SRC took on a few school-oriented projects and activities, tailored to boost school spirit and contribute more sustainably to the environment. Year 8 SRC ran the fundraising campaign for World Environment Day and began the Return and Earn program to foster greater care regarding recyclables. Year 10 SRC continued to take advantage of digital communication platforms and produced Season 2 of the PHS podcast, titled "Hallway Chatter". Alongside this, the SRC again contributed to special events such as the National Day of Action Against Bullying and R U OK? Day to promote positive mental wellbeing. Our biggest projects last year included Phoenix Spirit Week, to boost school morale and intergrade competition, as well as finishing off the year strong with Year 9 running the Christmas Toy Drive and Kris Kringle cards and goodie-bags.

Sport

2022 was a successful year in sport at Parramatta High School, with 2 successful carnivals and other notable sporting achievements. The swimming carnival was restricted to competitors only, with Marsden the winning house. For cross country students competed in a modified cross country during sport allocated periods and a team of students for each age group selected to represent the school at zone level. The school athletics carnival did proceed with Marsden house once being the champion house.

Students continue to represent the school in swimming, cross country and athletics at Prospect Zone, Sydney West and NSW Combined High School. We have also had students gain NSW representation in both Tennis and Badminton.

Sport organisation at Parramatta High School provides students with high quality and varied opportunities in a range of sports. There will be a change of sport structure for 2023 which we know will bring a focus on student participation and additional opportunities.