

# 2022 Annual Report

## Penrith High School



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# Introduction

The Annual Report for 2022 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.

## School contact details

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## Message from the principal

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It is a privilege to contribute to the 2022 Annual School Report as relieving Principal.

As expected, Covid-19 continued to present challenges for our school and our people throughout 2022. Our administration team unexpectedly executed the task of distributing rapid antigen tests to our entire school community to ensure that our students could return to school safely for the start of the 2022 school year. The number of COVID-19 cases in our school community fluctuated for most of the first three terms, and for the first time in 2022, our school reported no new cases at the end of Term 3.

In addition to the challenges of Covid-19, 2022 also started with wild and unpredictable weather. This resulted in localised flooding and saw our school revert to learning from home for two days in Term 1.

Our 2022 HSC cohort celebrated many impressive individual results which included:

- 4 state ranks
- 3rd place state ranking for Gurveer Khalsa in Mathematics Extension 2
- 15th place state ranking for Aatish Budhwani in Legal Studies
- 3rd place state ranking for Gabriel Cant in Modern History
- 4th place state ranking for Gabriel Cant in Society and Culture
- 11 All Rounders (equal to the 2019 cohort)
- 271 Distinguished Achievers (Band 6 / E4 results)

Our 2022 dux, School Captain, Gabriel Cant received an ATAR of 99.80, closely followed by Aatish Budhwani with 99.75. This is equal to our highest ATAR in recent years. As always, we are proud of the staff who worked with and guided students to success in their high school years. However, we also know that success in the HSC is the culmination of 6 years of hard work rather than just the final 2 years of a student's schooling.

As a school, we continued to deepen our connections to culture and the traditional owners of the land with the creation of a large mural. This marked the official opening of the school's Indigenous Yarning Circle held during NAIDOC Week. The mural saw a team of students and staff work with local Indigenous artist, Rhe Lotter to conceptualise and deliver the final design. It is a wonderful addition to the original Yarning Circle project that was led by 2019 PSHS Alumna, Divinia Eather.

We also continued to strengthen our relationships with the school's incredibly impressive Alumni. The twice postponed 70th Anniversary finally occurred and was attended by current and past students, staff and community members. On behalf of the school, I would like to recognise the unwavering commitment of the organising committee, chaired by Mr Paul Hansen, for their organisation of the event. That thanks extends to Alumni, Honourable Linda Burney MP and Mayor of Penrith, Tricia Hitchen who attended and spoke at the event. We will mark the event and generous contribution from our Alumni on one of the bench seats in the Alumni Garden with a plaque.

To recognise and pay homage to Alumna, Linda Burney, the school established The Honourable Linda Burney MP

Award and Honour Board. This prize is awarded annually to a student who is recognised as having been widely and positively involved in fostering a connection to culture. Hon Linda Burney MP was appointed Minister for Indigenous Australians in the Albanese Ministry in 2022, and is the first woman who identifies as Aboriginal to serve in that position.

On a different note, there were many significant upgrades to school facilities in 2022 including the roof replacement project which saw the roof replaced in the Hall, A Block and smaller sections of T Block and H Block. Other upgrades included painting, a large wi-fi upgrade, the completion of a new staff car park, the creation of a collaborative study space for Year 12 in the Library and two new rose lined paths at the front of the school.

Creating opportunities through education remains the school's number one priority. In 2022, students were given many opportunities to participate in pilot programs. Worthy of mention are the 30 students in Year 9, 10 and 11 who participated in a pilot program with Western Sydney University's exclusive Academy U - an academy for highly gifted students. Students spent the year studying with the university, and our Year 11 students completed an undergraduate subject for the Bachelor of Creative Leadership.

Our Extracurricular and Enrichment programs continued to grow in 2022. We held the return of the Penrith in Performance Showcase, titled 'Ricochet' at the Sydney Conservatorium of Music as well as the first school musical, 'Little Shop of Horrors', in many years. Enrichment continued to grow in the sporting area too with the addition of a Cricket, Volleyball, Basketball and Futsal Program. In only a matter of months, the Basketball enrichment program became the school's largest enrichment program.

Our staff continue to excel. Delayed due to covid in 2021, Brian Ferguson, Dimity Scardanas and, Anthony Vassallo were awarded with World Teachers' Day Awards by The Teachers' Guild of New South Wales at the very beginning of 2022. In October 2022, the school was notified that a further 4 staff including Steven Lidster, Anju Katyal and Konny Kwiet were successful in their nominations for this year's awards.

I'd like to recognise all the staff at PSHS in 2022 who worked above and beyond every day. At the end of 2022, we received news that Mr Brian Ferguson was successful in gaining the position of Principal at North Sydney Boys High School. Brian is our former Head Teacher Mathematics and current Deputy Principal and has contributed significantly to our school. His expertise across so many areas will not be easy to replace but we know that he will be a wonderful addition to North Sydney Boys High School and wish him well in the next stages of his career. Mr Long will continue to fill a secondment position as Director, Educational Leadership for the Sutherland Network for the start of 2023.

Thank you to the outgoing P&C President, Mrs Mini Mathew, and the committee for their tireless work and support of the school. Finally, I would like to extend my thanks to our entire school community for their support and kindness during the year.

Jaclyn Cush

Relieving Principal

BA, Grad.Dip.Ed, M.Ed (Lead)

## Message from the students

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2022 demonstrated the resilience of all students in the wake of challenge. Student body involvement flourished and was supported through the maintenance of clubs, the promotion and creation of extracurricular activities and a range of school initiatives and enrichment programs. As the 2022/2023 School Captains, we are thankful to be able to witness the immense progress achieved by our school.

With the support of our 26 Prefects, the senior leadership body is able to partake and raise awareness in several events such as RUOK Day, International Women's Day, Harmony Day, White Ribbon Day, Clothing Appeals along with Care Packages sent to local centres.

Penrith's differential factor is its vast leadership teams, encompassing SRC (Student Representative Council), JRC (Junior Representative Council) House Captains, Co-Curricular Leaders, Prefects, Peer Support Program and Multimedia. Our school takes pride in student involvement and the innovation of new initiatives, volunteering and spreading awareness. In 2022 an emphasis was placed on bringing the range of leadership bodies together to collaborate on key events including the 2022 Leadership Day, Orientation Day, Presentation Day/Night and Graduation Night. The values of our school diligence, courage, citizenship and integrity were represented by all student leaders on board with the planning, execution and aftermath of these prestigious events. Being at the forefront of these events

encouraged many students to take advantage of the various opportunities. For senior students this meant finding moments to reflect upon their time at secondary school while inspiring the younger students that may only be starting their journey of leadership.

The return of Penrith in Performance enhanced student recognition of the creative arts and highlighted the importance of resilience within a community following several years of challenge and adversity. It is a culmination of students' dedication to the Creative and Performing Arts which recognises their achievements across the year and is a special part of a student's high school career at Penrith Selective High School. They are two of the many prestigious events that our school is privileged to present to highly gifted students and their love for the musical genre. Penrith in Performance displayed the talents of our String Ensemble, Concert Band, Drama Enrichment, Year 7 Choir, Senior Contemporary Ensemble and the wonderful teachers of the CAPA Faculty. Along with the additions of events, Enrichment has proven to be one of the largest platforms where students' passion for sport and academics are expressed. Basketball, Volleyball, Soccer and Tennis Enrichment are examples of the sporting contributions alongside Debating, Public Speaking, Chess and Peer Support in collaboration with Penrith Public School. Students of our school participate in all mentioned activities and continue to thrive in both academics and extracurricular.

With the assistance of Co-Curricular Leaders, Prefects and the Multimedia team, our 2022 Club Expo gained increased participation with the incoming Year 7 students and newly enrolled 8-11 students. The progression of our social media presence, club engagement and student participation are reflected through the feedback received from Club Expo.

Extracurricular success is also seen through our sporting achievements and the triumphs our school has achieved throughout the year. Internal events such as Quadschools brought about school spirit where students in Penrith, Girraween, Baulkham Hills and James Ruse compete in 4 sports - Soccer, Touch Football, Volleyball and Basketball in rounds of friendly yet fierce competition. Our school Walkathon, Athletics Carnival, Cross Country instil a social and wider outlook on the aspects of fitness and encourage students and staff to participate in healthy habits to promote better lifestyles.

All in all, Penrith Selective High School has progressed in student body engagement in all spaces of schooling, in leadership, academics, sporting, co-curricular and extracurricular pathways. Our students take pride in their abilities, talents and hard work which motivate both students and staff to work collectively to continue striving for the highest. It is with great pleasure that we, as School Captains, experienced the many successes and as Year 12s we are excited to see what awaits us. We look forward to the student body's elevation in the coming years and can't wait for what 2023 entails. We are honoured to be a part of the Penrith Selective High School community and envision the strive to succeed to be the main takeaway from our high school experience. With this, we will reach our utmost potential individually and collectively.

George Mickhail and Milvia Mathew

2022/23 School Captains.



## 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.

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## 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 2022 is 62.8 full-time entitlement (FTE) teaching staff and 12.77 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 throughout 2021 following a successful External Validation where the school was validated at Excelling across all 14 elements. 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. 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	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.

- Literacy and Numeracy
- HSC Attainment in the Top 2 Bands

### Resources allocated to this strategic direction

**Professional learning:** \$21,574.53

**English language proficiency:** \$32,841.00

**Per capita:** \$22,984.00

### Summary of progress

Throughout 2022, teachers expertly identified and applied a range of evidence-informed teaching practices to optimise learning progress for all students. The school's focus in 2022 was largely on the continued development and implementation of a school-wide literacy program and Professional Learning Communities (PLC) focused on teacher designed action research.

In 2022, teachers collaboratively worked in professional learning communities with the common goal of engaging in action research to improve practice. Collaboratively, teams gathered evidence to implement and evaluate changes in practice. The project continues to involve staff selecting from a range of focus themes: Formative assessment, feedback, deliberate practice, critical thinking, creative thinking, and academic Writing. These focus themes continue to be linked to policy documents including What Works Best (2020 Update), the NSW DoE's High Potential and Gifted Education Policy, the High Impact Professional Learning (HIPL) model and the school's Strategic Improvement Plan.

Through our school-wide literacy program and professional learning communities (PLC), teachers continue to collaboratively share, model and embed the most effective teaching strategies which improve teaching, learning and making an impact on student learning outcomes. In doing this there was a strong focus on utilising valid and reliable assessment data which is regularly collected, monitored and analysed to identify learning gaps and 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 2022 annual progress measures has been captured by internal data and system check-in data and can be seen below. In 2023, 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 and Academic Advisory Teams.

### 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.	94.67% of Year 7 students achieved in the top two bands in NAPLAN reading indicating achievement beyond the upper bound target.  86% of Year 9 students achieved in the top two bands in NAPLAN reading indicating achievement exceeding the upper bound target by 2.1%. This has resulted in an uplift of 18.06 above the baseline data.
Students achieve an uplift of 0.44% from the current value in NAPLAN Numeracy top two bands from the system generated baseline level.	100% of Year 7 students achieved in the top two bands in NAPLAN numeracy indicating achievement beyond the upper bound target.  98% of Year 9 students achieved in the top two bands in NAPLAN numeracy indicating achievement beyond the lower bound target by 3%.
A 6.6% uplift in the number of students achieving at or above expected growth, in Year 9 NAPLAN Numeracy compared to the system generated baseline.	As the NAPLAN test was not run in 2020, value added for 5-7 and 7-9 cannot be calculated for 2022.
A 4% uplift in the number of students achieving at or above expected growth, in Year 9 NAPLAN Reading compared to the system generated baseline.	As the NAPLAN test was not run in 2020, value added for 5-7 and 7-9 cannot be calculated for 2022.
School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures.	In total, 88% of courses performed above that of the state.  Overall, courses performed within 1.37% of statistically similar schools.  8 courses or 32% of courses performed above that of statistically similar schools.
HSC courses deliver an uplift of 9.84% from the current value in students achieving the Top 2 Bands in HSC courses.	80.06% of students attained HSC results in the top two bands demonstrating progress yet to be seen toward the lower bound system negotiated target.  7 courses exceeded the upper bound target, with an additional 1 course exceeding the lower bound target.  In total, 88% of courses performed above that of the state, with 80.06% of students attaining results in the Top 2 Bands in the HSC, demonstrating achievement towards the lower bound 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:** \$50,480.00

**GTIL:** \$26,400.00

### Summary of progress

In semester 1 2022, staff continued to showcase teacher excellence within and beyond the classroom. The professional learning community committee, continued to refine the whole school approach of engaging staff with quality research and evidence based practices through professional learning communities (PLC) built around action research.

Through engaging in a self-directed action research project, supported by colleagues and our academic partner, gifted education expert, Dr Ruth Phillips, all staff have been able to share their project findings. This has allowed cross faculty communication which has in turn, increased the professional capital of staff across the school. This reflection and discussion increased collaboration between staff across faculties, allowing the focus of discussion to revolve around pedagogy and best practice rather than subject or content knowledge. This project has encouraged the sharing of High Potential Gifted Education (HPGE) teaching practice and expertise across the entire school. 80% of staff have indicated that they gained positive insights from the collaborative sharing session and professional dialogue that involved the presentation of these projects, which will ultimately result in improved student learning through the refining of teacher practice.

In semester 2, Project 369 was implemented to provide additional time in which staff could continue to engage in professional dialogue and work collaboratively in an identified area of interest. The interest areas were diverse and included, but were not limited to, the following: the development of well-differentiated resources to support the teaching taking place in classrooms; collaborative marking and assessment design to support beginning teachers; the development of cross-curricular links between different subjects such as History and Science or Drama and Japanese. Project 369 was a successful model that was well received by staff. 100% of staff found the time valuable, they appreciated the flexible nature of exploring their area of interest and thought it would more likely produce impactful change on teacher practice. The professional learning committee will use the evaluations to see how the action research project and Project 369 could be merged to produce a more refined collaborative learning model in 2023 that supports the imminent curriculum reform.

All PSHS staff attended a twilight workshop with academic partner and gifted expert, Dr Ruth Phillips. The focus of the workshop was to reflect on the changing context of education and how we can best support gifted learners, such as our students, in a post covid world. At PSHS, we acknowledge the emotional and mental strain that covid and remote learning has had on families, our staff and students. It was important that we, as a school, could have frank and open discussions to share what we learned from this challenging situation and how we can work together to move forward in a positive manner. Staff continue to utilise a range of ICT strategies to effectively engage our students and maximise their learning experience within the classroom.

During 2022, the Highly Accomplished and Lead Teacher (HALT) Team attended a school designed conference held in Parramatta. The team reviewed the process involved with obtaining Highly Accomplished and Lead Teacher accreditation, as changes were made by NESA post covid. The staff worked collaboratively to collect and annotate evidence to support their applications for higher accreditation, with the view that 25% of the team will complete phase 1 by the end of 2023. We continued to support middle leaders and aspiring leaders as an additional 7% of staff participated in Ann McIntyre's 3Rivers4Learning Program. Through this program, all PSHS participants have successfully gained advanced standing in the University of Wollongong's Master of Education (Education Leadership), with 2 currently enrolled in the course and 1 having graduated at the end of 2022.

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.

In 2023 the school will focus on continuing to refine the PLC and Project 369 approaches to collaborative professional learning to support the imminent curriculum reform. A focus will also be placed on ensuring all staff are supported at their various career stages including beginning teachers, middle leaders and those seeking accreditation at higher levels.

### Progress towards achieving improvement measures

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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, 100% 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.	In 2022, 100% of staff have confidently engaged as a participant or a leader of a Professional Learning Community. Staff were guided in consultation with their colleagues in their professional learning community as well as the school's academic partner, Ruth Philips, to engage with current literature and evidence based practices as outlined in the High Potential Gifted Education Policy and the What Works Best Policy document. Each staff member conducted an action research project and actively collected qualitative and quantitative data to evaluate the effectiveness of their teaching practice on student learning outcomes and make adjustments to teaching and learning programs in light of their findings.
By 2022, 10% of staff are engaged as members of either cohort one or cohort two HALT team working towards accreditation at Highly Accomplished or Lead level.	10% of staff are currently engaged with the Highly Accomplished and Lead Teacher (HALT) accreditation process at the 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

**Low level adjustment for disability:** \$92,965.00

**Per capita:** \$100,880.00

### Summary of progress

The digital learning strategy team continued their work by promoting the sharing of digital expertise across the school and supporting staff in transitioning the digital learning strategies developed during remote learning into face to face learning. Professional learning included presenting differentiated workshops during staff development days, and staff feedback revealed staff found this a highly supportive process. In addition, the digital learning strategy team developed and implemented the Penrith Selective High School device usage and mobile phone policy, which provides school-wide structural support and advice to staff and students regarding using devices in classroom contexts.

Additionally, the co-curricular offering of the school continues to meet the needs of learners by facilitating a range of programs beyond the regular school day across the various domains of giftedness. In 2022, PSHS' Creative and Performing Arts (CAPA) faculty offered an extensive range of programs in the areas of the creative and performing arts, such as Visual Arts, Music, Drama and Dance. Throughout the year, programs expanded to include the implementation of beginner and auxiliary ensembles to ensure multiple access points to the programs. Due to the growth of programs, PSHS' annual showcase of the arts, Penrith in performance, took place at the Verbrugghen Hall at the Conservatorium of Music.

Similarly, in Term 1, PSHS presented the Little Shop of Horrors, the first musical in approximately 30 years. This initiative enabled students across Years 8-12 to collaborate in areas such as dancing, singing, acting, performing on an instrument, theatrical design and project management.

2022 saw the expansion of co-curricular programs to include sporting teams such as rowing, futsal, soccer, cricket, tennis, volleyball and basketball. The enrolment rate for these initiatives is high and reflects the school's commitment to holistic student development. Further, academic opportunities expanded to include the Young Writers Workshop, and the established coding program shifted its focus to meet the needs of a new cohort of students.

At the conclusion of 2022, the first co-curricular feedback and review cycle occurred. It saw a significant cross-section of our school population voice their perspective and provide clear data for planning 2023 and beyond.

### 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, 100% of students and staff have access to digital resources which ensures that technology supports learning and 100% staff are confidently able to integrate digital pedagogical	100% of students have engaged in and confidently used digital tools such as Google Suite.  95% of teachers have reported increased confidence in implementing digital pedagogical practices into their lessons.

<p>practices into their lessons.</p> <p>Improvement as measured by the School Excellence Framework:</p> <ul style="list-style-type: none"> <li>Leading: School Resources-Technology - Excelling</li> </ul>	<p>Self-assessment against the School Excellence Framework shows the themes of technology, expertise and innovation to be performing at excelling.</p>
<p>Achievement of 2022 system-negotiated targets:</p> <ul style="list-style-type: none"> <li>Attendance uplift of 8.72% of the number of students attending school 90% of time or more.</li> <li>Wellbeing remains above the agreed bound</li> </ul>	<p>The number of students attending greater than 90% of the time or more has decreased by 8.88%, however; this data has been heavily impacted by the Public Health Orders in place at the beginning of 2022 in relation to COVID 19.</p> <p>75.85% of students indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) demonstrating progress yet to be seen towards this system-negotiated target.</p>
<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>	<p>2022 Tell Them From Me (TTFM) data indicates 72% of students report a positive sense of wellbeing, including 66% for Advocacy and 78% for Expectations for success.</p> <p>In addition, TTFM data indicates 56% of students participate in extra-curricular activities (from TTFM), with high participation rates in art, drama, or music groups; extracurricular school activities; or a school committee. This is more than double the state average.</p>



Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$12,079.46</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Partial employment of additional staff higher duties salary for third deputy principal</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Funds have been targeted to provide additional support to students enabling initiatives such as targeted wellbeing support and ensure continued improvement in the delivery of the school's digital learning strategy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continuing to provide additional support to students with socio economic background through provision of school resources. Also, continue to seek opportunities for students to engage with external providers to support students with additional learning needs such as mentoring and scholarship programs offered by ABCN.</p>
<p>Aboriginal background</p> <p>\$2,883.80</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> <li>• community consultation and engagement of local artist to support the development of cultural competency including the creation of a shared mural</li> <li>• Creation of an annual award titled 'The Linda Burney MP Award' for a student who is recognised as having been widely and positively involved in fostering a connection to culture.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 100% of Aboriginal families have engaged in the PLP process at the school and have been involved in authentic conversations about student progress and future pursuits. There has been an increased level of engagement with regard to Aboriginal students and their culture and/or feelings of their culture being valued at school. Furthermore, there have been authentic engagement by both Aboriginal students and the entire school community in the NAIDOC Week activities including the creation of an active working team to celebrate the opening of the Yarning Circle and the reveal of a shared mural designed by a working team of students with a local Aboriginal artist.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Increasing the number of opportunities for Aboriginal students and families</p>

<p>Aboriginal background</p> <p>\$2,883.80</p>	<p>to celebrate and share their culture at school ensuring differentiated and personalised support to Aboriginal students within the classroom is an ongoing focus. 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 will inform next steps to support students.</p>
<p>English language proficiency</p> <p>\$32,841.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Penrith High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of academic partner to support delivery of targeted initiatives</li> <li>• Lets Talk About Writing Literacy Project</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Reflection on writing practices saw the need for alignment of writing strategies across faculties. Posters and templates were structured to show the alignment of structures for writing in all KLA. Faculties also outlined in their sessions that they would like to see the inclusion of lesson observation as part to assist in the implementation of literacy strategies within the classroom and into their programs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued engagement with colleagues to improve practice in faculty teams. The focus for 2023 will be on embedding literacy strategies into programs for the new curriculum to support the range of students.</p>
<p>Low level adjustment for disability</p> <p>\$92,965.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Digital Learning</li> <li>• Engaged, well rounded students</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Providing support for targeted students within the classroom through the employment of Academic Advisers</li> <li>• Providing support for targeted students within the school through the release of teachers working in the Learning Support Team</li> <li>• Employment of academic partners to support literacy development and school wide High Potential and Gifted Education approaches</li> <li>• Partial employment of additional staff higher duties salary for third deputy principal</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students are supported within and beyond the classroom through individual and small group case management, the development of learner profiles and Personalised Learning and Support Plans. The engagement of specialist staff (academic advisers) to collaborate with classroom teachers continues to meet the needs of highly gifted students requiring support and extension. Finally, effective and targeted curriculum approaches have resulted in increased students success seen through the number of students achieving in the top bands at both the HSC and NAPLAN.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue our approach and to support teachers to improve their documentation and implementation of practices which support academic</p>



<p>Low level adjustment for disability</p> <p>\$92,965.00</p>	<p>attainment, individual student learning goals and an increase in student agency. This includes collaboration with staff to review academic support processes in 2023.</p>
<p>Professional learning</p> <p>\$72,054.53</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 Penrith High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy</li> <li>• Effective classroom practice</li> <li>• Teacher excellence at all career stages</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Professional Learning Communities and Action Research led by a team of teachers and academic partner</li> <li>• 3 Rivers 4 Learning Program for middle leaders and aspiring leaders</li> <li>• Engaging Academic Partner to unpack and support the implementation of evidence-based approaches to teaching high potential and gifted students and literacy across the curriculum</li> <li>• Continuation and support of professional learning communities with a focus on action research</li> <li>• Higher levels of accreditation support including the 2022 HA/LT residential focused on the collation of evidence</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> A whole school and strategic approach to professional learning has resulted in an increase in collective participation, professional discourse and opportunities for enaction and reflection. Through the PLC Project, middle leader initiative and HA/LT residential all staff have been supported to engage and collaborate in evidence based, and evidence informed professional learning which have had a positive impact on student learning outcomes and individual teacher pursuits.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023, continuing to engage academic partners to support the school's approach to embedding literacy and evidence based approaches to supporting high potential and gifted learners will be a focus. Additionally, investing resources into developing middle leaders and beginning teachers will be a key focus for 2023.</p>
<p>COVID ILSP</p> <p>\$21,527.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy with a focus on reading and writing</li> <li>• providing intensive small group tuition for identified students who were at risk of disengaging and/or in need of early intervention</li> <li>• releasing staff to participate in professional learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Student assessment data has demonstrated students who have been involved in the COVID ILSP program have seen improved student confidence and engagement in learning. Staff have benefited from ongoing</p>

<p>COVID ILSP</p> <p>\$21,527.00</p>	<p>professional development and engagement in state wide staff rooms, reporting increased confidence in data analysis, supporting small group tuition and developing resources targeting literacy improvement in students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> 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>
<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 Penrith High School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• Analysis of Wellbeing Scans and TTFM Data (inc. planning and delivery of appropriate responses to findings)</li> <li>• Provide individual and targeted wellbeing support and whole of school wellbeing initiatives and programs that are evidence-based.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> In 2022, the SSO worked closely with the wellbeing team to support students with their wellbeing and learning outcomes. The SSO played an important role in positively providing individual and target wellbeing support and whole school wellbeing initiatives and activities such as analysing Wellbeing scans and TTFM Data and led the organisation of School Spirit.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to work closely with the Wellbeing Team, Head Teacher Co-Curriculum Programs and Careers Team to ensure a deep understanding of the engagement levels of students in Talent Development Opportunities of all students. In 2023, focus will be on refining the SSO role statement and unpacking strategies to support new students in Year 8-11 as they transition to PSHS.</p>
<p>Beginning Teacher Funding</p> <p>\$29,151.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Penrith High School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this allocation include:</b></p> <ul style="list-style-type: none"> <li>• Formal year long induction program including informal 'Coffee Catch-Ups'</li> <li>• PL with a focus on the HPGE Policy (including the completion of the Mini Certificate of Gifted Education Course with academic partner, Dr Ruth Philips)</li> <li>• Release from face to face teaching time and mentor support</li> <li>• Access to external professional learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Beginning teacher funding is used to support new staff to provide ongoing mentoring and support by the experienced colleagues, Head Teachers and the school funded additional Deputy Principal position. Release from face to face teaching time has provided beginning teacher to meet with mentors, reflect and evaluate their teaching practice and observe experienced colleague's practice. Beginning teachers have expressed feelings of support as a result of the carefully planned new staff induction process, including informal coffee catch ups. 100% of beginning and new teachers participate in Mini- Gifted Education course and have engaged in an extensive</p>

<p>Beginning Teacher Funding</p> <p>\$29,151.00</p>	<p>induction program.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  In 2023, the new staff induction program will be reviewed to ensure personalized and targeted professional learning in the form of mentoring and co-teaching opportunities are provided. A focus will be on ensuring all beginning teachers are supported in current gifted pedagogical practice to improve student learning and their teaching practice.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	525	510	529	540
Girls	391	404	399	395

### Student attendance profile

School				
Year	2019	2020	2021	2022
7	96.3	97.8	97.7	95.2
8	94.6	95.6	96.9	94.4
9	94.7	95.2	96.0	94.2
10	95.6	95.4	96.3	94.6
11	94.7	97.0	96.3	94.2
12	95.4	96.3	95.2	92.9
All Years	95.2	96.2	96.4	94.2
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	0	0
Employment	0	0	0
TAFE entry	0	0	0
University Entry	0	0	100
Other	0	0	0
Unknown	0	0	0

Our 2022 Year 12 cohort achieved great success resulting in excellent post destination options for all of our students. 100% of students who applied received an offer for a university placement in 2023.

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

### UNIVERSITY OFFERS BY FACULTY

Actuary: 8

Arts: 15

Business: 44

Cybersecurity: 5

Education: 2

Engineering / Architecture / Design: 64

Health Sciences: 26

Law: 32

Mathematics: 3

Media / Communications: 8

Medicine: 2

Medical Science: 11

Music: 1

Information Technology/Computer Science: 14

Optometry: 1

Pharmacy: 9

Psychology: 21

Science: 58

Veterinary Science: 1

**OFFERS WERE MADE BY THE FOLLOWING UNIVERSITIES:**

University of New South Wales: 115

University of Sydney: 97

University Technology: 82

Macquarie University: 60

Australian Catholic University: 3

University of Wollongong: 3

Australian National University: 2

University of Newcastle: 1

University of Canberra: 1

Western Sydney University: 9

University of Queensland: 1

**In summary:**

&middot; 158 students graduated in 2023.

&middot; There were a total of 290 university offers made through UAC.

&middot; 97 of these offers were early entry offers through either The Macquarie University Leaders and Achievers program, University of Wollongong, University of Technology Early Entry Programme - The Edge, UAC Schools Recommendation Scheme or The University of Sydney E12 scheme.

&middot; 157 students received offers in main offer rounds .

**Students were made the following offers from special scholarship programs:**

**University of New South Wales**

4 students accepted the University of New South Wales Gateway Scholarship (6 offers made)

2 offers were made to the University of New South Wales Co-op Scholarship Program

2 students accepted the University of New South Wales Academic Merit Scholarship



## **University of Sydney**

1 students accepted the University of Sydney Scholar Award Scholarship Program

1 student accepted the University of Sydney Inspired by Business Scholarship

7 Students accepted the University of Sydney My Syd Scholarship Program (19 offers made)

## **University of Technology**

1 student accepted the UTS Bachelor of Accounting Scholarship Program

## **Macquarie University**

1 student accepted the Macquarie Leaders and Achievers Co-op Scholarship (2 offers made)

## **University of Wollongong**

1 student accepted the University of Wollongong Susan and Isaac Wakil Foundation Scholarship Program.

## **Year 12 students undertaking vocational or trade training:**

1 Year 12 student at Penrith Selective High School undertook vocational education and training in 2023.

## **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 2023 received a Higher School Certificate.

## **Year 12 students undertaking vocational or trade training**

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0% of Year 12 students at Penrith High School undertook vocational education and training in 2022.

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

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100% of all Year 12 students at Penrith High School expected to complete Year 12 in 2022 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)	46.4
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	12.77
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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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.

## 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	2,670,607
<b>Revenue</b>	11,103,806
Appropriation	10,074,907
Sale of Goods and Services	93,936
Grants and contributions	894,334
Investment income	40,629
<b>Expenses</b>	-10,560,896
Employee related	-9,353,862
Operating expenses	-1,207,034
<b>Surplus / deficit for the year</b>	542,910
<b>Closing Balance</b>	3,213,518

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

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	139,835
Equity - Aboriginal	2,884
Equity - Socio-economic	12,079
Equity - Language	32,841
Equity - Disability	92,031
<b>Base Total</b>	9,170,474
Base - Per Capita	234,512
Base - Location	0
Base - Other	8,935,962
<b>Other Total</b>	554,692
<b>Grand Total</b>	9,865,001

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

## School performance - NAPLAN

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

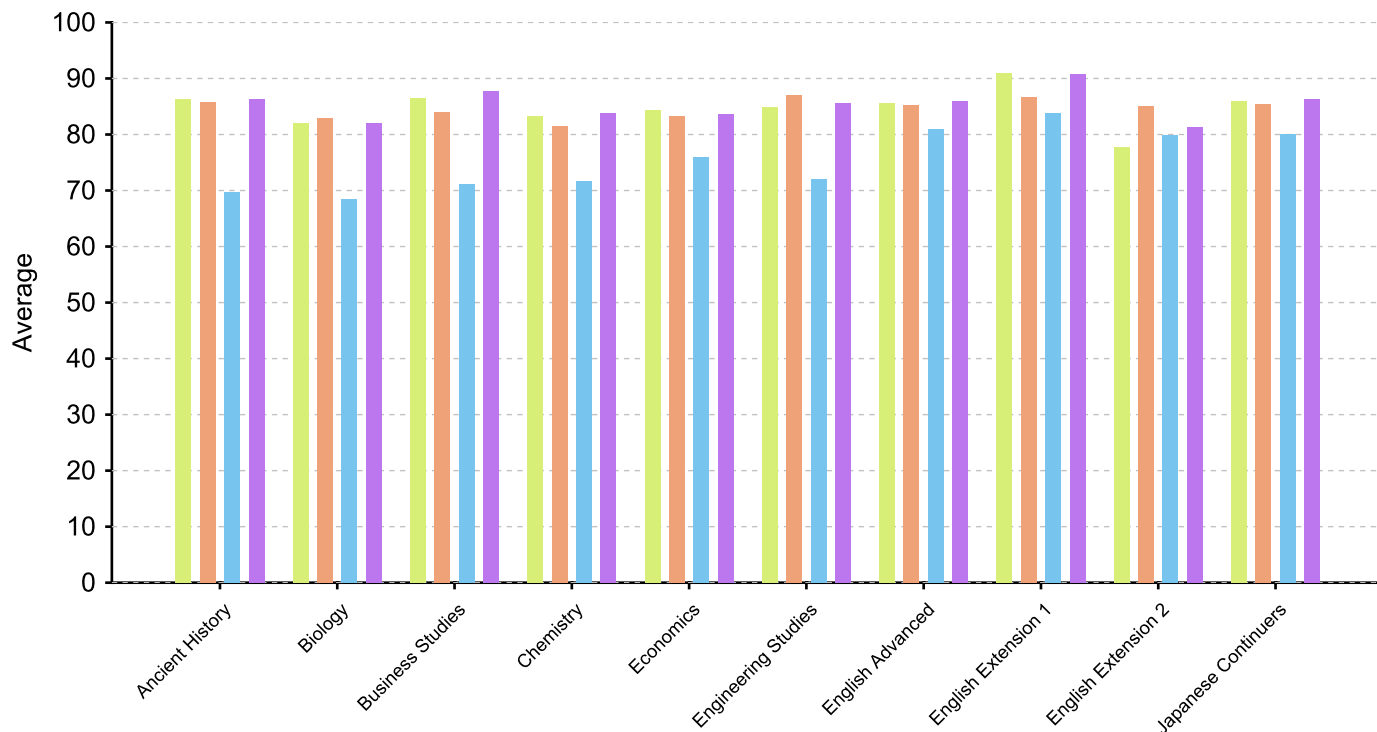
The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.



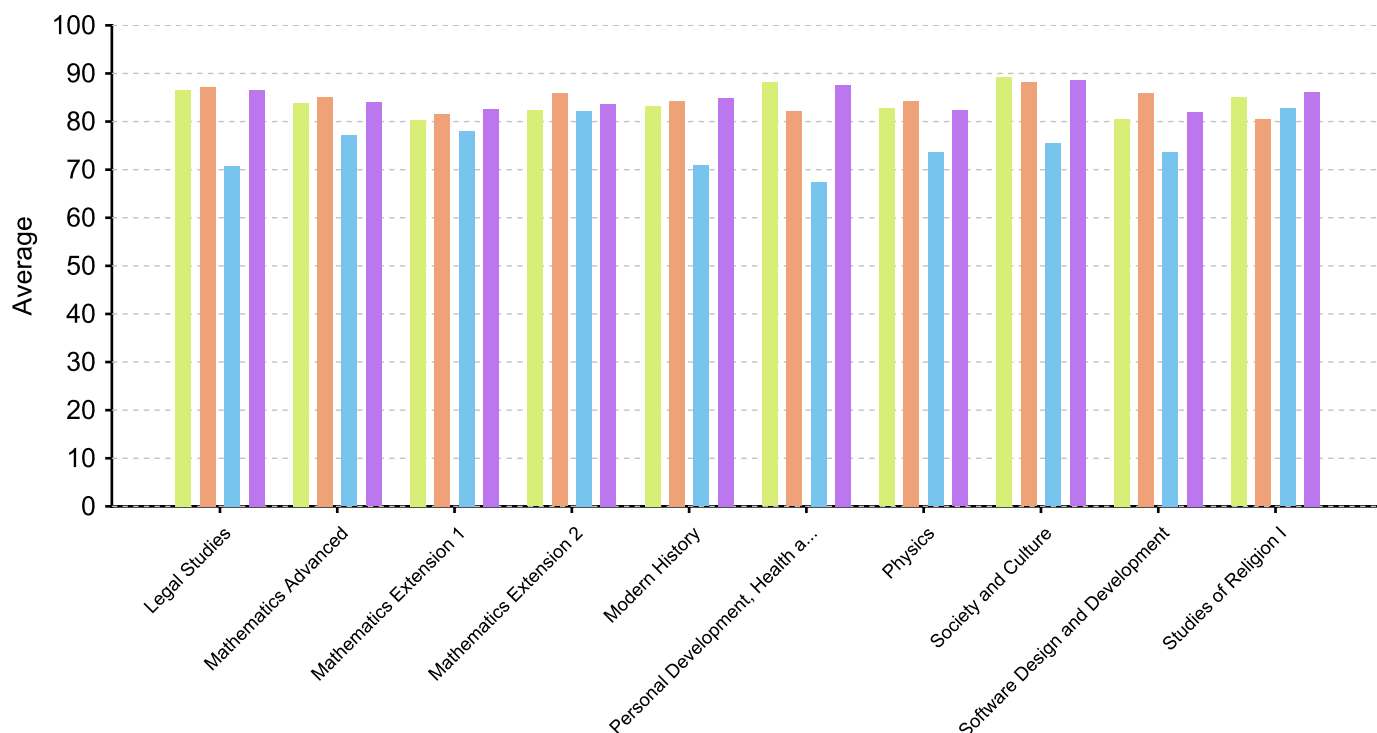
## School performance - HSC

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.



■ School 2022 
 ■ SSSG Average 2022 
 ■ State Average 2022 
 ■ School Average 2020-2022



■ School 2022 
 ■ SSSG Average 2022 
 ■ State Average 2022 
 ■ School Average 2020-2022



<b>Subject</b>	<b>School 2022</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2020-2022</b>
Ancient History	86.3	85.7	69.6	86.3
Biology	82.1	83.0	68.5	82.0
Business Studies	86.5	84.0	71.2	87.8
Chemistry	83.3	81.5	71.7	83.8
Economics	84.3	83.4	76.0	83.6
Engineering Studies	84.9	87.1	72.0	85.5
English Advanced	85.5	85.3	81.0	86.0
English Extension 1	91.0	86.7	83.9	90.8
English Extension 2	77.8	85.0	79.9	81.3
Japanese Continuers	85.9	85.4	80.1	86.2
Legal Studies	86.5	87.2	70.8	86.6
Mathematics Advanced	83.9	85.2	77.1	83.9
Mathematics Extension 1	80.3	81.6	78.0	82.6
Mathematics Extension 2	82.3	85.9	82.2	83.7
Modern History	83.2	84.2	70.9	85.0
Personal Development, Health and Physical Education	88.1	82.1	67.5	87.6
Physics	82.7	84.3	73.5	82.3
Society and Culture	89.3	88.2	75.5	88.6
Software Design and Development	80.5	85.9	73.7	81.9
Studies of Religion I	85.0	80.4	82.7	86.2

## Parent/caregiver, student, teacher satisfaction

In 2022, Penrith Selective High School engaged with key stakeholders in a number of ways.

During Term 2 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. In addition to hosting regular P&C meetings twice a term, parents and caregivers have had a strong presence during our Open Nights and School Tours; information evenings; post-school destination sessions; and Curriculum committees with attendance at these events continuing to grow. In September, we had our 70th Anniversary and many alumni returned onsite for a school tour and purchased Alumni Garden pavers to ensure their presence will remain in PSHS forever.

Engagement with regular school newsletters, Towers- Alumni 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 highlighting special events throughout the year.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Aboriginal Education - School statement

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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. The Creative and Performing Arts Faculty 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 their 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 First Nations 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 (PLPs) 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 2022, 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.

### The Yarning Circle

2021 saw the construction of the Yarning Circle. The construction of this space not only provides a physical space in the school for authentic learning, sharing and understanding, but it marks an area that will continue to evolve in the years ahead. In 2022 a large mural completed the project and involved students working with local indigenous artist, Rhe Lotter. The Yarning Circle was officially opened on 1 July, 2022 to celebrate NAIDOC Week.

### The Mural

The Penrith Perception podcast, a student-led podcast that shares experiences within our school community, published an episode in September 2022 on the creation of the mural. The podcast team spoke to a few of our Aboriginal and Torres Strait Islander students, Visual Arts students and staff who worked on the project and outlined what it meant to them. They discussed the importance of the space and the entire artistic design process from the colours to the shapes. The artwork depicts a pathway that narrows and expands in size across the space and culminates in a circle in the middle to represent the yarning circle. Along the edges are varying 'U' shapes and dots to represent people sitting down and sharing. All these shapes are different in size and colour to reflect our uniqueness and individuality. The footprints coming in and out of the space start small but increase in size to represent the journey of high school and growth. The Yarning Circle and accompanying mural is a place for everyone to open up, free of judgement and to celebrate connection in all forms.

## Anti-Racism Policy

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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

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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.

## Other School Programs (optional)

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### MATHEMATICS

In 2022, the new syllabus was tested for the third 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 0.44 and 74.8% of all 2-unit students were in the top two Bands. There were 4 students who placed equal first with 97%. They were Sajid Beruni, Rahul Joshi, Kedar Mehta and Liliana Nguyen. In Extension 1 Mathematics, the school had a z-score of 0.16 and 74.11% of all Extension 1 students were placed in the top two Bands. Gurveer Singh Khalsa and Siyan Tao were equal first place with 96%. In Extension 2 Mathematics, the school had a z-score of 0.02 and 82.85% of all Extension 2 students were placed in the top two bands. Gurveer Singh Khalsa was in first place with 99% and a State ranking of 3rd place. The first Extension 2 Mathematics State ranking for our school.

2022 was another very busy year for the Mathematics department. We ran the Euler, Gauss and Noether enrichment programs, AMC, APSMO as well as many Olympiad competitions. In the last few weeks of fourth term 2022, we ran our fourth Steam Project with Year 10.

### 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 our students achieved 18 High Distinctions, 194 Distinctions and 328 Credits, which is our best result so far. 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: Ashvinth Sothivel; Vithiya Ravithasan; Timmy Cheung

Year 8: Niall Stewart; Jai-David Amboang; Aaryan Nagpal; Akileish Ramesh; Jerrin Jomon; Tim Foster; William Kulcsar

Year 9: Cayden Tjiptowihardjo

Year 10: Timothy Gonzales; Jai Wadhwa; Dhruvil Patel; Yajat Patel; Mahathi Bethamsetty

Year 12: Eric Ruan

## **APSMO**

All of Year 7 and Year 8 were taught problem solving skills and strategies throughout 2022 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. Our top 10% achievers were:

Year 7: Vithiya Ravithasan, Finnly Draper, Dev Parmar, Mohnish Shah, and Ashvinth Sothivel.

Year 8: Niall Stewart, Elijah Freeman, Anantvir Singh Basati, Patrick Lim, Joshua Darmawan and Matthew Kim.

## **Primary Peer Tutoring**

For the fourth year we have continued our Mathematical partnership with Penrith Primary School and Orchard Hills Public School. Every Tuesday recess our Year 9 students met their gifted and talented primary school counterparts and together they solved mathematical problems and logic puzzles.

## **C.A.T.**

The Computational and Algorithmic Thinking Competition was held on the 4th of May in 2022. It was the fifth 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: Mahi Bora (Credit)

Year 8: Isaac Carroll (Distinction), Heer Panchal (Distinction), Kaviya Vignarasa (Credit) and Talin Bansal (Credit).

Year 10: Timothy Gonzales (Distinction), Lawrence Chen (Credit) and Myat Noe (Credit)

Year 11: Kirk Murillo (Credit), Parth Patel (Credit), Vedang Purohit (Distinction)

Year 12: Gurveer Singh Khalsa (Credit)

## **A.I.O.**

In 2022, PSHS also entered the Australian Informatics Olympiad, AIO, for the fourth time on the 25th 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. This year our incredible students earned 3 Bronze Awards and 2 Credits.

The Bronze Award winners are Vedang Purohit Year 11, Gurveer Singh Khalsa Year 12 and Harry Le Year 10.

The Credit achievers were Kirk Murillo Year 11 and Sameer Mahajan Year 10.

## **A.I.M.O.**

For the 2022 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 8th 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. In 2022 we had 5 students participate, they were: Ranuga Jayaweera Year 10, Sameer Mahajan Year 10, Aryan Mehta Year 10, Anmol Hassan Year 9, and Niall Stewart Year 8.

## **UNSW Competition**

The 60th UNSW Annual School Mathematics Competition was held on the 8th 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 very good results with our 14 students sitting this prestigious competition.

Gurveer Singh Khalsa Year 12 - Credit Award

Eric Ruan Year 12 - Credit Award

Harrison Shi Year 12 - Credit Award

Timothy Gonzales Year 10 - Credit Award

## **Olympiad Training Program**

The Olympiad training program for the school's elite mathematicians was taught by Mr Stephen Tan on Thursday lunchtimes for Years 7 to 12 throughout 2022. During these lessons, the gifted mathematics students were taught problem-solving techniques designed specifically for Olympiad style questions.

## **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):

Heer Panchal - Distinction

Anoushka Singhal - Distinction

Praseeda Pathi - Distinction

Sukhmandeep Singh - Distinction

Ajithesh Bhaskaran Anandhi - Credit

Jeremy Tjiantoro - Credit

Raneem Shahrukh - Credit

Vrund Patel - Credit

Gauss (Year 9 students):

Asvin Pushparajah - Distinction

Preksha Shah - Credit

Jeron K Widana - Credit

Ishaan Garg - Credit

## **Peer Tutoring Program**

Throughout 2022, we continued to run The Peer Tutoring Program. Mrs Sue Briggs, (Head Teacher Mathematics) and Juveena Julian and Anuja Paleti of Year 11 oversaw this. It involves the Year 11 and 10 students working one on one with students from Years 7-11 who are struggling with certain Mathematical concepts/topics. These sessions are conducted in the mathematics classrooms during 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; 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 2022 place winners were:

1st Place Rafsan Ahmed, (9M1)

2nd Place Joshua Chun, (9M4)

3rd Place Mihin Rajasooriya, (9M2)

Our overall winner, Rafsan Ahmed, came 1st 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 2023 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.

## **ENGLISH**

English has continued to be noticeably above the state average of 67% this year. Approximately 90% of English Advanced 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 the vast majority of 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 6 debating teams that competed across various competitions in 2022.

### **Premier's Debating Competition**

Stage 6 Competition: The stage 6 competition was run slightly differently in that it went straight to the knockout phase and all teams had a single second chance if they lost a debate in the first four rounds.

Year 12 lost their first round debate against North Sydney Boys A. They won their 2nd attempt at round one against Girraween A. They lost their second round debate against Chester Hill.

Year 11 lost their first round debate against North Sydney Boys B. They won their 2nd attempt at round one against Rooty Hill B. They won their second round debate against Bonnyrigg. They won their third round debate against Sydney Boys B. They won their fourth round match against Concord. In the state quarter final, in a rematch, they lost to Sydney Boys B.

Year 12 Team: Gabrielle Cant, Andre Dubier, Marc Mumford, Nimisha Rajesh, Brigitte Fletcher (Reserve)

Year 11 Team: Geethika Aranhiyullathil Pradeep, Krish Gupta, Ambeikaa Mishra, Pranavan Prakash, Christopher Artwoeger (Reserve) Tamiz Rumej Jiffrey (Reserve)

Stage 5 Competition: The stage 5 competition, after the two previous years being disrupted by COVID-19, this year was finally back into a round robin series of debates to determine a zone champion to compete at the regional stage of the competition.

Year 10 won their first round debate against Colyton due to a forfeit. They won their second round debate against our Year 9 team. They lost their third round debate against Glenmore Park A.

Year 9 won their first round debate against Kingswood due to a forfeit. They lost their second round debate against our Year 10 team. Due to scheduling issues their third round debate against Glenmore Park B never occurred.

Year 10 Team: Cassidy Lauguico, Srihith Hundi, Zeynep Unal, Angelo Varghese Paul

Year 9 Team: Jeremy Baron, Bailey Bass, Shreya Saritha, Barenaya Satapathy, Zainab Zohaib (Reserve)

Stage 4 Competition: The stage 4 competition after the two previous years being disrupted by COVID-19, this year was finally back into a round robin series of debates to determine a zone champion to compete at the regional stage of the competition.

Year 8 won their first round debate against Cranebrook. They won their second round debate against our Year 7 team. They won their third round debate against Glenmore Park A. The year 8 team was awarded Zone Champions for winning their three debates at the zone stage. In their first debate at the regional knockout phase they lost their debate narrowly to James Ruse, who went on to be State Champions.

Year 7 won their first round debate against Kingswood due to a forfeit. They lost their second round debate against our Year 8 team. Due to scheduling issues their third round debate against Glenmore Park B never occurred.

Year 8 Team: Elijah Craig, Riyanna Fernando, Mitali Garg, Charvi Voola, Ambriehl Knaus-Petrie (Reserve), Bethny Hoffman (Reserve)

Year 7 Team: Elliot Baker, Shreya Kallingal, Kanvi Patel, Sivasorubini Sivakumar, Matthew Smyth (Reserve), Sinja Amin (Reserve)

### ***JSDC (Junior State Debating Championship):***

Cassidy Lauguico was selected to represent Western Sydney team at the JSDC after the competition had had a two year hiatus due to COVID-19. In the preliminary stages of the competition the Western Sydney team won most of their five debates to progress through to the Semi-Finals. In the Semi-Finals they went up against Hunter/Central Coast and won. In the Grand-Final the Western Sydney team went up against the Sydney team and won the Grand-Final. Congratulations to Cassidy Lauguico on becoming a State Champion.

### **DEBATING ENRICHMENT**

43 students, an increase from the previous year, 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 PSHS Alumni, tutored the participants in our beginners' program and Jamima Rumey Jiffrey, also a member of the PSHS Alumni, tutored our continuers' program.

### **PUBLIC SPEAKING**

With the establishment of a Public Speaking Google Classroom, students were able to receive updates and information about all upcoming competitions throughout the year.

There was a great deal of interest in the Rostrum Voice of the Youth Program for 2022. The program allowed for three junior and three senior students to represent their school, as such, 'tryouts' were required as many more students were interested than there were positions vacant.

After several lunchtime presentations where each student was asked to present their opening minute of a 'Rostrum' style presentation, the following students were selected to represent Penrith Selective High School;

Krishna Narayanan (Year 7)

Charvi Voola (Year 8)

Riyanna Bandura Lokuge (Year 8)

Ambeikaa Mishra (Year 11)

Muhammad Abdullah (Year 11)

Andre Dubier (Year 12)

Due to ill health both Andre and Muhammad were unable to present their speeches on their allocated night. Krishna, Charvi, Riyanna and Ambieka were acknowledged for their participation and received positive feedback. All four girls were very appreciative of their opportunity.

Riyanna Bandura Lokuge was approached by a representative from Western Sydney Migrant Resource Centre and asked if she would be willing to adjust her presentation to an article format so it could be printed in their local publication.

Many of the competitions that had been run in the years prior to 2020 seemed to still be in the process of renewal as there were far less opportunities than expected. It is believed that 2023 will offer a great deal more opportunities in this

area.

## **SCIENCE**

Science has sustained strong student achievement across the HSC subjects of Biology, Chemistry and Physics in 2022. This cohort was impacted by the COVID 19 pandemic with lockdowns in the first two years of their senior school journey and their success highlights their grit and the sustained work by students and staff during this period. Each of Biology, Chemistry and Physics demonstrated continued growth in their z-score which measure the school's average mark compared to performance across the state.

### **Australian Science Innovations**

Australian Science Olympiads are a staged science enrichment program for highly motivated students in Australian high schools. They have three stages, The Australian Science Olympiad Exams, Pathways Programs and representing Australia as a member of the Australian Science Olympiad team in international competition.

One hundred students participated in the Exam stage at both the junior and senior level. The students listed below are acknowledged for their outstanding achievements in the olympiads:

### **Biology**

Dismitha Mahabaththanaralalage (Yr 12) Distinction

Victor Qin (Yr 11) Distinction

Daming Wang (Yr 11) Distinction

Shiv Nair (Yr 11) Distinction

Pavithran Thushiyendra (Yr 11) Credit

Minon Amarasinghe (Yr ) Credit

Amiya Joshi (Yr 10) Credit

George Tsakonas (Yr 10) Credit

Yajat Patel (Yr 10) Credit

### **Chemistry**

Tamiz Rumey Jiffrey (Yr 11) High Distinction

Dismitha Mahabaththanaralalage (Yr 12) Distinction

Arish Halim (Yr 11) Credit

Victor Qin (Yr 11) Credit

Neave Joseph (Yr 10) Credit

Shiv Nair (Yr 11) Credit

Jocelyn Yunardi (Yr 10) Credit

Anila Shah (Yr 10) Credit

### **Physics**

Sanskar Tibile (Yr 10) Distinction

Tamiz Rumey Jiffrey (Yr 11) Distinction

Daming Wang (Yr 11) Credit

Victor Qin (Yr 11) Credit

Yajat Patel (Yr 10) Credit

### **Junior Olympiad**

Neave Joseph(Yr 10) High Distinction

Sanskar Tibile (Yr 10) High Distinction

Nathan Webb (Yr 8) Distinction

Yajat Patel (Yr ) Distinction

Afif Jawad (Yr 10) Distinction

Simran Kaur (Yr 10) Distinction

Niall Stewart (Yr 8) Distinction

Anila Shah (Yr 10) Distinction

Abhi Tamma (Yr 10) Distinction

Priyesh Chand (Yr 10) Distinction

Aditya Surana (Yr 9) Distinction

George Tsakonas (Yr 10) Distinction

Quan Do (Yr 7) Distinction

Mihin Rajasooriya (Yr 9) Distinction

Sukhmandeep Singh (Yr 8) Distinction

Minon Amarasinghe (Yr 10) Credit

Preksha Shah (Yr ) Credit

Isaac Ng (Yr 10) Credit

Sherwin Sadeg (Yr 10) Credit

Barenaya Satapathy (Yr 9) Credit

Amiya Joshi (Yr 10) Credit

Daniel Low (Yr 7) Credit

Jeremy Tjiantoro (Yr 8) Credit

Tanisha Parmar (Yr 8) Credit

Moksh Patel (Yr 7) Credit

Andrew Widjaya (Yr 7) Credit

Michael Lai (Yr 9) Credit

Asraj Virk (Yr 7) Credit

Special mention must go to Nathan Webb of Year 9 who was invited to join the 2023 Junior Science Olympiad Academy. This is a national, invitation-only program for fifty high performing students under 16. He has taken on this opportunity and the subsequent significant extra workload.

### **ICAS REACH SCIENCE**

ICAS Reach Science is an assessment tool that provides rich data about student skill in the areas of observing and measuring, interpreting, predicting and concluding, investigating, and reasoning and problem solving. These are assessed in the contexts of geology, space, biology and physics.

Penrith Selective High School students achieved substantially above the state average.

**Year 7** (148 students)

58 outstanding

56 commendable

**Year 8** (149 students)

54 outstanding

74 commendable

**Year 9** (150 students)

60 outstanding

80 commendable

**Year 10** (162 students)

41 outstanding

77 commendable

**VALID 8**

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. In 2022, 85 % of Penrith Selective High School achieved in the top two bands with strongest achievement across the areas of Knowledge and Understanding, and Problem Solving and Communicating.

**HISTORY**

The History Faculty has continued to expand the subject choices, clubs, competitions, extra-curricular and enrichment opportunities we offer at Penrith Academically Selective High School. 2022 also ended on a glorious high with Gabe Cant achieving a top State Rank in the HSC, placing 3rd in NSW in Modern History, and Aatish Budhwani achieving a State Rank (15th) in Legal Studies.

History Students continued to excel in external competitions. In History Mastermind, a Sydney-wide History contest, both the Year 7 and Year 8 teams came second, beaten only by James Ruse High. In a State-wide essay competition run by UWS, one of our Year 7 students won a special commendation for an essay on Heritage. We also achieved strong results in the Australian History Competition. Internally, the History Faculty ran a whole-school competition called History Smash, which attracted enthusiastic teams from every year group. Congratulations to last years' Year 11 (the HSC Class of 2023) for emerging triumphant in this combative contest.

The History Faculty organised the Anzac Ceremony and the Remembrance Day Ceremony and was involved in events for International Women's Day. The History Club continued to meet with Mr Stone, pipped in enthusiasm only by the Philosophy Club run by Pranavan Prakash and Chris Artwoeger.

Apart from Gabe and Aatish, there were further HSC successes. 2022 saw the first Accelerated Ancient History class complete the HSC - despite only being in Year 11, all students achieved either a Band 6 or 5 result. In Legal Studies, almost 90% of students achieved at Band 5 and 6 level, and 3 students received a mark of 49 out of 50 in Studies of Religion.

**PDHPE**

The 2022 HSC result in Personal Development, Health and Physical Education continued to compare positively against the statistically similar school average, with the school's average of 88.12%. The school's performance continued to be much higher than that of the state average (67.5%), and the z-score was once again a hugely positive result (1.47) The

rate of Band 5 and 6 results was 100% with this cohort. This high academic achievement in stage 6 will be continued through effective faculty collaboration, ongoing evaluation and refinement of teaching programs and approaches that have students' future at the front of every approach.

### **Whole school sport programs**

2022 saw the continuation of the ongoing hard work in the PDHPE Faculty that allowed for the successful running of all 3 major carnivals, knockout sport, grade sport and Wednesday sport. Year 7 Gala Day, Year 7 Swim School, Walkathon and the ever-growing Sport Enrichment Programs continued to grow momentum which saw students develop the capacity in leadership, team building and whole school spirit.

The 3 major sporting carnivals highlighted excellent organisation and team spirit across a range of contexts, which allowed Penrith High School students to achieve multiple excellent results in chosen events.

Wednesday sport, both recreational and grade, allowed students to display a range of sporting skills in multiple facets. Students were given the opportunity to expand their interests in physical activity by participating in a range of sports such as TruNinja, Rockclimbing, Rollerskating, Dance and Tennis.

Walkathon was reintroduced in 2022 after a few years absence due to COVID-19 and it is hoped that the continuation of such a successful event will allow the Penrith High School community to come together in such a respectful and safe environment.

Year 7 and 8 Swim School not only built the capacity of stage 4 students and in the water and sporting context it also allowed students in Years 9 and 10 Physical Activity and Sports Studies to refine future focused skills in planning, collaborating, leading and coaching. Both events were a highlight on the calendar, and all involved always represented the school with pride.

The PDHPE Faculty is committed to providing a sporting opportunity for everyone at Penrith High School and will continually chase excellence in all aspects of the subject. The faculty look forward to a successful 2023.

## **SOCIAL SCIENCES**

### **HSC results**

The Social Sciences courses have continued to be noticeably above the state average and with a state ranking this year. This can be illustrated by the remarkable performance of our School Captain, Gabriel Cant who achieved the 4th place State Ranking in Society and Culture. This was further evidenced by 100% of the Society and Culture cohort achieving a Band 5 or higher compared to 43% in the state. Student success was supported by our highly talented Society and Culture teachers Asma Khan and Stephanie King who spent hours reading, consulting and advising our students with their Personal Interest Projects (PIPs) that accounted for 40% of the final HSC result with the school achieving a Top 10 finish in the HSC Examination Honour Roll for 2022.

Approximately 73% of the Economics students achieved a Band 5 or higher and 21% of the students achieved a band 6. This has contributed to a 6th year of continual improvement in the results since 2017 and for 2022 our Economics cohort outperformed other selective schools in the state.

Business Studies students achieved outstanding results in 2022. In 2022, 49% of students achieved band 6 which is the second largest number of band 6s in the last 5 years.

### **Business Studies Competition**

Students in Year 11 Business Studies submitted business plans to the EBE Plan You Own Enterprise Competition demonstrating their understanding in business management and planning. There were 5 groups selected for the NSW Division Two Finalists from 96 submissions across NSW. Of this, four students in the Year 10 Accelerated Business Studies class were shortlisted in the NSW Division Two Finalists.

### **Geography Competition**

Another impressive year was had by 103 Year 7-10 students participating in the Australian Geography Competition. There were some exciting results. Of particular note has been the outstanding performances of 18 students receiving High Distinctions and 22 students attaining Distinctions. As this is a national competition about geographical concepts and skills beyond the school Geography Course and for all ages, the students have performed exceptionally and should be commended.

### **TAS HSC Performance**

TAS has continued to perform well above the state average in both HSC courses - Engineering Studies and Software Design & Development, with what is normally our 3rd HSC subject, Information Processes and Technology, not running this year. The percentage of students in the top 2 bands were 77% and 48% respectively. While our percentage of students in the band 6 category, and our performance against statistically similar school's groups (SSSG), dipped slightly from last year, the small number of students in each course amplified these measures. Program modifications are currently being implemented through stage 4, 5 & 6 subjects, based upon analysis of the HSC course results, with a view to realising improvements in the 2023 results.

## **TAS Initiatives**

Changes to staffing in 2022 brought more opportunities for the TAS Faculty. We continued to adapt our programs and practice to accommodate the learning needs of our students within a Technology driven world. We also introduced several new technology-based co-curricular clubs to whet the appetites of our students.

Our new year 8 Engineered Systems Unit finally got off the ground after resource supply issues and workshop restrictions in 2020 and 2021. The mousetrap race car unit is moving forward and continually adapting as we challenge our gifted and talented year 8 cohort in their understanding of engineering fundamentals.

A range of additional sensors have been added to the year 7 Digital Technologies Unit. Previously known as Crack the Code, with the intent for all students to develop and code an alarm system, the project now facilitates product differentiation whereby students can design various Monitoring and Control Systems. This further enhances the real-life design approach incorporated into our Technology units.

We have also been modifying the units of work in Stage 5 Information and Software Technologies, as well as those in stage 6 Software Design and Development, to incorporate more code-based activities. This ensures a continuum of learning in this key area for our future professionals. Roll out of these changes was also made with a view on Curriculum Reform around the Computing subjects which will be addressed during 2023.

In terms of co-curricular experiences within the TAS area, students were able to participate in several STEM-based clubs in 2022. These clubs were in Food, Textiles, Wood, Bridge Building, CAD and 3D Printing, Mechatronics, Robotics and Coding. We look forward to providing similar opportunities again in 2023.

After several years of not running, we were finally able to attend the Science and Engineering Challenge qualifying event at WSU in Kingswood. The team of 32 year 9 and 10 students successfully negotiated their heat to qualify for the state finals in Newcastle. While they again came first in their final, they were pipped at the post by a team in a different final, narrowly missing out on a place at the National Finals in Melbourne.

We now look optimistically towards 2023, to see our students once again set challenging goals, thrive through internal and external competition, and continue their growth in technology-based learning.

## **LANGUAGES**

Penrith High School values the various cultures and languages within the school. Our multicultural environment and our language study raises awareness of what we can all learn from other cultures. Due to the very nature of our subject area and our long standing links with overseas schools, our existing exchange programs were still impacted by COVID-19.

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 third year in a row.

As a result, the Faculty revised programs to incorporate more cultural elements and more authentic experiences into the Stages 4, 5 and 6 Japanese and Italian Programs.

Year 8 Japanese students developed their fundamental Japanese language skills 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 Japanese culture through such things as Origami, Calligraphy, Music and POP culture (anime, manga, movies) to deepen their understanding of the Japanese speaking communities. Students researched and presented tasks to better understand the Japanese culture and compare the differences and similarities between Japanese and Australia.

Year 8 Italian students studied the topics of: Personal Identity, School life and Greetings and Introductions. In Term 4, students researched and created authentic Italian Venetian Masks, providing the cohort with the opportunity to better comprehend traditions and customs clearly entrenched in the Italian culture.

To finish our students' 100 hours mandatory study of a foreign language, we held a movie day incursion on the 6th of December to appreciate Italian and Japanese culture through the study of world cinema. The students enjoyed one

Italian movie and one Japanese movie. During this incursion, we had students vote on the best Italian Venetian mask while a select few presented their Japanese work on Myths and Legends which they worked through during Term 4.

The Languages Faculty has continued to refine online remote learning lessons, updating Professional Learning for staff with regards to technology and continuing to adjust and modify all programs for all Stage groups. Teachers have worked hard to deliver differentiated and innovative programs that enhance student learning and improve student engagement.

The Language Faculty achieved good results in the 2022 HSC and, after careful analysis of the data, plan to modify programs accordingly. The Language Faculty continued to provide 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 class time.

## **CAPA**

2022 was an extremely productive year for our Creative & Performing Arts Faculty, which continued to thrive despite disruptions from the previous few years of remote learning. Thanks to the dedication of visual arts, drama, and music students and staff, a range of large scale performances, showcases, and opportunities allowed students to ricochet from years of setbacks.

As a faculty, the enrichment and co-curricular programs continued to thrive and expand, as evident through the formation of new ensembles, performance opportunities and the employment of 11 peripatetic tutors across various disciplines in the creative & performing arts.

In 2022, our annual showcase of the Creative and Performing Arts, Penrith In Performance, was held in the Verbrugghen Hall at the Sydney Conservatorium of Music. Over 250 students across Dance, Drama and Music collaborated to present an afternoon of outstanding performances. The exhibition of exceptional creative works from the Visual Arts Ensemble and curriculum classes was also held in the foyer.

Further, the event encompassed the inaugural performance of 'Altiora Peto', the Penrith Selective High School song, performed by the Penrith Selective High School Orchestra and composed by Richard Sandham. The showcase was a success and demonstrated Penrith Selective High School students' breadth and depth of creative and performing talent.

## **HSC Results**

At a curriculum level, we continued to see a continuation of strong HSC results and an increased number of students engaging in Stage 6 Creative & Performing Arts Syllabi.

In Music, Jack Rolls supported students in exploring new options and avenues for success in the HSC. Consequently, students pursued Musicology and Performance electives in our Music Extension course.

The high standard of our Visual Arts Program, under the guidance of Cameron Ferguson and Iain Wallace, saw Yaashvanthi Muruga get accepted into ArtExpress with her piece Imperial Modern, a drawing depicting the evolution of Japanese homes over the centuries. ARTEXPRESS is an annual series of exhibitions of exemplary artworks created by New South Wales visual arts students for the Higher School Certificate examination.

Overall, the Creative and Performing Arts Faculty saw a substantial shift in Music 1, and Visual Arts results and over 60% of their candidature achieved a band 6 in their relative subjects.

## **Visual Arts**

In 2022, we welcomed Cameron Ferguson, a National Art School's drawing faculty member and a professional artist, to PSHS. Visual Arts enrichment continued to flourish, providing opportunities for our students to work beyond the syllabus. During the year, students engaged in the following opportunities within and beyond the school:

- In Term 1, Year 11 and Year 12 Visual Arts students travelled to the Art Gallery of New South Wales to view ArtExpress, a showcase of exemplary HSC works from 2021.
- In Term 1, Students in Visual Arts Enrichment entered the Harmony Day Poster Competition; this year's theme is 'Celebrating Harmony' and students, under the guidance of Mr Wallace, have each approached this in creative ways.
- In Term 1, Kavisha Widanagamage Don and Leona Melencion from Year 11 Visual Arts were accepted into the Dobell Drawing School, offering Year 11 Visual Art students an opportunity to work with practising artists at the National Art School.
- In Term 3, Giselle Gou was one of the winners of the National Design Competition from the Australian Urban Design Research Centre of the University of Western Australia.
- PINKUP Penrith is dedicated to bringing the town together to create and encourage local businesses, groups and schools to plan fundraising events to fund specialist McGrath Breast Care Nurses in communities across Australia. In Term 4 this year, Hazel Malhotra and Bhavika Kakkar decorated a series of hats that were used to decorate the official morning tea and hosted a brownie sale to raise funds.



- The Archibald Prize is the most prestigious for Visual Arts in Australia, and the Young Archies provides an avenue for young people aged 5 - 18 to experience the competition. Each year, Stage 4 Visual Arts students, which encompasses students in Year 7 and Year 8, create a portrait of a person they admire and enter the school's competition, from which students are sent to the official Young Archies to represent our school. In 2022, the students who represented Penrith High School were: Cillian Dunne, Irene The, Finnly Draper, Sachika Chakraborty, Reina Shrestha, Shamaila Faisal, Sophie Dahiya, Dhanush Peruri, Avika Garg. In addition, there was a special congratulations to Irene The, who won the Staff Choice Award, Cillian Dunne for the Principal's choice award, and Finnly Draper for the Students' Choice Award.

## Music

Throughout 2022, Music continued to thrive within our school. Our vast Co-Curricular programs continued to grow and expand regarding the breadth of ensembles and tutoring opportunities. As a result of the continued focus and diligence of students and staff, Penrith High School:

- Engaged our local aged care facility, The Royce, with live musical performances. Mr Rolls, accompanied by students across all years, perform for the residents and family members of The Royce.
- Actively contributed to the Pulse Alive Concert. Eva Motti Abraham from Year 8 performed as a member of the Show Band on flute, and Yashika Saravanan from Year 9 had an artwork exhibited. In addition, Mr Sandham managed the Showband, and Mr Vassallo stage-managed the event.
- Hosted the Greater Western Sydney Concert Band, String Ensemble and Orchestra. Further, our students formed large sections of these ensembles and were privileged to work with highly experienced tutors in various venues across Sydney.
- Supported students to engage in the Penrith Youth Orchestra. Jeremy Spikmans, Anders Ernest and Elijah Freeman also represented the school and community with their performances in the Penrith Youth Orchestra.
- Organised performances for the Penrith CBD International Women's Day Breakfast. At this event, state and federal MPs were present, and our students were recognised for their exemplary behaviour and performances. In particular, Mayor Tricia Hitchen complimented them for their outstanding performance. Year 11 students, Deepikka Sivaram and Srujana Yerramsetty, accompanied by Ms Goodman as guests to the breakfast, where they networked with local businesswomen in our community.
- Presented our semesterly tutoring recital. Recitals for students in piano, guitar, voice, woodwind, drums and strings tutoring allow developing musicians to showcase their hard work in the tutoring program.
- Supported the Concert Band and String Ensemble at the Inner West Schools Music Festival.
- Provided performers for the Women's Veteran Network's ANZAC Day Ceremony. Elijah Freeman, a CAPA Ensemble Leader, was the only drummer for the catafalque party, which was attended by a range of military and political dignitaries.
- Hosted the Schools Instrumental Section of the 38th Penrith Eisteddfod. From this event, our Concert Band, String Ensemble, Junior Contemporary Ensemble and Senior Contemporary Ensemble each won first place in their respective sections. In addition, Jeremy Spikmans won the Strings Championship (18 years and under) and 1st prize in various other solo sections.
- Collaborated with Penrith CBD Corp for the Penrith CBD Business Lunch. Our String Ensemble performed for the local community and federal treasurer.
- Attended Encore, a concert showcasing the diverse talent range from HSC Music students. Each year, students from Year 11 and 12 Music courses attend the concert to view the spectacular performances and compositions at an elite level.
- Performed at the Australian School Band and Orchestral Festival at the University of New South Wales. The Concert Band and String Ensemble were placed into higher divisions and awarded gold awards.
- Engaged Dr Jim Coyle, an experienced academic, teacher and marker, in a day-long composition workshop. Dr Coyle shared his process with students and helped them workshop their own compositions for the HSC.
- Supported students in engaging in state level performance opportunities. Jean-Abe Hernandez from Year 8 was selected as a member of the Arts Unit State Choir which performed at the Sydney Town Hall. Additionally, in Term 3, Jean-Abe attended a 3 day workshop experience working with experienced vocal tutors from the Arts Unit and participating in a recording that was streamed across NSW Public Schools.
- Supported students in achieving featured item positions at The Arts Alive Choral Festival at Sydney Town Hall hosted by The Arts Unit. Our String Ensemble performed 'A Million Dreams' and Sudhiksha Karthik was selected as a featured soloist with her performance of 'Ava Maria' accompanied by Mia Heredia.

## Drama

In 2022, the Drama Ensemble, which consists of students from Years 7 to 11, participated in a range of performance opportunities.

- 38 Drama Ensemble students collaborated to create a range of Shakespearean performance pieces to enter into the regional Shakespeare Carnival. The regional carnival was hosted by Penrith High School and saw us host students from Girraween High School, Wollongong High School of the Performing Arts and Katoomba High School. Three groups were selected to compete in the Grand Final in June, with one awarded a Judges Commendation and being crowned State Champions.
- Students from stage 5 Drama were selected to perform at the LightsUP Drama Festival. An auditioned festival showcasing exemplary drama items in NSW Public Schools at the Joan Sutherland Performing Arts Centre.
- Students from years 7 - 10 were selected to be members of the Greater Western Sydney Drama Ensemble. This is

an auditioned ensemble for students in NSW Public Schools who are showcasing a high level of skills in making and performing Drama. While in this ensemble, students performed at the LightsUP Drama Festival at the Joan Sutherland Performing Arts Centre and the Arts Alive Drama Festival at the Concourse Theatre.

- Stage 4 Drama Students placed first in the duologue section of the Penrith Eisteddfod and Highly Commended in the Shakespearean Extract Section of the 38th Penrith Speech and Drama Eisteddfod. Similarly, Ganathyasshan Shanjeevan placed second and received a Highly Commended in the public speaking section. Further, Ganathyasshan competed in the legacy public speaking competition.
- Stage 6 Drama Students performed their yearly senior production - The It by Vivienne Franzman to an audience of over 100 people across their run of performances under the guidance of their teacher, Anthony Vassallo.
- Year 9 and 10 Drama students performed 'The Ballad of Pak Craig', an original scripted work by Rupert Williamson which was commissioned by the Australian Theatre for Young People and performed at the Rebel Wilson Theatre.

## **Dance**

Dance continues to be a popular co-curricular activity for PSHS students. 2022 saw some excellent opportunities for dance students to participate and succeed.

- Sixty students from Penrith High School successfully auditioned for the Penrith Valley Performing Arts Festival. Students showcased work in Dance, Drama, Singing and Music. Further, Sudhiskha was selected to sing the anthem, and CAPA Ensemble Leaders, George Mickhail and Freya Stewart, were chosen to MC the event.
- In the scholastic division, dance students competed in the Time To Shine Dance Eisteddfod at Hills Sports High School where they placed first.

## **The International Duke of Edinburgh's Award**

2022 was a very successful year for The Duke of Edinburgh's International Award at Penrith Selective High School with 299 active participants. 2 students were awarded the prestigious Gold Award, 9 were awarded their Silver Award, whilst 34 completed their Bronze Award, with many more working towards the completion of their Award, planning to complete it in the near future. An outstanding achievement for all students.

Students have challenged themselves, 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.

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

### **The Silver group (Year 10: 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. Their Practice Journey was modified due to restrictions with walks around the lower Blue Mountains and a night camping at school. Their Qualifying Journey was undertaking parts of the Bondi to Manly walk, camping at Cockatoo Island.

Silver 2021 cohort: As the Covid restrictions were still in place for the group in 2021, they undertook a Practice Journey walking some of the lower Blue Mountains, with their Qualifying Journey camping on Cockatoo Island and walking parts of the Bondi to Manly walk in early 2022.

### **The Gold group (Year 11):**

The Gold group worked consistently 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.

The 2021 Gold cohort completed both their Practice and Qualifying Journeys in Term 1 2022, walking most of the Bondi to Manly walk and exploring the outstanding tracks in the Warrumbungle National Park.

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