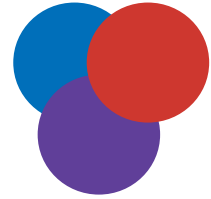


Parramatta High School Annual Report



2015

Introduction

Parramatta High School is a coeducational partially selective secondary school. It has, since its founding in 1913 a long and successful history of providing quality education. The school is proud of its cultural diversity, commitment to social justice and core values of Respect, Responsibility and Honesty.

The Parramatta High School community strives to enhance the whole child through academic excellence, supportive well-being structures and global citizenship opportunities.

The Annual Report for 2015 is provided to the community of Parramatta High School as an account of the school's operations and achievements throughout the year. It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Ms. Domanique Splatt
Principal

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Message from the Principal

As Principal of Parramatta High School for the last four years I have endeavoured to deliver high quality professional learning to the school community which includes a focus on change and innovation. As a result, we have achieved exemplary results in both literacy and numeracy which is highlighted by the growth displayed in our Year 9 NAPLAN results. Literacy in Year 9 growth increased by 47%, and numeracy results by 51%.

As well as a focus on improving academic standards I am passionate about student well-being and have increased the number of programs available to students as well as a strong emphasis on global citizenship.

Working closely with the school community to initiate meaningful change and provide an inclusive school environment which caters for all student needs will continue to underpin our core values and success at Parramatta High School.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.



School background

School vision statement

Our vision is to provide a holistic 21st century education which develops resilient individuals who are active and informed citizens, empowered to think critically and creatively, within an environment that values diversity, equity and excellence.

School context

Parramatta High School, established in 1913, is a co-educational partially selective secondary school located in the city of Parramatta. The school has an enrolment of 868 students. The community is multicultural with an ethnic composition of LBOTE of 86% and 1% ATSI. The predominant languages, apart from English, are Chinese, Arabic and Turkish with a high percentage supported by three ESL staff and one STLA staff. The school has approximately 64 teaching staff and 10.8 Support Staff including 1.0 SLSO. Funded programs include the Refugee Transition Program with Homework Centre after school, Multi-Lit, focus on Reading, ALARM, Teacher Professional Learning and Student Assistance funding.

The school has a range of Quality Teaching programs that support learning in the classroom and recognise student diversity. The staff is skilled in and applies the Quality Teaching model to enhance best practice. All staff are trained in GERRIC (Gifted and Talented) Strong student welfare and learning programs are provided across all stages including PBL and Positive Education.

Development of Student Leadership is essential to school ethos, with programs such as Students Representative Council, LOFT (Leaders of the Future Training), Social Justice League, Fast Forward and High Resolves leading to increased leadership capacity and civic and citizenship awareness amongst our students.

The Parramatta High community strives to enhance the whole child through academic excellence, supportive welfare structures and global citizenship opportunities. Parramatta High School has a strong commitment to community partnerships and has strong relations with groups such as Rotary, AUSSIP, University of Western Sydney and the Australian Business and Community Network

Self-assessment using the School Excellence Framework

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

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

Learning Domain

Learning Culture

In the domain of learning, our school is supporting and sustaining a learning culture in correlation with our school plan that demonstrates a commitment within the school community to strengthen and deliver on the school learning priorities. The professional learning opportunities for staff, student, parents and staff surveys have led to the development of a Positive Education Model : A.S.P.I.R.E ,with the aim to ensure a holistic education for all students where management practices and processes encourage considered risk taking, to promote a culture of continued improvement and learning success. This will be launched in 2016. Professional Development Plans for all staff articulate goals and evidence to support the learning culture of individual staff and faculties.

Wellbeing

Every teacher at our school understands their role and has a commitment to nurture, inspire and challenge students. There is a whole-school approach to wellbeing that is clearly defined in our Positive Behaviour for Learning model. The Well-being team and Learning support team improve outcomes for students with additional learning and support needs by working collaboratively with the classroom teacher to support assessment for learning of their students with additional educational needs and identify specific learning and support needs. Students have engaged in a variety of social justice opportunities through involvement in the environment, social justice, SRC and prefect groups contributing to the well-being of others and the wider community.

Curriculum and Learning

The school has actively established positive partnerships to support the learning and transitioning of students as they progress through the stages of education. This is evident by programs that support our migrant students through the Community Migrant Resource Centre, the extensive Careers program sourcing a variety of work placement and university opportunities and involvement in the Fast Forward program. Students have the opportunity to access a broad range of the curriculum as they move through the elective years. Teachers differentiate curriculum delivery to meet the needs of all students.

Assessment and Reporting

The school engaged Barry Laing an analyst to evaluate the schools NAPLAN and HSC data and report back to both executive and school staff. This analysis has allowed the trends in student achievement to be both celebrated and contextualised, leading to a basis for further improvement. The school's reporting system, as well as a process of "praises and concerns", result in parents receiving regular information of student progress and achievement levels.

Student Performance Measures

The school achieved excellent value –added results with most of our students achieving at high levels of performance on external performance measures. PHS was in the top 70 schools in the nation, achieving outstanding NAPLAN growth from 7 – 9 in Literacy and Numeracy. All faculties conduct rigorous analysis of HSC Data over the past four years and discuss with the Principal what this data indicates and ways forward. Faculty planning is clearly linked to data analysis including historical trend data. 2015 saw the first "selective" cohort complete the HSC and the results improved significantly.

Teaching Domain

Effective Classroom Practice

Teaching and learning programs are regularly reviewed and the formation of teacher teams has seen the evaluation and instigation of the quality teaching framework embedded in all faculties across all learning areas. Teachers know their students and how they learn. Lesson observations by peers and supervisors have provided evidence that classrooms are well managed, with preparation to address learning needs, and an atmosphere that engaged learning is taking place.

Data Skills and Use

Professional learning for all teachers was provided this year to ensure that all teachers could interpret SMART and RAP data. Teachers at our school incorporate data analysis in their planning for learning. Problem areas have been identified, particularly where students have not continued to grow in numeracy and literacy, and a coordinated approach with individual programs have been put in place. Student data is of particular importance to the Learning Support team where individualized programs are evaluated and adjusted accordingly.

Collaborative practice

The establishment of teacher teams that are represented by all faculties has seen the sharing of experience and cooperate knowledge to improve teaching and learning. This has extended to include academic improvement, differentiation in the classroom, developing creativity and promoting wellbeing. Teachers provide and receive planned constructive feedback from peers through classroom observations.

Learning and Development

The school has two Head Teachers in Teaching and Learning who actively target professional development of all staff. Key personnel and staff attended workshops and in-service courses to extend their skills and understanding in a broad range of areas. All staff have now completed GAT training delivered by Geric. Staff have presented valuable professional learning models at staff meetings, sharing and acknowledging best practice. Formal mentoring for beginning teachers is in place by an experienced Teacher Mentor employed by the school. The Australian Professional Standards for Teachers is central and reflected upon to ensure the delivery of fair and accountable performance and accreditation processes and high quality professional development for all teachers.

Professional Standards

With the ongoing goal of improvement on student learning, engagement wellbeing , staff at our school understand the vital role in establishing productive and supportive school environments. Staff Professional Development Plans (PDPs) were created in 2015 in consultation with the executive team. PDPs identified areas of individual growth within the framework of the school plan and 'Australian Professional Standards for Teachers'. Many teachers at the school work beyond their classrooms to contribute to broader school programs including debating, involvement in sporting teams, dance, computer programming and the myriad of student leadership platforms within the school.

Leading Domain

Leadership

The school parents and community members have endorsed the strategic directions of the school and have given valuable feedback in the development of the Positive Education model A.S.P.I.R.E. The school community members have shown an increased level of engagement in school related activities including subject selection evenings, selective schools information night and HSC information evenings. Staff at the school have purposeful leadership roles based on both professional expertise and the needs of the school, often beyond their faculty area.

School planning, implementation and reporting

In articulating a commitment to equity and learning, the school identified the three strategic directions and targeted milestones through the allocation of resources, staffing and professional learning to achieve annual goals. The establishment of teacher teams lead by executive staff members have established clear processes that direct school activity towards the effective implementation of the school plan. The school acknowledges and celebrates a wide diversity of students, staff and community achievements through recognition assemblies, positive letters and newsletter acknowledgments.

School Resources

Workforce planning is based on the need to provide a wide variety of curriculum to all students and to drive whole school improvement. Strategic financial management has been used to gain efficiencies and maximise resources to implement the school plan. School teams have been provided with relief days and access to Professional learning to help them achieve their school plan milestones. Faculties have also been provided with appropriate resources to maximise learning outcomes.

The School Learning Centre became fully operational in 2015 and has proven to be a valuable extra resource for our HSC students. Resources have also been allocated to our Multi Purpose Hall to upgrade the stage area, lighting, sound and seating enhancing the schools ability to provide performance opportunities for our students.

Management practices and processes

Our school assessment practices provided the school with meaningful feedback in a number of areas. Staff, students and parents provided information on a number of important issues including Positive Education, Diary use, Bring Your Own Device and Roll call structure. The Student Representative Council and Prefect body also provided feedback to school as did the P and C. This feedback was an important part of our ongoing and continual process of reviewing and refining, where necessary, school management practices in consultation with school staff. Some of these changes include our online payments, Skoolbag app and a new school fee schedule.

Strategic Direction 1

Creating a High Performance and Dynamic Learning School

Purpose

To develop and implement quality curriculum and innovative practices for every student in our care. At Parramatta High School students will be lifelong learners who are confident, engaged and empowered citizens. All students will have access to a rigorous, dignified and meaningful curriculum.

Overall summary of progress

Two school teams were established dedicated to this strategic direction; The Academic Improvement Team and the Assessment Team.

- The Academic Improvement Team addressed the analysis of data. Presentations by Barry Liang Education were introduced highlighting strengths and weaknesses of students and suggesting focus areas. A commitment to professional learning for staff in the area of ALARM was also targeted by this team in an effort to facilitate a whole school approach to build a learning community by helping us to adopt a common model and language of instruction to describe the process of learning and responding. This whole school approach ensures the learning process is explicit and promotes deep understanding.
- The Assessment Team have produced a consistent approach to assessment with minimum and maximum number of tasks set and a standard pro forma for notifying students. They reviewed the misadventure procedures and updated the forms. The team have also introduced processes to be followed for junior classes with regards to misadventures.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	Funds Expended
<ul style="list-style-type: none">• Increase number of students achieving in the top 3 bands in all external exams• 100% staff trained in ALARM• IEP in place for senior students	<p>Review and analysis of SMART and RAP data. Increase in HSC performance in top 3 bands. Yr 9 Naplan results remain steady with continued above average growth from Yr 7 to 9.</p> <p>All staff trained in ALARM</p> <p>Mentoring program with IEP introduced for senior students</p>	<p>\$2700 in casual relief</p> <p>\$6,900 for Barry Liang-Data Analysis workshops</p>
Establishment of effective Leadership Teams in Assessment and Academic Improvement.	<p>Central assessment calendars were produced to gather data. Junior assessment planners were then created and all junior assessment tasks were entered on the Year planners and the PHS calendar</p> <p>Guidelines for students and teachers written and presented to staff. Pro formas were produced for task notifications and for misadventures</p>	<p>\$1350 in casual relief</p>

Next steps

- The Academic Improvement team will continue with Barry Liang Recommendations, and use the data analysis tools to identify priority learning areas. Scaffolding strategies will continue to be consolidated with the GAT policy revisited and the continued development of Personalised Learning Plans for senior students.
- The Assessment team will review styles of assessment, evaluate the senior assessment policy and compile revised assessment schedules for 2016 and 2017.

Strategic Direction 2

Developing quality Leadership and Professional learning practices

Purpose

To embed and implement explicit, targeted and engaging professional leadership and learning. At Parramatta High School there will be a culture of continued professional, growth, reflection and collaboration.

Overall summary of progress

Two school teams were established dedicated this strategic direction; The Quality Teaching Team and the 21st Century Learning Team.

- The Quality Teaching Team reviewed the curriculum, teaching practise and revised teaching and learning programs with the aim to embed the Quality Teaching Framework. The team were professionally developed in the elements of the Quality Teaching Framework. A lesson proforma was developed by the team which will be used by staff for the lesson observations. The team led professional learning sessions for the staff in the SOLO taxonomy which aids Higher Order Thinking. This will also be the focus of the lesson observations for semester 1 of 2016.
- In accordance with the school plan, the 21C Team has achieved the anticipated milestones for 2015. been The team developed a definition of what 21C pedagogies involve and communicated this to the whole school through a daily 'take-out' on the school's homepage. In terms 3 and 4, the team agreed that the development of critical and creative thinking skills would be a key focus. However, the team has also started to investigate the features of 21 Century learning spaces so that an existing classroom could be modified to provide a physical space to support 21C learning activities. In addition, Team leaders have received professional learning on Thinking Routines and Maximising BYOD. In Term 4 the team decided to explore the use of Harvard Zero Thinking Routines, initially with team members then at faculty level across the school. The results of the end of year survey clearly indicate that the team's work has had an impact across the school in raising awareness of 21C learning and pedagogy with staff understanding of these terms increasing significantly in the four survey questions.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	Funds Expended
<ul style="list-style-type: none">• All teaching programs incorporate QTF and a variety of 21C pedagogies.	<p>QT Team are professionally developed in elements from the Quality Teaching Framework and are prepared to professionally develop staff in Higher Order Thinking.</p> <p>Staff present, model and share a range of teaching strategies. Critical thinking and problem solving skills are regularly used by staff in their pedagogy</p>	\$2700 in casual relief
<ul style="list-style-type: none">• All teaching staff have developed and applied PDP 's that are aligned to APST	<p>Lesson Observation proforma has been created. All staff have completed PDPs.</p>	\$2700 in casual relief

Next steps

- The Quality Teaching Team will evaluate the School Development Day presentations and the lesson observation proforma in 2016. The Team will continue their professional development in the QTF elements with a focus on Explicit Quality Criteria in Semester 2. The QTF team will use the SOLO taxonomy as a tool for staff to develop these elements in their lessons and programs.
- The 21st Century Learning team will continue to explore pedagogies and professional learning to support critical and creative thinking. There will be continued planning for the creation of a 21st Learning space.

Strategic Direction 3

Enhancing Organisational Effectiveness with an Inclusive and Engaged School and Community

Purpose

To develop a high functioning, strategic organisation that values individuals and fosters a collaborative environment. At PHS this will ensure a holistic education for all students where management practices and processes encourage considered risk taking to promote a culture of continued improvement and learning success.

Overall summary of progress

Two school teams were established dedicated this strategic direction; The Positive Education team and the Community Partnerships Team.

- The Positive Education Team participated in professional learning in Positive Psychology Models. They developed a questionnaire for students, staff and parent groups and presented results to the school. This data has driven the development of the PHS Positive Education Model: Aspire to be launched in 2016.
- The Community Partnerships team have focussed on communication within and beyond the school. They have successfully updated the website and developed a framework to enhance school knowledge through faculty contributions to the school newsletter. They have introduced the Skoolbag App, Community Forums and investigating the role and implementation of a Community Liason Officer.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	Funds Expended
PHS Positive Education Model implemented for 100% of staff	<p>Team and whole staff awareness raised of Positive Psychology models</p> <ul style="list-style-type: none">•Staff and student wellbeing survey results have identified school strengths and areas for further development•Stakeholders (staff) made aware of identified areas of staff and student wellbeing strengths and areas for further development•Parent/Carer survey administered, highlighting school strengths and areas for further development.	<p>Positive Schools Conference 2015-attended by 5 staff</p> <p>TPL-relief days for implementation and collation of questionnaire and focus groups data \$1350</p> <p>\$2700 in casual relief</p>
Increased Family, COS, Tertiary institutions, Business and Government agencies actively involved and supportive of the schools educational priorities through community partnerships.	<p>Team reviewed :“Strengthening family and community engagement in student learning resource”</p> <p>Enhanced communication channels and partnerships within PHS school community with the investigation/quoting of an electronic sign.</p> <p>Updated Website</p>	<p>\$2700 in casual relief</p>

Next steps

- The Positive Education team will revisit, adjust and launch the final model of Aspire to school community and develop strategies for whole school implementation.
- The Community Partnerships team will continue to drive the collection of faculty information for Skoolbag, Website and Newsletter items. Framework and roles delegated to ensure feed of information to project team leaders and Deputy Principal. Success will be measured through increased number of articles uploaded, statistics on Skoolbag App participants, website hits and number of Parents attending information sessions.

Key initiatives and other school focus areas

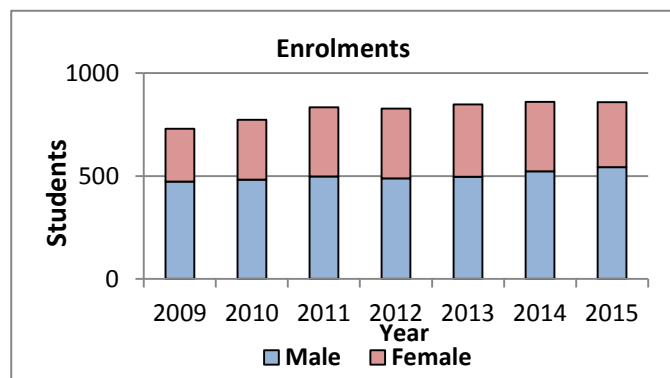
Key initiatives (annual)	Impact achieved this year	Resources (annual)
Aboriginal background funding Supplementation of student programs Student Assistance ATSI program coordinator	Participation in school base curriculum programs. <ul style="list-style-type: none"> - Peer literacy (literacy) - High Resolves (Leadership) - AIME 9(Mentoring) Financial assistance to students and families ATSI program coordinator As a result of the above strategies, ATSI students have engaged fully with the curriculum and achieved leadership roles within the school.	\$4704.00
English language proficiency funding ESL Literacy support teacher Supplementation of student programs Student Assistance	Teacher release to provide additional literacy and learning support for targeted students. High Resolves (leadership) Show me the Way (mentoring) Peer Literacy (literacy) ELES study skills (literacy) As a result, students supported with academic needs related to literacy and numeracy.	\$19 714.00
Targeted students support for refugees and new arrival	NA	
Socio-economic funding Enhanced student facilities Supplementation of student programs Whole school data analysis Increased community participation and engagement.	Upgrade to classroom spaces as well as new seating, painting and audio upgrade in hall. High Resolves; Peer literacy; Roll Call Literacy resources purchased for 2016, diaries for Yr 7 & 8. Employment of expert data analysis team to provide information and strategies in NAPLAN & HSC. Purchase of Skoolbag App & CENTRAL parent portal for 2016. Purchase and installation of Digital sign. Purchase of "Helping teachers, Helping Parents" newsletter for school website. As a result, school community facilities have been enhanced to meet 21 st century learning needs. Extensive Data analysis has engaged all staff in meeting the learning needs of targeted students, resulting in outstanding NAPLAN growth for PHS, number 1 in the nation for growth. Purchase and/or the implementation of a range of strategies have resulted in increased opportunity for engagement and the strengthening of partnerships.	\$70 520.00
Low level adjustment for disability funding Teacher employed Teacher Release.	Teacher employed part time to provide assistance with increasing student understanding of course work in lessons and the completion of assessment tasks. Teacher release for program coordination and related professional learning.	\$47 836.00
Support for beginning teachers Teacher mentor employed Beginning teacher mentor program Supplementation for teacher release.	Employed experienced teacher to coordinate program. Implemented a mentoring program to support beginning teachers through lesson observations and professional learning in line with Australian Professional Standards. Beginning Teachers released from face to face to improve practise and access professional learning.	\$29 433.00

Student information

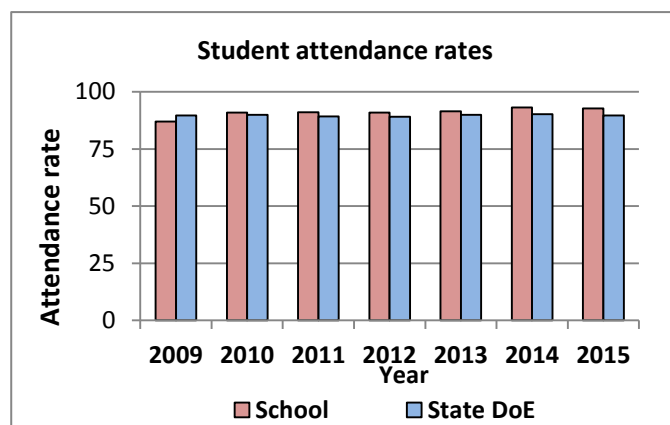
It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

Gender	2009	2010	2011	2012	2013	2014	2015
Male	473	483	498	489	496	523	543
Female	257	291	336	338	351	337	315



Student attendance profile



	Year	2009	2010	2011	2012	2013	2014	2015
	School	7	90.9	95.5	94.7	95.7	95.2	96.3
	8	86.9	90.5	93.7	93.6	93.4	95.1	94.0
	9	86.6	88.9	90.3	93.2	92.0	94.8	93.1
	10	87.1	88.7	86.8	87.7	90.8	93.0	90.9
	11	86.3	90.4	89.0	85.3	86.7	91.2	91.3
	12	83.9	91.2	90.8	88.9	89.5	87.8	91.3
	Total	87.0	90.9	91.0	90.9	91.4	93.2	92.7
State DoE	7	92.3	92.6	92.5	92.4	93.2	93.3	92.7
	8	90.0	90.5	90.1	90.1	90.9	91.1	90.6
	9	88.8	89.1	88.8	88.7	89.4	89.7	89.3
	10	88.7	88.3	87.1	87.0	87.7	88.1	87.7
	11	89.4	89.1	87.6	87.6	88.3	88.8	88.2
	12	89.4	89.8	89.2	89.3	90.1	90.3	89.9
	Total	89.7	89.9	89.2	89.1	89.9	90.2	89.7

The school continued with the highly effective whole school attendance which has achieved significant improvement in attendance across all grades. Parents are notified by SMS in regards to daily absences and Deputy Principals

follow up on regular absences, making HSLO referrals when necessary.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
seeking employment	0	8	1%
employment	0	0	2%
TAFE entry	5	2	8%
university entry	0	0	81%
other	0	0	5%
unknown	0	2	3%

Year 12 students undertaking vocational or trade training

In 2015 26 Students undertook a VET course in school and 4 completed a T Vet course.

Year 12 students attaining HSC or equivalent vocational educational qualification

100% Of students in year 12 2015 obtained the HSC or equivalent. 135 Students sat the Higher School Certificate at Parramatta High School in 2015.

81 % of students gained a place at University. An Increase of 41% over the previous years' cohort but this can mostly be attributed to the fact that the 2015 cohort was the first of our partially- selective stream to undertake the HSC. A large percentage of those students are attending Western Sydney University, followed by smaller groups attending UNSW, Sydney, UTS and Macquarie in equal proportions. A wide range of course were selected with Engineering, Business and Commerce being the dominant choices. The variety of other courses selected indicates students were able to make course decisions in relation to their strengths which is pleasing. Occupational therapy, Architecture, International studies and Medical Science are example of other courses chosen.

11% of students chose to study at TAFE or a private Provider. Career-areas of study included Events Management and Tourism, Business Administration, Child Care and Beauty Therapy. Of the students who chose TAFE a small number undertook apprenticeships in Construction, Plumbing and Hairdressing.

5% of students chose full-time or part time employment, or the experience of a GAP year. 35 of students were not able to be contacted.

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	10
Classroom Teacher(s)	54
Teacher of Reading Recovery	0
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher of ESL	3
School Counsellor	1
School Administrative & Support Staff	10.882
Other positions	0
Total	83.882

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

There were no indigenous staff members in 2014 although the school has an established ATSI Education Team. The services of AIME (Australian Indigenous Mentoring Experiences) and the ASLO from Western Sydney are accessed to provide support for the educational outcomes of indigenous students.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Undergraduate degree or diploma	86
Postgraduate degree	14

Professional learning and teacher accreditation

Professional Learning

Parramatta High School Staff participated in five Staff Development days in 2015. These days focused on various topics including: ALARM (a literacy program), Strategies for Integration Students, Child Protection, Positive Education, The School Plan, National Consistent Collection of Data on Students with a Disability, The Performance and Development Framework, 21st Century Learning, Visible thinking, Mindfulness, Numeracy and Asthma.

A number of staff meetings were also devoted to staff development activities. These included expanding the work done on the Staff Development Days on the topics listed above.

Over 50 staff members attended over 80 different external Professional Development courses, representing all faculties. Courses covered include Positive Education, Literacy, Lesson Observations, Boy's Education, HSC improvement, Behaviour management, The School Plan, Network meetings, conferences and workshops, Executive Leadership as well as KLA specific courses related to curriculum and assessment.

As well as these courses, faculties were able to access designated Australian Curriculum funds for teacher relief for the development of programs. The average expenditure on Professional Learning per staff member including, at the school level, was over \$1000, with the total school expenditure on professional learning in excess of \$50,000.



Teacher Accreditation and Beginning Teachers

We have 3 teachers who gained their accreditation in 2015 making a total of 26 teachers who are accredited.

Beginning teachers in their first year are provided with mentor support to complete their accreditation, as well as participation in the school developed Induction Program to Teaching. Teachers in their 2nd-5th years are provided with support to complete their records of professional learning in order to maintain their accreditation and to assist them in their submission of the documentation for the Maintenance of Accreditation Report.

Financial information

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	426,910.86
Global funds	550,195.45
Tied funds	339,512.21
School & community sources	289,579.88
Interest	12,175.19
Trust receipts	33,228.87
Canteen	0.00
Total income	1,651,602.46
Expenditure	
Teaching & learning	
Key learning areas	169,157.69
Excursions	70,935.63
Extracurricular dissections	80,927.09
Library	15,312.09
Training & development	7,910.70
Tied funds	315,674.60
Casual relief teachers	96,826.61
Administration & office	134,327.84
School-operated canteen	0.00
Utilities	110,127.82
Maintenance	123,035.30
Trust accounts	39,249.79
Capital programs	108,435.38
Total expenditure	1,271,920.54
Balance carried forward	379,681.92

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. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

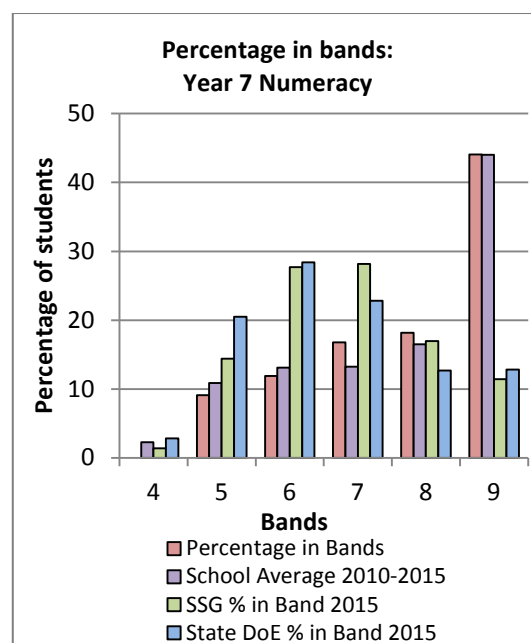
NAPLAN– Year 7 Literacy & Numeracy (INCLUDING Reading, Writing, Spelling, Grammar and Punctuation)

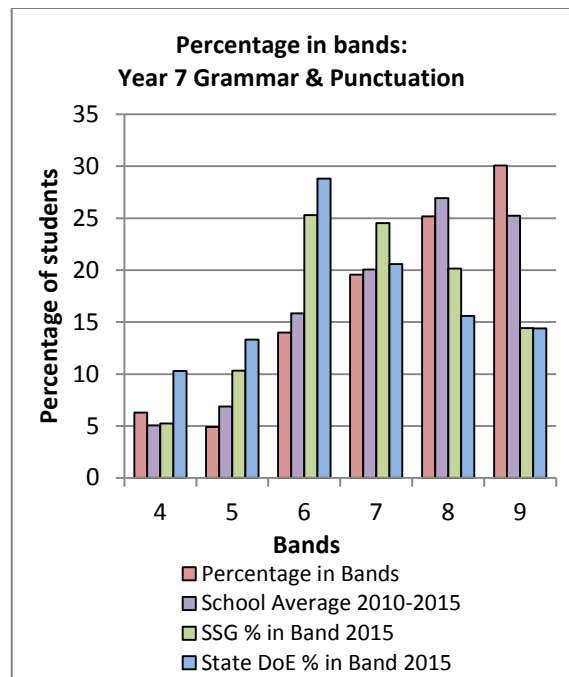
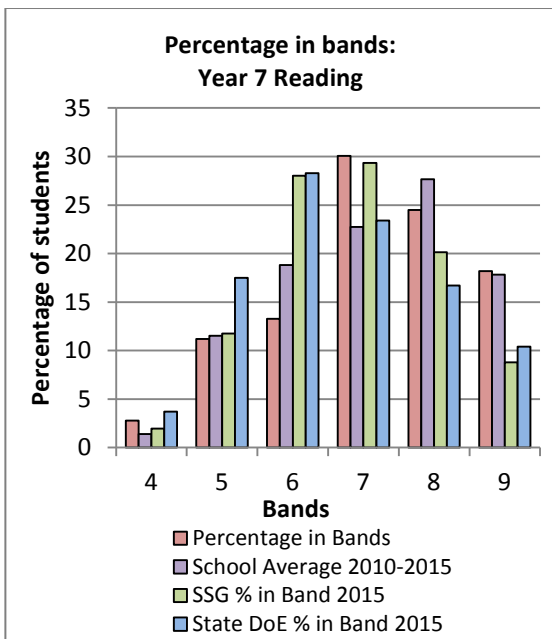
Numeracy

Numeracy results indicated an impressive 44.1% of students who achieved a Band 9 compared with 13.3% for the State and 36.8% for the Partially Selective Group. Average growth in numeracy in Year 7 was 68.9%, well above the State average (State 53.1% and Partially Selective Group 62.6%). Nine percent (9.1%) of the cohort achieved Bands 5 and 4 (State 16.9% and Partially Selective Group 10.8%). These students have been targeted for special programs in 2016.

Literacy

In 2015, the results for both the Year 7 and Year 9 cohorts across Reading, Writing, Spelling and Grammar and Punctuation were extremely positive and significantly higher than the SSG and State DoE averages. The average score for Parramatta High School Year 7 students in comparison to the State DoE average was 18.2 points above in Reading, 49.9 in Spelling, 46.8 in Grammar and Punctuation and 39.9 in Writing. Similarly, comparison to SSG averages indicated a score 18.2 above in Reading, 37.9 in Spelling, 32.9 above in Grammar and Punctuation and 25 above in Writing. An average of the percentage of students achieving in the top 3 bands in each of the four Literacy components, reveals that on average 71.2% of the cohort have achieved in the top 3 bands, well over the DoE percentage of students represented in the three top bands. While a small number of students have achieved in the lowest bands (2.8% in Reading, 7.7% in Writing, 4.2% in Spelling and 6.3% in Grammar and Punctuation) the school has increased support for these students through the employment of an additional LAST and TSO to work with students throughout 2016.



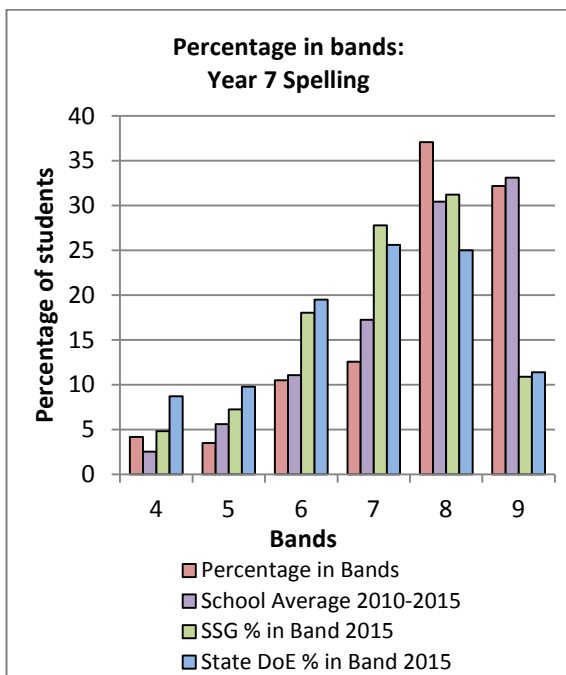
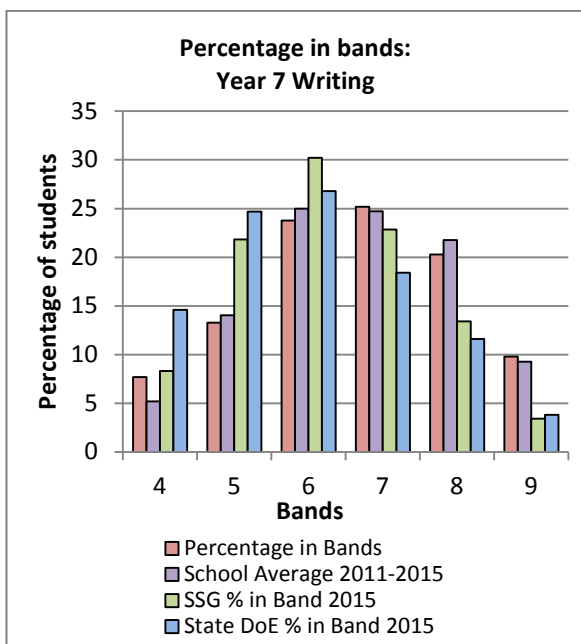


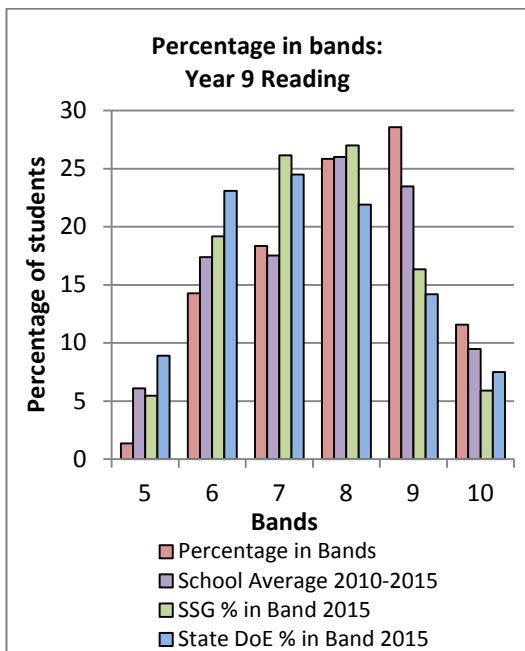
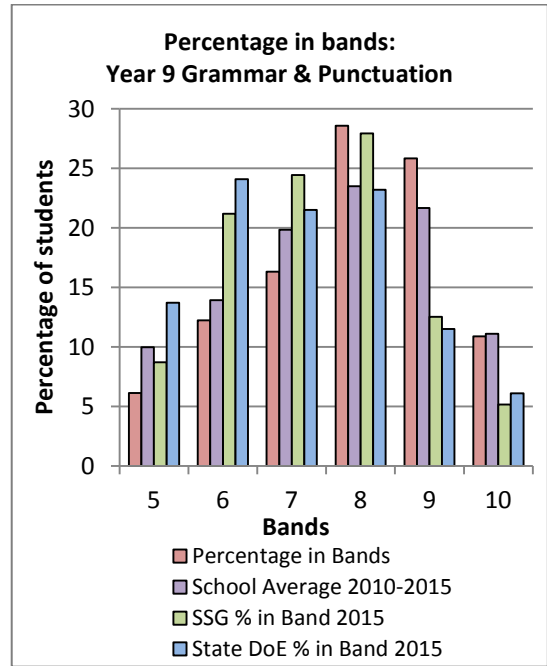
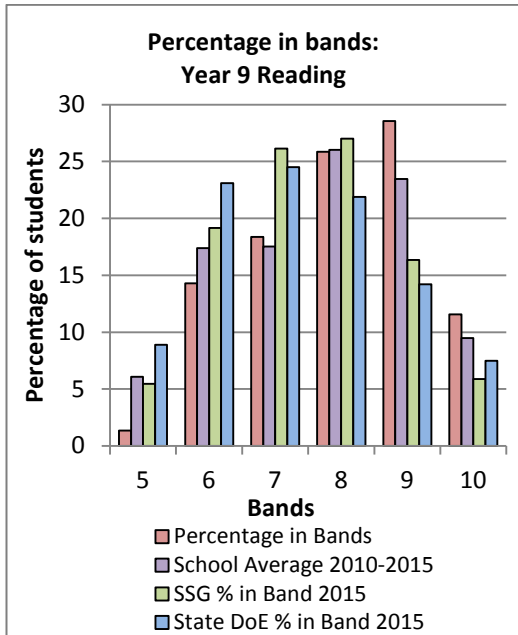
NAPLAN– Year 9 Numeracy & Literacy (INCLUDING Reading, Writing, Spelling, Grammar and Punctuation)

Students were given a score that fell into six Bands in Numeracy, with Band 10 being the highest and Band 5 the lowest. Forty one per cent (41.5%) of Year 9 students were in the highest Band 10, compared with 13.1% for the State and 35.1% for the Partially Selective Group. Average scaled score growth achieved was 56% compared to the State 47.6%, and Partially Selective Schools 47.6%. At the bottom of two bands the school scored 6.8% compared to 17.2% State and 11.6% Partially Selective Schools. Programming principles with the New National Curriculum will be maintained and fine-tuned to ensure further success and growth at Parramatta High School.

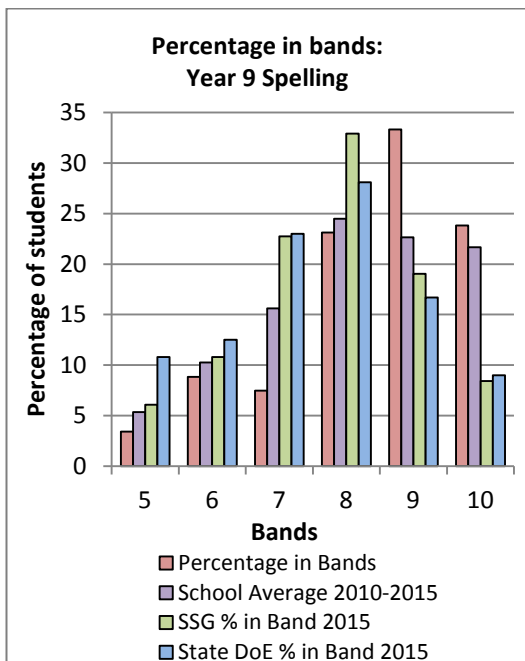
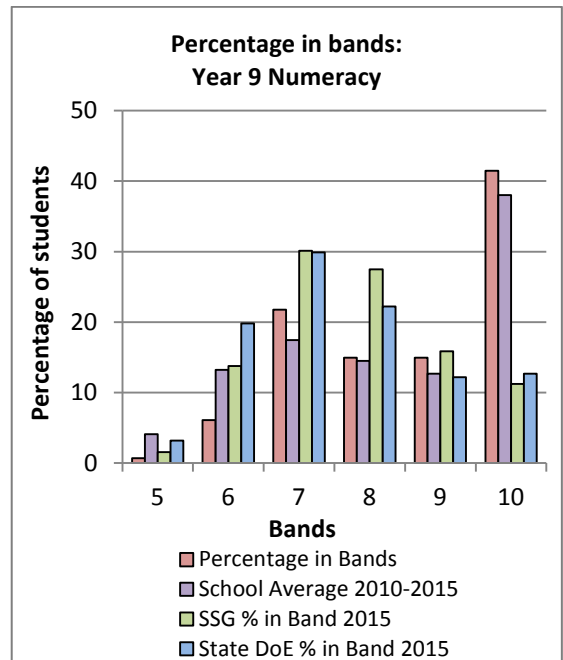
Year 9 students also achieved at a particularly high level in comparison to the SSG and DoE averages in Reading, Writing, Spelling, Grammar and punctuation. The 2015 results indicate that Parramatta High School students scored an average score 36.4 points above other DoE schools and 58 points above in Writing. In the Spelling and Grammar and Punctuation components, our students attained an average which was 49.9 and 46.2 above the DoE averages for those test elements. In regard to SSG average scores, the Year 9 cohort achieved 28.7 above in Reading, 38.8 above in Spelling, 36.6 above in Grammar and Punctuation and 40.2 above in Writing.

While the 2015 NAPLAN results indicate positive growth for Year 9 students across all areas, the Average Scaled Growth in Writing was outstanding, with Parramatta High School's achieving an average of 54.4 which was double the Average Scaled Growth for the State and 32.1 above the Average Scaled Growth for DoE Schools.





NAPLAN Year 9 – Numeracy



Notes: The 'Percentage in Bands' and 'School Average' columns are not shown where overall results are for less than 10 students.

State average band distributions do not include students who were exempted from the tests.

Higher School Certificate (HSC)

In the Higher School Certificate, the performance of students is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The HSC results

Creative and Performing Arts

The CAPA Faculty is growing at Parramatta High School, with three senior courses now running – Music, Drama and Visual Arts. In addition, the faculty presents opportunities for students to showcase their hard work and talent in both internal and external Music, Dance and Drama events. The classroom and extra-curricular programs work together to enhance student creativity and support learning outcomes from Year 7 through to Year 12.

In the 2015 HSC, 67% of Music students achieved a Band 5 result and the majority of students had their HSC Music result as the highest mark attained of all their HSC subjects. There has been a marked improvement on the previous year as 2015 sees all Parramatta High School Music 1 students achieve a Band 5 or Band 4 result. The enrichment opportunities offered to students both within and outside of the school have also significantly contributed to the strong 2015 HSC results.

In addition, over 95% of Visual Arts students achieved a minimum Band 4 result with one student achieving a Band 6 result. This year has seen a marked improvement in Visual Arts results with Parramatta High School achieving above the state DoE average.

English

Comparison of the 2015 HSC results in Standard, Advanced, Extension 1 and Extension 2 English courses with that of previous years indicates a general increase of 2 points over all courses with Advanced English performing most favourably in regard to the SSG mean. However, the results for ESL course which had before 2015, been the highest performing of all English courses was slightly lower than anticipated. Despite the outstanding performance of individual students in Advanced English along with the two Extension English and the number of Band 6 results being increased by a factor of 8 it is evident that the number of students achieving results in the top bands for these courses could be increased. Consequently, the over representation of students achieving a Band 5 for Advanced English (48%) and Band 3 in Extension English (75%) signifies that the movement of students into the top performance bands for these courses will be a focus for the 2016 HSC.

It is hoped that continued emphasis on supporting our students' mastery of academic writing through the use of ALARM in conjunction with other literacy strategies such as the use of SEAL to structure paragraphs and Nominalisation will enable students to access the highest performance bands in this subject.

Review of and refining of the admission requirements for both Advanced and Extension courses will also be a feature of future planning in this KLA. Additionally, the development of the Literacy capabilities of students in the Standard English and ESL courses, along with the support of academically disengaged students will continue to be a component of English KLA and whole school planning.

Human Society and Its Environment (HSIE) HSC

In the 2015 HSC, Parramatta High School students sat for a wide range of HSIE examinations that included Ancient History, Business Studies, Geography, Economics, Legal Studies, Modern History, Society and Culture and Retail Services. Many students studied and sat for at least 2 or more HSIE courses and exams. A total of 4 Band 6's were achieved across courses such as Ancient History, Business Studies and Legal Studies. An exceptional 42 high Band 5's were achieved across all HSIE courses, compared with 17 Band 5's achieved the previous year in 2014. Most notably, demanding courses such as Society and Culture which required students to also complete and submit a 6,000 word long HSC Project called the '*Personal Interest Project*' (PIP), achieved 7 Band 5's. Six of these seven Society and Culture Band 5's were on the cusp of being a Band 6. HSIE also achieved 39 Band 4s. Ancient History, Legal Studies and Society and Culture achieved above State DoE average results. Courses such as Ancient History, Economics, and Society and Culture achieved similar results to SSG similar school groups, with Legal Studies surpassing SSG similar school groups' results. Comparison of 2015 results with averages achieved in previous years, showed an increased achievement across a range of HSIE HSC courses such as Business Studies, Geography, Society and Culture, Modern History, and in particular great growth in Ancient History and Legal Studies which have both shown a 10% increase in 2015 when compared with previous years' performances. All HSIE HSC courses require significant literacy demands from students, and this remains an ongoing challenge that is constantly addressed by the HSIE Faculty staff through a range of quality teaching, assessment and feedback strategies that are continually refined to improve student learning outcomes and HSC result. The HSIE Faculty's priority is to design highly effective teaching and learning strategies that explicitly scaffold the teaching and learning of Syllabus Dot points, study skills and examination techniques, unpacking and attacking past HSC examination questions and extended and short answer response writing using whole school literacy strategies such as ALARM, SEAL and nominalisation.

Languages HSC

A within school comparison has once again confirmed that students in 2015 in most instances performed better in Languages than in their other HSC subjects with positive value adding in most HSC course in Languages.

Band 6 results were attained by 50% of students in the French Beginners course and one student in Hindi Continuers and Chinese Background Speakers. One student, studying Tamil Continuers in the accelerated program, came first in the State in this course.

Continued student interest in studying Background Languages through community schools and Open High School saw HSC entries in Chinese Background Speakers, Hindi Continuers, Tamil Continuers and German Continuers in 2015.

Mathematics

In total, 33 Band 6's plus an extra 11 notional Band 6's have been achieved in 2015. This total of 44 band 6's and E4's were achieved in the following courses: Twelve Band 6's in Mathematics, Twelve E4's in Mathematics Extension 1 and sixteen band E4&E3 in Extension 2. In Mathematics Extension 95% of candidates achieved a Bands E4&E3 (State 83%). These results indicate that continued emphasis on appropriate student course selection is essential. In Mathematics, 22.22% of students achieved Bands 6's compared to State 19.63%. Also the school achieved zero per cent (0%) in the lower two Bands in Mathematics compared to 4% for the State. In General Mathematics the school achieved 4 bands 6's, that is 9.0% compared to State 5.6. However, a lot of attention is needed in the lower bands in General Mathematics as the percentage of students exceeds the State significantly. The ALARM Program (targeting Numeracy and Literacy) that was introduced in 2014, 2015 will continue to enhance and assist in lifting the performance of all Mathematics students.

Personal Development, Health and Physical Education

Numbers in the PDHPE course have remained fairly consistent over the past few years with two PDHPE classes completing the HSC in 2015.

There has been notable improvements in the bands, with the percentage of students who attained a Band 6 going from 0% in 2014 to 5.7% in 2015. The within school comparison is continuing the trend of the last few years and we are continuing to move towards more positive results each year through the development and implementation of whole school programs.

Some students are still choosing to complete studies in the Sport Lifestyle and Recreation (SLR) course which continues to compliment their choice of school to work pathway.

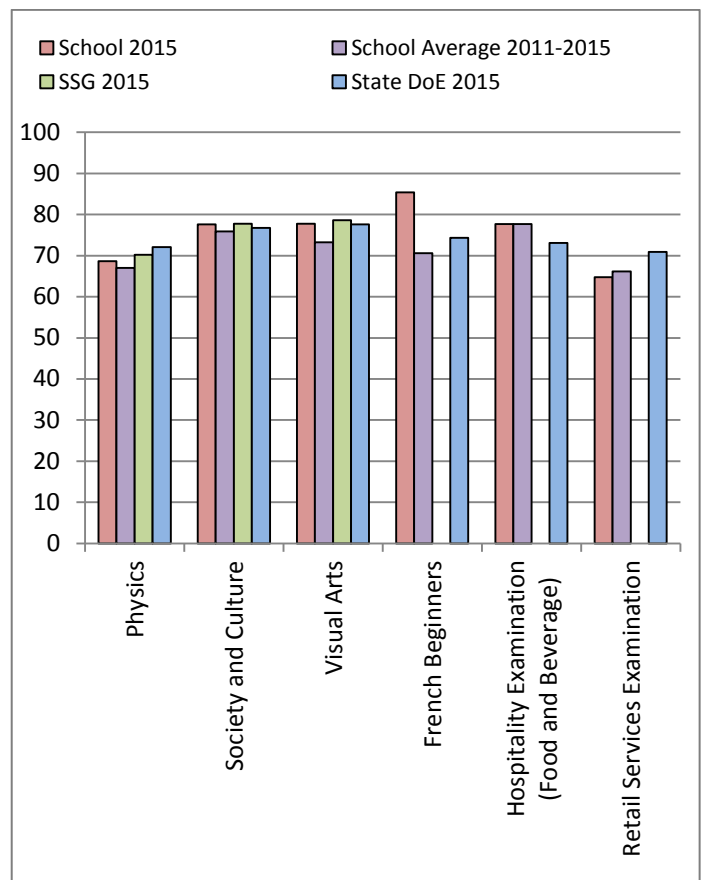
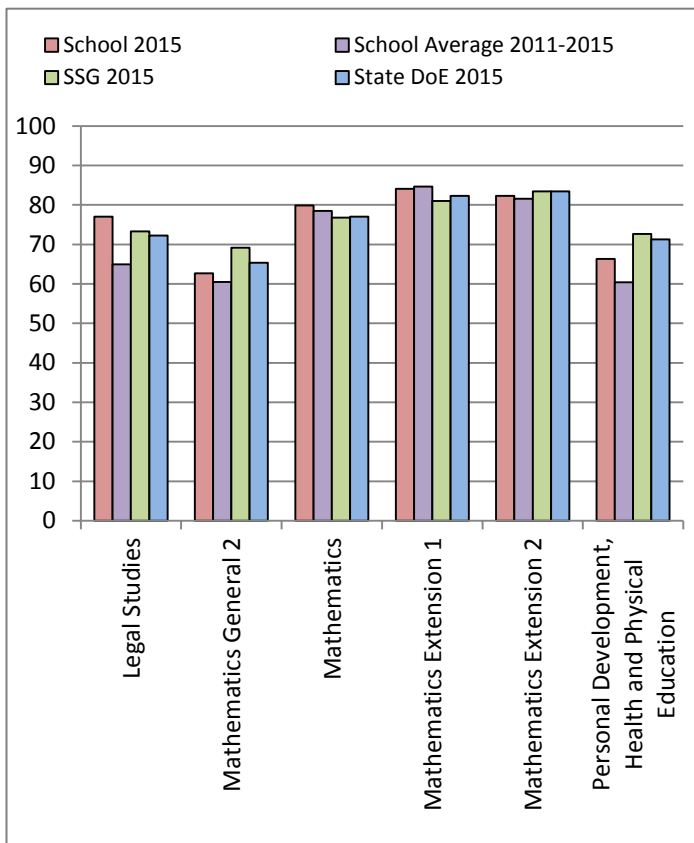
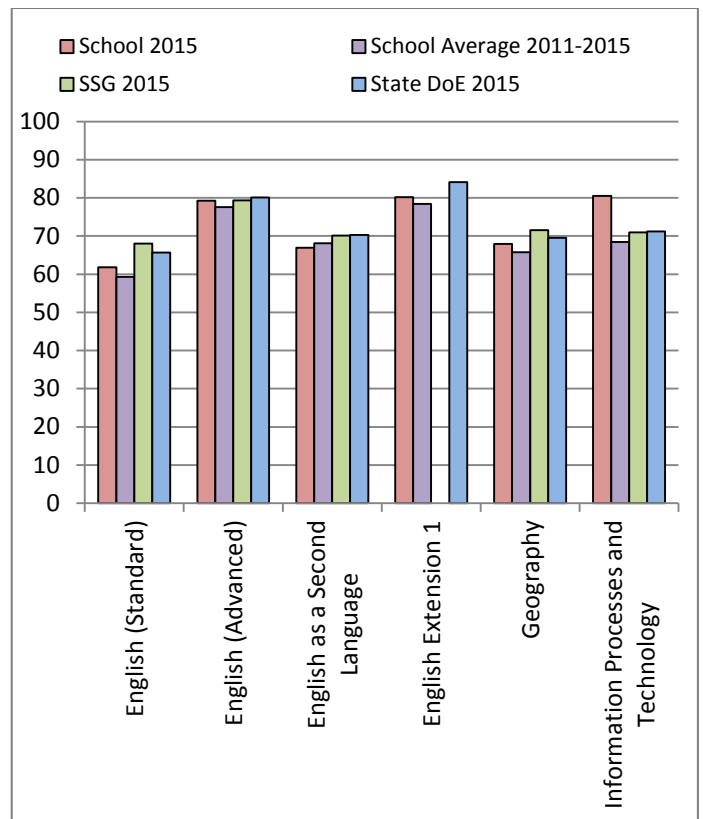
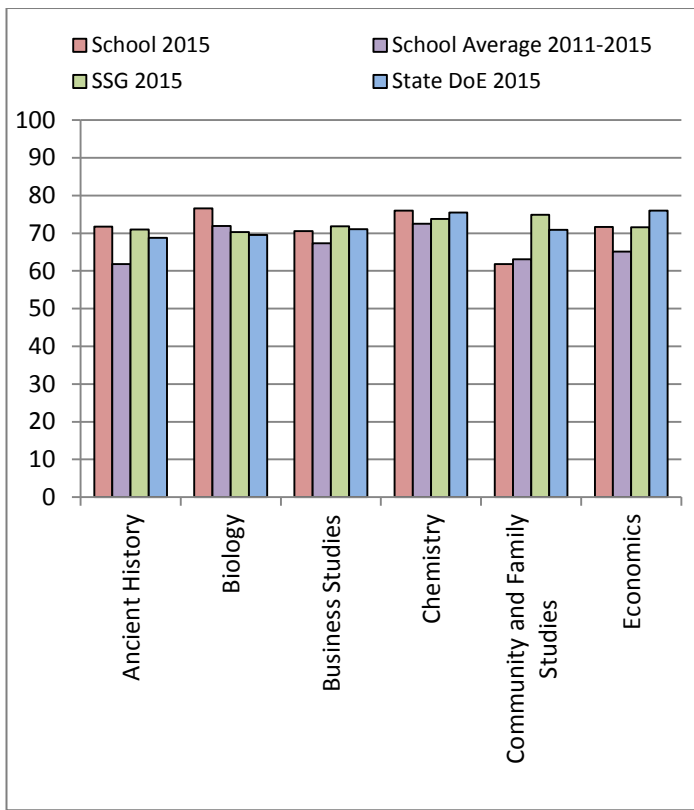
Science

In the 2015 HSC all three science courses achieved results surpassing the school's average over the past three years. Student performances in both Biology and Chemistry were exceptional, outperforming both the state average and the results for schools within our like group. Most impressive was the percentage of students achieving the highest band, band 6, which was double the state average. This was a significant improvement on previous years. For many students, their performance in HSC science courses were amongst their best results in comparison to the state averages.

In general, individual student HSC performances, when compared to their previous NAPLAN results, suggests that there is potential to extend students in the higher bands in Chemistry. Whereas in Physics, support would be most beneficial in aiding those students below band 7 to maximize their potential for success in the HSC.

Technological and Applied Studies (TAS)

The seven HSC subjects in the TAS KLA continue to serve their client base well. The 2015 size of the candidature of the TAS HSC cohort was a decrease in percentage from previous years. Small individual class candidature at HSC level makes data analysis a more challenging task, however, more individualised attention can be afforded students. There was a slight increase in higher band performance overall compared to the previous year, though results overall show no real change in the lower bands. A trend which continues is, the significant majority of candidates who achieved their best band performance in their TAS subjects. This indicates that the TAS KLA is meeting the needs of the students in their classes. Engineering Studies continues to be a challenging course and this year's set of performances have proven to be one of the best in many years. Hospitality (Food and Beverage) produced some outstanding results with Band 6 performances and more than half of the class achieving in the top two bands. Information and Processes Technology also stood out as a good set of performances with half the class achieving Band 5 and along with Hospitality achieved above state average results and these are the best results compared to state in the last 15 years. The TAS faculty continues to develop their resources, teaching and learning and assessment strategies to maximise and individualise student learning and achievement and promote design and problem-solving skills applicable to all post-school education and training. We have made investment in Robotics and the introduction of a Programming Club, inline with the initiatives of government.



Other Outstanding Achievements

In the area of student performance and achievement there have been many outstanding results:

- Students performed in the prestigious pulse concert
- Year 8 students won the Western Sydney junior Debating Competition
- Students were successful in the Annual Mind Marathon competition becoming Regional Champions
- Samuel Yu was ranked No. 2 in Sydney West Tennis.
- Saleen Ahmed was Sydney West Girls Tennis Champion
- Maryone Joseph in Year 8 received an internship for her Language Perfect results.
- 29 students represented the school at Prospect Zone area championships.
- Rishab Singh was in the top 2% of the Australian Problem solving Maths Olympiad and has been accelerated to complete Yr 11 Mathematics.
- Jeyvicknan Jeyadevan received a platinum Award and Medal for the Premiers Reading Challenge

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

POSITIVE EDUCATION TEAM

Purpose and Data Collection and Analysis:

As part of Parramatta High's School Plan 2015-2017, Strategic Direction 3: Enhancing organisational effectiveness with an inclusive and engaged school and community, the Positive Education Team focused on developing an awareness, understanding of and responsiveness to whole school community wellbeing through the use of a range of data gathering tools and the design and implementation of a Positive Education model. In 2015, the Positive Education Team's focus was on designing, implementing and analysing qualitative and quantitative data to gauge students', staff and parents/caregivers' understanding of wellbeing and positive psychology, as well as identifying personal and school strengths and areas for further development and support.

Extensive research was conducted by the team, using Questionnaires and Focus Group discussions with 224 student participants across years 7-12 and 74 staff participants, and a questionnaire with 50 parent parent/caregiver participants. The research methods focused on Professor Martin Seligman's extensive Positive Psychology research work and model titled 'PERMA', thus the team's questionnaire and focus group questions aimed at gauging our school's

stakeholders' understanding and assessment of their strengths and areas for further development in the following key aspects: Positive Emotions, Engagement, Relationships, Meaning/Purpose, and Accomplishments. The parent questionnaire focused on gathering data regarding wellbeing issues such as resilience, communication, mental health, acceptance and safety.

Student Results:

Questionnaire and Focus Group results showed that stress and anxiety were key areas of concern that impacted negatively on students positive emotions, with each Stage group demonstrating different triggers for stresses experienced. Students felt a high level of positive engagement across all Stage groups, particularly when they were given opportunities to engage in sporting activities, practical tasks, wellbeing activities, fun learning and extra-curricular interactions and initiatives with staff, and wider elective course choices in Stage 5 and 6. Students also indicated increased meaning and purpose was achieved when teachers provided them with clear expectations, goal setting and career focused programs. Stage 6 (Year 11 and 12) students particularly indicated a desire to improve their understanding of their own strengths and abilities to assist in decision-making and a desire to develop CV writing skills and 21st century skills of adaptability to change and risk-taking. Data gathered on Relationships indicated that students felt a strong sense of support from their peers, teachers and parents, and increased positive interactions and relationships forged across mainstream and selective groupings, particularly as they moved into Stage 6. Results did indicate some student concerns regarding high parental expectations regarding academic performance, achievements and subject selection choices being made. Stage 4 (Year 7 & 8) students identified the transition process from primary to high school a challenging one, and the ongoing need to be assisted in resolving problems with the support of Year Advisors, Teachers, School Counsellors and the Chaplain. Stage 5 (Year 9&10) students experienced challenges in learning how to balance their increased workloads and timeframes for assessments, and noted programs such as High Resolves gave them great opportunities to engage in student leadership programs which gave them a voice. Stage 6 students expressed a desire to be even more informed about post-school course options, more interactions between mainstream and selective groupings to assist in transitioning to mixed class groupings in Year 11 and 12, and they expressed an overwhelmingly positive set of emotions regarding the school's new Senior Learning Centre.

Policy requirements

Aboriginal education

Parramatta High School's Aboriginal and Torres Strait Islander (ATSI) Education Team had another successful year with many highlights. Thomas Harrington was awarded the Noel Beddoe award for Most Outstanding Indigenous Student at the presentation night after achieving outstanding academic results. Jayden Bowers also successfully completed his Higher School Certificate. Congratulations to Jayden, Thomas and all the students of 2015 for another good year.

The ATSI Education Team at Parramatta High School has three focus areas which are aligned with the NSW DEC's *Aboriginal Education and Training Policy*. These three areas see the team focus on improving the educational outcomes of all our Aboriginal and Torres Strait Islander students, building increased knowledge and understanding of Aboriginal Australia for all staff and students and strengthening collaborative decision making with Aboriginal people and communities.

In order to improve the educational outcomes for students, the ATSI team offered after school tutoring on a Thursday afternoon which was run by ex-student Keisha Shirley and the ATSI team. The program was funded through the Norta Norta program and had a specific focus on ensuring assignment submissions and homework completion increased. The weekly tutoring program was supported and improved by the student's participation in the Australian Indigenous Mentoring Experience (AIME). AIME is an organisation whose goal is to see the number of Indigenous students who leave high school and move on to university equalling or bettering that of non-Indigenous students. Personalised Learning Plans are also used by the ATSI team as a way of maximising student outcomes. These involve being aware of each student's background, their preferred learning styles and their goals. These are referred to throughout the year by team members to ensure students are progressing and achieving their desired personal, social and academic goals.

Knowledge of Aboriginal Australia was built through participating and recognising a number of key events and also through the teaching of relevant content area in a variety of Key Learning Area's. NAIDOC week was a particular highlight with the school partnering with Doonside High School to host several events and performances.

Relationships with the parents and carers of Indigenous students have been an increasing priority of the ATSI team. The main avenue to build this relationship has been the Aboriginal Education BBQ, which was conducted with the Parents, carers and

Staff Results:

Staff wellbeing results indicated a strong sense of belonging to and happiness in working at Parramatta High School. A strong sense of valuing and supporting colleagues was felt by staff. Staff results identified the following characteristics/qualities as being essential in promoting wellbeing in their workplace: a sense of trust, feeling engaged, valued and supported, transparent and positive leadership, dynamic relationships, and a common school vision. Staff identified the following factors as areas for further development in the school, especially in managing workplace and educational change and increased workloads: improved communications, consultation processes, conflict resolution training, proactive and solution-focused mindsets, career development/progression, and the value of ongoing recognition, gratitude, encouragement and support

Parent/Caregiver Results:

Whilst Parent Questionnaire results indicated general satisfaction with the school's responses to addressing their children's wellbeing, parent respondents did identify a desire to have greater access to information from the school in regards to resilience-building strategies and goal setting for their children, and greater communication on an array of mental health and wellbeing issues, and current school programs and initiatives that address and support such issues. There was a strong sense of feeling that their children were accepted, included and made to feel safe by the school.

Conclusion:

The collection of extensive data has enabled the Positive Education Team to design a Parramatta High School Positive Education Model titled '**ASPIRE**', an acronym that represents our school's focus on developing, enhancing and promoting the **A**ccomplishments, **S**trengths, **P**urpose, **I**nclusion, **R**elationships and **E**ngagement of all our students, staff and parents/caregivers. The Positive Education Team is also using the data to develop and implement wellbeing initiatives and strategies that enhance identified strengths and areas for further development. The overall aim is to work towards developing a high functioning, strategic organisation that values all individuals, fosters a collaborative and supportive environment and enables all stakeholders, particularly our students to aspire towards and achieve their maximum potential and wellbeing.

families of our Aboriginal students. This event is becoming a welcome tradition at the beginning of each year and enhances the relationships between the parents, carers and families of the students and the ATSI team. These relationships are then called upon throughout the year when input and assistance is required in implementing any plans or ensuring the best results are achieved for the students. A collaboration with Doonside High for NAIDOC week was also a welcome inclusion in integrating the Parramatta High School Aboriginal and Torres Strait Islander community with the larger regional community.

Multicultural Education and Anti-racism

The main cultural backgrounds represented at Parramatta High School in 2015 were Indian, Chinese, Afghani, Turkish, Arabic and Korean with enrolments from students of non-English speaking backgrounds (NESB) at more than 80%. The recognition of cultural diversity underpins many programs and initiatives at Parramatta High School. Multicultural perspectives are firmly embedded in faculty teaching and learning programs, enabling all students to increase their intercultural awareness and understanding. This, combined with students' daily interactions with others from diverse backgrounds, equips our students with the skills needed to take their place in the multicultural international workforce.

The school's EAL/D team of 3.2 teachers in 2015 provided ongoing support to targeted students. Those students who have been in Australia for less than three years are targeted as a priority for cross-faculty support. Team-teaching with various KLA mainstream teachers and intensive teaching of withdrawal groups are the two main approaches utilised to further develop the literacy and numeracy of NESB students. Interpreters were again available at parent- teacher evenings and for individual parent – teacher interviews as required. Student interpreters were utilised on Orientation Day to assist parents in acquiring information and clarifying processes for their children enrolling into Year 7 in 2015.

NESB students were able to access support through a number of well-established programs. The before-school reading and literacy program continued to provide daily individualised assistance for students, particularly new arrivals to Parramatta High School. The ESL Peer Reading program continued operating during DEAR and Roll Call each day, involving 15 trained Year 10 students giving one-on-one tuition to targeted ESL students.

Refugee students were further supported through the RAS program run in conjunction with the University of Western Sydney, providing after school homework tutoring on Thursdays. This program, once again, fostered improved attitudes to homework as well as

providing opportunities for refugee students to access ICT facilities.

In addition, some students from refugee backgrounds participated in the Show Me The Way program. This is an online mentoring program that utilises community resources and social supports through a dedicated and secure website. Show Me The Way has a strong focus upon Aboriginal youth and youth from a refugee background building capacity for employment through strengthening knowledge, building skills, developing self-esteem and confidence and most importantly, establishing and developing interpersonal relationships.

Selected students from the school also participated in the Magic Carpet Program (organized by The Community Migrant Resource Centre) which combined Middle Eastern and African cultural traditions into art practices. This was originally supposed to engage with refugee youth/young adults but a decision was made to involve other students in the project. This program will continue next year with the aim being:

“These art practices will provide a "magic carpet" to transport participants to a better place emotionally, and provide pathways to understanding between youth/parents, and to the wider community.

The school also participated in Harmony Day celebrations with all students given the opportunity to savour cuisine from around the world and express their diverse cultural identity through performances including song and dance. This enriching day was organized by the school's social justice league, the student representative council and the LOTE department.

In 2015 there were two International students enrolled at Parramatta High School. International students were closely monitored and any welfare issues, including attendance and academic progress, were promptly addressed by the Deputy Principal. International students are targeted for additional assistance in class to develop their English understanding.

Other school programs

ABCN GIRLS' FOCUS LEADERSHIP MENTORING PROGRAM

In 2015, 8 female students from Year 11 were selected to take part in the ABCN (Australian Business and Community Network) program with the focus of the program being Young Women in Leadership.

The students travelled into the city over three Tuesday afternoons during March to complete Focus sessions.

These sessions were held at the offices of Allen and Overy and the girls participated in a number of workshops and activities.

Focus workshops included:

- Introduction to Leadership
- Realising Strengths and Developing Leadership
- Your Leadership Picture
- At the conclusion of the workshops the girls met with their mentors (women leaders from Allen and Overy) and they had a 'working lunch'. During these lunch meetings with the students mentors shared their strategies for developing leadership qualities and their expertise in engaging and leading a team.

The girls enjoyed the first three sessions on Focus so much that they were invited back to attend three more sessions in July and August, this time with the Commonwealth Bank Australia, for Focus 2.

The Focus 2 workshops included:

- Developing Leadership Characteristics
- Communicating as Leaders
- Motivation and Leadership

Again at the conclusion of the workshops the students were able to chat with their mentors and ask questions related to women in leadership positions and their career.

These sessions empowered and inspired all of the students as they provided them with the necessary information and skills to foster their leadership potential and become successful career women.

Environmental sustainability

A clean and sustainable environment is of great importance to our students at Parramatta High School. In 2016 our Recycling Rangers program continues to grow with students joining to learn about the importance of recycling and keeping the school clean. Students are involved in a weekly clean-up of recycling bins across the entire school. Following our successful grant application, our new waste bins have been installed in various across the school enabling students to keep the school neat and tidy. The wheelie bins have also been placed on our school oval and have been used by members of both the school and wider community; this was a key aim of the grant application- keep Parramatta clean.



Gender Equity and Girls' Leadership- International Women's Day

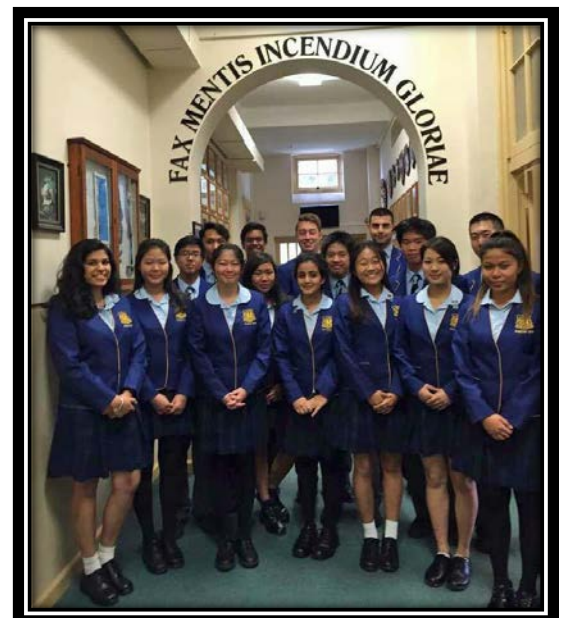


In 2015 IWD continued to foster leadership skills for year 10 girls and year 11 girls wishing to become prefects or assume other leadership roles within the school. This was done in conjunction with the Prefect Co-ordinator, Luisa Cossu, respective Year Advisers, Jacqui Edwards (Yr 12) and Kristy Williams (Yr 11) and the School Councillor, Sarah Cooper.

The Girls Mentor Program was introduced in Term 2, 2015. The program ran fortnightly during Assembly for two terms. Years 10 and 11 girls were trained in the role of mentors for a select group of girls from Years 7, 8 and 9 identified as most at risk by their Year Advisers. As supervisor of girls I developed an activity booklet and journal to assist the mentors with implementing the program. Ms Williams supervised and assisted in the mentor sessions.

A select group of 30 girls from Years 9 and 11 were specially invited to attend The Young Women's Conference at Bankstown Sports Club organised by the Greater Western Giants. Here the girls listened to a variety of speakers who faced many challenges in their life. The girls were inspired by the stories of a young woman who successfully overcame years of domestic violence and listened to a panel of women who succeeded in breaking in to traditionally male dominated careers

Prefects



The 2014 - 2015 Prefects have undergone a variety of activities representing the school. These events have included the Year 6 Orientation Day, meeting and greeting parents, participation with community leaders and students at neighbouring schools, such as Cumberland, Girraween and Macarthur Girls High School, engagement in leadership activities such as the National Young Leaders Day at Homebush Olympic Park, and various fundraising events such as Halloween and Valentine's Day, raising funds for a number of different charities including the Oncology Unit at Westmead Children's Hospital and Autism Awareness Australia. A newly designed Prefect blazer also corresponded to some new initiatives. This included the joint funding project with Yr 12, SRC, SJL and business leaders in the local community to raise awareness and funds for the victims of the Nepalese earthquake. Another important event was the design and opening of the new Student Learning Centre. This much valued space gives all Yr 12 students a senior study area where students can complete work, revise and study for examinations and assessment tasks and seek extra support and information from teachers. Also provided is current literature on the important aspects of good mental health and well-being, as well as, extra subject specific reference materials. It has become a highly sought after area much envied by other students.

High Resolves

In 2016, our High Resolves program has been introduced to Years 7-10. All students have participated in the program and have greatly benefited from the key social and cultural issues which global citizens experience on a daily basis. The program has allowed our students in Years 9 and 10 to develop key leadership skills which has aided them in developing community projects both in the school and in the wider community. Our school was involved in the *Videos for Change*- a competition focusing a social issue and how to create a better awareness surrounding this issue. Students in Year 11 with the guidance of Mr Hammoud created a Public Service Announcement based on domestic violence and successfully competed in a competition run by Network Ten and High Resolves eventually leading to the video being screened nationally. The key leadership skills and their passion towards the subject of domestic violence played a key factor in the success behind the video. The High Resolves has proven to be a success at the school.

Social Justice

The Social Justice League is a student leadership group which focuses on the United Nations Millennium Goals. Students focus on a range of key social issues including racism, gender equality, homelessness and

environmental sustainability. A range of initiatives are developed within the school community to create a more inclusive and respectful environment. The Social Justice League is responsible for organising Harmony Day- a day which celebrates the rich cultural diversity of the school and aims to create a harmonious school community. The Couch Project is another school-based event which tackles the issue of youth homelessness and aims to educate students about this key issue in our society.

Student Representative Council

Students at Parramatta High School have had many opportunities to develop their leadership skills within the school and in the community. Students elected by their peers from Years 7 to 12 have worked collaboratively to deliver a variety of activities for students. In 2015, the Student Representatives Council (SRC) participated in Regional SRC Meetings, the Ideation Conference run by Multicultural NSW and assisted at school events such as the Music Night. The SRC have also worked collaboratively with other school leadership groups such as the Social Justice League (SJL) and Prefect Body.

The SRC have maintained their commitment to carrying out their duties and responsibilities within the school community. Students organised a cultural concert to contribute to the school's celebration of Harmony Day, raised funds for causes such as the Australian Red Cross, the Salvation Army and Jeans for Genes. The SRC continue to maintain an active role in creating a positive school environment in adherence to the school's PBL values of Respect, Responsibility and Honesty by participating in school-based and wider community initiatives.

The Arts

The CAPA Faculty provided a variety of musical, dance, and drama performance opportunities to students in 2015.

Music



In order to provide enrichment and nurture the large number of GAT Music students identified, numerous musical performance opportunities were once again provided at all Wednesday formal assemblies, as well as numerous school functions such as:

- Two “Year 7 Live” Concerts
- Two Manic Music Matinées for Year 8 students
- Two Rock Shows for Years 7-12 students
- Annual Music Night
- Cabaret Night
- Annual Carols Concert
- All special school ceremonies



PULSE Concert at the Sydney Opera House

Parramatta High school once again performed at the annual PULSE concert as part of a massed choir of 700 students. This NSW Public schools arts event was performed at the Sydney Opera House on August 13, 2015.

100th Anniversary of the Battle of Lone Pine

Music students from Parramatta High School maintained a strong community partnership with the City of Parramatta RSL sub-Branch as they performed at a commemorative service to mark the 100th Anniversary of the Battle of Lone Pine at Gallipoli. The service was held on Thursday 6 August at the Murray Gardens in Parramatta Park for many Australians to pay tribute to Australian soldiers who were involved in the Battle of Lone Pine.



Remembrance Day – 11th Hour, 11th Day, 11th month

In partnership with the City of Parramatta RSL sub-Branch, selected Music students and Ms Piper provided leadership for the Remembrance Day Service which was held at Prince Alfred Park.

Extra-Curricular Music

The Parramatta High School after-hours tuition program continued in 2015. Many students were involved in private and group tuition on clarinet, flute, guitar, alto saxophone, tenor saxophone, trombone, trumpet, viola, violin, and piano. The String Ensemble, Guitar Ensembles and the Stage Band have all increased numbers of players and are successfully performing repertoire of increasing difficulty.

Drama

Drama has enabled creative, expressive and interpretative opportunities for students across stages 5 and 6. 2015 saw Parramatta High School’s first senior Drama class and students worked hard both inside and outside the classroom.

Drama students were given the opportunity to perform at the Dance and Drama Night and they also scripted the storyline and dialogue for the school Cabaret Night. Both evenings were a success and received positive feedback from students, parents and staff.

Drama students also attended a performance of Matilda where they experienced theatrical performance and then analysed the performance in order to better understand the elements of drama.

Visual Arts

Visual Arts remains a subject where students learn to create and understand art. Students have worked hard to create art in a variety of forms from stage 4 through to stage 6 with the guidance of dedicated and talented staff.

The walls of Parramatta High School act as an exhibition space where student work is regularly displayed. The latest exhibition space, located in the hall foyer, displays the work of Alex Zeng who achieved a Band 6 in Visual Arts in the 2015 HSC.

Dance

Dance has remained strong at Parramatta High School. Students attended weekly tutorials and formed two large Dance Ensembles. Fund raising enabled the school to purchase costumes for the students.

Dance students performed at the Dance and Drama night and the Cabaret night. In addition, they also performed at the annual Carols Concert. Students have been developing their technical and performance skills and began the process of auditioning for external eisteddfods and performance opportunities such as the Celebrating the Arts festival.

Sport

Parramatta High School's long, proud and illustrious sporting history was certainly upheld in 2015, with student involvement in sport of all kinds well and truly thriving. Once again we have continued our tradition, with many students enthusiastically and proudly participating in the various sporting opportunities presented to them and achieving some impressive results for themselves, the school and the Prospect Zone.

In 2015, Years 9, 10 and 11 students were offered a variety of Grade, Social and Recreational activities and sports, which cater to the wide variety of interests and talents that we have here at Parramatta High School. Once again, Parramatta High School has achieved a number of strong results in Grade sport when competing against other schools in the Prospect Zone. While our Year 7 and 8 students participated in a variety of sports, on alternate Tuesdays, to help improve and develop their skills.

Along with our highly competitive Grade competition, students at Parramatta High School are given the opportunity to join a wide variety of Knockout teams as part of the Sydney West School Sports Association's Knockout Competition. In 2015 we entered a number of teams including Open Boys Soccer, Open Boys Cricket, Open and Junior Boys Basketball and Open and Junior Girls Netball. Our Junior Boys Basketball team maintained a strong tradition winning their first three rounds and as a result, qualified as one of only 8 schools in the whole region for the finals gala day. The Open Boys Basketball team saw similar success though fell short of qualifying by just one game.

Both our Swimming and Athletics carnivals saw excellent participation from students across all year levels, and student attendance at both has continued to improve. With increased participation in these events we have been able to send stronger and stronger teams on to the Prospect Zone carnivals and from there to the Regional level.



Swimming – we took 21 students to the Zone Swimming carnival held at the Sydney Aquatic Centre and had a number of excellent performances on the day. From this seven students were then selected to go one step further and compete at a Regional level.

Athletics – 50 students attended the Zone Athletics carnival at Blacktown International Sports Park. Eight of our students here gained an invite to the Regional Athletics carnival, where they competed against the best that the whole Sydney West Region has to offer.



Cross Country- 30 of our students competed at the Zone Cross Country carnival at Parramatta Park and seven of those students raced well enough in their age groups to proceed to the Regional carnival.

At the Prospect Zone level we have also had magnificent overall results in 2015 from students in their respective age groups:

Joshua Toisuta – Finished the Zone Swimming Carnival as the 13 Years Boys Age Champion.

Helen Kougiou – Finished the Zone Athletics carnival as the 13 Years Girls Age Champion

At these Prospect Zone events, 14 students also performed well enough to be Runner-Up Age Champion or to come 3rd overall in their age group which certainly shows the sporting prowess of the students at Parramatta High.

In addition to the excellent performances we had at Prospect Zone and Regional carnivals, two of our junior students had some outstanding results on the tennis court. One of whom is currently ranked fourth in all of Sydney West and was selected to represent Sydney West at State Level tennis and also competed in the NSW Combined High Schools Tennis Championships where they came away undefeated in of their singles matches and Sydney West finished as champions for the second year in a row. Another student is currently ranked second in the Sydney West region competition, and was also selected to represent Sydney West at the NSW Combined High Schools Tennis Championships. They played more than 15 matches, both singles and doubles, and came away from the carnival with only 3 losses, which is excellent considering that they played a number of matches against more difficult opponents as well as some who were much older than them.

Parramatta High School was also in charge of organising and running the Prospect Zone Cross Country carnival in 2015. Along with the students who competed, there was also a number of students who were involved in helping to set up, officiate, run a barbeque and general errands throughout the day to help ensure that the carnival ran efficiently and effectively.

About this report

In preparing this report, the Self-Evaluation Committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The Self-Evaluation Committee and School Planning Committee have determined targets for the school's future development.



Domonique Splatt-	Principal
Andrew Gokel -	Deputy Principal
Kim Johnstone	Deputy Principal
Karen Knight	School Administration Manager
Ms. Begg	Head Teacher English
Mr. Paleologos	Head Teacher Mathematics
Mrs. Harrison	Head Teacher Science
Ms. Williams	Head Teacher PDHPE - relieving
Ms Kougelos	Head Teacher HISE
Mrs. Smith	Head Teacher Languages
Mr. Wise	Head Teacher TAS
Mr. Morson	Head Teacher Administration
Mrs. Bedwany	Head Teacher Teaching & Learning
Mrs. Jones	Head Teacher Teaching & Learning
Mrs. Bouziannis	Supervisor of Girls
Ms. Cossu	Prefect Coordinator
Ms. Ford	SRC Coordinator
Mr. Hammoud	SJL/ Environment Coordinator
Ms Williams	Yr 11 Advisor/Sports Organiser
Mr. Pollock	ATSI Coordinator