Parramatta High School

Annual School Report

2012
Our school at a glance

Students

Parramatta High School is Sydney’s oldest co-educational high school. Established in 1913, the school has a well-deserved reputation in the local community for promoting student leadership, cultural harmony, social justice and ensuring high academic standards. A Positive Behaviour for Learning Lighthouse school and partially selective since 2010, Parramatta High School has grown significantly in recent years with increased enrolments in all grades.

Staff

Building on its excellent reputation for promoting literacy and quality teaching of mathematics, science, music and languages, Parramatta High School continues to achieve impressive results in NAPLAN, ESSA, the HSC and academic competitions. The school offers two languages, French and Indonesian, from Years 7 to 12, and Chinese in Years 11 & 12, one of only a few schools to do so. Well-qualified teachers coordinate a range of innovative programs that not only support the curriculum but offer opportunities for extension and enrichment for all students. Through the provision of such activities such as the Student Representative Council, Global Citizen Initiative, UWS Fast Forward and musical performance as well as extension programs in writing, mathematics, science, social justice and student leadership, staff ensure that all students are able to achieve to their best of their abilities.

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

Significant programs and initiatives

Parramatta High School, a key member of the Parramatta Education Learning Community (PELC), continues to foster a productive relationship with its feeder primary schools, Hilltop Road Public School, Parramatta West Public School and Westmead Public School. Established in 2010, the PELC has further expanded its program to enhance the leadership skills of students in the Parramatta Community. The annual highlight is the PELC Concert, hosted by Parramatta High School, which celebrates Education Week with performances of music, dance and song by all schools in the PELC.

The LOFT (Leaders of the Future Training) Program was expanded further in 2012. Capitalising on the success of the initial program in 2011, students were highly engaged in helping each other to become the next generation of leaders in high school. Again funded by a grant from the Clubs Grants of Australia and Parramatta Council, leaders from the student bodies of each primary school and the high school welcomed the opportunity to further develop their leadership and their event planning skills at this key event at Bundilla Scout Training Centre at Winston Hills.

2012 saw the appointment of two new Head Teachers - Teaching and Learning, whose roles are to work closely with individual faculties and promote Quality Teaching practices in the school. The newly appointed Head Teachers have set up systematic programs to focus on the area of assessment and programming.

Student achievement in 2012

For both Year 7 and Year 9 NAPLAN results, were well above the state average and the SSG average in both literacy and numeracy in the 2012, exemplifying not only the continuing impact of the selective stream in these years but a higher quality of candidature in mainstream classes. Literacy and numeracy results in value added terms were very pleasing with growth rates significantly higher than the state average and well above that of schools in our region.

In 2012 all Year 8 students participated in the Essential Secondary Science Assessment (ESSA), an interactive, multimedia test completed entirely on-line. It contained multiple choice, short response and extended response tasks that
are grouped around real-world issues, including simulated investigations. Year 8 results for the online exam indicate that our students excelled in all areas, scoring well above both SSG, regional and state results. 39% of our students attained levels 5 and 6 (the highest levels) as compared with 24% for the state and only 9% of students in PHS achieved in the lowest bands compared with 17% for the state average.

Our students performed best in extended responses where on average they scored 12 points above the state results. An area warranting further investigation was that Year 8 Girls (73 students) had shown a decrease of six scale scores from the 2011 data in the test aspect of Communicating Scientifically.

Parramatta High School’s 2012 Higher School Certificate results were again very good although not matching the achievements of previous years. Outstanding results were achieved in Extension 1 & 2 Mathematics with 29 students achieving the top band. Students in English Advanced achieved above the state average as a group. Over fifty percent of the Year 12 HSC students were offered university positions. The provision of every opportunity for students to achieve to the best of their ability remains a high priority for teachers at the school.

Messages

Principal’s message

The purpose of this annual report is to inform parents, teachers, students and the school community of the school’s achievements in 2012 and our plans for 2013. Parramatta High School offers students the opportunity to learn and achieve in challenging and positive environment. We promote academic excellence and social justice to help our students to become leaders and active citizens who can confidently meet the challenges of contemporary society.

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.

Domonique Splatt – School Principal

P & C and/or School Council message

A significant contributor to policy development, decision making and school governance, the Parramatta High School Parents’ & Citizens’ (P&C) Association meets in week 5 each term. Attendance at meetings continued to improve throughout 2012, with parents welcoming the opportunity to be involved in many aspects of school life and make an active contribution to the education of their children. To allow the opportunity to have input into decision-making, the opinions of parents were sought through online surveys, personal contact and parent interviews. The P&C continued to foster the strong partnership between the school and its community built in previous years as well as providing continuing support for the Parramatta Educational Learning Community (PELC). The P&C made substantial donations to the school to assist with the school beautification projects and to prepare for the school’s centenary year in 2013.

Mrs J. Provins  P&C president

Student representative’s message

A high priority for the Student Representative Council (SRC) at Parramatta High School is the development of student leadership skills within the school and in the community.

The success of the Triple A program, the Global Citizen Initiative and the Fast Forward program has seen an increased emphasis on fostering a culture of volunteerism in all SRC students by making volunteer activities in fund-raising and community involvement a key part of continuing membership of the SRC.

As in previous years students from Parramatta High School SRC were well represented in the Western Sydney Region SRC, RYPEN, the Youth Leaders’ camps, Model United Nations
Association, leadership skills days and support programs in 2012. Student Representative Council (SRC) members and School Prefects fulfilled duties and responsibilities such as fund raising, peer mentoring, peer mediation, supporting special events such as Year 7 Meet the Teachers, Orientation Day, Open Day and ex-students’ visits. SRC Representatives were also engaged in the International Women’s Day Seminars, the Easter visits to Northcourt Nursing Home and again in June for a music concert, participation in the Parramatta Foundation Week celebrations, the Remembrance Day and the Anzac Day commemorations and information sharing days with the Children’s Hospital at Westmead as part of the SRC’s community support activities.

Pinar Akin & Ali Al-Zaidi - SRC Representatives

School context

Student information

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

Student enrolment profile

![Student enrolment profile graph]

Management of non-attendance

The full implementation of the whole school attendance plan initiated in 2011 was strengthened by additional measures such as the formalisation of systematic procedures for administering consequences of poor attendance—such as the increased use of DET Home School Liaison resources and the institution of a wider ranging reward system for improved attendance. Again in 2012 the school was able to sustain above average attendance at 90.9% compared with 88.8% for the region and 89.1% for the state.

![Attendance rates graph]

Post-school destinations

Over 50% of the Year 12 candidature gained a place at university within the study of Dentistry, Engineering, Business Studies, Arts, Primary and Secondary Education, Law, Digital Media, International Studies, Social Science and Policing. Universities accessed include University of Sydney, University of Western Sydney, University of New South Wales and the University of Technology.

Year 12 students undertaking vocational or trade training

22% of the Year 12 cohort chose to study at TAFE or with a private provider. Areas of study included Business Administration, Financial Services, IT, Fitness, Nursing, Events Management and Tourism, Automotive, Fashion Design, Digital Media and Accounting.

16% of the Year 12 cohort sought apprenticeships in the trade areas of Hairdressing, Plumbing, Construction and Electrical, with a few choosing to undertake a traineeship.

17% of the year 12 cohort chose full-time or part-time work, or decided to take a GAP year to...
travel and pursue other interests before returning to tertiary education or work.

Year 12 students attaining HSC or equivalent vocational educational qualification

Year 12 students attaining HSC of equivalent qualification was 100%.

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>10</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>47</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>4</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>76</strong></td>
</tr>
</tbody>
</table>

There were no indigenous staff members in 2012 although Aboriginal tutors were employed to provide support for indigenous students under the Norta Norta Program. The services of the ASLO from Western Sydney were accessed to provide support for indigenous students.

Staff retention

The school retained 94% of its staff from 2011.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>85</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>15</td>
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Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
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<tr>
<td><strong>Income</strong></td>
<td>$</td>
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<tr>
<td>Balance brought forward</td>
<td>209,462.68</td>
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<tr>
<td>Global funds</td>
<td>461,856.78</td>
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<tr>
<td>Tied funds</td>
<td>214,111.02</td>
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<tr>
<td>School &amp; community sources</td>
<td>302,310.05</td>
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<tr>
<td>Interest</td>
<td>11,803.04</td>
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<tr>
<td>Trust receipts</td>
<td>60,978.87</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td><strong>Total income</strong></td>
<td>1,260,522.44</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>158,159.40</td>
</tr>
<tr>
<td>Excursions</td>
<td>69,951.25</td>
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<tr>
<td>Extracurricular dissections</td>
<td>108,042.01</td>
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<td>Library</td>
<td>18,305.73</td>
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<tr>
<td>Training &amp; development</td>
<td>3,622.40</td>
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<td>Casual relief teachers</td>
<td>84,429.26</td>
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<tr>
<td>Administration &amp; office</td>
<td>132,202.96</td>
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<tr>
<td>School-operated canteen</td>
<td>0.00</td>
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<tr>
<td>Utilities</td>
<td>113,222.80</td>
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<tr>
<td>Maintenance</td>
<td>109,216.91</td>
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<tr>
<td>Trust accounts</td>
<td>58,047.20</td>
</tr>
<tr>
<td>Capital programs</td>
<td>65,670.95</td>
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<tr>
<td><strong>Total expenditure</strong></td>
<td>1,096,805.16</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>163,717.28</td>
</tr>
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</table>

A full copy of the school’s 2012 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.
School performance 2012

Achievements

Arts
Numerous musical and dramatic performance opportunities were provided at Wednesday formal assemblies and school functions, such as the two “Year 7 Live” concerts, Year 7 Meet the Teacher Afternoon, Year 6 Open Afternoon, the Manic Music Matinee for Year 7 & 8, Guitar Ensembles and Soloists Concert, String Ensemble and Soloists Concert, two Rock Shows, PELC Concert, Annual Music Night, Global Youth Service Day, Special School Assemblies, PHS Presentation Night & the Annual Carols Concert.

Another significant arts opportunity available to students in the school was the Crash Opera Program, where during a 10 week course students devised a plot, wrote the libretto and composed the vocal line of their own opera, *Raindrops of Revenge*. Students who undertake instrumental tuition were also given numerous opportunities to perform publicly at venues including Holroyd SSP and Carlingford BSC Aged Care Facility, as well as participate in workshops at Sydney Girls High School.

Matthew Hong from Year 10 was accepted to attend the 6 day State Music Camp at “The Tops” Conference Centre. Year 12 student Andrew Lam made it to the final 10 in AICM “One Scholarship” competition, with a highly professional performance *Sabre Dance* by Aram Khatchaturian.

Parramatta High School continued its links with Terrigal High School students, who came to Parramatta High School to instruct our students in Hebel Block carving. These sculptures are now situated throughout the school grounds.

Sport
In 2012 many students have continued the Parramatta High School sporting tradition by participating in Grade sport, Knockout competitions and School Sports Carnivals.

During Terms 1 to 3, Year 9, 10 and 11 students were offered a variety of Grade, Social and Recreational sports, which met the various abilities and interests of our students. This year we have achieved a number of strong results. In Term 1 the Junior Boys Basketball team were Zone Champions. In Term 2 the Junior Girls Netball and the Junior Boys Soccer won the competition. In Term 3, we had finals wins from the Open and Junior Boys Basketball, the Junior Girls Basketball and the Open Boys Volleyball.

The Swimming, Cross Country and Athletics carnivals have also seen an increase in the numbers of students participating. This has helped us to send strong teams to the Prospect Zone carnivals, where we have had a number of students achieve some impressive results:

Prospect Zone Swimming Carnival 14 Years Boys First Place – Shahan Bhuiyan.
Prospect Zone Swimming Carnival 13 Years Boys Second Place – Andy Mai.
Prospect Zone Swimming Carnival 15 Years Boys Third Place - William Wark.
Prospect Zone Athletics Carnival 15 Years Boys Age Champion - Mujib Anwar.
Prospect Zone Swimming Carnival 17 Years Girls Third Place – Helya Ghanivandasi Khatib.
and the fortnightly Round Robin House Competition for Year 7 and 8 students. “Jump Rope for Heart” was also extremely successful raising, an amazing $1740 for the Heart Foundation with students participating in a number of skipping activities.

Other

A highlight of the school year was Pinar Akin, of Year 11, receiving the Marie Bashir Peace Award, one of only five students in the state to do so. Pinar was awarded the prize for her leadership of the Global Citizen Initiative and the promotion of social harmony in the PELC.

Another highlight was Global Youth Services Day in September, attended by several schools from across Sydney, local state (Dr Geoffrey Lee) and federal (Ms Julie Owens) members of parliament as well as the Regional Education Director, Mr David Phipps.


Student leaders represented the school at important community events and programs such as: Global Citizen Initiative (GCI), UWS Fast Forward, Parramatta Foundation Festival – History Week Re-enactment at Hambledon Cottage, Unifem International Women’s Day Breakfast, Youth Pathways & Connections Program, Year 10 Holroyd Council Youth Forum. Year 8 & 9 Student Leadership Equity Forum at Penrith District Office, School Environment Team – School and Parramatta Park Beautification, SRC Multicultural Food Fair, Western Sydney Refugee Week, UWS Young Women’s Leadership Seminar, Parrasip Female Student Leadership Program, RYPEN Leadership camps, Convention Centre, The Model United Nations Assembly, and the New Prefects’ leadership conference at Blue Gum Conference Centre

Academic

Many extracurricular academic opportunities are available to students. Our most outstanding Year 8 students were involved in the Gifted and Talented Science Day at the University of Western Sydney, where they experienced a range of exciting experiments. Year 12 Chemistry took an active part in the Atomic Absorption Spectrophotometry Challenge, where our students were runners up. In the Australian National Chemistry Quiz, students achieved two High Distinctions, two Distinctions and five Credits.

In Mathematics, five students received a High Distinction in the Australian Mathematics
Competition, 38 students achieved Distinctions and 125 students attained Credits. Arjun Rajaratnam won the Prudence Award for the greatest number of correct consecutive answers.

In Science, two students received a High Distinction in the ICAS Science Competition, 13 students achieved Distinctions and 47 students attained Credits.

Nine students were selected to take part in the Futuristic Youth Forum, run by Parramatta Council at Parramatta High School. This involved other school students in the Parramatta area brainstorming ideas for our future society.

In the National History Competition Yr 8 & 10 students achieved eight High Distinctions, 12 distinctions, and 30 credits.

OzCLO is the Australian Computational Linguistics Olympiad. In 2012 we entered four teams of students - three teams of Year 9 students and one team of Year 11 students. Students had six problems to attempt to solve. They need to seek patterns in unknown languages to answer questions and provide explanations.

Year 7 and 8 students participated in Mind Marathon and this year we had a record number of students enter the Tournament of Minds and the University of Sydney Gifted and Talented Discovery Program. Two students qualified for the state finals of the Australian Brain Bee Challenge in Year 10.

**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. Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7), Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9). In the Higher School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter Parramatta High School in the Find a school and select GO.

**Higher School Certificate**

In Mathematics, subjects above state average results were achieved in Extension 1, Extension 2 and Mathematics. These results indicate that the continued emphasis on appropriate student course selection is essential. General Mathematics results had improved from 2011 especially in the top two bands but were still below the state and regional average. Overall 29 Band 6 results were achieved in Mathematics subjects.
Biology students further improved their performance with a drop in the lower bands and an increase in bands 4 and 5, as did Physics and Chemistry students. Science subjects achieved six band 6 results. Each science subject achieved an average result at or above state level. The literacy demands and metalanguage in Science subjects continue to be our greatest challenge and ESL support will again be provided in 2013.

In English, the impressive positive trend in value added evident in the previous three years has continued with an increase in Band 5 and 6 results in English Standard, Advanced and ESL, with average scores exceeding the school average for 2008-2012.

The most positive gains have occurred in English Advanced which performed at state average. The results in the English-ESL also indicate steady progress with value added increasing again from 2011. The Standard English cohort performed as well as it did in 2011 in terms of value added and the trend of increasing numbers of students achieving bands 3, 4 and 5 has continued.
As in previous years the literacy demands for all senior HSIE courses remain high and an ongoing challenge, particularly in subjects such as Modern History and Ancient History, which achieved well below state averages.

These skills will continue to be reinforced by HSIE staff through the ongoing development and implementation of extended essay writing skills in a range of text types, and subject specific study skills.

In PDHPE average value added for the higher ability students was positive, but was not matched by the lower ability students. Although the average mark was below state average, the within school comparison maintained the positive trend of previous years.

HSC subjects in the TAS KLA continue to meet the needs of their students without achieving many higher bands. Results in Engineering Studies showed a reduced number in the lower bands, with a resultant improvement in higher bands leading to a significantly higher average result than in previous years.

A trend which continued in 2012 was the substantial number of candidates who performed better in their TAS VET subjects than they did in the average of their other subjects, indicating that, for some students, the TAS KLA is able to meet the Vocational Education & Training in Schools needs of the students.

The majority of Hospitality, Information Technology and Retail Services (VET) students did comparatively as well in these subjects. The Retail Services students did not fare as well as in previous years whilst Hospitality students did perform to expectations.

Music and Visual Arts again had a small candidature for the HSC. Students in Visual Arts and Music performed within a moderate range of their other subjects. Both Music and Visual Arts showed some value adding when compared with the general performance of the students in the School Certificate. At least 82% of all candidates achieved Band 4 and above.

Students have continued to excel in Languages and performed on average better than in their other HSC courses. Boys again demonstrated higher value adding than girls. Band 6 results were achieved in Indonesian Continuers, Tamil, Chinese Background Speakers and a first place in the state was attained in Vietnamese Continuers studied at Saturday School. 70% of students studying Chinese achieved either a band 5 or 6. Interest in studying Languages through community schools also saw HSC entries in Turkish.

Significant programs and initiatives

Programs for students with additional educational needs

The Learning Support Team meets regularly to discuss students experiencing difficulties which affect their learning. Individual learning plans have been developed, together with management plans which are implemented by staff. The LAST has put in place programs to enhance outcomes for students with additional
learning needs, providing in-class assistance and by withdrawal of small groups of students.

TOWN – Taking off with numeracy Program has provided assistance to students in Year 7 who experience difficulties with place value.

As part of the Parramatta High School Inclusion Program, staff undertook a substantial one semester course on Autism Spectrum disorder.

Vocational Education Program

In 2012, several students studied a VET course at school or pursued a TVET course outside of school. Course studies in TVET were Animal Studies, Children’s Services, Accounting, Business Services, Events and Tourism, and Human Services. Nine Year 12 students were involved. The VET courses catered for 32 students who chose Retail Services, Information Technology and Hospitality.

Aboriginal education

The primary focus of Parramatta High School’s Aboriginal Education team has been the continuation of programs designed to improve the educational outcomes for all of its Indigenous students. The team has achieved this through the continuation of the Norta Norta tutoring program, building relationships with both the parents of the students and the greater Aboriginal Community, increasing the awareness of Aboriginal Culture for staff and ensuring teaching of Aboriginal Culture occurs in a variety of faculty areas. Each of these aspects forms the basis of the Personalised Learning Plans (PLPs) that are being developed for each student.

The Norta Norta program is a tutoring program that is implemented by an Aboriginal tutor in conjunction with the Aboriginal Education Committee. These are sessions run on a weekly basis with a focus on the numeracy and literacy of students who are performing below national benchmarks. These sessions also provide an opportunity for students that are above national benchmarks to be mentored and provide guidance on leadership and other support. As a result of this program and others around the school, the NAPLAN performance of all year 9 and 7 students has improved.

Relationships with the parents and carers of indigenous students have been an increasing priority of the Aboriginal Education Committee. The main avenue to build this relationship has been the Aboriginal Education BBQ, which was conducted with the parents, carers and families of our Aboriginal students. Each member of the Aboriginal Education Committee attended the event which allowed informal discussion to occur to understand the perspectives and desires of parents regarding their child’s education.

Increasing the awareness of staff has been undertaken through involvement in cultural awareness training in the term 4 staff development day. Staff has been educated in the benefits and need for Aboriginal Education and also took part in an interactive activity designed to give further understanding of the issues faced by Indigenous Australians.

Awareness of Aboriginal perspectives and issues is also taught across a number of faculties and subjects. The major areas where this occurs are in stage 5 of the Australian Geography and History curricula and in a variety of stages in the faculties of PDHPE, Visual Arts, Science and English.

Careers

Our Careers Program is pro-active and re-active in its approach. Individual students’ needs are considered and every endeavour is made to assist our students, especially the seniors, in their
transition from school to work and further education. Students were offered over 25 excursions this year to various educational institutions, university, TAFE and private colleges to participate in lectures, workshops, seminars, Expo 21 relating to their particular area of interest or a particular groups’ interest e.g. visits to UTS for Careers in Nursing and Health, Business, IT and Engineering and a visit to Sydney University to explore ‘life at Uni’ and explore course options.

School to Work

The School to Work (STW) Program runs in conjunction with the Careers program. This year we have had over 200 students benefit from various opportunities provided through STW. Students from Years 7-12 attended excursions involving hands-on-activities and interactive workshops (related to KLA’s) to Macquarie University and UTS. We now have established solid links with these universities and will expand the program in 2013. Our goal is to enhance our students’ knowledge and understanding of the careers and course opportunities available to them upon leaving school. Some Year 9 students have also completed the STW on-line pathways survey which also assists in their career and transition planning.

Transition Program

Working with our partner primary schools from the Parramatta Education Learning Community, the school hosted visits by Year 5 Gifted and Talented students for a day of extension activities in Term 2. Three groups catered for students in Mathematics/Science, Creative Arts/Design and Writing/Languages.

Another highly successful series of ‘Day on the Hill’ visits by our feeder primary schools occurred early in term four. These visits enable Year 6 students to experience a full day at High School and include lessons in a broad range of subjects across all faculties.

After the success of the new Orientation Day format last year, we continued this year with only minor modifications. Parents and students attended workshops on issues like High School Expectations, Technology and Social Media in addition to touring the school and meeting key staff.

Multicultural education

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 understandings. 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 workplace.

In 2012, enrolments of students from non-English speaking backgrounds (NESB) were over 86%. The main cultural backgrounds represented at Parramatta High School in 2012 were Indian, Chinese, Afghani, Turkish, Arabic and Korean.

The ESL team of 4.0 teachers in 2012 provided ongoing support to targeted students. Those students who have been in Australia for less than three years are targeted as a priority for across faculty support. Team teaching with various KLA mainstream teachers and the intensive teaching of withdrawal groups are the two main approaches utilized to further develop the literacy and numeracy skills of NESB students.

Interpreters were again available at parent-teacher evenings and for individual parent interviews as required. Student interpreters were
utilized on Orientation Day to assist parents acquire information and clarify processes for their children enrolling into year 7 in 2013.

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 morning, 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 University of Western Sydney, providing after school homework tutoring on Thursdays. This program fostered improved attitudes to homework as well as providing opportunities for refugee students to access specialist teachers and ICT facilities. Habibullah Karimi of year 11 was this year’s recipient of the Refugee Award, presented by Valentine Kirychenko.

Students and staff from Parramatta High School were very involved in Western Sydney’s Refugee week activities. The launch of “Postcards of Positivity” and the film “Speak Up” at the Hills Holroyd Parramatta Resource Centre event was compered by School Captain Denisa Ecarmma and the key note address was delivered by year 11 student Meghna Alapatt John. A number of students from Parramatta High School were featured in the film, which was an insight-style forum encouraging students to speak out about their refugee backgrounds and viewpoints.

International students worked closely with their co-ordinator, Ms Yan, and any welfare issues were promptly addressed in roll call, where international students are grouped together. Their attendance and academic progress have been closely monitored and guardians contacted when necessary. Contact details have been regularly updated and any issues either within or beyond school have been resolved quickly. The co-ordinator worked with subject teachers to monitor the progress of international students. An orientation booklet was developed to assist new international students adapt to their new school and its processes. In 2012 there were twenty-three international students enrolled at Parramatta High School.

Drug Education

Drug Education at Parramatta High School is delivered largely through the PDHPE syllabus, where it holds high priority. The need to understand the dangers associated with drug use is essential in providing students with the knowledge they need to make positive lifestyle choices when it comes to drugs.

In PDHPE lessons, students discuss drug related issues through the use of real life scenarios relevant to the lives of young people. In doing so, students develop a skill base that allows them to be better prepared when making decisions regarding the use of legal and illegal drugs. They are taught about the harms that can arise from drug use and the effects of specific drugs on their physical, social and emotional health. The effects of one’s drug use on immediate family and the community at large is also a topic of investigation. The aim is to increase students’ awareness that the consequences of drug use are far reaching, extending beyond those experienced by the individual, developing into problems that affect families and communities alike.
Through a close analysis of current statistical data, students explore trends relating to risk taking and associated drug use among young people. With this knowledge at hand, along with an understanding of influences such as peer pressure that contribute to these anti-social behaviours, students are better equipped to act safely in their own lives. A major focus is placed on *harm minimisation*, whereby students devise strategies to ensure their safety and that of those around them in a wide range of potentially dangerous situations.

To provide students with a truly holistic view of drugs, each year group is given a different focus. These range from basic definitions and classifications, to reasons for use/misuse, to in-depth studies of various illicit drugs including cannabis and ecstasy. Year 10 students undergo a comprehensive study on alcohol, its link to road safety and the consequent dangers of the teenage ‘party culture’.

Students are provided with further opportunities outside of the classroom environment to continue their drug education programs. They view various dramatic productions aimed at delivering drug education in an entertaining, relevant and memorable way. The Crossroads program, designed for senior student, is an outdoor recreation program that deals with issues relating to drug use that are particularly relevant for older students. Those that attend the three day camp participate in a range of leadership activities and drug education sessions, while students unable to attend participate in workshops at school run by such associations as Think Twice (brain injury prevention unit from Westmead Hospital), Inforeal and Life Education.

**Environmental Education for sustainability**

Environmental education and sustainability is a priority at Parramatta High School with a cross curricular project involving four KLAs for our gifted students. Three teams of Year 8 students won a total of $3915 in the Climate Clever Energy Savers Competition for environmental initiative within the school. The LOFT (Leaders of the Future Training) project continued this year with 12 of our Year 9 students participating with our community of schools. This had an environmental focus. Our students also participated in National Tree Planting Day at Parramatta Park.

**Progress on 2012 targets**

**Target 1**

Improve literacy outcomes for all students.

Our achievements include:

- Professional learning for teachers has been ongoing in assessment strategies and programming to ensure explicit teaching is embedded in Stage 4 & 5 programs.
- Alpha Omega workshops conducted with Year 7 & 9 to motivate student cohort with training in preparation for NAPLAN.
- All KLAs have ensured all new and existing programs have a variety of specific literacy activities that focus on high order literacy skills.

**Target 2**

Improve numeracy outcomes for all students.

Our achievements include:

- A focus on professional learning for teachers in using data analysis in NAPLAN.
Newman’s Analysis has given assistance for students and staff identifying barriers to numeracy learning and strategies have been put in place leading to improved numeracy results in Year 9 NAPLAN.

All staff inserviced on the use of SMART data to inform planning and improving outcomes.

Engaged regional support to in-serviced executive staff in interpreting NAPLAN data.

A tutorial program established for indigenous students and personalized learning plans written.

**Target 3**

Improve levels of student engagement and retention.

Our achievements include:

- A new roll marking system trialled across the school (electronic roll marking).
- Students have been supported by a range of welfare programs including - PBL, Youth Connections, Links to Learning - leading to improved knowledge, skills and opportunities.
- The learning support teams meet regularly to discuss strategies to assist students with behavior issues and develop individual plans to assist these students.
- A range of GAT initiatives have been introduced to support students including Quantum Mechanics, Tournament of Minds, Global Citizen Initiative, Chess Club - to provide extra curricula activities to students.

**Target 4**

Teacher Quality-Strengthened teacher capacity in the areas of curriculum and assessments to improve student learning outcomes.

Our achievements include:

- The school has established a Teaching & Learning Team to implement the Quality Teaching Framework across the school.
- The Head Teacher T&L has worked with the Science & PDHPE faculties in line with G&T principles.
- Professional Learning introduced at executive level using the Steve Dinham research ‘Moving & Improving Schools.’
- School Development Days have focused on Quality Teaching data analysis and expanding teacher expertise with technology.

**School evaluation**

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out an evaluation of the School Priority Area: Curriculum and Assessment. A particular focus was an evaluation of the role of the two newly appointed Head Teachers - Teaching and Learning in strengthening teacher capacity to improve student learning outcomes through an emphasis on the QTM and through ensuring a quality framework for teaching and learning within the school supported by professional learning.

**Head Teachers Teaching & Learning**

**Background**

In 2012 two new Head Teachers, Teaching and Learning whose main roles were appointed to work closely with individual faculties and promote Quality Teaching in the school. Currently they are working with the PDHPE and Science
Departments, focusing on the area of assessment and programming as well as preparing for the implementation of the new Australian Curriculum.

**Findings and conclusions**

In preparation for the new NSW Syllabus for the Australian curriculum, professional learning was delivered by the Head Teachers over two afternoons with on-line completion of the course “The Learner and the New Curriculum”. This course introduces the new syllabus and provides a focus on the diverse learning needs in the 21st century student.

Teachers have also been trained in requirements for the Record of School Achievement (ROSA) following the abolishment of the School Certificate.

The two focus faculties were able to select the areas for investigation. The Science Department have worked on types of assessment to maximise learning for students as well as how to maintain consistent teacher judgment when grading student work. The Science Faculty has also undertaken training in utilising NAPLAN results and its analysis as well as preparation for the ROSA.

The PDHPE faculty has focused on differentiating Stage 5 units which includes developing pre-tests and differentiated instruction in the classroom to cater to individual abilities and learning styles. They have also developed a three-tiered assessment task which will be given to all students. This task ensures essential knowledge is understood by all and that all students are given the opportunity to extend their knowledge with higher order thinking activities.

Staff and students have been surveyed on school assessment to direct our areas of improvement and highlight our proficiencies.

Staff results of the survey indicated that students are given a wide variety of assessment tasks including a mixture of summative and formative assessments and that all tasks are linked to learning in class.

Students were also given the opportunity to complete a similar survey. Our sample consisted of 109 students from stages 4, 5 and 6 with a mixture of Selective and mainstream students.

Results of the student survey indicated that students also felt they were given a wide variety of assessments tasks with clear instructions on how to complete them and that there is a clear link between the tasks and what was learnt in class.

Students were also happy with feedback given to them but indicated they felt there were a large number of tasks due in a small time frame.

**Future directions**

The Head Teachers, Teaching and Learning will continue working with faculties, providing support and professional development for individual areas of need. They will also work with staff on the Quality Teaching Framework.

The results from the assessment survey show that faculties are keen to continue professional learning in the area of assessment to ensure that students are provided with the most suitable tasks and provided with quality feedback to help them improve. The Head Teachers will provide ongoing professional development in this area and also support faculties with individual concerns.

Parramatta High School teachers are now also looking at ways to alleviate student stress and workload surrounding assessment as a result of this survey.
Parent, student, and teacher satisfaction

The school sought the opinions of parent and student through surveys that were conducted in 2012.

A summary of results is presented below:

- Overwhelmingly, students (92.4%) said that they felt safe at school and parents (94%) also indicated that they felt that their children were safe at school.
- The vast majority of students (80%) and parents (100%) felt that teachers encouraged students to do their best in class.
- Most parents (97%) and students (65%) indicated that they felt that good work and behaviour was rewarded.
- 81% of parents felt that the school catered well for individual differences in children and that the school knew its families and its community (80%).
- Parents felt they were adequately informed about school events and procedures (88%), although there is room for improvement here with notifications of exams.
- Students felt that they were treated fairly by teachers (86%).
- Whilst 80% of students felt that the work they did was important, a number of surveyed students indicated that they did not find all classwork challenging. This will be a focus for 2013 as we seek to further improve engagement in lessons.
- There was a large increase in parent numbers at our Junior Parent/ Teacher evening and parents indicated the need for adjustments to this process to decrease delays in meeting teachers.

Professional learning

School Development Days in 2012 were attended by all teaching and support staff. The development days focussed on a number of varied curriculum and welfare topics: Child Protection, Staff Code of Conduct, Literacy and Numeracy, Strategic Planning, Gifted and Talented Education, Quality Teaching Framework, Record of School Achievement, HSC Judging Process’, Aboriginal Education, Service Learning and Resilience.

As well as School Development Days, a number of staff meetings were devoted to staff development. In these sessions there was a focus on Technology in the Classroom, The Learner and the New Curriculum, the role of the learning support team and Authentic Assessment.

Parramatta High School had 3 beginning teachers in 2012. These staff members were supported by a school induction process and were mentored by a senior member of staff who took over the Beginning Teacher Induction program. All were successful in gaining their teaching certificate and are part of an ongoing program to attain full accreditation by the Institute of Teachers for professional competency.

All staff completed a Professional Learning Course called The Learner and the New Curriculum, designed to assist teachers to increase their skills in engaging 21st Century learners with the new Australian Curriculum.

Thirty-eight teachers attended external Teacher Professional Learning courses in 2012. They
represented all faculties and attended courses on a number of different topics including Technology in the Classroom, Gifted and Talented Education, Welfare Leadership as well as faculty specific courses on curriculum and assessment.

The school had access to Digital Education Revolution Funds to be used for Professional development. This money was used to send staff to Teacher Professional Learning Courses, as well as to enable each faculty to be released from classes to modify existing programs and develop new programs to ensure that technology was embedded in them. The average expenditure per teacher on professional learning for 2012 was approximately $950.

**School planning 2012—2014**

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

**School Priority Area: Improved literacy outcomes for all students**

**Outcome for 2012–2014**

To raise literacy standards of all students to NAPLAN benchmarks or above.

**2013 Targets to achieve this outcome include:**

- Increasing the percentage of students in Year 7 achieving in the NAPLAN Reading Test at and above minimum standard to 97%.
- Increasing the percentage of students in Year 9 achieving in the NAPLAN Reading Test at a proficiency level to 93%.
- Increasing the percentage of students in Year 9 achieving in the NAPLAN Reading Test at a proficiency level to 32%.

**Strategies to achieve these targets include:**

- Increasing and supporting Professional Learning for all staff to explain/demonstrate explicit teaching of literacy skills.
- Identifying the literacy skills needed in Stages 4, 5 and 6 for all KLAs. Ensuring explicit teaching of literacy through the Teaching and Learning Cycle.
- Developing school based materials such as NAPLAN Strategies and Resources Booklet. Research and purchase of resources to support effective teaching and learning of literacy.
- Completing a NAPLAN audit to identify strengths and weaknesses of NAPLAN literacy. Professional learning in use of SMART.

**School Priority Area: Improved numeracy outcomes for all students**

**Outcome for 2012–2014**

To raise numeracy standards of all students to NAPLAN benchmarks or above.

**2013 Targets to achieve this outcome include:**

- Increasing the percentage of students in Year 7 achieving in the NAPLAN Numeracy Test at and above minimum standard to 97% in 2013.
- Increasing the percentage of students in Year 7 achieving in the NAPLAN Numeracy Test at proficiency level to 66% in 2013.
- Increasing the percentage of students in Year 9 achieving in the NAPLAN Numeracy Test at and above minimum standard to 100% in 2013.
- Increasing the percentage of students of students in Year 9 achieving in the NAPLAN Numeracy Test at proficiency level to 55% in 2013.
Strategies to achieve these targets include:

- Establishing and promoting whole school representation of a NAPLAN Numeracy Team.
- Administering a NAPLAN practice test for all students in Year 7 & 9 based in 2012 tests. Year 8 NAPLAN trial tests. Reviewing school exam structures for Stages 4 and 5. Students to use the Interactive (or static) resources, activities and tutorials on Moodle such as: Who Wants to be a Millionaire, Maths Olympics, Interactive Mathematics Dictionary, Mathspolis Interactive Quizzes, Measurement
- Implementing a Basic Skills Numeracy Program in the Mathematics Faculty. Plan & develop alternate curriculum for all Year 7. Mathematics classes to provide remedial support in preparation for NAPLAN test. Program to focus on explicit to teaching of Number, Space, Measurement, Data, Patterns and Algebra.
- Implementing the Newman’s Method in problem solving in all classrooms for Year 7, 8 and 9 students.

School Priority Area: Curriculum and Assessment

Outcome for 2012–2014

Strengthen teacher capacity to improve student learning outcomes through an emphasis on the QTM and through ensuring a quality framework for teaching and learning within the school supported by professional learning.

2013 Targets to achieve this outcome include:

- Appropriate assessment and reporting practices embedded in all T&L programs.
- Further developing differentiated curriculums (including National Curriculum) across all KLAs, programs and assessments.
- Enhancing opportunities for TPL at whole school and faculty levels.

Strategies to achieve these targets include:

- Enhancing teacher quality through professional development and support the delivery of the curriculum across all stages.
- Developing common proformas and criteria for all assessment tasks across all KLAs.
- Continuing support of teachers in Quality Teaching practices to ensure Quality Teaching strategies are embedded in programs, assessment and classroom practice.
- Preparing for the progressive implementation of NSW syllabi incorporating the Australian Curriculum.

School Priority Area: Leadership and Management

Outcome for 2012–2014

Strengthen the leadership and management capacity of school staff to contribute to continuous school improvement.

2013 Targets to achieve this outcome include:

- Strengthening leadership capacity to improve student learning outcomes.
- Increasing school leadership capacity for school improvement.
- Increasing staff well being to promote a positive learning culture.
Strategies to achieve these targets include:

- Leading across-school professional learning for teachers to prepare and support the implementation, development and delivery of the Australian Curriculum.
- Developing a systematic and equitable approach to whole school professional learning including attendance, registration and feedback.
- Building leadership capacity through professional learning opportunities for new, relieving and aspiring members of School Executive through targeted programs, including Step-Up Program and Executive Program Development.
- Reinforcing and developing T&L team’s roles and responsibilities to support staff in extending student learning outcomes through the areas of Quality Teaching, assessment, programming and classroom practice.
- Evaluating revised EARS and TARS proformas and processes to inform future best practice and ensure they meet DEC requirements. This process will involve whole school evaluation through a faculty review with student and community input.

School Priority Area: Student Engagement and Retention

Outcome for 2012–2014

Strengthen the capacity of the school to give all students access to a school curriculum that effectively fosters their learning and vocational potential.

2013 Targets to achieve this outcome include:

- Improving school attendance rate to 93%.
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.

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Andrew Gokel - Deputy Principal
Paul Taylor - Deputy Principal
Amy Uren – School Community Liaison Officer
Johanne Provins - P&C President
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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: