Parramatta High School

Annual School Report

2013
School context

Parramatta High School, the first co-educational comprehensive high school in Sydney, was established in 1913. It has 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 school is semi-selective and is dedicated to promoting excellence and equity through a varied curriculum designed to challenge students and cater for a diverse range of needs, interests and abilities.

A foundation PBL (Positive Behaviour for Learning) school, Parramatta High School has fair and supportive welfare structures which provide a safe, happy school in a caring environment.

Principal’s message

I am pleased and proud to be the Principal of this amazing school and to ensure the best education is provided for all our students. Parramatta High School has received high praise and continues to implement innovative programs for its diverse range of students.

I look forward to Parramatta High School continuing to deliver a quality education to our community and developing students as 21st century learners to take their place in the world.

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.

Ms Domonique Splatt

P & C and/or School Council message

The Parramatta High School Parents’ & Citizens’ (P&C) Association meets in week 5 each term and the association continues to be a significant contributor to policy development, decision making and school governance.

As in previous years, attendance at meetings continued to improve throughout 2013, with many parents embracing the opportunity to be involved in many aspects of school life such as the review of the school uniform and make an active contribution to the education of their children.

On-line surveys, personal contact and parent interviews were used to inform decision-making.

The P&C in 2013 examined ways to build on its fund-raising activities such as the sale of student book packs and propose to run a significant fund-raising event in 2014 to support programs identified by the school.

The P&C made substantial financial donations to the school and volunteered time to assist with the various functions that took place in the school’s centenary year.

Most notable were the Centenary Dinner held at Rose Hill Race Course Function Centre and at the Ex-Students Open Day that was attended by more than 1000 people.

Mrs Johanne Provins (P&C President)

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

![Enrolments Graph](image)
Management of non-attendance

The school continued with the highly effective whole school attendance plan initiated in 2011 which had achieved significant improvement in attendance across all grades. The introduction of additional measures such as the extended use of parent notification by SMS, the embedding of computerized systematic procedures for administering consequences of poor attendance, the increased use of DET Home School Liaison resources and the institution of a wider ranging reward system led to further improved attendance. Again in 2013 the school was able to achieve well above-average attendance at 91.4% compared with 89.9% for the region and 89.9% for the state.

Post-school destinations

54% of the Year 12 candidature gained a place at university within the study of Commerce, 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, Notre Dame and the University of Technology.

Year 12 students undertaking vocational or trade training

28% 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.

12% 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%.

Workforce information

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

<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>50.6</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>1.7</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>3.8</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>10.482</td>
</tr>
<tr>
<td>Total</td>
<td>81.582</td>
</tr>
</tbody>
</table>
There were no indigenous staff members in 2013. The services of the ASLO from Western Sydney were accessed to provide support for indigenous students.

**Staff retention**

The school retained 92% of its staff from 2012.

**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>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>30</td>
</tr>
</tbody>
</table>

**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>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
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</tr>
<tr>
<td>Balance brought forward</td>
<td>163,717.28</td>
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<tr>
<td>Global funds</td>
<td>507,488.73</td>
</tr>
<tr>
<td>Tied funds</td>
<td>194,558.26</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>334,023.01</td>
</tr>
<tr>
<td>Interest</td>
<td>9,213.41</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>150,037.83</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1,359,038.52</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>144,119.88</td>
</tr>
<tr>
<td>Excursions</td>
<td>62,753.16</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>91,414.49</td>
</tr>
<tr>
<td>Library</td>
<td>13,679.84</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>9,339.57</td>
</tr>
<tr>
<td>Tied funds</td>
<td>224,674.08</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>80,000.00</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>126,295.96</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>119,529.43</td>
</tr>
<tr>
<td>Maintenance</td>
<td>62,926.50</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>174,005.76</td>
</tr>
<tr>
<td>Capital programs</td>
<td>316,268.80</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>1,140,365.47</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>218,673.05</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2013 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 2013**

**Academic achievements**

**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. Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7), Year 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).

For both Year 7 and Year 9, NAPLAN results were again well above the state average and the SSG average in both literacy and numeracy in the 2013, reflecting the calibre of candidature in mainstream classes and the continuing impact of the selective stream in these years.

In value added terms literacy and numeracy results indicated that growth rates were significantly higher than the state average and
well above that of schools in our region and similar schools.

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

To view a comprehensive analysis, click on the link http://www.myschool.edu.au and enter Parramatta High School in the Find a school and select GO.

**Minimum Standards data**

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

**Higher School Certificate (HSC)**

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).

Parramatta High School’s 2013 Higher School Certificate results were pleasing although not matching the achievements of previous years.

Outstanding results were achieved in Mathematics, Extension 1 & 2 Mathematics with 28 students achieving the top band. These achievements are in part attributed to the International Baccalaureate extension classes offered before school.
Students in English Advanced, Biology, Chemistry, Mathematics, and Extension Mathematics achieved at or above the state average as a group.

More than 54 percent of the Year 12 HSC students were offered university positions. Enabling students to achieve to the best of their ability, a school priority, was reflected in significant value added especially at the higher end of the scale. Negative growth in lower bands remains a concern that has been addressed in the management plans.

Other school based assessments

In 2013 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, particularly our LBOTE students, excelled in all areas, scoring well above both SSG, regional and state results. 64% of our students attained levels 5 and 6 (the highest levels) up from 39% in 2012 as compared with 27% for the state. Only 5% of students in PHS achieved in the lowest bands compared with 12% for the state average.

Year 8 (Boys-84 students) have improved by 10 scale scores from the 2012 data and are 11 scale scores above the state average in the test aspect of Communicating Scientifically.

Other achievements

Years 7-10 students participated with distinction in the Phoenix Centenary Writer in Residence Program and the Creative Writing Competition.

Trent Hugler, of Year 9, won the Rotary Clift Award for Speaking.

In competitions, many students had outstanding achievements: a High Distinction, 10 Distinctions and 1 Credit in the Australian History Competition; 5 High Distinctions and 44 Distinctions and 131 Credits in the Australian Mathematics Competition; 5 High Distinctions and 20 Distinctions in the ICAS Mathematics Competition; a High Distinction in the ICAS Science Competition and 3 High Distinctions for students in the Australian National Chemistry Quiz; 1 High Distinction for Chemistry in the
Science Olympiad; 2 High Distinctions & 13 Distinctions in the ICAS English Competitions.

Theepiga Ramachandran of Year 8 achieved a High Distinction and the Prudence Award Nomination in the Australian Mathematics Competition. William Yang, Year 9, received the High Achievers Award for ICAS Mathematics which was presented at a special ceremony at UNSW attended by the Mathematics Head Teacher, Mr Paleologos.

In the AAS Challenge, the school’s Chemistry team performed outstandingly, achieving First Place, repeating the success of previous years.

In 2013 Parramatta High offered students in Years 9-12 a variety of options in Grade, Social and Recreational sport which meet the varied abilities and interests of our students.

Our annual swimming, athletics and cross country carnivals all saw an excellent increase in participants this year. Participants and spectators alike have taken on board our efforts to reinvigorate the house competition, arriving in full house colours and filled with pride and enthusiasm at representing their respective house groups.

Our grade sport competition, in which our students play against schools in our area, has remained strong, and each week of Terms 1-3 our teams achieve good results.

Other sporting events that have been run this year include Jump Rope for Heart in which Yr 7, along with participants from other years, raised money for the Heart Foundation by participating in different skipping activities.

The Premiers Sporting Challenge, organised by Ms Williams, was another great event aimed to promoting participation in physical activity, as well as our round robin house competition that year 7 have been participating in all year.

Numerous musical and dramatic performance opportunities were provided at Wednesday formal assemblies and school functions. The highlight was the successful participation in the PULSE concert at the Opera House at which Brooke Shaw was a solo performer and Edward Huang was compere.

As well there were 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.

Significant programs and initiatives

A major initiative for 2013 was a complete rebuilding of the school’s website. Parramatta High School had been one of the first schools in NSW to have its own website – initiated through the efforts of Mr J.Ralph, TAS Head Teacher. A ground-breaking and innovative website – located at www.faxmentis.org was replaced with a new website that conformed to DEC standards.

The new Parramatta High School website, http://www.parramatta-schools.nsw.edu.au/, is already firmly established as a cornerstone of the school’s communications system with a presence on facebook and twitter as well.

An innovative student program for all Year 8 students called High Resolves - a Global Citizenship and Leadership program has been introduced to complement the Dr Kate Sinclair GCL program that has been an outstanding success with Year 9, 10 and 11 student.

To further the important staff training, 30 teachers received training in Gifted and Talented
education in 2013, which is specific for selective students, but benefits all students.

The school successfully completed Centenary celebrations, highlighted by a dinner, attended by 500 guests, and an Open Day, attended by more than one thousand former and current students and staff.


An evaluation of student leadership programs in the school was undertaken at the end of term 3 and three leadership development initiatives established: The SRC (Student Representative Program), SJL (Social Justice League) and VIP (Volunteers in Parramatta). The SRC and SJL were designated a special roll class each as part of a transformation of rolls and the school day.

The house system of rolls was replaced by a grade system and with the introduction of five one hour period day, and electronic roll marking, DEAR (Drop Everything and Read) will be after period 2. The new roll system and DEAR will be comprehensively evaluated during 2014.

As in previous years, 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.

The school is a PBL (Positive Behaviours for Learning) lighthouse school and continued its focus on Respect, Responsibility, Honesty and the school remains a calm, safe environment for students and staff. As well, the school maintains strong community partnership with partner primary schools through PELC as exemplified through the highly successful LOFT (Leaders of the Future) Program.

**Aboriginal education**

Under the leadership of Mr Pollock, the school’s Aboriginal Education coordinator, 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.

The primary focus of Parramatta High School's Aboriginal Education Committee has been the continuation of programs designed to improve the educational outcomes for all of its Indigenous students through the AIME project.

This has been achieved through the continuation of a 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.

**Multicultural education**

The main cultural backgrounds represented at Parramatta High School in 2013 were Indian, Chinese, Afghani, Turkish, Arabic and Korean with enrolments of students from non-English speaking backgrounds (NESB) more than 80%.

Multicultural perspectives are firmly embedded in faculty teaching and learning programs, enabling all students to increase their intercultural awareness and understandings and the recognition of cultural diversity underpins many programs and initiatives at Parramatta High School. 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.

The school's ESL team provided ongoing support to targeted students (students in Australia for less than three years). The two main approaches utilized to further develop the literacy and numeracy skills of NESB students are team teaching with various KLA mainstream teachers and the intensive teaching of withdrawal groups.

Student interpreters were utilized on Orientation Day to assist parents acquire information and clarify processes for their children enrolling into year 7 in 2014. Interpreters were again available at parent-teacher evenings and for individual parent interviews as required.

LBOTE 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 trained year 10 students giving one-on-one tuition to targeted ESL students. Whether this can be maintained effectively under the new roll and DEAR system is being investigated.

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 12 , a graduate of the RAS tutoring program, performed exceptionally in the HSC achieving an ATAR of 98.15 and was admitted to the Bachelor of Commerce/Engineering at UNSW.
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 by Ms Yan.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes, led by the Senior Executive, include:

- Evaluation of feedback from teams responsible for meeting school priorities
- Teacher, parent and student surveys
- SMART data analysis
- ACARA My Schools website investigation

School planning 2012—2014: progress in 2013

School priority

Strengthen teacher capacity to improve student learning outcomes.

Outcomes from 2012–2014

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

Evidence of progress towards outcomes in 2013:

- Examination of current assessment practices and review of reporting format started.
- Differentiated curriculum project has assisted four faculties to use this format when developing new programs for Australian Curriculum.
- Whole school TPL on Australian Curriculum by Head Teacher Teaching and Learning. Additional KLA planning days (up to five) for program writing and preparation provided to Phase 1 KLAS.

Strategies to achieve these outcomes in 2014

- Enhancing teacher quality through professional development and support the delivery of the curriculum across all stages and 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

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

Outcomes from 2012–2014

- Increased staff well-being to promote a positive learning culture
• Enhanced leadership capacity through professional development learning opportunities to improve student learning outcomes

Evidence of progress towards outcomes in 2013:
• Introduced school teams for Literacy, Numeracy, Technology, PBL and GAT, rostered to work across the curriculum.
• Increased frequency that Teaching & Learning and Welfare teams meet during and after school times.
• Teams organise projects and curriculum development for staff in line with school plan targets pending an inclusive and collaborative system for school based improvements to teaching and learning.
• Did not implement the Step Up Program or Executive Program. Will plan this for 2014 development along with Growth Coaching for executive team.

Strategies to achieve these outcomes in 2014:
• 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 procedures 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
Strengthen the capacity of the school to give all students access to a school curriculum that fosters learning and vocational potential.

Outcomes from 2012–2014
• Improving school attendance rate to 93%.
• Improving student learning through quality teaching practices in all classrooms.
• Developing a school culture and practice that respects and responds to every student’s needs at all stages of learning.

Evidence of progress towards outcomes in 2013:
• Staff engaged with Ralph Pirozzo who worked with KLAS on differentiated stage 4 curricula.
• Integrated curriculum project for Stage 4 implemented with Macarthur Girls HS following successful grant of $18,000.00.
• Strong links with alternative pathways through outside agencies including a new initiative with ABCN.
• Engagement of High Resolves program for Year 8 & Year 9 students in 2014 and investigation of a Learning Centre for HSC students planned for implementation in 2014.
• New extended period lengths introduced in line with Quality Teaching Framework.
• Student attendance continued to improve achieving a welcome 91.4%, short of our target of 93%.
Strategies to achieve these outcomes in 2014:

- Offer relevant and differentiated curriculum and teaching and learning programs for all students.
- Provide alternative pathways to employment and further training for targeted student at risk of disengagement through the use of providers such as Links to Learning and Youth Connections, VET and TAFE courses as well as development of business links for work placement and mentoring.
- Institute suitable enrichment and cross curricular activities for gifted and talented students such as Climate Clever, Global Citizens, LOFT, Lachlan Macquarie College, Tournament of Minds, Mind Marathon and ICAS competitions.
- Plan for selective stream transition to Stage 6 considering curriculum diversity, careers counselling, pathways, staffing and timetabling issues.
- Teachers actively teach approaches to reading in classes. All students have resources for DEAR that are monitored by roll call teachers. Teachers have access to literacy testing results of Year 7 students.
- All new programs include Quality Teaching and Explicit Literacy strategies and are regularly evaluated and improved. Teachers trained and confident in developing and implementing explicit Teaching. KLAs assess staged literacy needs in terms of metalanguage, text types, visual literacy, grammar, sentence structures and punctuation. Model answers created.

Strategies to achieve these targets include:

- Increase and support professional learning for all staff to explain and demonstrate explicit teaching of literacy skills and implement. After school literacy and numeracy tutoring for Year 9 students and Focus on Reading program.
- Continue support of reading programs such as Peer Tutoring, ESL, Peer Reading and DEAR. Evaluate and refine the DEAR program to encourage wide reading.
- Continue in school literacy assessment of all Year 7 students with feedback of results to teachers.
- Identify the literacy skills needed in Stages 4, 5 and 6 for all KLAs. Ensure explicit teaching of literacy through the Teaching and Learning Cycle. Visual Literacy action research program to be undertaken.

Priorities for 2014

School Priority Area: Improved literacy outcomes for all students

Outcome for 2014

Increased levels of literacy achievement for every student.

Indicators - How will we measure our achievement?

- Shared vision of literacy requirements across all levels and all stages.
- Students attend after school literacy tutoring.

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.

Indicators - How will we measure our achievement?

- All KLAs continue to incorporate quality numeracy components in their assessments. All new programs incorporate Quality Teaching and numeracy strategies. Tutoring classes well attended and supported. Learning
Support staff is welcomed as partners in the teaching of all classes.

- 100% of students complete testing. 95% of students complete the NAPLAN test. 80% of students feel more prepared and confident when sitting tests. Added measurement of student needs. Increase student interest and engagement via interactive activities. ICT is used to access engaging numeracy pedagogy.

- Students and teachers will have access to and knowledge of how and where to obtain Mathematics teaching and learning resources.

- Classroom teachers indicate confidence in using SMART data package to inform planning and student learning outcomes. Faculties identify students strategically to be accelerated from band to band. Trained staff provide demonstration lessons to other staff members in Notebook Software.

- Year 7 students productively participating in the Basic Skills Program. Students enter Term 1, 2014 with skills required to engage in the regular curriculum. Mathematics staff have a prepared Numeracy Program in place for Term 1, 2014 for targeted classes.

**Strategies to achieve these targets include:**

- Promote whole school representation of a Numeracy Team
- Review 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 Quizes, Measurement. After school tutoring for Year 9 Students.
- Provide professional learning in the use of, SMART data package, Notebook Software and Interactive whiteboards.
- Plan and develop alternate curriculum for all Year 7- Basic Skills Numeracy Program in Mathematics Faculty. Mathematics classes to provide remedial numeracy support. Program to focus on explicit teaching of Number, Space, Measurement, Data, Patterns and Algebra.

**School Priority Area: Curriculum and Assessment**

**Outcome for 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.

**Indicators - How will we measure our achievement?**

- Staff indicate increased confidence in delivery of curriculum. All faculties have developed personal learning plans as the focus for their professional learning for the year.
- All KLAs adopt defined standard practices. Students have a clear understanding of requirements. Teacher judgment is more consistent in assessment of student assessment tasks.
- Consistency in report writing style across school.
- All Stage 4 teaching programs and assessment tasks for all KLAs conform to Quality Teaching practices.
- Teachers report increased confidence in delivering diverse and differentiated activities to students of all ability levels and backgrounds. Teachers engaged in development of differentiated tasks.

**Strategies to achieve these targets include:**

- Enhance teacher quality through professional development and support the delivery of the curriculum across all stages.
• Continue support of teachers in Quality Teaching practices to ensure Quality Teaching strategies are embedded in programs, assessment and classroom practice.

• Present, model and share a range of teaching strategies to ensure differing student needs are addressed including Learning Difficulties and GAT students. Develop differentiated class assessments for years 7-10.

• Maintain the ongoing development of the differentiated tasks utilising professional learning in this area.

• Publication of roles and responsibilities of team and proposed work schedule.

**Strategies to achieve these targets include:**

• Continue to lead across-school professional learning for teachers to prepare and support the implementation, development and delivery of the Australian Curriculum.

• Develop a systematic and equitable approach to whole school professional learning, including attendance, registration and feedback. All Staff Development Activities to be registered on MyTPL.

• Continue to employ a Beginning Teacher Co-ordinator to supervise new scheme teacher orientation and a program of support which includes additional accreditation hours as per DEC guidelines.

• Build leadership capacity through professional learning opportunities for new, relieving and aspiring members of School Executive through targeted programs, including Growth Coaching and ASPIRE.

**School Priority Area: Leadership and Management**

**Outcome for 2014**

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

**Indicators - How will we measure our achievement?**

• KLA programs and assessments reflect Australian Curriculum progressively.

• Teachers become more accountable to Executive and teams, with equitable access to professional learning reported.

• New Scheme Teachers are on task with and achieving accreditation from Institute of Teachers.

• Executive members can access available development programs. 10% of aspiring Executive access structured opportunities for professional learning.

**School Priority Area: Student Engagement and Retention**

**Outcome for 2014**

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

**Indicators - How will we measure our achievement?**

• Increased number of students completing HSC or transitioning to further training or employment.

• Quantitative and qualitative data obtained from staff, students through surveys and SMART data. PLPs implemented.

• Increased number of students involved in enrichment programs

• All staff using Sentral software for roll marking. Reduction in absences, truancies and lateness.
Engaging Teaching and Learning strategies embedded in all programs that meet the needs of all students. All students engaged in a curriculum relevant to their needs.

Strategies to achieve these targets include:

- Monitor teacher use of electronic roll marking on Sentral. Review use and allocation/availability of laptops among teachers. HT admin to monitor truancy and attendance, and supervise rolls. Analyse and respond to evaluation of changed roll structure for DEAR.
- Complete new syllabus programs for national curriculum. Head Teacher Teaching & Learning to continue working with PDHPE, CAPA, Languages and TAS.
- Provide alternative pathways to employment and further training for targeted students at risk of disengagement through the use of providers such as Links to Learning and Youth Connections, VET and TAFE courses as well as development of business links for work placement and mentoring.
- Evaluate and modify existing DEC regional initiatives such as Refugee Action Support Program, Refugee Homework Centre. Develop PLPs for Aboriginal Students.
- Provide suitable enrichment and cross curricular activities for GAT students such as Global Citizens, Social Justice League, Recycling Rangers, SRC, Tournament of the Minds, Mind Marathon, ICAS competition.

Professional learning

School Development Days in 2013 were very attended by all teaching and support staff. The development days focused on a number of varied curriculum and welfare topics: First Aid Credentialling, Child Protection, Staff Code of Conduct, Literacy and Numeracy, Strategic Planning, Gifted and Talented Education – the GERRIC development sessions, Quality Teaching Framework led by Head Teachers working with faculties.

As well as School Development Days, a number of staff meetings were devoted to staff development. The program of development centred on FOR- a whole school literary approach -“Focus on Reading”, led by the school’s two Head Teachers Teaching & Learning. This involved staff training and a new approach to teaching comprehension which has been adopted by the school.

Under the guidance of mentor teacher, Ms Nichols, beginning teachers at Parramatta High School were supported through 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.

Forty two teachers attended external Teacher Professional Learning courses in 2013 attending over seventy different professional learning opportunities. All faculties were represented and attended courses on a number of different topics, largely Australian Curriculum related but also including Technology in the Classroom, Quality Teaching, Executive Leadership as well as faculty specific courses on curriculum and assessment.

The school had access to specially-designated Australian Curriculum Funds to be used for ensuring the smooth transition to the new curriculum in English, Mathematics, Science, Australian History and LOTE. This money was used to send staff to various 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 met the standards of the new Australian Curriculum. The average expenditure per teacher on professional learning for 2013 was approximately $1150.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. A summary of results is presented below:

- Students (94.4%) said that they felt safe at school and parents (96%) also indicated that they felt that their children were safe at school.
- A significant majority of students (88%) and parents (96%) felt that teachers encouraged students to achieve their best in class.
- Most parents (97%) and students (65%) indicated that they felt that good work and behaviour was recognized in a variety of ways such as Merit Awards and “Richies” system.
- 87% of parents felt that the school catered well for individual differences in children and that the school knew its families and its community (86%).
- Parents felt they were well-informed about school events and procedures (88%), and that the new website was a highly useful source of information.
- Most students felt that they were treated fairly by teachers (89%).
- 84% of students felt that the work they did was important, and 92% of parents welcomed the increased focus on extension activities and classes for gifted and talented students.
- There was a large increase in parent numbers at our Junior and Senior Parent/Teacher evenings and in response to several parents’ requests additional parent/teacher evenings have been scheduled for 2014.

Program evaluations

In 2013 our school carried out an evaluation of the School Priority Area: Curriculum and Assessment.

A particular focus was an evaluation of the school day and period length to 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.

School Day and Period Length

Background

At an executive professional development led by Judy King, former principal of Riverside Girls, change to period length (particularly longer periods) was flagged as a means to strengthen teacher capacity to improve student learning outcomes and to enhance the achievement of a quality framework for teaching and learning within the school.

A team, led by Administration Head Teacher, Mr Wise, considered various scenarios and made a set of recommendations leading to the school making the transition from a six 50 minute period day to a five 60 minute period day.

It was proposed that at the same time, that a grade rather than house based roll calls be introduced based on similar systems at other schools.

Findings and conclusions

A timeline was put together by the team for investigation, deliberation and to establish an action plan.
The team leaders met and decided to formulate a common set of questions to ask other schools. Other schools were contacted and responses gathered.

Typical questions included

- What are the advantages of the model they decided upon?
- What are the disadvantages of the model they decided upon?
- Was there a change in welfare/discipline issues?
- Was this directly related to the change in model?
- Were there any effects on staff welfare & prep time?
- Do they have students attending TAFE or other schools for study?
- What effect did the change have on timetabling and subject selection?
- Could you supply a periods/subject/cycle break down?
- Do you run period 0s and periods after school?

Eight schools were investigated, chosen from co-educational, single-sex boys, partially and fully selective, comprehensive, and specialist schools.

Schools had populations ranging from 400 to 1200, averaging about 750.

One school had just started 5 periods in 2013 and another had been doing it for more than 7 years but the average was about 4 years.

Two schools had changed from 4 period days, two from 8 period days, one had a 4 period day. One school was on 5 periods, changed to 6 periods and was changed back after a year.

Students and parents were asked to complete a survey on the existing model at Parramatta High School.

Following a full investigation of the research findings, a set of recommendations were presented to the school community.

After extensive discussions with senior executive, executive, staff, students and the school community, it was decided to adopt a five sixty minute periods day model in 2014.

At the same time a trial of grade rather than house based vertical rolls was instituted at the instruction of the principal.

**Future directions**

A full evaluation of the changes to the school day will be conducted in Term 4, 2014.

The essential focus will be to examine whether student learning outcomes have indeed been enhanced by the changes to a longer period and grade based rolls.

Indicators included SMART data, welfare referrals and attendance data together with surveys of teacher, student and parent satisfaction.

Anecdotal evidence accumulated to this point has indicated several areas that warrant further investigation.

These include:

- Impact on the DEAR (Drop Everything And Read) program, ESL Peer Reading, mainstream Peer Reading and effective communication in the school occasioned by the shift of DEAR/Roll Call timing to after period 2 and shorter DEAR/Roll Call time allocation (15 minutes instead of 20 minutes).
- Impact on House culture and student behavioural management issues that have arisen as a result of grade based DEAR/roll calls.
- Evaluation of special vertical roll call groups for SRC (Student Representative Council) and SJL (Social Justice League).
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
Paul Taylor - Deputy Principal
Johanne Provins - P&C President
Lee Wise – Head Teacher TAS

School contact information

Parramatta High School
Pitt St and Great Western Highway, Parramatta
Ph: 9635 8644
Fax: 9687 1139
Email: parramatta-h.school@det.nsw.edu.au
Web: http://www.parramatta-h.schools.nsw.edu.au/
School Code: 8135

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: