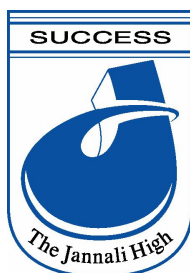


The Jannali High School

Annual Report



2018



8852

Introduction

The Annual Report for **2018** is provided to the community of **<school name>** as an account of the school's operations and achievements throughout the year.

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

Rick Coleman

Principal

School contact details

The Jannali High School

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9521 2805

School background

School vision statement

Our educational beliefs:

- *All students are challenged to achieve their personal best
- *A growth mindset and personalised learning continuums for all informs our strong academic focus
- *Quality teaching is underpinned by strong instructional practice
- *Inclusive teaching and learning processes are visible and engaging
- *Commitment to continuous learning and academic excellence
- *High expectations and ethical values are reflected in all endeavours
- *Trust is at the centre of all interactions
- *Effective communication is the basis of a collaborative school culture
- *Meaningful feedback, personal reflection and accountability leads to exceptional educational outcomes
- *Community participation is crucial to school success

Our school culture: *Student needs are placed at the core of all decision making *Success is valued and celebrated by all in the school community *Teachers recognise each student's abilities in order to differentiate their learning experiences *Ongoing professional learning and the use of a range of evidence are the basis of quality classroom teaching *Professional dialogue centring on student learning promotes a culture of collaboration *Leadership and participation at every level of the school are encouraged *Strong welfare structures support student learning and personal well-being *Educational partnerships with the community fosters improved student outcomes

Our school values: *Cooperate – working together to achieve common goals, providing support to others and engaging in peaceful resolution of conflict *Achieve – demonstrate your willingness to be successful through your commitment, effort, skill and courage *Respect – having regard for yourself, others, property and the environment, while accepting the right of others to hold different or opposing views *Engage – being actively involved in the opportunities provided and challenged to continue to learn **Our students will be:** *Skilled problem solvers – Ask questions, analyse the facts, evaluate their options and seek long term solutions to problems *Deep Critical thinkers – Develop understanding, display high level reasoning, challenge themselves, are reflective of the available options and make sound judgements *Highly Inquisitive learners – Seek knowledge and demonstrate a love of learning *Independent, resilient learners – Take responsibility for their learning and show initiative *Strong Academic learners – Possess outstanding literacy and numeracy skills and an aptitude for success *Valuable citizens of the world – Confident, ethical, resilient and caring community minded individuals **School**

School context

The Jannali High School (TJHS) is a 7–12 comprehensive coeducational school where staff are committed to providing a quality education for every student. The school has a strong tradition of academic achievement as well as outstanding programs to support student wellbeing and the development of student voice and leadership.

TJHS staff deliver excellent programs that cater to the diverse needs of all student learners – offering extension and support for students with additional learning needs. The school also operates a wide range of extracurricular activities to extend the academic curriculum. These include extensive sporting, cultural and community service opportunities.

The school offers an academically gifted and talented class in Years 7 and 8, with selection via a University of NSW test. Academic extension classes in all other years provide a focus to ensure our gifted and talented students achieve at the highest level. Providing differentiated learning experiences is an ongoing focus in our school.

The school's staff are experienced and dedicated. Quality teaching and learning utilising iPad and other technologies are an ongoing focus of teacher professional learning. Close partnerships with Apple Education and other Apple Distinguished Schools has fostered the transformation in learning across the school.

The Jannali High School provides an extensive and diverse curriculum choice for all students. Dance, drama, music and

visual arts scholarships provide our highly talented students with ensemble and performance opportunities in the creative and performing arts including selection in the schools spectacular and participation in our Showcase evening.

TJHS is integral to its local community and enjoys strong support from parents/carers and partner primary schools. TJHS is a proud member of the Heart of the Shire Community of Schools (HOTSCOS) and is involved in many joint projects with its partner primary schools including a gifted and talented program for Stage 3 students, an extensive transition program and a number of performing arts initiatives.

TJHS graduates are confident, caring, focused, mature young men and women with positive attitudes. They have a good sense of community, citizenship and ecological responsibility, as well as an understanding of and respect for other cultures and peoples.

The C.A.R.E. practices have created a shared language for staff and students to discuss expectations about behaviour and engagement.

The school enjoys a reputation for a positive focus on learning. Students learn in a safe, supportive environment and develop self-discipline, motivation, teamwork, self-confidence and responsibility. The school has effective discipline, uniform and attendance policies that reinforce high expectations of each student.

The school ethos is centred on values including striving for success and excellence; respect for the rights of others; taking responsibility for one's own actions; care for others in the school and the wider community; active participation in school life and co-operation with others; acting with integrity.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Within the domain of **Learning**, staff assessment of the elements included:

- *Learning Culture: sustaining and growing
- *Wellbeing: sustaining and growing
- *Curriculum: delivering
- *Assessment: delivering
- *Reporting: sustaining and growing
- *Student Performance Measures: delivering

Within the domain of **Teaching**, staff assessment of the elements included:

- *Effective Classroom Practice: delivering
- *Data Skills and Use: delivering
- *Professional Standards: delivering
- *Learning and Development: delivering

Within the domain of **Leading**, staff assessment of the elements included:

- *Educational Leadership: delivering
- *School Planning, Implementation and reporting: delivering
- *School Resources: delivering

*Management Practices and Processes: delivering

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Continued promotion of excellence in student achievement

Purpose

To improve outcomes for all students by creating high expectations, providing challenging and engaging experiences and valuing a culture of learning.

Overall summary of progress

In 2018 the Deputy Principal Instructional Leader position was created and filled by Nicole Waser (HT HSIE). This position was funded from RAM Equity and designed to lead a critical component of the 2018–2020 School Plan. Specifically this position and Strategic Direction 1 was informed by the current Literacy Strategy and Stronger HSC Standard Reform.

Of note, a whole school literacy team was established to lead professional learning and development of ALARM strategies across the Stage 6 curriculum. Similarly, PEEL paragraph scaffolding was to be embedded in the Stage 4 curriculum.

Through the school's Learning Support Team, two Literacy Mentors were employed 2 days per week to work with Yr10 students who did not achieve Band 8 in their Year 9 Reading, Writing and Numeracy NAPLAN Tests.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
HSC results reflect an increase in the percentage of student achievement in Band 5 or Band 6 (2017 HSC Band 5/6 34%).	Professional Learning Funds Literacy Instructional Leader	A DP Instructional Leader Literacy was established and then a Literacy Team was created to implement the targets from the school plan. As part of the School Literacy Strategy, ALARM has been introduced in Stage 6 with faculties developing assessment tasks using this scaffold. Faculties continue to analyse HSC results using RAP data to inform teaching and learning programs.
Year 7–9 'value-added' indicates the @school is moving from 'delivering' to "sustaining and growing".	Learning and Support Team Literacy Team Mentors Literacy Instructional Leader Professional Learning Funds	NAPLAN data is analysed and is used to inform teaching and learning programs across all KLAs. PEEL paragraph scaffolding has been introduced in Stage 4 to improve writing. Associated professional learning for staff has been conducted. Literacy Team Mentors have been employed as part of the HSC Minimum Standard Reform.
An increase in the percentage of Year 9 students who achieve a Band 9 or Band 10 in NAPLAN reading and writing (2017 Band 9/10 Reading–16.1%, Writing–8.8%).	Literacy Team Mentors Learning Support Team Literacy Instructional Leader	Literacy Team Mentors employed as part of the HSC Minimum Standard Reform. Quicksmart program implemented through the Learning Support Team.

Next Steps

Steps

At TJHS in 2019 we intend to :

Strengthen the implementation of PEEL and ALARM across all KLAs.

Incorporate PEEL and ALARM scaffolds in our recently renewed Assessment Procedures.

Create a TJHS ALARM booklet and put information into the 2020 Student Diary.

Develop a parent ALARM resource available through the school website.

Incorporate professional learning on ALARM/PEEL in our 2019 Professional Learning Plan.

Review the role of the DP Instructional Leader Literacy role in light of the substantive Deputy Principal position.

Review the school plan products, practices and improvement measures linked to the School Literacy Strategy.

Strategic Direction 2

Continued development of inquiring, critical, independent learners and leaders for the future

Purpose

To build the capacity and resilience of all to learn and lead by providing ongoing development that promotes independence and learning autonomy. Evidence and feedback will inform practice.

Overall summary of progress

During 2018 The Jannali High School was successful in its application for Apple Distinguished School status. This was in recognition of the work that had been undertaken to embed the BYODiPad Program into 7–10 teaching and learning programs. An iBook was produced as part of the application process and it is a celebration of the work of both teachers and students. The Apple iBook is available to view on the school's website.

21st Century Learning Skills continued to be explicitly taught to Years 7 and 8 through their timetabled Futures Learning periods. The teacher Tech Mentor Program was expanded to include another mentor to strengthen the ability of the program to provide ongoing teacher support and professional learning in embedding digital technologies into teaching and learning programs and assessments. Student Tekstars compliment this program while providing additional support to both students and teachers in the classroom.

The school's Challenge Based Learning (CBL) program continues to be expanded across 7–10 specifically catering for the learning needs of Gifted and Talented (GAT) students in these year groups. Google classroom is widely used across the school as the platform for teachers and students to collaborate on learning activities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the proportion of students demonstrating active engagement with their learning.	HT Teaching and Learning Teacher Professional Learning Funds BYODiPad Program including equity iPads for hire Technical Support Officer	BYODiPad Program expanded across 7–10 teaching and learning programs. Exit slips used to determine student engagement using iPads..
At least 50% of teachers indicate that their practice operates at the Modification level of the SAMR pedagogy model.	HT Teaching and Learning Teacher Professional Learning Funds	Teacher surveys to determine progress across the SAMR continuum. Ongoing PL for staff to increase iPad skills and integration in teaching and learning programs.
An increase in the percentage of Year 9 students achieving greater than expected growth in NAPLAN Reading and Numeracy (2012–2017 average: Reading = 54%, Numeracy = 62%).	DP Instructional Leader Literacy Literacy Mentors HT Teaching and Learning Professional Learning Funds	Students continue to achieve at desired value added rates in NAPLAN.

Next Steps

Investigate device options for Stage 6 from 2020. Parents, students and staff consultation to inform this decision making process.

Include a technology learning profile on the 7–10 reports to report on and measure student engagement in the

BYODiPad Program.

Review the school plan improvement measures for this project.

Strategic Direction 3

Sustaining engagement and a positive learning community

Purpose

To provide a caring and engaged school community by developing responsible citizens, successful learners and proactive members of our society.

Overall summary of progress

The senior student RISE Mentor Program was in its first year of implementation during 2018 with the majority of Year 12 students indicating they would like to be assigned a RISE Mentor. Regular, informal check-ins with RISE Mentors helped students plan out their progress towards completing the HSC and provided them with an additional support network to help cope with the stresses of Year 12. Senior Review Meetings were conducted with members of the executive team at key points throughout the year. These coaching conversations supported students to articulate their goals for completing the HSC and future career/education pathways. Feedback from these meetings was communicated to class teachers and mentors along with the Wellbeing and Student Services Teams.

Work continued on ensuring all teaching and learning programs were differentiated to cater for all learning abilities. Professional learning and sharing sessions were conducted at school development days and twilight workshops throughout the year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teaching and learning programs and assessments embed curriculum differentiation strategies	HT Teaching and Learning Teacher Professional Learning Funds	Banks of programs uploaded to Google Drive Continued PL provided to staff
Year 9–12 'value-added' indicates the school is moving from 'delivering' to "sustaining and growing"	DP Instructional Leader Literacy Literacy Mentors	NAPLAN results indicate we are at delivering
All students demonstrate expected growth across the literacy and numeracy learning progressions relevant to expected timeframes.	DP Instructional Leader Literacy Literacy Mentors	Continuums being investigated

Next Steps

Investigate expanding the RISE Mentor Program to include Year 11 students. Tie the program into senior induction program and other initiatives such as the Senior Review Meetings and other wellbeing activities.

Review the role of the DP Instructional Leader Literacy role and related projects.

Evaluate the relevance of the current school plan improvement measures along with the associated products and practice statements.

The Literacy Team will begin planning for the implementation of the literacy and numeracy learning progressions

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>QuickSmart Program</p> <p>LaST</p> <p>SLSOs</p> <p>AIME Program</p>	<p>AIME (Australian indigenous Mentoring Experience)</p> <p>Our indigenous students were involved in individualised programs both at the University of Wollongong and with the 'Tutor Squad' at school.</p> <p>Teacher Mentor Program/ Senior Tutoring</p> <p>Targeted support of learning and the development of social skills provided through a 1–1 mentoring/ tutoring program with an intended outcome of increased school engagement.</p> <p>• QuickSmart Literacy & Numeracy</p> <p>3 students improved their speed and accuracy in numeracy and literacy skills through completion of the QuickSmart program. Other activities and engagement included:</p> <ul style="list-style-type: none"> – Speak Up Program participation – 1 student participated in the NRL School to Work Program – Gamarada Cultural Day – including 25 students from Stage 2 and 3 students from local primary partner schools – Deadly Awards – Strong participation in the Local – –AECG (Aboriginal Education Consultative Group).
Low level adjustment for disability	<p>LaST</p> <p>SLSOs</p> <p>Careers Adviser</p> <p>Teacher Mentors</p>	<p>Secret Agent Society Program</p> <p>5 students participated in the SAS Social Skills program that targeted students who need support with social skills and communication.</p> <p>Enclave Program:</p> <p>Targeted students were referred to a program to build their work readiness skill set. They participated in supported work placements across a range of work sites in 2017.</p> <p>QuickSmart Literacy & Numeracy</p> <p>20 students improved their engagement in learning and confidence / skills in numeracy and literacy through involvement in the QuickSmart program.</p> <p>Teacher Mentor Program</p> <p>43 students were supported in their learning through an individualised teacher–mentoring program. The students involved developed their self–esteem, learning efficacy and self–</p>

<p>Low level adjustment for disability</p>	<p>LaST</p> <p>SLSOs</p> <p>Careers Adviser</p> <p>Teacher Mentors</p>	<p>discipline in managing their behaviour to improve engagement in learning.</p> <p>School Learning Support Officers (SLSO) program</p> <p>In-class program targeting students requiring additional learning support and curriculum differentiation. Students demonstrated: improved attendance rates, greater confidence in their learning skills, increased engagement in class learning activities and improved learning outcomes in assessment tasks as a result of the direct support.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	329	345	376	405
Girls	318	359	366	398

The Jannali High School continued its increase in student enrolments during 2018. The Year 7 cohort was the largest in the school with the vast majority of these students being local enrolments. Our student population is almost evenly balanced with girls and boys.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	94.9	94.6	93.7	93.8
8	91.5	92.7	91.7	91.1
9	90.2	89.4	91.5	89.6
10	89.1	90.3	87.5	86.8
11	88.8	87.7	86.3	80.5
12	90.1	91.5	91	91.2
All Years	90.8	91.3	90.7	89.9
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

Our school's overall attendance rate continues to be above state average as it has been for the previous 3 years. Years 7–10 individual attendance rates are all above state average while Yrs 11 and 12 are below state average.

Existing strategies to manage non-attendance such as the SMS program, daily Phone Home program and monitoring attendance through the school's Welfare Team.

The school's procedures for referring students to Home School Liaison Program along with the role of the Year Adviser and our N-Determination procedures were reviewed to identify areas for improvement.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	2	6
Employment	3	12	22
TAFE entry	3	2	15
University Entry	0	0	48
Other	0	0	3
Unknown	0	0	6

Post School Destinations

From a cohort of 79 students who sat the HSC in 2018, 38 received an offer to enter a university course in 2019, i.e. 48 %

36 students applied for Early Admission to the University of Wollongong and through an interview process 24 were successful in receiving a guaranteed offer before sitting their HSC exams. One student received a 2019 Global Leadership Entry into Macquarie University.

Overwhelmingly the most popular university of choice was the University of Wollongong with 26 students accepting a placement in a course for 2019. This represents 68% of university placements. Two students have each accepted places at UNSW and Notre Dame University. One student has selected each of the following universities; Macquarie University, Australian National University, Western Sydney University, Australian Catholic University, University of Sydney, University of Technology Sydney, University of Tasmania, Australian College of Physical Education.

Year 12 students undertaking vocational or trade training

Senior students undertaking Vocational Education Courses Externally (EVET)

In 2018, nine Year 12 students chose to do a vocational education course externally at TAFE as part of their HSC and 2 studied at the Academy of Interactive Entertainment. Fourteen Year 11 students chose to do a vocational education course externally at TAFE.

Externally delivered vocational courses included Automotive, Animal Studies, Beauty Services, Business

Services, Construction, Early Childhood Education and Care, Electro–technology, Human Services Assistance, Retail Services, Salon Assistant, Screen and Media, Tourism Travel and Events.

School Based Apprenticeships and Traineeships (SBATs)

In 2018, the school supported 2 School Based Trainees in Health Services Assistance (1) and Retail Services (1). The Health Services Trainee attended training at TAFE and was employed by St George Private Hospital. The Retail Services Trainee was employed and trained by McDonald's.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2018, 100% of all eligible Year 12 students achieved the Higher School Certificate (HSC) qualification.

Our school continues to prepare students for the workforce by providing Vocational Education and Training (VET) in our school curriculum. Other students study through TAFE and private colleges. The following vocational education courses are in our Stage 6 curriculum:

- Hospitality Certificate II in Kitchen Operations
- TAFE or private college qualifications
- School-based traineeships

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	8
Classroom Teacher(s)	39.6
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	10.08
Other Positions	1

*Full Time Equivalent

1 staff member identifies as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	18

Professional learning and teacher accreditation

In 2018 Professional Learning budget continued to be aligned to our Strategic Directions and Staff identified needs.

- For the first time 4 Twilight Sessions facilitated the delivery of Staff Professional Learning as an extension of the Staff Development Meetings
- As the first year of the Accreditation cycle for Proficient Teachers, Staff received Training in the Australian Professional Standards, requirements of maintaining Proficiency and the navigation of ETams. Teachers understood the distinction between Registered Professional Development and the different types of Teacher Identified Professional Development. Teachers were again in– serviced once the site of ETams was live.
- The continued position of a Head Teacher Teaching and Learning and membership in a Shire Teaching and Learning Network assisted in navigating obstacles in the Accreditation process. To assist staff in the accruing of Registered hours within the school, a Quality registered course was approved for Term 1 in the area of Embedding iPad Technology in Teaching and Learning.
- Utilization of the Tek Stars continued through the running of identified App workshops, run by the Tek Stars and designed to further teacher knowledge of Apps like Numbers, Garage Band and iMovie. These workshops were delivered in place of our normal Staff Meeting and were considered valuable by the staff.
- In Term 2, 3 hours of Professional Learning targeted Literacy strategies, utilizing ALARM in Formative and Summative Tasks. The appointment of a Literacy Instructional Leader facilitated this process, in improving staff understanding of ALARM.
- Term 3 and 4 also saw whole staff participating in MAPA training through the Ultimo Operational Directorate
- Staff Professional Learning time continued to target the development of new Senior Syllabi. As well continuing on from our 2018 achievements of Stage 4 Differentiated programs, all faculties continued to differentiate their Stage 5 programs. Teachers were assisted in this regard by the School retaining the talents of a Gifted and Talented specialist who worked with individuals across faculties.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	987,702
Revenue	8,831,419
Appropriation	8,014,766
Sale of Goods and Services	178,335
Grants and Contributions	607,152
Gain and Loss	0
Other Revenue	12,275
Investment Income	18,891
Expenses	-8,809,270
Recurrent Expenses	-8,809,270
Employee Related	-7,746,137
Operating Expenses	-1,063,134
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	22,149
Balance Carried Forward	1,009,851

The Jannali High School Finance Committee consists of the Principal, Deputy Principals, School Administrative Manager, a staff representative, executive representative and P&C President. With a new Principal coming into the school renewed practices and processes have been undertaken including broadening the membership of the Finance Committee. A Finance Committee Calendar was introduced with scheduled meetings and activities across the school year as well as new budget request process established for 2019.

With changes in school leadership over the past 18 months to 2 years, there has resulted a surplus of school and community funds. A large proportion of these funds have been targeted for some school funded projects including an upgrade of the audio visual system and lighting in the school hall, finalising the drama and dance studios, upgrading the staff common room and fitting out the futures focused learning lab in the library.

2018 saw an significant increase in Year 7 enrolments which resulted in additional teaching positions. With the employment of these staff came Beginning Teacher Funds. Where possible, these funds have been used to reduce the teaching loads of beginning teachers in their first two years by employing additional temporary teachers. The Beginning Teacher Funds are also used

to enable our inexperienced teachers to access targeted professional learning, mentoring and support with completing their teacher accreditation process.

The school generates income from a leased canteen, which was re-tendered at the end of 2018, a school run uniform shop and hiring the gym and dance studio to community groups. This income will be budgeted for in future years to directly fund school improvement projects to enhance our physical learning environment for students and staff including the outside spaces.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	7,223,991
Base Per Capita	143,557
Base Location	0
Other Base	7,080,434
Equity Total	280,514
Equity Aboriginal	14,509
Equity Socio economic	79,947
Equity Language	24,101
Equity Disability	161,958
Targeted Total	111,972
Other Total	109,843
Grand Total	7,726,320

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

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

School performance

<You may choose to use this text box to comment on other assessment data including:

- Best Start
- Literacy and numeracy achievement against the literacy and numeracy continuums>

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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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Our Year 7 and 9 overall results in Grammar and Punctuation NAPLAN tests showed that many of our students achieve in the highest 3–4 bands.

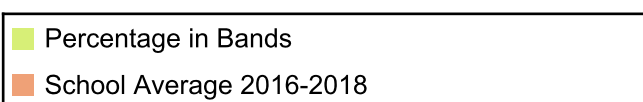
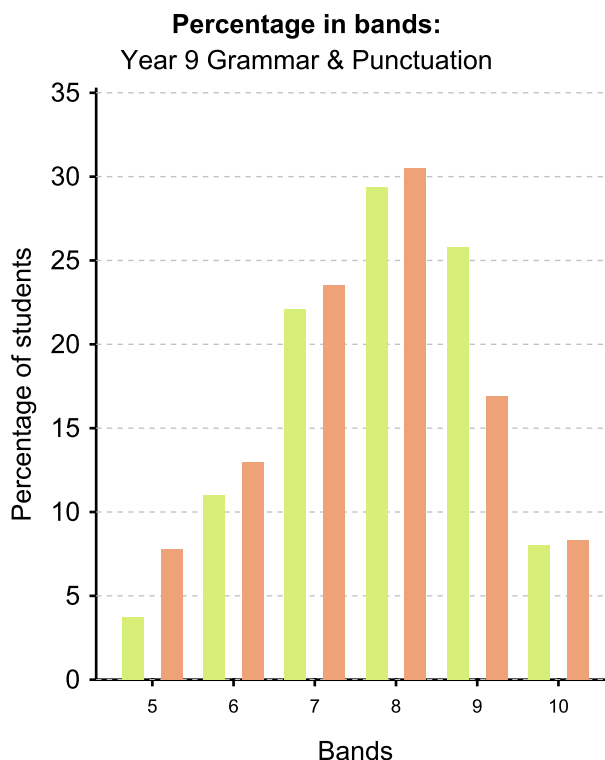
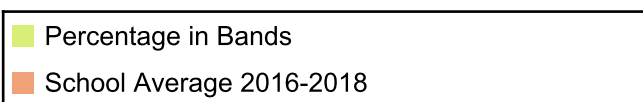
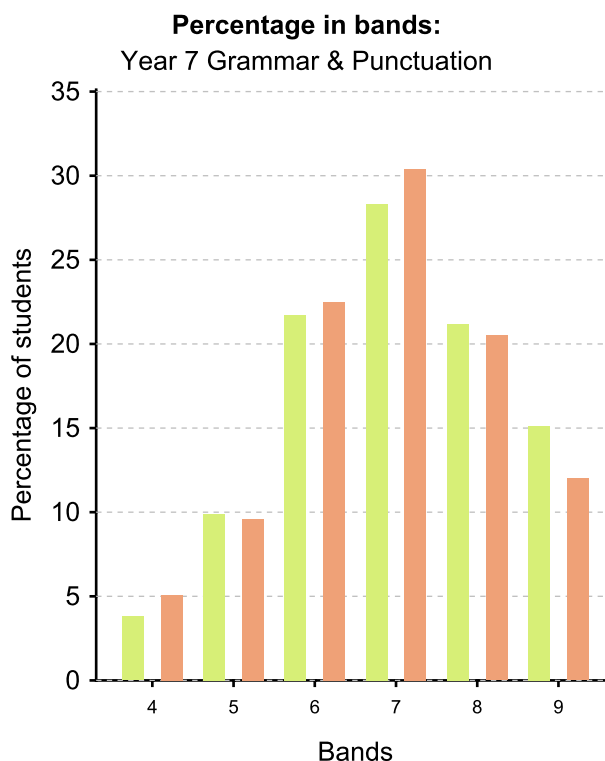
These results show that we are doing great work in moving students from the bottom two bands into the middle bands but there is not as much movement of those middle band students into the top two bands.

We continue to have literacy as a focus in our school plan with writing, specifically using PEEL and ALARM strategies, being a priority.

Our reading program through roll call is being maintained as is the Premier's Reading Challenged being expanded.

The school's Literacy Team regularly lead teacher professional learning activities at staff meetings, school development days and twilight workshops. The team is investigating how to use the new literacy progressions as a means to track students performance and in turn develop strategies to improve their skills.

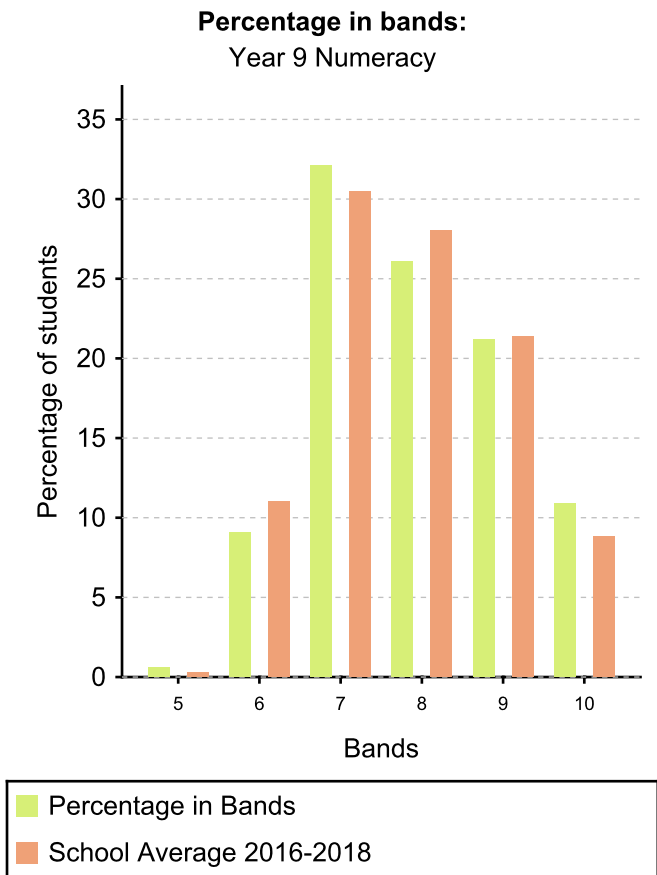
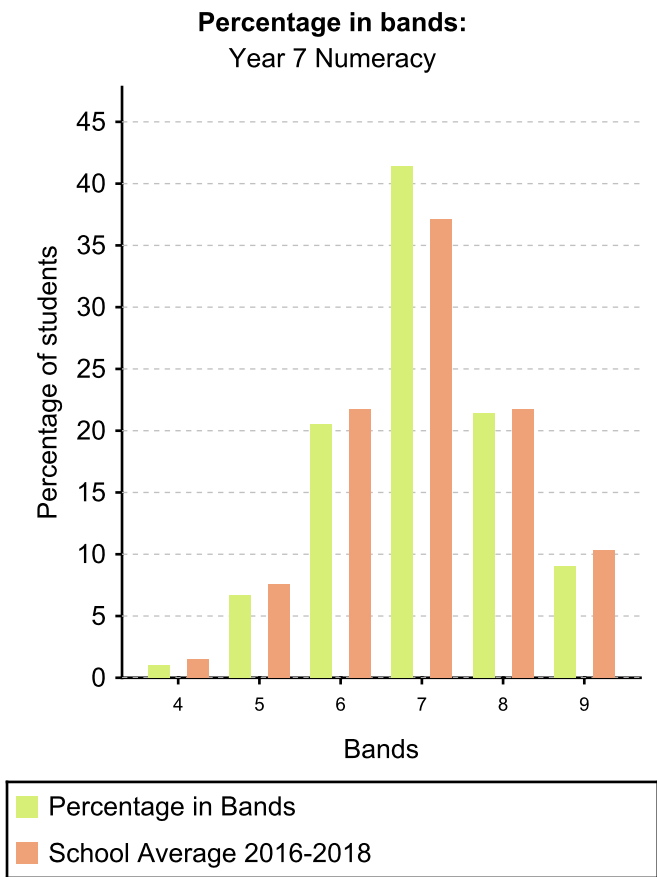
Our Learning Support Team provide intensive support for students with poor literacy skills as identified from NAPLAN tests and internal assessment data.



Students continue to perform better overall in the NAPLAN Numeracy Tests by comparison to the Grammar and Punctuation Tests. In particular, we see value adding from the Year 7 results to the Year 9 results.

We have a school Literacy and Numeracy Team and

this is a focus of our current school plan.



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

<Use this text box to comment on mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands>

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Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

English Faculty

In 2018, the final year of the current English Stage 6 syllabus, the English faculty undertook the teaching of the Standard, Advanced, Extension 1 and Extension 2 courses at T JHS. Again in the Advanced, Extension 1 and Extension 2 courses, we saw students achieve pleasing results and significantly perform above their projected NAPLAN results. 95% of students in Advanced achieved a band 4–6, 67% Extension 1 achieved in the second top band and 100% of our Extension 2 students achieved in the top 2 bands. Significant time was spent explicitly teaching writing strategies, with time devoted to writing practice responses and seeking teacher feedback. Unfortunately, our Standard results were not as positive, however, the impact of class sizes and student engagement can be seen as a significant contributor to these outcomes.

Science Faculty

In 2018, more than 50 students undertook one or more Science subjects including Biology, Chemistry, Physics and Senior Science. This is over half of the cohort.

Our most outstanding results were achieved by Kathleen Field in Biology and Marcus Miljak in Chemistry and Physics. Other outstanding students were Georgia Harrison and Erin Musgrove. Even though no Band 6 results were achieved this year, our percentage of Band 5 results continued to be very strong at 33% for students in Biology, Chemistry and Physics .On average, 75% of Science students achieved results for Bands 4 and 5. We credit our continued success in Science with having well developed programs for the now outdated syllabus and teachers with both a deep understanding of the course content but also a lot of experience: many have HSC marking experience. The quality of our assessment tasks, HSC resources and experience in providing targeted exam preparation is seeing success for most of our students.

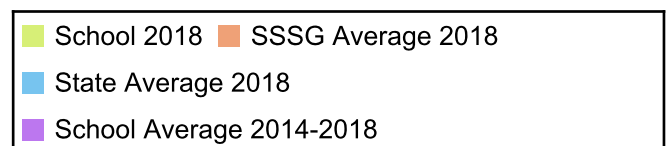
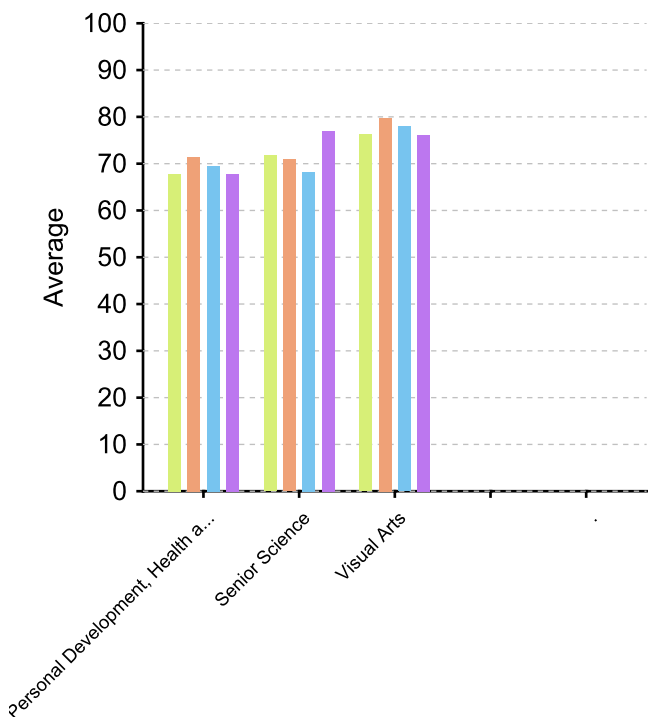
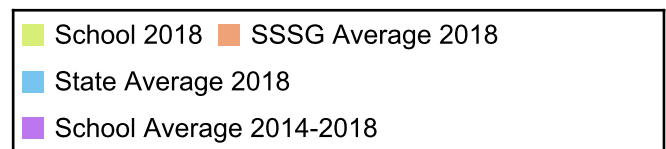
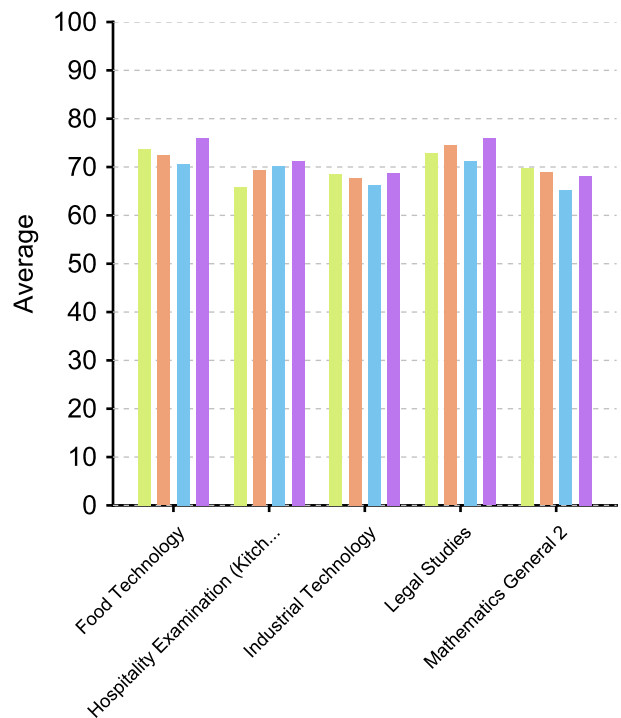
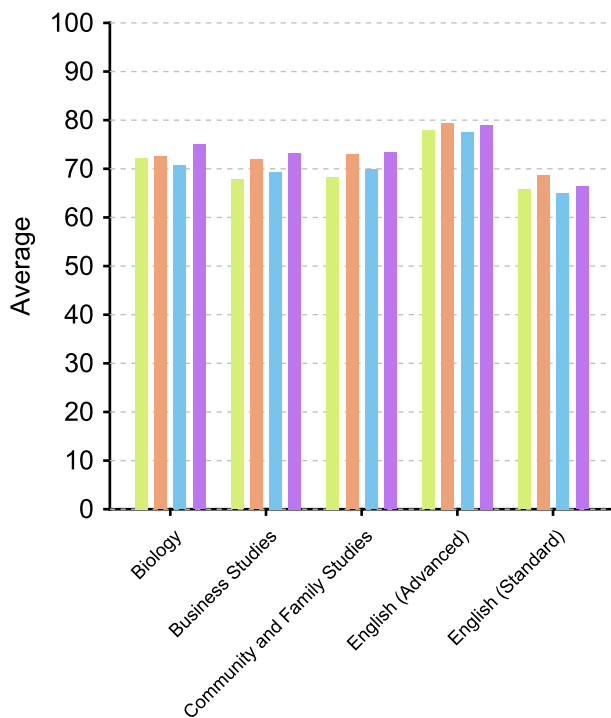
However, we recognise that some students did not achieve to their potential and we link this to average/poor literacy skills and low application to study throughout their HSC year. The 2018 cohort was not a highly academic year and the student culture was not centred on hard work. Questions that require long responses or critical thinking were below expectation

across all courses in Science.

Science subjects are problem based and have large quantities of new content to remember. This requires students to be strong in both preparing study notes and practicing past papers on a regular basis. Their literacy skills restricted their ability to understand the nature of the questions in the exams and respond succinctly with the correct content. More literacy work needs to be explicitly taught in our courses in the future, which has been embedded in our Faculty Plan for 2019.

HSIE Faculty

The HSIE department is committed to lifting and sustaining HSC student performance. Consistent adherence to best classroom practice, and the ongoing support of peers, plus a desire to seek effective and engaging subject material has been the goal of HSIE staff. Consequently, the HSIE department has achieved considerable success in the 2018 HSC cohort, with the majority of students achieving bands commensurate or above expectations.



Home Economics Faculty

The 2018 Food technology cohort once again represented school's Band 6 subjects and above state average for the 10th consecutive year. Vocational subject of Hospitality remains popular for students wanting to receive dual accreditation.

Creative and Performing Arts Faculty

CAPA is experiencing a lot of change with new staff. Programs for all KLAS are being developed and followed which will have a positive impact on both learning outcomes and also on elective class enrolments. Changes to staffing in 2017/18 meant the delivery of both the Drama and Visual Arts courses was disrupted and unfortunately, the lack of students choosing Music meant the course was unable to be offered at school. Both Drama and Visual Arts achieved positive results with Band 5s. We are now working to build upon and extend these positive results.

PDHPE Faculty

Personal Development, Health and Physical Education continues to be a popular HSC subject at TJHS with 31 students completing the 2 Unit course. We had 46% of the students achieve Band 4–5 with 42% of the students achieving above the state average mark. The PDHPE faculty will continue to develop explicit teaching and learning programs for the 2 Unit course that incorporate the ALARM strategy to further develop students extended responses in the HSC examination.

Mathematics Faculty

TJHS believes that all students should have the opportunity to immerse themselves in any level of Mathematics they choose, and implements many programs to engage students, including Mathletics, sQuizzy, Study Hall. The Mathematics Faculty is very pleased with the outstanding results achieved by Year 12 students in 2018. There were 51 candidates who completed the Mathematics General 2 examination: 41.2% of students achieving Band 4 or above with 2 students achieving Band 6's. These results are +0.25 above state average. 15 students were within 2 marks of achieving a higher band. There were 9 students who completed the Mathematics examination: 77.7% of students achieving Band 4 or above. These results were -0.10 below state average. 2 students completed the Mathematics Extension 1 examination and 1 student completed the Extension 2 examination. NESA states that in a course with 1–9 students, the data is not reliable and should not be interpreted.

Parent/caregiver, student, teacher satisfaction

The regularly seeks parent/carer, student and teacher feedback through surveys, questionnaires and informal methods. While the annual school culture survey wasn't undertaken in 2018, the Tell Them From Me surveys were conducted across the whole school. Staff have opportunity to provide feedback to the School Improvement Team and the executive on the relevance and effectiveness of professional learning that is conducted through school development days and twilights as well as through external providers.

Our school planning and evaluation process continually seeks feedback and evidence of impact on the achievement of the school's strategic directions.

Throughout 2018 we have strengthened these processes through the School Improvement Team using a school self-evaluation tool that is mapped across the school year and linked to the school plan milestones as well the School Excellence Framework.

Evaluations of the school's Assessment Procedures and Anti-Bullying Procedures were commenced in 2018 with staff given opportunity to participate in the process as part of the evaluation team. A set of renewed school procedures have been developed regarding 7–12 Assessments. Similarly an evaluation of the school's Behaviour Management procedures was conducted which resulted in the introduction of a school-wide behaviour monitoring card procedure designed to empower classroom teachers to effectively gain desired improvements in individual students' behaviour.

Policy requirements

Aboriginal education

TJHS offered a range of programs for our 20 indigenous students in 2018.

We continued our involvement with the Australian Indigenous Mentoring Experience (AIME). This connected our students with the eight Program Days at the University of Wollongong and through AIME our students completed individualised programs to support their schooling.

During Term 2 and 3, the volunteer AIME Tutor Squad (made up of three students from UOW) came to the school every Tuesday to support our students with their organisation, assessment tasks and general wellbeing. Students received advice and support from their AIME mentors.

Six students in Year 7 and 8 participated in the DOE Aboriginal Dance Workshops that were held at the Sydney Dance Company headquarters in Walsh Bay. Britney Streater was selected to become a member of the Gili Dancers ensemble. Britney represented our school at a range of DOE functions and events that celebrated NAIDOC Week, Reconciliation Day and the Koori Art Festival.

For the fourth year in a row, Ms Van Luyt was invited by the Aboriginal Education and Wellbeing Team to deliver the training for the annual 'Speak Up!' Program for Aboriginal students in Year 7 and 8. Students learnt about important aspects of speaking in public. All of the participants presented their prepared speeches based on the NAIDOC theme of "Because of Her, We Can" at NSW Parliament House in front of an audience of Elders, Principals and parents.

Two indigenous students took part in the QuickSmart Literacy and Numeracy Programs. They demonstrated excellent growth in their recall and accuracy skills.

One student took part in the NRL's School to Work program which involved working closely with a mentor to focus on career planning. Much of this work

translated into real job opportunities.

Our relationship with the Sutherland Shire Aboriginal Education Consultative Group (AECG) continued to develop. The AECG provided us with a number of Aboriginal members who worked on selection panels for teacher and executive positions. TJHS was also a member of the One Mob Excursion Planning Committee that organised the inaugural One Mob excursion at Endeavour HS. This event brought all of the Sutherland Shire's Aboriginal students together for a day to celebrate culture on country.

The annual Gamarada Cultural Day was held in September at TJHS to celebrate Aboriginal culture. We invited all infants and primary– aged Aboriginal students from our HOTSCOS partner schools. The day revolved around Aboriginal arts and crafts, especially weaving, and was an enjoyable way to promote knowledge and pride in indigenous culture.

Finally, congratulations must go to Georgia Cherrie who was our school recipient of the 'Deadly Kids Doing Well' Award at the Ceremony for 2018. Coincidentally, a few moments after Georgia accepted her Deadly award, she received the news that she had been selected School Captain for TJHS for 2019.

Multicultural and anti-racism education

The school Welfare Team continued to promote multicultural awareness across the school. The "Together for Humanity" Program was delivered to all of our Year 7 students. Presenters provided a range of engaging activities that asked students to reflect on their own cultural traditions and attitudes.

Our International Student Coordinator, Ms Fisher led the school in welcoming over a dozen students to TJHS over the course of the year. These students came from a variety of nations including Italy, Sweden, Norway and Belgium.

We celebrated Harmony Day on the 21st of March by having an "International Treasure Hunt" activity with interested students in the hall at lunchtime.

Other school programs

ByoiPad:

The year of 2018 saw another intake of a large cohort of year 7 students with iPads as the mandated device with total numbers using a device of 528 students representing 65% of our total cohort. The iPad program was strongly supported by our parent community and seen as part of a continuous journey of learning, with more than 70% of our feeder schools now using iPads.

Equity devices still supported parents, enabling all students to be engaged and autonomous learners from day one.

- The continuation of the 21st century Learning program targeting Year 7 saw skill acquisition as an outcome of collaborative, creative and critical thinking projects across four terms. Exemplar student projects were then showcased at parent evenings throughout the year. Continuation of the role of Head Teacher Teaching and Learning coordinated the design and delivery of the program.
- The challenge for 2018 was the application for Apple Distinguished School status requiring the production of an iBook showcasing Apple Technology and its use in Teaching and Learning. An ADS team was formed to work collaboratively on the book and was submitted in March 2018 to Apple Education. In August we were informed that our application was successful. As a new member of the ADS Network we were able to attend Professional Learning conferences to further our vision of iPads in Learning. Apple Educators also visited the school, working with our Tek–Stars in the use of Augmented Reality in Learning.
- The Tek Star program saw growth with a new intake of talented Technology users, successfully achieving a position in the team through their EOI's. The Team now contained 10 students to take on a Technology Leadership role in the school.
- Through regular meetings with Mrs Benson and Mrs Graham, the Tek Stars established their goals for 2018 which involved continuous service and support through the Tek Bar in the Library 4 days per week, the creation of Tutorials on iMovie, Numbers and Keynote delivered to staff in Term 2 and the creation of 3 minute media Workarounds showcased through our school website, supporting parents understanding of iPads. Term 4 with the promotion of Mrs Benson to another school, a talented Ms Hannah Ingram took on the role of Tek Star Mentor. Meetings were held in Term 4 to establish the goals for 2019, one of which was to man Inspiration Stations on Open Night to showcase Future Focused Learning through iPads at TJHS
- The development of staff continued through our Tek Mentor Program with a new Mentor identified. Teachers across Faculties self-identified as requiring assistance with the application of Technology in Learning Design. Mentor meetings were held throughout the first 3 terms with classroom, individual KLA and App needs identified. As an outcome of the mentoring process, those Teachers then delivered presentations showcasing their new learning design to whole staff in November.

Challenged Based Learning: Consolidation and Growth

2018 saw a period of consolidation and growth in cross curricular Challenge Based Learning. Driven by our Strategic direction of continued development of inquiring, critical and independent learners and leaders

of the future, 2018 saw the successful engagement and Showcase presentations by our GAT classes in years 8 and 9.

- Year 9 Science and Maths students were exposed to the big idea of Light Communicates in the field of Astrophysics and were challenged to express their understanding of how light communicates to a lay audience. In groups, students were challenged to propose and evaluate a possible solution to our threatened existence given finite resources. Through their research on Big Bang Theory, Doppler effect and Parallax, conveyed to an audience of peers and parents, students explored the possibility of colonizing other galaxies and planets to address our finite resources.
- Attending the evening along with parents and peers, was Brendon Bell who is also SASI's (Sutherland Astronomical Society Inc education officer. He presented our CBL awards to Noah Lewis and Daniella Batten
- Year 8 History and English students explored the big idea of Gender and Power and their challenge, linked to the schools support of White Ribbon, was to raise awareness of Gender stereotypes in the past and present day. English students developed media trailers for Fairytales which inverted gender stereotypes. History students chose to analyse the different types of power that could be accessed by women in the Medieval World, through the study of significant individuals. They were to adopt the persona in costume, voice and exhibition board for the showcase night.
- Attending the night was our local political representative, Ms Eleni Petinos, who presented prizes for Teachers and People's choice awards. The night was also well supported with parents and grandparents attending as well as the National White Ribbon representative. Students donated the funds raised of \$600 to Mr Palmer on the night.
- In Term 4 2018 a team of teachers across different KLA's joined a Future Focused Learning Team to promote CBL to staff and identify future cross curricular projects for 2019. Team Planning began for 2 CBL Projects with Year 7 students focusing on Native Bees and Sustainability and Year 10 addressing Social Justice and World Refugees.

White Ribbon 2018

The Jannali High School continues to work with White Ribbon Australia to strengthen our 'Breaking the Silence School's Program'. For the first time, the Senior SRC leaders attended Engadine High School with Mr Edgar (White Ribbon Ambassador) in Term 3 to participate in the Shire's Young Leaders Initiative – Breaking the Silence. The aim was to develop new opportunities and activities to send a strong and important message to reduce violence against women. We saw this also as another opportunity to promote our core value of respect.

As a result, the SRC promoted this initiative in now

what is known as 'White Ribbon' week at The Jannali High School. The school has built a permanent White Ribbon Structure that provides the opportunity for our community to show their support through action and commit to the White Ribbon Pledge by placing a permanent white ribbon to our permanent structure. In 2018, we had over 400 students and staff committed to this initiative and this will continue to be focal point for our school each year. The school continued to advocate for attitudinal change by providing key newspaper articles that were used as a leverage point for discussion during roll call throughout the week. The SRC Team created new promotional material whilst they continued to sell White Ribbons throughout 'our' week to raise over \$300 for White Ribbon Australia. The week culminated with our participation in the Annual White Ribbon Walk at Cronulla. All Junior and Senior SRC students attended this very engaging and motivational event.

In embedding our commitment to White Ribbon, the Year 8 CBL (Challenged Based Learning) initiative leveraged the role women play in society and used a historical perspective to focus on the strength and importance they play in shaping our society. Through this project, the school raised an additional \$300 in support of White Ribbon Australia.

CAPA Faculty Report

Students in Music, Visual Arts and Drama enjoyed some positive results in the HSC with a number of Visual Arts students achieving Band 5s.

Excursions were organised to enrich learning experiences for CAPA students, which included excursions to 2018 Art Express the Art Gallery of NSW, Sculptures by the Sea, professional theatre productions, live music productions, workshops and the Schools Spectacular.

In 2018, Drama students were successful in gaining places in Schools Spectacular. Extra-curricular experiences were offered to our Drama students including attendance at the NSW Drama Festival. Drama Club continued with increased student participation. During 2018, The Jannali High School Concert Band performed at a number of events with much enthusiasm and success. Our early performances included Open Night and the Night of Excellence. We hosted a combined schools concert with the NSW Fire and Rescue Band, which was a fantastic night for all.

Achievement – Sport 2018

The Jannali High School continues to offer all students a comprehensive and inclusive program in a wide variety of sports. Our school continues to participate in The Port Hacking Zone Grade competition as well as encouraging students to be involved in recreational sports, knockout competitions, sporting carnivals and representative involvement at an elite level.

In 2018 all Year 7 students participated in our school swimming program at the beginning of term 2. This program provides an opportunity to enable students to gain, at the very least, basic aquatic survival skills. For

the most of term two and term three Year 7 students chose either Advanced Sports Coaching (ASC) or Low Intensity Activities for a 16 week period. The ASC students rotated through sports such as: netball, NRL Touch Football, AFL and basketball. For each of these sports, qualified coaches and development officers facilitated the provision of skills and tactics for quality play. In Term 4, Year 7 students joined the general school population in the Port Hacking Zone Grade Competition or recreational sports.

The Jannali High School continued its active participation in the Port Hacking Zone grade competition. This provides students with the opportunity to compete against other local schools every Thursday afternoon. This very competitive and successful number of sporting competitions provided students a choice in sports such as: basketball, water polo, cricket, Oz-tag, football, beach volleyball, hockey, tennis, touch football and netball.

Our non-grade students also participate in recreational sports that include surf awareness, surfing, ten pin bowling, aerobics, dance, table tennis, badminton, beach fitness and martial arts/ boxing.

The Jannali High School continued to have tremendous success in the Port Hacking Zone Grade Sport competitions. In 2018 a high proportion of our grade teams qualified for semi-finals.

In 2018 The Jannali High School competed in over 17 NSW State Knock Out Competitions. The list below identifies the knockout and gala day competition teams/sports our school entered in –

rugby league

girls touch football

2 boys football/soccer teams

2 girls football/soccer teams

9 futsal teams

2 netball teams

lawn bowls team

6 girls Oz Tag teams

boys cricket

boys touch football

mixed table tennis

15's AFL

4 basketball teams

In 2018, an increasing number of students produced some outstanding achievements in a variety of sports including the following regional and state representatives:

REGIONAL REPRESENTATIVES

Jaimie Byrne – Athletics

Jacob Dellow – Athletics

Luke Nicholson – Athletics

Jessica Ward – Athletics

Kyla Tracey – Athletics

Blake Kendrick – Athletics

Holly Ramsey – Athletics

Noah Ramsey – Athletics

Kyla Tracey – Australian Rules Football

Mia Bruce – Basketball

Tilly Handforth – Cross Country

Jessica Bennett – Cross Country/Athletics

Hanna Ling – Cross Country

Riley Dobson – Cross Country

Liam Thompson – Cricket

Olivia Cox – Alpine Sports

Georgia Jenkins – Gymnastics

Hayley Townsend – Rhythmic Gymnastics

Phoebe Madsen – Rhythmic Gymnastics

Waereti Pitiroi – Rugby Union

Kyle Piggott – Squash

Madeline Goddard – Swimming

Kaitlyn Middleton – Swimming

Natasha Pochleitner – Tennis(Individual and Teams)

Tenisha Cook – Water Polo

Sam Rose – Water Polo

Jade Carroll – Water Polo

NSW CHS REPRESENTATIVES

Kyla Tracey – Australian Rules Football

Sam Rose – Water Polo

Jade Carroll – Water Polo

In 2019 our whole school commitment will continue to

build on the positive achievements of this year. Our dedicated community of teachers will maintain our strong sporting foundation, facilitating support and enhancing student success. With the collaborative support of our parents and local community, The Jannali High School can highlight the strength and importance of an effective sports program in public schools.