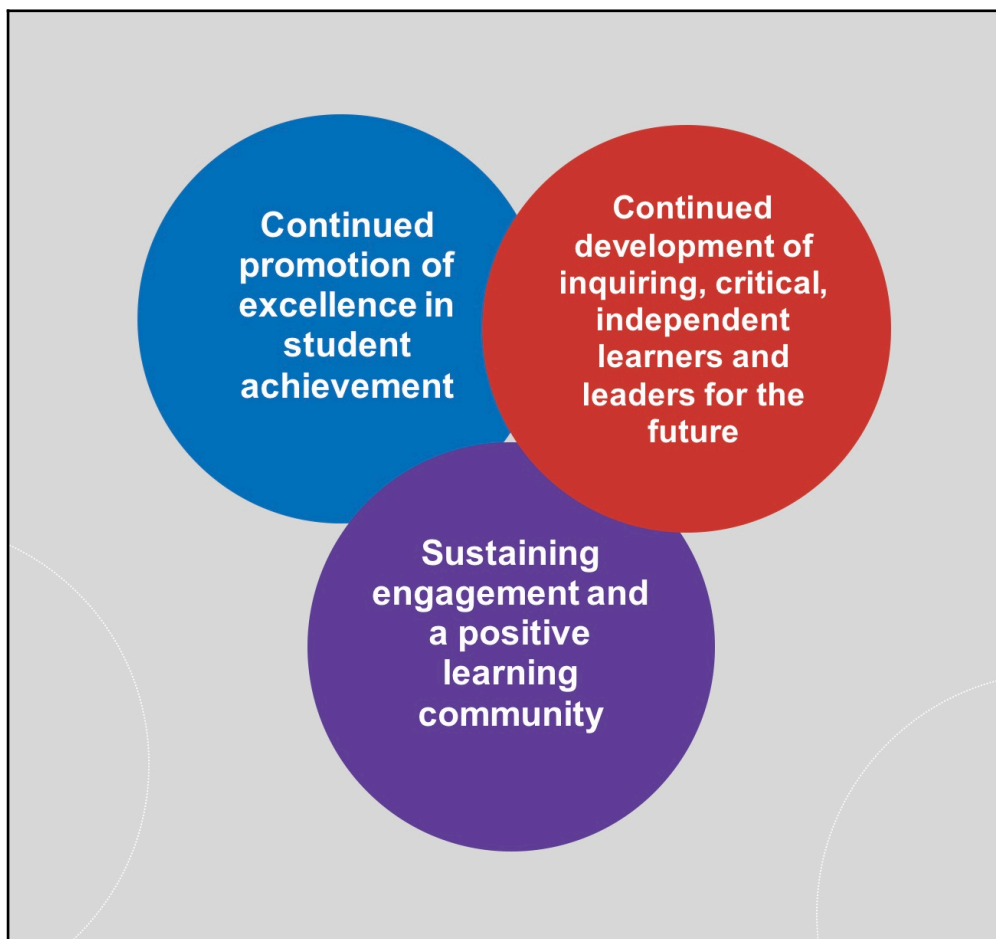


The Jannali High School

2019 Annual Report



Introduction

The Annual Report for 2019 is provided to the community of The Jannali High School as an account of the school's operations and achievements throughout the year.

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

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Message from the principal

In an age where schools are striving to achieve excellence across the areas of learning, teaching and leading, you would appreciate that it can't be achieved in one school year let alone a 3 year planning cycle. It is a long term aspiration and one that aligns itself to our school vision of The Jannali High School being a community where all staff and students are challenged to innovate, succeed and achieve their personal best. In doing so, the commonly used phrases, 'every student will be known, valued and cared for' and 'achieving improved performance in every school, for every student, every teacher, every leader, every year certainly underpin this vision and I can happily report that there is clear evidence of these in all areas of our school.

The Jannali High School is growing. We graduated an exceptionally small cohort of 41 Year 12 students who successfully completed the HSC this year and are now preparing for a Year 7 intake for 2020 of over 180 students. In total, we are expected to have a total student population of approximately 950 for next year (approximately 100 more than this year). On this point, I would like to thank the Principals of our partner primary schools, some of whom are here today, for not only supporting public education but supporting The Jannali High School directly through our strengthened Primary Transition Program and other conversations they have with their parents about choosing us as the local high school.

With a growing school comes challenge and opportunity. Increased student numbers results in increased staffing numbers and while there are a few positions in the process of being filled for next year I can happily report that during 2019 Mrs McKay was appointed as our Head Teacher Mathematics, Mrs Waser was appointed as Deputy Principal and Mr Cavallaro was appointed as Head Teacher HSIE Thank you to Mrs Parnell for her work in leading the HSIE faculty this year). Mrs Peard has agreed to take up the Head Teacher PDHPE role exclusively which means we will be welcoming a new Head Teacher Administration at the start of next year. I would like to congratulate Mrs Van Luyt on her appointment as Temporary Head Teacher Wellbeing in 2020 and thank Mrs Fisher for the work she has done in coordinating the Wellbeing Team in 2019. Unfortunately, we will be farewelling Miss Talbot from the English Faculty at the end of the year as she has decided to relinquish her position and we wish her well for her future endeavours.

As a comprehensive, coeducational high school, The Jannali High School caters for all abilities, learning preferences and a full range of talents. As a result, we are continually seeking to improve on what we do and what we offer. Supporting student transition through key points of their high school career is essential, from our Primary Transition Program to our RISE Mentor Program led by Mrs Smith, Miss Heagney and Mr Stewart to our recent Year 10 Set Up for Success Program led by Mrs Hayward and Mrs Waser we are supporting students in maximising their learning goals from Yr7 – Yr12. As an Apple Distinguished School, staff professional learning and strengthening our relationship with Apple Education to ensure our students and teachers have access to the latest ICT pedagogical practices is high on our priorities. So too, improving students' reading and writing through our Roll Call reading program and Premier's reading challenge along with explicit writing strategies such as ALARM and PEEL. While there is always room for improvement we do enjoy results that are often at or above state averages in NAPLAN, VALID and the HSC. Congratulations to Roy Monroe who had all three of his dance performances selected for the auspicious Call Back Performances early in 2020 which is an outstanding achievement. Similarly, Tegan Vella's Industrial Technology Timber major work was selected to appear in the InTech exhibition at the Powerhouse Museum.

There have been many achievements by our students across all areas of the school that were celebrated in different forums:

Kathleen Field – 2018 Dux of Year 12

Tenisha Cook – NSW Water Polo

Elijah Cooper – CHS Athletics for high jump and hurdles

Kyle Piggott – Regional Blue for squash

Jaimie Byrne – CHS Athletics for hurdles and 200m sprint

Kyla Tracey – NSW AFL

Lachlan Stokes – NSW all schools canoeing championships

16 years Girls Futsal team – State finalists

Open Girls Futsal Team – State finalists

Open Lawn Bowls Team – State finalists

13 years Boys 4 x 50m Freestyle Relay Team – state finalists

Sarah Thompson, Kara Stokes and Hannah Jones – featured dancers at this year's Schools Spectacular

Louise Evans – State Dance Ensemble, also performed at Schools Spectacular

Year 10 Drama Company – selected for Schools Spectacular

Years 7/8/9 Drama Ensemble and Year 10 Drama Company selected to perform at In The Spotlight Festival

I would like to acknowledge our incoming senior student leadership team of Ellie Isemonger and Noah Alcorn – 2020 School Captains, Anna McIntyre and Matthew King – 2020 School Vice Captains, Alex Watson, Jackson Howley, Mia Bruce and Amy Dillon – 2020 Year 12 Prefects. We have already begun working together and along with our new SRC Coordinators, Miss Dinh and Miss Westbrook along with entire SRC team they will achieve great things over the coming year.

School background

School vision statement

The Jannali High School is a community where staff and students are challenged to innovate, succeed and achieve personal best. At TJHS we develop future focused learners, who are deep critical thinkers, problem solvers, highly inquisitive and independent, equipped to engage actively and ethically in society. We nurture high expectations, within a supportive and inclusive environment, where all members of our community are encouraged to: Cooperate, Achieve, Respect and Engage.

School context

The Jannali High School (TJHS) is a 7–12 comprehensive coeducational school situated the heart of the leafy Sutherland Shire. Our school has a strong tradition in focusing on the development of the whole child. We have extremely dedicated and experienced teaching and non-teaching staff who deliver quality programs to support this. All of our programs are underpinned by our school's CARE values and expectations.

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. The school also operates a wide range of extracurricular activities to extend the academic curriculum. These include extensive sporting, CAPA, cultural and community service opportunities.

We have a future focused learning approach and not only do we have a BYOD iPad program to enhance learning outcomes, we explicitly teach futures learning skills and are developing futures learning environments. Our school is currently an Apple Distinguished 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.

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 initiatives to support and enhance the transition from primary school to high school.

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Continued promotion of excellence in student achievement

Purpose

Strengthening high expectations promotes excellence in learning for all students. Providing challenging and engaging learning experiences reinforces a school culture that values ongoing improvement and quality achievement. This integrated approach to quality teaching and learning assists students to connect, succeed and thrive.

Improvement Measures

HSC results reflect an increase in the percentage of student achievement in Band 5 or Band 6 (2017 HSC Band 5/6 34%). (ALARM).

Year 7–9 'value-added' indicates the school is moving from 'delivering' to "sustaining and growing".

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%).

Overall summary of progress

School Literacy Strategy

- Student understanding of a PEEL paragraph is improving – marks are being recorded to track progress.
- Year 10 results from testing so far in Numeracy and Reading have been very strong.
- Staff are completing on-line training for literacy and numeracy progressions.
- Student responses have improved, substantiated by improved results in database coordinated through Student services.
- Initial NAPLAN analysis has shown student growth in writing.
- Writing of PEEL paragraphs in Year 7 and 8 have improved, record of student results over course of program.

Research Informed Writing Strategy

- Tracking to begin Term 3 re quantitative data
- Feedback from HSIE is that extended response results have improved for the middle band of the cohort
- Feedback from student surveys
- Student understanding of ALARM has increased as the tool is being used across a range of KLA's as part in assessment tasks.

Progress towards achieving improvement measures

Process 1: School Literacy strategy

Implement a whole-school literacy and numeracy improvement plan linked to learning progressions. PEEL paragraph writing strategies will be the focus in Stages 4 and 5. Undertake an evaluation of the school's reading program with a view to improve its impact on improved outcomes for students.

Evaluation	Funds Expended (Resources)
For both Yr7 and Yr10 results from writing activities and test results support this	DP working as an instructional leader to working with the school's Literacy Team
Teachers have been using a marking criteria and analysing results over time.	Teacher Professional Learning Funds
NAPLAN results have improved with a focus on value added ,	

Process 2: Research informed writing strategy

Review NAPLAN performance to identify and target areas for student improvement. Teachers work collaboratively to improve understanding of effective writing strategies. Professional Learning supports

Progress towards achieving improvement measures

Process 2: the implementation of A Learning and Response Matrix (ALARM) to extend student writing.

Evaluation	Funds Expended (Resources)
Student surveys on immersive training Assessment task results over 2 semesters The ARLARM matrix is evident in programs and assessment tasks.	Teacher Professional Learning Funds

Next Steps

School Literacy Strategy

Review of PEEL paragraph writing program to be undertaken. Literacy team to work with Head Teachers to design PEEL paragraph writing strategies and create central recording of student grades. Feedback to be provided to students and summary of class progress provided to teachers.

Research Informed Writing Strategy

ALARM will continue to be used in formal assessments for Stage 6. Mentoring of new and beginning staff in embedding ALARM into learning activities.

Strategic Direction 2

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

Purpose

Building capacity and resilience of all to learn and lead within a culture of high expectations, differentiated and future focused learning promotes independence and learning autonomy. Evidence and feedback about student learning will determine teaching directions, support student progress and achievement, and be used to reflect on teaching effectiveness.

Improvement Measures

75% or more of students in 7–10 report high engagement in their learning as a result of our BYODiPad Program.

At least 50% of teachers indicate that their practice operates at the Modification level of the SAMR pedagogy model.

All faculties have teaching programs and assessments that are annotated to show clear evidence that ICT, the 4C's, Formative Assessment strategies and GAT principles are embedded.

A high percentage of staff, students and parents report that the CBL program supports the whole school community's aspirational expectations of learning achievement, and its commitment to the pursuit of success.

Overall summary of progress

iPad Program

All students 7–10 have an Ipad to Engage, Access and Create with learning

80% of Year 10 students reported that the iPad has improved their learning experiences

91.2% of teachers report that their teaching practice operates at a Modification level.

Ipad Induction survey 100% teachers reported improved skill level with iPads

Tek Mentor Program

100% of staff who have been mentored report that the program has improved their teaching practice

Tek Star Program

Tek Stars have successfully developed and demonstrated technical and Leadership skills through presentation at EALD networks, staff presentations and Open Nights.

Challenge Base Learning (CBL) Program

With CBL showcase to staff, increased take up of CBL projects for 2020 from 2–5

Year 7 BEES project student work presented to feeder schools with positive feedback from students and staff

Year 10 World Refugee Day involved student and broader community with Leader Coverage

94.1% of students reported that participation increased their understanding and empathy of the wellbeing of refugees.

Progress towards achieving improvement measures

Process 1: Future focused learning (through a technology focus)

The 21st century Learning program is embedded in the Year 7 & 8 curriculum, with a focus on the development of communication, collaboration, critical thinking and creativity, delivered using iPad technology through a digital learning platform.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
Apple Distinguished School iBook	H T T&L
Minutes of Tek Mentor meeting	Casual relief for staff Induction and
Survey responses from Twilight session	Teacher Professional Learning Funds for attendance at Apple PL
Survey responses from Induction sessions	Technical Support Officer
Survey responses from parents and students for Senior policy	Teacher period allocations for Tek Mentors and Mentees
Anecdotal responses from classroom observations	Timetabled Period Allocation for 21st century Learning

Process 2: Future focused learning (through Challenge Based Learning)

The Challenge Based Learning program establishes high expectations and differentiated learning for Gifted & Talented students in Years 8 & 9 through cross KLA outcomes, requiring students to explore 'big ideas' with real world significance..

Evaluation	Funds Expended (Resources)
CBL programs and Timeline documents	H T T&L
Photos of Refugee Day	GAT Teacher
Media files	Casual relief for staff programming ,student planning days and school visits
Minutes of FFL committee meeting	
Student reflection surveys	

Next Steps

iPad Program

- Encourage broader membership of FFL Team
- Plan for new CBL Projects 2020
- Tek Stars to work with Apple Coders to create App
- Tek Mentors to continue to meet with teachers to redesign learning
- Further surveying of broader parent body re Senior Policy.
- Encourage increase of number of teacher Accreditation.
- Senior 1:1 policy written and communicated to Parent Community.
- Tek Star visits to Primary HOTSCOS Schools

CBL Program

- Whole staff exposure and training of CBL.

Strategic Direction 3

Sustaining engagement and a positive learning community

Purpose

Creating a culture of high expectations with strong collaboration between teachers, parents, students and the community enhances student outcomes. Providing mentoring and coaching support where teachers regularly review learning with students at key transition points will ensure they connect, succeed, thrive and learn. Developing responsible citizenship will enable students to be actively involved in society.

Improvement Measures

All teaching and learning programs and assessments embed curriculum differentiation strategies.

Year 9–12 'value-added' indicates the school is moving from 'delivering' to "sustaining and growing".

At least 50% of students indicate that the RISE Mentoring Program has been supportive in their HSC year.

Overall summary of progress

RISE Mentor Program

- Teacher / student mentor program– regular meetings held between mentors and students
- Yr 12 Wellbeing Day– term 2 Wk 9. Activities on Student wellbeing, exam preparation, student BBQ, Careers – HSC & Beyond
- Yr 12 bbqs with mentors

Differentiated Learning

- With the roll out of new Stage 6 programs across KLAs there has been an increased focus on the visible differentiation of programs in faculties.
- Faculties across KLAs continue to work towards all teaching and learning programs exhibiting clear differentiated strategies across stages 4, 5 & 6.
- As a result, teachers are equipped with essential knowledge and training to differentiate learning for all students.

Progress towards achieving improvement measures

Process 1: Student mentoring

Strengthening the process for Senior Mentoring (RISE program), where all teachers and senior students actively engage in a formal school mentoring program aimed at improving engagement in learning and academic outcomes.

Evaluation	Funds Expended (Resources)
Yr12 Student interviews,	Teacher time
Evaluation surveys of mentoring program by teachers & students	RISE Mentor/Mentee BBQ
Evaluation survey of RISE mentoring activities	Resource Manual

Process 2: Differentiated learning

Provide professional learning on models of differentiation and best practice to support staff in embedding curriculum differentiation into all teaching and learning programs and assessment practices.

Evaluation	Funds Expended (Resources)
How will we know when all programs are complete?	Gifted & Talented Teacher

Progress towards achieving improvement measures

Have HT's considered the visible implementation for NEW Stage 6 programs under NEW SYLLABUS to ensure consistency across all programs?

Where have we seen improvement?

Casual relief for staff programming ,student planning days and school visits

Professional Development funds for targeted evidence based practice for differentiation

Next Steps

RISE Mentor Program

- Build the capacity of our RISE Mentors to continue to support the educational wellbeing of our Yr12 students in their HSC year.
- Distribute leadership across the RISE Mentor Program coordinating team for succession planning.

Differentiated Learning

- Audit to be undertaken of all faculty programs shared to a digital platform.
- Continued seminars of evidence based practice including the MAKER model to upskill teachers.
- Explicit scaffolding and incorporation of evidence based differentiation models into assessment tasks.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	TOTAL: \$8,952.02 Planning time and relief for activities : \$2,086.40 Workshops/ presenters : \$1,380.00 Hospitality and travel: \$87.54 Uniforms for students: \$243.64 Aboriginal background teachers: \$1,381.44 Mentoring: \$473.00 AIME participation : \$3,300.00	AIME (Australian indigenous Mentoring Experience) Our indigenous students were involved in individualised programs both at the University of Wollongong and with the 'Tutor Squad' at school. Teacher Mentor Program/ Senior Tutoring 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. &middot; QuickSmart Literacy & Numeracy 3 students improved their speed and accuracy in numeracy and literacy skills through completion of the QuickSmart program. Other activities and engagement included: – 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).
English language proficiency	EAL/D Teacher – \$35,855 employed 1 day per week.	We have 11 EAL/D students in 2019: • 1 student at Emerging on the EAL/D Progressions • 5 students at Developing on the EAL/D Progressions • 5 students at Consolidating on the EAL/D Progressions Our EAL/D Teacher works as part of our Learning Support Team and provides individual support to our EAL/D students to ensure they build their language skills in order to better access the curriculum.
Low level adjustment for disability	Total : \$44,062.32 Enclave program – offering School to Work training : \$3,762.89 SLSO salaries : \$38,312.43	Secret Agent Society Program 5 students participated in the SAS Social Skills program that targeted students who need support with social skills and communication. Enclave Program: 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>Low level adjustment for disability</p>	<p>Total : \$44,062.32</p> <p>Enclave program – offering</p> <p>School to Work training : \$3,762.89</p> <p>SLSO salaries : \$38,312.43</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–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>
<p>Socio–economic background</p>	<p>\$86,000 (approximately) flexible funding</p>	<p>Our 2 Deputy Principals are non–teaching which is funded by the Socio–economic background equity loading so that our Faculty Head Teachers are supported with management of student learning. Our Deputy Principals are instructional leaders and themselves lead whole school planning, projects and evaluations.</p> <p>This equity loading also supports our BYOiPad Program by enabling families experiencing financial difficulties to borrow a device from the school for the duration of their child's education at TJHS.</p>
<p>Support for beginning teachers</p>	<p>Beginning Teacher Funds – \$70,000</p>	<p>Beginning Teachers are given a 1–3 period allowance, depending whether they are in the first or second year funding.</p> <p>There faculty Head Teacher is their main supervisor who provides in–faculty induction and support with their accreditation when it is due.</p> <p>Our Head Teacher Teaching and Learning supports the Teacher Accreditation process through relevant professional activities for both the Beginning Teacher and supervising Head Teacher.</p> <p>Beginning Teacher Induction is provided by the Principal and Deputy Principal – a strengthened Teacher Induction Program for our school is being developed for 2020.</p> <p>As an Apple Distinguished School we run an iPad Induction program for Beginning Teachers</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	345	376	405	418
Girls	359	366	398	445

Student attendance profile

School				
Year	2016	2017	2018	2019
7	94.6	93.7	93.8	94.2
8	92.7	91.7	91.1	90.6
9	89.4	91.5	89.6	90.1
10	90.3	87.5	86.8	87.2
11	87.7	86.3	80.5	84.1
12	91.5	91	91.2	85.9
All Years	91.3	90.7	89.9	89.6
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

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 the Home School Liaison Program along with the role of the Year Adviser and our N-Determination procedures are regularly reviewed to identify areas for improvement.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	N/A	0	2
Employment	0	5	20
TAFE entry	0	3	10
University Entry	N/A	N/A	47
Other	N/A	N/A	2
Unknown	N/A	7	2

From a cohort of 41 students who sat the HSC in 2019, 19 received an offer to enter a university course in 2020, i.e. 47 %.

15 students applied for Early Admission to the University of Wollongong and through an interview process 15 were successful in receiving a guaranteed offer before sitting their HSC exams. Two students received a 2020 Macquarie Leaders and Achievers Early Offer.

The most popular university of choice was the University of Wollongong with 7 students accepting a placement in a course for 2020, closely followed by UTS with 6 students. One student has selected each of the following universities; Griffith University, Macquarie University, University of Sydney and Torrens University. One student has selected each of Whitehouse Institute of Design and Academy of Information Technology (AIT) to study Bachelor level courses.

Year 12 students undertaking vocational or trade training

47.17% of Year 12 students at The Jannali High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2019, 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 Stage6 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)	43.5
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	10.88
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

In 2019 Professional Learning budget continued to be aligned to our Strategic Directions and Staff identified needs.

*Staff agreed to continue with our model of having 4 Twilight Sessions, throughout the year that facilitated the delivery of

Staff Professional Learning as an extension of the Staff Development Meetings.

*The Teacher Accreditation process is directly linked to our professional learning activities. Along with all current teachers working towards maintaining their accreditation, we had several new staff to the school who worked towards gaining their Proficient Teacher accreditation during 2019.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	1,009,851
Revenue	9,896,733
Appropriation	8,854,046
Sale of Goods and Services	174,269
Grants and contributions	845,042
Investment income	13,814
Other revenue	9,561
Expenses	-9,972,403
Employee related	-8,546,587
Operating expenses	-1,425,816
Surplus / deficit for the year	-75,670

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.

The Jannali High School Finance Committee consists of the Principal, Deputy Principals, School Administrative Manager, a staff representative, executive representative and P&C President. Our Finance Committee Calendar has scheduled meetings and activities across the school year as well as a consultative budget request process in place for 2019. There continued to be a surplus of school and community funds that was used to continue improving the school environment and learning spaces in the school. 2019 saw another significant number of 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. towards the end of 2019 the school hall was hired out Endeavour Harmony a cappella group which will provide opportunities for our students vocalists in the future. 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 loadings

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

	2019 Approved SBA (\$)
Targeted Total	141,987
Equity Total	310,553
Equity - Aboriginal	15,563
Equity - Socio-economic	82,946
Equity - Language	35,855
Equity - Disability	176,190
Base Total	7,819,969
Base - Per Capita	188,414
Base - Location	0
Base - Other	7,631,554
Other Total	359,196
Grand Total	8,631,705

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

School performance - NAPLAN

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

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Literacy

Our school continues to perform well in the domains of reading, writing, spelling, punctuation and grammar when compared to state performance and those of similar schools. We do however, perform lower in spelling for both year groups than the other domains. Our overall performance is close to that of similar schools yet well above the state average. These results are reflected in the distribution of Bands for both Years 7 and 9 where the majority of our students achieve Bands 5–8 for both year groups.

These results show that we continue to do 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. Our new school targets in literacy will inform the school's directions for the next school planning cycle.

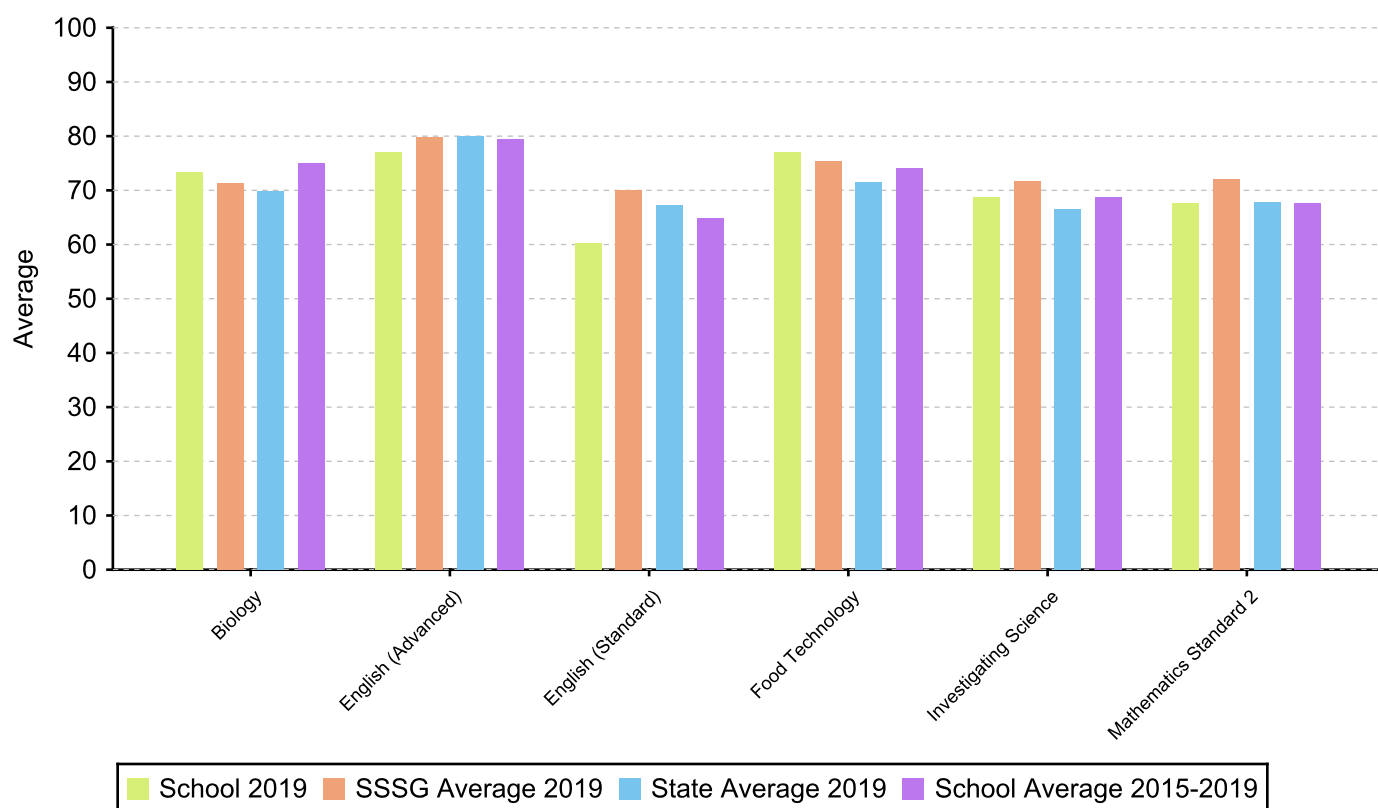
Numeracy

While numeracy skills are tested in only one domain for NAPLAN, our school continues to perform well for both Yr7 and Yr9 when compared to similar schools and the state average. Our overall results are above those of similar schools and well above the state average. The majority of our students in Years 7 and 9 achieve Bands 6–9. These continued improvement in our numeracy outcomes reflect the strong teaching practices and programs within our Maths faculty who drive our focus on numeracy.

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Biology	73.4	71.3	69.9	75.0
English (Advanced)	77.0	79.9	80.0	79.4
English (Standard)	60.3	70.0	67.3	64.8
Food Technology	77.1	75.4	71.4	74.2
Investigating Science	68.8	71.7	66.5	68.8
Mathematics Standard 2	67.7	72.0	67.7	67.7

English Faculty

2019 saw the first cohort of the new HSC syllabus and prescriptions sit the exams. Our small cohort undertook the Advanced and Standard course, studying a range of new texts and completing an exam that followed a different structure than seen in previous years. Students across both courses performed at or above their projected NAPLAN results. 87% of students in the Advanced course achieved band 4–6 and 37.5% achieved above the state average. Item analysis of each exam question showed a number of students able to access the top bands in a number of sections. Again, the standard results were not as positive, however, students were still able to engage positively with the new course. The English Faculty used the ALARM framework throughout 2019 to support student response construction and supporting student improvement with effective feedback. We will use the item analysis to support program development in the future.

Science Faculty

This is the first HSC year for all new courses in Science. New programs had to be written for Biology, Chemistry and Physics. This was a rigorous process as the new syllabus differed greatly from the previous one and included content areas that had not been taught in NSW for over 20 years. In addition we had to develop programs, assessment tasks and resources for a new course, Investigating Science. Staff worked very hard to thoroughly prepare our students in a short time frame.

Chemistry achieved the most outstanding results with all students achieving Band 5. The majority of Physics and Biology students achieved results above the state average and Investigating Science was close to state average.

The implementation of the Alarm strategy in our programs and assessment tasks saw the most capable students reaching their potential and gaining their best marks across most courses. We are continuing to refine and adjust our senior programs and tasks to improve teaching and learning outcomes for future students and teachers.

With more knowledge now of how the Investigating Science course is being assessed we can improve our programs and assessment tasks to maximise student potential to achieve in the higher bands in this course in the future.

The Science faculty is implementing a junior science text to help improve student outcomes and fully prepare them for the rigour of the senior courses. The text will supplement classroom activities and enable Science students to develop more independent learning skills.

HSIE Faculty

Throughout 2019, the HSIE department was committed to lifting and sustaining HSC student performance. Consistent adherence to best classroom practice, a strong focus on one-on-one work with students and the ongoing support of peers, plus a desire to seek effective and engaging subject material have been key goals of the HSIE staff. Further to this, 2019 saw an increased integration of the PEEL/ALARM literacy strategies into teaching and learning, seeing improvements in a number of extended response and short response sections from the 2019 cohort when compared to previous years. Consequently, the HSIE department has achieved considerable success in the 2019 HSC cohort, with the majority of students achieving bands commensurate or above expectations. However, further work can be done in improving the quality of writing in our subjects to ensure ongoing improvement in student's results in the HSC. The explicit teaching of PEEL/ALARM will continue to be a focus of the faculty in 2020 and beyond.

PDHPE Faculty

2019 was a very successful year for the HSC cohort in both Personal Development Health and Physical Education and Dance. Results in PDHPE were very pleasing with 75% of our students achieving Bands 4, 5 and 6. We had over 62% of students achieve a result above the State average. Our Year 12 Dance students excelled in the 2019 HSC. We had 100% of our students achieve Band 5 or 6 and all above State average. Roy Munro received Callback nominations for all three practical components of the HSC Dance Course: Core Performance, Core Composition and Major Study Composition. Callback is a selection of outstanding performances from HSC Dance students from across the State.

Home Economics Faculty

HSC results across Food tech, CAFS & Hosp subjects were once again maintained at or above state average. Food technology continued to feature in the school's Band 6 list and once again remain above state average since 2001 where results are indicated. Students studying these subjects received the highest marks in them compared to their other subjects.

Industrial Arts Faculty

The Industrial Arts faculty had one HSC subject run in 2018. The data for Industrial Technology – Timber, has shown some significant growth from 2017 (+0.3). Overall, TJHS students performed right on the state average when looking at z-score analysis. 55% of students achieved above state average results. Students are performing better than the state average in sections 1 and 2 of the final examination. However, it is clear from the data that the industry study teaching and learning process needs to be reviewed. In 2019 we will have a complete overhaul of the industry study content and incorporate the 'Alarm Matrix' more into our classwork so that results in this area can improve.

CAPA Faculty

In 2019 CAPA staff collaborated in writing and delivering differentiated programs for all stages in all KLAs. We are seeing improvements in student learning outcomes in CAPA as teaching units are backward mapped from Stage 6. We anticipate continued growth in student learning as a result of this approach. Students are being better prepared in Stages 4 & 5 to approach the HSC courses. Overall, students performed at or better than expected in the HSC for Music and Visual Arts. The results in 2019 were improved from 2018.

Parent/caregiver, student, teacher satisfaction

The Tell Them From Me surveys were not conducted in 2019, however, the school's P&C is a productive source of parent feedback and a valuable communication tool to report on what the school is doing to support student learning. Although not all members of the P&C can attend every meeting, they have a Facebook page with a large membership where feedback is generated from. 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. The School Improvement Team evaluates all whole school professional learning activities through feedback forms that are collated and analysed by the executive team. This feedback informs future professional learning to ensure it is relevant to staff. Our school planning and evaluation process continually seeks feedback and evidence of impact on the achievement of the school's strategic directions. Throughout 2019 we have continued to strengthen 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. These processes will support our completion of External Validation in 2020. An evaluation of our Student Representative Council (SRC) commenced in Term 4 and will continue into 2020 as we have two new coordinating teachers and a newly elected SRC.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

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.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

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 (optional)

White Ribbon

The Jannali High School continues to work with White Ribbon Australia to strengthen our 'Breaking the Silence School's Program'. This year The Jannali High School created a 'White Ribbon Day' that commenced with a Formal Assembly. This Creative Arts focused event saw the School Choir sing "This is me" which provided a platform for the SRC to raise the importance of standing up, speaking out and being strong in taking a stand against domestic violence. Additionally, the Scholarship Dance Group performed a moving and thought provoking item to Tracey Chapman's "Behind the Wall" which highlighted the power struggles and impacts of Domestic Violence against women. The School Captains then delivered a personal message to the whole school assembly that focused on why The Jannali High School is continuing to advocate for change in our society.

The day concluded with a SRC run BBQ which provided the platform for students to again pledge their support to this initiative by signing OUR White Ribbon. The week culminated with our participation in the Annual White Ribbon Walk at Cronulla. All Junior and Senior SRC students along with our SRC Coordinators and Deputy Principal attended this very engaging and motivational event.

RISE Mentoring

The Jannali High school has an effective senior mentoring program for Year 12 students that supports their wellbeing and potential to achieve high expectations.

The RISE program is where teachers and senior students actively engage in a formal school mentoring program aimed at improving engagement in learning and academic outcomes through mentoring and coaching support in all facets of the HSC journey

Teachers regularly meet and review learning with students at key transition points throughout Yr12. This ensures they connect, succeed, thrive and learn. Participation in RISE develops responsible citizenship enabling students to be actively involved in society both now and in the future

Sport

In 2019 The Jannali High School offered all students a wide ranging program in a variety of physical activities and sporting endeavours. We continued our participation in The Port Hacking Zone Grade competition in a summer and winter competition format. Our school sports program also encouraged students to be involved in recreational sports, knockout competitions, sporting carnivals and representative involvement at an elite level.

Year 7 students participated in our school swimming program at the beginning of term 1. 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 18 week period. The ASC students rotated through sports such as: netball, NRL Touch Football, football (soccer), 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.

In 2019 The Jannali High School continued its 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, hockey, 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 indoor rock climbing, 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 2019 a high proportion of our grade teams qualified for semi-finals.

In 2019 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 (Regional Champions)
- 6 girls Oz Tag teams
- boys and girls cricket
- boys touch football
- mixed table tennis
- 4 basketball teams
- 15's AFL
- boys and girls beach touch

In 2019, 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

Jessica Ward – Athletics

Charlotte Beudeker – Athletics

Elijah Cooper – Athletics/Touch Football

Holly Ramsey – Athletics

Noah Ramsey – Athletics

Kyla Tracey – Australian Rules Football

Mia Bruce – Basketball

Jordan Willis – .Basketball

Hannah Ling – Cross Country

Madeline Goddard – Cross Country/Swimming

Matthew Fisher – Cross Country

Orrin Young – Cross Country

Dane Anderson – Cross Country
Max Dobson – Cross Country
Riley Dobson – Cross Country
Rogan McManus – Cross Country
Saige Blackley – Cross Country
Lachlan Stokes – Canoeing
Stormlee Gates – Hockey
Olivia Cox – Alpine Sports
Luke Proudlock – Alpine Sports
Drew Francois – Touch Football
Georgia Jenkins – Trampolining
Tasia McClelland – Trampolining
Izzy Wright – Trampolining
Hayley Townsend – Rhythmic Gymnastics
Phoebe Madsen – Rhythmic Gymnastics
Kyle Piggott – Squash
Noah Katehos – Swimming
Ryan Howell – Swimming
Ashley Goddard – Swimming
Max Jackson – Swimming
Natasha Pochleitner – (Individual and Teams)Tennis
Jordan Ling – (Individual)Tennis
Tenisha Cook – Water Polo
Sam Rose – Water Polo
Jade Carroll – Water Polo
Wade Shearsby – Lawn Bowls
Finn Butler – Lawn Bowls
Aiden Markou – Lawn Bowls

NSW CHS REPRESENTATIVES

Kyla Tracey Australian Rules Football
Sam Rose Water Polo
Jade Carroll Water Polo

Our progress this year highlights the strength and importance of an effective sports program in public schools. 2020 will

almost certainly continue to see the positive growth in our whole school commitment to sporting successes. Staff and students will continue to build on the numerous achievements of this year. In addition, the collaborative support of our parents and the local community will help facilitate The Jannali High School's sporting achievements.

CAPA Faculty Report

Students in Music and Visual Arts achieved some excellent results in the HSC with a number of Visual Arts and Music students achieving Band 5s with no student achieving below Band 4.

Excursions were organised to enrich learning experiences for CAPA students, which included excursions to 2019 Art Express at the Art Gallery of NSW, professional theatre productions, Jesus Christ Superstar, Schools Spectacular and In the Spotlight Drama Festival.

Drama students were successful in gaining places in Schools Spectacular and In the Spotlight Drama Festival. Drama Club continued with increased student participation.

We held our annual CAPA Showcase, with 750 local primary school students attending our matinee performance. TJHS students and the local community attended our MADD Matinee in Term 4.

We extended our extra and co-curricular programs, launching the TJHS Vocal Group, Art Club and the TJHS Rock Band.

Four of our students' artworks were selected for exhibition at the Sydney Maritime Museum, Koori Expressions exhibition. Ellen Shearsby and Nina Priestley's works were then selected by the museum to be reproduced for a travelling exhibition around the country. Virgin Australia approached us about Jasmin Holdway's work, requesting permission to borrow this work for exhibition in their lounge at Sydney Airport. During 2019, The Jannali High School Concert Band performed at a number of events and continued to develop as musicians. They performed at Open Night, Presentation Day and State Band Championships where they improved their overall score from the previous year.