

2020 Annual Report

St Johns Park High School



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Introduction

The Annual Report for 2020 is provided to the community of St Johns Park 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

I'm incredibly proud to report in 2020 St Johns Park High School worked hard to progress our vision to grow innovation, literacy and numeracy in our teaching and learning programs to meet the needs of our 21st century learners despite COVID-19. This is the last report before we commence our new strategic improvement plan.

As evidenced throughout the report students and their needs are at the centre of curriculum planning and delivery. Our purpose continues to be to prepare children for rewarding lives as engaged citizens in a complex world. Our vision is to be a centre of educational excellence and the local school of choice.

Our planned approach to wellbeing has developed clear behavioural expectations and reinvigorated our student reward system. Our wellbeing structures and support network provided invaluable assistance to our students and their families during the remote learning from home phase.

Within the community we are recognised for being inclusive and providing opportunities for all students to excel. Embedded in curriculum programs are approaches that empower student voice and agency, students can access leadership roles and a range of opportunities to develop skills, including communication, team work and decision making. Strong external partnerships, attendance systems and transition structures foster a thriving school climate.

Our High Performance curriculum 7-10, Accelerated Mathematics program and high-quality project-based learning initiatives support the development of dynamic teaching and learning. The school allocates time and significant resources for teachers to collaborate and develop quality teaching pedagogy. Our funding has enabled additional executive positions to be created; Head Teacher Professional Practice, Head Teacher Careers and Senior Pathways, Head Teacher Mentor, to employ six Instructional leaders; literacy, numeracy, wellbeing, data, formative assessment and high performance and two transition advisors. These positions have been critical for implementation of our school improvement strategy. Unfortunately, in 2020 the ongoing COVID-19 pandemic truncated momentum which meant many programs had to temporarily cease.

Finally our school is recognised for its high-quality partnerships with external organisations and business experts that have delivered significant outcomes for students, teachers and the community including, teacher professional learning, student engagement, positive community engagement and a steady increase in student enrolments.

I fully endorse the 2020 Annual Report and feel privileged to be serving our wonderful St Johns Park school community.

Effie Niarchos

St Johns Park High School Principal

Message from the students

I'm Vivian Hoang and I am the school captain for 2021. I've been a student at this school since year 7 and it's been one of the best decisions I've made. I was this shy kid who was afraid of the unexpected and struggled with finding the right friends. I'm not going to lie; high school isn't easy, and it puts you through many challenges, but St John's Park has allowed me to overcome these rough patches with the help of great teachers. I was able to find myself as a person and an amazing group of friends. This school has many programs that support students to become better leaders. In year 9 I had the courage to join SRC. I've proudly participated in many in and out of school events. I've also given back to the wider community through many fundraisers such as White Ribbon Day, Cancer Awareness Week and The World's Greatest Shave. St John's has provided a safe environment for all students with its diversity and multiculturalism which is why I chose this school. I'm grateful to be in the position I am in today; I wouldn't have ever made it without the people I've surrounded myself with and the supportive teachers who've helped me during my high school experience.

My name is Thomas Tran and I am the elect school captain for 2021. As the road to completing High School is nearing its end I recount from experience. Choosing a high school in my opinion is the biggest challenge as a young adult as this determines the people you hang around and shapes your identity. With many options, I decided to choose St Johns Park because of its community, what was on offer and the locality of the school. Our school has many great programs which contributed to my future development which included Physics, Chemistry, Extension Maths, Advanced English and Engineering studies of which I've made memorable experiences through class work and late night assignments. I personally believe St Johns Park High School has the essentials to bring you to and beyond your goals.

School vision

St Johns Park High School uses its motto "Know First Yourself" and its positive behaviours description "Safe, Respectful Learners" to drive high expectations and a commitment to excellence. All students have the opportunity to reach their personal best, in a school where excellence, innovation and equity are central to all activities. Our school leaders foster a culture of high expectations, quality relationships, a passion for lifelong learning and assist students to find a career or future that offers personal satisfaction and success. St Johns Park High School aims to develop the talents and capabilities of all students to equip them socially, emotionally and academically to meet the challenges of a rapidly changing and connected world. Teachers, students, parents and community work together to develop a strong sense of belonging and pride in our school.

School context

St Johns Park High School, founded in 1978 is a proud comprehensive co-educational high school located in South Western Sydney. The school has a strong reputation as a provider of quality educational services and outcomes for a diverse community. The school is ranked as one of the top performing schools in NSW terms of high value add for students from Years 7-12.

The student population is representative of local enrolments, international students and new arrivals. The student body is culturally and linguistically diverse. More than 90% of students come from a language background other than English. Students speak more than forty-one different languages, including Vietnamese (30%), Cantonese (8%), Assyrian (8%) and less than 1% of students are Aboriginal.

The school offers a broad, relevant and innovative curriculum including VET pathways, Project Based Learning, High Performance program for gifted and talented, Accelerated Mathematics program Years 9-12, specialist EALD and targeted learning support classes. The school provides an after school Homework program and HSC tutorials. The school also has a Special Education Unit with five designated classes supporting students with mild to severe intellectual disability and autism. Student leadership is explicitly developed through School Representative Council (SRC) and HOUSE programs. We partner with University of Wollongong, Western Sydney University and the Australian Business Community Network (ABCN) through structured mentoring programs in Years 9-12. Student wellbeing is central to the school's success, with personalised approaches to learning, and individual and small group instruction allowing students to feel connected and flourish.

The school has exceptional grounds and special features include an agricultural farm, refurbished science laboratories, purpose built languages laboratory and self funded two industry commercial standard kitchens, an industry standard Metals and Engineering workshop and redesigned a flexible learning space to encourage innovation and collaboration.

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	2020 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
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

Wellbeing for Student Success

Purpose

St Johns Park High School is committed to a whole school approach that supports the wellbeing of all students. It is fundamental that students connect, succeed, thrive and learn to face the social and emotional challenges of a changing world. This will enable our students to build mindsets and develop life skills in the areas of resilience, collaboration, tolerance, positive communication and cooperative leadership.

Improvement Measures

Increase recognition of positive behaviours and students taking responsibility for their learning goals and achievements.

Positive and supportive teaching and learning environment evidenced by a reduction in negative behaviours and suspension rates.

80% of staff using the PB4L strategies, protocols and language in their every day practice.

100% of staff using the reward and recognition system.

Overall summary of progress

Wellbeing is a prominent focus area in the 2018-2020 School Plan, specifically Strategic Direction 1: Wellbeing for Student Success. At present, the school runs a range of welfare programs, interventions and initiatives that support students to connect, succeed, thrive and learn, consistent with the Wellbeing Framework. At SJPHS we ensure a safe and nurturing learning environment that is aligned strongly to the school values of Safe, Respectful and Learners. Our strategic and planned approach to wellbeing has developed clear behavioural expectations. The implementation of Positive Behaviour for Learning (PB4L) model and the Behavioural Expectation Matrix has led to the development of an effective environment for learning by explicitly communicating expectations of behaviour across school settings. To better promote and emphasise Positive Behaviour for Learning, strategic and informed changes were made to the rewards and recognition system. These changes focused on aligning the school values of Safe, Respectful Learners and PB4L. In this way student's successes were celebrated more often and with greater visibility.

St Johns Park High School has integrated the Positive Behaviours for Learning (PB4L) Framework to drive a whole school approach to wellbeing and engagement to maximise opportunities for students to connect, succeed and thrive. The Positive Behaviour Matrix outlines consistent, clear and explicit behaviour expectations, demonstrates how school-wide procedures have been implemented in response to robust data gathered from student, parent and staff feedback and surveys. Expectations are communicated to learners through the Safe, Respectful Learner Logo, structured teaching sequences, and strategic signage installations allowing for a consistent language of behaviour that is explicitly and supportively applied across the school. Optimum conditions for student learning across the school are reinforced through PB4L reward systems Along with Presentation and Graduation Ceremonies, Scholarship Programs and student recognition through social media these systems of recognition foster student wellbeing through rewarding positive, respectful relationships between staff and students. Measurable improvements in wellbeing and engagement emerging from the PB4L framework are evident in the 3.35% reduction in suspensions from 2018-19 and in the 2019 Tell Them From Me survey, which reported the majority of students reporting a sense of belonging to the school and its values.

Progress towards achieving improvement measures

Process 1: Development and implementation of a reward and recognition system that is closely aligned to schools values and PB4L.

Evaluation	Funds Expended (Resources)
The changes made to the reward and recognition system has established a whole school approach to student wellbeing and the promotion of positive behaviours. There is a clear alignment between the school's values of Safe, Respectful Learners and the merit system which has lead to an increase in the recognition of positive behaviours and greater acknowledgement of student achievement. Analysis of data has lead to the future development of our Sentral wellbeing tracking system to include category sub headings of our	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$87000.00)

Progress towards achieving improvement measures

school's values of Safe, Respectful, Learners. This will enable us to see a clear alignment between PB4L and student behaviour.

Process 2: All staff trained to understand and develop growth mindsets within all students, resilience, collaboration, tolerance, positive communication and cooperative leadership.

Evaluation	Funds Expended (Resources)
Due to COVID-19, delivery of professional learning was difficult, but staff continued to collaborate in building capacity to understand and develop growth mindsets. Executive staff worked with the Franklin Covey Institute to build key understandings in Leading at the Speed of Trust.	Franklin Covey Institute Professional Development Funding Sources: • Socio-economic background (\$30000.00)

Process 3: All staff professionally developed and upskilled in the consistent use of PB4L strategies and protocols.

Evaluation	Funds Expended (Resources)
All staff received training in PB4L protocols and restorative practice. This led to the development of a more consistent and uniform approach in dealing with student behaviours, both positive and negative. The alignment between the matrix, the schools values of safe, respectful learners and a restorative approach provided staff with specific strategies, a common dialogue and appropriate resources to improve their skills in managing negative behaviours and enable students to make better choices, reflect with purpose and promote a more positive school environment.	Funding Sources: • Socio-economic background (\$53000.00)

Next Steps

The success of the Wellbeing and PB4L program at St Johns Park High School will be further enhanced by integrating school restorative practices and strategies into whole school practice and by developing the staff's ability to better manage poor behaviours in the classroom. These strategies will ensure that all students feel supported and engaged with school and, importantly, their learning.



Students at our leadership conference

Strategic Direction 2

Leadership for Powerful Learning

Purpose

St Johns Park High School drives a leadership culture for powerful student learning and achievement. We recognise creating and maintaining an excellent school to advance the learning of every student involves leadership that is transformational, instructional and distributed across the whole school. Leadership for powerful learning builds knowledge and skills about how to learn and supports students to be the best learners and finest people they can be.

Improvement Measures

100% of staff emphasise inquiry focused teaching

Increase the proportion of students in the top two Literacy NAPLAN bands by 2019

Increase the proportion of students in the top two Numeracy NAPLAN bands by 2019

100% of stage 4 teaching programs embed formative assessment strategies

85% of students understand and use formative assessment strategies to progress their own learning.

Overall summary of progress

St Johns Park High School has adopted the evidence-based Leadership for Powerful Learning (CPL) framework to school improvement and is aligned to our school plan. Our school leadership team has established an unrelenting focus on teaching and learning and on building collective capacity to support the CPL approach to school improvement. Our leadership model is underpinned by strategic, consultative, supportive and transparent approaches. The school is developing systems in the use of data to drive whole-school changes in practice.

New opportunities for leadership were created, these included Instructional Leaders for; student well-being, literacy, numeracy, data, formative assessment and high performance. The Instructional Leaders were supported by the school leadership team to guide their development, implementation and evaluation of action plans that related specifically to the strategic directions of the school plan. This strategic change is assisting to facilitate deeper understanding of whole-school goals and individual and collective role that staff play in this process.

The expansion of the school improvement team has enabled the further development and understanding of the CPL 10 Theories of Action, while simultaneously presenting opportunities for instructional leaders to mentor and support the ongoing development and improvement of all teachers. The professional learning model has been revitalised to offer teachers greater choice and autonomy in the selection of their own professional learning to support their PDP goals. Through the PDP processes and expert support, our staff is guided in adopting evidence-based practices and engaging in action learning as a process for teacher inquiry and to drive personal responsibility to maintain and develop their professional standards. Non-teaching staff proactively seek to improve their performance in delivery of high-quality service to our school community.

The whole school professional development model is continually being strengthened through more authentic observations of classroom and teacher practice. Collaboration, mentoring and observation have become an established way of delivering professional learning and there is an expansion of the range of teaching strategies aligned to evidence-based research used by teachers. Through data analysis and monitoring of student assessment and progress, teachers continue to adapt and refine practices that work and scale successes. Powerful school leadership supports and provides ongoing opportunities for all staff to enhance their expertise, to achieve higher levels of accreditation and improve student learning outcomes.

Progress towards achieving improvement measures

Process 1: Develop and sustain instructional leadership using the CPL Five Phase Implementation framework leading to collaborative and reflective teaching practices.

Evaluation	Funds Expended (Resources)
Professional timeline 2020 emphasised the CPL Five Phase Implementation Framework which resulted in Instructional Leaders working collaboratively in	Head Teacher Mentor, Instructional Leaders; Literacy, Numeracy, Data,

Progress towards achieving improvement measures

developing professional learning culture of effective, evidence-based teaching. Whole-school systems and structures are in place to support a culture of high expectations and ongoing improvement. Instructional Leaders provide regular reports and reflect against school improvement milestones. The anticipated deeper implementation has been truncated due to COVID-19.

Formative Assessment, High performance

Funding Sources:
• Socio-economic background (\$230000.00)

Process 2: Develop a whole school teams to collect robust data of student learning and evidence of assessment practices to track student progress overtime and inform teaching programs and assessment.

Evaluation

Funds Expended (Resources)

Over the last three years annual HSC RAP analysis has been conducted in a collaborative and structured professional learning twilight session for all staff. Staff are guided through a number of activities, breaking down each analysis to identify strengths and weaknesses in student/school performance, and to highlight key trends. Staff are allocated time to initiate professional dialogue to discuss adjustments to their teaching program. Head Teachers collate this information to identify strategic faculty priorities and reflection of teaching effectiveness. As a result, all teachers have a sound understanding of student assessment data concepts, and can analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

Funding Sources:
• Socio-economic background (\$106000.00)

Process 3: Staff trained by Literacy consultant in explicit literacy teaching models and differentiating content to cater for identified individual students and groups to improve literacy results.

Evaluation

Funds Expended (Resources)

Visible Learning for Literacy was delivered to 20 staff members in Term 2 2020. Teacher engagement with material presented was high, as reflected in staff evaluation below. Professional dialogue was generated around the role of literacy in student attainment in subjects outcomes and the sharing of best practice regarding what adjustments support student literacy (see artefact Literacy Demands). Participants and the English staff commenced Action Learning in Semester 2 2020. Senior English staff are supporting early career teachers to develop Visible Learning for Literacy interventions targeting NAPLAN Writing.

Funding Sources:
• Socio-economic background (\$106000.00)

Process 4: Numeracy consultant to train facilitators in each KLA in explicit numeracy teaching models and differentiating content to cater for identified individual students and groups to improve numeracy results.

Evaluation

Funds Expended (Resources)

The Instructional Leader Numeracy collaborated with the Head Teacher Mentor to develop a comprehensive NAPLAN Resource booklet consisting of categorised question items (Shapes and Symmetry, Number and Ratios, etc) to support Maths teachers in addressing difficulties encountered by Stage 4 students. Subsequent lesson observations captured the interaction with teachers and their students in using the NAPLAN Resource booklet. The resulting professional dialogue between the classroom teachers, Instructional Leader and Head Teacher Mentor identified specific differentiation strategies for scaffolding the learning. As a result of this dialogue, recommendations were made identifying the language demands required for NAPLAN style questions and the importance of using concrete materials and diagrams to support teaching. Professional learning titled 'Numeracy across the Curriculum' was delivered to 16 staff members across different faculties in Term 4 2020. Teacher evaluation revealed the value of integrating numeracy across different curriculum areas and the importance of scaffolding activities that challenged student thinking and applied mathematical thinking to real life situations.

Funding Sources:
• Socio-economic background (\$106000.00)

Next Steps

In 2021, our new Strategic Improvement Plan will outline ways to prioritise the implementation of learning progressions for literacy and numeracy and emphasise data analysis for teachers to inform their teaching practice. Working collaboratively in teams teachers will refine their classroom practice in using explicit literacy and numeracy strategies in the classroom.



Students providing feedback on each others work

Strategic Direction 3

Leading and Building a culture of Innovation

Purpose

St Johns Park High School recognises that innovation in teaching and learning is essential to respond to the needs of 21st century learners. We will build effective partnerships with the wider community to ensure authentic and real world learning for students and teachers. Through this we will be future focussed in the promotion of a learning environment that values creativity, collaboration and innovation. We will integrate new technologies, learning spaces and modes of learning that empowers students for future success.

Improvement Measures

KLAs collaborate to plan and deliver cross curricular Stage 4 teaching and learning programs.

All KLAs across the school use Project Based Learning approaches that partner with an external agency.

All staff to integrate Project Based Learning principles for effective classroom practice.

100% of staff implement emerging teaching and learning technologies.

Modern, future focussed learning spaces cater for all student learning styles and increase student engagement and efficacy.

100% of staff implement cooperative groups and collaboration.

Overall summary of progress

At St Johns Park High School we are continuing to lead and build a culture of innovation to support the learning of our students. Our journey to transform our teachers pedagogical skills has been through the planning of appropriate, quality professional learning experiences. Our school for the past 4 years has embarked on STEAM education (Science, Technology, Engineering, Arts and Mathematics) partnering with STEAMpop. A team of 11 teachers were set to deliver the 8 day program to our Year 7 students, however, were unable due to the COVID restrictions.

The Year 8 STEAM elective was delivered in 2020. Despite the challenges of remote learning, students presented their learning through Design Thinking and used a variety of innovative technologies in the process. Project Based Learning continues to be a priority for our school as we ensure our students are provided with authentic and real world learning experiences. As a result of this program, we continue to engage with community partners including Donate Life, Allied Health Services, South West Sydney Mental Health and Wellbeing Promotions team and Fairfield City Libraries. These projects continue to evolve every year as teachers learn and discover new technologies to support student learning. 2020 saw our third Gold Standard Creative Learning project delivered by our school in partnership with the Sydney Opera House. This project saw Year 8 History and English teachers collaborating with teaching artist Roy Weiland to make the program meaningful for our students. Students worked for 12 weeks to create a documentary called 'Lockdown Heros'. This work looked at our students and their families journey during COVID times. Students celebrated with an excursion to the Sydney Opera House to view a special screening of their work.

Progress towards achieving improvement measures

Process 1: Develop learning programs within and across faculty areas that incorporates innovative teaching practices that partners with community agencies.

Evaluation	Funds Expended (Resources)
Project Based Learning and Creative learning teaching groups meet regularly to discuss protocols and strategies for effective delivery. Projects are co-designed within faculty teams and Head Teacher Professional Practice to ensure rigor. External agencies continue to provide a real world connection for our students.	Sydney Opera House Creative Leadership in Learning Program Funding Sources: • Socio-economic background (\$160000.00)

Process 2: Develop staff training to implement the effective use of emerging technologies that facilitate student learning.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
STEAM elective introduced into Yr8 study pattern in 2020.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$36000.00)

Process 3: Staff engage in professional collaboration to develop teaching and learning protocols that optimise the engagement of students in future focussed learning spaces.

Evaluation	Funds Expended (Resources)
Flexible learning spaces are completed in these 2 blocks. Teaching and learning protocols are shared with staff through the teachers toolkit for use in flexible learning spaces. It includes teaching and learning protocols and a variety of cooperative group work strategies that can be incorporated into the learning space. Professional learning has supported our teachers understanding on ways we can effectively use flexible learning spaces.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$167000.00)

Next Steps

In 2021, our new Strategic Improvement Plan will outline ways to prioritise student engagement and connections with learning partners. Working collaboratively in teams teachers will refine their classroom practice and implement challenging and engaging instruction using the Curiosity for Powerful Learning Framework. All staff will understand and expertly implement the 4 whole school and 6 classroom CPL Theories of Action. We will also continue to focus on strengthening our Project Based Learning practices across the school and ensure that opportunities for active student agency are embedded in Stage 4 and 5 teaching and learning programs.



Students working collaboratively using technology

Key Initiatives	Resources (annual)	Impact achieved this year
Integration funding support	Funding Sources: <ul style="list-style-type: none"> Integration funding support (\$82 609.00) 	<p>Students who are eligible for Integration Funding Support are provided with additional assistance and support through the allocation of School Learning and Support Officers (SLSOs). SLSOs work collaboratively with Classroom Teachers, Learning Support Teachers and Carers to structure, monitor and implement reasonable adjustments to the mainstream curriculum, ensuring it is equitably accessible for students who have moderate to high learning and support needs. Under the IFS funding model, SLSOs provide highly valued academic, social and emotional support to students, while also ensuring progress measures and current information about students' shifting learning needs are consistently shared and accessible to all stakeholders.</p>
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$44 753.00) 	<p>Implementation of procedures for effective EALD identification and support for students from culturally and linguistically diverse background who are learning English as an additional language or dialect. EAL/D expert teachers delivered accredited professional learning to 100% of teaching staff, enhancing capacity to identify and deliver differentiated access to the curriculum for students across the EAL/D Learning Progressions. EAL/D teaching staff implemented Biannual reporting of student progress against the EAL/D Learning Progressions and delivered targeted support for identified students for 50% of lessons across Key Learning Areas from 7-10 and small-group support for students across 11-12.</p>
Low level adjustment for disability	Allied Health Services Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$129 302.00) 	<p>Implementation of procedures for identifying students requiring adjustment and learning support across all KLAs. LaST staff delivered accredited professional learning to 100% of teaching staff, up-skilling classroom teachers in differentiating existing programs and assessments to make the curriculum accessible to all learners, including students completing Life Skills Syllabi in mainstream classrooms. Personal Learning and Support Plans (PLaSPs) are constructed collaboratively between all relevant stakeholders, including LaST staff, students, parents/carers and third-party service providers. Integration Support Funding applications are constructed and reviewed collaboratively between Learning and Support Staff and School Counsellors, enabling the provision of School Learning and Support Officers (SLSOs) to ensure increased engagement in the classroom, participation in extracurricular activities and maintained social and emotional wellbeing. Fortnightly reviews of student progress between Senior Executive, Executive and Classroom Teachers ensure adjustment procedures are reflexive and adaptive to the changing needs of learners. Collaborative practice between</p>

<p>Low level adjustment for disability</p>	<p>Allied Health Services</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$129 302.00) 	<p>LaST Staff, School Counsellors and the Careers and Transition Team develop appropriate planning and pathway for post-school education and employment programs.</p>
<p>Socio-economic background</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$58 000.00) 	<p>In collaboration with the Sydney Opera House, through the Leadership in Learning program, we continued to develop staff capacity in consistent teaching protocols in delivering creative and innovative curriculum. The High Performance class, Year 8, experienced a cross curricula project in collaboration with the teaching artist exploring and documenting our student's and communities' COVID-19 survival journey. Participation in this program has strengthened teacher collaboration, effective implementation of authentic projects aligned to syllabus outcomes and is building student 21st century competencies in communication, teamwork, critical and creative thinking.</p>
<p>Targeted student support for refugees and new arrivals</p>		<p>Students are provided with an in-class EAL/D support teacher across Key Learning Areas. EAL/D staff work collaboratively with Classroom Teachers to deliver focused support in literacy, numeracy, social and emotional development. Fortnightly review of meetings of targeted students are undertaken by EAL/D and Executive Staff, facilitating the referral of students to counselling services, occupational therapists, speech and art therapists for specialist support. Participation in Creating Chances coaching program to develop leadership skills, personal resilience and a sense of connection and belonging to the school and broader community. Collaborative practice between EAL/D Staff and the Careers and Transition Team to develop support plans and career pathways with students and parents/carers.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	454	436	470	492
Girls	405	398	426	437

Student attendance profile

School				
Year	2017	2018	2019	2020
7	93.5	92.6	92.2	93.7
8	94	90.9	87.8	92.6
9	92.6	91.7	87.6	91.3
10	86.5	90.2	87.8	88.8
11	86.8	85	86	89.8
12	88.2	87.3	86.5	89.9
All Years	89.9	89.4	88.1	91.1
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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St Johns Park High School continues to have attendance profiles which consistently sit above or at, the State average, with Years 7 and 9 being consistently above State average since 2017.

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	0	0	6.10
Employment	0.66	2.36	10.7
TAFE entry	0.66	3.94	12.20
University Entry	N/A	N/A	59.54
Other	N/A	N/A	2.30
Unknown	1.32	4.72	9.16

100% of Year 12 Retail Services students obtained a Certificate III in Retail Services.

50% of Year 12 Hospitality students obtained a Certificate II in Hospitality, Food and Beverage.

50% of Year 12 Hospitality students gained a Statement of Achievement towards a Certificate II in Hospitality, Food and Beverage.

Year 12 students undertaking vocational or trade training

34.30% of Year 12 students at St Johns Park High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

81.5% of all Year 12 students at St Johns Park High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

Employment:

10.7% of Year 12 students, entered full-time employment in apprenticeships in marine mechanic, automotive, electrical, plumbing, barber, carpentry and a childcare traineeship.

12.2% of Year 12 students undertook a vocational education training course at TAFE in the following fields; allied health, aged care, financial services, business, retail services, beauty and hair, childcare, information and digital technology.

University Entry:

The following is a break down of the total 59.54% of Year 12 students pursuing tertiary education:

- Western Sydney University - 43.59%
- University of Technology - 14.10%
- University of New South Wales - 8.97%
- Australian Catholic University - 7.69%
- Private Colleges - 6.8%
- Macquarie University - 6.41%
- University of Sydney - 5.13%
- University of Wollongong - 1.28%

- Charles Sturt University - 1.28%

Other:

2.29% of Year 12 student have chosen a GAP year.

80% of Year 12 Special Education Unit students have utilised the National Disability Insurance Scheme to transition from school to work/training.

Employment - Year 10/11:

0.66% of Year 10, entered a full-time hairdressing apprenticeship after completing a work experience program, which enabled the student to demonstrate their suitability to the employer.

2.36% of Year 11 students, entered full-time employment in apprenticeships in automotive and carpentry after completing a work experience program, which enabled the students to demonstrate their suitability to the employer. An additional student gained full-time employment in a vehicle detailing business.

3.94% of Year 11 students undertook a vocational education training course at TAFE in the following fields; childcare, youth work and skills for work program.

Unknown:

15.20% of students in Years 10, 11 and 12 did not provide data.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	51.5
Learning and Support Teacher(s)	2.1
Teacher Librarian	1
Teacher ESL	5
School Counsellor	2
School Administration and Support Staff	17.97
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Professional Learning program at St Johns Park High School is developed to support all staff from those new to the career, to those transferring into the school with varying levels of experience, as well as long standing teachers. The program is revised annually to cater to the learning needs of staff in both collaborative and self-identified processes.

The process follows a supportive path, with an induction program for all new staff joining St Johns Park High School, to offering leadership opportunities at every level and promoting aspirational roles. Pre-service teachers appointed at the school are offered opportunities to engage in school-based learning, participating in collegial professional dialogues with staff from different KLAs. The Induction Program agenda includes topics related to School Management, Student Welfare (medical and learning needs) and Disciplinary Policies. This program is presented by senior and executive staff, facilitating opportunities for new staff to seek clarification of DoE and St Johns Park High School policies, procedures and processes within a small group context.

Professional learning within St Johns Park High School is also undertaken in the format of Twilight PL afternoons engaging in mandatory training and school based activities. In 2020, over 36 hours of accredited twilight professional learning was delivered to staff by the Senior Executive and Instructional leaders. This was focused on school priorities including the Curiosity and Powerful Learning framework, Literacy and numeracy. A number of additional sessions on the use of Google Suite were also offered to support teachers during the remote learning period. All Professional Learning is now centralised on the St Johns Park High School Professional Learning website.

The executive staff at St Johns Park High School undertake an annual conference and this time is dedicated to a leadership upskilling and coaching through the Stephen Covey program - Speed of Trust. This year the Executive team also focused on the External Validation process and later used the findings to complete the situational analysis and 2021 school plan.



Our teachers engaging in professional learning

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	1,829,331
Revenue	13,850,674
Appropriation	13,291,882
Sale of Goods and Services	382,154
Grants and contributions	89,844
Investment income	2,064
Other revenue	84,731
Expenses	-13,838,934
Employee related	-11,601,901
Operating expenses	-2,237,034
Surplus / deficit for the year	11,739
Closing Balance	1,841,070

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.

Financial summary - Equity loadings

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

	2020 Approved SBA (\$)
Targeted Total	130,015
Equity Total	2,268,114
Equity - Aboriginal	17,431
Equity - Socio-economic	1,300,000
Equity - Language	591,673
Equity - Disability	359,009
Base Total	9,935,968
Base - Per Capita	227,074
Base - Location	0
Base - Other	9,708,894
Other Total	622,996
Grand Total	12,957,092

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.

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.

2020 NAPLAN

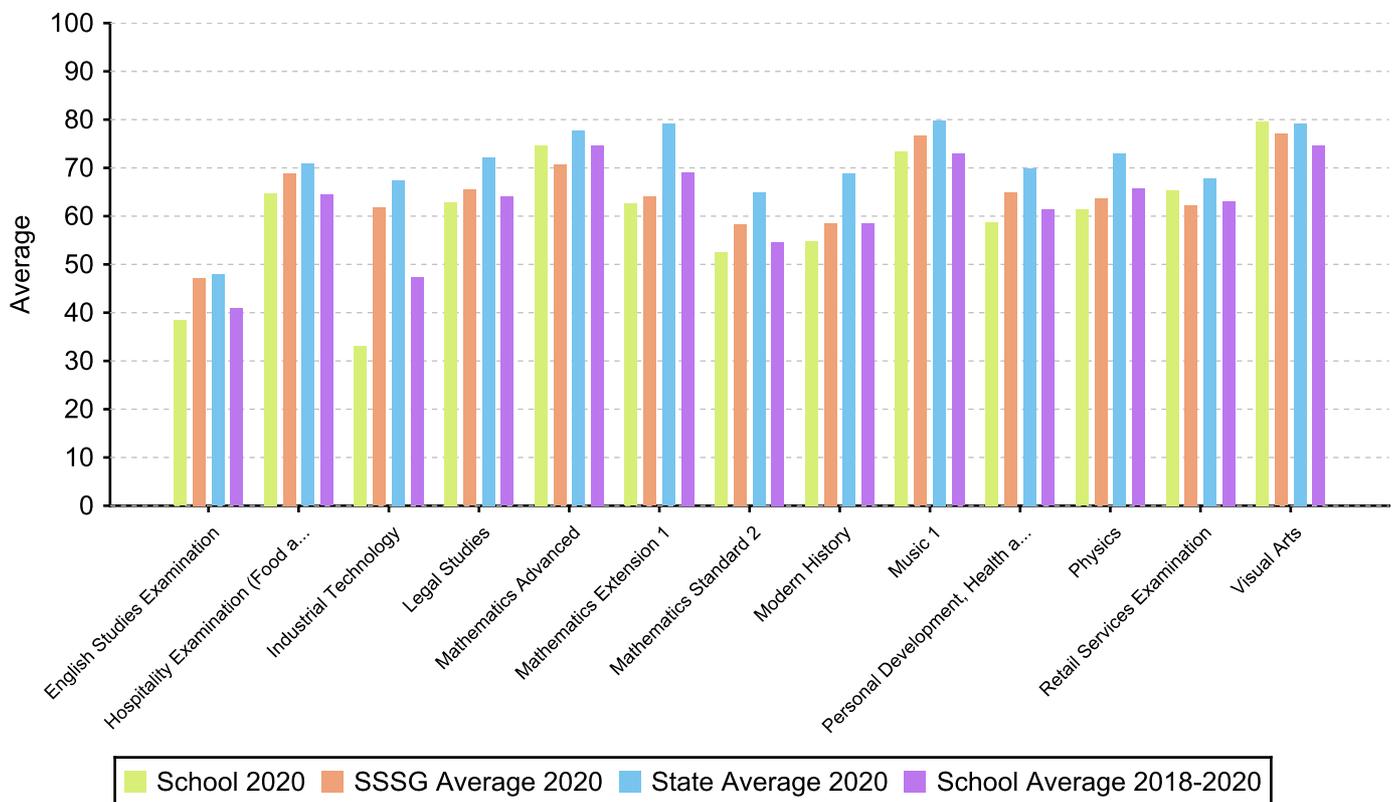
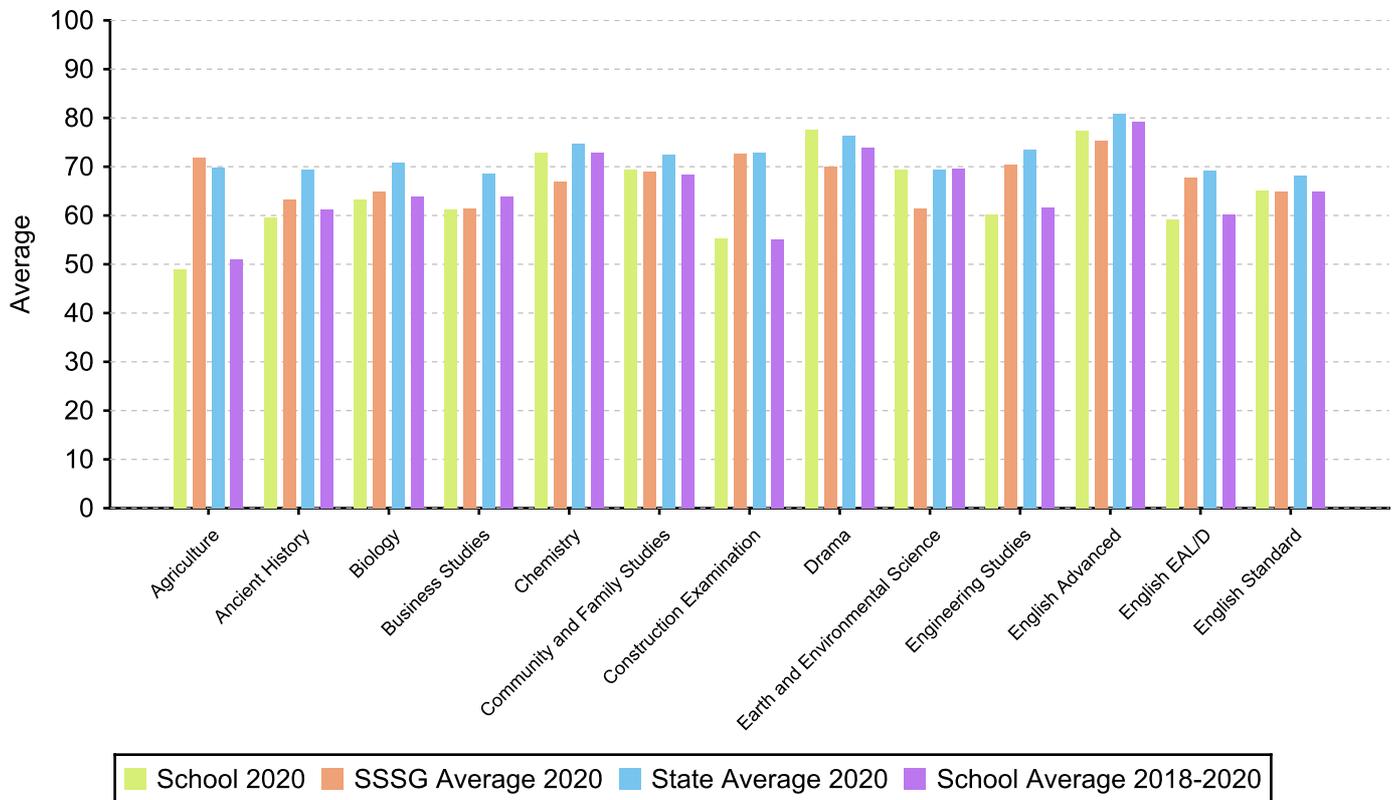
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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 2020	SSSG	State	School Average 2018-2020
Agriculture	48.9	71.8	69.7	51.1
Ancient History	59.7	63.2	69.4	61.1
Biology	63.3	64.9	70.8	64.0
Business Studies	61.3	61.5	68.6	64.0
Chemistry	72.9	66.9	74.8	72.9
Community and Family Studies	69.5	69.0	72.4	68.5
Construction Examination	55.3	72.6	72.8	55.1
Drama	77.5	70.0	76.4	73.8
Earth and Environmental Science	69.5	61.5	69.5	69.6
Engineering Studies	60.3	70.4	73.6	61.7
English Advanced	77.4	75.4	80.8	79.2
English EAL/D	59.2	67.8	69.3	60.3
English Standard	65.2	65.0	68.1	65.0
English Studies Examination	38.4	47.2	47.9	40.9
Hospitality Examination (Food and Beverage)	64.7	68.9	70.8	64.4
Industrial Technology	33.1	61.7	67.5	47.3
Legal Studies	62.9	65.5	72.1	64.0
Mathematics Advanced	74.6	70.6	77.7	74.6
Mathematics Extension 1	62.6	64.0	79.1	69.1
Mathematics Standard 2	52.6	58.3	64.9	54.6
Modern History	54.8	58.5	68.9	58.4
Music 1	73.4	76.6	79.8	72.9
Personal Development, Health and Physical Education	58.8	65.0	69.9	61.4
Physics	61.3	63.6	73.0	65.6
Retail Services Examination	65.4	62.2	67.9	63.0
Visual Arts	79.6	77.1	79.2	74.5

The following HSC subject data shows student progress and achievement is consistent with strong student progress and achievement on internal assessment. The best performing HSC subjects in 2020 when using school versus the state are:

- Drama
- Earth and Environmental Science
- Visual Arts

St Johns Park High school also performed significantly well against statistically similar school groups (SSSG) these subjects are:

- Chemistry
- Drama
- Earth and Environmental Science
- English Advanced
- Mathematics Advanced
- Retail Services Examination
- Visual Arts

Parent/caregiver, student, teacher satisfaction

Our school is continuing to strengthen engagement with parents and our school community. Formal and informal ways for parents to be more involved with the school have been achieved through working closely with the community, for example the Meet and Greet Year 7 parents' night. The school employs a part-time Community and Engagement Officer to maintain our school website and to work on improving the dissemination of information about school events to the community.

From the Tell Them From Me trend reports over 60% of students surveyed indicated a strong sense of school pride, 84% of students indicated the school is well maintained and 69% of students indicated a strong sense of belonging.

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.

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.