

# 2020 Annual Report

## The Jannali High School



8852

# Introduction

The Annual Report for 2020 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.

## School contact details

---

The Jannali High School  
Sutherland Rd  
Jannali, 2226  
[www.jannali-h.schools.nsw.edu.au](http://www.jannali-h.schools.nsw.edu.au)  
[jannali-h.school@det.nsw.edu.au](mailto:jannali-h.school@det.nsw.edu.au)  
9521 2805

## Message from the principal

---

At the start of the 2020 school year we welcomed Mr Scott Carpenter to The Jannali High School as a newly appointed Head Teacher Administration. Similarly, we welcomed Mr Cavallaro to our school as our new Head Teacher HSIE and Ms Van Luyt began her new role as Head Teacher Wellbeing. We also had newly appointed classroom teachers join our school: Mr Matthew Ottley and Mr Andreas Stasi (Maths Teachers) and Mr Sam Hayes (Science Teacher). The following temporary teachers were also appointed to TJHS permanently throughout 2020: Ms Michaela Molloy (Drama Teacher), Ms Samantha Heagney (Science Teacher), Ms Rachel McKendrick (English Teacher), Mr Ben Flewelling (English Teacher) and Ms Hannah Ingram (HSIE Teacher). Ms Amber Sargeant was appointed to our school as School Psychologist to work with our Wellbeing Team and students.

Nobody was prepared for the pandemic that impacted the entire world however, by late Term 1 schools went into the learning from home phase which last well into Term 2. The impact of this was felt for the entire year and as a result many of the programs and whole school events, along with traditional face-to-face teaching either didn't go ahead or looked very different as we had to observe the many restrictions that changed the way we lived and worked.

At The Jannali High School our BYOiPad Program along with the ongoing professional learning of our staff and the use of Google Classrooms prepared our school, unwittingly, for learning and working remotely. Our entire executive team are congratulated for their leadership and support of their staff to ensure teaching, learning and assessment programs continued in a meaningful way throughout 2020. Our classroom teachers are the real heroes of 2020 as not only did they have to adapt to teaching and working remotely with little preparation, they supported their students' educational wellbeing which in turn supported the transition back to face-to-face teaching and learning. Similarly, our Wellbeing Team and Learning Support Team developed new systems and structures to support our students who had difficulty engaging with learning remotely.

Our Year 12 cohort of 2020 were a major concern for our community because of the uncertainty for their immediate future regarding their HSC and then long-term regarding university entrance and employment prospects. Similarly, our Year 7 students were not only coming to terms with their transition to high school, they then had to face a huge challenge of keeping up with the workload away from the direct support of their teachers.

I would like to acknowledge our 2020 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. Under the guidance of Ms Stephanie Westbrook and Ms Lena Gersbach we look forward to work of our 2021 senior student leadership team: Paris Alcorn and Noah Lewis (School Captains); Natasha Pochleitner and Finn Butler (School Vice Captains); Jesse Anderson, Emily Hyde, Hayley Townsend, Hazen Higgins, Wade Shearsby and Chris Morton (School Prefects).



## School vision

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 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	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

Literacy team has an informed strategy to improve PEEL paragraph writing. Continued PL for staff has been designed and delivered.

Year 7 and 8 students are completing PEEL paragraph writing tasks twice a term and results are being recorded to track student progress. Entries for the Microlit competition have been received from all year groups competition has been judged and awards been presented. Publication has also taken place. Student understanding of how to write a PEEL paragraph has improved and Microlit awards have been presented increasing profile of writing at TJHS. The process of formulating the publication of award recipients is underway.

#### Research informed writing strategy

More evidence of impact needs to be gathered to validate if a difference is being made in both teacher and student understanding and implementation of ALARM. Feedback from Mentees that their understanding of how ALARM and how to incorporate ALARM into lessons has improved. A greater school focus on implementing ALARM is needed to see significant sustainable improvement in student results in 2021.

### 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)
Analysis of literacy and numeracy school -based and external assessment data,  Teacher feedback on Professional Learning  Student surveys  Literacy and numeracy strategies incorporated into teaching programs	TPL Funds

#### Process 2: Research informed writing strategy

Review NAPLAN performance to identify and target areas for student improvement. Teachers work

## Progress towards achieving improvement measures

**Process 2:** collaboratively to improve understanding of effective writing strategies. Professional Learning supports the implementation of A Learning and Response Matrix (ALARM) to extend student writing.

Evaluation	Funds Expended (Resources)
Analysis of literacy and numeracy school -based and external assessment data,  Teacher feedback on Professional Learning  Student surveys  Literacy and numeracy strategies incorporated into teaching programs	Literacy Team PL

## Next Steps

### School Literacy Strategy

The majority of milestones are on track, some adjustments have been made due to COVID -19 pandemic in regards to scheduling different activities. Instead of creating a mark book for PEEL within each faculty a spreadsheet has been created by LLT to record student achievement. It is in the Literacy Team Google drive.

Pod acts were not listened to in roll call, however, an adjustment to the Microlit initiative is that podcasts will be made of the finalists entries for students to listen to in roll call during term 4.

The PEEL paragraph writing program for Years 7-8 will continue and an analysis of student performance will need to occur towards the end of Term 4.

All milestones are on track at the beginning of term 4. Planning is underway for 2021

### Research informed writing strategy

Covid-19 pandemic has delayed the implementation of the Year 9 introduction to ALARM sessions. The teacher mentoring initiative program started in Term 3. Milestones are on track at the beginning of Term 4.

## 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

#### Future focused learning (through a technology focus)

All students have a 1:1 device

Students anecdotally value the iPad and its impact on their learning

Teacher survey responses show strong support and transformation in practice

#### Future focused learning (through Challenge Based Learning)

Student engagement is assessed through classroom observation and reflection surveys.

### 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.

Evaluation	Funds Expended (Resources)
Coding of teaching programs and assessments	H T T&L
Lesson Observation feedback	
Audit of Google Classroom	
Teacher, student and parent CBL surveys	
Teacher feedback re SAMR model	
PL activities feedback	

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

The Challenge Based Learning program establishes high expectations and differentiated learning for



## Progress towards achieving improvement measures

**Process 2:** 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)
Coding of teaching programs and assessments Lesson Observation feedback Audit of Google Classroom Teacher, student and parent CBL surveys Teacher feedback re SAMR model PL activities feedback	FFL Team

## Next Steps

### Future focused learning (through a technology focus)

2021 planning

Appointment of new Head Teacher Teaching and Learning

Apple Teacher Quiz session to improve percentage of staff accredited as Apple Teachers.

### Future focused learning (through Challenge Based Learning)

Last Staff Meeting December 7th CBL Presentation to staff to highlight student impact

Meeting of FFL Team to identify possible projects for 2021

### 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

##### Student mentoring

Student / teacher evaluation of RISE program survey distributed Term 3 week 9-10- well responded to.

Evaluation of data indicates a maintenance of positive impact by both staff and students

Senior reviews incorporated RISE mentoring to gauge students interest and needs

##### Differentiated learning

Improvement to HSC data evidenced via Scout.

Improvement to the structure and visibility of differentiation strategies in T&L programs and student assessments/

Value added NAPLAN results

#### 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)
Student Mentoring 'exit' surveys	
Audit conducted by HT T&L to review differentiated programs	

##### 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)
Student Mentoring 'exit' surveys	HT Teaching and Learning
Audit conducted by HT T&L to review differentiated programs	

### Student mentoring

Milestones have been hindered by COVID restrictions. Not being able to have group meetings, gatherings

Adjustments included individual teacher / mentor check ins. No outside agency support possible

Adjustments included the use of the Google RISE page to advertise resources, events and support services

Future planning - investigation on launch of RISE for year 11 into year 12 with restrictions in place- decision made to launch at year group meetings week 1 term 4

Meeting with senior leadership group to discuss ideas for 2021 that interest students - to be determined by covid rules in 2021

Rise incorporated into senior review meetings.

### Differentiated learning

*Survey of KLA Leader's revealed the following data about program differentiation.*

*- 51% of faculties identified clear differentiation as differentiated resources, assessments and programs.*

*With this definition in mind the following data was identified for Stage 4 differentiation: 40% see their programs are moderately differentiated.*

*Likewise Stage 5 programs exhibit 40% as differentiated.*

*Stage 6 20%.*

This data gives clear scope for a clarification of differentiation definitions and universal understanding moving forward.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Ab Ed Coordinator Teacher Mentors SLSO	Student feedback surveys PLP reviews
<b>English language proficiency</b>	EAL/D Teacher	EAL/D Annual Survey
<b>Low level adjustment for disability</b>	Total : \$44,062.32 Enclave program - offering School to Work training : \$3,762.89 SLSO salaries : \$38,312.43	NCCCD completion PLP development and review
<b>Socio-economic background</b>	\$86,000 (approximately) flexible funding	External Validation processes SEF-SAS
<b>Support for beginning teachers</b>	Beginning Teacher Funds - \$70,000	Teacher Induction Program survey

## Student information

### Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	376	405	418	480
Girls	366	398	445	499

### Student attendance profile

School				
Year	2017	2018	2019	2020
7	93.7	93.8	94.2	95.5
8	91.7	91.1	90.6	93.2
9	91.5	89.6	90.1	92.4
10	87.5	86.8	87.2	91.5
11	86.3	80.5	84.1	91.1
12	91	91.2	85.9	93.4
All Years	90.7	89.9	89.6	92.9
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.

### 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	3	7
Employment	1	3	10
TAFE entry	3	2	9
University Entry	N/A	N/A	48
Other	1	3	7
Unknown	N/A	7	3

### Post School Destinations

From a cohort of 89 students who sat the HSC in 2020, 44 commenced study in a university course in 2021, i.e. 48 %

The most popular university of choice was the University of Wollongong with 31 students accepting a placement in a course for 2020. Two students have each selected to study at the following universities; Australian Catholic University, University of NSW and University of Technology Sydney. One student has selected to study at each of the following: Notre Dame University, Macquarie University, University of Western Sydney, International College of Management Sydney, Charles Sturt University and the National Institute of Dramatic Art.

### Senior students undertaking Vocational Education Courses Externally (EVET)

In 2020, twenty-three Year 12 students chose to do a vocational education course externally at TAFE as part of their HSC. Forty Year 11 students chose to do a vocational education course externally at TAFE and one Year 11 student completed a vocational education course at Taronga Training Institute.

Externally delivered vocational courses included; Automotive, Animal Studies, Beauty Services, Business Services, Design Fundamentals, Early Childhood Education and Care, Electro-technology, Fitness, Floristry, Human Services Assistance (Nursing or Allied Health), Property Services, Tourism Travel and Events, Visual Arts and Contemporary Craft.

### School Based Apprenticeships and Traineeships (SBATs)

In 2020, the school supported 3 School Based Apprentices; one in hairdressing and two in construction. All attended formal training at Gympie TAFE and were employed in local businesses.

## Year 12 students undertaking vocational or trade training

40.59% of Year 12 students at The Jannali High School undertook vocational education and training in 2020.

## Year 12 students attaining HSC or equivalent vocational education qualification

97.8% of all Year 12 students at The Jannali High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	48.9
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	11.77
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 <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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.

In 2020 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 2020 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 2020



## 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 (\$)
<b>Opening Balance</b>	934,181
<b>Revenue</b>	10,978,903
Appropriation	10,170,999
Sale of Goods and Services	221,772
Grants and contributions	570,743
Investment income	3,617
Other revenue	11,773
<b>Expenses</b>	-11,146,309
Employee related	-9,820,572
Operating expenses	-1,325,738
<b>Surplus / deficit for the year</b>	-167,406
<b>Closing Balance</b>	766,774

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 and our School Captains for that year. Our Finance Committee Calendar has scheduled meetings and activities across the school year as well as a consultative budget request process in place for 2020. 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. 2020 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, a school run uniform shop and hiring the gym and dance studio to community groups towards the end of 2020 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.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	180,714
<b>Equity Total</b>	336,680
Equity - Aboriginal	15,823
Equity - Socio-economic	86,232
Equity - Language	51,213
Equity - Disability	183,412
<b>Base Total</b>	8,938,006
Base - Per Capita	207,555
Base - Location	0
Base - Other	8,730,451
<b>Other Total</b>	357,732
<b>Grand Total</b>	9,813,132

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](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

---

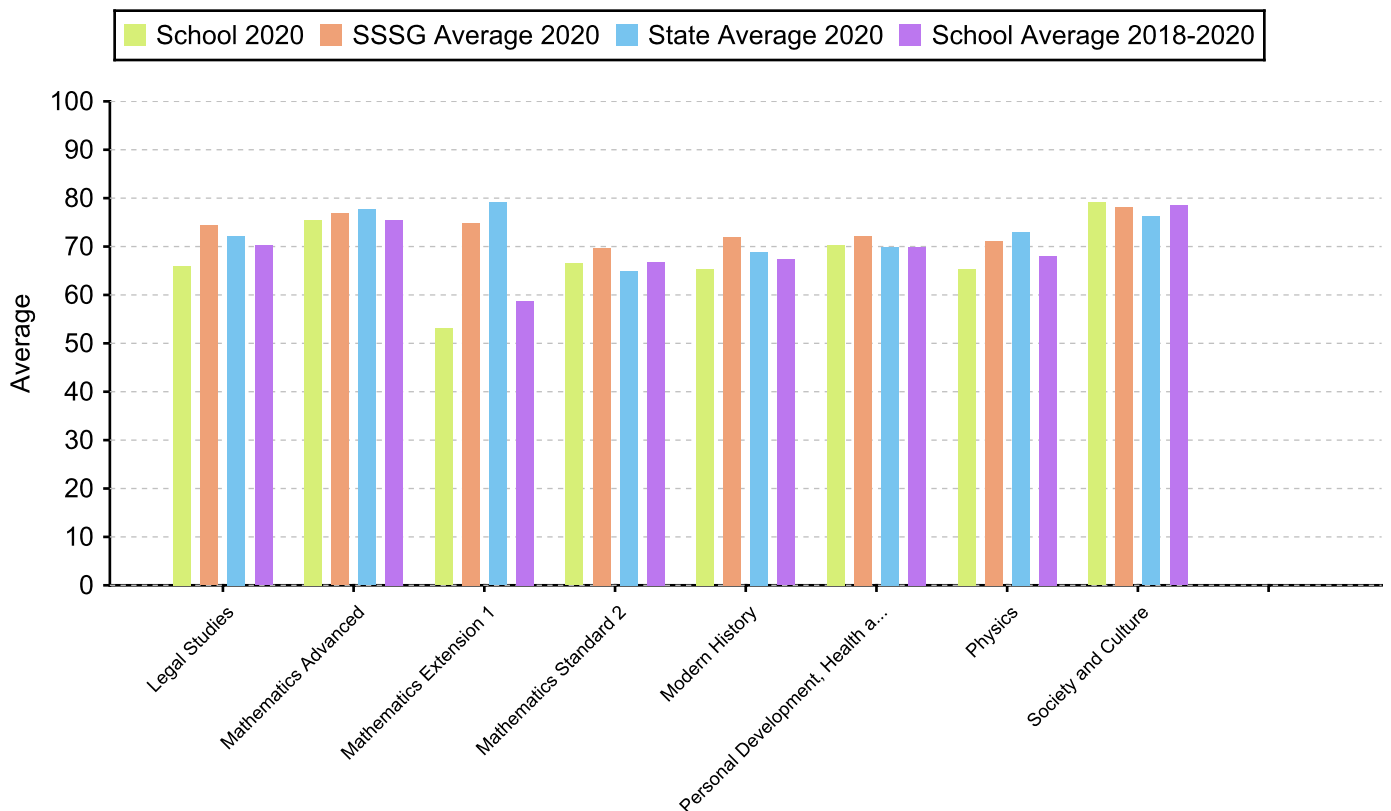
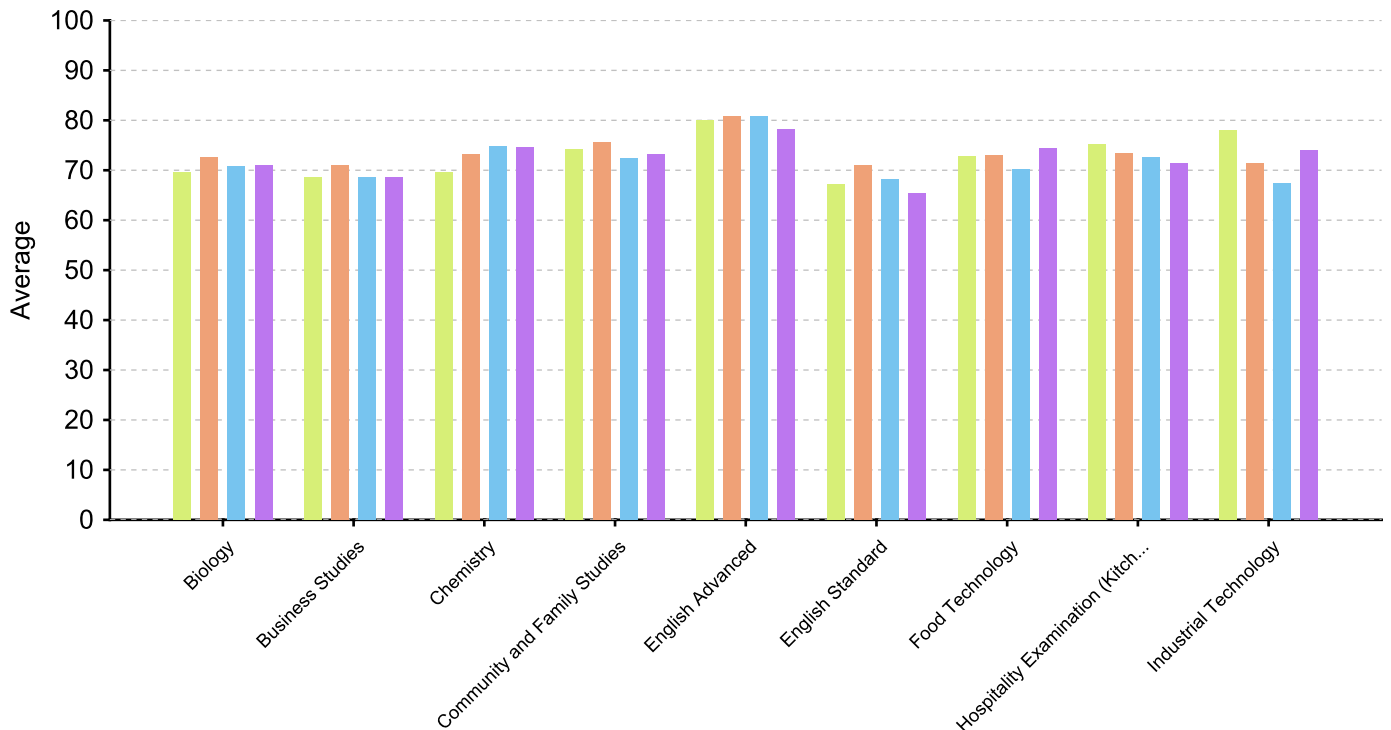
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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
Biology	69.5	72.7	70.8	71.0
Business Studies	68.6	71.0	68.6	68.6
Chemistry	69.6	73.1	74.8	74.7
Community and Family Studies	74.1	75.6	72.4	73.2
English Advanced	80.0	80.8	80.8	78.3
English Standard	67.1	70.9	68.1	65.4
Food Technology	72.8	73.0	70.2	74.4
Hospitality Examination (Kitchen Operations and Cookery)	75.2	73.3	72.5	71.3
Industrial Technology	77.9	71.4	67.5	74.1
Legal Studies	66.0	74.4	72.1	70.2
Mathematics Advanced	75.5	76.8	77.7	75.5
Mathematics Extension 1	53.1	74.9	79.1	58.7
Mathematics Standard 2	66.5	69.7	64.9	66.9
Modern History	65.4	71.9	68.9	67.3
Personal Development, Health and Physical Education	70.3	72.2	69.9	69.9
Physics	65.3	71.2	73.0	68.1
Society and Culture	79.1	78.1	76.2	78.5

This is the second HSC year for all new courses in Science. Our new programs have continued to be refined for Biology, Chemistry and Physics. This year saw the introduction of Earth and Environmental Science(EES). New programs, assessment tasks, text books and resources for this new course have been developed. All the Science staff have worked hard to thoroughly prepare our students for the next stage in their lives. Biology achieved 2 x band 6 and 5 x band 5. EES achieved 1 x band 6. Chemistry achieved 2 x band 5. The majority of Physics, Biology and Chemistry students achieved band 3's however EES had more band 4's and is the only Science course that was above state average. Not all students in the 2020 cohort reached their full potential in our Science courses. Students working from home had the most significant impact on students studying our conceptual courses: Physics and Chemistry. The implementation of the Alarm strategy in our programs and assessment tasks did not have the full effect this year as most assessment tasks had to be modified during the learning from home phase which reduced the amount of time spent developing these skills. We will continue to refine and adjust our senior programs and tasks to improve teaching and learning outcomes for future students and teachers. A common issue we found across all Science courses is the need to focus more on learning content to extend knowledge to an outstanding or extensive level. Students also need to improve numeracy skills. As evident by analysing Maths results numeracy skills are well below average. Science will be focusing on developing numeracy skills in 2021. The Science faculty has implemented a junior science textbook to help improve student skills in working independently when preparing for tests. Increasing the expectation for using knowledge with skills should further prepare our students for the rigour needed in our senior courses. The impact of this change will not be able to analysed until 2022 and onwards.

In 2020, the HSIE faculty saw classes complete the HSC in Ancient History, Modern History, Business Studies, History Extension, Legal Studies and Society and Culture. This was a significant increase on the size and number of classes when compared to the 2019 cohort. Throughout 2020, the HSIE department was committed to lifting and sustaining HSC student performance in what proved to be a challenging and atypical year. 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. In addition to this, the integration of flipped learning strategies and adjustments to teaching and learning to accommodate remote learning became part of HSIE practice. Further to this, 2020 saw a continuation of the faculty and the school's ongoing focus on improving the writing of our students through the use of a range of scaffolds. Across a number of our subjects, this saw improvements in the quality and the results in a range of sections when compared to previous cohorts. Consequently, the 2020 HSC cohort saw the majority of students achieving bands commensurate or above expectations. Notable success was achieved in Ancient History, History Extension and Society and Culture, where the majority of students achieved in the

top bands. However, further work can be done in improving the quality of writing in our subjects to ensure ongoing and sustained improvement in student's results in the HSC. The explicit teaching of literacy strategies such as key terminology and PEEL/ALARM, undertaking further data analysis to identify specific areas of improvement as well as building student capacity in critical thinking will continue to be a focus of the HSIE faculty in 2021 and beyond.

Results in PDHPE saw over 50% of our students achieving Bands 4, 5 and 6. Our Year 12 Dance students performed to a high level in the 2020 HSC. We had 100% of our students achieve Bands 4 and 5. One Dance student received Callback nominations for Major Study Performance. Callback is a selection of outstanding performances from HSC Dance students from across the State.

Sarah also was selected as a featured Dancer in the televised 2020 School Spectacular.

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 subject received the highest marks in them compared to their other subjects.

The 2020 Industrial Technology results, for the third year in a row, showed improvement on the previous year with a Z-score 0.6 above state average. Students were 12% above the state mean for their major works and folio, and between 10-16% above in all sections of the final HSC Examination. For more than 90% of students, Industrial Technology was in their top two courses. One student achieved a mark of 95% in the course as a result of best classroom practice and supervision by the teacher of the Multimedia course. VET - Construction ran for the first time in a few years and the results were also very good. All students were within the band 4-5 range.

## Parent/caregiver, student, teacher satisfaction

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 2020 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.

# 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.

## Other School Programs (optional)

---

### School Sport

The Jannali High School continued to offer all students the most comprehensive and inclusive program in a wide variety of sports within the limitations imposed by the Covid 19 pandemic. Where possible our school continued to participate in The Port Hacking Zone Grade competition as well as encouraging students to be involved in recreational sports. Unfortunately, all knockout competitions, sporting carnivals and representative involvement at an elite level were put on hold due to Covid 19 directives.

During term 1, we were able to commence the Year 7 school swimming program. This was halted after its first 2 weeks following the implementation of Covid 19 restrictions. The restriction of visitors to the school prevented our Advanced Sports Program for Year 7 students from going ahead, this coupled with stay at home recommendations, meant the program was not possible.

The Covid 19 lockdown prompted the development and implementation of on-line sport and physical activity opportunities from PDHPE staff. As part of The Jannali High School's 'Learning from Home' raft of school activities, students were encouraged to participate in pursuits such as the TJHS Virtual Cross Country, The Premiers' Sporting Challenge and Race Around Australia (Virtual). Specific instruction and instructional videos were provided via Google Classroom that allowed students to participate from home and log results with the aid of on-line activity tracking applications.

Upon the resumption of students returning to school in late May, 2021, modifications were made to facilitate sport and physical activity opportunities in the school environment (all inter-school sport remained suspended). In order to maintain social distancing rules, our Thursday sport day was modified in a manner that meant students from different stages remained separated. Only Covid 19 appropriate sporting implements were used and staff and students had access to resources to maintain sanitisation requirements. Activities that required minimal sharing of implements and those that



The Port Hacking Zone grade competition continued to provide students of The Jannali High School with the opportunity to compete against limited number of other schools on Thursday afternoon's from Term 4. This occurred in a modified way with restrictions imposed on indoor facilities and numbers of participants at certain venues. Despite these restrictions, this very competitive and successful sporting competition still provided students a choice in sports such as: basketball, water polo, cricket, Oz-tag, football, beach volleyball, hockey, tennis, touch football and netball.

We will look forward to continuing on developing a positive school culture through our sport program. Despite the issues in continuity and the other obstacles to sports participation in 2020 created by the pandemic, there remains a intense interest in our sport program from staff and students. Together with the support of our parents and local community, The Jannali High School can demonstrate the very best of Public Education.

### **Creative and Performing Arts Programs**

Students in Music and Visual Arts enjoyed outstanding results in the HSC with a number of Visual Arts and Music students achieving Bands 5 and 6. Ellen Shearsby of Year 12 Visual Arts had her Body of Work selected for exhibition at Art Rules at Hazelhurst Regional Gallery, an exhibition showcasing outstanding HSC Visual Art works from students in the Sutherland Shire.

The Jannali High School Concert Band grew in numbers as we welcomed new Year 7 members into our ensemble. The band continued rehearsing and improving consistently in 2020 despite challenges imposed from Covid. During the covid period, we were able to creatively rethink our rehearsal structure, rehearsing in small instrumental sections. This allowed students to refine skills and techniques specific to their instrument.

Our Stage 4 Drama Enrichment class thrived with our new permanent Drama teacher, Ms Michaela Molloy, producing a range of diverse dramatic work as a result of the challenges Covid imposed. Students submitted solo video drama monologues and created collaborative scripts all while learning from home. Once back in the classroom, students engaged in loud, fun and practical work in performance styles such as Melodrama and Slapstick comedy.

### **Duke of Edinburgh Award Scheme**

In 2020 we had a new group of bronze students register for the award. This group was nearly double the size of the 1st group to come through the year before. We also had 13 of our bronze students from 2019 continue with the program and enrol for the silver award.

Unfortunately, just as the students gained momentum in starting the awards and working towards their goals COVID-19 put an instant stop to their progress. Students were advised to change their activities where possible or delay their activities. The Adventurous Journey component that is run by the school was also delayed. As the year progressed and social distancing restrictions were changed our students worked very hard in finding solutions to getting the required hours in each of their chosen fields complete. Fortunately, TJHS was able to lock in dates for the Adventurous Journeys in early 2021 to catch up on the missed trips.

The Bronze group of 14 students completed their adventurous journey in Kangaroo Valley. They were required to kayak for 6 hours a day and be self-sufficient for one night and two days, which involved cooking and camping as a team. All students were signed off by their assessors as competent and all students showed impressive leadership qualities.

The Silver students who were now in their third year of the program had to complete two adventurous journeys. The first journey took place in the Royal National Park and the trail was from Heathcote to Waterfall. Hiking was the method of transport, with the students physical and mental strength certainly tested. Over two days and one night our students travelled through the wilderness, explored swimming holes and Aboriginal sites.

The Silver qualifying journey was complete within 7 days of the first hike, a fast turnaround. The second hike started at Cowan and students travelled to Berowra. This was a step up in difficulty from the practice hike. TJHS students were well prepared and worked well as a team to complete the three day, two night journey carrying all food, water and camping gear with them from start to finish. These students are now ready to start the Gold level, which only 8% of original bronze awardees attain.

We now have 27 students successfully working through the Duke of Edinburgh International Award levels and a team of 5 staff.