

# 2021 Annual Report

## The Jannali High School



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# Introduction

The Annual Report for 2021 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 Strategic Improvement 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

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## Message from the principal

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Schools are dynamic and while our core business is teaching and learning, many programs and initiatives are undertaken each year either in support of strengthening teaching and learning, or in addition to it.

In 2021 our school embarked on our first year of a new 4-year Strategic Improvement Plan. The focus of this plan continues to be on Student Growth and Attainment by improving our students' literacy and numeracy skills leading to improvements in the HSC through the implementation of high impact teaching strategies in all learning areas across Years 7-12.

Effective Feedback and Collaboration is our second strategic direction which has seen the implementation of our Quality Teaching Rounds where small groups of teachers observe one another's lessons and engage in professional dialogue to evaluate and improve their classroom practice. This is supported by a focus on Formative Assessment strategies and the sharing of learning intentions and success criteria which support teachers and students to identify not only where they're at in the learning but to plan where to next to build on this learning.

Our third strategic direction is Building Resilience and Capacity. Strengthening the breadth and depth of student leadership opportunities from Year 7 through to Year 12 helps to create a better learning and physical environment for everyone. It also helps our student leaders to develop important and usable leadership skills that they can use beyond school.

Identifying and supporting the aspirations of our staff not only enhances their own career pathways but supports our school in offering the best education for our students and providing a range of opportunities so they can connect, succeed and thrive here at The Jannali High School.

Improving the physical environment of a school can strengthen the sense of belonging that both students and staff have with the school to make it more like a community. An upgrade to our staff carpark, new roofs, covered walkways and new pathways along with a cricket pitch at the front of the school (soon to be completed) help to do this. Our Jannali CARES Team led by Ms O'Farrell and our Garden Program led by Mr Dixon help students to take responsibility for the environment plus they get to eat the fruits of their labour at times.

We've had approval for a co-funded Metro Renewal Program with the Department of Education, which will see a revamp of our Passive Area. Our Jannali CARES Team has worked with Sydney Organic Gardens to develop a design concept for improved seating, outdoor classroom and integrated living classrooms that will repurpose and revitalise this area of our school. We hope to see real progress on this project next year.

Thank you to our P&C President, Mr Brandon Lewis and P&C Vice President, Mr Neil Haynes for their hard work in putting together their successful application for this year's Community Building Partnership grant. Our school has received \$100,000 from this government grant for the purpose of upgrading the Tech Box in our Hall so that we can enhance the productions of whole school events with the view to delivering Stage 6 VET Entertainment in the future to

support career pathway options for students involved in our CAPA programs.

Over this past 12 months a Communication and Engagement Project Team consisting of students, parents, teachers, admin staff, executive and senior executive have worked with Little Marketing and our community to evaluate our school's branding and key messaging. The reason for this project was timely because of starting a new school planning cycle along the desire to strengthen our reputation in the community and what we stand for in line with our school vision statement.

In 2020 a Longevity Award System was created to acknowledge the service and dedication of teaching and non-teaching staff in our school from 5 years of permanent service onwards. The ultimate recognition of a street sign in a teacher's name is awarded for 30 years plus service to The Jannali High School. Last year we awarded street signs to Mr Ken Allen, Mr Grahame Chapman, Mrs Jane Gordon and Mr Rick Smith. These street signs can be seen on buildings around the school and will be a lasting recognition of their service to our school community.

Each year it is common for there to be a turnover in staffing in schools. I would like to acknowledge the contributions of some staff who have left The Jannali High School in 2021 to pursue new endeavours.

Mr Cavallaro, Head Teacher HSIE, has taken up the Head Teacher HSIE position at Hurlstone Agricultural School. While only at our school for 7 terms, Mr Cavallaro certainly made a positive impact on the leadership and management of the HSIE faculty as well as the functioning of the executive team.

Mrs Graham, HSIE Teacher and formerly our Head Teacher Teaching and Learning, also left us during 2021 to go on extended leave leading into retirement. Mrs Graham was an extremely experienced History teacher who achieved fantastic results in Stage 6 and she was passionate about leading and supporting High Potential and Gifted Education in our school which saw the introduction of Challenged Based Learning across the 7-10 curriculum. Mrs Graham was also instrumental in establishing and leading our BYOiPad Program leading to our ultimate Apple Distinguished School status.

Mr Sommerville also has gone on extended leave leading into retirement. Mr Sommerville is another long standing member of our school community. The quick-witted king of trivia has been our lead timetabler for past few years and resident tech expert for using our daily management systems.

Thank you to Mrs Graham and Mr Sommerville for your service to The Jannali High School and dedication to our students over many years.

For 2021 we have been privileged to have had a number of classroom teachers appointed to our school in permanent positions at different stages including:

- Ms Rodrigues and Ms Dinh in the English Faculty
- Ms Nondas in the Maths Faculty
- Ms Homola and Mr Lane in the Science Faculty
- Ms Westbrook in the CAPA faculty
- Ms Zhao in LOTE
- Ms Jarna Stewart in the Administration Office

Already these staff members are making significant contributions to our school and are having a positive impact on student learning outcomes.

We are all very well aware of the disruption caused to the 2021 school year by COVID-19. Our community has shown great resilience and strength to get through the extended period of remote learning and thankfully, unlike some local high schools, we haven't been impacted again since returning to face-to-face teaching and learning. Our Year 12 students were able to complete the HSC exams, graduate and have their formal (all over the course of last week). The rest of our students transitioned back to school well and before long things such as mask-wearing and frustrating restrictions were the only reminders of a lost term and a half of being in school.

As always, our teaching and non-teaching staff did a magnificent job in maintaining the focus on learning for all students while supporting their wellbeing and overall engagement.

Our parents did an equally amazing job under difficult circumstances with students in different stages or even across primary and high school. Certainly, supporting their own children through their HSC courses while fulfilling their own work responsibilities (as did many of our staff) would have been extremely challenging.

Thank you to our executive team - Head Teachers and Deputy Principals for their outstanding leadership throughout 2021.

Thank you to our school administration and support staff for always supporting our students and their families.

Thank you to outgoing student leadership team - School Captains: Paris and Noah, School Vice Captains: Natasha and Finn, Prefects: Jesse, Emily, Hayley, Hazen, Chris and Wade. They're a fantastic group of human beings, demonstrating a high level of social responsibility. They were great role models and ambassadors for our school for so many years.

To our incoming student leadership team - School Captains: Pheobe and Bailey, School Vice Captains: Olivia W. and Dershan, Prefects: Jessica, Olivia H., Jenna, Max D., Max H. and Jack - the previous leadership group have set a high standard for you to work towards but already I have seen in this group the true commitment to our school and a great sense of pride and dedication to ensure that The Jannali High School is the best place to work and learn.

## School vision

The Jannali High School (TJHS) 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 teaching and learning programs to support this. All of our programs are underpinned by our school's CARE Values and Expectations of COOPERATE - ACHIEVE - RESPECT - ENGAGE.

TJHS has a strong tradition of academic achievement as well as outstanding programs to support student wellbeing and the development of student voice and leadership. Our school also operates a wide range of extracurricular activities so that students can connect, thrive and succeed in a supportive learning environment. These include extensive sporting, Creative and Performing Arts (CAPA), environmental and civics/leadership opportunities.

As an Apple Distinguished School, we have a future focused learning approach that prepares our students for the world beyond the classroom. Our BYODiPad Program enhances student learning outcomes through the explicit teaching of the futures learning skills: Creativity; Collaboration; Critical Thinking and Communication.

Student and staff wellbeing are a priority for our school and therefore we have strong programs and structures to support the development of all members of our school community. We focus on supporting students through key transition points in their high school career to build their capacity and support their pathways after school. An effective Teacher Induction Programs supports new and beginning staff transition into TJHS and relevant professional learning builds capacity of all and develops our aspiring leaders.

The 2020 External Validation process showed relative improvement against the School Excellence Framework over the three years of the previous school planning cycle. Our self-assessment processes were proven to be effective when compared to feedback from the peer panel. This process and the outcome of our situational analysis demonstrated a need to improve our use of data to inform practice and strengthen our use of formative assessment to monitor student progress. Other areas of focus in our 2021-2024 Strategic Improvement Plan include: strengthen the explicit teaching of literacy and numeracy strategies across all key learning areas; embed effective feedback and collaboration through quality classroom observations and; continue to build the leadership capacity of staff and students.

TJHS is integral to its local community and enjoys strong support from parents/caregivers 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 student transition from primary school to high school. We also have strong links with TAFE, University of Wollongong and the business sector which in turn support our students' learning.

Our school's resourcing is used to support students with additional learning needs including high potential students. Under 'Student Services' the school's Wellbeing Team and Learning Support Team lead a range of whole school initiatives that help our students to succeed.

## Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

### Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
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	Delivering

## Strategic Direction 1: Student growth and attainment

### Purpose

Explicitly teaching literacy and numeracy across all Key Learning Areas (KLAs) supports the achievement of agreed school targets so that all students can succeed and achieve their personal best. Teachers use the analysis of internal and external assessment data to inform their practice to promote excellence in learning. Ongoing and relevant professional learning for staff enables them to embed effective evidence-based strategies in teaching, learning and assessment programs.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Literacy and Numeracy

### Resources allocated to this strategic direction

**Professional learning:** \$15,000.00

**Low level adjustment for disability:** \$0.00

**Integration funding support:** \$0.00

### Summary of progress

Many of the planned activities for literacy were significantly impacted by Covid-19 and the movement to learning from home for both staff and students. The PEEL paragraph writing activities for Stage 4 were undertaken, however, the amount of activities were reduced in number. Students had some experience refining their practice in writing a PEEL paragraph and moderate improvement in student performance was achieved. The Microlit competition went ahead as scheduled, however, reduced student entries were submitted and the quality of writing declined compared to 2022 entries. The extended writing program for stage 5 and 6 did not occur.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
All teachers have undertaken professional learning of high impact explicit teaching of literacy and numeracy. All Stage 4 teaching and learning programs include explicit literacy and numeracy strategies.	All teachers engaged in professional learning that focused on the the first two recommendations from the Guidance Report Improving literacy in Secondary School. The recommendations included prioritising 'disciplinary literacy' across the curriculum and providing targeted vocabulary instruction in every subject. Professional Learning was adjusted due to the nature of Covid and was modified to an online format focussing on building resources for learning from home for students. Review of All Stage 4 teaching and learning programs for explicit literacy and numeracy will occur next year.
All staff have undertaken professional learning to analyse and interpret data.	School Development day Term 2 staff undertook professional learning with a focus on how to use Scout data for classroom planning. The focus was analysing student's NAPLAN results looking at student bands and then narrowing view by creating a specific cohort of students that are determined by individual teacher based on their class enrolments. Interpreting NAPLAN reports with a breakdown of bands was also incorporated into the professional learning. Staff used the information to create their own specific classes and gain a deeper understanding of the literacy needs of their students.
Increase the percentage of students achieving expected growth in numeracy by 1% (NAPLAN)	NAPLAN results indicate 72% of students in year 7 achieved at or above expected growth and 45% of students in Year 9 achieved at or above expected growth. Due to COVID -19 NAPLAN was not conducted in 2020.
Increase the percentage of students achieving expected growth in reading	NAPLAN results indicate that 51% of students in Year 7 achieved at or above expected growth and 52% of students in year 9 achieved at or above

by 1% (NAPLAN).	expected growth. Due to COVID -19 NAPLAN was not conducted in 2020.
3% increase in the percentage of students achieving the top 2 Bands in the HSC..	There was a 3% increase in the percentage of students achieving the top 2 Bands in the HSC.
3% increase in the percentage of students achieving the top 3 Bands in the HSC..	There was a 3% increase in the number of students achieving in the top 3 Bands in the HSC.
Increase the percentage of students achieving the top 2 Bands in numeracy by 2% (NAPLAN).	<p>42.1% of students achieved in the top 2 bands, compared to the state average of 32.3%.</p> <p>29.2% of Year 9 students achieved in the top 2 bands (compared to the state average of 22.9%).</p>
Increase the percentage of students achieving the top 2 Bands in reading by 3% (NAPLAN).	The percentage of Year 7 students achieving in the top 2 Bands in reading was 29.36% and the percentage of Year 9 students achieving in the top 2 bands in reading was 20.86. NAPLAN did not occur in 2020 and when comparing the percentage increase using the 2019 data students achieving in the top 2 bands in reading was not achieved. Taking into account the disruption to learning that occurred in 2020 and 2021 this is most likely to have impacted on student progress and achievement.
Proportionally contribute to the Sutherland Principal Network target uplift of Aboriginal students attaining the HSC in 2021, while maintaining their cultural identity.	Four Aboriginal students attained their HSC in 2021 - These students are undertaking further tertiary studies including Nursing at Notre Dame, Primary Teaching at UOW, Social Science at UOW and a Childcare Traineeship at Orchard Early Learning. Three of the students participated in the NRL school to work program and one student was awarded the Toyota Australian scholarship of \$1000. The scholarship was used to purchase a Macbook Air improve access to learning through emerging technologies both during the HSC year and for university studies. Aboriginal students were able to enrich their school experience through their continued participation in a range of cultural programs including Gamarada Day, Aimee and Speak up.



## Strategic Direction 2: Effective feedback and collaboration

### Purpose

Explicit systems for collaboration and feedback sustain quality teaching practice and a culture strongly focused on student learning where all are challenged to innovate, succeed and achieve their personal best. Teachers integrate formative assessment strategies in every classroom every day to ensure learning takes place to drive ongoing, school-wide improvement in teaching practice and student results. Our teachers engage in collaboration, professional dialogue, classroom observation, modelling of effective practice to support excellence in teaching.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Highly effective evidence-based teaching and learning practices

### Resources allocated to this strategic direction

**Professional learning:** \$10,000.00

**School support allocation (principal support):** \$0.00

### Summary of progress

The initiatives for Strategic Direction 2 are developing collective teacher efficacy around using evidence-based teaching and learning practices, including formative assessment, explicit teaching, teacher collaboration and feedback.

The Formative Assessment 2021 Professional Learning program has been completed. Baseline data from Semester 1 reports have been collated to be able to see a measurable improvement in student learning outcomes for Stage 4 in 2022. Teachers are visibly using a range of Formative assessment data to inform classroom practice and the shared vision around Dylan Wiliam and John Hattie's research is being embedded throughout all faculties.

TJHS teachers have engaged well with educational dialogue focused on Formative Assessment, the modelling of effective practice to support excellence in teaching and learning in their classroom.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
3% increase in the percentage of students achieving the top 3 Bands in the HSC	The 2021 HSC results were the best cohort results in over 10 years. Despite this, our work with Formative Assessment has been delayed due to COVID-19 and therefore it is difficult to draw a connection with these results.
30% of teaching staff have participated in the Quality Teaching Rounds program, collaborating with staff across KLA's to improve their practice.	In 2021, 18 staff (approximately 25%) across a range of KLAs completed the Quality Teaching Rounds. Due to COVID-19, we were unable to induct new participants. This is now a focus for 2022.
All teachers have completed the 2021 Formative Assessment Professional Learning Program and have demonstrated evidence of applying the principle of 'Clarifying and Sharing Learning Intentions and Success Criteria' in their classroom practice. This is evidenced through the QTR evaluation data.	Through the 3 Professional Learning Seminars TJHS staff engaged with Dylan Williams principles of 'Clarifying and Sharing Learning Intentions and Success Criteria' and developed their understanding of effective use in the classroom. All staff were provided with the Learning Intentions and Success Criteria (LISC) banners to have in their respective classrooms. Staff were provided with exemplars of Formative Assessment that were being used across KLA's in the school.  87.5% of QTR respondents indicated that they saw LISC being used in all

<p>All teachers have completed the 2021 Formative Assessment Professional Learning Program and have demonstrated evidence of applying the principle of 'Clarifying and Sharing Learning Intentions and Success Criteria' in their classroom practice. This is evidenced through the QTR evaluation data.</p>	<p>QTR observations. 100% of QTR respondents feel confident in supporting teachers in their faculties to improve the sharing of Learning Intentions and Success Criteria and the use of formative assessment/visible learning strategies. 100% of respondents were rated in the top two bands for expressing that they have improved their teaching and learning and have become more confident over the course of 2021. Development is needed to use formative assessment/visible learning strategies used to assess students' learning against the Success Criteria where only 62.5% responded that they have used it.</p>
<p>Analysis of Stage 4 Semester 1 and 2 reports establish baseline data to inform improvement measures for 2022-2024, for Students achieving A and B levels for Learning Outcomes in Semester Reports.</p>	<p>Due to Remote Learning (COVID lockdown 2021), baseline data for Semester 2 was unable to be used.</p> <p>Semester 1 Data for 2021:</p> <p>Year 7 - 55% achieved A and B levels for Learning Outcomes.</p> <p>Year 8 - 52% achieved A and B levels for Learning Outcomes.</p> <p>Stage 4 Combined - 54% achieved A and B levels for Learning Outcomes.</p>
<p>10-25% of teachers across KLAS collaboratively develop teaching and learning and programs embedding the QTF.</p>	<p>Evidence, including teaching and learning programs and work samples, substantiates that staff who participated in the Quality Teaching Rounds have since embedded the dimensions and elements into teaching and learning programs and resources. This is occurring across a range of KLAS and continues to be a focus for 2022.</p>
<p>QTR student surveys demonstrate the number of students that have a clear understanding of the quality of work expected and its significance in each lesson.</p>	<p>Survey data indicates students have an increasingly clear understanding of what is expected of them each lesson and the significance of the learning. Work samples collected across various KLAS support this. For example, faculties are increasingly utilising explicit quality criteria such as worked examples and exemplars. Faculties are also improving teaching and learning resources to reflect the elements of the Quality Teaching Framework.</p>

## Strategic Direction 3: Building capacity and resilience

### Purpose

Building capacity and fostering resilience within a supportive environment, underpinned by high expectations, develops educational aspiration and ongoing performance improvement throughout the school community. 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 support the continuity of student learning at key transition points, provide effective teacher induction and build the leadership capacity of all. There is a strategic and planned approach to develop whole school processes that support the wellbeing of all staff and students so they can connect, succeed and thrive.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Student Leadership
- Staff Leadership

### Resources allocated to this strategic direction

**Aboriginal background:** \$0.00

**Socio-economic background:** \$25,000.00

**Professional learning:** \$10,000.00

### Summary of progress

#### Student Leadership

The goal for SD3: Student Leadership 2021 was to increase the visibility and functionality of Student Leadership Groups at TJHS. Some progress towards this goal has been made with the SRC. SRC students have chaired formal year assemblies, continued to develop their confidence in public speaking, event management processes and have undertaken various skill building and mentoring workshops within the group. These students made the most of COVID lockdown and produced multiple videos which were distributed to TJHS students and the community through Google Classroom and our social media channels. Tangible progress around the school grounds has been delayed due to the COVID lockdown. These plans will resume in full force in 2022. The aim throughout 2022 and beyond will be to increase the visibility, functionality and opportunities for all Student Leadership groups at TJHS.

#### Staff Leadership

The goal for SD3: Staff Leadership is to *"Provide professional learning opportunities for staff to develop effective instructional leadership attributes and management skills to facilitate whole school improvement"*

Key to achieving these goals is the strengthening of our current Teacher Induction Program which has been achieved through a comprehensive 6-month induction program that gives all new staff members an understanding of the processes and directions at TJHS. Throughout 2021, staff were provided with many opportunities to apply for internal Leadership positions through an internal Merit based selection process. For staff who went through this process, it provided them with additional knowledge and skills in support of their leadership development.

The Aspiring Leadership Pilot program has been developed and staff looking to develop their leadership skills have signed on to be involved in the pilot program for 2022 and 2023. This program will commence Phase 1 of the program in 2022.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Use our baseline data of 68% to determine accuracy of statistic through effective survey questioning of students..	Data presented from the TTFM states that 73% of students experience positive well being at The Jannali High School. This current level has exceeded our baseline data of 68%.

An increased percentage by 5% of student participation in leadership programs across the school.	Student Leadership Group surveys need to be conducted to produce evidence and data for this.
Pro forma for scope and sequence for student leadership programs developed and distributed to relevant coordinators.	A survey was sent out to teachers of the SLGs, however, not all teachers responded. Additional data needs to be collected. This will resume during meetings in 2022.
Analysis of current staff accreditation needs to establish baseline data for higher levels of accreditation.	Accurate records of staff accreditation is available, however, this has not been utilised.
Aspiring leaders program is developed and relevant staff identified by Head Teachers through the PDP process..  All staff aware of leadership opportunities at TJHS.	TJHS has created a small executive team that developed the pilot Aspiring Leadership Program. Staff have nominated to be involved in this pilot program which will commence at the beginning of 2022. This leadership program will be supported using the current PDP process.. Staff across the school were regularly provided with opportunities to apply for school based, merit selection positions along with the Aspiring Leadership Program.
2% increase in the overall percentage of students attending school 90% of the time or more.	In 2021, the school combined cohort of 1104 students had an Attendance rate of 88.6% over the course of the year. 60.5% of students attended more than 90% of the time.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$345,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at The Jannali High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All students with integration funding have an SLSO allocated and a Personal Learning Pathway in Sentral which is communicated to all teachers.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> PLPs are reviewed regularly and adjusted in collaboration with teachers, parents and the student.</p>
<p>Socio-economic background</p> <p>\$92,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at The Jannali High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Leadership</li> <li>• Staff Leadership</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• resourcing to increase equitability of resources and services</li> <li>• supplementation of extra-curricular activities</li> </ul> <p><b>The allocation of this funding has resulted in:</b> A range of wellbeing programs, processes and procedures are in place to support the educational wellbeing of all students. The Wellbeing Team, Learning Support Team and Student Leadership Team develop annual goals and plans based on the needs of the students and school priorities.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Wellbeing data through Tell From Me Surveys will be analysed to evaluate the effectiveness of our programs.</p>
<p>Aboriginal background</p> <p>\$22,000.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at The Jannali High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Leadership</li> </ul>

<p>Aboriginal background</p> <p>\$22,000.00</p>	<ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• community consultation and engagement to support the development of cultural competency</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The allocation of this funding has resulted in: The employment of a trained SLSO to deliver the Quick Smart intervention program to 3 ATSI students in 2021 (both face to face and online during Remote Learning.) The completion of PL Pathways for individual students. The ongoing partnership with AIME. Partial funding of a school JEM Mentor to support selected ATSI students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To source culturally appropriate and relevant resources to enhance school-wide knowledge and understanding of Aboriginal culture and significant issues.</p>
<p>English language proficiency</p> <p>\$23,000.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at The Jannali High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Our EAL/D Teacher supports up to 30 identified students 2 per week.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Our EAL/D Teacher will be work with classroom teachers to be able to report on their progress.</p>
<p>Low level adjustment for disability</p> <p>\$115,000.00</p>	<p>Low level adjustment for disability equity loading provides support for students at The Jannali High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• support for students in Life Skills; Individual Learning Plans/Profiles; HSC Special Provisions</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p>

<p>Low level adjustment for disability</p> <p>\$115,000.00</p>	<p>The allocation of this funding has resulted in: full-time employment of Learning &amp; Support Teacher, providing assistance to students in mainstream classes who have disability and need additional support, utilising a collaborative and consultative approach with teachers, students and their families.</p> <p>The allocation of this funding has resulted in: full-time employment of Learning &amp; Support Teacher, providing assistance to students in mainstream classes who have disability and need additional support. Utilising a collaborative and consultative approach with teachers, students and their families.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The allocation of this funding has resulted in: full-time employment of Learning &amp; Support Teacher, providing assistance to students in mainstream classes who have disability and need additional support. Utilising a collaborative and consultative approach with teachers, students and their families.</p> <p>Continue to provide timely and specialist support to students and teachers so that students with a disability can learn “on the same basis” as their mainstream peers.</p>
<p>COVID ILSP</p> <p>\$78,139.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Small group tuition focusing on numeracy or literacy.</li> <li>• Pre test (PAT test) and teacher consultation to identify students in need</li> <li>• Post- test (PAT) plus NAPLAN and Check-in assessments to measure student growth and impact of intensive learning support.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Impact on learning: Improved confidence observed by COVID ILSP teacher. Over 90% students improved in their post test. Remaining 10% maintained pre-test result. 75% of students felt their learning had been positively impacted by the intervention and thought their skills could be transferred to a broad range of learning areas. 90% students would like to continue in the program if offered to them in 2022. Attendance of students in T4 2021 post- lockdown has generally improved. This is consistent with students across the whole school. Impact on staff: Improved analysis of data by teachers involved in the program. Withdrawal of disengaged students to attend intensive support, allowed the classroom teacher to focus and teach their content to remaining students. Usual classroom Maths teacher reported that student engagement and enjoyment in maths classes improved. Impact on school: Program aligns with TJHS Strategic Direction 1: Improved student growth and attainment in the areas of literacy and numeracy. All staff aware of the intervention as they had input into nominating students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> NAPLAN and Check-in data analysed to identify 2021 growth and planning for 2022. This analysis of data enables the identification of students in need as well as specific content deficits. In 2021, year 8 and 9 students were targeted, with a small group of year 11s. Next year, the first tuition cycle will target year 8 2022 students. Based on teacher feedback, the plan is to complement small group withdrawal with individual support within a class</p>

COVID ILSP \$78,139.00	setting. This will support teacher and student to continue to engage in current stage based content in a supported environment.
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## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	405	418	480	533
Girls	398	445	499	529

Student enrolment numbers in 2021 were significantly higher than in the previous 3 years although there had been a steady increase over this time. Having 10 partner primary schools, a strengthening primary transitions program and carefully considering curricular and extra-curricular offerings to support student needs are factors for increasing numbers of local students choosing The Jannali High School as their first choice school.

### Student attendance profile

School				
Year	2018	2019	2020	2021
7	93.8	94.2	95.5	91.7
8	91.1	90.6	93.2	90
9	89.6	90.1	92.4	88
10	86.8	87.2	91.5	88.2
11	80.5	84.1	91.1	85.8
12	91.2	85.9	93.4	90.3
All Years	89.9	89.6	92.9	89.2
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

The Wellbeing Team ensures that non-attendance is addressed on a daily basis. Follow up for whole day and partial attendance occurs with daily SMS texts sent to parents / carers to explain absences. Attendance is monitored and discussed at weekly Wellbeing Team meetings. Attendance concerns lead to letters, parent meetings and allocation to the Home School Liaison Program and Attendance Improvement Plans. Deputy Principals devise Partial Attendance Plans in collaboration with parents and Miranda District Office for students with specific needs. All decisions are guided by the School Attendance policy which details the management of non-attendance.

In 2021, the school combined cohort of 1104 students had an Attendance rate of 88.6% over the course of the year. 60.5% of students attended more than 90% of the time.

### Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## Management of non-attendance

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

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

## Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	N/A	0	2
Employment	11	5	25
TAFE entry	1	3	11
University Entry	N/A	N/A	44
Other	N/A	N/A	13
Unknown	1	1	5

Post School Destinations From a cohort of 144 students who sat the HSC in 2021, 63 commenced study in a university course in 2022, that is 44 %. The most popular university of choice was again the University of Wollongong with 35 students commencing study in 2022. Five students have chosen to study at the University of Sydney. Four students began their studies at the University of Notre Dame. Three students each are attending the Australian Catholic University and the University of Technology Sydney. Two students selected to study at Macquarie University and the University of Western Sydney. One student each has chosen the University of NSW, the Australian National University, the International College of Management Sydney, National Institute of Dramatic Art the National Art School and the University of New England. Excluded from these university figures are those students who have reported taking a GAP Year, a significant increase on previous years. Most of the 13% have reported deferring university courses. Graduates from 2021 have reported studying Vocational Courses with TAFE being the dominant provider as well as one each at Brent St. Performing Arts, Ev & Bow Performing Arts, Taronga Training Institute, Orana Fashion Business College and the Academy of Film, Theatre & Television.

## Year 12 students undertaking vocational or trade training

33.55% of Year 12 students at The Jannali High School undertook vocational education and training in 2021.

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

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In 2021, thirty-three Year 12 students chose to do a vocational education course externally at TAFE as part of their HSC. Eleven Year 11 students studied a vocational education course externally at TAFE . One Year 11 student completed a VET course at Taronga Training Institute and one at UVAIR.

Externally delivered vocational courses included; Automotive, Animal Studies, Aviation (Remote Pilot), Baking, Beauty Services, Business Services, Design Fundamentals, Early Childhood Education and Care, Electro-technology, Entertainment Industry, Fitness, Human Services Assistance (Nursing or Allied Health), Plumbing, Real Estate Practice, Tourism Travel and Events, Visual Arts and Contemporary Craft.

### School Based Apprenticeships and Traineeships (SBATs)

In 2021, the school supported 2 Carpentry School Based Apprentices in Year 12 who completed the first year of their apprenticeship as well as their HSC. They attended Gympie TAFE and are employed by local businesses. Three Year 11 students commenced their SBAT: one each in Plumbing, Commercial Cookery and Retail.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	53.6
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	12.57
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Professional learning and development of new and beginning teachers is supported at The Jannali High School through a comprehensive Beginning Teacher program. All beginning teachers are provided with tailored support and one-on-one

mentoring through the process, with six staff members achieving accreditation at proficient in 2021. Support is also provided to supervisors in staying up to date with changes to accreditation processes at all levels.

With a significant number of staff towards the end of the Maintenance of Accreditation cycle, support in understanding the Accreditation Policy and meeting requirements has been embedded into all staff development days and twilight sessions, and will continue to be expanded on in 2022.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	766,774
<b>Revenue</b>	12,038,226
Appropriation	11,263,837
Sale of Goods and Services	203,553
Grants and contributions	550,723
Investment income	1,113
Other revenue	19,000
<b>Expenses</b>	-12,895,302
Employee related	-11,403,898
Operating expenses	-1,491,404
<b>Surplus / deficit for the year</b>	-857,076
<b>Closing Balance</b>	-90,302

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.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	213,911
<b>Equity Total</b>	350,848
Equity - Aboriginal	18,551
Equity - Socio-economic	91,009
Equity - Language	55,142
Equity - Disability	186,146
<b>Base Total</b>	9,876,668
Base - Per Capita	241,340
Base - Location	0
Base - Other	9,635,328
<b>Other Total</b>	577,686
<b>Grand Total</b>	11,019,112

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 2021.

## 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.

### Numeracy

Despite the challenges of Covid-19, students at TJHS have continued to perform extremely well in the Numeracy domain. Results show that students in both Years 7 and 9 have consistently outperformed students at statistically similar schools and are also performing above state averages. These continued improvements in our numeracy outcomes reflect the strong teaching practices and programs within our Mathematics faculty, as well as our whole school focus driven by our recently formed Numeracy team. The team is responsible for delivering whole school professional learning that focuses on consistent numeracy strategies across all subject areas to help improve student outcomes.

Some noteworthy 2021 NAPLAN numeracy results include:

In Year 7, 72.9% of students achieved at or above expected growth, compared to the state average of 62.3%. 42.1% of students achieved in the top 2 bands, compared to the state average of 32.3%. And pleasingly only 13.4% of students achieved in the bottom 2 bands, compared to the state average of 21.8%.

45% of our Year 9 students achieved at or above expected growth, compared to the state average of 49.5%. While 29.2% of Year 9 students achieved in the top 2 bands (compared to the state average of 22.9%) only 13.5% of students achieved in the bottom 2 bands (compared to the state average of 22.7%) which is encouraging.

### Literacy

The Jannali High continues to have a strong focus on improving student's literacy through whole school programs. These include explicit teaching of PEEL writing scaffolds in stage 4, increased participation in The Premiers Reading Challenge which is supported by a program of reading in roll call. The Literacy Team has delivered Professional Learning to staff embedding the recommendations of the Improving Literacy in Secondary Schools Guidance Report.

The National Assessment Program (NAPLAN) resumed this year with students in Year 7 and 9 completing assessments in the Literacy domains of reading, writing, spelling, grammar and punctuation. Many students in Year 7 performed at or above expected growth across all domains, above state averages and within the top 2 performance bands.

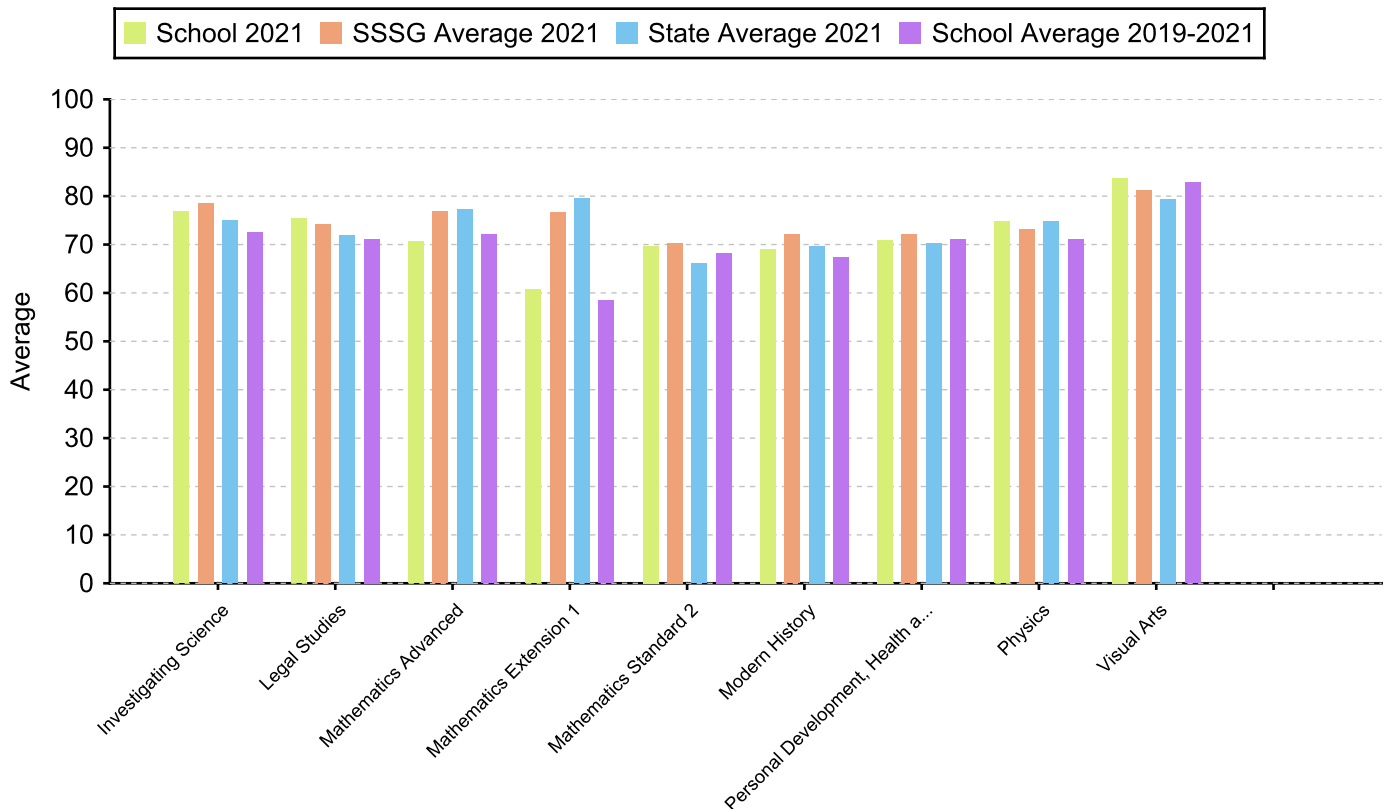
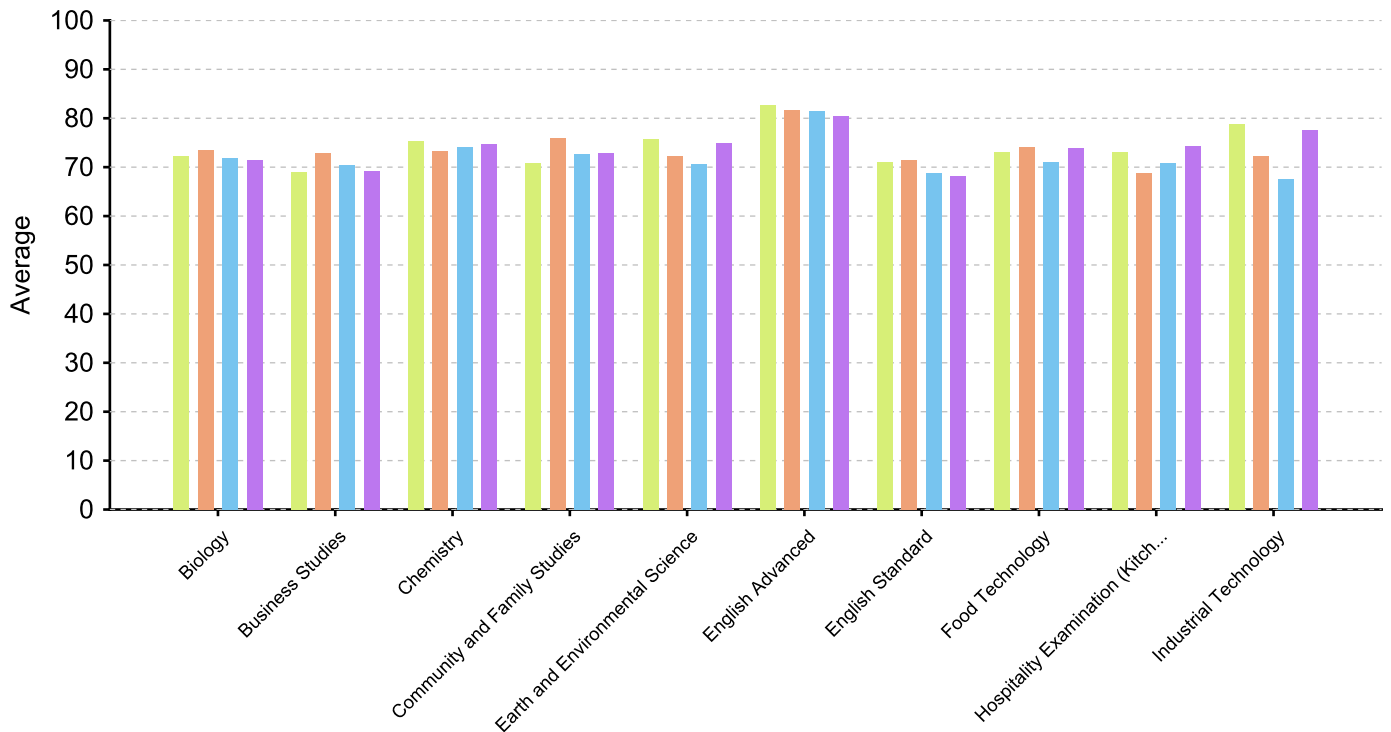
Domain At or above expected growth Top 2 bands Reading 51% 29% Writing 59% 20% Spelling 63% 29% Grammar and punctuation 63% 30% Year 9 students also performed well with the majority of students achieving at or above expected growth. Students achieved very close to state averages and achieved higher than state averages in spelling. Domain At or above expected growth Top 2 bands Reading 52% 21% Writing 49% 10% Spelling 58% 18% Grammar and punctuation 53% 17%



## 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 2021	SSSG	State	School Average 2019-2021
Biology	72.2	73.6	71.9	71.4
Business Studies	69.1	72.9	70.4	69.3
Chemistry	75.3	73.3	74.1	74.7
Community and Family Studies	70.8	75.9	72.7	73.0
Earth and Environmental Science	75.8	72.2	70.6	75.0
English Advanced	82.7	81.7	81.4	80.5
English Standard	71.1	71.4	68.8	68.2
Food Technology	73.2	74.0	71.0	74.0
Hospitality Examination (Kitchen Operations and Cookery)	73.0	68.8	70.8	74.3
Industrial Technology	78.8	72.2	67.7	77.6
Investigating Science	76.8	78.5	74.9	72.6
Legal Studies	75.4	74.2	72.0	71.2
Mathematics Advanced	70.6	76.8	77.4	72.1
Mathematics Extension 1	60.7	76.7	79.5	58.5
Mathematics Standard 2	69.7	70.4	66.1	68.2
Modern History	69.1	72.1	69.7	67.5
Personal Development, Health and Physical Education	70.9	72.1	70.3	71.1
Physics	74.8	73.2	74.8	71.1
Visual Arts	83.8	81.3	79.4	82.8

2021 saw students achieving excellent results in both the Advanced and Standard English courses. Both courses saw significant numbers of students achieving above the state average, with the Standard course seeing 61% above the state average and 82% Advanced cohort achieving about the state average. Again we saw strong results across all modules, with poetry continuing to be our strongest areas of achievement. Targeted development of explicit and modelled response writing, implementation of the Bubble Method of textual analysis in instances and collaborative marking practices were a focus this year. This ensured that in a significant number of cases our assessment results were highly accurate when compared to exam performance. These results are indicative of the upward trend we have been observing in English achievement over recent years. Further development of modelling, scaffolding, explicit feedback practices and reflection will continue to be a focus in 2022.

The HSIE faculty saw classes complete the HSC in Business Studies, Geography, History Extension, Legal Studies, Modern History and Society & Culture. This was a significant increase in the size and number of classes when compared to the 2020 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 explicit literacy strategies, explicit quality criteria and adjustments to teaching and learning became part of HSIE practice to accommodate remote learning. Further to this, 2021 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 2021 HSC cohort saw the majority of students achieving bands above expectations and state average. Notable success was achieved in Geography, 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 use of high leverage strategies, continued use of literacy strategies and 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 2022 and beyond.

Strong results were achieved in Visual Arts, Drama and Music in 2021. 20% of the school's Band 6s (7 in total) were awarded in CAPA subjects which is more than any other faculty. A significant number of students achieved above the state average in our HSC courses. One student was selected for ARTEXPRESS and Art Rules. Our strong results led a number of students to post schooling opportunities in the creative and performing arts. Two students have gone on to study Fine Arts in tertiary institutions including the University of Sydney and the National Art School respectively. One Drama and Visual Arts student is now studying at the Academy of Film, Theatre and Television. One Drama student completed a portfolio of Theatre Criticism for her HSC and her strong critical voice gained her a part-time position as a reviewer for Theatre Travels, with her first theatre review published online for Melbourne Fringe Festival. One student is studying to be a Drama teacher at the University of NSW while another is studying a Bachelor of Theatre and Performance Studies at the University of Wollongong.

The HSC results in Industrial Arts/Computing were exceptional given the COVID circumstances. There was a continued trend of improved results year on year, with an impressive 6 / 11 students in Industrial Technology (Timber and Multimedia) achieving a band 6. In Design and Technology 75% of students achieved a band 5, which shows an overall improvement in results for the 4th year in a row. VET Construction results were steady and like the 2020 results were just above state average.

Students in both Personal Development, Health and Physical Education and Dance performed well in the HSC. Throughout 2021, the PDHPE Faculty was committed to engaging students (often remotely) in a very challenging year. Programs, resources and online lessons were developed to allow students to access all resources and their teachers online. Results in PDHPE saw over 58% of our students achieving Bands 4, 5 and 6. All Dance students achieved above Band 4.

## 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 Leadership 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 Leadership 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 2021 we have continued to strengthen these processes through the School Improvement Leadership Team using a school self-evaluation tool that is mapped across the school year and linked to the school's improvement measures as well the School Excellence Framework.

The Jannali High School has a proactive Student Representative Council consisting of students in Years 7-12. Each year the SRC develop a set of goals to achieve resulting in a range of improvements across the school. To develop their annual goals, the SRC feedback from the student body and then use this voice to work with the school executive to put their initiatives into place.

Throughout 2021 an established Communication and Engagement Team consisting of members from the key stakeholder groups of staff, students and parents, worked with Little Marketing to evaluate the school's branding and key messaging. The project not seeks to strengthen the school's reputation within the local community and ensure branding and key messages reflect the school vision statement and priorities, it is also designed to build pride in the school amongst students.

# Policy requirements

## Aboriginal Education Policy

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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.

## Aboriginal Education - School statement

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Once again, the school had over 20 ATSI student enrolments. This meant that all staffing selection panels had an ATSI representative from the Sutherland local AECG. We continued to strengthen our relationship with the AECG by hosting meetings at the school.

We continued our long association with AIME. This took the form of weekly Tutor Squad sessions held at the school during Semester 1.

We continued with the NRL School to Work Program that provides one-on-one support for senior ATSI students as they transition out of the senior school. Both Year 12 ATSI students went on to tertiary education in 2022.

Eight staff volunteered for Kirinari Tutoring over the course of the year. Staff travelled to the Kirinari Hostel in Gympie and gave residential students there one on one tutoring and support on Thursday afternoons.

ATSI students and their families collaborated with staff on Personalised Learning Pathways.

One student in Year 10 was nominated for the annual Nanga Mai Awards. One student in Year 8 was nominated for the Deadly Kids Awards.

Six staff members attended the Australian Human Rights Commission online sessions titled Wiyi Yani U Thangani First Nations Womens Voices. Two staff attended University of Sydney's Leadership in Aboriginal Education conference in October.

Interested staff have formed the TJHS Aboriginal Education team and keep all resources, events and activities in one shared google drive.

## Anti-Racism Policy

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

## Multicultural and anti-racism education - School Statement

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The school celebrated multicultural diversity through the focus on Harmony Day and related activities in March. The recruitment of a new EALD teacher led to the development of a responsive program to support Emerging, Developing and Consolidating EALD students. This program was strengthened by the establishment of the Head Teacher Learning Support role that has led to leadership and a shared vision in this area.

Our International Student Program, led by Ms Fisher contracted significantly over 2021. Nevertheless, we were still able to host 3 international students (two from Taiwan and one from China) as well as a student from Japan that was part of the Study Abroad program.

## Other School Programs (optional)

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### CAPA Faculty Report 2021

Students in Music and Visual Arts achieved excellent results in the HSC with a number of Visual Arts, Drama and Music students achieving Band 6s and Band 5s.

We strengthened our curriculum by introducing Visual Design, a new elective for Year 10. We organised excursions to enrich learning experiences for CAPA students, which included excursions to ARTEXPRESS at the Art Gallery of NSW, The National Art School, The Archibald Prize at the Art Gallery of NSW and a sustainable design excursion to Reverse Garbage.

We produced our annual CAPA On Show as a virtual production, held the annual Jannalibald Portrait Prize Competition and exhibition as well as a video exhibition of our HSC Bodies of Work.

We welcomed new members to our extra and co-curricular programs including the TJHS Vocal Group, Tech Crew, Art Club and the TJHS Concert Band. We launched Theatre Sports which takes place on Thursday afternoons.

The Jannali High School Concert Band performed at a number of events and continued to develop as musicians. They performed at Club Menai with Sutherland PCYC and at various school functions.

Our strong results led a number of students to post schooling opportunities in the creative and performing arts. Year 12 Visual Arts student, Isabella B, gained early entry into a Bachelor of Visual Arts at Sydney College of the Arts, University of Sydney and also accepted into the National Art School. Her Body of Work, a series of monoprints, was selected for exhibition at Art Rules at Hazelhurst Gallery as well as ARTEXPRESS. Kayle D has gone on to study Fine Arts at the University of Sydney.

Drama and Visual Arts student, Tanith G, is studying at the Academy of Film, Theatre and Television. Drama student, Paola P completed a portfolio of Theatre Criticism for her HSC and her strong critical voice gained her a part-time position as a reviewer for Theatre Travels, with her first theatre review published online for Melbourne Fringe Festival. Lily C is studying to be a Drama teacher at the University of NSW and Kathryn S is studying a Bachelor of Theatre and Performance Studies at the University of Wollongong.

### White Ribbon

The Jannali High School continues to support and raise awareness regarding domestic violence and Violence against Women by active involvement in the 'Breaking the Silence School's Program. The focus for schools this year was '*Walk for Respectful Relationships*'. With Covid restrictions still in place, the Student Representative Council (SRC) chose to design and deliver a powerful message via video that was promoted and viewed through Roll Call to all students. This video was promoted to our school community through the school's website.

### Key Message

*"When we excuse disrespect, it can grow into violence. Therefore, it is important that we raise awareness around these issues. Stop it at the start. Call out, speak out help out."*

### Duke of Edinburgh Award Scheme

The Duke of Edinburgh Award Scheme was able to continue in 2021. Whilst it was heavily affected by the COVID-19 pandemic students completed components of the award where possible. We were able to run two successful silver

adventurous journeys early in 2021, however all bronze kayaks trips were delayed until 2022.

### **Jannali CARES Sustainability Team**

The Jannali CARES initiative has built upon previous successes such as the blue-lidded return and earn bins which enable plastic, aluminium, and paper to be sustainably recycled, and therefore reduce and prevent these items from entering local landfills, minimising our school's overall ecological footprint. This focus on sustainability has continued in 2021, with classroom surveys being administered to ensure adequate recycling bins are located within each classroom, further ensuring our students develop the qualities of responsible and conscientious citizens. The CARES program has consistently engaged with the school community, organising, and designing improvements to the main playground area. This upgrade incorporates native Australian flora, with the aim of significantly improving biodiversity and habitats for local native species including the Australian Native Bee. Furthermore, the new Passive Area design integrates outdoor learning spaces such as an outdoor amphitheatre, which can be used as a classroom. Moreover, these improvements will allow students to build genuine connections to Country, facilitating and enriching the learning of our First Nations' cultures, knowledges, and teaching methods. As well as building the capacity of our non-Indigenous students to learn in a hands-on and enriching environment to make clear connections to real-life learning.

### **Future Focused Learning Program**

2021 saw the continued growth and expansion of our Future Focused Learning Program at TJHS. With a growing student and teacher population we invested in the school funded Future Focused Learning Head Teacher allocation to oversee the continued development of our professional learning community that has nurtured a culture of inquiring, critical, independent learners and leaders for the future.

Our 1:1 BYODiPad initiative is a hallmark of our success: creating authentic learning opportunities that equip students with the skills and capabilities to thrive in today's rapidly changing and interconnected world.

As part of this ongoing success and innovation our school was selected by the NSW Department of Education to participate in the Apple Up Lift Program. This saw the allocation of 30 Department Staff MacBook computers and 25 Student iMac computers that were used to create a designated MacLab and learning pods in our Creative and Performing Arts classroom and Future Focused Learning room. These devices run high-performance graphic design, photoshop and coding software are a bookable resource accessible to all students and teachers.

In addition to this, The Jannali High School was named an Apple Distinguished School 2021-2024. Apple Distinguished School are centres of innovation, leadership and educational excellence. They use Apple technology to connect students to the world, fuel creativity, deepen collaboration, and make learning personal. Our latest application can be viewed here:

[https://jannali-h.schools.nsw.gov.au/content/dam/doe/sws/schools/j/jannali-h/learning/apple/Apple\\_Distinguished\\_School\\_Application.pdf](https://jannali-h.schools.nsw.gov.au/content/dam/doe/sws/schools/j/jannali-h/learning/apple/Apple_Distinguished_School_Application.pdf)

In 2021 TJHS continues to refine our approach to developing learner's adept for the 21st Century and beyond by providing flexible learning spaces.

Effective learning spaces:

- \* are mobile, flexible, varied, and connected
- \* provide students with choice in where and how they learn
- \* can be adapted to accommodate learning modes and technology
- \* provide optimum learning conditions such as temperature, light and acoustics
- \* support opportunities for students to learn independently and in small and large groups
- \* support collaborative learning and teaching for students and teachers

Our Future Focused Learning Lab & MacLab provide the environment necessary for explicit teaching, and staff and student collaboration.

Our Challenge Based Learning initiatives continued; however, some COVID restrictions that prevented our Year 8 Cross-Curricula CBL with English and Languages from going ahead.

However, in Science, Year 8 were challenged to answer the driving question: How can we design and build sustainable structures for particular ecosystems? During this unit students work on developing their communication, collaboration, critical and creative thinking skills.

Students were required to work in groups with each group required to design a new piece of infrastructure for their selected area working within a budget. Groups sketched their design, built a prototype then pitched a solution to their class. Finally, each group communicated impacts of their infrastructure solution to University of Technology Sydney representatives.