

2022 Annual Report

St Johns Park High School



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Introduction

The Annual Report for 2022 is provided to the community of St Johns Park High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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.

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School vision

At St Johns Park High School we are committed to developing the talents and capabilities of all students to enhance learning and achievement. Our aim is to prepare students socially, emotionally and academically to lead rewarding lives as engaged, responsible citizens in an inclusive and dynamic community. Our work relies on students, teachers, parents and school leaders working together. We provide high impact professional learning for our teachers and together we foster a high expectations learning culture to ensure every student has a strong foundation in literacy and numeracy to maximise their learning and to be well prepared for higher education, training and work.

School context

St Johns Park High School is a proud comprehensive school of over 900 students, in South Western Sydney, where more than 90% of students are from a language background other than English. We acknowledge the Cabrogal of the Darug Nation who are the traditional custodians of this Land.

The school has a strong reputation as a provider of quality educational services and outcomes for a diverse community. It includes a Special Education unit with six designated classes including mild to moderate intellectual disability and autism.

The school has a highly motivated staff to support students' academic, social and personal growth through a broad, relevant and innovative curriculum including VET pathways, high potential and gifted education (HPGE) programs, Accelerated Mathematics and authentic project based learning.

Our school is recognised for developing high-quality partnerships with external agencies, community and business experts. Our strategic partnerships have resulted in increased expertise and an enriched curriculum. They have led to positive student engagement, provided professional learning opportunities for teachers, improved students' quality of work, and promoted positive community relationships.

Our teachers provide a quality learning environment for students that draws on research-informed pedagogy and evidence based practice. Teachers are involved in research, collaboration, data analysis and professional learning to continually reflect on and improve their practice.

At the core of our school improvement journey is a culture of collaboration and collective responsibility to improve practice and develop consistency to improve student achievement. Our analysis led to our high level priorities focused on literacy, numeracy, effective teacher practice and collaboration, student engagement and authentic partners in learning.

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	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To develop and refine data driven teaching practices that are responsive to the learning needs of individual students and groups to maximise student outcomes in reading, writing and numeracy.

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.

- Data analysis for teaching and learning
- Explicit literacy and numeracy practices in the classroom

Resources allocated to this strategic direction

Socio-economic background: \$390,000.00

Professional learning: \$53,200.00

English language proficiency: \$689,526.00

Low level adjustment for disability: \$241,334.00

Summary of progress

St Johns Park High School performed a detailed analysis of the Results Analysis Package (RAP) for the 2021 Higher School Certificate (HSC) for all courses during Term 1 2022. The analysis discovered key areas of strength to be commended and areas in which to focus for future improvement and intervention. As an overview, the RAP analysis of the 2021 HSC results showed an improvement in the band distribution of the students across the cohort with the 2021 results being better than results over the previous 3 years. To extend upon the data analysis, staff were provided an opportunity to perform an item analysis which allowed HSC teachers to identify key learning areas requiring focus for each of their HSC courses. Staff were provided guidance and a scaffold to design an intervention strategy. Assessment scaffolds and feedback on draft submissions and pre-tasks were used to review the Stage 5 curricula that focused on the literacy and numeracy demands of Stage 6 courses. Staff evaluations following an assessment cycle highlighted that most teachers experienced an improved performance in student marks after embedding their identified intervention into their teaching and learning. The implication of these findings is that further professional learning would be beneficial regarding interventions.

During professional learning (PL) sessions, staff were also given an opportunity to self-assess their capabilities in their professional use of data in their day-to-day teaching or internal assessment. They compared themselves against the Australian Standards, School Excellence Framework and Curiosity and Powerful Learning data rubric. Staff mostly put themselves in the middle ranges of each scaffold suggesting they may need support to reach the higher levels. Different faculties focussed on different assessment strategies (and hence data collection) due to the nature of individual courses. A number of faculties use pre- and post- testing methods in different assessments or lessons and compare the data sets against each other to evaluate success of student achievement. Exemplar samples or sample answers at particular band levels were also a common feature across faculties. Time was commonly allocated for feedback mainly in returning of marks, however some faculties had made provisions for a feedback process. The next steps are to provide further opportunities for collaborative support and discussion among teachers and faculties to explore successful methods of data driven intervention processes and strategies along with feedback practices that are proven to improve student academic outcomes.

Staff Development Day in Term 2 focused on Visible Learning for Literacy & Numeracy. This was positively received by participating staff members, with 79% of staff agreeing or strongly agreeing the session had developed their understanding of a Visible Learning Framework for teaching Literacy and Numeracy and 81% of staff agreeing or strongly agreeing that the session had developed their ability to apply Visible Learning interventions in their teaching of Literacy and Numeracy. Evaluation of faculty deliverables arising from this Professional Learning session indicated a high level of competency amongst staff when required to extrapolate relevant focus areas for future literacy learning. Evaluation and feedback from staff expressed a desire for additional time and/or repeated opportunities to engage with Visible Learning pedagogies and more time to effectively plan for the delivery of Visible Learning for Literacy interventions. In response to this feedback, an additional professional learning session on Visible Learning for Literacy & Numeracy was delivered to staff via a Professional Learning Group session in late Term 2. As a result of this PL staff produced lesson plans embedding explicit literacy and numeracy teaching strategies in existing units of work.

The English Faculty collaborated to implement action learning interventions driven by NAPLAN 7 data that targeted the 'Grammar' sub-element of the National Literacy Learning Progression (NLLP). The interventions were designed to build staff capacity to make fair and consistent judgments against NLLP descriptors when monitoring individual student's

literacy progress, while enhancing students' capacity to identify and utilise sentence structures to communicate ideas and concepts. Staff planned, implemented and delivered teaching and learning activities, including redeveloped formative and summative assessment tasks. Implementation was supported by ongoing allocation of regular Faculty meetings to the design, sharing and critique of teaching and learning resources and by collegial evaluation of pre-and post-test student work samples against NLLP descriptors. As a result, student data reflected moderate increases in performance against descriptors and participating staff indicated an increased confidence in the ability to effectively utilize the NLLP and accompanying PLAN2 (Planning Literacy and Numeracy) software platform to monitor student progress. Next year the focus will be on closer alignment between NLLP interventions targeting Stage 4 cohorts and the whole school literacy approach of Visible Learning for Literacy, aiming to raise student attainment in NAPLAN Reading by application of research backed pedagogies and consistent teaching and learning protocols.

The Mathematics and Science Faculties collaborated to pilot action learning intervention that focused on two key elements of the Numeracy learning progression. Staff implemented various visible learning strategies, such as Direct Instruction in breaking down what the question is asking through decoding and defining terminologies required at the Surface Phase of learning. The intent was to improve student performance in the use of data and graphs; and ratio and percentages for Stage 4 students. The next steps are to extend this initiative to other faculties and expand the School Numeracy Team membership to involve teachers from other faculties. Further to this we will provide opportunities for staff to observe expert practice by experienced staff in 2023. These actions are important in order to lift Year 9 NAPLAN results in 2023.

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
Proportion of students in the top 2 bands in NAPLAN Reading is at or above the school's lower bound system-negotiated target	Data indicates an increase of 2.6% in the number of students achieving in the top two bands in NAPLAN reading indicating progress toward the lower-bound target.
Proportion of students in the top 2 bands in NAPLAN Numeracy is at or above the school's lower bound system-negotiated target	Data indicates an increase of 2.1% in the number of students achieving in the top two bands in NAPLAN numeracy indicating progress toward the lower-bound target.
Working towards Increased proportion of students achieving HSC course results in top 3 bands to be at or above the school's lower bound system-negotiated target	Data indicates a decrease of 6.8% in the number of students achieving HSC course results in the top 3 bands indicating progress yet to be seen toward the lower-bound target. However, in the extension bands there has been an increase of 0.8%.
Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in Reading and Numeracy	Data indicates a decrease of 11.7% in the number of Aboriginal students achieving in the top 3 NAPLAN bands in Reading and Numeracy indicating progress yet to be seen toward the annual progress measure.
Improvement in the percentage of students achieving expected growth in NAPLAN Reading to be above the school's lower bound system-negotiated target	Due to the cancellation of NAPLAN in 2020 no growth data is available.
Improvement in the percentage of students achieving expected growth in NAPLAN Numeracy to be above the school's lower bound system-negotiated target	Due to the cancellation of NAPLAN in 2020 no growth data is available.
90% of Yr 12 students achieving HSC Minimum Standards	Data indicates 96% of eligible graduating students met minimum standard indicating achievement of the annual progress measure.
Improvement in the percentage of students achieving expected growth in NAPLAN 9 writing	Due to the cancellation of NAPLAN in 2020 no growth data is available.

Strategic Direction 2: Effective assessment, differentiation and collaboration

Purpose

To embed effective systems to facilitate professional dialogue and share expertise to enhance teacher practice by working collaboratively on highly effective assessment practices and quality differentiated 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 assessment practices
- Quality differentiated teaching

Resources allocated to this strategic direction

Professional learning: \$37,000.00

Socio-economic background: \$250,000.00

Aboriginal background: \$21,825.00

Low level adjustment for disability: \$124,450.00

English language proficiency: \$10,474.00

Summary of progress

The school is utilising the Quality Teaching Framework (QTF) as a means of providing staff with a platform for critical reflection and analysis of current teaching and assessment practice. During a professional learning session staff were re-familiarised with the QTF by coding a sample Stage 4 task. 92% of staff agreed that the session improved their understanding of the Quality Teaching Framework, while 95% of staff agreed the session improved their ability to code a task using the quality teaching elements. Staff were also required to code a subject-specific Stage 4 or 5 task. Some faculties identified areas for improvements and made modifications to the task before delivering it to students.

Staff also collected corresponding work samples to annotate using a school specific template based on quality teaching elements. This process enabled faculties to use the QT elements to analyse the student samples and ascertain whether they achieved the intended purpose of the assessment or teaching task. The majority of faculties identified that deep knowledge and deep understanding were the most commonly achieved elements however, the annotations demonstrated a clear misunderstanding on the purpose of metalanguage used as an element of quality teaching and learning. As a result, faculties identified that the task required more modifications in 2023. In particular, 43% of faculties identified metalanguage as a target to improve in student samples.

In 2023, Head Teachers will lead quality teaching and coding of assessment tasks in faculties by making modifications and implementing the task from 2022. Faculties will also choose a new stage 4/5 task to deconstruct using the coding process during faculty meetings. In 2023, it is recommended that staff collect a range of student work samples to code, ensuring that the focus elements are met in a variety of samples. This will align with the 'What Works Best: 2020' update that strongly supports the use of high-quality assessment practices and making assessments a part of everyday practice. The quality teaching framework allows teachers to effectively evaluate the quality of assessment tasks and practices so that the learning outcomes of all students will improve.

The school's HSC Strategy, aligned to the Department's HSC professional learning, aimed to deepen the focus on the discriminating features of high achieving student HSC responses. The goal of the school's HSC strategy is to develop higher-quality Stage 6 teaching activities and tasks by using high leverage strategies to improve HSC performance. In 2022, teachers from four HSC subjects (Biology, English, Legal Studies and PDHPE) participated in two action learning cycles over Term 2 and 3. They also completed the Department's HSC professional learning in Term 4. It was evident that the four participating teachers developed a clear understanding of their subject's discriminating feature and improved their ability in using high leverage strategies. The two cycles of action learning also provided the teachers with an opportunity to reflect and inquire about their own learning and research and collaborate with other Stage 6 teachers. In 2023, four new HSC subjects (Mathematics, Chemistry, CAFS and Visual Arts) and associated staff will participate in two action learning cycles and a whole school session on the HSC Strategy, the discriminating feature and high leverage strategies will be delivered in 2023. Fundamentally, this professional learning will improve HSC as students will deepen their understanding of their HSC subject.

The High Performance and Gifted Education Program (HPGE) in 2022 focused on ensuring that there was a consistent use of the school's teaching and learning program template which has allowed for effective differentiation for all students. Additionally, teachers were introduced to the Curiosity and Powerful Learning rubrics (Framing Higher Order Questions and Set Challenging Learning Tasks) as tools for staff to individually reflect on teacher practice. Through purposeful and

planned professional learning staff developed teaching and learning activities that moved knowledge acquisition to knowledge application and built confidence in developing a range of learning opportunities for all students. All High Performance class teachers tracked student learning and their outcomes by collecting student work samples through the use of a Virtual Chronicle (Google Sites). High Performance Program evaluation surveys were conducted with staff and students to provide qualitative feedback about challenging learning experiences throughout the year. In 2023 staff will continue to build highly supportive learning environments where learners strive to be inquirers, knowledgeable thinkers and communicators that reflect on their own learning experience. Importantly, staff members will be provided an opportunity to share in successful practice to optimise and foster a deeper understanding of teaching strategies and programs that specifically cater for the needs of all high potential and gifted students..

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
Continue with systems and structures set up to improve collaboration.	In 2022, all teachers have effectively collaborated in a number of key initiatives across the school including HPGE, Literacy and Numeracy, HSC Analysis of Data, CPL team meetings and QT coding.
All faculties code, implement and evaluate at least 1 stage 4/5 faculty specific task	The leadership team presented a professional development session on QT Coding. All staff team have been re-familiarised with the Quality Teaching Framework and completed QT coding on a common Stage 5 task. Data indicates the majority of staff have a good understanding of the QT Framework and coding.
Survey all staff on the use of LISC	Majority of staff completed the LISC survey using Google Forms. All staff surveyed indicated that they always or sometimes set Learning Intention and Success Criteria in their lessons.
<ul style="list-style-type: none"> • DoE HPGE PL modules completed by senior exec and/or other staff • PDP Action learning cycle for PDHPE and two other subjects • Consistent use of program templates that show clear differentiation when planning for students to progress beyond the core learning goals • Identify student progress through the collection of student virtual chronicle across PDHPE, English, Mathematics, Science, Geography, History 	<p>Throughout the year, 7 staff members attended the HPGE 2 day leadership course which resulted in more staff trained at a leadership level therefore strengthening the on going implementation of the HPGE policy.</p> <p>Over the course of the year, 7 staff members indicated that they would include HPGE as a Performance Development Plan goal.</p> <p>During a staff meeting in Term 3, staff were presented with a teaching and learning template that had been specifically developed to incorporate differentiated activities for all learners. Staff evaluated the new template for further refinement.</p>
<ul style="list-style-type: none"> • Action learning cycles for Biology, English, Legal Studies and PDHPE. • Each subject's teacher to complete the HSC Professional Learning. • Lessons developed based on the discriminating feature and ONE high leverage strategy. • Annotations of teaching artefacts and student samples. 	<p>Two cycles of action learning were completed with staff teaching Biology, English, Legal Studies and PDHPE. This developed the capacity of teachers to identify growth in the discriminating feature (DF) and the use of high leverage strategies (HLS) resulting in higher-quality tasks and more engaging activities for their students.</p> <p>Biology, English, Legal Studies and PDHPE also participated in the Department's HSC professional learning in Term 4 which provided an opportunity to further their understanding of the DF and HLS in their subjects. Staff were also provided the opportunity to collaborate and share practice with teachers from across the state.</p> <p>Each teacher created at least two lessons based on the DF for their subject and a combination of HLS.</p> <p>Teachers annotated teaching artefacts and student samples at least three times. Annotations of student samples assisted teachers to identify the DF in student answers. This informed their lesson planning and teaching and learning to better support students and assist teachers to make appropriate links when aligning the high leverage strategies needed to achieve the discriminating feature.</p>

Strategic Direction 3: Student engagement and learning partners

Purpose

To cultivate student engagement and build a strong sense of belonging so that every student is challenged to continue to learn.

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.

- Every student is engaged and challenged
- High expectations and authentic learning partners

Resources allocated to this strategic direction

Socio-economic background: \$290,000.00

Refugee Student Support: \$17,469.30

Student support officer (SSO): \$96,058.00

Integration funding support: \$87,499.00

Summary of progress

The focus for 2022 was on the implementation of teaching and learning protocols to create explicit professional practice and to continue guiding our Curiosity and Powerful Learning (CPL) Instructional leaders. Our CPL team have delivered targeted professional learning to staff, focusing particularly on data informed practice, HSC high leverage strategies and literacy and numeracy. Teachers used student data to reflect, plan and embed quality practices into their teaching programs, adjusting them to meet student needs. In future, teachers will use these teaching protocols to explicitly demonstrate their practice in the classroom as part of action learning cycles.

Inquiry focused teaching through Project Based Learning was delivered to 70% of Stage 4 and 5 students. These evidence based, high quality teaching practices ensure that student learning and engagement with an external partner is at the forefront of classroom learning for students. Differentiated support in the form of coaching and mentoring was provided to different Key Learning Areas (KLA) by our Head Teacher Professional Practice. Staff collaboratively developed digital resources and teaching and learning programs that were consistent with enquiry-based processes to facilitate and guide students' learning. Student achievement was tracked each year through the collection of work samples, which were discussed by staff to ensure high quality work is celebrated and shared. A staff SWOT analysis was conducted and revealed that staff value the collaborative development of teaching and learning resources, group work and the establishment of authentic learning experiences. Next year all staff will be offered the opportunity to participate in action learning cycles focused on student inquiry. This will help to encourage the implementation of inquiry focused teaching into individual lessons or existing programs without the need for a whole year group project. This is important because when learning is motivated by a driving question and inquiry processes, we see Improved student achievement and enhanced curiosity.

The CPL team led professional learning on how to deconstruct the rubric to be used by teachers to self-assess and guide rich dialogue. Using the CPL tools to continue the development of common practices, shared language and high expectations, teachers were supported to use the CPL rubric as a teacher self-reflection tool. In this way teachers were better able to make informed decisions in refining classroom practice around engagement, differentiation and purpose, and in ensuring that the teaching and learning is aligned with the quality teaching framework. Teacher surveys regarding the CPL rubrics evidenced a shared understanding of how these common practices and shared language will improve student learning across KLAs and stages. As a result of this implementation and analysis, the next steps will be the development of school wide teaching and learning protocols so we can secure enduring and productive change in teaching practices. This will outline what explicit professional practice looks like in our school and provide an avenue to share excellent expertise in a precise and practical way.

Teachers continue to promote positive learning environments through the Positive Behaviour for Learning framework built around the three pillars of safe, respectful, learner. To ensure that all our students are provided opportunities to connect, succeed and thrive our external agencies provide additional support to our students. In 2022 this included Healing through Evan Yako's Drumming, to support students with anger management issues; Creating Changes, for students of refugee and trauma backgrounds; the Youth Enrichment Program, supporting disengaged students; and Allied Health Services including Art Therapy, Speech Pathology, Occupational Health and Dietitian services. Student impact is seen through our Tell Them From Me survey with Students showing improvement in their positive behaviour, and a high number of students expressing feelings of positivity about our school and their future. Sentral data shows that Allied Health professionals serviced individual students and small groups of students, 546 times in 2022. Additionally,

special Education students and whole mainstream classes benefited from specialised programs designed by Allied Health Professionals. These specialised programs were incorporated into their normal lessons and supported their learning. Counsellor and referral data indicates that the Student Support Officer supported in excess of 25 students in an ongoing capacity throughout 2022. The engagement of the Student Support Officer has lessened the caseload of the School Counsellors dealing with low level issues and allowing the School Counsellors to commit more time to complex and high-needs cases. The Student Support Officer also liaises with the School Counsellors on student cases and acts as a "touch point" for students when the School Counsellor is unavailable. Next year our school aims to employ an additional Head Teacher Wellbeing to help drive our values and behavioural expectations with greater emphasis on attendance and restorative practices. Further to this we aim to increase students sense of belonging, purpose and wellbeing. In this way students will be better equipped to manage their emotions positively and become more resilient. This is important because students who attend school regularly, engage with their lessons and self-regulate their behaviour tend to maximise their potential.

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
Increase the percentage of students who attend school >90% of the time to be at or above the system-negotiated lower bound target	Due to the challenges of 2022 the number of students attending school greater than 90% of the time has decreased by 15.1%. However, we are .5% above DoE State average and 17.7% above SSSG.
Increase the percentage of students with positive wellbeing to be at or above the system negotiated lower bound target	There has been an increase of students reporting a positive sense of wellbeing. Tell Them From Me Data reveals that: <ul style="list-style-type: none"> • Students Sense of Belonging has increased by 3% from 2021 to 2022 • Students Expectation of Success has increased by 4% from 2021 to 2022
Increase the percentage of Aboriginal students attaining the HSC while maintaining their cultural identity	There were two Aboriginal students that would have completed their HSC in 2022., however both students chose alternative future pathways as they accepted apprenticeships: one in Cabinet Making and and the other in Hospitality. During their time at St Johns Park High School, both students were encouraged to maintain their cultural identity through specific events and activities. One student was frequently involved in cultural connection. He often presented the Acknowledgement of Country for school events as well as for ANZAC day at the Cabramatta RSL. He was regularly involved in cultural days with Dalmarri, and connected with other Aboriginal students and families at Reconciliation and NAIDOC events.
All teachers are committed to implementing the CPL ten theories of action	At this stage we are still building staff commitment to implementing the CPL ten theories of action. The Teaching and Learning Protocol Theories of action was introduced in 2021. Some CPL leaders have incorporated some of the theories of action in their initiatives. For example, the Data Instructional Leader has incorporated the theory "Connect Feedback to Data". Regarding the Emphasise Enquiry focussed Learning theory, approximately 70% of the stage 4 & 5 teachers have implemented a Project Based Learning initiative in their subject area.
70% of Stage 4 and 5 teaching and learning programs embed project based learning and have processes in place to evaluate impact and refine practice	70% of staff and students have participated in Project Based Learning (PBL) projects throughout the year. We have implemented a clear structure in embedding enquiry focused processes in teaching and learning programs. Continued collaborative design, delivery and evaluation has resulted in our staff feeling more confident in their delivery of the project and observing increased level of quality in student products. The teaching and learning programs are consistently refined after the evaluation process to strengthen staff and student achievement. As the number of these programs grow, we need to find a workable model to support the continued delivery of student centered projects. We also need to identify and support the faculty areas that have yet to develop their enquiry focused teaching and learning programs in 2023.
Formal mentoring systems are piloted with Year 7 and 12 students to provide	Year 7 students were introduced to the Career Action Plan (CAP) through the 2022 School to work (STW) Google Classroom. Students progressively

parents with opportunities for regular informal and formal conversations

completed their own CAP throughout the year. In Term 4, three of the six year 7 classes were chosen to trial the student, parent/carer and staff learning partner's meeting (LPM). Fifteen students, five from each class, were invited to participate in a LPM at the school. In total, six families engaged in the three way conference utilizing a set script to provide consistency. There were three sections; 1) Parent voice (focus on how their child settled into high school, Sentral data, school reports and communication from the school); 2) School voice (raising awareness of support programs; 3) Student voice (sharing their CAP). All families completed a survey and the data showed that they were all willing to participate in any future LPM as they found this process productive. In 2023, the Year 12 mentoring program will be a focus to best support and provide additional opportunities for the students.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$17,469.30</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High expectations and authentic learning partners <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing for targeted interventions to support student learning • intensive English language and learning support to increase educational outcomes for students <p>The allocation of this funding has resulted in the following impact: EAL/D students are provided with increased access to in-class support across all Key Learning Areas. EAL/D Staff work collaboratively with Classroom Teachers to deliver focused support in Literacy and Numeracy. Employment of a school-based Art Therapist and and Drumming Instructor have worked in synthesis with the implementation of third-party programs such as STARTTS, Creating Chances and the Youth Aware of Mental Health Program to build student resilience and emotional well being, foster social skills and contribute to students' sense of belonging at St Johns Park High School. Furthermore, collaborative practice between EAL/D Staff and the Careers and Transition Team have yielded streamlined processes in the development of support plans and career pathways for identified students alongside their parents and carers.</p> <p>After evaluation, the next steps to support our students will be: To further build staff competency and capacity to provide in-class support for Refugee students to develop their core literacy and numeracy skills, contributing to their achievement of a Record of School Achievement (RoSA), Higher School Certificate (HSC). To strengthen and build the profile of Refugee Support at St Johns Park High School through strategic initiatives overseen by the Wellbeing Team.</p>
<p>Integration funding support</p> <p>\$87,499.00</p>	<p>Integration funding support (IFS) allocations support eligible students at St Johns Park High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High expectations and authentic learning partners <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in the following impact: Under the Integration Funding Support program, students with additional needs who access the mainstream curriculum are provided with intensive support from a Student Learning Support Officer (SLSO). The provision of an SLSO provides 1-1 support for students in the areas of developing executive functioning, regulation of social and emotional well being and providing a valuable source of communication with parents and carers. In 2022, the St Johns Park High School SLSO team provided valuable support to students across Stages 4, 5 and 6. This has allowed students with additional learning needs to achieve their Record of School achievement (RoSA) and Higher School Certificate (HSC).</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Integration funding support</p> <p>\$87,499.00</p>	<p>Student Learning Support Officers, working as a broader part of the Learning Support Team at St Johns Park High School, will undertake Professional Learning with the Assistant Principal Learning Support in effective Behavior Management. Further, SLSOs will continue to build capacity in processes advocating for St Johns Park High School Stage 6 students through developing knowledge of the Disability Provisions applications process.</p>
<p>Socio-economic background</p> <p>\$930,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at St Johns Park High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data analysis for teaching and learning • Explicit literacy and numeracy practices in the classroom • Quality differentiated teaching • Every student is engaged and challenged • High expectations and authentic learning partners <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through Visible Learning Pedagogy to support student learning • resourcing to increase equitability of resources and services • providing students with economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Teaching staff displayed a confident knowledge and understanding of Visible Learning pedagogies as well as an ability to effectively implement literacy strategies in their teaching of Stage 4 classes. Evaluation of faculty deliverables arising from the Professional learning indicated a high level of competency amongst staff when required to extrapolate relevant focus areas for future literacy learning. Internal data shows that due to these literacy strategies students have had increased levels of language proficiency, greater engagement with their learning and achievement of educational goals.</p> <p>After evaluation, the next steps to support our students will be: Evaluation of faculty deliverables arising from both SSD3 and subsequent Professional Learning indicates a significant need for ongoing Professional Learning and further opportunities for collaboration amongst faculty staff to consolidate understanding of Visible Learning for Literacy pedagogies and gain experience of applying and evaluating subsequent interventions. Action Learning continues to present logistical problems in regards to resourcing access to staff but building a close working relationship between CPL Instructional Leaders and Faculty staff still presents a powerful opportunity for growth in terms of upskilling teaching staff in this area.</p>
<p>Aboriginal background</p> <p>\$21,825.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at St Johns Park 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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality differentiated teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students

<p>Aboriginal background</p> <p>\$21,825.00</p>	<ul style="list-style-type: none"> • professional learning of teaching staff to build cultural understanding and awareness <p>The allocation of this funding has resulted in the following impact: Aboriginal and Torres Strait Islander students have a higher level of engagement and improved sense of belonging within the school and community. Furthermore, by creating an inclusive and collaborative environment we have been able to strengthen the community's understanding of Aboriginal and Torres Strait Islander people, their culture, and beliefs.</p> <p>After evaluation, the next steps to support our students will be: Continued strengthening of processes for personalised learning plans to deepen cultural knowledge and authentic relationships. Continued partnerships with Dalmarri to codevelop cultural and inclusive programs and landscapes will build strong community connections and students' sense of belonging. The Art courtyard artwork and murals as well as the Yarning Circle will enable Aboriginal and Torres Strait Islander students to feel positive about their culture and build connections between school and family for individual success. Continued commitment to Aboriginal knowledge, skills and culture being passed on to Indigenous and non-Indigenous students through inclusivity and experiential learning.</p>
<p>English language proficiency</p> <p>\$700,000.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at St Johns Park High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit literacy and numeracy practices in the classroom • Quality differentiated teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in the following impact: 100% of teaching staff were provided with Professional Learning on Visible Learning pedagogy. 79% of teaching staff indicated that their participation within the Visible Learning initiative and subsequent Action Learning Cycles resulted in an enhanced capacity to conduct data driven literacy and numeracy interventions designed to target identified areas of student development. Subsequently, revised teaching and learning sequences that embed Visible Learning for Literacy and Numeracy strategies have been embedded in teaching programs across several Key Learning Areas in Stage 4. The provision of Professional Learning for the English Faculty in the use of PLAN2 and the Literacy Progressions resulted in 100% of English staff identifying a strong capacity to identify individual student literacy needs and subsequently, implement strategic literacy activities. The provision of EAL/D support teachers working in a collaborative mode with classroom teachers resulted in EAL/D students receiving specialist support in accessing the literacy demands of Stage 4 and 5 curriculum areas, while staff reported high levels of support from EAL/D Specialist Staff in modifying teaching and learning programs and activities. Similarly, the provision of Learning Support Staff within mainstream Learning Support Classes enabled students with additional needs to access consistent support in accessing the literacy demands of the mainstream curriculum.</p> <p>After evaluation, the next steps to support our students will be: Ongoing Professional Learning and Action Learning Cycles across Key Learning Areas in the continued implementation of Visible Learning for Literacy Pedagogy. In addition, the EAL/D Teaching Staff will be undertaking Action Learning Cycles, working with Team Leaders within the Cowpasture Network to investigate the impacts of built-in and contingent scaffolding in the development of EAL/D learner's written literacy.</p>
<p>Low level adjustment for disability</p>	<p>Low level adjustment for disability equity loading provides support for</p>

<p>\$365,784.00</p>	<p>students at St Johns Park High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit literacy and numeracy practices in the classroom • Quality differentiated teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of Student Learning Support Officers. • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Through providing additional in class support from Learning Support Teachers and Student Learning Support Officers, students with additional learning needs were provided with increased opportunities to access the curriculum and achieve learning outcomes. Learning Support Teachers annually collaborate with classroom teachers, students, parents and carers as well as external stakeholders in the review and creation of Personal Learning and Support Plans, establishing clear educational goals for students while also providing authentic strategies for classroom teachers.</p> <p>After evaluation, the next steps to support our students will be: To broaden the role of Learning Support Team through consolidating and building the efficacy of processes in applying for Disability Provisions for Higher School Certificate, NAPLAN 7 and NAPLAN 9 examinations. The Learning Support Team will also collaborate, as part of the broader St Johns Park High School staff, in completing Professional Learning with the Assistant Principal Learning Support to improve engagement levels for students with a disability.</p>
<p>Professional learning</p> <p>\$90,200.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at St Johns Park High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data analysis for teaching and learning • Explicit literacy and numeracy practices in the classroom • Highly effective assessment practices • Quality differentiated teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging an HPGE Instructional Leader to work with staff to embed differentiated instruction within our teaching and learning programs to cater to our diverse learners. • engaging an HSC Strategy Instructional Leader to conduct HSC Strategy action learning cycle to deepen teachers' understanding of the discriminating features and implement lessons containing high leverage strategies in the classrooms. • engaging a Literacy Instructional Leader to support the English Faculty to implement action learning interventions driven by NAPLAN 7 data that targeted the 'Grammar' sub-element of the National Literacy Learning Progression. • engaging a Data instructional Leader to deepen our staff's understanding of use of data to improve student achievement. • engaging QT Coding Instructional Leaders to re-familiarised QT coding.

<p>Professional learning</p> <p>\$90,200.00</p>	<p>The allocation of this funding has resulted in the following impact: Selected staff attended the High Potential Gifted Education professional learning session provided by the department to broaden our understanding of the new policy across the school. The High Performance class teachers embedded differentiated instructions into their teaching and learning programs. The Biology, English, Legal Studies and PDHPE subject teachers delivered quality lessons containing high leverage strategies and discriminating features where student work samples were collected and annotated to assess the impact. The English staff collaboratively planned, implemented and delivered teaching and learning activities, including redeveloped formative and summative assessment tasks, to enhance students capacity to identify and utilise sentence structures to communicate ideas and concept. Staff critically analysed the Expert criteria for Connecting Data to Feedback for self reflection to drive student achievement. All staff engaged in the QT coding domains and elements to code and refine an assessment task to improve teaching assessment practice.</p> <p>After evaluation, the next steps to support our students will be: Create a robust Professional Learning program to support our Instructional Leaders to increase staff engagement in all initiatives. This will help to drive broader and deeper understanding of school improvement initiatives across the school through action learning cycles. Each initiative will have a clear structure for all staff to collaboratively plan, implement and evaluate the evidence of impact in regards to improving student achievement and outcomes.</p>
<p>COVID ILSP</p> <p>\$325,000.00</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 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing staff in providing targeted, explicit instruction for student groups in years 7 and 8 in literacy with a focus on reading, writing and language conventions and in years 7,8 and 9 in numeracy with a focus on number and algebra, statistics and probability, measurement and geometry. • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups. • providing intensive small group tuition for identified students who were displaying aptitude but required a more personalised approach. <p>The allocation of this funding has resulted in the following impact: Implemented small group tuition, supporting 63 students in Years 7 and 9 (2 x 80 minutes per week for Terms 1 and 2 in 2022), to help support students whose learning was disrupted by Covid19. As a result of this initiative at least 70% of students showed improvement in reading, language acquisition and writing, as evidenced through pre and post testing. Also, more than 56% of students in year 7 and 36% of students in year 9 showed improvement in Numeracy. Furthermore, student surveys revealed that 70% of students were effectively engaged with the program and 60% of students reported that they felt more confident when answering NAPLAN style questions.</p> <p>After evaluation, the next steps to support our students will be: The school will maintain its focus on improving literacy and numeracy outcomes for our identified year 7 to 9 students by continuing to providesmall group tuition, in order to successfully meet curriculum requirements.</p>

Student support officer (SSO)

\$96,058.00

These funds have been used to support improved outcomes and the achievements of staff and students at St Johns Park High School

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- High expectations and authentic learning partners

Overview of activities partially or fully funded with this Staffing - Other funding include:

- enhance the wellbeing and learning outcomes of students
- support the implementation of the school's whole-of-school approach to wellbeing, helping students develop social and emotional skills through targeted strengths-based programs and strategies that build resilience, coping skills and positive relationships.
- work collaboratively with external and other government agencies in their support of students and their families.

The allocation of this funding has resulted in the following impact:

Students feel that they are known, valued, and cared for in our school. This has enabled them to develop a sense of connection and support which has had a direct positive impact on their wellbeing and sense of self. Through this timely and appropriate support students have been able to effectively re-engage in their learning.

After evaluation, the next steps to support our students will be:

Our Student Support Officer will provide ongoing wellbeing support for all students daily through regular check-in meetings and intervention sessions. They will continue to create opportunities for students to connect and support one another to align with the school's vision of improved sense of belonging and positive wellbeing for all members of our student population.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	470	492	502	497
Girls	426	437	423	427

Student attendance profile

School				
Year	2019	2020	2021	2022
7	92.2	93.7	93.0	90.7
8	87.8	92.6	91.5	88.3
9	87.6	91.3	89.1	86.2
10	87.8	88.8	83.3	82.3
11	86.0	89.8	87.8	81.3
12	86.5	89.9	89.5	86.3
All Years	88.1	91.1	89.1	85.9
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

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

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

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0.83	8.55
Employment	3.36	1.67	11.11
TAFE entry	3.36	3.33	10.26
University Entry	0	0	50.43
Other	0	0	2.56
Unknown	0	1.67	17.09

Year 12 students undertaking vocational or trade training

In Hospitality Food and Beverage, 42% of students achieved a Certificate II, 58% achieved a Statement of Attainment towards a Certificate II. In Retail Services, 100% of students achieved a Certificate III. All the Construction students achieved a Statement of Attainment towards a Certificate II in Construction Pathways and all the Information, Digital and Technology students achieved a Statement of Attainment towards a Certificate II Information, Digital Media and Technology.

Three students achieved a Certificate III in Health Services Assistance and one student works part time in a hospital whilst attending a Nursing course at university.

Year 12 students undertaking vocational or trade training

43.87% of Year 12 students at St Johns Park High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

90.7% of all Year 12 students at St Johns Park High School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

Employment

3.36% of Year 10, entered fulltime apprenticeships after completing a work experience program, which enabled the students to demonstrate their suitability to the employer.

University Entry

The following is a break down of the total 50.43% of Year 12 students pursuing tertiary education:

- Western Sydney University - 19.66%
- University of Technology- 10.26%
- Macquarie University- 6.84%
- University of Sydney- 4.27%
- University of New South Wales- 3.42%
- University of Wollongong- 2.56%
- Australian Catholic University- 0.85%
- Australian National University- 0.85%
- Private Colleges- 1.71%

Other

2.56% of Year 12 students have chosen to take a GAP year.

25% Of Year 12 Special Education students are in full time employment, 12.5% continuing a TAFE course in Supply Chain Operations, 37.5% have utilised National Disability Insurance Scheme to transition from school to work/training and 25% did not provide data.

Unknown

17.09% did not provide data.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	50.3
Learning and Support Teacher(s)	2.1
Teacher Librarian	1
Teacher ESL	6
School Counsellor	2
School Administration and Support Staff	18.97
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 funding is provided to enable all staff to engage in a cycle of continuous professional learning.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Explicit teaching practices in literacy and numeracy
- A high challenge, high support learning environment
- Outstanding instructional practice including Action learning cycles
- Planned and innovative pedagogies
- Other funded activities

Overview of activities partially or fully funded with these initiative funding include:

- professional learning in explicit teaching practices through the Curiosity and Powerful Learning models. This includes the effective use of data for learning
- professional learning to support all teachers to effectively integrate Aboriginal Cultural Perspectives into classroom practice
- Various professional learning events related to wellbeing, such as those to assist teachers with unique student needs.
- professional learning related to the analysis of NAPLAN and Tell Them From ME data and how this should inform planning for effective classroom practice.

After evaluation, the next steps to support our students with this funding will be the development of a High Impact Professional Learning hour. This will be dedicated to teaching, learning and the implementation of the new curriculum.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	1,665,140
Revenue	15,238,693
Appropriation	14,620,494
Sale of Goods and Services	279,056
Grants and contributions	265,194
Investment income	8,279
Other revenue	65,670
Expenses	-14,939,031
Employee related	-11,649,426
Operating expenses	-3,289,605
Surplus / deficit for the year	299,661
Closing Balance	1,964,801

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.

	2022 SBAR Adjustments (\$)
Targeted Total	104,968
Equity Total	2,387,609
Equity - Aboriginal	21,825
Equity - Socio-economic	1,300,000
Equity - Language	700,000
Equity - Disability	365,784
Base Total	10,223,454
Base - Per Capita	247,272
Base - Location	0
Base - Other	9,976,182
Other Total	855,004
Grand Total	13,571,036

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

School performance - NAPLAN

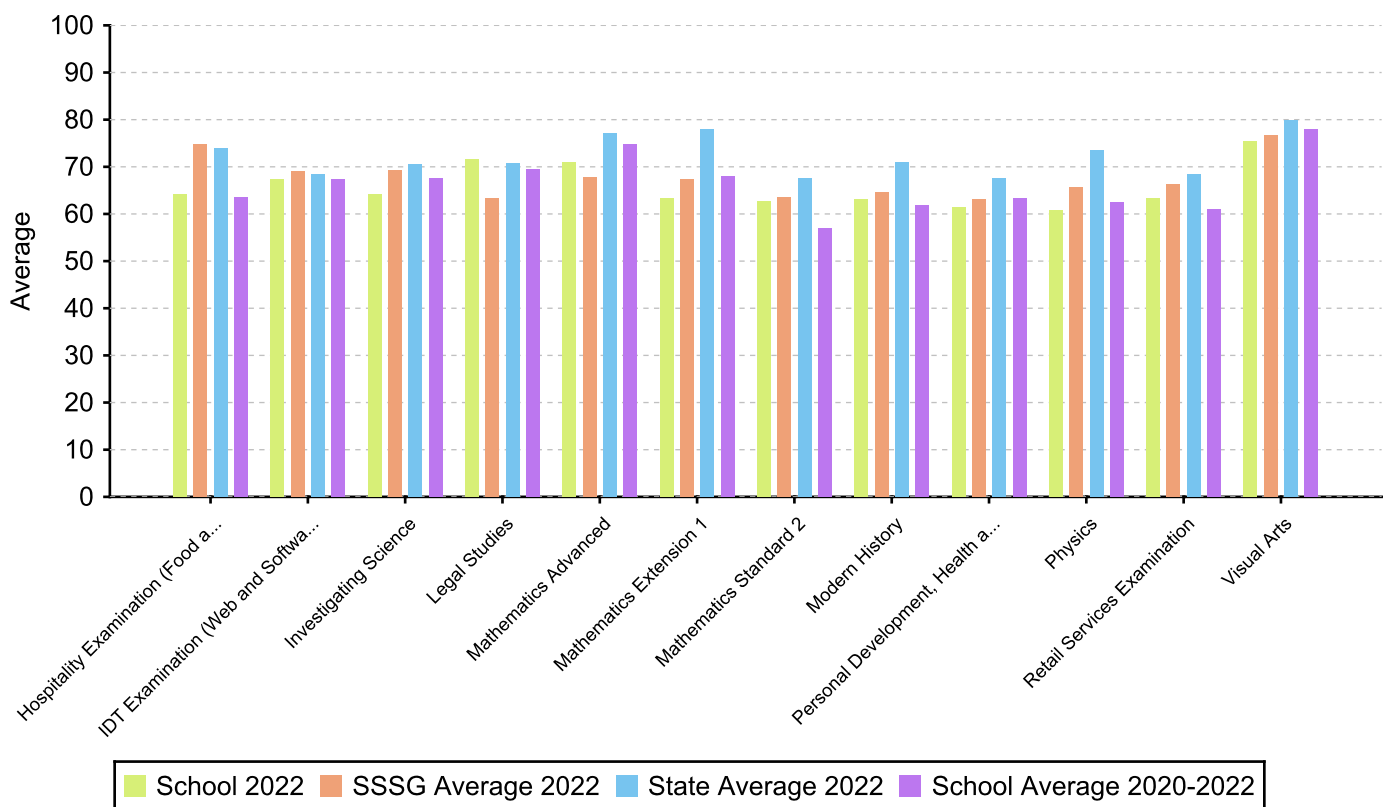
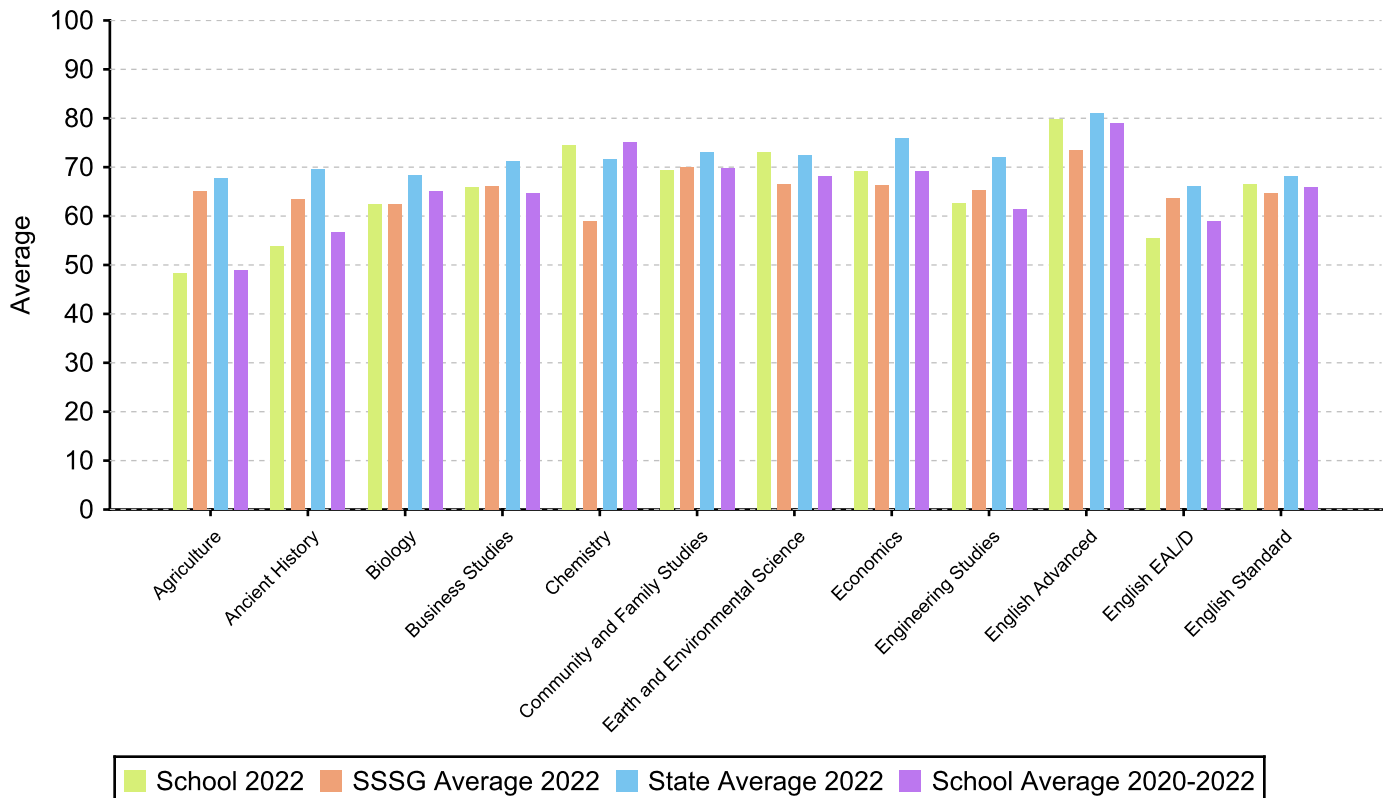
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

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 2022	SSSG	State	School Average 2020-2022
Agriculture	48.3	65.0	67.8	49.0
Ancient History	53.9	63.4	69.6	56.7
Biology	62.5	62.6	68.5	65.1
Business Studies	65.9	66.1	71.2	64.6
Chemistry	74.5	59.0	71.7	75.1
Community and Family Studies	69.4	70.1	73.2	69.8
Earth and Environmental Science	73.2	66.6	72.5	68.2
Economics	69.3	66.4	76.0	69.3
Engineering Studies	62.6	65.4	72.0	61.5
English Advanced	79.8	73.5	81.0	79.0
English EAL/D	55.5	63.8	66.1	59.0
English Standard	66.6	64.8	68.1	65.9
Hospitality Examination (Food and Beverage)	64.1	74.7	74.0	63.5
IDT Examination (Web and Software Applications)	67.3	69.0	68.4	67.3
Investigating Science	64.1	69.3	70.6	67.5
Legal Studies	71.5	63.3	70.8	69.4
Mathematics Advanced	70.9	67.7	77.1	74.8
Mathematics Extension 1	63.3	67.4	78.0	68.0
Mathematics Standard 2	62.6	63.5	67.6	56.9
Modern History	63.0	64.5	70.9	61.8
Personal Development, Health and Physical Education	61.5	63.1	67.5	63.3
Physics	60.8	65.7	73.5	62.4
Retail Services Examination	63.3	66.3	68.4	61.0
Visual Arts	75.5	76.8	79.8	78.0

St Johns Park High School performed a detailed RAP analysis (professional learning session) of the 2022 HSC results for all courses during Term 1 2022. The analysis discovered key areas of strength to be commended and areas that need developing for future improvement and intervention.

As an overview, the RAP analysis of the 2022 results showed a stabilisation in the band distribution of the students across the cohort with the 2022 results being similar to the previous results of 2020 and 2019.

Key subjects that produced Band 6s were: Biology, Earth and Environmental Science, Economics, Legal Studies, Mathematics Advanced, Mathematics Standard 2 and Mathematics Extension 2. The total number of band 6 results for 2022 were 7. To compare, for the period of 2019-2022, Band 6 achievement across the school cohort was 7, 17, 5 and 8 respectively. There was also a consistent improvement trend noticed for both bands 4 and 5 over the same respective period of 2019 - 2022, whereby the achievement in these bands exceeded most previous years. In 2022, the combined percentage of students in bands 5 and 6 was 14.6% as compared to the previous years of 2019 and 2020 which showed 11% and 13.5% respectively. Key outstanding subjects that amplify this point was Earth and Environmental Science, Advanced English and Legal Studies which showed for 2022, the combined percentage of students that achieved a band 5 or 6 was 43.3%, 50% and 35.3%.

The average HSC mark for St Johns Park HS was 65.4, a slight decrease of 2.3 from our previous year (2021) which

was 67.7. Our average HSC mark was also on par to the statistically similar schools group which had a result of 65.6. Although the average HSC mark for St Johns Park HS was less than the state average of 72.1, our negligible difference of 0.2 from the SSSG mark surpassed the state's average decrease of 0.5 from the previous year.

Parent/caregiver, student, teacher satisfaction

Our school continues to strengthen engagement with parents and school community. Formal and informal ways for parents to be more involved with the school have been achieved through working closely with the community organisations and local businesses. The school employs a part-time Community Engagement Officer to maintain our school website and to work on improving communication and information about school events to the community.

The 'Tell Them From Me' data shows that students advocacy at school, expectations for success and sense of belonging have all improved from 2021 into 2022 by 1%, 4% and 3% respectively and the same measures were all above statistically similar school groups of 2022. There is also an increase in parents feeling welcome and believe that the support provided to their child's learning and wellbeing will reinforce positive behaviors. The 'Tell Them From Me' data also indicated that teacher's identified an increase sense of school inclusiveness and greater parental involvement.

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.

Aboriginal Education - School statement

In 2022 St Johns Park High School developed authentic learning partnerships that focused on promoting Aboriginal and Torres Strait Islander's cultural identity and improving learning pathways for individual success. Aboriginal and Torres Strait Islander students in stage 5 and 6 were provided laptops and student designed laptop carry bags. Also a Yarning Circle and artwork and murals in the Art courtyard were designed and completed in consultation between Aboriginal and Torres Strait Islander students and local Aboriginal Elders and Dalmarri. We also had a school representative member on the Cowpasture Warami team. By developing an inclusive and collaborative environment St Johns Park High School further promoted and strengthened an understanding of Aboriginal and Torres Strait Islander people, their culture, and beliefs.

Anti-Racism Policy

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

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.

Other School Programs (optional)

At St Johns Park high school we value the importance of providing innovative educational experiences. As educators, we value the importance of student-led learning opportunities that incorporate collaboration, communication, creativity, critical thinking skills and digital competencies to serve the community.

The Artec Robotics program organised and supported by EduTech Australia provided the perfect platform to challenge both students and staff to bring robots to life. The commitment from both the students and teachers led to the following

amazing results.

We received the following teacher awards:

- Leadership Excellence Award: Ms Angela Waesch
- Innovator of the Year Award: Ms Shana Huzairan

2022 Universal Robotics Challenge Idea Contest Division:

- 2022 URC Australian Idea Contest Division No. 3: Logan Pham and Brightden Nim
- 2022 URC Australian Idea Contest Division No. 8 : Anna Ta & Kimberlee Huynh
- 2022 URC Australian Idea Contest Division No. 9 : Jason Kio, Leon Kumar and Austyn Lim
- 2022 URC Australian Idea Contest Division No. 11: Jordan Van Tran and Keshav Mudalia
- 2022 URC Australian Idea Contest Division No. 12: Hilton Ly and Isaac Truong

Agri-Tech 2022 Universal Robotics Competition - Australian Final

Junior Secondary Schools Division Year 7-9:

- 1st Place National Champion - Logan Pham and Brightden Nim
- 6th Place - Isabella and Alana

Senior Secondary Schools Division

- 2nd Place - Andre Gil Lanzilotti and Nathan Hoang (Special Education)

Our Robotics program provided opportunities for students with disabilities and our STEAM journey continues to promote pathways for greater female participation.

Year 7 STEAM Project-Based Learning opportunity, "Illuminate", enriched our students' knowledge about STEAM concepts to tackle the issues surrounding energy-poverty by making and giving innovative and sustainable solutions to illuminate the lives of children worldwide.

Our school has led the Film By the Pasture initiative where all students in the Cowpasture network were invited to submit their creations. This year we celebrated 19 films in an online festival.

We are very proud of our own film makers from 8R and the Public Relations Team for submitting three films that were chosen to be part of the online festival. This excellent achievement is the result of our staff's wonderful work in delivering the interdisciplinary project-based learning initiative in English, History and Geography.

We value the importance of nurturing our students to be future leaders. Our staff and students have led the 'Leadership By the Cowpasture' initiative, where all twenty schools in our network brought their student leaders to understand the responsibility of leadership, identify an issue to manage and create an action plan to implement. Every school's leadership journey was shared and celebrated.