

2022 Annual Report

The Jannali High School



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Introduction

The Annual Report for 2022 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.

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Message from the principal

Even more so in 2022, our workforce of casual teachers and temporary teachers have played a critical role in maintaining school operations. At a time when many other industries suffered staffing shortages and a number of schools had to return to remote learning because they couldn't fill positions, at The Jannali High School we worked our way through that challenging time. For that I thank our casual and temporary teachers and I also acknowledge the tireless hours of work of our Head Teacher Administration to ensure the effective and efficient staffing of the school throughout the year.

In schools we continue to work and learn in an environment where we are judged on a continuum of excellence which at times seems unattainable given the ever-changing educational landscape. While no member of staff in our school would ever shy away from the notion of striving towards excellence nor modelling it for their students, the ever-increasing pressure that teachers continue to endure makes it even more critical to remember our core business is teaching and learning. This is why what happens within our school to support the development of teachers at all career stages and build capacity of our future school leaders is so important to the overall longevity of our teachers but also to the quality of our students' education.

Each year, we induct a new Year 7 cohort with a plan they will be inspired to aspire to successfully complete their HSC and therefore, we build a foundation of high expectations to support this pathway. We never lose sight of this during their six-year journey through high school and continue to strengthen our processes and structures to ensure its inevitability. As a comprehensive high school, we focus on developing the whole person and therefore provide quality opportunities in the classroom and beyond to enhance existing strengths and develop new skills. This year has been a prime example of the mix of talents that our students showcase every day. This is a true reflection of what The Jannali High School has on offer and not just the high stakes of the HSC.

Our school is an aging site and we are very mindful of the deterioration of certain areas of the school and classroom environments that are not conducive to enable our students to connect, succeed and thrive. However, we have seen the completion of Public Works programs, planned maintenance and school funded work to improve our learning spaces and physical environment. There is still plenty to get done with little funding to do so.

One such project was our Passive Area Upgrade that was reported on last year. We moved to have our school's contribution refunded which I believe will provide us with greater flexibility to revamp an area of the school that has fallen into a state of disrepair over the past couple of years.

At the end of the 2022 school year we had contractors on-site to complete work on our Tech Box Upgrade. This project, again reported on last year and delayed to pricing increases in the construction industry, was the result of a successful funding grant application for the Community Building Partnership program in 2022 led by our P&C President on behalf of our P&C. This grant application and all of its associated work with design concepts and negotiating with contractors is reflective of the dedication and support that he has provided for our school in his role as P&C President. The completion of this project will actually be the starting point for improving our hall as a performance space and provide the opportunity

to establish a Stage 6 VET Entertainment Course sometime soon.

I have valued our P&C President's genuine interest for the learning and wellbeing of our students, his constructive feedback and leadership of the P&C group and I look forward to continuing working with him into 2023.

We also look forward to another one of our Science labs being upgraded over the holidays and into next year.

Each year a school enters into a period of renewal as some staff move onto new positions or transition towards retirement. There may also be new appointments to the school to replace them.

2022 is no different at TJHS and we have several staff members who will not be returning next year:

At the end of Term 3 we farewelled Ms Stephanie O'Farrell who took up a permanent appointment at Gympsea Technology High School and similarly Mr Jarrod Martin who took up a permanent position at the International Grammar School Sydney.

We will also say goodbye to Mr Rick Winter who is taking up a permanent appointment in the Industrial Arts faculty at Rose Bay Secondary College. Mr Winter has been Relieving Head Teacher Industrial Arts for the past term and a keen supporter of whole programs such as Sport and The Duke of Edinburgh Award Scheme during his time here.

Miss Michaela Molloy will be taking up a 3-year secondment with the New South Wales Education Standards Authority (or NESA). Since joining our CAPA faculty as a temporary Drama teacher and then being appointed permanently, Miss Molloy has strengthened our Stage 5 and 6 Drama programs leading to some outstanding achievements with our HSC students. She has also strengthened our Drama Ensemble program resulting in our students performing at the Sydney Drama Festival and Schools Spectacular. We hope to see Miss Molloy back at TJHS after her NESA experience.

Mr Mark Brown has been our Band Master over the past 3 years and working in conjunction with Mr Haman, they rebuilt our Band Program during and beyond COVID. Without the work of Mr Brown during those difficult times, running rehearsals via Zoom etc. our students wouldn't have been as well placed to perform for us today. Mr Brown is taking up a new position in a different school from next year.

Mrs Liz Parnell has been a long-serving member of our HSIE Faculty who will be transitioning to retirement at the end of this year. Mrs Parnell has held number of student wellbeing roles in her time here, most recently being our Girls Adviser. Mrs Parnell has also coordinated our school's uniform shop for many years. Our students may not recognize it, but all those injections Mrs Parnell organised over so many years as part of the vaccination program was for their own good!

Mr Wayne Sommerville has been on leave for all of 2022 pending retirement therefore, we won't be seeing Mr Sommerville in 2023. Mr Sommerville has been a long-standing member of our school community and Maths faculty. 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.

Mr Tony Smith has been a long-standing member of our Science faculty and a passionate teacher of the sciences. Mr Smith is always about the students and I have fond memories of my early days here and Mr Smith as the Year 12 Year Advisor. His energy in that role and dedication for his students shone through.

Mrs Jane Gordon and Mr Rick Smith, are both former Head Teacher English here at The Jannali High School (at different times of course). Both Mrs Gordon and Mr Smith have previously been recognized for their 30 years plus service to our school with a street sign each in their names that are proudly hung upstairs in the 'Donut Block'. Not only have they shown similar high levels of dedication and passion for our students and school in general, they have continued to work in part-time roles to support our students to complete the HSC Minimum Standards requirements as well as other interventions in support of student learning and wellbeing.

On behalf of our school community, I thank all of these staff members for their service to The Jannali High School and its students and wish them well for their future endeavours.

We are also entering a new phase where some staff have had or are soon to have babies. Mr Edgar's and Mr Williams' partners have both had babies this year and so too more recently, Mrs McKendrick. Mrs Hallinan and Mrs Abrahams are taking maternity leave at the end of this year and we look forward to the news of the birth of their respective babies. Mr Tyler Smith's partner too will soon be adding to their growing family with a new baby which will cap off a small baby boom in the Industrial Arts faculty.

During 2022 we welcomed the permanent appointment of

- Ms Belinda Ellis in the Home Economics Faculty and Ms Ellis is our 2023 Year 7 Adviser
- Ms Shannon Noble in the HSIE Faculty.
- Ms Hannah Ingram was promoted to Head Teacher Futures Learning

As we prepare to draw the curtain on the 2022 school year and plan for the new 2023 school year, we are at an exciting junction in the history of our school. Having enjoyed 30 years as The Jannali High School identified by what is affectionately known as the 'Fat J', it is time for a refresh.

An extended Communication and Engagement Project has resulted in the creation of our school's new emblem and banner statement. This first viewing of our new emblem that will be launched from the beginning of 2023.

We have maintained a sense of tradition in the form of a shield as well as keeping the entire school name of The Jannali High School. Our banner statement of Connect - Thrive - Achieve bears close ties with the Wellbeing Framework for schools as much as Connect represents the strong ties to our partner primary schools, building strong relationships with our parent community and our students' ability to develop a sense of belonging at school while also staying connected with the world beyond school. Thrive links back to all of those opportunities for our students to engage in through curricular and extra-curricular programs to give them the best learning experience possible. Achieve is about every student working to be the best version of themselves over the course of their high school experience at TJHS and therefore achieve their own personal best.

In closing I would like to reiterate my thanks to all of our teaching and non-teaching staff for the work they perform each day to enhance the learning and wellbeing of all students. Similarly, to our executive team for their ongoing leadership and to Mrs Waser and Mr Stewart, our Deputy Principals, who often work as co-Principals. As a large school I am humbled and thankful each day for having such an amazing team around me.

This extends to our not so newly elected senior student leadership team: School Captains - Clare and Max, School Vice Captains - Bella and Dylan, Prefects - Declan, Ioana, Ben, Ella, Anika and Theo. I look forward to continuing with getting to know them and working with the team into 2023 as they possess a great sense of pride in our school and desire to ensure that The Jannali High School is the best place to 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	2022 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	Excelling
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

Summary of progress

A consistent focus throughout 2022 has been increasing staff professional development to analyse student results to inform teaching practice and assessment. Professional development has been undertaken through the completion of NESA Developing Quality Stage 6 Assessment and Effective Practices for Stage 6 Assessment. The knowledge of assessment best practice has consequently been applied to Stage 4 and 5 assessment procedures. Working in conjunction with Lead Specialist Literacy - Secondary a renewed focus on developing a cross discipline approach to improving student understanding of Tier 2 vocabulary has been implemented.

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
Improved student progress and achievement is measured through internal and external assessment data, student work samples, classroom observations, and participation in QTR. All stage 5 teaching and learning programs include explicit literacy and numeracy strategies.	Explicit literacy and numeracy strategies have been included in all stage 5 teaching and learning programs, creating a culture where literacy and numeracy is taught across all disciplines has been embedded. The practice of providing students with work samples across all stages and disciplines has ensured students have an understanding of explicit quality criteria and has solidified a culture of high expectations. By participating in QTR, staff have been able to gain further understanding of quality teaching especially the elements of Deep Knowledge, Deep Understanding and Metalanguage. Classroom observation have continued to occur as a requirement of the PDP process and QTR and as an essential component of the new and beginning teachers induction program which included 10 participants in 2022.
All staff analyse and interpret internal and external data (BestStart and NAPLAN) in stage 4	One hundred percent of staff have undertaken comprehensive analysis of internal data including a diverse range of formative assessment tasks and review of previous student achievement data to inform teaching practice. This analysis has been foundational in designing assessment tasks with a renewed focus on building student understanding of verbs. BestStart data has been used to inform teachers of student's strengths and learning challenges informing the construction of class profiles. BestStart data has been used to provide additional support in the form of literacy and numeracy programs including MultiLit and COVID Intensive Learning Support Program. Analysis of NAPLAN data was instrumental in the development of the Year 9 Literacy Program, designed to improve student achievement in components of under performance as well as a literacy focus across all stages throughout the year.
Increase the percentage of students	Due to the Covid pandemic Year 7 and Year 9 cohorts did not undertake the

achieving expected growth in numeracy by 3% (NAPLAN)	annual NAPLAN testing in 2020, consequently there is no prior growth score.
Increase the percentage of students achieving expected growth in reading by 3% (NAPLAN).	Due to the Covid pandemic Year 7 and Year 9 cohorts did not undertake the annual NAPLAN testing in 2020, consequently there is no prior growth score.
10% increase in the percentage of students achieving the top 2 Bands in the HSC.	Despite the trajectory of the 2021 HSC results there has been no additional uplift in the top 2 Bands in 2022.
11% increase in the percentage of students achieving the top 3 Bands in the HSC.	An 11% increase of students achieving in the top 3 Bands was not reached in 2022.
Increase the percentage of students achieving the top 2 Bands in numeracy by 10% (NAPLAN).	A 10% increase of students achieving in the top 2 Bands in numeracy (NAPLAN) was not realised.
Increase the percentage of students achieving the top 2 Bands in reading by 11% (NAPLAN).	An 11% increase of students achieving in the top 2 Bands (NAPLAN) in reading was not realised.
Proportionally contribute to the Sutherland Principal Network target uplift of Aboriginal students attaining the HSC in 2022, while maintaining their cultural identity.	Successful completion of the HSC by Aboriginal students at the Jannali High school was achieved in 2022. The opportunity of being able to participate in a range of cultural programs including Gamarada Day, Aimee, Speak Up, PSC learning to Lead, ONE MOB Aboriginal Culture Day, UTS STEM workshop strengthend connections to culture while supporting HSC attainment.

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

Summary of progress

Based on self-assessment against the School Excellence Framework, the school is currently performing at the level of sustaining and growing in the element of highly effective evidence-based teaching and learning activities. There is a continual growth in staff capacity building and participation in the Quality Teaching Rounds program. Formative assessment continues to be a strong focus, especially regarding the sharing of learning intentions and success criteria, supported by visible learning strategies. The key elements from QTR and formative assessment are embedded in lessons to establish explicit, challenging and achievable learning outcomes for all 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
45% of teaching staff have participated in the Quality Teaching Rounds program, collaborating with staff across KLAs to improve their practice.	31% of staff (25 teachers) have completed the Quality Teaching Rounds program, collaborating with staff across all faculties to improve pedagogy.
All teachers have completed the 2022 Formative Assessment Professional Learning Program and have demonstrated evidence of applying the principle of 'Questioning and feedback' in the classroom their practice. This is evidenced through the QTR evaluation data.	<p>Through our QDAI, it was decided that more development was still needed in the 2022 Professional Learning program around Learning Intentions and Success Criteria before moving forward on the next principles. On the staff development day professional learning seminar, 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.</p> <ul style="list-style-type: none">• 87.8% of respondents are confident and competent in writing effective Learning Intentions and Success Criteria.• 87.8% are confident to use explicit and visible learning intentions and success criteria in their classroom every lesson.• 100% use evidence about learning to adapt teaching and learning to meet student needs.• 95.2% have Learning Intentions and Success Criteria displayed in their classroom for every lesson. A classroom audit has been completed to ensure Learning Intentions and Success Criteria (LISC) banners are visible and available in all classrooms. <p>A Formative Assessment Staff Team has been formed to ensure each KLA has a Formative leader. A SWOT analysis of each KLA's progress with formative assessment has been completed. This will inform future direction</p>

<p>All teachers have completed the 2022 Formative Assessment Professional Learning Program and have demonstrated evidence of applying the principle of 'Questioning and feedback' in the classroom their practice. This is evidenced through the QTR evaluation data.</p>	<p>and what the learning needs of staff are and ensure there is more of a visible presence of formative assessment culture embedded at TJHS.</p> <p>During 2023, all teachers will continue to develop their knowledge and understanding of the engineering effective discussions, tasks, and activities and elicit evidence of learning. This is scheduled for Term 1 Staff Development Day. There will then be ongoing review and evaluation.</p>
<p>Analysis of Stage 4 and 5 report data demonstrates an increased percentage from 2021 data of students achieving at A and B levels for Learning Outcomes in Semester Reports.</p>	<p>Due to COVID-19 assessment adaptations the validity of report data has been lost. Therefore, TJHS will be looking at other data sets to demonstrate improvements measures.</p>
<p>25-50% of teachers collaboratively develop teaching and learning programs and assessments embedding the QTF for Stages 4.</p>	<p>30% of teachers across various faculties are using the QTF in lesson planning, programming and assessment delivery. Staff participated in a workshop to improve the quality of assessment tasks, sharing work samples and analysing these using the Quality Teaching Framework. HSIE, CAPA and English faculties used faculty meeting time to collaboratively develop programs and assessments based on this learning.</p>
<p>QTR student surveys demonstrate an increased number of students have a clear understanding of the quality of work expected and its significance in each lesson.</p>	<p>Of the 18 classes surveyed, more than 75% of students indicated they had a clear understanding of the quality of work expected and the significance of the lesson. Explicit quality criteria was evident throughout resources and work samples collected across a range of faculties, supporting the student survey data.</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

Summary of progress

Student Leadership

The goal for Strategic Direction 3 - *Student Leadership* was to increase the visibility and functionality of student leadership groups at TJHS. Some progress towards this goal has been made with the SRC leading and chairing the four (4) formal year assemblies. This initiative continues to develop their leadership skills by building confidence in public speaking, and event management processes. Additionally, the Student Representative Council (SRC) has been involved in the coordination and delivery of many whole school well-being and social justice initiatives that has further increased their visibility across the school. The Jannali High School Student Leadership Conference within the HOTSCOS was successfully launched that enabled students to undertake various skill-building and mentoring workshops within the group.. The aim throughout 2023 and beyond will be to increase the visibility, functionality and opportunities for all Student Leadership groups at The Jannali High School.

Staff Leadership

The goal for Strategic Direction 3: Staff Leadership is to "*Provide professional learning opportunities for staff to develop effective instructional leadership attributes and management skills to facilitate whole school improvement*"

Role statements have been developed for all staff leadership positions to strengthen key teaching, learning and leading responsibilities. These role statements will be key in evaluating school-funded positions in 2023.

Key to achieving these goals is strengthening 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 2022, staff were provided with many opportunities to apply for internal leadership positions through an internal merit selection process. Staff who went through this process, gained invaluable additional knowledge and skills to support their leadership development. This will be further supported by the introduction of Professional Learning Communities (PLC) across The Jannali High School in 2023.

The Aspiring Leadership Pilot Program has been planned, developed and resourced for implementation in 2023. Staff along with key mentors have been identified and they are looking forward to developing their leadership skills as they participate in the pilot program for 2023 and 2024. Phase 1 of the program will commence 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
Increase the percentage of students experiencing positive wellbeing by 3%.	Data presented from the TTFM survey in 2021 states that 73% of students experience positive wellbeing at TJHS. The 2022 TTFM survey states that

Increase the percentage of students experiencing positive wellbeing by 3%.	66% of students experiencing positive wellbeing, displaying 7% negative growth.
An increase percentage by 2% of student participation in leadership programs across the school.	The school needs to undertake an audit of number of students involved in leadership positions across all programs to enable benchmark data to be created. This will support an analysis in 2023.
50% of Leadership programs have completed The Jannali High School Student Leadership Scope and Sequence with recommendations provided back to SILT for improvements	This task has been delayed. A reconfiguration of staffing roles in 2023 connected to student leadership will support continued development and analysis.
Identified staff commence and complete Phase 1 of the Aspiring Leadership Program	Phase 1 of the Aspiring Leadership Program has been delayed. Delivery in 2023 will be modified from the original plan. The school will be utilising the School Leadership Identification Framework (SLIF) that was piloted in 2022 by the Department of Education and is available for schools in 2023. Six (6) staff along with their mentors will commence In Term 1, 2023.
10% increase in the overall percentage of students attending school 90% of the time or more.	In 2022, the school's combined cohort of 1108 students had an attendance rate of 84.1% over the course of the year compared to 88.6% in 2021. There was a decrease in students attending more than 90% of the time (from 60.5% to 36.9%). The data from 2021 was impacted by COVID and the subsequent Remote Learning phases, which left every student with 100% attendance during these periods. As a result, the data was inflated. Nonetheless, the school will review and develop further strategies in support of achieving the nominated targets..

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$213,911.00</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>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"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: A significant amount of funds had to be returned as some students who left The Jannali High School at the beginning of 2022. Approximately 8 School Learning Support Officers (SLSO) are employed across the 10 day cycle to support the learning needs of students with disability including students with Autism and those with physical disabilities requiring support in wheelchairs. SLSOs work with approximately 15 students through in-class support, social skills programs at lunchtime and wellbeing supports. All students supported by integration funding are able to access the curriculum and achieve stage-related learning outcomes. In 2022, IFSP and Low Level Disability funding underpinned the learning support interventions delivered by the Student Services faculty.</p> <p>There were 16 IFSP students who attended in 2022. Extensive upgrades were made to school facilities and physical resources were added to classrooms to support two students in wheelchairs. Four students on ISFP were placed in Stage 3 Transition Classes (7O and 8O). These classes were created using data from a range of diagnostic testing, and teacher and parent recommendations for placement. Transition classes have smaller numbers and extensive SLSO support. These classes have a modified curriculum, assessments, and reporting.</p> <p>Targeted interventions included QuickSmart Literacy for ten Year 7 students and QuickSmart Numeracy for ten Year 8 students, for 90 sessions over 30 weeks. In 2022, out of the 20 students involved in QuickSmart - 2 were Aboriginal students, 9 students were from the Transition classes, and 2 students had IFS funding.</p> <p>After evaluation, the next steps to support our students will be: ** any data reference? MultiLit Quicksmart??</p>
<p>Professional learning</p> <p>\$83,420.81</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 The Jannali 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing

<p>Professional learning</p> <p>\$83,420.81</p>	<p>The allocation of this funding has resulted in the following impact: All staff participate in School Development Days and 2 Twilights throughout the year that are focused on school priority areas of student growth and attainment, effective feedback and collaboration and building capacity and resilience. Professional learning activities are informed by the Strategic Improvement Plan and PDP goals which are reflected in the annual Professional Learning Matrix. Staff are able to access professional learning funds, by application, to attend professional learning activities delivered externally to the school. Staff professional learning is designed to focus on upskilling staff to meet the needs of students in all courses and classes.</p> <p>After evaluation, the next steps to support our students will be: Feedback shows that staff preferred to have at least two twilights during the year to maximise the benefit of the professional learning undertaken and therefore put strategies and initiatives into practice during the school year. They also prefer the model of attaching twilights to the Term 2 and Term 3 School Development Days. All professional learning activities delivered to staff are driven by our Professional Learning Matrix and align to school priorities. These activities will continue to model such school focuses as learning intentions, success criteria, visible learning strategies and tier 2 vocabulary. They are also explicitly aligned to the APST to support teachers with the accreditation process.</p>
<p>Socio-economic background</p> <p>\$91,658.00</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>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 equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support mentoring program implementation. • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Each year socio-economic background funding is used flexibly to provide allowances to teachers to fill positions and run programs which directly support the educational wellbeing of our students. Some of these positions include Year Advisors, Assistant Year Advisors, Girls Advisor, Boys Advisor, SRC Coordinators, Distance Education Coordinator and School of Languages Coordinator.</p> <p>After evaluation, the next steps to support our students will be: Our school will continue to invest in the the establishment of additional roles and allowances to support the educational wellbeing of students that will result in improved attendance, decreased negative behaviour and stronger sense of belonging with school. We will continue to provide opportunities for students to engage in leadership opportunities that will enhance the quality learning environment and enable students to access curriculum outside of the school based on need.</p>
<p>Aboriginal background</p> <p>\$22,367.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Aboriginal background</p> <p>\$22,367.00</p>	<ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: Each year the Aboriginal background funding is used flexibly to enable our Aboriginal and Torres Strait Islander students to access a range of mentoring programs including Gamarada Day and 'Koori Club' led by an Aboriginal teacher. The funds are also used to employ an SLSO 1 day per week to support students' learning and wellbeing. Our Aboriginal and Torres Strait Islander students perform above state average and above SSSG across all domains in Year 7 and Year 9 NAPLAN</p> <p>After evaluation, the next steps to support our students will be: Our school will continue to use flexible funding to provide opportunities for our Aboriginal and Torres Strait Islanders to participate in cultural awareness days and other activities which not only allow them to learn about and express their culture but strengthens their connections with school so they can be successful.</p>
<p>English language proficiency</p> <p>\$27,579.00</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>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 equity loading include:</p> <ul style="list-style-type: none"> • employment of additional bilingual staff to support communication • withdrawal lessons for small group (developing) and individual (emerging) support • provide EAL/D Progression levelling PL to staff <p>The allocation of this funding has resulted in the following impact: Each year our English Language Proficiency funding is used flexibly to employ an EAL/D teacher to support eligible students to improve their language proficiency across the curriculum. Classroom teachers are also supported through professional learning activities to build their capacity to differentiate learning so that our EAL/D students can access the curriculum. Students at the developing phase of the EAL/D progressions performed better than students at the consolidating phase in the 2022 Year 9 NAPLAN across all domains. Tell them from me data reflects that students are reporting a sense of belonging to their school as represented in TTFM data. EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.. Differentiated strategies are evident through our curriculum monitoring.</p> <p>After evaluation, the next steps to support our students will be: Teachers will continue to be assisted in differentiating programs and assessments through professional learning led by our EAL/D teacher and curriculum monitoring. We will further evaluate and reflect on our support of our EAL/D students through the annual ESL survey and the impact of strategies through evaluation of our student performance data.</p>
<p>Low level adjustment for disability</p> <p>\$188,949.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Low level adjustment for disability</p> <p>\$188,949.00</p>	<ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • 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 School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact:</p> <p>Our 1.0FTE LaST allocation from with the SBAR is utilised every year. The LaST is responsible for working with students, teachers and families to develop Personalised Learning Plans (PLP) for students identified as having additional learning needs including low literacy/numeracy skills, poor behaviour self-regulation or poor attendance. The LaST provides support for new and beginning teachers support students in the classroom who have a PLP. Similarly, the LaST can support teachers with whole class behaviour management strategies or work with faculties to differentiate assessment tasks.</p> <p>TJHS works in partnership with the University of New England to deliver QuickSmart. Students are tested before and after the intervention for Accuracy and Timing and an Effect size is determined with this data. In QuickSmart Literacy 8/10 components had an effect size score of more than 0.8, indicating that there was substantial improvement of the order of approximately two to three years' growth. The remaining 2 components were above 0.4 Effect size indicating strong growth. In QuickSmart Numeracy 7/13 components had an effect size of more than 0.8 indicating substantial growth. A further 5 had an effect size above 0.4 indicating strong growth in student numeracy skills, and confidence.</p> <p>Individualised interventions included JEM mentoring, the S.E.L.F (Social and Emotional Learning Framework) and Multilit, a 30-minute, one-on-one, self-paced literacy support program developed by the Macquarie University and delivered by a trained SLSO. Students needing individual support are identified by classroom teachers, parents, clinicians, or the student themselves. The school Learning Support Team allocates students to the Multilit Program. Five students in year 7, 8, 9 completed the program in 2022.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>The school will continue to apply for additional funding to support the employment of additional student learning support officers to provide targeted support for identified students and to enhance the work of teachers in differentiating learning with suitable adjustments and accommodations for students. Continue with a Stage 4 Transition Class to support students with additional learning needs and/or who benefit from a smaller class based on primary transition wellbeing and performance data.</p>
<p>COVID ILSP</p> <p>\$90,904.00</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"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition • employing/releasing staff to coordinate the program • releasing staff to participate in professional learning

<p>COVID ILSP</p> <p>\$90,904.00</p>	<p>The allocation of this funding has resulted in the following impact: Identified students across Yrs7-12 were invited to participate in an intensive literacy and/or numeracy support program. Check in assessment data was used as a bench marking tool as was HSC Minimum Standards for senior students. Students completed a localised pre-test to determine entry level and individualise support. Groups of 5 students were tutored by our COVID ILSP teacher over a 10 week period. 27 students out of the 40 met the HSC Minimum Standards in the post test. Those remaining will access further supports prior to their HSC exams.</p> <p>After evaluation, the next steps to support our students will be: Our school will continue to engage a COVID ILSP teacher to deliver the small group tuition program into 2023 as it has great success. Initially, the school was going to fund the program into the second semester of 2023 however, the COVID ILSP funding has been extended to support the implementation of the program.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at The Jannali 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"> • Other funded activities <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Mentoring programs for students and their families <p>The allocation of this funding has resulted in the following impact: The Student Support Officer becoming an integral member of our school's Wellbeing Team. Students and families support by the SSO are connected with relevant outside agencies where required.</p> <p>After evaluation, the next steps to support our students will be: Continue with the membership of the SSO with our Wellbeing Team. Evaluate existing teacher mentor programs to see how they can be enhanced by the SSO</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	418	480	533	545
Girls	445	499	529	505

Student enrolment numbers in 2022 continued to be strong when compared to the previous 3 years despite being reduced to 9 partner primary schools. Within a strong community of schools, The Jannali High School continues to provide a high quality primary transitions program and carefully considered curricular and extra-curricular offerings to support student needs. These are factors for increasing numbers of local students choosing The Jannali High School as their first choice school.

Student attendance profile

School				
Year	2019	2020	2021	2022
7	94.2	95.5	91.7	85.0
8	90.6	93.2	90.0	83.8
9	90.1	92.4	88.0	82.4
10	87.2	91.5	88.2	81.8
11	84.1	91.1	85.8	83.3
12	85.9	93.4	90.3	86.7
All Years	89.6	92.9	89.2	83.6
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

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 Education Office for students with specific needs. All decisions are guided by the School Attendance Policy which details the management of non-attendance.

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	NA	0	0
Employment	14	11	26
TAFE entry	4	3	5
University Entry	NA	NA	52
Other	NA	NA	9
Unknown	2	1	8

Post School Destinations

From a cohort of 112 students who sat the HSC in 2022, 58 commenced study in a university course in 2023, that is 52%. The most popular university of choice was again the University of Wollongong with 35 students commencing study in 2023. Six students have chosen to study at the University of Technology Sydney. Four students began their studies at the University of Notre Dame. Three students are studying at Western Sydney University Two students each are attending the University of Sydney, Macquarie University. One student each has chosen the University of NSW, Australian Catholic Uni, National Institute of Dramatic Art, Griffith University and the University of Tasmania. Two university choices are unknown.

Excluded from these university figures are those students who have reported taking a GAP Year. Two of these five

students reported deferring university courses.

80% of students who responded to the survey received the university offer they enrolled in via Early Entry.

Graduates from 2022 have reported studying Vocational Courses at TAFE, UOW College, SAE, JMC Academy and McDonald's. Half of these students studied an EVET Course at school.

Year 12 students undertaking vocational or trade training

23.28% of Year 12 students at The Jannali High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

Externally delivered Vocational Education Courses (EVET)

In 2022, twelve Year 12 students chose to do a vocational education course externally at TAFE as part of their HSC and one completed his course at UVAIR. Fifteen Year 11 students studied a vocational education course externally at TAFE. Four Year 11 students completed a VET course at Taronga Training Institute.

Externally delivered vocational courses included; Automotive, Animal Studies, Aviation (Remote Pilot), Business Services, Early Childhood Education and Care, Electro-technology, Fitness, Human Services Assistance (Nursing or Allied Health), Information and Digital Technology (Game Design), Plumbing, Real Estate Practice, Retail, Screen & Media (Film & TV), Tourism Travel and Events.

School Based Apprenticeships and Traineeships (SBATs)

In 2022, the school supported one Plumbing and one Commercial Cookery School Based Apprentice in Year 12 who completed the first year of their apprenticeship as well as their HSC. They attended TAFE and were employed by local businesses. Four Year 11 students commenced their SBAT: two Electrotechnology, one each in Carpentry and Retail.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	52.5
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	13.57
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 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 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 2022. 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 working towards the end of the maintenance of accreditation cycle, support in understanding the accreditation procedures and meeting requirements has been embedded into all staff development days and twilight sessions.

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	-90,302
Revenue	12,760,377
Appropriation	11,742,541
Sale of Goods and Services	207,596
Grants and contributions	796,050
Investment income	6,018
Other revenue	8,171
Expenses	-12,004,113
Employee related	-11,241,188
Operating expenses	-762,925
Surplus / deficit for the year	756,264
Closing Balance	665,962

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	345,258
Equity Total	345,774
Equity - Aboriginal	22,367
Equity - Socio-economic	91,658
Equity - Language	27,579
Equity - Disability	204,170
Base Total	10,150,071
Base - Per Capita	268,245
Base - Location	0
Base - Other	9,881,827
Other Total	697,913
Grand Total	11,539,016

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 2022.

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.

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.

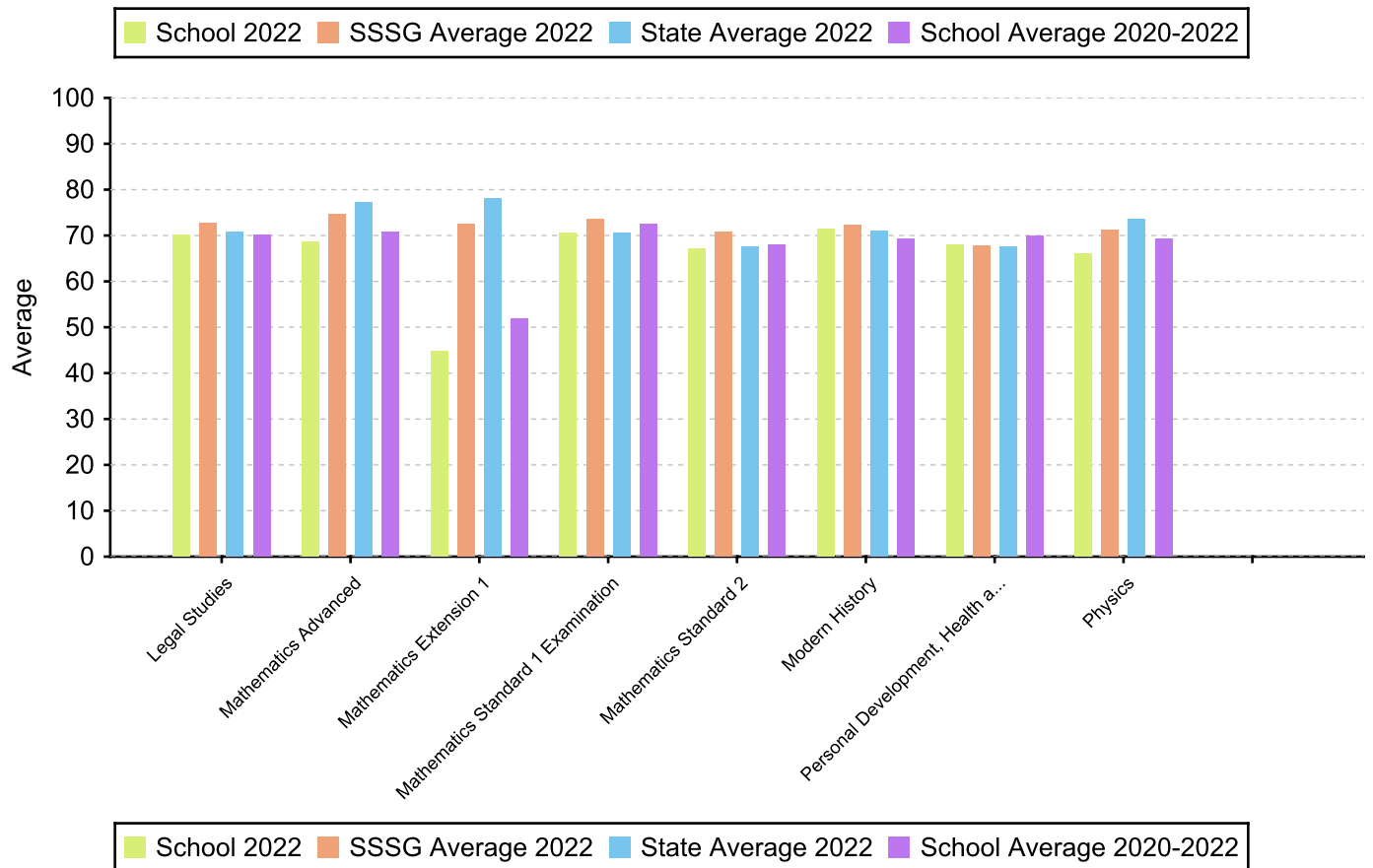
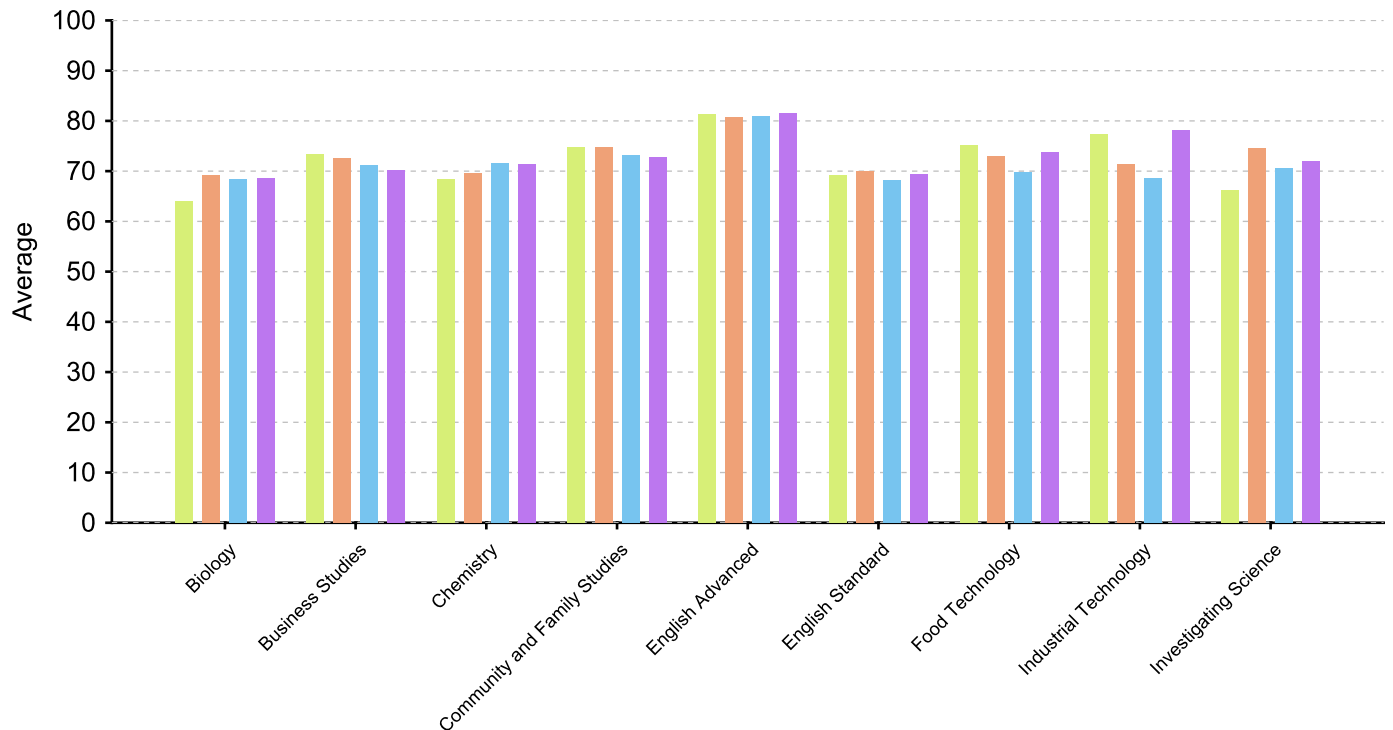
Some noteworthy 2021 NAPLAN numeracy results include:

- 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.

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
Biology	64.1	69.2	68.5	68.6
Business Studies	73.3	72.5	71.2	70.2
Chemistry	68.4	69.5	71.7	71.4
Community and Family Studies	74.8	74.7	73.2	72.8
English Advanced	81.3	80.8	81.0	81.5
English Standard	69.1	69.9	68.1	69.3
Food Technology	75.2	73.0	69.7	73.7
Industrial Technology	77.4	71.4	68.6	78.1
Investigating Science	66.2	74.5	70.6	72.0
Legal Studies	70.1	72.7	70.8	70.1
Mathematics Advanced	68.6	74.6	77.1	70.7
Mathematics Extension 1	44.7	72.4	78.0	51.8
Mathematics Standard 1 Examination	70.6	73.6	70.5	72.4
Mathematics Standard 2	67.1	70.8	67.6	67.9
Modern History	71.4	72.3	70.9	69.3
Personal Development, Health and Physical Education	67.9	67.8	67.5	69.8
Physics	66.1	71.1	73.5	69.3

The TJHS English Faculty continued to see students achieving excellent results in the advanced course in 2022. 97% of the advanced cohort achieve results in the top three bands and 3 students achieved a Band 6. We saw excellent results in Paper 1, with the components report showing student responses achieving results above the state mean. Similarly, the components report for the Standard course revealed above average results in 3 out of 5 sections of the HSC exam. The Standard English course revealed just over 50% of students were able to achieve in the top 3 bands. Students who selected to completed the English Studies examination achieved pleasing results, with their achievement as a group 2.17 above the State Average.

In English, we continue to focus on a 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. These results continue to indicate an upward trend in English achievement over recent years. In 2023, further targeting of students undertaking the correct course and continued professional development around modelling and analytical writing skills will be a focus.

In 2022 TJHS introduced the CEC Numeracy course into the Preliminary pathway. As a non-ATAR option, this course supports students to develop the functional numeracy skills required to become active and successful participants in society. Students have the opportunity to develop these skills and apply them to situations in personal and community, workplace and employment, and education and training contexts. We are excited to see more students access this course and watch their progress.

These impressive results are a testament to the hard work and dedication of our students, as well as the expertise and support of our dedicated mathematics teaching staff. We are proud of our students' achievements and look forward to seeing their continued success in the future.

The Science faculty offered Biology, Chemistry, Physics, Earth and Environmental Science, Investigating Science and Science Extension in 2022. There was an increase in the size and number of classes compared to the previous years. Strong results were achieved in Earth and Environmental Science and Chemistry with over 50% of those cohorts achieving Band 4 and above. The majority of students achieved Bands 4 or 3 in all other courses offered. Detailed data analysis indicate continued use of literacy strategies will build student capacity to improve results. Course teachers will work closely with students to improve the quality of writing explanations using sophisticated language to ensure sustained growth in student's results in the future.

In 2022, the HSIE faculty saw classes complete the HSC in Business Studies, Economics, Legal Studies, Modern History and Society & Culture. Throughout 2022, the HSIE faculty continued to share best practice and familiarise students with an increased range of directive terms in both short and extended response questions. In addition to this, the integration of explicit literacy strategies, such as PBEIHT scaffolds and memory retrieval using spaced learning practice were embedded into the curriculum. This will continue to be built upon in 2023, which aims to 'bust the bands' and engage diverse cohorts with varied learning capabilities. In 2022, notable success was achieved in Society and Culture and Business Studies, where the majority of students achieved in the top bands. However, further work can be done in improving the quality of application-based writing in our subjects to ensure ongoing and sustained improvement in student's results in the HSC. Familiarising students with a diverse range of HSC style questions will be essential, so they can effectively and efficiently decode and respond successfully to higher band questions. This includes syllabus dot points and outcomes. The explicit use of high intensity practice writing in the form of timed responses, MOCK examinations and increased use of formative assessment will continue to be a focus of the HSIE faculty in 2023 and beyond. In 2023, Ancient History, History Extension and Geography will be added to the HSC examinations being sat by students at TJHS.

2022 was a successful year for the HSC cohort in both Personal Development, Health and Physical Education and Dance. Throughout 2022, the PDHPE Faculty was committed to engaging students with high quality teaching and learning within the classroom. As we were back in the classroom from online learning we were able to implement improved teaching and learning activities and assessment tasks.

Results in PDHPE were pleasing with 40% of our students achieving Bands 4, 5 and 6. Dance achieved exceptional results in the 2022 HSC. 100% of our dance students achieved a band 5 or 6 with 67% of students achieving a Band 6.

Congratulations to Jessica Miller who received HSC Dance Callback Nomination in Core Performance and Alexis Alcorn who was also nominated for HSC Dance Callback in both Core Performance and Core Composition.

All subjects delivered in Home Economics were above the state average - Food Technology, CAFS and Hospitality. Food Technology results at TJHS have been above the state average since 2001 and results in CAFS have been above state average since 2002.

Students tend to relate to the subjects as part of their everyday life . Embedding practice questions into course content as syllabus dot points are explicitly taught and increases the relevance and understanding of HSC questions.

HSC data analysis concludes that there is still room to improve in extended response questions across all subjects. The faculty has decided to adopt a 'Practice Makes Perfect' (PMP) approach into all units of HSC content delivered to consistently practice past questions as the content is delivered.

The HSC results in Industrial Arts/Computing were again exceptional with all courses performing above the stage average. In Industrial Technology we have continued our trend of improved results year on year, with 50% of students attaining a band 5 or above. Overall, the results for Industrial Technology were above state average in all components of external assessment.

In Design and Technology 50% of students also achieved a band 5 or above. Notably the top student Bramwell Stewart attained a band 6 and HSC mark of 96. Compared to the state average the course performed well above and we have seen another improvement in overall results for the fifth year in a row.

VET - Construction students performed above the state average in their examination. 60% of students achieved a band 5 or above and notably students also performed above the state average in all four components of the HSC examination.

Student satisfaction

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.

TTFM data indicates that across the whole student body there has been a 10% increase of students participating positively in school sport. The school totals are well above the state average and reflect the extensive choice on offer. The school's inclusive culture is obvious with 85% of students reporting that they are treated with fairness and respect by teachers regarding cultural background. Four out of five students know where to go to seek help if they are bullied.

Staff satisfaction

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 2022 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.

TTFM data indicates that most staff believe that TJHS is "a welcoming school with very supportive colleagues and approachable senior executive."

Parent 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.

TTFM data indicates that 97% of parents believe that the school helps students with disability or special needs to feel welcome. Parents believe that teachers are "caring and invested" in their child's education. When asked directly about what works at TJHS, the staff and the positive culture of the school were the main themes mentioned. The school exhibits "strict" boundaries to guide students, "embraces diversity" and has "competent, experienced, loyal and dedicated teachers and a very good executive."

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, TJHS was extremely fortunate to have Mr Peter Hulbert, a proud Wiradjuri man, appointed as a permanent teacher to the English Faculty.

The school had 28 Aboriginal students and 2 Torres Strait Islander students. 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 (including the AGM) and a community BBQ at our school.

At the start of 2022, we started our formal collaboration with Kurrunulla Aboriginal Corporation by implementing a weekly mentoring program. Kurrunulla provided 2 mentors every Thursday at 10am to meet with our students and help them with their studies and cultural knowledge for an hour each week.

We continued our long association with AIME by attending an excursion to Sydney University for a special Program Day affiliated with First Nations people from North Carolina USA.

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.

Five 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.

Staff collaborated with ATSI students and their families on Personalised Learning Pathways. One student in Year 10, Jack Beecham, received the Deadly Kids Award

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)

Futures Learning

Throughout 2022 our Future Focussed Learning Program at TJHS saw continued growth and expansion.

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.

The Jannali High School continued to uphold its status as an Apple Distinguished School throughout 2022. Apple Distinguished Schools 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

In 2022 we continued to refine our approach to developing Future Focused Learners by providing improved flexible learning spaces. Our Future Focused Learning Lab was relocated and upgraded in 2022 to include a whiteboard wall for collaborative learning in a larger learning space. Both the Future Focused Learning Lab and MacLab provide the environment necessary for explicit teaching as well as staff and student collaboration.

In 2022, eight student leaders from Years 8, 9 and 10 were nominated as Tekstars, who designed and facilitated projects to improve access to technology across TJHS for both students and staff.

Using their leadership skills, students worked with Apple Education experts to develop solutions to everyday issues including troubleshooting WiFi issues, uploading varied file types to Google Classroom and streamlining teaching and learning technologies. Our TJHS Tekstars attended an excursion to the Apple Education offices in the CBD to collaborate, share their expertise and learn from Apple Education experts.

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' which The Student Representative Council (SRC) actively participated in by representing the school at this large community event. The school had created a video titled '*Call out, speak out, help out*' in 2021 and this was selected and used at the 2022 event to promote the importance of supporting others in times of need.

Sport

The Jannali High School was able to provide all students with a wide-ranging selection of physical activities and sporting activities in 2022. The Thursday Port Hacking Zone Grade competition went ahead without restriction in both summer and winter formats. In addition to this inter-school competition, students were encouraged to be involved in a large variety of recreational sports. Thankfully there was also a full return to CHS knockout competitions, sporting carnivals, gala days and representative involvement at the Zone, Regional and State level.

Term 1, 2022 began with the commencement of the Year 7 sports program on Thursday afternoon. The resumption of this school-based initiative meant we were able to utilise the expertise of external sports providers/ development officers to facilitate several sporting opportunities. Our partners in this program included Football NSW, the NRL, the AFL, Cricket NSW and Netball NSW. Students developed their skills and understanding in these sports, providing a foundation for them to gain confidence as they become eligible for the grade sport competitions.

The Port Hacking grade competition is divided into two seasons - summer and winter. This extremely competitive and successful sporting competition provided students a choice in sports such as: basketball, water polo, cricket, Oz-tag, football, beach volleyball, hockey, tennis, touch football and netball. Students were able to select the sport of their choice and were then graded into different teams. The Jannali High School won three Zone competitions in 2022; Junior Girls Touch, Junior Boys OzTag and Senior Girls Netball.

Our school cross country and athletics carnival were both effected by the significant wet weather events of 2022. Both carnivals were postponed and then eventually cancelled due to the wet weather and ground unavailability. Despite this we were able to run individual events at various times. This still allowed for the selection of the most deserving student to progress to the Zone carnivals. Our athletics team performed outstandingly, again, finishing second overall - the only other school to perform better was a sports high school.

In the representative domain, The Jannali High School had an increase in the number of students who made the elite pathway to the CHS State level, representing the Sydney East Region.

Sydney East Regional Representatives

J Byrne: Athletics

J Byrne: Cross Country

H Ramsey: Athletics

M Fisher: Cross Country

H Garioch: Water Polo

S Gates: Hockey

S Gates: Athletics

P Murphy: Hockey

B Stone: Athletics

N Katehos: Swimming

J Pawson: Athletics

L Jenkins: Athletics

L Collier: Athletics

H Baguely: Athletics

D Cox: Alpine Snow Sports

G Dedes: Trampolining

S Brown: Trampolining

J Thor: Swimming

Li Katehos: Swimming

El Cooper: Touch Football

Ad Dowley: Gymnastics

Ha Ling : Cross Country

R Gunn: Cross Country

J Pearce: Cross Country

D Madsen: Mountain Biking

Sport continued to compliment other aspects of school life at The Jannali High School. Physical activity and various sporting competitions will continue to be an important part of students' schooling experience. Improving and refining our sports program to meet the needs of individuals will remain a focus into the future.