

The Jannali High School Annual Report



2017



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Introduction

The Annual Report for **2017** is provided to the community of **The Jannali High School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Ms Mardi Benson

Relieving Principal

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Message from the Principal

Relieving Principal's Report

2017 was a year of growth and change. With Mr Finn working in the Department of Education in another capacity, I was provided with the opportunity to lead and manage The Jannali High School from the Principal's office. I am proud of the achievements that were made by the school as a collective and as a team of individuals and how well the staff and students and families worked in partnership to maximise the learning experiences for every student in every classroom.

To evidence this success, the performance of our Year 12 students in the Higher School Certificate in 2017 was outstanding. Overall, Year 12 students were rewarded with 143 Band 5 and 6 results in 2017. This demonstrates a 5% improvement in the combined Band 5 & 6 performance on our 2016 HSC results and an 11% improvement since 2014, which is an outstanding result by any measure. Further, 51% of all Year 12 students were successful in gaining an offer to undertake a university course. Additionally, 4 students were offered Dean Scholar awards at UOW due to their HSC results and ATAR performance. 85% of the students who applied for Early Admission to the University of Wollongong, were also successful in their applications.

Deep analysis of the HSC results also indicated that 12 of our HSC courses offered in 2017 achieved student results that were above the average performance of the rest of the state. Further, on an individual student level, 7 of our Year 12 students achieved an ATAR above 90, with our dux **Blake Paterson** achieving 3 Band 6 and 2 Band 5 results and an ATAR of 96.05. Blake has indicated that he will study a Bachelor Advanced Science & Bachelor Engineering at the University of NSW. Blake is to be congratulated for his diligence, determination to achieve and for his outstanding service to the school, as one of our School Captains in 2017!

2017 was a year of some significant achievements and awards for not only our students, but also for some of our outstanding staff, with 3 staff achieving recognition for their dedicated service at the Ultimo Network Education Awards event in 2017.

- **Mrs Jane Gordon** received an award for her outstanding whole school leadership, professionalism and dedicated service to education for 31 years at TJHS.
- **Mrs Elizabeth Graham** also received an award for her dedication to her profession, consistent outstanding student results and her leadership of innovation in every classroom with the '**BYOiPad program**'.
- **Mr Ron Turrall** was also nominated for his tireless and dedicated service to our school, working to ensure that our site is ready to meet the needs of this community.

Additionally, our **BYOiPad Program** was recognised as an innovation that was note worthy in transforming the learning of our students by the Australian College of Educators. Staff including **Mrs Graham, Mrs Flower, Mr Martin, Mr Fish, Mr Finn and myself** were the recipients of awards at this World Teachers Day event, signifying the strength of our TJHS staff, as they work tirelessly to maximise the learning of every student in every classroom.

In addition to this success, in terms of NAPLAN, the Year 7 and 9 academic measures of Reading, Writing, Spelling, Grammar and Punctuation and Numeracy, the school demonstrated extremely positive growth in 2017. The school community should be rightfully very proud of these outstanding results.

While these results are significant, there have also been some significant achievements in a range of extra curricula activities that offer opportunities to shine. Some of the sporting highlights included the achievement of two Sydney East Sports Blues that were awarded in 2017. **Georgia Manos (year 12)** for Girls Football and **Kyla Tracey (year 8)** in Australian Rules Football received the highest accolade possible in our Regional Sports Association. Georgia Manos was also selected in the NSW CHS Open Girls soccer team and Kyla Tracey achieving the selection in the NSW All Schools AFL team which competed at the National Championships in Perth. **Amy Bennett (year 12)** qualified for Cross Country at the Australian All Schools Nationals in Hobart. **Samuel Rose (year 10)** achieved selection in the NSW CHS Under 17 years boys Waterpolo team to tour the US in June and **Jade Carroll (year 10)** was selected in the NSW CHS Under 17 years girls Waterpolo team as well. **Riley Nilan (year 9)** was selected in the NSW All Schools Hockey team as well. These achievements were particularly note worthy and provide testament that our school continues to foster and nurture our individual students sporting talents.

Within the Creative and Performing Arts, our school concert band qualified to compete in future State competitions by achieving a highly commended in the State Band Competition. Further, an Inter school Band excursion to Lucas Heights Community School was established to create an all-day combined performance and learning opportunity. **Jim Liu (year 10)** was offered place in the Sydney Youth Orchestra and Emily Turner represented her school with pride as part of the Senior State Wind Band /Symphonic Wind Ensemble and achieved 1st place in the HSC correspondence Music course in 2017. Emily achieved a place in the Conservatorium of Music to continue her study of Music in 2018.

The Culture Showcase 2017 was a highlight of the year, that was well attended with audiences commenting on the excellent performances by our students during this elite event. Similarly the depth of talent within the Junior and Senior school was showcased during the two **Music Art Dance and Drama (MADD)** nights.

In Visual Arts, **Kelsey Pulbrook (year 12)** was invited to exhibit her Body of Work "Ephemera" in **ART EXPRESS at the Hazelhurst Gallery**, which was a significant honour. Further, Kelsey has also been offered a place at the School of Art in London in 2018.

Our Dancers achievements in 2017 were equally extraordinary, as they continued to deliver polished, sophisticated and dynamic performances that showcased the talents of every dancer. Ms Clifford supported the troupe, with 'The Jannali Dance Company' being selected to participate in the Schools Spectacular for a fourth year in a row. **Elyssa Dunn (year 10)** and **Roy Munro (year 10)** were also selected as Schools Spectacular Featured Dancers in 2017, which is a significant achievement. Further, **Louise Evans (year 8)** and **Elyssa Dunn (year 10)** were selected as NSW State Dance Ensemble representatives.

Lara Ballantine (year 9) completed her year at TJHS and is transitioning to a fulltime dance course at the Tanya Pearson Classical Coaching Company, where the Sydney Dance Company is now interested in her obvious and considerable talent. **Elyssa Dunn (year 10)** completed her year at TJHS and has moved to New York to complete a full time Ballet course at the Joffery Ballet School in 2018.

In addition to this, student leadership continued to be a focus in our school. The Student Representative Council worked tirelessly to achieve a deep engagement in building the school's social conscience. This began with students (and staff) working together to create a **World's Greatest Shave** event that was significant and moving. Senior students and staff shaved and cut their hair, raising substantial funds for this worthy cause. The event created a shift in our community consciousness and built a sense of family that was tangible. A further highlight included the inaugural '**Wellbeing Day**', established by the Senior SRC students. This team of students and Mrs Grantham and Mrs MacPherson worked to create events that created links with Headspace and sought to showcase the need to seek help if needed. These events, created by our student leaders were successful and memorable experiences that showcased the power and strength of our student leader's voice in our school community.

2017 also saw the retirement of Mrs Jane Gordon, our much loved Head Teacher English and Relieving Deputy Principal, who had worked at TJHS for more than 31 years. Mrs Gordon will be remembered for her dedicated service to the school community, her love of teaching and her warmth, compassion and friendship.

Similarly, the retirement of Mrs Elizabeth Moses from the Mathematics department, marks the end of another long term teacher with 17 years of service at TJHS. Mrs Moses has worked tirelessly with our students and will be remembered for her dedicated work in challenging our extension Mathematics students for many years.

On behalf of the Jannali school community, I would like to personally thank both of these teachers for their hard work and commitment to the students of our school.

Finally, a school doesn't have this level of success without a supportive and dedicated staff. I have been privileged to

work in the capacity of Relieving Principal within such a highly successful school and wonderfully caring school. As a result of the engagement of staff in the many programs and initiatives offered within the school and across the wider community, student enrolments have continued to demonstrate strong growth with a 24% increase in the past 4 years, taking us from 645 to 806 students this year.

On a personal note, I would like to thank **Mr Dave Stewart, Mrs Jane Gordon and Mr Ken Allen** for their dedicated support and impressive leadership as members of the senior executive team throughout 2017. I would also like to acknowledge the contributions of **each Head Teacher, every class teacher, the School Administrative and Support Staff, our General Assistant and the school cleaning staff** that all work hard and contribute strongly to the positive culture that is The Jannali High School. Our success as a school is built on their collegiality and unwavering commitment to ensuring students' always get the best of everything.

Mardi Benson

Relieving Principal

Message from the school community

TJHS P&C had another successful year in 2017.

P&C continued its operating model of three office bearers: President (Brandon Lewis), Treasurer (Louise Musgrove) and Secretary (Sandra Marshall). The association met once each term: 8 March which included the Annual General Meeting (8 attendees), 31 May (8 attendees), 2 August (7 attendees) and 1 & 13 November (14 attendees). We continued our closed Facebook discussion group, which now has over 50 members.

As per previous years no P&C fund raising was carried out – funds came solely from the voluntary P&C contribution of \$50 per family which is detailed on the yearly school invoice for each student. In this way \$16,270 was raised, an increase of \$270 over the previous year. See Treasurer's report for details.

P&C voted funds totalling just over \$15,500 for six separate items in 2017. These include Turnitin 2017, Science Text Books, Lockers, Music Stands, English Text Books, and Stelr Class Set Sustainability (50% of the cost).

One of the major changes we instigated and voted for at the end of 2017, was the definition of a paid up member. Going forward, a paid up member will only include those members who attend a P&C meeting and have paid their \$2 membership at any of the P&C meetings. The voluntary P&C contribution will no longer include a membership contribution. This was done so it will be easier for the P&C to achieve a quorum in future meetings.

I would like to personally thank the P&C executive – Louise and Sandra, for all their hardwork and dedication in 2017, and indeed every member who turned up at a meeting. Likewise, a big thank you goes to the Principal, Mr Warren Finn, and the management team for leading the school community so well throughout the year.

I look forward to welcoming more new members to the P&C in 2018.

Brandon Lewis

P&C President

School background

School vision statement

Our educational beliefs:

- All students are challenged to achieve their personal best
- Quality teaching is underpinned by strong instructional practice
- Inclusive teaching and learning processes are visible and engaging
- Commitment to continuous learning and academic excellence
- High expectations and ethical values are reflected in all endeavours
- Trust is at the centre of all interactions
- Effective communication is the basis of a collaborative school culture
- Meaningful feedback, personal reflection and accountability leads to exceptional educational outcomes
- Community participation is crucial to school success

Our school culture:

- Student needs are placed at the core of all decision making
- Success is valued and celebrated by all in the school community
- Teachers recognise each student's abilities in order to differentiate their learning experiences
- Ongoing professional learning and the use of a range of evidence are the basis of quality classroom teaching
- Professional dialogue centring on student learning promotes a culture of collaboration
- Leadership and participation at every level of the school are encouraged
- Strong welfare structures support student learning and personal well-being
- Educational partnerships with the community fosters improved student outcomes

Our school values:

- *Quality* – Undertaking everything to the best of your ability and always trying to improve
- *Respect* – Having regard for yourself, others, property and the environment, while accepting the right of others to hold different or opposing views
- *Integrity* – Being consistently honest and trustworthy
- *Cooperation* – Working together to achieve common goals, providing support to others and engaging in peaceful resolution of conflict
- *Care* – Showing concern for the wellbeing of yourself and others, while being understanding and acting with kindness

Our students will be:

- *Skilled problem solvers* – Ask questions, analyse the facts, evaluate their options and seek long term solutions to problems
- *Deep Critical thinkers* – Develop understanding, display high level reasoning, challenge themselves, are reflective of the available options and make sound judgements
- *Highly Inquisitive learners* – Seek knowledge and demonstrate a love of learning
- *Independent, resilient learners* – Take responsibility for their learning and show initiative
- *Strong Academic learners* – Possess outstanding literacy and numeracy skills and an aptitude for success
- *Valuable citizens of the world* – Confident, ethical, resilient and caring community minded individuals

School context

The Jannali High School (TJHS) is a comprehensive coeducational school where staff are committed to providing an excellent, broad education for every student. The school has a strong tradition of academic achievement as well as outstanding programs to support student wellbeing and the development of student voice and leadership.

TJHS staff deliver excellent programs that cater to the diverse needs of all student learners – offering extension and support for students with additional learning needs. TJHS is integral to its local community and enjoys strong support from parents/carers and local primary schools. TJHS is a proud member of the Heart of the Shire Community of Schools (HOTSCOS) and is involved in many joint projects with its partner primary schools including a gifted and talented

program for Stage 3 students, an extensive transition program and a number of performing arts initiatives.

The school's staff are experienced and dedicated. Quality teaching and learning utilising technology are the ongoing focus of teacher professional learning. The school offers an academically gifted and talented class in Years 7 and 8, with selection via a University of NSW test, taught by teachers who are training in Gifted Education. Academic extension classes in all other years provide a focus to ensure our gifted and talented students achieve at the highest level.

The Jannali High School provides an extensive and diverse curriculum choice for all students. A dance program has been introduced into the curriculum with immediate success for the ensemble group, who were selected to perform in the Schools Spectacular. Each year, students mount a musical, drama or combined performing arts production, widely acclaimed for its quality and professionalism.

TJHS graduates are confident, caring, focused, mature young men and women with positive attitudes. They have a good sense of community, citizenship and ecological responsibility, as well as an understanding of and respect for other cultures and peoples.

The school enjoys a reputation for a positive focus on learning. Students learn in a safe, supportive environment and develop self-discipline, motivation, teamwork, self-confidence and responsibility. The school has effective discipline, uniform and attendance policies that reinforce high expectations of each student.

The school ethos is centred on values including striving for success and excellence; respect for the rights of others; taking responsibility for one's own actions; care for others in the school and the wider community; active participation in school life and co-operation with other; acting with integrity.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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.

Specifically school staff undertook training in the School Excellence Framework, version 2, and applied this understanding to assess the achievements made across the school in the domains of Learning, Teaching and Leading. Furthermore, in 2017, staff actively engaged in professional learning, delivered by our School Improvement Leadership Team to engage staff in processes of assessing evidence sets to validate choices against the themes within the domains. As a result this has strengthened the capacity of staff to make data driven informed choices about TJHS' levels of attainment.

Within the domain of **Learning**, staff assessment of the elements included:

- Learning Culture: sustaining and growing
- Wellbeing: sustaining and growing
- Curriculum: sustaining and growing
- Assessment: sustaining and growing
- Reporting: sustaining and growing
- Student Performance Measures: delivering

Within the domain of **Teaching**, staff assessment of the elements included:

- Effective Classroom Practice: delivering
- Data Skills and Use: delivering
- Professional Standards: sustaining and growing
- Learning and Development: sustaining and growing

Within the domain of **Leading**, staff assessment of the elements included:

- Educational Leadership: delivering
- School Planning, Implementation and reporting: delivering
- School Resources: sustaining and growing
- Management Practices and Processes: sustaining and growing
- Our self-assessment processes, led by the School Improvement Leadership Team, continues to assist the school

to refine our school plan, leading to further improvements in the delivery of education to our students.
For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Promoting excellence in student achievement

Purpose

To improve outcomes for all students by creating high expectations, providing challenging and engaging experiences and valuing a culture of learning.

Overall summary of progress

In 2017 the staff remained focused on creating high expectations, by providing quality and rich learning experiences in their classrooms. As a result of this targeted approach, HSC Band 5 and 6 results once again increased, with the overall percentage of 34.29% of the student cohort achieving these results. This data indicates that our students have achieved in alignment of the target set by the current school plan.

Further, Year 9 in 2017, achieved significant gains in Reading, in NAPLAN achieving attainment surpassing the target. Further, a significant percentage of Year 7 students achieved greater than or expected growth in Reading.

Additionally, as a school, the senior executive routinely access internal data to investigate the impact we are having on improving student learning outcomes. We also established a benchmark to achieve at least 20% of all academic reporting outcomes indicating 'A' or achievement at an outstanding level. This program, now consolidated in 2017, continues to improve school culture.

Interim and Academic Monitoring reports were also completed once again in 2017, to further encourage positive engagement and communication with families. This systematic approach to report on all year groups has been very well received by our school community.

Further, to create this ongoing improvement in school culture and student engagement, staff explicitly taught and implemented the C.A.R.E. values and Isolation and faculty withdrawal processes, aiming to create productive and cooperative learning environments across the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
At least 35% of HSC results reflect achievement in Band 5 or Band 6	<ul style="list-style-type: none">* Professional learning during Staff Development days was provided* Faculty time for staff to complete HSC Analysis using SMART and RAP data	<p>In 2017 HSC Band 5 and 6 results once again increased, with the overall percentage of 34.29% of the student cohort achieving these results. This data indicates that our students have achieved in alignment of the target set by the current school plan. To achieve this result, all HSC staff undertook intensive HSC analysis and then worked actively to embed explicit teaching of their findings, adding further opportunities to provide individualised feedback and exemplar answers.</p> <p>Applying knowledge from HSC marking, sharing best practice across the school setting and continuing to provide personalised mentoring via a Senior Review process have all become embedded into our HSC preparation processes, thereby enabling this trend to continue. Similarly, establishing high expectations and maintaining a consistent assessment policy and practice supported our students' level of achievement.</p>
NAPLAN results indicate at least 50% of Year 7 and Year 9 students achieve expected growth or above, in reading	<ul style="list-style-type: none">* NAPLAN team professional learning – during staff meetings and Staff Development Days	<p>Year 9, in 2017, achieved significant gains in Reading, in NAPLAN with a greater than or expected growth of 60.8%, surpassing the target of 50%. Additionally, 56.1% of students achieved Band 8 or above in Reading. Further, 62.1% of Year 7 in Reading achieved greater than or</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>NAPLAN results indicate at least 50% of Year 7 and Year 9 students achieve expected growth or above, in reading</p>		<p>expected growth. This success can be attributed to Year 7 and Year 9 students gaining experience with a NAPLAN pre-test to provide individual feedback about reading and comprehension.</p> <p>During English, students' actively participated in literacy strategies by using <i>Spellodrome</i> (an online Spelling program). Explicit reading and writing strategies were also delivered to build student's confidence.</p> <p>A structured learning program was created to meet the needs of our Year 8 students in 2017. This was delivered as a timetabled lesson to all students by an English teacher. This aimed to equip Year 8 students with skills and capabilities to achieve the minimum HSC standards in Literacy.</p>
<p>At least 20% of all academic reporting outcomes indicate achievement at an outstanding level</p>		<p>As a school we aimed to achieve at least 20% of all academic reporting outcomes indicating 'A' or achievement at an outstanding level. Internal student data was generated after each semester's academic reports to review the learning profiles of each individual student. This data was then used to generate letters of commendation to students and families with accompanying TJHS '<i>Bronze Merit</i>' awards. Elite performers in each year group also received special Principal awards to recognise their level of achievement.</p> <p>2017 data revealed that across all cohorts, 19% of student's achieved at an <i>outstanding</i> level, which was an improvement on 2016. This program, now consolidated in 2017, continues to improve school culture. 88% of staff within our annual school culture survey believe that having <i>high expectations</i> for students continues to improve student academic outcomes.</p>
<p>At least 70% of all 'personal profile' outcomes in academic reports indicate achievement at an 'A'(Always) grade</p>		<p>The harvesting of data from the student reports continues to frame our conversation regarding student engagement and learning profiles. In 2017, Year 12 achieved our target of 70% of an '<i>Always</i>' grade within all components of the learning profile, and 87% of the students across all years achieved the grade of '<i>Usually</i>' or above.</p>

Next Steps

At TJHS in 2018, we intend to :

* The school will create a Literacy Instructional Leader position, funded by the school, that will lead, and deliver professional learning that transforms literacy practices across the school

Extend the focus to other elements of literacy, building vocabulary and writing skills across all KLA's with *ALARM* (A Learning and Response Matrix) training being delivered in 2018 for our Stage 6 students.

* Expert 'staff literacy mentors' (HSC Success program) working with identified students to support their improvement across reading and writing to meet the new demands for eligibility of the HSC.

* A Writing program will be developed and implemented. 'The Write Now', from 7 – 10, a program will address writing practises for a variety of audiences and purposes.

* Embed a *Literacy* component in all Assessment tasks across all Stages in 2018.

Strategic Direction 2

Developing inquiring, critical, independent learners and leaders

Purpose

To build the capacity and resilience of all to learn and lead by providing ongoing development to promote independence. Evidence and feedback will inform practice.

Overall summary of progress

2017 saw the Year 8 GAT class undertake across KLA Challenge Based Learning project culminating in a Showcase evening attended by students, parents and special guests. The Science, Geography and English teachers posed the Big Idea of Sustainability to challenge their students and engage in learning with real world significance.

To establish school wide and a consistent approach to learning programs, the school facilitated an internal Faculty based audit by the Head Teacher Teaching and Learning to register the completion of Stage 4 programs that were differentiated to cater for the learning needs of all students. Additionally, teachers increased their knowledge and understanding of digital platforms by creating a Professional Learning Google Classroom. Programs were differentiated for GAT and Transition students.

The School Improvement Team worked throughout the year with all teaching staff at Staff Development Days and Staff meetings to analyse data that will become strong, robust evidence which is aligned to the School Excellence Framework, (Version 2) that will support the schools evidence set for ongoing validation for self assessment. This important professional learning continues to increase staff knowledge and understanding of performance data that has and continues to improve student outcomes

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Development of a Professional Learning policy that is responsive to the Performance & Development goals identified by teachers and while supporting the school's strategic directions and priorities	<ul style="list-style-type: none"> * Release time for staff to consolidate a shared approach to Planning CBL – \$1380 * Allocated release time for 3 teachers as technology mentors : \$10,000 * Planning and classroom observation time for HT's provided 	<ul style="list-style-type: none"> * School goals and faculty goals were effectively embedded into staff personal professional development plans, with the creation of a series of school goals being shared with all staff. Classroom observations were undertaken by executive members, embedding policy into practice. * Specifically, investigations into acting as a facilitator in classrooms, building student learning autonomy began in 2017, with a team of cross faculty staff working on developing a Challenge Based Learning experience for our GAT Year 8 students, within the theme of 'Sustainability'. A showcase event was planned and was incredibly successful, with students actively articulating their findings to staff, parents, and their peers.
All teaching and learning programs embed curriculum differentiation strategies to cater for the learning needs of all students	<ul style="list-style-type: none"> * GAT teacher Mentor – school funded, 1 day per week = \$10,000 * Professional learning time for staff was provided – particularly on Staff Development Days for faculties to consolidate their learning and complete their differentiated programs 	<ul style="list-style-type: none"> * At the end of 2017, the HT T&L completed an audit of Stage 4 Teaching and Learning programs across all KLA's, uploaded to a shared Team Drive, revealed that this improvement measure were achieved. <p>This goal was achieved through personalised professional learning delivered by our GAT teacher mentor who worked with faculty representatives to achieve this goal. Staff Development Day time was also provided for faculties. Furthermore, progress towards this target was also regularly reported on at Executive meetings in 2017 to ensure whole school</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teaching and learning programs embed curriculum differentiation strategies to cater for the learning needs of all students		compliance.
The School Improvement Leadership Team establish consistent school-wide systems for the collection, storage, analysis and use of performance data and evidence of student outcomes	<ul style="list-style-type: none"> * Release time was provided for SIT teachers to work on developing PL for staff = 5 days = \$2300 * Printing costs * DP release time – \$50,000 (RAM funded) 	The School Improvement Team was strengthened in 2017. This team continues to provide whole school leadership on the School Excellence Framework (V No. 2.), evidence or data driven assessment processes and the External Validation processes. As a result of this learning, all staff at TJHS have actively contributed to completing annotations on evidence sets that validate the school's self assessment and achievement within the Learning Domain. This learning has also provided clarity around what constitutes excellence in schools for all staff.

Next Steps

All KLA's will continue to review their teaching and learning programs along with their assessments to embed differentiation that will cater for the learning needs of all students across Stages 5–6.

The Challenged Based Learning (CBL) initiative will be expanded to include selected classes/groups across Year 8 and Year 9. Each KLA will be invited to contribute to this program.

The School Improvement Team will continue to inform and provide professional learning in support of the key projects that will form the basis to the 2018–2020 School Plan. They will continue to work on refining consistent, school-wide systems for the collection, storage and analysis of performance data that will continue to drive school wide improvements.

Strategic Direction 3

Promoting engagement and a positive learning community

Purpose

To provide a caring and engaged school community by developing responsible citizens, successful learners and proactive members of our society.

Overall summary of progress

Students capacity and capabilities to demonstrate responsible digital citizenship were explicitly taught to our Year 7 and Year 8 students via the '21st Century Learning Skills' lessons delivered by Mrs Graham, Mr Moore and Mr Polverino. Each student's level of achievement was reported on their academic reports as competencies, providing each student with personalised feedback about their learning progress.

The school undertook an Annual School Culture survey again in 2017 to reflect on the effectiveness of school management, support ongoing improvements and review qualities of this school's learning culture. Students, staff and parents actively participated in this assessment process, with findings been considered as part of the school planning cycle.

Implementation of the CAPA performance program has continued to provide enriched learning experiences for our gifted and talented students in Music, Drama, Visual Arts and Dance. As a result of this program, the students have extended their range of abilities by deeply engaging in quality learning experiences by being withdrawn from timetabled lessons to work in conjunction with older year groups to refine their creative and performing skill sets. State level representation in Dance and Music also provided a depth of experience that was highly valued. To further demonstrate the strength of this program, student performances at the annual 'Imagine' showcase continued astound audiences with their level of skill and confidence demonstrated.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> Students demonstrate responsible digital citizenship, a strong understanding of 21st Century learning skills and use current technologies to enhance their learning 	<p>HT T&L school funded salary: \$24,000</p> <p>Timetable concessions for Teacher Tek Mentors = \$10,000</p> <p>Professional learning time for Teachers TekMentors to work with staff in developing skills to move from Substitution to Redefinition. 6 days = \$2760</p> <p>TSO / Computer Coordinator= \$30,000</p> <p>Purchase of IT resources including equity iPads for students, software licenses and other hardware= \$15,000</p>	<p>In 2017 The 'Teacher Tek Mentor Project' saw 3 highly skilled young teachers work with 6 teachers across different KLA's, building their capacity to embed iPad technology in their classroom pedagogy. Google classroom and drives were utilized to improve work flow and apps such as Stop Motion Animation, Keynote, Video Scribe, iMovie and Numbers were embedded in lesson delivery and Assessment tasks. Teachers were exposed to ways that took lesson design from a Substitution level to Modification, Augmentation and Redefinition. The end of year staff meeting saw participating Teachers present examples of how their teaching had been transformed through their involvement in the project.</p> <p>Our student Tekstars identified in 2016 as highly skilled in Apps in learning created a TekBar in the school library to assist any student or staff member with iPad issues. Additionally, to assist teachers, the Tekstars collaboratively developed an 'iTunesU' course which provided tutorials on how to maximise the use of key Apps to engage all students and their use of these 1:1 learning devices. These tutorials were also delivered to all staff during a staff meeting by these gifted students. These students, as our technology Leaders achieved 'Apple Teacher' status, the first students to achieve this in NSW.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> Students demonstrate responsible digital citizenship, a strong understanding of 21st Century learning skills and use current technologies to enhance their learning 		<p>To build a sustained program, Junior Tekstars were asked to submit an EOI and began working with the now senior Tekstars to continue to deliver professional learning for our school.</p>
<p>Annual 'School Culture' survey indicates improved levels of confidence in school management, support for ongoing improvements and reflects a positive school learning culture</p>	<p>School Administrative Support Staff and teacher relief to implement and administer (including printing costs for administration and data entry) of the 'School Culture Survey' – \$4,000</p>	<p>Outstanding community engagement and high levels of confidence in the success of TJHS as reflected in the attendance of more than 700 people at the schools' annual Open Night.</p> <p>Student enrolments continued their recent positive trend in 2017 with a significant increase from 718 to 742.</p> <p>The annual School Culture survey of parents/carers, staff and students indicated that all three groups strongly believe students are encouraged to achieve their personal best, teachers have high expectations of student behaviour, the school is continually finding ways to improve what it does and that The TJHS promotes a shared understanding where staff and students work together and value the school.</p> <p>Some key findings include:</p> <ol style="list-style-type: none"> 100% of staff and 82% of students and parents agree that meeting the needs of students is the school's main priority. 98% of staff, 86% of students and 72% of parents know the values of TJHS. 85% of staff and students have high expectations for academic engagement and success.
<p>Implementation of an effective CAPA performance program embedding a dance ensemble, a concert band and G&T experiences for scholarship students</p>	<p>TOTAL : \$18,100</p> <p>Summary of expenditure:</p> <ul style="list-style-type: none"> Teacher relief for Imagine rehearsals and CAPA Community of Schools tour – \$5,000 Resources and costuming for Open Night, 'Joy' and Schools Spectacular – \$5,000 Teacher relief for CAPA scholarship auditions – \$1,600 Scholarships for gifted and talented students – \$1,500 Gifted & Talented teacher mentor casual relief – \$5,000 	<ul style="list-style-type: none"> Strong engagement of 50 students in four dance ensembles, including the successful audition and selection of the performance ensemble, for a fourth year in a row, in the Schools Spectacular. CAPA Showcase evening and matinee program, 'Imagine', was strongly supported both within the school and across the Community of Schools. Feedback from the Primary Principals was very encouraging with students reporting they thoroughly enjoyed the show. The implementation of a highly successful school Concert Band program, including participation of students from Years 7 to 12 and performances at local primary school community events. Continued implementation of the Creative and Performing Arts (CAPA) scholarships program for Gifted & Talented students in Drama, Music and Visual Arts to add to the already successful Dance program. Gifted & Talented (G&T) teacher mentor continued to support curriculum differentiation and the development of individual learning plans for CAPA scholarship students. Performance opportunities for talented Creative and Performing Arts students in Education Week

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Implementation of an effective CAPA performance program embedding a dance ensemble, a concert band and G&T experiences for scholarship students		activities, the school's annual MADD concerts and Showcase evenings for dance and drama ensembles

Next Steps

An expansion of the Concert Band program to engage the new Year 7 students and provide additional rehearsal and performance opportunities. Additionally, the music staff will continue to foster links with Lucas Heights Community School Band.

Staff will continue to review feedback gained through surveying parents and students involved in the school's CAPA performance and Scholarship program with a view to enhanced student engagement and achievement.

There will be continued implementation of appropriate timetable parameters to effectively embed the CAPA G&T scholarship and performance program.

The G&T teacher mentor will continue to lead the development of individual learning plans for all students involved in the CAPA scholarships as they are now embedded into our school practices.

Teacher Technology Mentors will continue to have allocated release time in order to continue to lead the Professional Learning of teachers and support the development of quality teaching strategies to improve technology engagement in learning. Continue the 'TekStars' program to provide technical support for teachers and students in the use and implementation of iPad applications for learning.

TJHS will shift from the Annual School Culture survey to the 'Tell Them from Me' (TTFM) survey in 2018 to seek feedback from all stakeholders across the school community.

Key Initiatives	Resources (annual)	Impact achieved this year
<p>Aboriginal background loading</p>	<p>TOTAL: \$8,952.02</p> <p>Planning time and relief for activities: \$2,086.40</p> <p>Workshops/ presenters : \$1,380.00</p> <p>Hospitality and travel: \$87.54</p> <p>Uniforms for students: \$243.64</p> <p>Aboriginal background teachers:\$1,381.44</p> <p>Mentoring: \$473.00</p> <p>AIME participation : \$3,300.00</p>	<p>AIME(Australian indigenous Mentoring Experience):</p> <p>Our indigenous students were involved in individualised programs both at the University of Wollongong and with the 'Tutor Squad' at school.</p> <p>Teacher Mentor Program/ Senior Tutoring:</p> <p>Targeted support of learning and the development of social skills provided through a 1:1 mentoring/ tutoring program with an intended outcome of increased school engagement.</p> <p>QuickSmart Literacy & Numeracy:</p> <p>3 students improved their speed and accuracy in numeracy and literacy skills through completion of the QuickSmart program.</p> <p>Other activities and engagement included:</p> <ul style="list-style-type: none"> – Speak Up Program participation – student participated in the NRL School to Work Program – Gamarada Cultural Day – including 25 students from Stage 2 and 3 students from local primary partner schools – A student were nominated to receive Deadly Awards. Adam Hutchinson (year 10) was a very worthy recipient. – Strong participation in the Local AECG (Aboriginal Education Consultative Group). – 3 staff participated in Aboriginal Literacy fundraiser in 2017. This has built a deeper connection to and knowledge for our staff about delivering improved learning outcomes for our Aboriginal students.
<p>English language proficiency</p>	<p>Total: \$16,675.59</p> <p>Employ Specialist EALD teacher to coordinate and deliver support for EALD students : \$ 9,255.81</p> <p>SASS Casual relief – support in classes \$7,419.78</p>	<p>Individualised English language support for EAL/D students to enable them to access KLA content for completion of assignments and assessment tasks.</p> <p>This was completed by withdrawing individuals/ small groups from classes and working with them to build confidence and support engagement. Some team teaching also occurred.</p> <p>Monitored linguistic progression of EAL/D students through the phases of English language learning.</p>
<p>Low level adjustment for disability</p>	<p>Total: \$44,062.32</p> <p>Enclave program – offering</p>	<p>Secret Agent Society Program:</p> <p>5 students participated in the SAS Social</p>

<p>Low level adjustment for disability</p>	<p>School to Work training : \$3,762.89</p> <p>SLSO salaries : \$38,312.43</p>	<p>Skills program that targeted students who need support with social skills and communication.</p> <p>Enclave Program:</p> <p>Targeted students were referred to a program to build their work readiness skill set. They participated in supported work placements across a range of work sites in 2017.</p> <p>School Learning Support Officers (SLSO) program</p> <p>In-class program targeting students requiring additional learning support and curriculum differentiation. Students demonstrated: improved attendance rates, greater confidence in their learning skills, increased engagement in class learning activities and improved learning outcomes in assessment tasks as a result of the direct support.</p> <p>QuickSmart Literacy & Numeracy:</p> <p>20 students improved their engagement in learning and confidence / skills in numeracy and literacy through involvement in the QuickSmart program.</p>
<p>Socio-economic background</p>	<p>Total: \$30,000.00</p> <p>Teacher Mentors salaries: \$18,000</p> <p>Equity iPads purchased : for staff and students + connectors for projection: \$12,000</p>	<p>Teacher Mentor Program</p> <p>43 students were supported in their learning through an individualised teacher- mentoring program. these students developed their learning efficacy, self esteem and self discipline in managing their behaviour to improve engagement in learning.</p> <p>Equity iPads were purchased to provide students with access to enriched learning experiences.</p>
<p>Support for beginning teachers</p>	<p>Summary of expenditure:</p> <p>Teacher relief was provided through the school curriculum organisation, mentoring time was made available via the timetable structure and supplementary professional learning activities to were also funded, aligned to the staff PDP and the school plan.</p>	<p>As a result of the support provided, the Beginning Teachers demonstrated more confidence in the classroom, particularly with student engagement and enhanced pedagogical practice. The Beginning Teachers are successfully moving towards NESAs accreditation. A number of the early career teachers have been successfully mentored to achieve accreditation with NESAs, achieving both their accreditation as Proficient teachers and their Maintenance of Accreditation for Proficient teacher.</p> <p>The Head Teacher Teaching and Learning and the Relieving Principal attended professional learning around the changes to Accreditation in 2018. Additionally they sought clarity about the processes to achieve the status of Highly Accomplished teacher and Lead Teacher, with this information being presented to staff at Staff meetings.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	329	329	345	376
Girls	332	318	359	366

This data confirms that the school population is continuing to grow, with an increase in our school population of students, and a total enrolment increase of a further 38 students in 2017. This increase reflects the growing positive opinion in the local community that The Jannali High School is an inclusive, academic and caring local public high school.

Student attendance profile

School				
Year	2014	2015	2016	2017
7	94	94.9	94.6	93.7
8	92.1	91.5	92.7	91.7
9	89.9	90.2	89.4	91.5
10	90.6	89.1	90.3	87.5
11	86.4	88.8	87.7	86.3
12	92.1	90.1	91.5	91
All Years	90.7	90.8	91.3	90.7
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

The school has continued its positive trend of above state average student attendance. Parents/carers are contacted via 'sms' each day and letters are sent via students to explain any partial or whole day absences. In addition, strategies that support attendance are embedded into every day practice, with office staff, teachers, the Welfare Team, the Learning Support Team and the Senior Executive all working diligently with families and carers to continue to encourage

attendance and engagement at school. Regional Office staff are contacted if required to offer additional assistance and support. In 2017 a School Administrative Officer (SAO) was employed on a part-time basis to support students and parents/carers to resolve attendance issues related to unexplained absences to ensure school records accurately reflect appropriate reasons.

A review of the processes and practices was implemented in 2017 by the Relieving Principal, as part of the A-Z Tool evaluation. All stakeholders were consulted, with some changes to practice being implemented in 2018. These include weekly reviews of attendance data by the Welfare team will build our team's capacity to encourage improved 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	0
Employment	0	9	25
TAFE entry	0	4	17
University Entry	0	0	51
Other	0	6	7
Unknown	0	1	0

Post School Destinations

From a cohort of 99 students who sat for the HSC in 2017, 50 students received an offer to enter a University degree in 2018, i.e. 52%

41 students applied for Early Admission to the University of Wollongong and through an interview process 35 were successful in receiving a guaranteed offer before sitting for their HSC. Four of these students were offered a Dean's Scholar award because of their outstanding results in the HSC.

The Universities of choice were University of Wollongong, University of NSW, Macquarie University, University of Sydney, Notre Dame, UTS and Western Sydney University.

Year 12 students undertaking vocational or trade training

Senior students undertaking Vocational Education Courses Externally (EVET)

In 2017, 20 Year 12 students chose to do a Vocational Education Course Externally at TAFE as part of their HSC.

In 2017, 19 Year 11 students did an External Vocational Education course. 17 through TAFE and 2 through the Academy of Interactive Entertainment.

Externally Delivered Vocational Courses included Automotive, Animal Studies, Hairdressing, Children Services, Electro technology, Construction, Human Services, Music Industry, Screen and Media, Maritime Operations.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2017, 100% of all eligible Year 12 students achieved the Higher School Certificate (HSC) qualification.

Our school continues to prepare students for the workforce providing Vocational Education and Training (VET) in our school curriculum. Other students study through TAFE or private colleges. The following vocational education courses are in the Higher School Certificate curriculum:

- Hospitality Certificate II in Kitchen Operations
- TAFE or private college qualifications
- School based traineeships

In 2017, the School supported 5 School Based Apprentices and Trainees. (SBATS). The School Based traineeships were in Early Childhood Education (2), Business Services (1) and Health Services Assistance (1) and the School Based Apprenticeship is in Electrotechnology (1). The Business Services Trainee was part of the ANZ Bank Indigenous Program and was the winner of the 2017 Southern and South Western Sydney Aboriginal and Torres Strait Student of the Year Award. The student continues to work with the bank while completing a Commerce Degree.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	8
Classroom Teacher(s)	38.4
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.1
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	10.08
Other Positions	1

*Full Time Equivalent

No staff of the The Jannali High School identify as Aboriginal.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	18

Professional learning and teacher accreditation

In 2017, TJHS professional learning was funded that aligned to the school plan and staff individual and faculty PDP goals. The training included:

- Continued support of new syllabus implementation, particularly in Preliminary subjects, in particular in English, Maths, Science and History. Our Head Teachers and dedicated staff participated in across school faculty networks, considering the implications of both the new syllabus and assessment structures. Staff within these faculties also appreciated the time to work in teams to ensure they are meeting all specified requirements for all students, in readiness for 2018.
- The mandatory Vocational Education and Training (VET) teacher training required to continue to deliver Commercial Cookery framework.
- Leading and Managing Business Reform (LMBR) dominated the professional learning undertaken in 2017, with senior executive and Administration staff participating in numerous whole day workshops to consolidate the operational knowledge required for LMBR's Go Live in 2017.
- BYO iPad program continued to drive the Professional learning budget, with staff seeking professional learning time to substantiate their expertise with these learning devices. This involved new teams of staff participating in Apple delivered training to transform classroom learning experiences, and then presenting their findings at staff meetings. This training occurred both in schools and at the local Apple Store. Technology Mentors were funded and worked with staff across the school to refine the learning within classrooms – made possible through these devices. They also contributed to discussions about this learning using an 'iTunes U' forum.
- Planning time for the school planning tool – including the milestones required for each of the three schools Strategic Directions was utilised.
- Observations continued across the school setting

as part of the Performance Development Plan, with a focus on seeking improvement in student learning and engagement in the classroom. The protocols established the previous year were used and staff selected a range of data tools were also provided to support this process.

- Challenge Based Learning initiatives required staff to work in conjunction with our GAT Teacher Mentor to consolidate the delivery of student driven, independent learning experiences within the Big Question of “Sustainability”. Three faculties participated in this learning – with Geography, Science and English and they were provided with some professional learning time to facilitate the success of this project.
- Staff applied their knowledge of Differentiation to their programming in Stage 4 by a Gifted and Talented Teacher Mentor, Mrs Bleus. She worked with staff across many faculties, in particular focusing on Year 7 teachers who were working with the Gifted and Talented classes. Professional learning time was set aside for staff to complete this work.

Other Staff Professional Learning in 2017 included:

- Mandatory training was once again delivered to all staff in areas of Child Protection updates, Anaphylaxis and e-Emergency care. This was logged via the Department of Education’s (DoE) MyPL online tool to track staff participation.
- Selected individual staff also undertook training in First Aid and Cardio Pulmonary Resuscitation (CPR) to comply with current Work Health and Safety policy and regulations. A school based register of this professional learning has been established.
- HSC monitoring processes were again reviewed, with staff being asked to predict the Bands that each student would achieve, and a proforma to unpack the strengths and opportunities for improvement in each subject.
- Accreditation processes training was pursued in preparation for changes made in 2018
- Ongoing training to support syllabus implementation in all faculty areas.
- *Staff* attended training in STEM to support the provision of this subject in 2017
- Marine Studies instruction to maintain qualifications for delivery of Marine Studies.
- Educational leadership experiences, at regional and state level continued to support the leading and managing this school in times of educational reform and change. These experiences were then shared via executive and staff meetings.
- Welfare and Learning Support programs to continue to provide support for staff when dealing with students welfare concerns.

A total of **\$36,722** was expended on staff Professional Learning in 2017.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

This summary financial information covers funds for operating costs during 2017 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Receipts	\$
Balance brought forward	697,249
Global funds	352,225
Tied funds	184,580
School & community sources	566,228
Interest	8,768
Trust receipts	44,319
Canteen	0
Total Receipts	1,156,119
Payments	
Teaching & learning	
Key Learning Areas	94,254
Excursions	84,409
Extracurricular dissections	223,182
Library	6,481
Training & Development	6,564
Tied Funds Payments	204,764
Short Term Relief	86,429
Administration & Office	119,862
Canteen Payments	0
Utilities	50,976
Maintenance	30,118
Trust Payments	40,185
Capital Programs	18,809
Total Payments	966,035
Balance carried forward	887,334

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 information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	1,720,454
Appropriation	1,320,035
Sale of Goods and Services	72,395
Grants and Contributions	325,953
Gain and Loss	0
Other Revenue	0
Investment Income	2,070
Expenses	-732,752
Recurrent Expenses	-732,752
Employee Related	-301,962
Operating Expenses	-430,790
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	987,702
Balance Carried Forward	987,702

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Change management was undertaken in 2017 to introduce the new Leading and Managing Business Reform (LMBR) processes and practices. As a result of this significant change, professional learning was undertaken by all members of the senior executive, the School Administration Manager and some key members of the administration staff. This training resulted in whole school management processes being successfully implemented with extensive re-organisation and reviews.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	6,870,851
Base Per Capita	107,651
Base Location	0
Other Base	6,763,200
Equity Total	283,026
Equity Aboriginal	12,661
Equity Socio economic	75,018
Equity Language	42,331
Equity Disability	153,016
Targeted Total	42,900
Other Total	107,507
Grand Total	7,304,284

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.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

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.

Our Year 7 and Year 9 NAPLAN Literacy results indicate that:

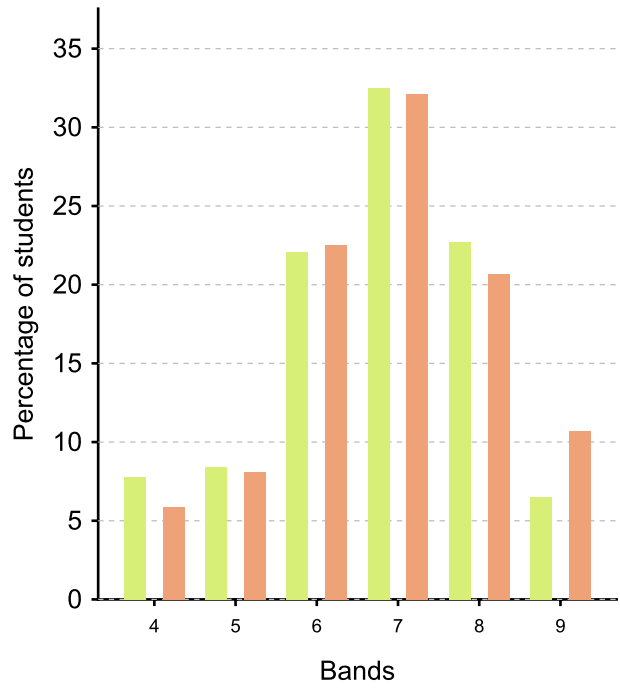
- The improvement of year 9 students based on their performance from 2015 to 2017 using a direct Effect Size school measurement was on par with the State growth for Reading (0.53), Writing (0.34) and Grammar and Punctuation (0.35).
- The percentage of Year 7 students placed in the "Proficient" category for achievement in the top two bands for Reading (22%), Spelling (33%) and Grammar and Punctuation (29%) compared very favourably with the State average – As did Year 9 in Grammar and Punctuation (25%).
- Our Year 7 results continued the school's trend of performing on or above the "All Schools" (Public and Private schools) average in Reading, Grammar and Punctuation – and above the "DEC Schools" average. Year 7 Writing performance continued a pleasing trend

just below “All Schools” average and well above “DEC School’s” average.

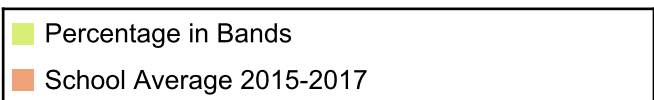
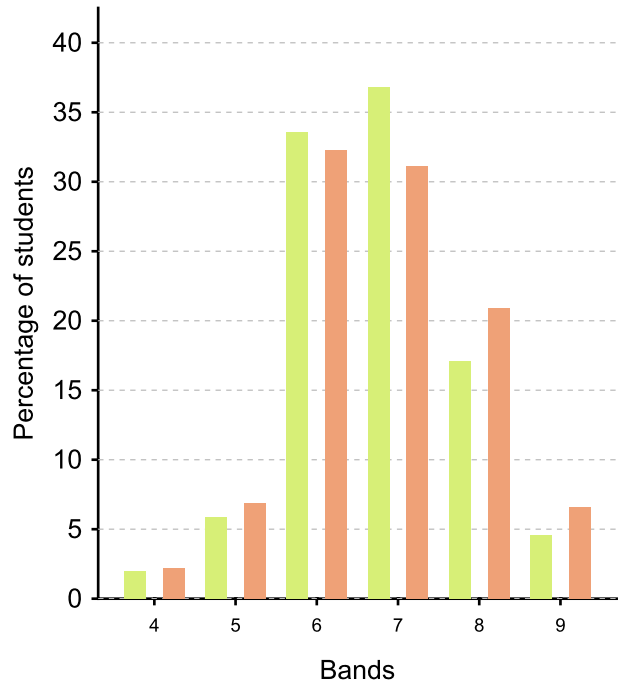
- Year 9’s results in Writing showed improvement over 2016 results and comparing favourably with the “All–School’s” performance. In Reading and Grammar and Punctuation Year 9 performed well above the “DEC Schools” average.

In reviewing the value added data, Year 9 growth from Year 7 has outperformed the State in most areas of measurement. This is an outstanding result and testament to the positive effect teachers have had in improving student outcomes.

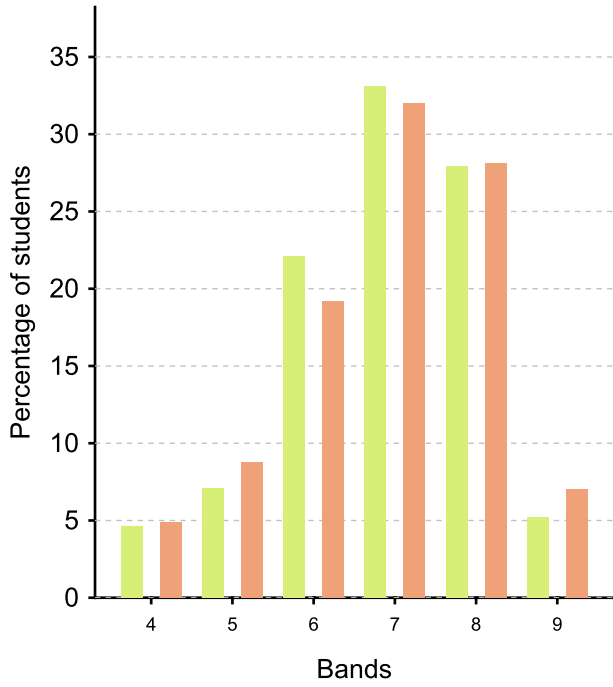
Percentage in bands:
Year 7 Grammar & Punctuation



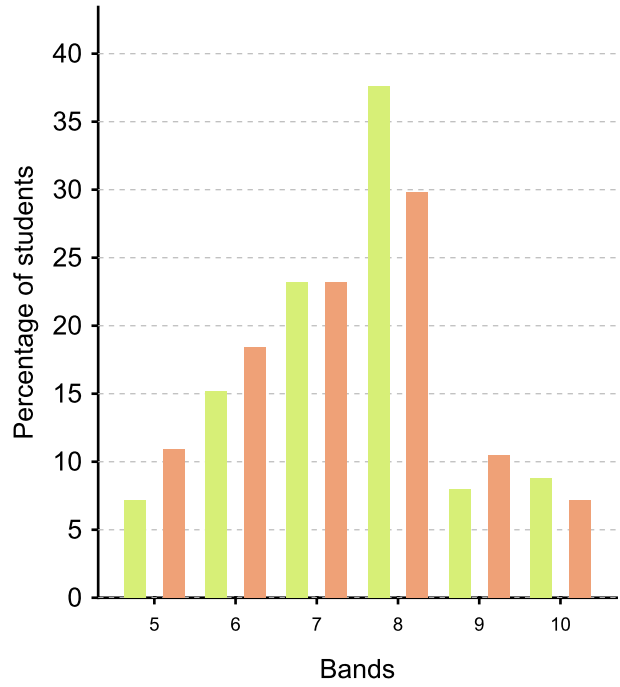
Percentage in bands:
Year 7 Reading



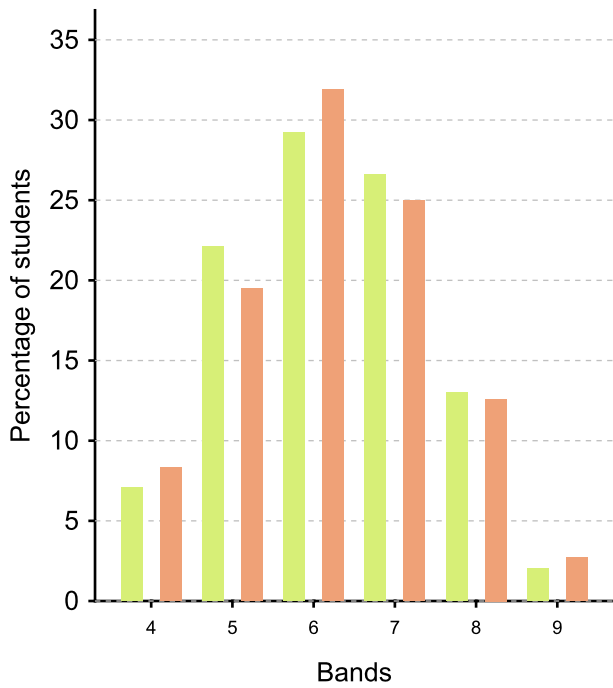
Percentage in bands:
Year 7 Spelling



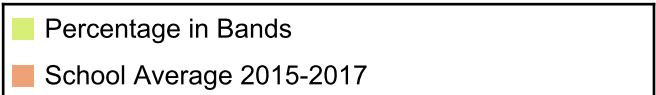
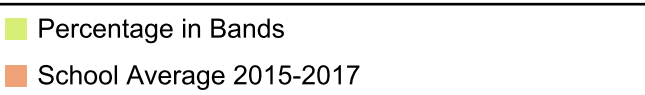
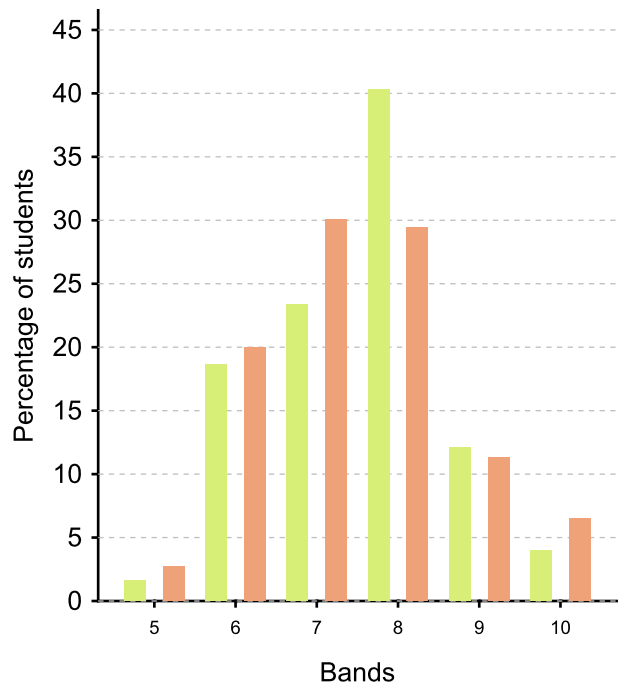
Percentage in bands:
Year 9 Grammar & Punctuation



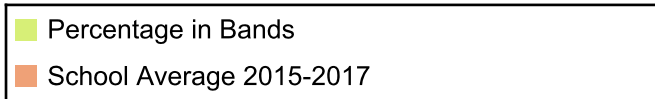
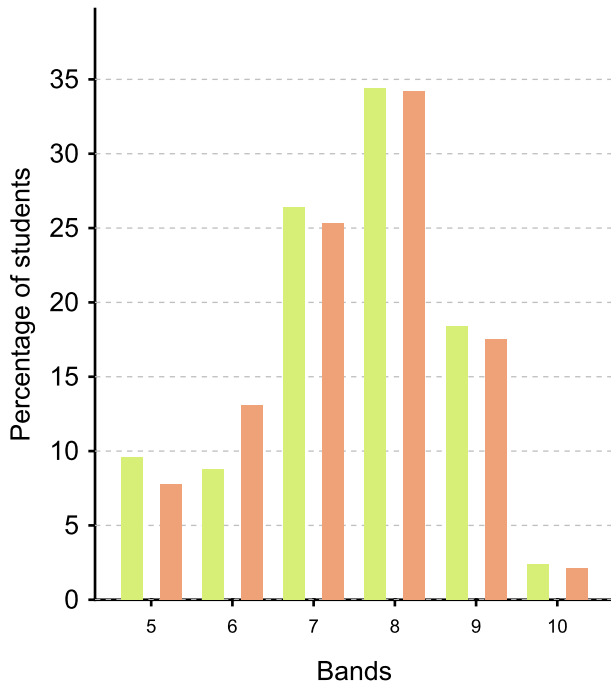
Percentage in bands:
Year 7 Writing



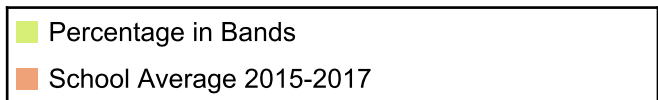
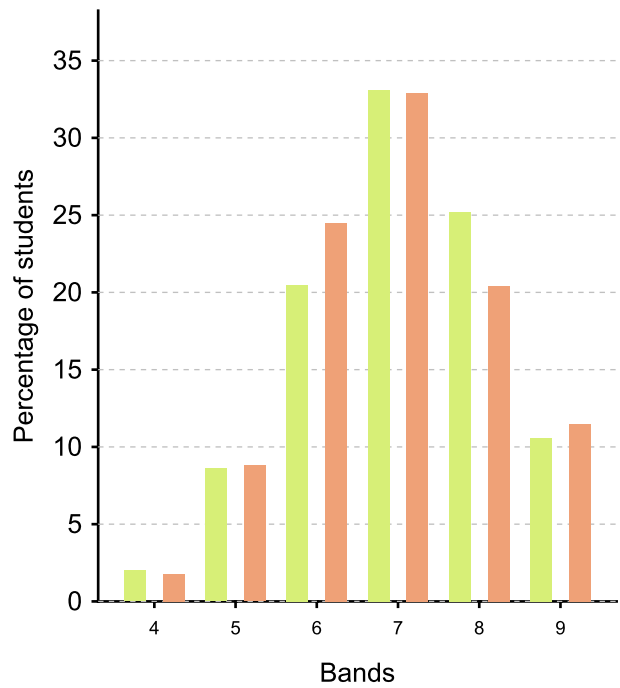
Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 7 Numeracy



Our Year 7 and Year 9 NAPLAN Numeracy results indicate that:

- The improvement of Year 9 based on their performance from 2015 to 2017 using a direct Effect Size school measure was better than the state (0.73) growth for Numeracy (0.83)

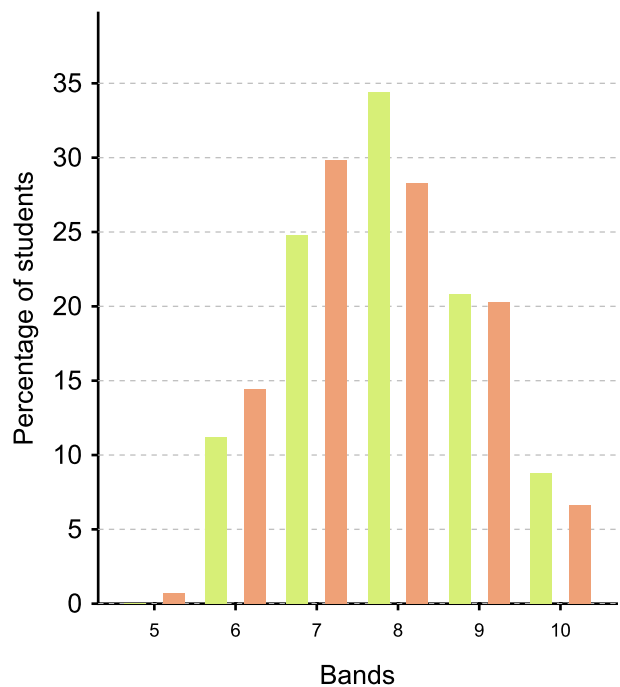
- Further, the Effect Size improvement in Data, Measurement, Space and Geometry (0.89) was significantly better than the state (0.79) Growth.

- 36% of Year 7 students and 30% of Year 9 students were placed in the "Proficiency" achievement level for Numeracy. These results were on or above the state average

- 77.2% of Year 7 and 73.3% of year 9 students achieved greater than expected growth in Numeracy

Year 7 students' achievements in the upper Bands 7, 8 and 9 for Numeracy (68.9% – 2017) were above or commensurate with the school's average 3-year trend as well as the State performance for all DoE students.

Percentage in bands:
Year 9 Numeracy



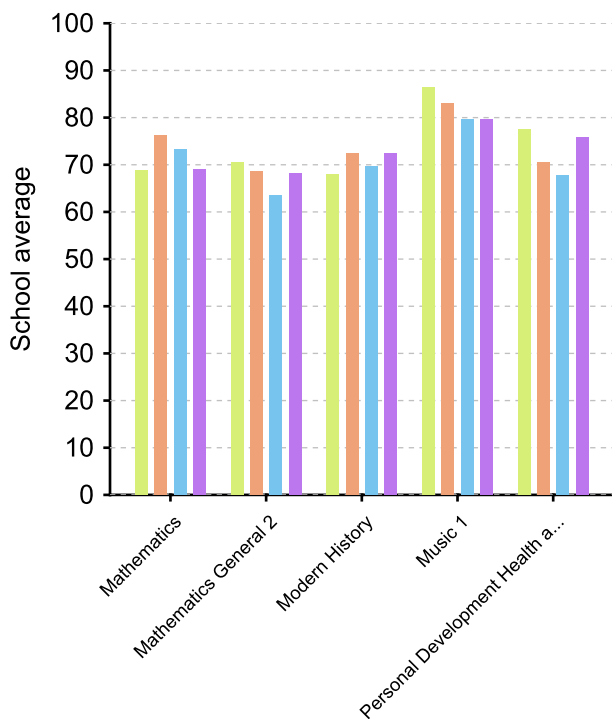
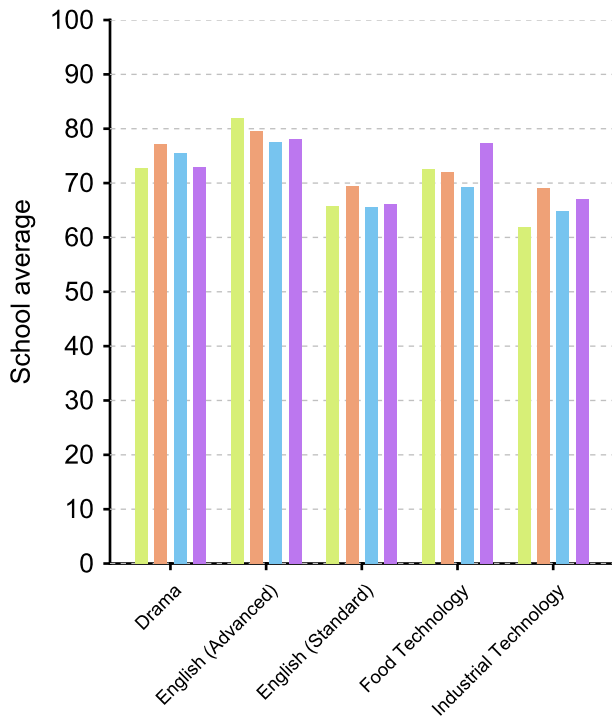
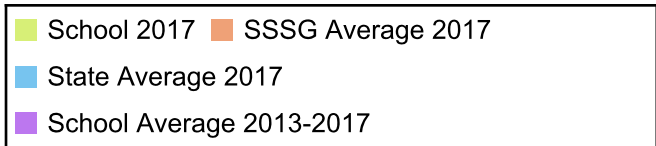
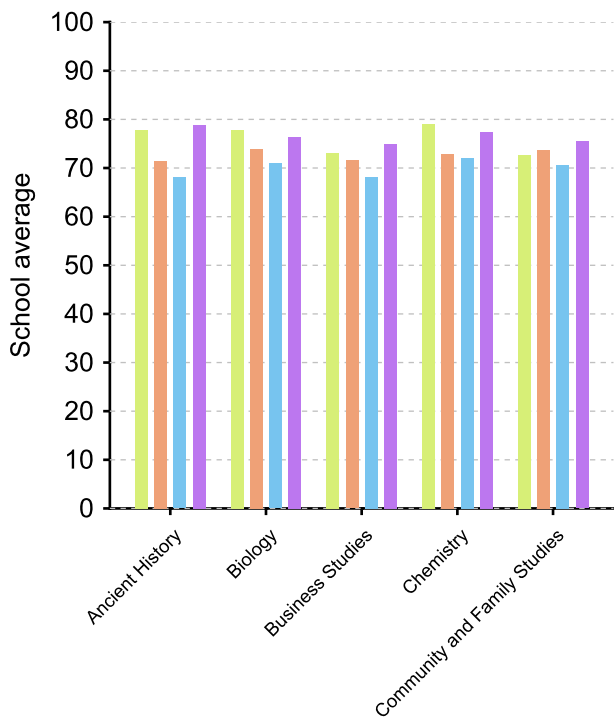
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

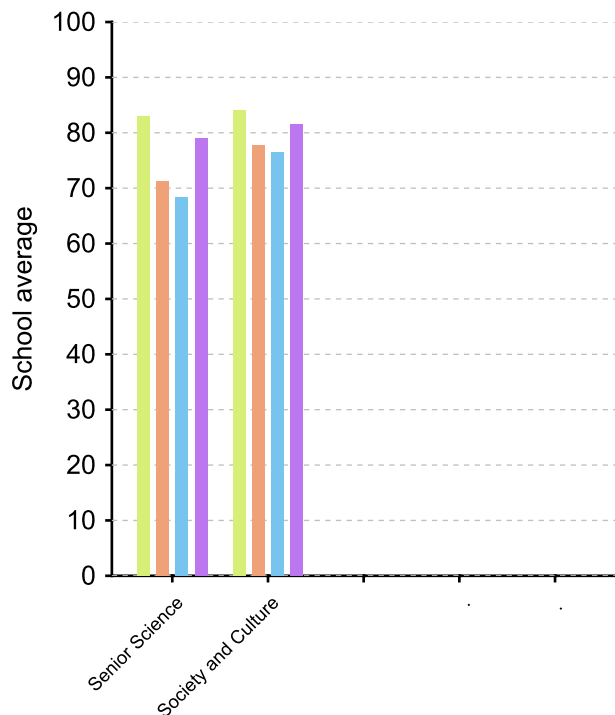
In accordance with the *Premier's Priorities*, our identified Aboriginal students achieved eligibility for the

HSC in all 4 components of the NAPLAN program in 2017, by attaining Band 8's in Reading, Writing, Grammar and Punctuation and Numeracy.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).





There certainly was some significant achievements in 2017, including the performance of our Year 12 students in the Higher School Certificate.

Overall, Year 12 students were rewarded with: 24 Band 6 and 119 Band 5 results.

This demonstrates a 5% improvement in the combined Band 5&6 performance on our 2016 HSC results and an 11% improvement since 2014. An outstanding result by any measure.

At an individual student level, 7 students achieved an ATAR above 90. These outstanding achievers include:

- **Blake Paterson** with 3 Band 6 and 2 Band 5 results and an ATAR of 96.05. Blake will study a Bachelor Advanced Science & Bachelor Engineering at the University of NSW
- **Thea Carroll** with 2 Band 6 and 3 Band 5 results and an ATAR of 93.9. Thea will study a Bachelor of Pre-Medicine and Health at the University of Wollongong
- **Georgia Lawless** with 2 Band 6 and 3 Band 5 results and an ATAR of 93.85. Georgia will study a Bachelor of Media (Communications and Journalism) at UNSW
- **Vesna Simic** with 1 Band 6 and 4 Band 5 results and an ATAR of 92. Vesna will study a Bachelor of Business and Analytics at Macquarie University
- **Michaela de Boer** with 2 Band 6 and 3 Band 5 results and an ATAR of 91.7. Michaela will study a Bachelor of Nursing at UOW
- **Hayley Bernardi** with 2 Band 6 and 3 Band 5 results and an ATAR of 90.65. Hayley will study a Bachelor of Primary Education at the University of Notre Dame

- **Emily Turner** with 2 Band 6 and 3 Band 5 results and an ATAR of 90. Emily will study a Bachelor of Music at the University of Sydney Conservatorium

Student performance in the following courses was above the average performance of the rest of the state: Ancient History, Biology, Business Studies, Chemistry, Community & Family Studies, English (Advanced), Food Technology, Mathematics General 2, Music 1, Personal Development, Health & Physical Education, Senior Science and Society & Culture.

In fact, the growth in performance of students in Ancient History, Music 1, Personal Development, Health & Physical Education, Senior Science and Society & Culture was significantly above all equivalent courses across NSW.

The performance of students in Music, Chemistry and Senior Science was significantly above all other subjects studied at The Jannali High School (THJS) on the within-school comparison.

Senior Science was the most successful subject compared to both the state performance and the within school performance for all subjects offered at TJHS.

Our performance in English Advanced last year was particularly significant, with students achieving two Band 6 and sixteen Band 5 results. These were the best results achieved in this course since the new HSC was introduced in 2000. In fact, 72% of all students in the course achieved a Band 5 or Band 6 result compared to 63% state wide.

Parent/caregiver, student, teacher satisfaction

In 2017 TJHS sought the opinions of parents, students and teachers about the school. This process involved a formal survey approach and anecdotal information which was similar to 2016. The results can be compared in most areas.

As part of our self-evaluation process, an annual 'School Culture' survey was conducted, measuring the level of satisfaction amongst parents/ carers, students and staff of The Jannali High School (TJHS). Opinions gathered were used to guide school decision-making processes; establishing strategic directions and determining our specific purpose statements. It was pleasing to see so many positive responses across all stake holder groups with an improvement in opinions in many areas, year on year. The student survey also allows for the responses to be broken down into gender and different year groups.

The response indicated that in 2017 Parents, Students and Staff all felt:

- * that TJHS promotes a shared set of values, where staff students and parents work together (C.A.R.E.)
- * a sense of pride in their school is demonstrated in their school by staff and students

- * teachers have high expectations of academic achievement
- * that the school is constantly seeking ways to improve what we do
- * as a school we encourage students to achieve their personal best

Areas that built on the already high levels of agreement of the previous year included:

- * students are proud of their school
- * that 'meeting the needs of the students' is the school's main priority
- * Targeted professional learning to support the school's BYO iPad initiative is effective
- * The school's curriculum (subjects) caters for the learning needs of students
- * Parents and carers support this school

All views are important in guiding the school decision making and help the school to make adjustments in the curriculum, processes and procedures, as well as informing planning processes.

The Following are some of the very positive and encouraging thoughts from Parents/Care Givers, Teachers and Students on the culture at The Jannali High School.

Parents/Care Givers, Students and Teachers all strongly agreed that:

- * the school's BYOD iPad initiative effectively supports and enhances teacher pedagogy
- * teachers have high expectations of student behaviour
- * the school celebrates the achievements of students
- * parents/carers, students and staff respect each other
- * classroom rules are consistently applied by teachers
- * communication between the school and parents/carers is good
- * students regularly comply with school uniform requirements
- * the school supports a learning environment which effectively encourages; safety, commonsense, consideration of others, effort, respect, showing concern for the wellbeing of yourself and others, and responsibility.
- * the school is a friendly place
- * parents/carers support this school

Students across the school strongly Agree that:

- * they know the values of The Jannali High School
- * parents/carers support the school
- * teachers consistently implement the school code of behaviour, expectations and rules
- * teacher management of student behaviour has a positive impact on learning in the classroom
- * teachers and students actively use Google suite (including Google Docs, Google Classroom and Google Drive) for classroom learning

Parents strongly Agree that:

- * teachers have high expectations of academic achievement
- * meeting the needs of students is the main priority
- * the teachers have high expectations of student behaviour
- * the school celebrates student achievement
- * the use of SMS texting as a form of communication is valued

Teachers strongly Agree that:

- * they are proud of their school
- * meeting the needs of students is the main priority
- * the school is continually finding ways to improve what it does
- * the school's curriculum (subjects) caters for the learning needs of students
- * the Head teachers and Senior executive have a positive influence on the culture of the school
- * TJHS is a friendly place

The data collected from this annual survey continues to inform our planning cycle at TJHS.

Policy requirements

Aboriginal education

TJHS offered a range of programs for our 21 indigenous students in 2017.

We continued our involvement with the Australian Indigenous Mentoring Experience (AIME). This connected our students with the University of Wollongong and through AIME they completed individualised programs to support their academic studies and general wellbeing. During Term 2 and 3, volunteer Tutor Squads came to the school every week to support our students with their studies and

assessment tasks. In Terms 3 and 4, students attended Mentoring Days at the UOW campus where they were offered a range of inspiring presentations from AIME founder Jack Manning Bancroft. As part of the course, they had to read his autobiography "The Mentor" and write a Book Report. Students received advice and support from University students and AIME mentors to complete this task. Senior transitioning students were also invited to attend a comprehensive transition to work interview at the University.

For the third year in a row, Ms Van Luyt was invited by the Aboriginal Education and Wellbeing Team to deliver the training for the annual 'Speak Up!' Program for Aboriginal students in Years 7 & 8. Students learnt about important aspects of speaking in public. All of the participants presented their prepared speeches based on the NAIDOC theme of "Our Languages Matter" at NSW Parliament House in front of an audience of Elders, Principals and parents.

Three indigenous students took part in the QuickSmart Literacy and Numeracy Programs, and all demonstrated excellent growth in their recall and accuracy skills.

One student took part in the NRL's School to Work program which involved working closely with a mentor to focus on career planning. Much of this work translated into real job opportunities. Another student attended the ISEP camp in 2017 to enrich his learning experiences.

We have formed a strong connection with the Sutherland Shire Aboriginal Education Consultative Group (AECG) and they have offered us a number of initiatives and support with our programs.

The annual Gamarada Cultural Day was held in December at TJHS to celebrate Aboriginal culture. We expanded the scope of the day by inviting both Stage 2 and Stage 3 students from our HOTSCOS partner schools. The day involved historical information, bush tucker and aboriginal arts and crafts and was an enjoyable way to promote knowledge and pride in indigenous culture.

Finally, congratulations must go to Adam Hutchinson who was our school recipient of the 'Deadly Kids Doing Well' Award at the Ceremony for 2017.

Multicultural and anti-racism education

Multicultural and anti-racism education in 2017 TJHS continued its commitment to reflecting on Harmony Day.

To further promote multicultural awareness, the "Together for Humanity" program was continued in Yr 7 2017. A team of outside presenters representing people from a range of cultural backgrounds worked with our Welfare Team and students to take students through a number of engaging activities which asked students to consider their own cultural traditions and learn about

those from other cultures. Many activities demonstrated experiences of others, promoting empathy in our students. The program took place in one day sessions, held over two terms. The surveys completed by students online, indicated that their understanding of the concept of "culture" increased as did their appreciation of their own culture and that of others. This understanding breaks down barriers of fear and promotes acceptance and empathy.

Our International student program was formalised with the creation of an International Student Coordinator role. This furthered awareness, understanding and acceptance across the school and has allowed our students to connect on a daily basis with other cultures.

Other school programs

BYO iPad : Our journey in 'Building critical, inquiring leaders and learners' continues...

At TJHS we aim to enable all learners to become confident, collaborative and independent learners. We are committed to delivering learning experiences that equip every student to be resilient, productive future focused learners who seek to achieve their personal best.

As previously reported, in 2015, as part of the schools planning processes an audit of the skill sets we wanted our students to have when they left our school was undertaken. Staff agreed that we need to build the capacity of our young people to be 'productive and inquisitive and autonomous learners'. When closely scrutinising our classrooms and learning programs to gauge if we were meeting that target, it was revealed that we as a school had more work to do in this area. A team of staff were engaged to seriously investigate what programs were in use in schools and what devices we could use and found overwhelming data that supported the choice of one device used by students and staff.

Issue of equity was a huge challenge that also required consideration. It is imperative that every student has access to enriched learning experiences with a device, so an 'equity iPad' program was funded to ensure no one student was excluded from learning.

After a year of working with a trained Apple Educator within the 'Towards Transformation' program, a sustainable and dynamic plan was established in 2017, enabling the success of this transformational program across our classrooms. These plans included:

- the continuation of the role of Head Teacher Teaching and Learning. Mrs Graham continued to steer the learning within the 3 lessons in year 7 – so that 21st Century learning is valued and reported in terms of Competencies on students' academic reports.
- Year 8 also experienced 21st Century Learning, to consolidate understandings and also encompasses 'Swift Playground' a coding app.
- The establishment of 3 Teacher Technology Mentors from within the school, to work in

partnership with staff across the school so that they can support their definition of learning experience in Year 7 and 8 classrooms. These staff met regularly with HT T&L and Relieving Principal to discuss progress, challenges and provide support in managing change.

- Staff regularly present ideas of technology leveraging engagement – with the teacher mentors and the mentees showcasing what was possible using iPads to document and redefine learning outcomes.
- Executive encouraged staff to view and engage in the online forum – 'iTeach @TJHS', an iTunes U course that explores iPads in classrooms – shifting conversations held in staffrooms across the school site and accessible offsite as well, when planning often occurs.
- The election of student 'Tekstars' to support challenges in managing these learning devices in classrooms/school setting. These Tekstars provided not only regular support of students but also staff, as they explored new ways to access, engage and express learning. These outstanding students were then offered, due to the school's close working relationship with Apple Education Australia, the opportunity to train as Apple teachers, being the first students to achieve this status. These students collaborated on a document (using Numbers) that they shared with the Relieving Principal and met regularly throughout the year to develop, deliver and consolidate staff professional learning. These outstanding students created a series of iTunes U courses that explore the functionality of key learning apps that was delivered to staff and available for all to use. The students' determination to serve their school and meet the learning needs of staff and students was noted by not only the staff at TJHS but also within Apple Education Australia and Apple America. Most significantly, a series of visits from Apple Executives from both Australia and the USA provided testament to the achievements of TJHS in transforming the learning environment, made possible by the use of this choice to work using this learning tool, the iPad.
- Mrs Graham and Ms Benson continued to attend Apple Delivered Professional learning, gaining insights in to managing sustainable growth and development in the school environment. Notably, Abdul Chohan's (a former Senior leader, Principal and CEO of a Multi Academy trust and the Co-founder of the 'Outstanding' Olive Tree School in Bolton, United Kingdom) presentation provided incredible insights that were then applied to our school setting.

As a testament to the journey that has begun, at a World Teacher's Day Australian College of Educators award ceremony, Mrs Graham, Ms Benson accepted awards for the staff (Mrs Flower, Mr Martin, Mr Fish and Mr Finn) that have worked tirelessly to redefine the learning of all students. This honour was gratefully received and valued.

Finally, at the end of 2017, Apple Education contacted the Relieving Principal to request that TJHS complete

and submit an application to the Apple Distinguished Schools program. Apple Education staff considered our school's journey and growth as significant and have nominated TJHS for this honour, to be considered an elite operator in this field. This application is currently underway and will be submitted at the end of Term 1 in 2018.

White Ribbon 2017

The Jannali High School has been involved in the *Breaking the Silence School's Program* working with **White Ribbon Australia** to become recognised as a White Ribbon School. In 2017, The school's focus was two-fold. Firstly to continue the school's involvement in the Annual White Ribbon Walk by increasing the number of students involved in the walk and secondly to introduce the White Ribbon initiative to the Year 7 boys by focusing on the key expectation of **RESPECT** that is part of the School's **C.A.R.E.** Expectations

In November, the entire **SRC body participated in the Annual White Ribbon School Walk**. In conjunction with this initiative, the SRC and White Ribbon ambassadors addressed the school assembly the week prior to the event to discuss the significance of men's violence against women. This was reinforced throughout the same week providing key points for discussion when at Roll Call. The SRC sold White Ribbons on the day prior to the walk, raising over \$300 for White Ribbon. The school strategically placed White Ribbon Messages throughout the school and these remain in place today. The **White Ribbon Ambassadors conducted a Boys only seminar to the Year 7 cohort** prior to White Ribbon Day, addressing the key message of **RESPECT** as a core expectation here at TJHS. Each of the boys received a White Ribbon and they were encouraged to wear this for the remainder of the day and to also wear it on White Ribbon Day which was well received. As the school moves into 2018, the focus will be to increase the profile of the White Ribbon Initiative.

Challenged Based Learning: The Year 8 Challenge Was Met !

On Monday 24th July, 2017, from 8'O' students had the opportunity to showcase their ideas at TJHS's inaugural CBL showcase. The students set up their displays and prepared for their audiences, which included staff, students, families, local primary partner principal and the Director of Public School NSW, Woronora River, Mr Garrie Russell.

Each of these subjects asked our students to respond to the topic in an interesting way:

- In Geography, the students were asked to become active citizens, seeking to respond to their environment and encouraged them to make a difference.
- In English, the students collaborated to make a film that used humour to sell the topic of sustainability, to an audience that isn't listening.
- In Science, the students were allocated particular rooms/locations around the school and were asked to make these spaces more energy

efficient, and therefore 'greener'.

The students spoke with passion and commitment and encouraged us all to vote on 'People's choice' award.

Simply put, the displays were incredible with the students presenting their findings from their investigations within the topic of Sustainability in three subject areas to the eager and receptive audience.

This incredibly engaging and challenging process, did see students contacting Sutherland Shire Council for some of their expertise, making contact with experts to gain the expertise needed to respond to the challenge. A forum was held last term, to review how simple changes can create greener, more energy efficient spaces resulted in some incredibly rich learning for all our students.

Furthermore, this contact led to one group seeking the advice on who they could contact at Sutherland Shire Council about the types of natives they should plant in our school. After a few phone calls, a team of passionate Year 8 girls made contact with staff from Sutherland Council who came to the school and surveyed the site. Geoff Dorret, from Sutherland Shire Council was so impressed with the girls that he donated over 100 seedlings to the school and provided the opportunity for 8'O' to plant these on our school grounds.. Geoff also provided the tools and trained our excited gardeners with the expertise needed for this task to be completed.

The girls were then interviewed by council media team, which captured the attention of the Mayor of Sutherland Shire. So on Friday 21st July 2017, the honourable Carmelo Pesce, came to TJHS to plant some trees and promote the work that the girls had undertaken, and recorded a message that has been circulating on social media and was reported in the Leader.

It seems that the big question of Sustainability, created an opportunity that we as a school hadn't foreseen or imagined!

The students were challenged by this self-identified learning experience and were rewarded with an outstanding response from their community. The parents and staff that were present to witness this event were incredibly proud of the student's dedication and determination to showcase all that they had learned. The staff, Mrs Graham, Mrs Bleus, Mrs MacPherson, Ms Powell and Mr Martin are to be congratulated for their leadership of this incredibly positive event.

CREATIVE AND PERFORMING ARTS FACULTY REPORT

VISUAL ARTS

Year 12 HSC Achievements:

– Meg Strachan and Kelsey Pulbrook achieved a Band 6 in 2017 HSC Visual Arts

– Kelsey Pulbrook Art Express 2018 @ Hazelhurst

Gallery –“Ephemera” (painting triptych (3 panels). Kelsey has also been offered a placement at London School of Arts in 2018.

Excursions were organised to enrich learning experiences which included: Senior excursions to 2016 Art Express @ Hazelhurst; AGNSW Study Day Year 12 Theory component; Excursion to MCA Study Tour @ Circular Quay and a Hazelhurst Gallery Study Evening with Craig Malyon (senior Visual Arts HSC examiner).

Two year 11 students also participated in the National Art School (NAS) Intensive Studio course in 2017. Sophia Carroll and Ellen Crowley (of Year 11) extended their deepened their understanding of the form of Painting. This investigation Completed over two sessions culminating in a large exhibition on campus NAS across all expressive forms. There was also incredible success achieved by our Gifted & Talented Year 8 Visual Arts students who participated in Intensive studio practice , working with Mrs Harrison in Senior art classes. Large photo montages completed by Tom Nguyen and Isabella Bendeich (year 8) were displayed at the Culture Showcase in 2017.

DRAMA

In 2017, Drama students showcased their talent at in-house events such as Showcase and MADD events. The development of the Year 7 and 8 Gifted and Talented program saw its first full year of development with their first play built piece being showcased at the IMAGINE Showcase during the middle of the year. Year 12 Drama flourished with **Emily Turner** and **Kathryn Vials** (year 12) receiving Band 6 results in this highly competitive course.

Extra-curricular experiences were offered to our Drama students such as the attendance of NSW Drama Festivals and professional theatrical productions. Two of these were to see productions of 'Mr Burns' at Belvoir St Theatre and 'The Three Sisters' at the Sydney Opera House. The year ended with the successful expansion in numbers and popularity of the after school Drama program, Drama Club. This is continuing in 2018 after school every Tuesday from 3.00–4.00pm.

MUSIC

2017 was incredibly successful, with our HSC students achieving 3 Band 6 results. The students: Emily Turner, Kathryn Vials, Chris Barratt are to be congratulated for their outstanding efforts.

Excursions were organised for our Music students which included:

* A 'Drumming excursion' Excursion to AIM (Australian Institute of Music)

* Years 7 – 10 excursion to “Wicked” @ Sutherland Entertainment Centre

* External markers Year 12 HSC – to provide our students with feedback to refine their performances

* the Showcase performances by our music students were exemplary, and also included a performance by an ex-student Mona Humphries, who is now now studying at AIM performance course.

Finally, due to their outstanding achievements in Music in 2017, **Maddie Hoggood (year 12)** was offered enrolment at JMC Music Academy. **Chris Barratt (year 12)** and **Aria Magpayo (year 12)** were accepted into the Australian Institute of Music.

CONCERT BAND

During 2017, The Jannali High School Concert Band performed at a number of events with a lot of enthusiasm and success. Our early performances included Open Night and the Night of Excellence. Mr Ian Newham, band conductor and Ms Vinka Hart, band coordinator, are very proud of the achievements of the band which was formed in March 2016. Other performances have included an invitation to play at the Jannali Public School fete and Grandparents Day at Jannali East Public School. Further, during 2017 the band had the honour of closing Education Week at Miranda Westfield. Due to the overwhelming response from the event organisers and general public, the band was formally asked to open and close Education Week 2018. Well done!

2017 saw the Concert Band perform at the NSW State Band Championships as a non-competing ensemble. They were in the minority of government high schools and set a precedent for other schools with their impeccable behaviour, school pride and musicianship. As a reward for their efforts, The Jannali High School Concert Band was awarded a Highly Commended certificate, graded, and invited to return in 2018 as a competing band.

The band has entertained many local residents with their annual performances at Showcase and MADD nights. This year, in addition to the pre-concert repertoire, the band will feature as a solo act in the above shows.

Amongst our talented and dedicated students were Jim Liu (Year 10 2017 Trombone) and Emily Turner (Year 12 2017 Clarinet). Both Jim and Emily represented the school in extracurricular State ensembles. Jim was accepted into the Sydney Youth Orchestra whilst Emily was a long term member of Sydney Schools Wind Orchestra. Emily also achieved first place in the State in her Distance Education Music 1 Course and is now studying a Bachelor of Music Education at Sydney Conservatorium of Music.

As a joint initiative with Lucas Heights Community School, the bands came together in November 2017 to perform repertoire that they were preparing for the On Fire Concert which took place a few weeks ago. Mrs Helena Turner, band coordinator of Lucas Heights commented on the "epic" nature of the event and its success. This venture will now become an annual event and has been enthusiastically embraced by both schools, the Fire & Rescue Band and parents alike.

What a busy year 2017 has been! I'd like to thank Mr Newham for his expertise and guidance, Mrs Harrison for her leadership and support of the band, and Mr Finn who made the whole project possible.

Ms Vinka Hart

Achievements in Sport 2017

The Jannali High School continues to offer all students a comprehensive and inclusive program in a wide variety of sports. Our school continues to participate in The Port Hacking Zone Grade competition as well as encouraging students to be involved in recreational sports, knockout competitions, sporting carnivals and representative involvement at an elite level.

During term 1, all Year 7 students participated in our school swimming program. Following this they chose either Advanced Sports Coaching (ASC) or Low Intensity Activities for a twenty week period. The ASC students rotated through sports such as: netball, NRL touch, AFL and basketball. For each of these sports, qualified coaches came in to teach the skills and tactics for quality play. In Term 4, Year 7 students joined the rest of the school in participating in the Port Hacking Zone Grade Competition or recreational sports.

The Port Hacking Zone grade competition continued to provide students of The Jannali High School with the opportunity to compete against other schools every Thursday afternoon. This very competitive and successful number of sporting competitions provided students a choice in sports such as: Basketball, Waterpolo, Cricket, Oz-tag, Football, Beach Volleyball, Hockey, Tennis, Touch Football and Netball.

Our non-grade students also participate in recreational sports that include Surf Awareness, Surfing, Ten Pin Bowling, Aerobics, Dance, Table Tennis, Badminton, Beach Fitness and Martial Arts/Boxing.

The Jannali High School continued to have tremendous success in the Port Hacking Zone Grade Sport competitions. In 2017 a high proportion of our grade teams qualified for semi-finals.

In 2017 The Jannali High School competed in over 17 NSW State Knock Out Competitions. The list below identifies the knockout and gala day competition teams/sports our school entered in –

- rugby league
- girls touch football
- 2 boys football/soccer teams
- 2 girls football/soccer teams
- 10 futsal teams
- 2 netball teams
- lawn bowls team
- 4 girls Oz Tag teams
- boys cricket
- boys touch football
- mixed table tennis
- 3 Water polo teams
- 15's AFL
- 4 basketball teams

- girls cricket

In 2017, we witnessed some outstanding achievements in a variety of sports including the following regional and state representatives:

SYDNEY EAST REGIONAL REPRESENTATIVES

Tahlia Finau– Athletics

Isabella Currey– Athletics

Ruth Hunnisett– Athletics

Daniel Ngawhika–Whittaker–Athletics

Georgia Manos–Football

Liam Thompson – Cricket

Kyla Tracey–Australian Rules Football

Amy Bennett– Cross Country/Athletics

Jessica Bennett– Cross Country/Athletics

Riley Dobson– Cross Country/Athletics

Tilly Handforth– Cross Country/Athletics

Jack Elphinstone– Cross Country

Riley Hollingdale – Cross Country

Kaitlyn Middleton – Cross Country

Jess Anderson – Cross Country

Drew Anderson – Cross Country

Max Dobson – Cross Country

Riley Nilan – Hockey

Hayley Townsend – Rhythmic Gymnastics

Phoebe Madsen – Rhythmic Gymnastics

Kyle Piggott– Squash

Natasha Pochleitner – Tennis

Natalie Maher –Tennis

Tenisha Cook – Water Polo

Sam Rose – Water Polo

Thea Carroll – Water Polo

Jade Carroll – Water Polo

NSW CHS REPRESENTATIVES

Amy Bennett – Cross Country/ Athletics

Sam Rose – Water Polo

Thea Carroll – Water Polo

Georgia Manos – Football

In 2017, The Jannali High School continued its Dance Program. The continuation of the schools' Dance Ensemble and offering the subject of Dance as an elective allowed a greater opportunity for student participation and success in sport. Our school was proudly represented in the Sutherland Dance Festival and the 2017 Schools Spectacular, the most prestigious event for the Performing Arts KLA.

We also had many students participate in the Premiers Sporting Challenge *Leading with Action* program throughout 2017. Students experienced a variety of leadership roles that required the students to take responsibility for decisions, management and organisational methods in sport and physical activity programs appropriate to their interest, knowledge and experience. *Students were then given the opportunity to coach younger year groups, providing enjoyable and challenging activities with a primary focus on fundamental movement skill development.*

We will look forward to continuing on the positive achievements of 2017. Our dedicated teachers will maintain and build on our strong sporting foundation, helping to support and motivate student success. Together with the support of our parents and local community, The Jannali High School can demonstrate the very best of Public Education.