



Education &  
Communities

# The Jannali High School Annual School Report 2014



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## School context statement

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 and growing tradition of academic achievement as well as outstanding programs to support student wellbeing and the development of student voice and leadership.

The school also operates a wide range of extracurricular activities to extend the academic curriculum. These include extensive sporting, cultural and community service opportunities. The school enjoys regular success in debating and public speaking competitions. 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 Communities 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.

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 others; acting with integrity.



## Principal's message

As Principal of The Jannali High School, I am very proud to celebrate the achievements of our students, staff, parents and community members who have worked extremely hard to make such a positive contribution to our school.

At Jannali, we understand that education is much more about how we learn rather than what we learn. We need to ensure that the process is more important than the product if students are to develop the understanding and skills necessary to succeed beyond school. Students need to know how to find a solution rather than simply learn facts they may or may not use later.

Last year provided me with the perfect opportunity to articulate my views regarding leadership and learning within the school. I outlined my belief that the school must be able to adapt to meet the needs of each individual child rather than expecting the students to adapt to fit the school that already exists. Personalisation of student learning is of paramount importance as is the professional learning of staff to be able to effectively teach and engage the needs of all students. I regularly ask 'why' we do things rather than 'what' we do. To understand the purpose of

why and how we do things is far more important than what we do if we are to ensure sustainable school improvement.

The students clearly understand my expectations regarding their commitment and engagement in learning as well as the value I place on maintaining high standards around attendance, uniform, self-discipline and taking responsibility for their actions.

Schools are currently experiencing great change and face many challenges as we consolidate the changes mandated by the DEC reform agenda, while managing the introduction of a new Australian Curriculum. Educational leadership is about managing the school as a learning community where the common focus is about improving student engagement and learning outcomes. The ongoing specific challenge for The Jannali High School community is the need to further develop a learning culture that: builds leadership capacity, develops trust, maintains effective communication, is responsive to individual needs, evaluates our performance and is open to change.

Academic excellence is at the heart of school success. The staff and students of The Jannali High School should be extremely proud of the outstanding Higher School Certificate results that were achieved in 2014. I have taken great pleasure over the twelve months in visiting classes extensively to observe learning in action and have been extremely impressed with the quality of work, teacher expertise and student engagement.

Our HSC results included 19 individual Band 6 results across a diverse range of subjects including Personal Development, Health and Physical Education, Community and Family Studies, Ancient History, Modern History, Biology, Business Studies, Legal Studies, Food Technology, Industrial Technology, Mathematics General and Hospitality.

Student performance reflects almost one-third of all HSC results at an outstanding level, where they achieved a Band 6 or Band 5. This

demonstrates a 5% improvement from 2013. Our results also indicated a 9% improvement in the number of students achieving a Band 4, 5 or 6, with two-thirds of all HSC results in this band range.

The outstanding achievers included:

- Jaime Wickham (ATAR of 96.4) B. Psychology UOW
- William Paton (ATAR of 93.65) B. Health Science UOW
- Brianna Laney (ATAR of 92.75) B. Primary Education UOW (Dean's Scholar)
- Sophie Chidzey (ATAR of 90.85) B. Primary Education UOW (Dean's Scholar)

As the new Principal to the school, it was important for me personally to establish strong links with our partner primary schools, which allowed me to develop a greater understanding of the expectations of The Jannali High School in the wider community.

In response to feedback from the staff, students, Principals and parents from our Partner Primary schools, we introduced dance into the curriculum at the beginning term 2. During the remainder of 2014, we worked hard with the Department of Education and Communities' Assets Management Unit to establish a professional dance studio within the school ensuring the necessary resourcing to support an effective school dance program.



2014 was an extremely busy and productive year with many outstanding achievements. These include, but are certainly not limited to:

- Our highly successful, Night of Excellence to celebrate the 2013 academic achievements of our wonderful students;

- The tremendous support from the wider community for the school Open Night, attended by more than 550 people;
- An outstanding Heart of the Shire Community of Schools (HOTSCOS) program, including the highly successful Year 6 transition initiative;
- The strong engagement of parents, students and staff in our annual School Culture surveys which provided extensive feedback to inform future school planning;
- Our highly respected and well supported community volunteering program;
- The A+ reward ceremony undertaken to acknowledge the outstanding efforts of our best and brightest students;
- The implementation of an electronic on-line booking system to support engagement in parent / teacher interviews;
- The tremendous success of our junior dance ensemble who were selected by audition to perform in the Schools Spectacular;
- The expansion of our student leadership program to include the introduction of Prefects and Senior Leaders for 2015;
- The tremendous support of the Jannali Uniting Church who provided a breakfast BBQ for students every Thursday morning; and
- A school visit to meet and talk with our P&C by Mr. Murat Dizdar, the Executive Director, Public Schools NSW (Ultimo Education Network).

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Warren Finn, Principal

## **Student Leadership**

The Jannali High School continues to be committed to providing quality opportunities for students to develop their leadership skills and to continue building a strong sense of school culture. In order to give more students meaningful leadership opportunities, the decision

was made to expand our student leadership group in 2014. The SRC now comprises of 2 leadership groups:

Senior SRC – 2 captains, 2 vice-captains, 6 prefects, 12 senior leaders

Junior SRC – 6 representatives from each junior year (7 – 10)

These groups are coordinated by Miss McKay and Miss McPherson.

The members of the Student Representative Council (SRC) actively engage in a variety of leadership opportunities. Within the school, SRC members host the weekly school assembly; passionately fundraise for many worthwhile charities (both local and international causes), as well as being involved in many whole school projects. SRC representatives also assist with the annual Night of Excellence, Open Night, Year 7 Orientation Day and the enrichment program as well as embracing any opportunity to participate in many other school activities.

SRC members regularly represent the school in the wider community. Our students proudly participate in many of the local Anzac Day services (the Sutherland Dawn Service, Woronora RSL Dawn Service and the Jannali Uniting Church Commemorative Anzac Service). Each year our captains and vice-captains participate in the Sutherland Shire Mayoral Ball, where they are committed to fundraising for a local charity as part of their duties. Students also attend zone and regional SRC meetings where they meet and interact with other like-minded people and have met with local members of parliament to discuss local youth issues. Senior leaders have accompanied Mr Finn to the P & C meetings of all local feeder schools to answer parent questions and give a students' perspective of TJHS.

2014 Captains Brianna and Aditya attended The Secondary School Leadership Program for School Captains, which recognised their leadership role within the school. Members of Parliament make themselves available to address students on leadership and to meet informally with their student constituents. Students also meet with

the Governor of NSW at Government House. The program provided a great opportunity for students from all around the state to represent their school, become aware of democratic process and experience the environment of Parliament House and Government House.

Year 11 SRC representatives participated in the Young Leaders Forum “Elevate” which was organised by the University of Wollongong. The program consisted of three leadership development days at the UOW culminating with an afternoon graduation event. The participants were involved in reflection groups and interactive activities and given opportunities to collaborate with school leaders from a variety of different schools.

Our students are extremely proud of their school and enjoy every opportunity to advocate, support and represent TJHS.

Simone McKay, SRC Coordinator

## Parents & Citizens (P & C) message

The Jannali High School P&C had a very encouraging year in 2014. Parent participation grew significantly and we restarted face to face meetings. Our community now meets once per term with a closed Facebook discussion forum between meetings.

Fundraising was done entirely by our voluntary P&C contribution which was left unchanged at the family friendly rate of \$40. We were actively involved in assisting the education and welfare of the school and contributed just short of \$15, 000 to benefit students.

This money went towards the following:

- ‘Turnitin’ anti-plagiarism software
- Electronic/graphic school notice board
- Night of Excellence
- Blazers for school leaders
- QuickSmart Literacy & Numeracy program
- Study Skills program

So come and join us in 2015, your input will benefit the whole school community. Plus you’ll find out about all the great things and

opportunities happening at TJHS that your kids don’t tell you about!

Dan Hunnisett, P&C President

## Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

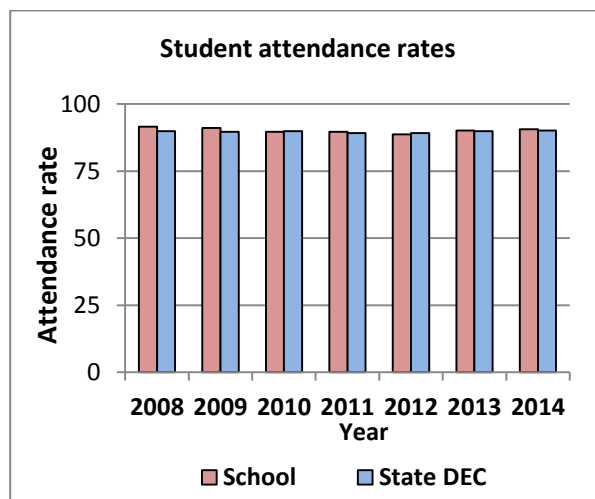
### Student enrolment profile

Gender	2009	2010	2011	2012	2013	2014
Male	423	407	372	363	345	329
Female	403	402	392	366	348	332

### Student attendance profile

Year	2009	2010	2011	2012	2013	2014
7	93.0	92.5	93.4	93.2	94.0	94.0
8	91.3	89.1	90.0	90.6	90.8	92.1
9	89.9	88.4	87.8	87.3	90.5	89.9
10	89.9	88.1	87.9	85.7	89.8	90.6
11	89.8	89.9	88.5	87.7	85.9	86.4
12	93.5	90.0	91.2	89.0	90.7	92.1
<b>Total</b>	<b>91.1</b>	<b>89.6</b>	<b>89.6</b>	<b>88.7</b>	<b>90.2</b>	<b>90.7</b>

In 2014, the school continued its positive trend of above state average student attendance.



## Management of Non Attendance

At TJHS we are well aware of the close connection between high attendance rates and success at school and so work hard to ensure student attendance is encouraged in every way. Special Deputy Principal Merit Awards have been issued at all Formal Assemblies to reward

students with excellent attendance records and so highlight the significance of this to all students.

Student attendance is recorded and monitored with the assistance of Sentral Web Attend and Period by Period (PXP) software. Rolls are marked electronically at the beginning of each day and again each period. Students who arrive late must sign in at the Front Office when they arrive. Detentions are issued to students who cannot provide a valid reason for their lateness.

Parents are notified of student absences through an SMS notification system. Parents are asked to advise the school of the reason for their child's absence by leaving a message on the voice mail system or providing a written explanation. If no explanation is received a letter is sent home requesting an explanation.

The PXP roll marking allows the close monitoring of unexplained partial attendance and disruptions to normal attendance. The Deputy Principals are made aware of discrepancies in attendance daily, and follow up issues, informing parents and issuing detentions where necessary.

If a student needs to take early leave a note is provided to the Front Office in the morning and a Leave Pass is issued. The absence is also recorded on the PXP roll so staff are aware of authorised partial absences. Leave for excursions or school business are also communicated to staff through the daily absentee sheet and on electronic PXP rolls.

Student attendance is monitored by Roll Call Teachers, Class Teachers, Year Advisers, School Counsellor and the Deputy Principals. A weekly Attendance Check Report is issued to all members of the Welfare Team to ensure staff are aware of extended student absences.

The staff at TJHS work in partnership with parents and families to ensure students attend school. Where attendance remains an issue a referral is made to the Home School Liaison Officer and The Child Wellbeing Unit may be contacted if required. TJHS also works with outside agencies such as PCYC, Police Liaison Officers, Engadine Youth Services and Community and Family

Services to provide assistance to students for whom attendance is difficult.

At TJHS we work proactively with all students and families to ensure all students are provided access to learning opportunities, and good attendance is essential in achieving this.

### **Post-school destinations**

From a cohort of 106 HSC students in 2014, 47 students received an offer to enter a university degree in 2015 i.e. 44.3%

Eighteen of those students received an Early Admission Offer from the University of Wollongong and 2 students were offered Dean's Scholar Awards.

Five students gained entry into Double Degrees including Bachelor of Journalism / Bachelor of Commerce, Bachelor of Journalism / Bachelor of Engineering, Bachelor of Creative Arts / Bachelor of Computer Science, Bachelor of Creative Arts / Bachelor of Communications and Media

The Universities of choice were:

University of Wollongong	37 students
University of Western Sydney	3 students
Australian Catholic University	2 students
University of NSW	3 students
University of Newcastle	1 student
Macquarie University	1 student

Students who did not engage in a university course straight from school engaged in:

TAFE (part time and fulltime)	14 students
Apprenticeship	9 students
Traineeship	4 students
Workforce	25 students
Private College	5 students
GAP year/ Travel	1 student
Unknown	1 student

### **Year 12 students undertaking Vocational Courses**

In 2014, 39 Year 11 and 12 students studied a vocational course as part of their HSC through Sydney Institute of TAFE at Gympie, Loftus, St George, Enmore or Ultimo campus. The senior students do not have time-tabled classes on

Tuesday afternoons enabling them to attend TAFE without missing classes at school. The TVET courses included: Animal Studies (4 students), Automotive (1 student), Beauty (4 students), Business Services (5 students), Children Services (4 students), Hairdressing (4 students), Maritime Operations (1 student), Retail Access (1 student), Sport and Recreation (2 students), Tourism and Events (1 student), Youth Work (2 students), Construction (2 students), Plumbing (1 student), Electro-technology (6 students) and Health Services Assistance (1 student).

Three Stage 5 (Year 10) students completed the Preliminary component of a TVET course in Construction (1 student) and Business Services (2 students). These students will go on to complete the 240hr Vocational Education and Training (VET) course while in Year 11 in 2015.

Year 10 students participated in the 'Get into VET' courses at Loftus, Gymea and St George TAFE Colleges. The 'Get into VET' courses involved 1 day per week for 8 weeks. Construction, Electro- technology, Automotive, Café Skills, Sport and Recreation were the courses chosen. Many of these students will continue their study in these vocational areas by choosing the related TVET course in 2015.

In 2014 the school supported 4 School Based Traineeships and Apprenticeships (SBATs) in:

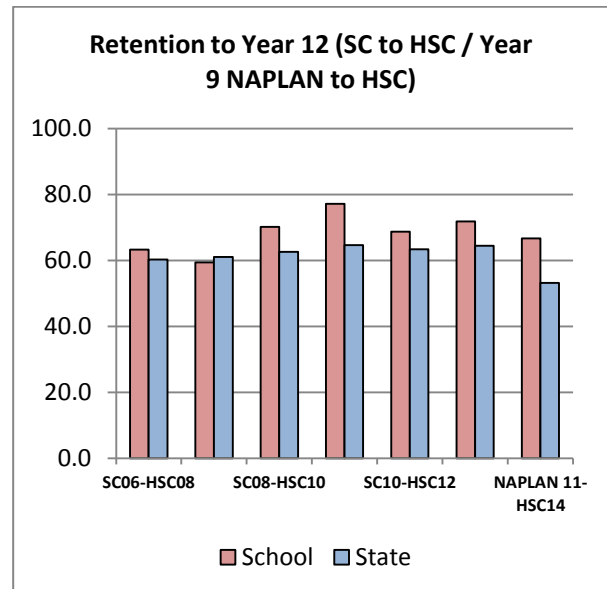
- Hairdressing - apprenticeship
- Retail - 2 traineeships
- Electro- technology - traineeship

Students who engage in an SBAT attend training delivered through the relevant RTO and attend the workplace one day a week. The students are paid for their on-the-job training by the host employer.

The school also takes part in the Supported Work Placement Program where a student engages in work experience within a small group supervised by a teacher every Thursday during the school term. Host employers include Bunnings, Coles, Lark Ellen Aged Care, Westfield Food Court, Brown Built and Target.

### Year 12 students undertaking vocational or trade training

In 2014, 24 percent of all Year 12 students studied one or more Vocational Education and Training (VET) courses.



### Year 12 students attaining HSC or equivalent Vocational educational qualification

In 2014, 100 per cent 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. The following vocational education courses are in the Higher School Certificate curriculum:

- Construction Certificate II in Construction Pathways
- Hospitality Certificate II in Kitchen Operations

The VET Hospitality and VET Construction learning frameworks to continue to undergo development both in course and staff professional upgrade training. These changes have required the school to review and further develop learning programs that guide vocation learning. All of our VET staff have had further training and have achieved new national training and assessment qualifications. Our Hospitality staff have also undergone further training in

Commercial Cookery and Food and Beverage to enable us to deliver both Hospitality courses.

Our VET course is popular with students with three senior Hospitality and one Construction class. These VET courses enable the students to receive dual accreditation whilst studying the HSC at school.

The Jannali High School consistently undergoes self-assessment to ensure that our staff, facilities, equipment, training and assessment methods are consistent with Australian Skills Quality Authority (ASQA), the National VET regulator and are developed with effective consultation with industry.

VET is now delivered under the jurisdiction of the Australian Skills Quality Authority giving students an Australian Qualification. We continuously implement professional teacher training to meet these standards.

## Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

### Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	2
Head Teachers	8
Classroom Teacher(s)	41.4
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	1
School Administrative & Support Staff	8.882
Total	64.282

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

No staff members identified as indigenous.

### Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	74
Postgraduate	26

## Professional Learning and Teacher Accreditation

### Professional Learning

In 2014 TJHS professional learning teams were re-organised in order to prioritise the preparations required for the implementation of the Australian Curriculum in to English, Maths, Science and History for Years 8 and 10 in 2015. The mandatory Vocational Education and Training (VET) audit of our two VET frameworks was also undertaken in 2014, so professional learning time and the money provided to support this process was also a continued priority for our Professional Learning in 2014.

Staff Professional Learning in 2014 included:

- Mandatory training was once again delivered to all staff in areas of Child Protection updates and Anaphylaxis. This was logged via the DEC's MyPL online tool to track staff participation. Selected individual staff also undertook to be trained in First Aid and CPR to comply with current Work Health and Safety policy and regulations.
- HSC monitoring processes were again reviewed with time provided to support the implementation of best-practice across all Key Learning Areas
- Curriculum differentiation was delivered, with the 'Maker Model' explained as a structure that enables differentiation for both Gifted and Talented students, and students with additional learning needs
- Boys' Education research and findings were delivered in Terms 2 and 3 to staff. A panel of 5 male students from Year 11 provided valuable advice and comments about how and when they learn most effectively
- Compliance and policy reviews were also delivered, with changes to the Assessment Policy (particularly dealing with Misadventure) and the Excursion policy
- The new School Planning process was introduced to staff by the Principal, with time put aside to establish a shared understanding of the school's vision and values, to begin the



consultation process necessary for the new school plan process mandated to begin in 2015.



Eighty per cent of staff were funded to attend Professional Learning experiences that aligned with school and faculty priorities. The average expenditure on each participant was \$575.00. Some of these professional learning experiences included:

- Ongoing training to support syllabus implementation in all faculty areas supported the development of quality learning experiences for our students
- The upgrade of teacher qualifications and networking necessary to maintain the credentials to deliver VET courses in this setting
- Marine Studies instruction to maintain qualifications for delivery of Marine Studies
- Technology for learning experiences, continuing to develop staff skills in the use of Turnitin, Moodle and 5 Islands eLearning Summit;
- Gifted and Talented Education was researched in preparation for the Mini Certificate of Gifted Education that was initiated by 21 staff in December 2014
- Networking across the region was supported and continued in 2014, with staff seeking to collaborate in a number of professional learning experiences including: Creating Networks for Literacy Leaders, technology in the classroom, Dance program network sharing, subject conferences, Learning Support Team network meetings at regional

office and senior executive networking at regional and state level

- Educational leadership, leading and managing in times of change for executive staff. This information was then shared via executive and staff meetings
- Project Based Learning in how to inspire student engagement using group work and student collaboration
- Welfare and Learning Support programs to continue to provide support for staff when dealing with students welfare concerns

A total of **\$32,881.82** was expended on staff professional learning in 2014.

Beginning Teachers	\$ 1690.21
Use of ICT	\$ 0
Literacy and Numeracy	\$ 272.72
Quality Teaching	\$ 3353.56
Syllabus Implementation – including Australian Curriculum	\$ 19194.71
Leadership and Career Development	\$ 7330.32
Welfare and Equity	\$ 835.76

In addition to this, in order to continue the technology for learning focus of our school, staff also participated sharing professional learning during one-on-one small groups and faculty based learning experiences.

#### **New Scheme Teachers (NST) at TJHS**

New Scheme Teachers (NST)	Number
NST working towards Board of Studies Teaching and Educational Standards (BoSTES) accreditation	3
NST maintaining accreditation at Proficient	8

Staff that are NST were supported through after school meetings to refine understandings about the accreditation process in action This provided a forum for questions to be raised and provided work samples that indicate expectations and best practice. From there, the Deputy then worked with individual New Scheme Teachers to refine their annotated evidence to ensure that the information submitted to be accredited as

Proficient offered an illustration of a deep understanding of the Australian Professional Teaching Standards and teaching practice.

### Beginning Teachers

In 2014 TJHS did not have any beginning teachers that were permanently placed and therefore qualified for additional funding under Great Teaching, Inspired Learning.

### Financial summary

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

Date of financial summary	30/11/2014
<b>Income</b>	\$
Balance brought forward	415381.86
Global funds	432451.81
Tied funds	266444.81
School & community sources	558236.15
Interest	17403.44
Trust receipts	151856.51
Canteen	6469.6
<b>Total income</b>	<b>1848244.18</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	149669.97
Excursions	106022.92
Extracurricular dissections	142309.51
Library	13470.36
Training & development	1407.45
Tied funds	232382.60
Casual relief teachers	109793.83
Administration & office	194684.77
School-operated canteen	26883.42
Utilities	118751.46
Maintenance	40038.56
Trust accounts	62793.97
Capital programs	9077.50
<b>Total expenditure</b>	<b>1207286.32</b>
<b>Balance carried forward</b>	<b>640957.86</b>

A full copy of the school's 2014 financial statement is tabled at the Annual General Meeting (AGM) of the school Parents & Citizens (P&C). Further details concerning the statement can be obtained by contacting the school.

## School performance 2014

### Academic achievements

#### NAPLAN

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

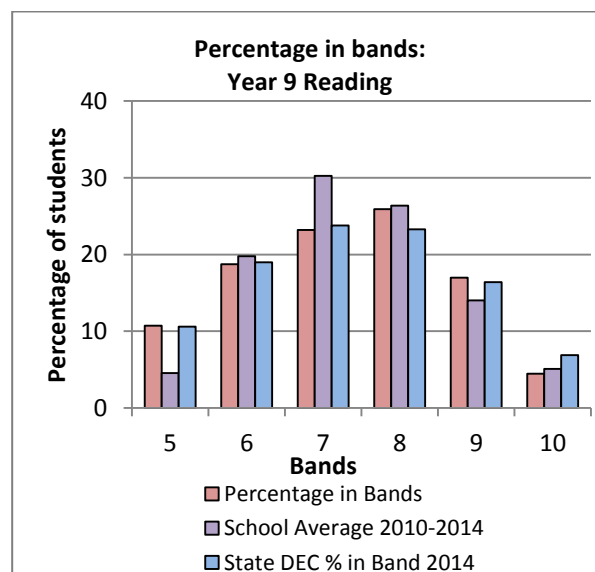
Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO* to access the school data.

The school Literacy and Numeracy Committee coordinates the implementation of a whole-school approach to improving literacy levels.

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

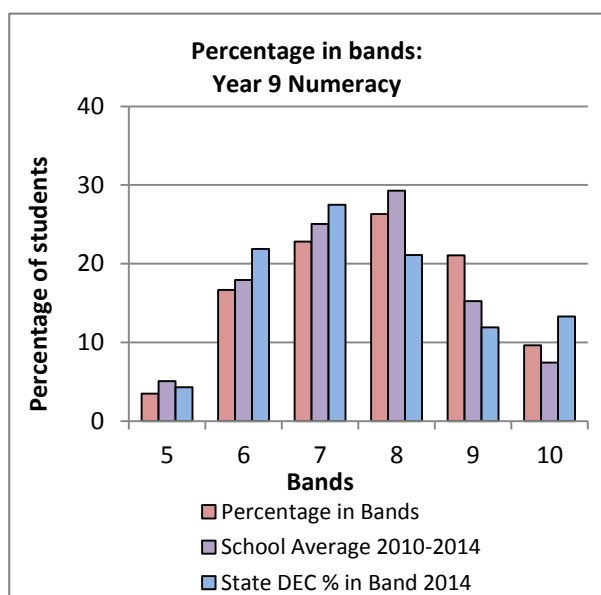
- Forty-three per cent of Year 7 students were placed in the 'proficiency' achievement levels for spelling, compared with 38% statewide.
- Seventeen per cent of Year 9 students were placed in the 'proficiency' achievement levels for writing, compared with 16% statewide.
- Fifty-five per cent of Year 7 and 50% of Year 9 students achieved greater than expected growth in reading.

Year 9 students achievement in the combined upper Bands 9 & 10 of reading was above the school's average 5-year performance trend (see graph below).



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

- Thirty-one per cent of Year 9 students were placed in the ‘proficiency’ achievement levels for spelling, compared with 29% statewide.
- The average growth for Year 7 students in their numeracy performance from Year 5 (2012) was 59.8 compared to an average growth for the State of 53.1.
- Seventy-two per cent of Year 7 and 66% of Year 9 students achieved greater than expected growth in numeracy.
- Year 9 students achievement in the upper Bands 9 & 10 of numeracy was well above the school’s average 5-year performance trend (see graph below).



### Higher School Certificate (HSC)

In the Higher School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

All schools receive the Department of Education and Communities data analysis of the 2014 HSC results.

This analysis provides schools with information about the performance of each individual student as well as course specific performance.

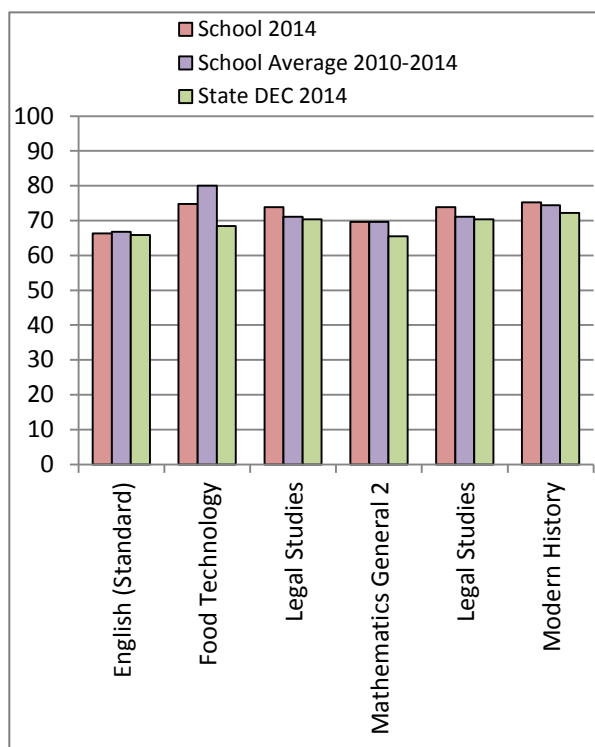
The *average difference from the state* is a new measure this year that compares the HSC

performance to a combined NAPLAN reading & numeracy result for each student.

In terms of course performance, the *average difference from the state* demonstrates the relative improvement in learning for all students in the course compared to the rest of the students studying that course across the state.

The top Performance Band 6 results were achieved by students studying in the following subjects:

- Ancient History (1)
- Biology (1)
- Business Studies (1)
- Community and Family Studies (3)
- Food Technology (2)
- Industrial Technology (1)
- Legal Studies (1)

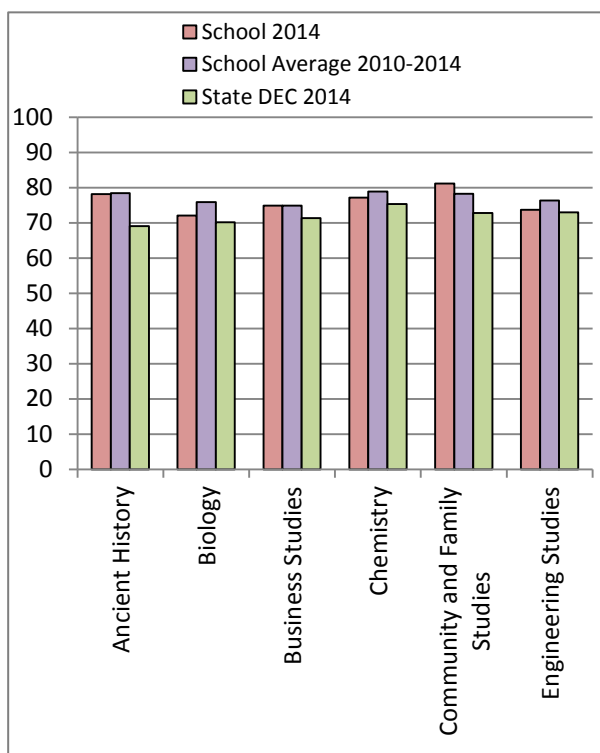
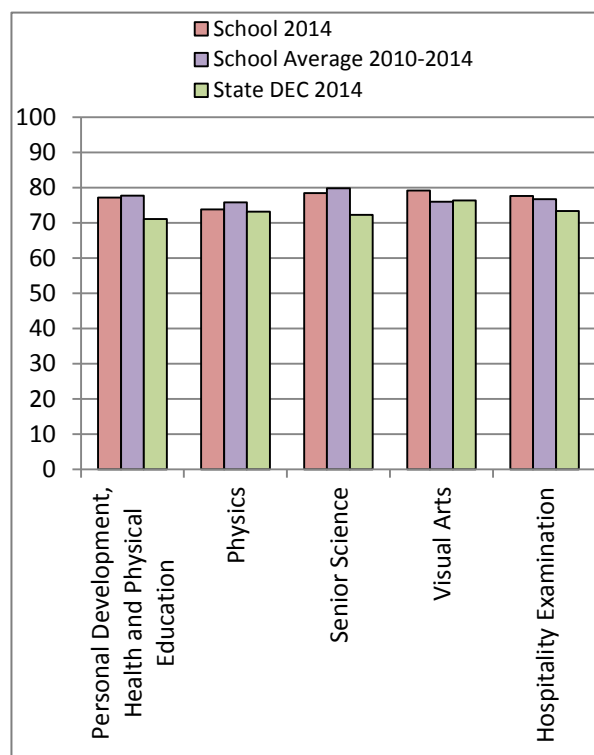


- General Mathematics (1)
- Mathematics Extension 2 (1)
- Modern History (1)
- Personal Development, Health & Physical Education (5)
- Hospitality (1)

The Jannali High School community should be very proud of the following courses, where

student performance was extremely positive compared to the state results:

- Chemistry
- Physics
- Biology
- Senior Science
- Ancient History
- Modern History
- Business Studies
- Legal Studies
- General Mathematics
- English Standard
- Engineering Studies
- Food Technology
- Hospitality
- Community & Family Studies
- Personal Development, Health & Physical Education
- Visual Arts



Community & Family Studies and Ancient History were the highest performing subjects compared to the state results.

Chemistry was the most successful subject on the within school comparison of courses.

## Other achievements

### Debating and Public Speaking

Our debating teams were strong again in 2014. Teams from Year 7 through to Year 11 competed in the Premier's Debating Challenge and the Year 11 team of Tim Maher, Niamh Kirk, Jade Harrison and Tiarne Scott also entered the Year 11 Metropolitan Competition or Carl Kramp Cup.



While we had no Zone Winners this year we did have a number of teams who made huge progress in their confidence and debating skills. It is a real pleasure to see young, enthusiastic but raw speakers learn through the experience of their 3 round robin debates, coaching and the advice of adjudicators. All our competitions are of the impromptu variety, where students only receive the topic one hour prior to the debate and have the assistance of just a dictionary.

Students blossom during the course of the competition gradually coming to an understanding of their role as a particular speaker, how to develop a “team case”, identifying holes in the opposition’s case and then comparing and contrasting cases. All this in a very short time and often requiring thinking on your feet!

With the knowledge gained this year and continued enthusiasm these teams will be a force to be reckoned with in 2015.



### **Creative and Performing Arts (CAPA)**

2014 was a hectic year of excursions, performances and achievement across our subjects, Dance, Drama, Music and Visual Arts.

- Visual Art students, Year 11 and Year 12, had several excursions to AGNSW, MCA, Hazelhurst, Brett Whiteley Studio, for self-directed tours and workshops
- The Media Experimentation workshop was excellent at Hazelhurst, so too was the Craig Maylor HSC Art Express seminar
- Junior classes attended Brett Whiteley and White Rabbit Gallery
- Drama students went to ONSTAGE at the Seymour Centre and saw firsthand state wide Drama performances
- Music students attended an Encore performance
- Senior Photography students were engaged throughout the year helping to photograph school functions, and the standard of their photography is excellent
- Mad Night was successful and the variety and talent on show a show stopper

- In Term 4, we had our annual trek to ‘Sculpture by the Sea’, and were not disappointed. Over 70 of our students attended an all day excursion full of guided tours, focus groups and workshops.

In 2014, The Jannali High School introduced its new Dance Program. The formation 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 2014 Schools Spectacular, the most prestigious event for the Performing Arts KLA.

Year 12 HSC results were again pleasing with the majority of our students achieving their very best results in our subjects and we have now as part of our internal marking strategy, guest examiners for performances and practical tasks.

One of the biggest highlights of the year was the whole school dramatic production of “Hating Alison Ashley” directed by Mrs Gruer and her talented team. As well as performing to the wider school community over three ‘packed’ evenings, the cast also presented matinee performances for our HOTSCOS partners. The Q & A session, which happened after each matinee, was particularly valuable.

### **Sport**

Students at The Jannali High School continue to enjoy an extensive and inclusive sports program. Opportunities are given to students to participate in The Port Hacking Zone Grade competition, recreational sports, knockout competitions, sporting carnivals and representative level.

Year 7 students completed a six week swimming program, then a twenty week skills coaching program. They rotated through a variety of sports such: as soccer, flag gridiron and basketball. For each of these sports, qualified coaches 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.



This competition provides students of The Jannali High School the opportunity to compete against other schools in this very successful sporting zone. Students choose from sports such as basketball, water polo, cricket, oz-tag, soccer, beach volleyball, hockey, tennis, baseball, touch football, two-handed touch league and netball.

Students also have the choice of participating in recreational sports that include: surf awareness, surfing, ten pin bowling, aerobics, dance, table tennis, badminton, beach fitness and martial arts / boxing.

In 2014, The Jannali High School has continued to have great success in the Port Hacking Zone Grade Sport competitions. We have continued to increase our teams qualifying for semi-finals and have had grand final success with the Year 9/10 Girls Beach Volleyball winning the 2013/14 premiership.

The Jannali High School also enters the Combined High School (CHS) knockout competitions in a number of sports. In 2014, we entered the following teams in the knockout competition with very pleasing results and sportsmanship displayed.

- 1 rugby league team
- 2 boys soccer teams
- 2 girls soccer teams
- 7 futsal teams
- 2 netball teams
- 2 boys Oz Tag teams
- 2 girls Oz Tag teams
- boys touch football team
- boys cricket team
- 2 volleyball teams

- lawn bowls team
- mixed table tennis team
- 4 basketball teams

At The Jannali High School we continue to celebrate our individual sporting achievements. In 2014, we witnessed some outstanding achievements in a variety of sports including the following regional and state representatives:

#### Regional Representatives

Sam Rose (Year 7)	Water Polo
Thea Carroll (Year 9)	Water Polo
Ethan Keane (Year 10)	Golf
Sara Carroll (Year 11)	Water Polo
Eythan Rowling (Year 12)	Hockey
Elizabeth Douglas (Year 12)	Touch Football
Josh Gibbs (Year 12)	Basketball

#### State Carnival Competitors

Zoe Gillett (Year 7)	Swimming
Jessica Bennett (Year 7)	Cross Country
Tiarne Bernardi (Year 7)	Cross Country
Amy Bennett (Year 9)	Athletics
	Cross Country
Hannah Rhodes (Year 9)	Swimming
Brittany Watson (Year 10)	Athletics
	Cross Country
Samara Derrick (Year 10)	Athletics
Maya Pele (Year 10)	Athletics
Tiana Williams (Year 11)	Athletics
Chloe Drinkwater (Year 12)	Athletics

In 2014 the **That's My Team** program ran again. The aim of the program is to provide students with an opportunity for all students and staff to play competitive sport at lunch time in an atmosphere of fun and friendship. This year an Oztag competition was run and enjoyed by over 60 students across 6 teams. Both juniors and seniors participated in a handicap based competition.

At The Jannali High School, we are looking forward to the sporting achievements 2015 will bring. With enthusiastic staff, energetic and dedicated students and supportive parents we

are planning and aspiring to achieve outstanding team and individual sporting success.

## Significant programs and initiatives – Policy and equity funding

### Aboriginal education

In 2014, staff and students took part in a range of events and activities which had the purpose of maintaining our connection to the local Aboriginal community and “closing the gap” between the learning outcomes of our Aboriginal and non-Aboriginal students.

- Staff and students in Years 7 and 8 participated in the ‘Speak Up’ program. This involved training days at UTS Sydney and then a showcase day at Parliament House.
- Students in Years 11 and 12 participated in the Great Debates program. This program consisted of intensive training about debating skills at UTS Sydney and then a debate against another school inside the Lower House chamber of Parliament House. Parents and community members were invited to attend as audience. Our team was made up of Javen Briggs, Riley Insley Marnell, Kathryn Murray and Alana Judge.
- In February, staff were given a document titled “Culturally Appropriate Teaching” from the NSW Board of Studies that was used to refresh teachers knowledge about strategies for teaching Aboriginal students and approved Terminology to use in the classroom.
- The Norta Norta NAPLAN funding was used to focus on Aboriginal students in Year 8 who had not reached the minimum benchmark targets in all four NAPLAN areas. They received targeted learning support in their classrooms during term 4. There was a marked improvement in participation / engagement by these students in their learning during this time.
- The Norta Norta HSC Tutoring program was utilised by one senior student to help him in his Standard English and Business Studies courses
- The Dharawal Acknowledgement of Country greeting was delivered by a senior Aboriginal student at every major school assembly including Harmony Day and Anzac Day. Junior Aboriginal students will be asked to deliver this greeting during school assemblies in

2015, to ensure that this positive tradition continues in school routines.

- One senior student Riley Insley Marnell was invited to begin the formal presentation assembly for NAIDOC Week at Como Public School and represented our school in a very positive manner.
- Riley Insley Marnell was also selected as MC at the annual ‘Deadly Kids Doing Well’ Awards at the University of Technology. He was widely praised for his efforts!
- The school as a whole participated in the ‘Great Book Swap’ an initiative of ‘The Indigenous Literacy Foundation’ designed to raise money for Indigenous literacy programs in rural and remote schools.



- The school is conscious of our relationships with our local Aboriginal community. There have been meetings with the managers of Kurrunulla Aboriginal Corporation with a view to establishing and developing some meaningful and practical connections between the two organisations. Further, the school has collaborated with the DEC Aboriginal Engagement officers to try to re-establish a local AECG in this area.

The Resource Allocation Model (RAM) funding was used to fund places for our indigenous students in the QuickSmart Numeracy Program and also provided uniforms and school equipment where necessary. Funds were also used to allow students to participate in the AIME, “Speak Up” and “Great Debates” initiatives.

Norta Norta funding allowed us to employ a specialist tutor for 14 days to work with our indigenous students who required additional support academically and socially. The mentor worked both within classrooms and in withdrawal groups to best meet students’ needs.

## Multicultural education and anti-racism

TJHS continues to ensure that all students and staff learn and work in an environment free from discrimination, harassment and racism. The school has two elected Anti-Racism Contact Officers (ARCO). These individuals are the first contact for students and staff experiencing difficulties in this area. Conflict resolution measures such as mediation and counselling are used to resolve issues when and if they occur.

All aspects of the curriculum contain appropriate Multicultural perspectives. The new National Curriculum has mandated that all KLA's include Multicultural perspectives promoting inclusivity and intercultural understanding in their programs.

In 2014, the school celebrated Harmony Day in March. This event had 3 components:

1. All students were asked to create and reflect upon the symbols of Harmony Day. They learned about the concept of "Harmony" and how it fits into human relationships.
2. International Food Festival. Students and staff were exposed to different cuisines from around the world prepared and sold by staff in a very festive atmosphere
3. Harmony Day assembly. Students were exposed to a range of cultural groups within our community and enjoyed music, dance and songs from other cultures including Filipino, Irish, Maori and Thai.

When dealing with parents/carers from other cultures we always strive to be culturally sensitive and offer interpreters when required.



The school continues to host International and Study Abroad students. These students bring unique experiences and backgrounds to our school, and as a result broadening our students perspectives.

## Welfare

The Jannali High School continues to be committed to the belief that all students have the right to learn in a safe and nurturing environment.

This belief and the core values of respect and responsibility are demonstrated each day in the behaviour, attitude and expectations of both staff and students.

The Welfare Team, comprising of the Principal, Deputy Principals, Welfare Coordinator, School Counsellor and Student Advisers, facilitates a number of programs for our students. These programs encourage all students to become confident individuals by acquiring and developing skills, attitudes and values which will enable them to participate in and contribute positively to society as responsible citizens.

In 2014 these programs included:

- Inclusion of a Pastoral Care period for Year 7 with their Year Adviser
- Year 7/11 Peer Support Camp and program
- Year 7 Bully Busting program
- Year 7 *Rock and Water* program
- Year 8 Cyber Angel Blankets Resilience program
- Years 9 - 12 Mentoring program operated in conjunction with the Engadine District Youth Services
- Years 8/9 PCYC Footy Fever program and the Years 8/9 *Str8Talk* program in cooperation with PCYC
- Year 9 Yaramundi Team Building Camp
- Year 10 *Bstreetsmart* program (smarter safer drivers)
- Year 10 *The Love Bites* program encouraging healthy relationships
- Year 11 *U Turn the Wheel* – a community based program for young drivers supported by Rotary
- Years 11/12 Stress Management workshops for senior students
- Year 12 *Staying Alive* Travel Safety presentation
- Years 7 – 12 *White Ribbon* program



## Transitional Equity Funding

Schools that undertake collaborative planning with an explicit and effective focus on students and their transition to secondary school are better able to meet the needs of these students.

TJHS has strong links with its 10 partner primary schools and is an active participant in the Heart of the Shire Community of Schools (HOTSCOS). Our transition programs are well established, particularly in relation to student wellbeing and parent/carer relationships.

In 2014 information provided by primary schools was analysed and additional information was sought from each primary school for some students, where necessary. Five students were identified as requiring additional transition support and Ms Van Luyt provided this program. Students were able to meet staff, get to know the school and feel more comfortable prior to commencing Year 7. Parent meetings were used to collaboratively develop an individual learning plan for these identified students and those students were provided with additional assistance from their Year Adviser, the Learning and Support Teacher (LaST) and their classroom teachers.



The *“Growing Together Program”* was once again successfully run in 2014. This program involved Year 5 students working collaboratively with Years 7 and 9 students to learn about Food Security in Ethiopia utilising an enquiry based learning approach. Students were introduced to the concept of Food Security in Ethiopia, and other developing countries. The students then worked together to design an experiment growing traditional and alternative crops suitable for Ethiopia’s climate. Students also investigated the role of the global community in combatting this problem.

Primary School students were also provided with learning experiences in the high school setting with Taste of High School lessons. In 2014 we extended the program to include all Year 6 students from our feeder primary schools including those who intended to enroll at an alternate high school. The days were designed to duplicate a ‘real’ high school day including timetables, roll call, genuine lessons in English, Mathematics, Science, HSIE and PD/H/PE etc. Homework was set and students were treated to a visit to the canteen during their ‘lunch break’. Students and teachers were glowing in their feedback for this genuine introduction to the high school routine. This enabled the students to familiarise themselves with the school, its facilities and staff. HOTSCOS continues to develop and investigate new opportunities to provide effective transition for students.

The Peer Support Program and Year 7 camp provided continuing support to Year 7 students once they have commenced their high school careers.

## Programs for Students with additional educational needs

The role of the Learning Support Teams continues to ensure that programs and procedures are in place that allows all students to meet educational outcomes through the provision of carefully constructed learning support programs. The Learning Support Team is made up of the Learning Support Coordinator (Ms Sheppard), the Learning and Support Teachers (LaSTs) (Ms Van Luyt and Mrs Gillies), the School Counsellor (Ms Rooney) and the Deputy Principals (Ms Benson and Ms Jones). In addition the Careers Adviser, Mrs Hart, attends meetings as required.

Approximately 10% of students enrolled at TJHS in 2014 had additional educational needs. These needs took the form of learning disabilities and learning difficulties, including both mental and physical disabilities.

Ten students received additional funding support to accommodate their specific learning needs in 2014. These students’ learning needs were supported and ratified through a collaborative, annual review process. Parents, school staff and specialist personnel worked together to develop a program suitable to the needs of the individual student. Support options for these students included allocation of a School Learning Support Officer (SLSO) and withdrawal assistance in

specific areas, depending on the student's developmental requirements. Older students worked with a teacher/mentor who provided assistance in meeting the demands of the senior school and formal assessment procedures. The Learning Support Team also developed a profile for each student, which included the characteristics of the students' learning or physical disability and strategies that assist the student in the classroom. This allowed for the clear communication of each student's learning needs to their teachers. These Individual Learning Plans (ILPs) are now available on the school's Sentral wellbeing data, further enhancing ease of communication.

Our students with additional learning needs were assisted to participate in all of the state and nation-wide assessment processes offered: Higher School Certificate, NAPLAN in Years 7 and 9 and ESSA tests. They also accessed alternate pathways through Stages 5 and 6 Life Skills courses, community learning and VET courses. Students in Years 9–12 also participated in a wide range of supported work experience opportunities, assisted by the Careers Advisor. Twelve students in Year 12 accessed the Board of Studies special provisions for external exams.

The Learning and Support Teachers (LaSTs) Mrs Gillies and Ms Van Luyt assisted teachers to incorporate accommodations and adjustments to both teaching and learning components of the syllabus content as well as developing appropriate resources and alternative assessment tasks. The staff as a whole, consolidated their skills in differentiating the curriculum through inservicing on Staff Development Days. They worked with teachers to provide Life Skills programs for three students in 2014. They also provided students with intensive support in a one-on-one or small group learning environment for particular subject specific needs. These measures enhanced student participation in the full range of curriculum activities and increased student levels of confidence and success. NAPLAN results were also analysed to identify students who required specific assistance in areas of literacy and/or numeracy by falling under the national benchmark. Once again these students were provided with intensive support.

### **QuickSmart Numeracy Program**

The QuickSmart Numeracy program at TJHS is now in its fourth year of implementation. This is

a research-based program, offered to students in Years 7 and 8, in partnership with the University of New England.

QuickSmart focuses on the four operations with whole numbers up to and including 12. Students learn strategies to help them achieve automaticity in their basic number facts for all four operations. When students become faster and more confident in recalling basic mathematics facts (with understanding), they can have more time, energy and attention available for tackling more challenging mathematical problems.



An analysis of student data is provided to the school by the University of New England. The results to date indicate that the students who have participated in QuickSmart:

- have shown very strong improvement in their speed and accuracy of response and
- have achieved a higher rate of improvement compared to their average-achieving peers in a comparison group.

We have been so impressed with the gains made through the QuickSmart program that we have committed to training and implementing the QuickSmart Literacy program in 2015.

The RAM funding was allocated in 2014 by providing School Learning Support Officers (SLSO) to support the seven students who required integration assistance. Eighty-nine periods per two week cycle were provided by four SLSOs working with classroom teachers to meet the specific needs of these students. The school also employed two mentor teachers for 6 days per cycle to work with the integration students and other students with special needs. The mentors worked both in the classroom and with a withdrawal program.

## Sports Leadership – Learning To Lead

In 2014, The Jannali High School was involved in the Premiers Sporting Challenge *Learning To Lead* Program. The aim of the program is to provide an opportunity for students in the middle years of schooling to develop their leadership skills while gaining confidence and skills in the management of a variety of sports.

The Sport Leadership program is organised around our Community of Schools (HOTSCOS). Each of our primary schools selects up to six Year 5 and 6 students who demonstrate leadership potential. The program was run by our very capable Year 9 PASS students who led the primary students through a range of sporting and leadership activities.

The Sports Leadership program is sequential as it leads the students through the basic skills of how to play the sport/activity (Year 5), how to organise the play space (Year 6), how to conduct a skill training session (Year 7) and finally the basis of refereeing and umpiring of the activities.

The program content has been developed in cooperation with the NSW State Sporting Associations. We look forward to continuing the program and seeing all the students involved develop their sporting skills and leadership capabilities.



## Volunteering and Community Service

At TJHS we feel a strong responsibility to develop active citizens for the future. We show our commitment to the community through a strong Volunteering program which involves nearly 50 students across our school and is always growing

The program covers four distinct areas. These are:

- **Community Service:** This involves our students electing to serve in: pre-schools, nursing homes and the Sutherland Shire & St

George Community College. Our students volunteer at these institutions every Thursday afternoon fulfilling varied roles in each institution.

- **SES:** A group of nearly 15 students trained to be SES Youth Cadets throughout Term 2. This course was designed to introduce students to the varied skills required by an SES volunteer. Students were so impressed with the work of the SES that they then went on to organise a school based fund raising event to support this important organisation. No doubt many intend to join the SES in the future.
- **RFS:** Another group of 16 students completed a one week intensive youth cadet program. We were one of only two schools in the Shire offered this training because of our past students' exemplary behaviour and attitude. Again, valuable skills were acquired and future fire fighters created.
- **Independent Community Service:** Because we value volunteering so highly we are keen to recognise all our students who serve the community whether it be through school initiatives or their own. The school participates in a DEC program which records and acknowledges the hours students volunteer to church, Life Saving and other community based organisations.

We intend to continue and increase our Volunteering program in 2015.

## School planning and evaluation 2012—2014

### School evaluation processes

The Jannali High School conducted evaluations to support the effective implementation of the school plan. These processes used included:

- Formal and informal evaluation processes involving staff via executive and staff meetings; involving staff, students and parents via an annual School Culture survey. Benchmark data in 2014 was collected via these processes in order to ensure that annual reviews could be analysed longitudinally and areas of priority could be evaluated or refined. This information was

then presented to staff, students during year meetings and the parents via P&C meetings.

- The ongoing collection of a range of quantitative and qualitative data to consider further planning. To demonstrate this data driven evaluation, for example, in 2014 student profiles / attitudes to learning data was harvested from both academic reports. This data was then more closely scrutinised to ascertain the level of student engagement in classrooms and reward students for their diligence and engagement. Further, students who demonstrated poor engagement were highlighted and referred to head teachers or the Learning Support Team for assistance. Such processes were established in 2014 to continue to drive a focus on improving student learning outcomes.
- Regular executive and staff review of school plan and targets to consider progress towards our goals. The senior executive met regularly to lead the focus and direction of the finalisation of the 2014 School Plan and the establishment of the new school plan, beginning in 2015. The Executive Team were included in collaborative executive planning meetings that were then discussed and shared at faculty level. To build a collective capacity the whole school community were consulted as part of the planning process that was initiated during in 2014.
- The Principal undertook focus group meetings with the student leaders from the Student Representative Council and students from across the school in order to gauge feedback from students about school culture and educational practices.

### **School planning 2012-2014:**

#### **School priority 1**

Senior curriculum and its implementation meets the needs of Stage 6 students.

#### **Outcomes for 2014:**

- Fifteen HSC courses achieved results above the state average.

- The performance of students in Ancient History, Community & Family Studies, Food Technology, Hospitality, Senior Science, and PDHPE were significantly higher when compared to equivalent courses across NSW



#### **Evidence of Achievement of these outcomes:**

- Students participated in personalised interviews that encouraged the selection of challenging and appropriate patterns of study for HSC in 2016. This process was successful, with all stakeholders appreciating the time shared
- 89% of all students transitioned from Year 10 to Year 11 in 2014
- Personalised feedback, revision packages and goal setting techniques were provided by subject teachers in order to provide structure and focus to individual student study

#### **Strategies included:**

Providing a relevant and engaging Senior curriculum has been considered a priority at TJHS. As a result a number of approaches have been embedded into school practices, namely:

- Staff continued to refine the subject selection process for Year 10 students by initiating a personalised interview for each student. A panel of staff was formed to discuss possible patterns of study and explain HSC

requirements. This process was highly valued by all stakeholders

- The school executive established a timetable that meets the needs of all students, offering a diverse range of subjects in each line
- Staff also continued to develop connections with TAFE and VET subjects to build dual qualifications for our senior students.

All faculties were also asked to continue to review internal and external data to consider the improvement in student HSC outcomes. As a result:

- Staff were asked to reflect on 'who is in each senior class' and evaluate and modify (where applicable) teaching programs to suit the needs of each senior student
- Teachers provided personalised feedback to students and also delivered whole class 'feedback' activities to assessment tasks. This provision of explicit teaching and learning strategies around the topic of feedback resulted in stronger student consideration of this important feedback, resulting in improvement
- Goal setting (often after each assessment task) was utilised across faculties to establish high student expectations and ensured that students remained focused on incremental and consistent improvement
- Considerations of 'boys education' strategies were trialled across the school and were reflected upon in faculty and executive meetings
- 'Turnitin', a software program that assesses the amount of plagiarism in submitted student assessment tasks/extended written responses, was purchased and trialled in some faculties. Students were provided with the challenge of submitting responses that were validated as their own work via 'Turnitin', further consolidating the application of subject based knowledge in the learning process.
- TJHS once again provided HSC tutorials for each subject in week 1 of term 4 to offer structure and support to our HSC student

study program just prior to the HSC commencing. These were well attended by students.

To further support these initiatives, priority was given to teacher professional learning experiences that supported improvements in curriculum delivery.

## School priority 2

Increase the proportion of Year 9 students performing in the upper two bands for Literacy (Writing) and Numeracy in NAPLAN by 4% of the school compared to their Year 7 performance.

### Outcomes from 2012–2014

- Year 9 Writing: 21.4% of students achieved a Band 8, 12.5% Band 9 and 4.5% Band 10.
- Year 9 Numeracy: 26.3% achieved Band 8, 21.1% Band 9 and 9.6% Band 10.

### Evidence of progress towards outcomes in 2014:

- In Year 9 Writing, 50.9% of students showed above expected growth rates and 26.9% achieved a result at, or above 75th percentile
- In Year 9 Writing, there was a 5.3% increase in Band 8 scores compared to Year 7 results. 8.9% increase in Band 9 scores and 4.5% achieved a Band 10
- In Year 9 Numeracy, there was a 4.5% increase in the Band 8 results, 8.4% increase in Band 9 and 9.6% of students achieved a Band 10
- In Year 9 Numeracy, 66.4% of students achieved above expected growth rates with 23.6% at or above the 75th percentile
- Our trend results show TJHS performing well above other DEC schools in Writing
- Our trend results show TJHS performing well above other DEC schools in Numeracy

It is difficult to draw direct comparisons as Year 7 NAPLAN is marked on a 9 point scale and Year 9 on a 10 point scale. Also we cannot compare the 75<sup>th</sup> percentile data as there is no data from 2012 due to the change from narrative to persuasive writing.

### Strategies used to achieve these outcomes:

- Each faculty undertook a detailed analysis of the NAPLAN results for Literacy and Numeracy and reflected on the performance of each of their students.
- Every KLA embedded literacy and numeracy skills into their programs, concentrating on comprehension, vocabulary, counting, calculating and graph creation and interpretation skills
- The whole staff was inserviced on the structure, language and devices of a persuasive text. Each KLA committing to setting a persuasive task in Year 7 and Year 9 prior to NAPLAN. Explicit teaching of the persuasive text type was to happen in each KLA, with scaffolds being provided.
- Each KLA committed to including “expression skills” (punctuation, spelling, grammar etc.) as one of the marking criteria on all assessment tasks across all years
- The importance of feedback, particularly for writing tasks was emphasised. Marking for spelling was emphasised (whether this be all errors, first 5, or significant words)
- Staff were also inserviced as to the marking guidelines used in NAPLAN for the writing task
- Year 9 classes were targeted by the Learning and Support Teacher (LaST), Mrs Gillies, for team teaching and a comprehension program involving: drawing conclusions, main argument etc. was used to develop inferential comprehension skills
- English teachers committed to using more sophisticated texts with the extension classes in each junior year
- Year 7 and Year 9 classes underwent practice exams in the hall under the same conditions as NAPLAN to give familiarity and allow development of exam technique
- Particular skills and practical tips were also explicitly taught
- Year 7 and Year 9 worked through Comprehension and Language worksheets

during Everyone Reading Altogether (ERA) to reinforce skills

- English staff received inservicing from the Spellodrome company, designed to allow us to use all of the features of this computer program and to successfully engage students in what is often considered less engaging skills work
- Continued explicit teaching of data, measurement, space and geometry in Year 8 and Year 9 Mathematics
- Through the Literacy and Numeracy Team resources in Numeracy for all KLA’s was distributed to educate teachers on how to incorporate numeracy into their lessons
- QuickSmart Numeracy continues to target students with real need in this area.
- Continued use of Numeracy Booklets in Year 7 and Year 9 Everyone Reading Altogether (ERA) sessions
- Continued promotion of engagement in Numeracy through the use of online programs and resources, particularly through Mathletics



### School priority 3

Increase learning and engagement through curriculum differentiation for both Gifted & Talented (G&T) students and students requiring additional support.

#### Outcomes from 2012–2014

##### Evidence of achievement of this Priority:

- Differentiated services and approaches were embedded in the programs of those subjects implementing the Australian Curriculum

- All staff inserviced in the principles and practice of differentiation, particularly those based on the “Maker Model”
- The Learning Support Team developed individual learning plans for students with special needs and make these easily accessible to all the staff while maintaining confidentiality

#### Strategies to achieve these:

- English, HSIE, Mathematics and Science reviewed and rewrote their Year 8 and Year 10 programs to bring them in line with the Australian Curriculum and embedded the principles of differentiation. This often meant providing examples of ways to tailor the delivery of material, amount covered or assessment methods to best meet the needs of all students.
- The Learning and Support teachers worked extensively with individual faculties particularly English, Science, HSIE and Mathematics to modify assessment tasks to make them accessible and appropriate to individual students
- The Learning and Support teachers worked extensively with teachers and students within classrooms assisting all KLA’s to help all students in accessing the curriculum
- The Learning and Support teachers worked with individual teachers outside the classroom supporting them in their endeavours to best help students with special needs



- Mrs Gillies worked as a guide and mentor for our English as an Additional Language or

Dialect (EAL/D) students frequently breaking down tasks for these students and assisting them with the receptive and expressive skills

- Term 2 Staff Development Day was devoted to whole staff inservicing in differentiation based on the “Maker Model”. This model emphasises variation of the “product” and “process” as a way to best meet the needs of all students, particularly those who are gifted & talented or those with additional learning needs. Attention was also drawn to the significance of varying the classroom environment and content to cater to students diverse needs. The day was divided into dealing with the theory and then allowed faculties and individuals to explore the practical application in the classroom.
- Learning Support Team (LST) worked to develop Individual Learning Plans (ILPs) for a number of students referred for specific learning needs. These are designed to assist staff in planning appropriate content, processes and assessment tasks.
- Individual Learning Plans (ILPs) have been uploaded to the student profile section of the school’s Sentral wellbeing data for all staff to access.
- At the beginning of each term the Learning Support Team revised with all staff those students with special needs and the strategies which were most successful to support their learning. This was undertaken through Staff Development Day presentations, email or individually.
- The Learning Support Team meet fortnightly to review student needs and profiles. They also responded to referrals made to the team by staff.
- Writing and reviewing ILPs was an ongoing process as student needs change and more students are identified
- The Year 7 “Project Based Learning” course centred around sustainability continued to develop students’ autonomy and higher order thinking
- Staff were inserviced in the principles of Project Based Learning and most faculties

have embedded this in their programs to foster students' ability to investigate issues of concern to them and effectively present their findings to their peers

- Science was involved in the Illawarra Science Fair. Students designed an experiment to investigate an area of personal interest. They hypothesised, designed an experiment and then followed scientific method to reach their conclusions. Sarah Shiels Year 7, was highly commended for her experiment on the real percentage of Vitamin C in a range of fruit juices and Adam Stephanou Year 10 was award third prize for his research into the 'real life of batteries'.
- The Year 7 gifted and talented class created picture books to persuade readers to act to preserve animals facing extinction. Each group researched and created picture books based on their specific animal of interest.

## Parent/carers, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

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 at The Jannali High School. 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 stakeholder groups. It is clear that the school community values many aspects of teaching and learning provided at The Jannali High School.

A pleasing outcome from the culture survey for the entire school community was the fact that students, staff and parents / carers alike all strongly believed that meeting the needs of students was the school's main priority.

Other areas of positive agreement included the fact that students are encouraged to achieve their personal best, students are proud of the school, the school celebrates the achievements of students and the belief that parents / carers,

students and staff respect each other.



Students believe that:

- new students are made welcome;
- all students are encouraged to achieve their best;
- parents / carers are informed promptly if their child has a problem; and
- teachers have high expectations of student behaviour and consistently implement the school code of behaviour and rules.

Parents / carers consider that:

- staff and parents / carers overwhelmingly support the school;
- teachers have high expectations of student behaviour;
- the way student behaviour is managed at the school is effective;
- students enjoy being at the school;
- the school is well managed;
- the school is a friendly place;
- students enjoy learning at The Jannali High School
- the school has high expectations of all it does;
- student diaries are a useful learning tool;
- school leaders have a positive influence on the school culture; and
- communication about student attendance is effective.

Staff perceive that:

- they are proud of their school;
- the school's curriculum (subjects) cater for the learning needs of students;
- the school is continually finding ways to improve what it does;



- they have a strong understanding of the student welfare processes;
- the school is well managed;
- their work environment is good;
- students enjoy learning and being at the school; and
- staff support one another and believe that The Jannali High School is a friendly place.

## Future Directions

### 2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

The Jannali High School Strategic Directions for the next three years have been developed to include:

- *Promoting excellence in student achievement*  
To improve outcomes for all students by creating high expectations, providing challenging and engaging experiences and valuing a culture of learning.
- *Developing inquiring, critical, independent learners and leaders*  
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.
- *Promoting engagement and a positive learning community*  
To provide a caring and engaged school community by developing responsible citizens, successful learners and proactive members of our society.

## About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Warren Finn, Principal

Mardi Benson, Deputy Principal

Jane Gordon, Acting Deputy Principal

Dan Hunnisett, P & C President

Rick Smith, Relieving Head Teacher English

Ken Allen, Head Teacher Mathematics

Johanne Wells, Head Teacher Science

Elizabeth Graham, Head Teacher HSIE

Geraldine Harrison, Head Teacher Creative & Performing Arts

Carole Smith, Head Teacher Home Economics

Amanda Peard, Head Teacher Administration

Carl Doran, Head Teacher Industrial Arts

Kerrie Sheppard, Welfare and Learning Support Team Coordinator

Violet Van Luyt, Learning and Support Teacher

Simone McKay, SRC Coordinator

Lyn Hart, Careers Adviser

Damien Warwick, Sports Coordinator

Janet Treloar, School Administrative Officer

Nicholette Quintano, School Administrative Officer

Mina Shah, School Administrative Manager

### School contact information

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School Code: 8852

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>