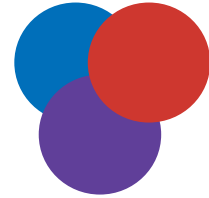




Education

The Jannali High School Annual Report



2015



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Introduction

The Annual Report for 2015 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.

Warren Finn

Principal

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Timothy Maher receiving the Minister's Award for Excellence in Student Achievement from The Hon. Adrian Piccoli, MP.

Message from the Principal

2015 was another highly successful year for The Jannali High School. I continue to feel very privileged to be the Principal of this wonderful school and extremely proud of our achievements. The students, staff, parents/carers and all community members who have worked extremely hard to make such a positive contribution to the school's success should feel very pleased with their efforts.

There were many highlights worthy of note, but none more pleasing than the Minister's Award for Excellence in Student Achievement presented to Timothy Maher. This is an outstanding individual achievement and places Timothy in elite company with only 30 other students presented with the award in 2015 across NSW.

Another prestigious event on the Department of Education's annual calendar is the official launch of Education Week celebrations. In 2015, The Jannali High School was invited, from more than 2200 schools statewide, to host this event. Choreographed by the Department's Arts Unit, the ceremony showcased student performing arts talent from across the state, including a performance by students from The Jannali High School. Keynote speeches delivered by the Hon. Leslie Williams MP (Minister for Early Childhood Education, Minister for Aboriginal Affairs, and Assistant Minister for Education), Mr. Andrew Scipione (NSW Police Commissioner) and Mr. Stu Wallace (Network Seven Deputy News Director and ex-student from The Jannali High School) were well received and emphasised the importance of the ceremony.

At the conclusion of the formal function, Andrew Scipione and Stu Wallace spent time meeting with the Student Representative Council (SRC) to discuss issues of interest to the students. This was a tremendous opportunity for the students to ask questions and raise issues directly with the Police Commissioner.

The introduction of an electronic school sign provided improved communication with the wider community and allowed the school to showcase the success of many students through messages, photos and even video memories of key events.

Student voice is highly valued at The Jannali High School. In 2015, the student leadership program was expanded to include a total of 46 students, up from 24 students in 2014. The School and Vice Captains were joined by the newly established Prefect body (Year 12 students) and senior leadership group (Year 11 students) to form a Senior SRC. An expansion to the Junior SRC saw up to six representatives elected from each Year, 7 to 10, who were all inducted into their leadership roles during a ceremony in Term 1. The school was most fortunate to have the support of Channel 7 for the ceremony as part of their Inspire program, with prime-time news presenter, Mark Ferguson, providing a keynote speech as well as presenting the blazers and leadership badges to our student leaders.

As expected, our annual 'Night of Excellence' was highly successful, providing a formal opportunity to acknowledge the many talented and hard working students for their efforts from 2014. The support of the Hon. Tanya Plibersek MP, Federal Member for Sydney, Deputy Leader of the Opposition, Shadow Minister for Foreign Affairs & International Development and ex-student of Jannali Girls', as our special guest was very much appreciated by all in attendance on the evening. Ms Plibersek addressed the audience providing some tremendous words of wisdom for our students.

Congratulations to one-and-all for the support which ensured 'Open Night' 2015 was such a stunning success. The interest from our local and wider community was even more powerful than last year with almost 700 people visiting the school. It is expected that this level of interest will convert to increased Year 7 enrolments. The excitement around the school throughout the night was infectious, with the feedback from our visitors extremely complimentary of the quality of student leadership, the commitment of staff and the welcoming feel of the school.

The school's state-of-the-art dance studio was officially unveiled on 'Open Night' and certainly provided enhanced facilities for the dance program throughout the year. The success of the dance program was again on show with eight students selected by audition to participate in the Schools Spectacular.



The 'Jannali Dance Company' were outstanding in their performance at the launch of Education Week.

Other key initiatives introduced during 2015 included:

- an academic monitoring program which included Interim reports for Year 7, 11 & 12
- the launch of a new school website
- the introduction of the Skoolbag app. to improve communication with parents, carers and students
- the introduction of a Peer Mediation conflict resolution program

A performance highlight was the Creative and Performing Arts showcase event, 'Imagine'. The show combined the creative talents of our students across all the disciplines including dance, drama, music and visual arts.

Academic excellence continues as an important part of our school improvement agenda with two of the School Plan Strategic Directions focussing on this aspect of school life. Our 2015 HSC results included 26 individual Band 6 results across a diverse range of subjects. This student performance reflects a 42% increase on our 2014 Band 6 HSC results. A detailed analysis of the HSC results is provided in this Annual Report commencing on page 28. An outcome of these achievements includes 40 students (or 44%) of all Year 12 candidates successful in gaining an offer to study at university.

The outstanding achievers included:

- **Timothy Maher** with three Band 6 and two Band 5 results and an ATAR of 97, was Dux of the school. Timothy placed 19th in the state in Ancient History and will study a Bachelor of Arts (Media & Communications) at Sydney University;
- **Niamh Kirk** with four Band 6 and one Band 5 result and an ATAR of 94.75. Niamh will study a Bachelor of Social Science at Macquarie University;
- **Oisin Shiels** with one Band 6, two Band 5 results, a notional Band 5 in Mathematics Extension 2 and an ATAR of 93.6. Oisin will study a Bachelor of Science (Advanced Honours) at the University of Wollongong;
- **Brianna Lawler** with three Band 6 and two Band 5 results and an ATAR of 91.45. Brianna will study a Bachelor of Communications and Media Studies (Dean Scholar) at the University of Wollongong;
- **Tiarne Scott** with two Band 6 and two Band 5 results and an ATAR of 90.9. Tiarne will study a Bachelor of Primary Education (Dean Scholar) at University of Wollongong;
- **Danielle Predkowski** with three Band 6 results. Danielle will study a Bachelor of Exercise Physiology at the University of NSW;
- **Danielle Rayner** with two Band 6 and two Band 5 results. Danielle will study a Bachelor of Communication, Theatre Media at Charles Sturt University; and
- **Luke Murfitt** who placed in the top 17 students in the state for Construction.



The Jannali High School Prefects

An analysis of the 2015 NAPLAN results indicates excellent growth and a positive effect of teaching on student performance for both Year 7 and Year 9 over the last two years. A detailed analysis of the NAPLAN results is provided in this Annual Report commencing on page 26. I would like to congratulate both staff and students alike on these extremely positive results.

Finally, the end of 2015 heralded the retirement of Mrs Johanne Wells (Head Teacher Science) and Mr Gary Webster (Industrial Arts teacher) following long and distinguished teaching careers. Both Johanne and Gary were highly experienced and well respected in their respective roles and will be missed by staff, students and parents alike.

Warren Finn

Principal

Message from the P&C President

The Jannali High School (TJHS) P&C had another productive year in 2015 with all members participating and contributing to improve the school lives of our students in one way or another.

The P&C continued its operating model of three office bearers: President (Daniel Hunnisett), Treasurer (Louise Musgrove) and Secretary (Elizabeth O'Neill). The association met four times over the year – once a term: 11 March, 20 May, 26 August and 18 November. The average attendance at each meeting was 10-11 members. In addition the association



Open Night drama activities led by TJHS students

continued its closed FaceBook discussion group from which all minutes were posted.

As per previous years no P&C fund raising was carried out. Funds were raised solely from the voluntary P&C contribution of \$40 per family, which is detailed on the yearly school invoice for each student. The Treasurer's Report, which was presented at the Annual General Meeting (AGM) of the P&C, indicated \$15,000 was raised in 2015.

The P&C expended funds totalling \$15,000 for seven separate projects in 2015. These can be loosely categorised under: software, awards, sport and classroom. Projects included: flat screen TVs for the English faculty; computer cabling for the Science faculty; outdoor sun shelters for Sport; our yearly Night of Excellence award contribution; the yearly subscription for Turnitin and Skoolbag app software and 50 new lockers for students.

The P&C is particularly proud of the new lockers, jointly funded by the school. A first for TJHS and planned for over several years! We are also very satisfied with the Turnitin anti-plagiarism software, which is being introduced across the whole curriculum. Turnitin is an extremely valuable tool in our student's 21st century learning experience, which will equip them well for the future.

I would like to personally thank the P&C executive, Louise and Elizabeth, for all their hard work and dedication in 2015. Likewise, a big thank you to the Principal, Mr Warren Finn and his management team for serving the school community so well throughout the year.

Daniel Hunnisett
President, TJHS P&C

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 centering 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 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. 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. In 2015, TJHS undertook a major Creative and Performing Arts production that showcased student talent across all disciplines: dance, drama, music and visual arts

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.

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the elements of the School Excellence Framework in order to inform the progress along our school improvement journey.

Teaching staff at The Jannali High School undertook extensive self-assessment processes using the School Excellence Framework (SEF), School Plan, a comprehensive School Culture survey and the National School Improvement Tool. The Executive and teachers participated separately in an on-line internal validation survey tool measured directly against the School Excellence Framework domains and indicators.



'Mud world' activity at the Great Aussie Bush Camp for Year 7

This survey provided a rating for each individual indicator as well as an overall measure of school progress along the SEF continuum for all fourteen elements and the three domains of **Learning, Teaching** and **Leading**.

The School Excellence Framework provides indicators to identify school progress across all elements within each domain as Delivering, Sustaining and Growing or Excellence. The school's self-assessment indicated that we are currently effectively **delivering** the elements of both the Learning and Teaching domains, while we view our progress in the elements of the Leading domain as **sustaining and growing**.

The school based on-line internal validation survey tool will be used annually to determine teacher views and identify evidence of the school's progress along the SEF continuum. Other survey tools and focus group interviews will be used to gather evidence on the views of students and parents / carers regarding the school's progress.

The self-assessment processes will further assist the school to refine our strategic priorities in the School Plan leading to further improvements in the delivery of education for our students.

In the domain of **Learning**, our strength centred on the elements of **Wellbeing** and **Assessment and Reporting**.

Specifically, we have focussed on:

- school community understanding of expectations, values and appropriate behaviours;
- developing positive attitudes and a commitment to learning;
- accepting responsibility for actions;
- recognising and respecting cultural identity;
- diversity and contributing to the positive wellbeing of others;
- analysing internal and external performance data;
- individualised learning with an emphasis on growth and improvement; and
- improved communication with parents and carers regarding academic progress;

In the domain of **Teaching**, our strength centred on the elements of **Effective Classroom Practice** and **Collaborative Practice**.

Specifically, we have focussed on:

- reviewing and developing effective teaching and learning programs;
- rewarding positive student engagement in learning;
- developing effective systems to ensure well managed classrooms;

- teacher analysis and use of student performance data including NAPLAN and HSC;
- developing effective and timely formative feedback;
- establishing effective collaborative structures for teachers to work together, including teaching team meetings and professional learning programs; and
- using staff expertise to support the professional learning, understanding and confidence of others.

In the domain of **Leading**, our strength centred on the elements of **Leadership** and **School Resources**.

Specifically, we have focussed on:

- strengthening student leadership structures;
- providing a clear and effective student voice;
- strong engagement within the Community of Schools;
- increasing authentic and future-focussed leadership opportunities for staff;
- engaging in processes to develop effective feedback from students, staff and the wider community;
- effective management and allocation of the school's limited financial resources;
- maintaining and developing the school's technology infrastructure and capacity; and
- improving the physical learning resources provided for students.



Network 7 News Presenter, Mark Ferguson and Deputy Director of News, Stu Wallace (ex-student) were special guests at the SRC Induction Ceremony.

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

The Jannali High School has a long and proud history of academic success. In developing the School Plan, all stakeholders selected academic excellence as a continued focus for our school community.

To achieve ongoing academic excellence and deliver inclusive, challenging and engaging learning environments, the staff have:

- Established Academic Monitoring processes and practices for Years 8, 9 and 10, to complement the Interim reports established for Years 7,11 and 12.
- Continued to deliver QuickSmart for Numeracy and have sought training and implemented QuickSmart Literacy to building student confidence and mastery.
- Investigated and developed proformas to collect data in classrooms and to inform reflective conversations about teaching practice. A team of delegates and a guest speaker provided professional learning to support the introduction of the Coaching Conversations required during the Performance and Development Plan (PDP) process in 2015.

As a result of these initiatives :

- Systems of communication were established between teachers and students and parents or carers, reporting timely feedback on learning habits and progress.
- Student performance data from QuickSmart Literacy reveals that in both comprehension and accuracy for Level 2 words the student growth constituted a substantial improvement. Similarly, QuickSmart Numeracy data evidences a strong improvement in both automaticity and accuracy.
- The executive participated in training by Glenn Pearsall in 'Coaching Conversations'. A series of data collection tools were presented and a conversation proforma was developed to give the participants a consistent structure in managing observations across the school setting.

The school's self-assessment practices in regard to tracking of project milestones designed to reflect our progress toward the 3-year improvement measures confirmed strong progress in establishing an effective academic monitoring framework and the embedding of the Turnitin initiative within assessment procedures. Further, strong engagement was reported in identifying positive student engagement in learning as measured through the 'Learning Profile' section of the school's reporting system. However, limited progress was achieved in developing school-wide behaviour management strategies designed to raise expectations for learning and behaviour.

The following table details our progress toward achieving improvement measures during 2015 based on the milestone projects undertaken as a focus of the School Plan.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
At least 35% of HSC results reflect achievement in Band 5 or Band 6.	<p>HSC results for Bands 5 & 6 demonstrate 26% of overall student achievement. Further, the combined data for Bands 4-6 demonstrate 59% of overall student achievement.</p> <p>Improvement of HSC results is supported by:</p> <ul style="list-style-type: none"> • A detailed analysis of HSC data by course teachers using the BOSTES 'Principal's Result List', 'Students Results by Course' and the 'School Group Statistics Report' • A detailed analysis of HSC data by Head Teachers using the School Measurement, Assessment & Reporting Toolkit (SMART) data provided by the Department of Education • Analysis of the HSC data by Head Teachers using the BOSTES Results Analysis Package (RAP) analysis package • Ongoing HSC faculty monitoring processes undertaken by Head Teachers • Strategies embedded in teaching and learning developed as part of the 'Plus 3' initiative 	<p>TOTAL <\$>: \$3,000</p> <p>Summary of expenditure:</p> <ul style="list-style-type: none"> • Professional Learning (PL) time provided for teachers and Head Teachers for the HSC analysis • Teacher relief for the development of SENTRAL systems for Interim reports and Academic Monitoring
NAPLAN results indicate at least 50% of Year 7 and Year 9 students achieve expected growth or above, in reading.	<p>NAPLAN results indicate 58% of both Year 7 and Year 9 students achieved expected growth or above in Reading.</p> <p>Improvement of NAPLAN results is supported by:</p> <ul style="list-style-type: none"> • A detailed analysis of NAPLAN data by class teachers through a teaching team approach using the School Measurement, Assessment & Reporting Toolkit (SMART) data provided by the Department of Education identifying writing as an area requiring further attention. • Strong student growth data as identified through the QuickSmart initiative in Literacy and Numeracy 	<p>TOTAL <\$>: \$11,000</p> <p>Summary of expenditure:</p> <ul style="list-style-type: none"> • Professional Learning (PL) time provided to support KLA and class teams analysis of NAPLAN • QuickSmart Literacy Training
At least 20% of all academic reporting outcomes indicate achievement at an outstanding level.	<p>An analysis of the school's Semester 1 & 2 academic report system indicated that 18% of all academic outcomes were at an outstanding level.</p> <p>The analysis also indicated that 22% of students in Year 7 and 25% of students in Year 8 achieved outcomes at an outstanding level.</p> <p>Further, 60% of all Learning Profile grades across the reporting system were awarded at the A (Always) level, indicating strong engagement in learning by students.</p> <p>Improvement of academic outcomes is supported by:</p> <ul style="list-style-type: none"> • An academic monitoring system implemented during Terms 1 & 3 	<p>TOTAL <\$>: \$4,000</p> <p>Summary of expenditure:</p> <ul style="list-style-type: none"> • PL time for developing and establishing Academic Monitoring systems • PL training for staff: Including Year Advisers • SASS support to compile and email to families

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
	<ul style="list-style-type: none"> An Interim Report system implemented during Term 1 Letters of acknowledgement and high level awards presented to students by the Principal based on academic progress and achievement. The school's reward system, which acknowledges student academic achievement through the presentation of certificates at formal school assemblies each Term. Ongoing monitoring of Learning Profile and Course Outcome results to promote a positive engagement in learning. 	

Next steps
<ul style="list-style-type: none"> Ongoing tracking of student achievement via Academic Monitoring, with systems developed to support communication with families about student learning habits and academic progress. Further, reviewing comparative data will indicate the success of this process in improving student academic engagement. Application of knowledge of Gifted and Talented training undertaken in 2015, evidenced by differentiated learning experiences in teaching and learning programs in all KLA's. This process will be supported by the appointment of a Gifted & Talented (GATS) Teacher Mentor in 2016. Student Mentor program established to continue to foster strengthened partnerships in learning and deeper engagement by our senior students. Study and organisation will be key elements to this program. Embedding a school e-Diary system for Year 7, as part of the school's BYOD iPad initiative. Developing a school-wide wellbeing framework to embed the language and values of high expectations and a shared sense of responsibility for learning, including establishing a consistent classroom behaviour management structure.



Port Hacking Sports Zone Champions

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

In 2015, we were highly successful in training the teachers of our Gifted and Talented classes in Years 7 & 8. Twenty-one teachers from TJHS and a number of teachers from our HOTSCOS partnership primary schools participated in the UNSW Gifted Education Research, Resource and Information Centre (**GERRIC**) training throughout the year. Teachers were made aware of the overarching principles involved in G&T identification, the range of G&T learning styles, curriculum compression and extension approaches and how to incorporate these principles into teaching and learning programs and classroom pedagogy. Programs were created and a 'Showcase' page established on the school's website. Teachers applied these principles to differentiate the learning in their G&T class.

In the area of Professional Learning development we made significant inroads into the explicit teaching of leadership skills for students and establishing a strong student voice through the development of a clear role and responsibility definition, a sense of cohesion and pride in the SRC. Further work will occur in the development of the program to support teachers in their leadership training and professional learning in line with goals.

The embedding of differentiation into all programs is progressing. This year we concentrated on the embedding of peer and self-reflection processes in the Senior school in an attempt to develop independent learners, who can be self-critical and take responsibility for the learning process. This had some impact but it became evident that the concepts of peer and self-reflection need to be explicitly taught in earlier stages. Differentiation, at all levels, to move towards individualised learning is our ultimate aim.

The following table details our progress toward achieving improvement measures during 2015 based on the milestone projects undertaken as a focus of the School Plan.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
All teachers of the Stage 4 Gifted & Talented selective class have a qualification in Gifted Education (Mini Certificate Of Gifted Education)	<ul style="list-style-type: none"> Twenty-one staff from TJHS participated in the GERRIC training provided by UNSW designed to ensure staff understand and cater for the needs of Gifted and Talented students. Increased awareness of the need to vary content, product, process and the environment when differentiating the curriculum. At least one differentiated unit (including assessment), for each KLA, was developed specifically for the Gifted & Talented classes in Years 7 & 8. 	<p>TOTAL <\$>: \$14,250</p> <p>Summary of expenditure:</p> <ul style="list-style-type: none"> UNSW GERRIC training Catering for afternoon and evening training sessions Casual relief cover for planning meetings

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
	<ul style="list-style-type: none"> • A Gifted & Talented 'Showcase' page was established on the school's website, highlighting the work of our G&T students. • Selected staff attended training in Formative Assessment and shared their knowledge and understanding with the rest of the teaching staff through formal presentations at a School Development Day. • Every faculty developed at least one Formative Assessment Task. 	<ul style="list-style-type: none"> • Fees for 3 staff to attend Formative Assessment Training
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"> • Two SRC Teacher Planning Days were held using SRC feedback to inform the development of leadership skills. • A Peer Mediation program established following cross-school research. Suitable students selected and trained as mediators. Students were involved in 12 cases of mediation. • SRC 'Mini Conference' occurred in Term 2 to establish the roles and responsibilities of the Senior Leadership Team and the Junior SRC. Training needs were established and team building occurred. • Twenty Junior SRC representatives attended the SLIPS Leadership training day as part of the HOTSCOS program where they attended workshops in decision-making, meeting management, public speaking and how to run an event. • 2016 Senior Leadership selection process was aided by the valuable input of the 2015 Captains on the selection and interview panel. • SRC elections changed to take place at the end of Term 3 so the new leadership team could enjoy a timely hand-over, develop plans for the upcoming year and come together as a team following their Induction Ceremony in early Term 4. • Regular weekly meetings of small groups of SRC representatives and the Principal established to allow students to have a direct voice and input in school operations. • End of year SRC conference, including attendance at the 'Halogen' Leadership Forum. The 2 day event was inspirational and fostered team building. The SRC's direction for 2016 was established, practical 	<p>TOTAL <\$>: \$5,700</p> <p>Summary of expenditure:</p> <ul style="list-style-type: none"> • Halogen Conference Fees • 4 Casual Relief Days • SRC Blazers • SRC Badges • SLIPS Training fees • Catering

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
	goals were developed and microphone / public speaking skills honed.	
All teaching and learning programs embed curriculum differentiation strategies to cater for the learning needs of all students	<ul style="list-style-type: none"> Peer assessment and self-reflection activities to be embedded in at least one assessment task in a senior unit in every KLA. Scaffolds developed for use across all KLAs to support the implementation of curriculum differentiation strategies. Cross faculty discussions of how to incorporate reflection processes and sharing of successful strategies. Professional Learning provided for all teaching staff in Formative Assessment. Reflection responses developed with teachers to inform teaching practice. 	TOTAL <\$>: \$1, 500 Summary of expenditure: <ul style="list-style-type: none"> Training of 3 key staff in Formative Assessment

Next steps
<ul style="list-style-type: none"> Establish a temporary Head Teacher Teaching & Learning leadership position within the school to include the development of a specific set of roles and responsibilities. Establish a temporary Gifted & Talented teacher mentor position to support the professional development of teachers in embedding curriculum differentiation within their teaching practice. To further up skill teachers in the area of Gifted and Talented education teachers will continue to have access to the GERRIC training, although this may occur off-site. Further development of leadership skills in students and staff will occur, in addition to independent and critical learning. Developing staff leadership skills and professional learning in line with the school's priorities and teachers' personal goals needs to be an ongoing focus. Embedding reflection of learning into all Junior programs is important, as is the explicit teaching of these skills. Reflection must become an integral element in the teaching and learning cycle. Peer Assessment is also an important tool in the "reflection" process. More work is needed in the use of student reflection to inform teaching practice. We will work towards individual learning plans, which are developed jointly by students and staff. Implementing a 'Leadership Development' program for teachers considering accreditation at higher levels and those seeking other leadership opportunities. Establishing an 'Instructional Leadership' initiative with the aim of developing a formal Professional Learning policy linked directly to the School Plan, with responsibility of establishing programs to enhance student learning including the introduction of visible learning, classroom walkthroughs, a structured observation framework, coaching / mentoring structures to improve formative feedback for teachers' Performance and Development Plans (PDP).

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

The Jannali High School made significant progress within this Strategic Direction of the School Plan, developing strong engagement with all stakeholders both within and beyond the school. Of particular note is the continuing strength and engagement within the Heart of the Shire Community of Schools (HOTSCOS) and efficiency improvements in the use of school-wide administrative and learning systems.

The school's self-assessment practices in regard to the tracking of project milestones designed to reflect our progress toward the 3-year improvement measures confirmed positive engagement in HOTSCOS and the development of effective administrative practices and school operations. However, measured progress was achieved in establishing whole school improvement practices and processes.

The impact of the school's progress toward achieving our long-term improvement measures includes strong student engagement in new initiatives and programs under the umbrella of HOTSCOS, improved administrative processes linked directly to a reduction in teacher administrative requirements and an established school improvement framework. The annual school-based improvement framework incorporates School Culture surveys involving all stakeholders, staff engagement with the National School Improvement Tool, a detailed review and reflection process to analyse both internal and external student performance data and participation in an on-line SEF internal validation tool.

The following table details our progress toward achieving improvement measures during 2015 based on the milestone projects undertaken as a focus of the School Plan.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
Student attendance rates, and therefore their engagement in learning, are above state average and reflect an improving trend.	<ul style="list-style-type: none"> Period by period attendance systems enhanced to improve the efficiency and accuracy of school attendance records and monitoring. School attendance rates remained above state average for the third successive year. The school attendance rate of 90.8% was 1.1% higher compared to the State attendance rate of 89.7%. In fact, the year-by-year measure for school attendance rates were above the equivalent state measure for every year group from 7 to 12. 	TOTAL <\$>: \$5,600 Summary of expenditure: <ul style="list-style-type: none"> Teacher relief to support the development of effective electronic administrative practices and attendance monitoring systems - \$2,000

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
	<ul style="list-style-type: none"> School attendance rates continued to improve, reflecting a 4-year positive trend: <ul style="list-style-type: none"> 2012 = 88.7% 2013 = 90.2% 2014 = 90.7% 2015 – 90.8% 	<ul style="list-style-type: none"> Training for SAS staff in the use of new and efficient electronic administrative systems - \$1,600 Professional learning for teachers in the use of sport attendance monitoring systems - \$2,000
Annual 'School Culture' survey indicates improved levels of confidence in school management, support for ongoing improvements and reflects a positive school learning culture.	<ul style="list-style-type: none"> Implementation of a highly successful Stage 3 transition to high school program, which provided over 350 Year 6 students with a genuine experience. Feedback from students and primary school staff was extremely positive. The annual School Culture survey of parents / carers, staff and students indicated that: <ul style="list-style-type: none"> all groups perceived students are encouraged to achieve their personal best and teachers have high expectations of student behaviour 86% of parents believe that meeting the needs of students is the school's main priority 96% of staff and 83% of parents perceive that the school is continually finding ways to improve what it does more than 87% of parents believe the school is a friendly place and that students enjoy being at the school 91% of both parents and staff and 66% of students believe that the school is well managed more than 85% of both parents and staff believe that teachers have high expectations of academic achievement 	<p>TOTAL <\$>: \$1,200</p> <p>Summary of expenditure:</p> <ul style="list-style-type: none"> SAS relief and printing costs for administration and data entry for 'School Culture' survey - \$1,200
Improving trends in student enrolments reflect the positive engagement of the school in the HOTSCOS program and the strength of the school's reputation within the wider community	<ul style="list-style-type: none"> Since 2005, TJHS student enrolments have declined year-on-year until 2015, where we experienced a minor increase from 642 students to 655 students. These improved student enrolments are reflective of the strong community interest and participation at Open Night in February 2014. Strong engagement of students in the various dance ensembles, including the successful audition and selection for the Schools 	<p>TOTAL <\$>: \$8,600</p> <p>Summary of expenditure:</p> <ul style="list-style-type: none"> Teacher relief for Imagine rehearsals and CAPA Community of Schools tour - \$4,000 Resources and costuming for Open Night, Imagine and

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
	<p>Spectacular.</p> <ul style="list-style-type: none"> CAPA showcase evening and matinee program, 'Imagine', was strongly support 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. Development of a school concert band program to commence in 2016, including participation from Years 7 to 11, with the aim to increase student engagement. Introduction of new Creative and Performing Arts (CAPA) scholarships for drama, music and visual arts to add to the already successful dance program. Development of appropriate documentation, advertising and audition processes. 	<p>Schools Spectacular - \$3,000</p> <ul style="list-style-type: none"> Teacher relief for CAPA scholarship auditions - \$1,600

- ### Next steps
- Establish a 'School Improvement Leadership Team' responsible for school self-assessment processes, developing evidence and data collection and storage systems, lead the ongoing review of the School Plan and milestone progress and develop effective evaluation practices for all school programs and initiatives.
 - Develop an enhanced CAPA Community of Schools performance program to include the Concert Band and CAPA scholarship students from across all creative disciplines.
 - Further investigate timetable structures to effectively embed the CAPA G&T scholarship and performance program in the Year 7 to 10 curriculum.



Key initiatives and other school focus areas

Key initiative (annual)	Impact achieved this year	Resources (annual)
<p>Aboriginal background funding</p> <p>Funding provided through the Resource Allocation Model (RAM)</p>	<ul style="list-style-type: none"> • AIME (Australian indigenous Mentoring Experience) Twenty students were involved in individualised programs both at the University of Wollongong and with the Tutor Squad at school. Students developed pride in their culture and gained self-esteem and confidence in their academic ability and social interactions. • Teacher mentor program Targeted support of learning and the development of social skills provided through a 1-1 mentoring program with an intended outcome of increased school engagement. • QuickSmart Literacy & Numeracy Two students improved their engagement in learning and confidence / skills in numeracy and literacy through involvement in the QuickSmart program. The report presented on page 35 details the specific learning growth achieved by the students. • Other activities and engagement included: <ul style="list-style-type: none"> - Speak Up Program - Sharks Tomorrow's Stars Mentoring Program - NRL School to Work Program - Gamarada Cultural Day - Deadly Awards - Participation in the Local AECG (Aboriginal Education Consultative Group) 	<p>TOTAL <\$>: \$7,973</p> <p>Summary of expenditure:</p> <ul style="list-style-type: none"> • Teacher relief for mentoring - \$2,000 • QuickSmart program - \$2,000 • Participation contribution for AIME - \$2,000 • Teacher relief to support AIME - \$1,200 • Gamarada Cultural Community Day - \$773

Key initiative (annual)	Impact achieved this year	Resources (annual)
<p>English language proficiency funding</p> <p>Funding provided through the Resource Allocation Model (RAM)</p>	<ul style="list-style-type: none"> • Teacher mentor program Individualised learning support for students with their academic engagement, social skills and the completion of assessment tasks. Improved student engagement in assessment task completion, reduction in course non-completion warning letters and increased sense of wellbeing and confidence as reported by students as part of the formal program evaluation. 	<p>TOTAL <\$>: \$21,398</p> <p>Summary of expenditure:</p> <ul style="list-style-type: none"> • Teacher relief for mentoring - \$15,000 • Teacher relief to manage the EAL/D program - \$6,398

Key initiative (annual)	Impact achieved this year	Resources (annual)
<p>Socio-economic funding</p> <p>Funding provided through the Resource Allocation Model (RAM)</p>	<ul style="list-style-type: none"> • QuickSmart Literacy & Numeracy 20 students improved their engagement in learning and confidence / skills in numeracy and literacy through involvement in the QuickSmart program. The report presented on page 35 details the specific learning growth achieved by the students. • Teacher mentor program 22 students were supported in their learning through an individualised teacher-mentoring program. The students involved developed their self-esteem, attendance rate, learning efficacy and self-discipline in managing their behaviour to improve engagement in learning. • Student equity program Provision of iPads to support student engagement in the school's BYOD 1-1 iPad learning initiative. 	<p>TOTAL <\$>: \$35,086</p> <p>Note: \$22,000 reported in the BYOD iPad initiative below</p> <p>Summary of expenditure:</p> <ul style="list-style-type: none"> • QuickSmart program licence and training - \$3,000 • Teacher relief for mentoring - \$6,000 • Purchase of iPads for student equity program - \$6,500

Key initiative (annual)	Impact achieved this year	Resources (annual)
<p>Low level adjustment for disability funding</p> <p>Funding provided through the Resource Allocation Model (RAM)</p>	<ul style="list-style-type: none"> • QuickSmart Literacy & Numeracy 20 students improved their engagement in learning and confidence / skills in numeracy and literacy through involvement in the QuickSmart program. The report presented on page 35 details the specific learning growth achieved by the students. • Teacher mentor program 22 students were supported in their learning through an individualised teacher-mentoring program. The students involved developed their self-esteem, learning efficacy and self-discipline in managing their behaviour to improve engagement in learning. • School Learning Support Officers (SLSO) program 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>TOTAL <\$>: \$33,293</p> <p>Summary of expenditure:</p> <ul style="list-style-type: none"> • QuickSmart program licence and training - \$5,000 • Employment of additional SLSO time to coordinate the QuickSmart program - \$18,293 • Teacher relief for mentoring - \$10,000

Key initiative (annual)	Impact achieved this year	Resources (annual)
<p>Support for beginning teachers</p> <p>Funded as part of Great Teaching, Inspired Learning (GTIL) – Blueprint for Action</p>	<p>A teacher mentor relationship was established and regular meetings scheduled to provide support with:</p> <ul style="list-style-type: none"> • Appropriate resource preparation • Lesson planning • Student management • Classroom practice through observations and feedback • Advice with Accreditation and PDP process <p>As a result of the support provided, the Beginning Teacher demonstrated more confidence in the classroom, particularly with student engagement and enhanced pedagogical practice.</p>	<p>TOTAL <\$>: \$13,127</p> <p>Summary of expenditure: Teacher relief provided through the school curriculum organisation and timetable - \$13,127</p>

Other school focus areas	Impact achieved this year	Resources (annual)
<p>Bring Your Own Device (BYOD) iPad initiative</p> <p>Funding provided through the Resource Allocation Model (RAM)</p>	<p>The development of a 1-1 BYOD iPad initiative designed to improve student engagement in learning and enhance teacher pedagogy.</p> <ul style="list-style-type: none"> • School iPad BYOD policy, student / parent agreement and equity loan program developed to ensure school community understanding of iPad program requirements. • Employment of a Technology Support Officer (TSO) through Computer Technology funding and parent technology levy to support student and staff technical engagement in the iPad BYOD initiative. • Professional Learning program initiated with improved teacher confidence and engagement in the iPad technology and higher-level skills in the use of specific applications. This included on-site courses provided by Apple Shop at Miranda. • Improved community understanding of the iPad BYOD initiative through participation in a Parent Technology forum (supported by more than 140 families) to communicate and explain all requirements. • Parent consultation through the development of extensive documentation and ongoing emailing to support the school's communication strategy and the establishment of two parent-purchasing portals to support families with their technical needs. • Apple MacPro computer purchased to setup Apple Configurator for the management of iPad Apps. and the technical requirements of the required Volume Purchasing Program (VPP). 	<p>TOTAL <\$>: \$22,000</p> <p>Summary of expenditure: Purchase of IT resources including iPads, software licences and other hardware - \$16,000 Purchase of resources (including iPad style student lockers) - \$6,000</p>

Student information

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

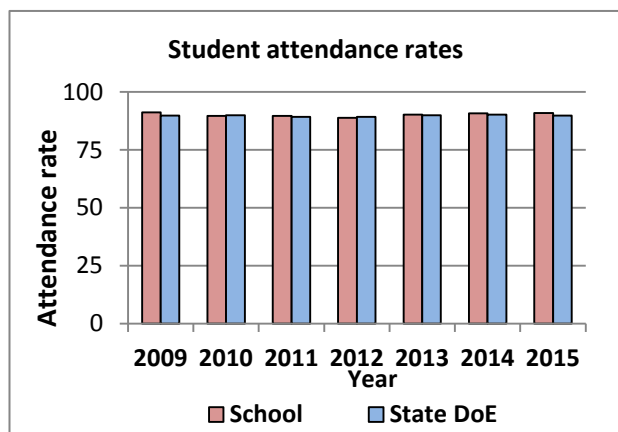
Student enrolment profile

Gender	2011	2012	2013	2014	2015
Male	372	363	345	329	329
Female	392	366	348	332	318

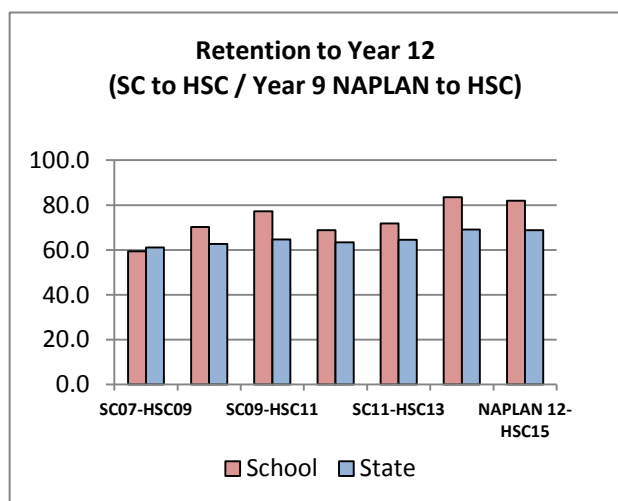
Student attendance profile

Year	2011	2012	2013	2014	2015
7	93.4	93.2	94.0	94.0	94.9
8	90.0	90.6	90.8	92.1	91.5
9	87.8	87.3	90.5	89.9	90.2
10	87.9	85.7	89.8	90.6	89.1
11	88.5	87.7	85.9	86.4	88.8
12	91.2	89.0	90.7	92.1	90.1
Total	89.6	88.7	90.2	90.7	90.8

In 2015, the school continued its positive trend of above state average student attendance.



Retention Year 10 to Year 12



Post-school destinations

From a cohort of 90 HSC students in 2015, 40 students received an offer to enter a university degree in 2016 i.e. 44%.

Nineteen of those students received an Early Admission Offer from the University of Wollongong and three students were offered a Dean's Scholar Award.

Four students chose entry into a Double Degree including a Bachelor Mathematics/Bachelor Computer Science, Bachelor Arts/Bachelor Law, Bachelor Arts/ Bachelor Education and Bachelor International Studies/ Bachelor Law.

The Universities of choice were: University of Wollongong (27), University of Sydney (1), UTS (1), Australian Catholic University(1), Macquarie University(1), Australian National University (1), Western Sydney University (4), Charles Sturt University(1), UNSW (3) and SAE (1).

Proportion of students moving into post-school education, training or employment	Year 12 %
Apprenticeship	8
Employment	28
TAFE entry	16
University entry	44
Other – travel etc.	2
Unknown	2

Year 12 students undertaking vocational training

In 2015, 61 Year 11 and 12 students studied a vocational course as part of their HSC through Sydney Institute of TAFE at Gymea, Loftus, St George, Enmore or Ultimo campus. 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(3), Automotive (4), Beauty(5), Business Services(4), Children Services(3), Sport and Recreation(5), Tourism and Events (3), Youth Work(2), Construction (7), Plumbing (3), Electro technology (3) and Health Services Assistance(4),Design Fundamentals (4), Financial Accounts (1), Media (2),Music Industry (7), Hairdressing (1).

Of the three Stage 5 students, two completed the 240hr VET course while in Year 11 in 2015 and one student left school to take up an apprenticeship in

the industry in which he had been studying, Construction.

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. Carpentry, Electro-technology, Automotive, Beauty, Web Design, Tourism were the courses chosen. Many of these students will continue their study in these vocational areas by choosing the related TVET course in 2016.

In 2015 the school supported two School Based Traineeships and Apprenticeships (SBATs) in a Hairdressing-apprenticeship and an Electro-technology-traineeship.

School Based Trainees and Apprentices attend training delivered through the relevant Registered Training Organisation (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 Year 10, 11 or 12 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, Brownbuilt and Target. The supported work experience is an important component of the Work and Community Life Skills Course in Years 11 and 12.

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 part of 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 have undergone development both in new syllabus implementation and continued staff professional learning. These changes have required the school to review and further develop learning programs that guide vocational learning.

All of our VET staff have had further upgrade 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 meet Australian Qualification status.

Our VET courses are popular with students. Two senior Hospitality Kitchen Operations classes and one Construction class ran in 2015.

In 2015 The Jannali High School underwent an Internal Evidence Review of Vocational Education. The Evidence Review ensured that: staff qualifications, facilities, equipment, training and assessment materials at The Jannali High School are consistent with the National VET Regulator and are developed through effective consultation with industry.

VET is now delivered under the jurisdiction of the Australian Skills Quality Authority (ASQA) giving students an Australian qualification.

An Independent Review ensures The Jannali High School is meeting National Training Standards and that we continue to improve our training and assessment strategies.

Each VET teacher must continue to meet the National Training Standards and continue to improve assessment and documentation processes. Staff are continuing to network, consult with and lead ongoing professional dialogue about improvements that can be made in delivering VET from this registered training facility.

Year 12 students attaining HSC or equivalent vocational educational qualification

In 2015, 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. Other students study through TAFE or private colleges. The following vocational education courses are in the Higher School Certificate curriculum:

- Construction Certificate II in Construction Pathways – 2 students
- Hospitality Certificate II in Kitchen Operations – 15 students

- TAFE or private college qualification – 24 students
- School based traineeship – 1 student

Workforce information

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 Teacher(s)	8
Classroom Teacher(s)	38.4
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	1
School Administrative & Support Staff	9.282
Total	61.682

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
Undergraduate degree or diploma	74
Postgraduate degree	26

Professional learning and teacher accreditation

In 2015 TJHS professional learning teams were re-organised in order to prioritise the preparations required for:

- The ongoing implementation of the Australian Curriculum in English, Maths, Science and History for Years 8 and 10 in 2015.
- The mandatory Vocational Education and Training (VET) teacher training required to continue to deliver Commercial Cookery framework.
- BYOiPad program planning and professional learning time to support the investigation of the program to start in 2016. This involved teams of staff visiting East Hills Girls High School to see

iPads in action in classrooms, providing a showcase and professional shadowing experiences for staff. Infrastructure upgrades and the purchasing of and training in 'Configurator' was offered to our Technical Support Officer as well, to enable his workflow in 2016.

- Continued support of syllabus implementation, particularly in HSC subjects.
- Planning time for the new school planning tool – including the milestones required for each of the three schools Strategic Directions.
- Performance and Development Framework implementation, with the delivery of training for the executive in 'Coaching Conversations' with Glenn Pearsall.
- Observation as a tool to enable improvement in student learning, to further support investigations into the framework to be established across the school to enable consistent coaching conversations. A range of data tools were also provided to support this process.
- GERRIC training (Mini Certificate in Gifted Education) was completed by 21 Year 7 staff across a range of Key Learning Areas, plus participants from local primary schools.

Staff Professional Learning in 2015 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 Cardiopulmonary 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.

- 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.
- Training was provided in TURNITIN, a text matching software program that can be used to encourage positive researching and writing habits.
- The new School Planning process was introduced to staff by the Principal, with time set aside to continue to build a collective capacity of the school's three Strategic Directions and the milestones that evidence our progress in achieving the targets.

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 \$1,100. Some of these professional learning experiences included:

A total of \$56,656.20 was expended on staff professional learning in 2015.	
Beginning Teachers	\$ 3,178.38
Use of ICT	\$ 4,109.04
Literacy and Numeracy	\$ 885.34
Quality Teaching	\$ 16,660.26
Syllabus Implementation – including Australian Curriculum	\$ 8,398.59
Leadership and Career Development	\$ 15,533.55
Welfare and Equity	\$ 4,977.55

- Ongoing training to support syllabus implementation in all faculty areas.
- Marine Studies instruction to maintain qualifications for delivery of Marine Studies.
- Networking across the region was supported and continued in 2015, 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. These experiences were 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.
- Offered an illustration of a deep understanding of the Australian Professional Teaching Standards and teaching practice.

In 2015 TJHS re-organised the timetable and allocation in order to facilitate support for a Beginning Teacher who was permanently appointed and therefore qualified for additional funding under the Great Teaching, Inspired Learning Blueprint for Action.

In addition to relief periods being provided for planning and implementation of syllabus into well-sequenced teaching and learning programs, a teacher mentor was provided to ensure this beginning teacher could liaise closely with experienced teachers.

Professional learning opportunities were also provided, with network meetings being offered to further support this teacher in their first permanent appointment.

Beginning Teachers: Course Fees - \$595.45

Beginning Teacher Casual relief - \$2,582.93

Total funds allocated: \$ 3,178.38

Financial information

Financial summary

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

A full copy of the school's 2015 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.

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	640957.86
Global funds	463612.01
Tied funds	313821.98
School & community sources	613015.53
Interest	18159.11
Trust receipts	387513.93
Canteen	0.00
Total income	2437080.42
Expenditure	
Teaching & learning	
Key learning areas	140914.17
Excursions	108058.16
Extracurricular dissections	232695.35
Library	12120.83
Training & development	1572.46
Tied funds	359392.93
Casual relief teachers	117375.33
Administration & office	227350.21
School-operated canteen	0.00
Utilities	99880.12
Maintenance	49818.61
Trust accounts	180514.72
Capital programs	147419.30
Total expenditure	1677112.19
Balance carried forward	759968.23

School performance

NAPLAN

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

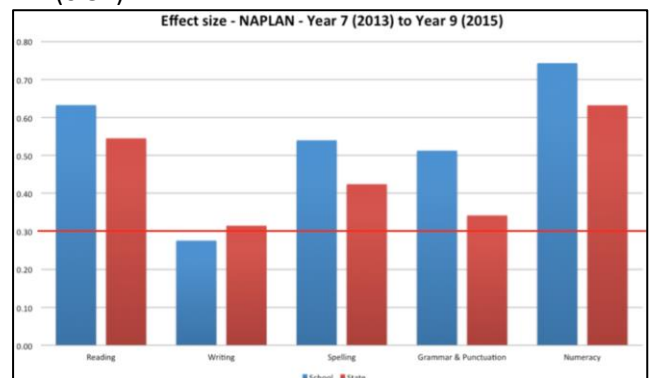
The *My School* website provides detailed information and data for national literacy and numeracy testing.

Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

NAPLAN - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

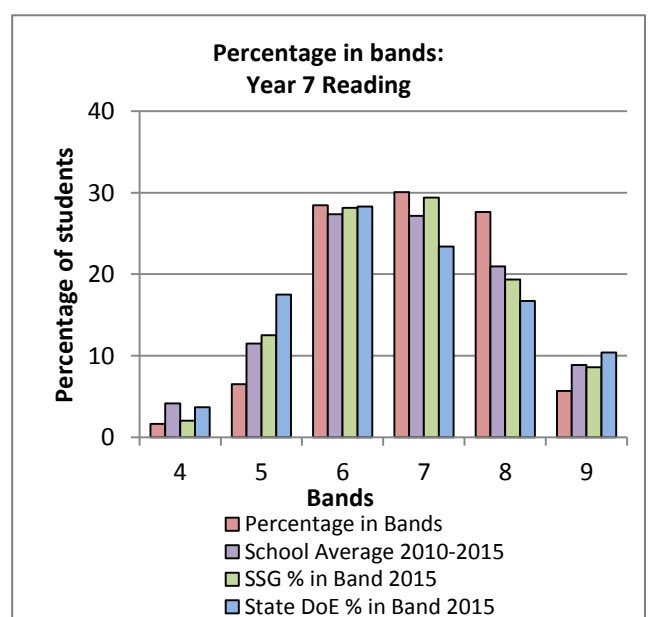
Our Year 7 and Year 9 NAPLAN Literacy results indicated that:

- The improvement of Year 9 students based on their performance from 2013 to 2015 using a direct 'Effect Size' school measurement was better than the State growth for Reading (0.63), Spelling (0.54) and Grammar & Punctuation (0.51).

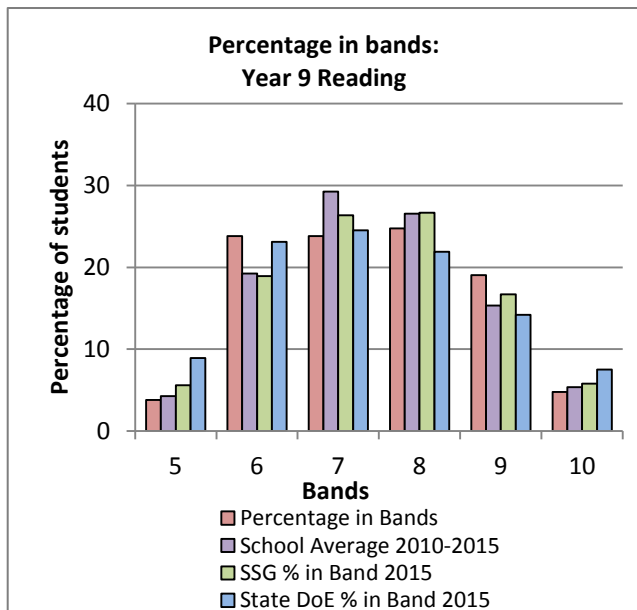


- The percentage of Year 7 students placed in the 'proficiency' achievement levels for Reading (33%) and Spelling (41%) was above the statewide performance.
- Twenty-four percent of Year 9 students were placed in the 'proficiency' achievement levels for Reading which was comparable with the statewide performance.
- Fifty-eight percent of both Year 7 and Year 9 students achieved greater than expected growth in Reading.

Year 7 students achievement in the combined upper Bands 8 & 9 of Reading was above the school's average 5-year trend, as well as the state and SSG performance.



Year 9 students achievement in the combined upper Bands 9 & 10 of Reading was above the school's average 5-year trend, as well as the state and SSG performance.



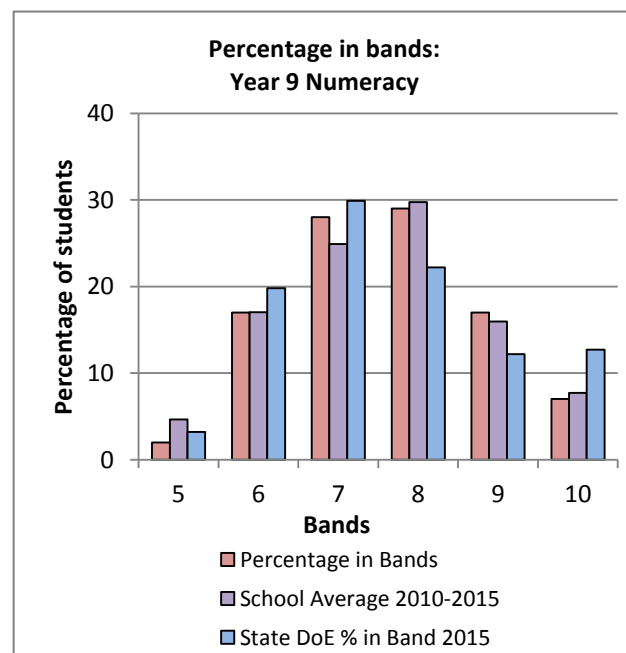
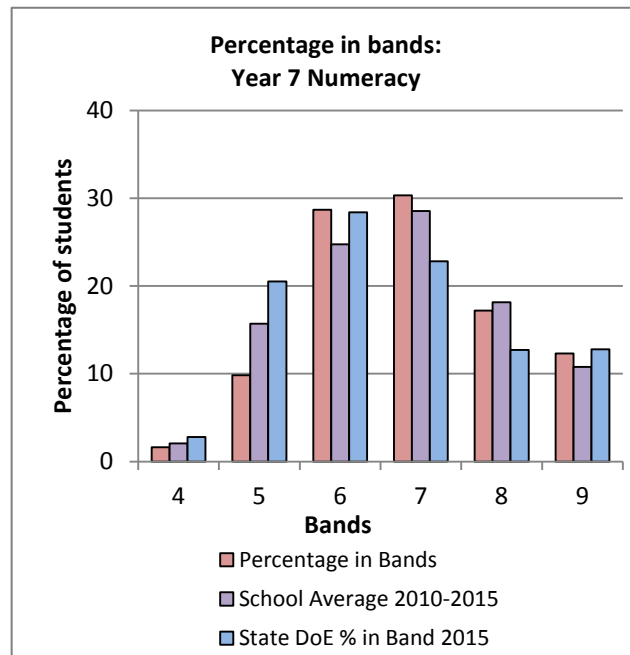
NAPLAN - Numeracy

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

- The improvement of Year 9 students based on their performance from 2013 to 2015 using a direct 'Effect Size' school measurement was better than the State (0.63) growth for Numeracy (0.74). Refer Effect Size graph on page 26.
- Thirty per cent of Year 7 students were placed in the 'proficiency' achievement levels for Numeracy, compared with 29% statewide.
- Sixty-three per cent of Year 7 and 62% of Year 9 students achieved greater than expected growth in Numeracy.

Year 7 students achievement in the upper Bands 8 & 9 of Numeracy was above the school's average 5-year trend, as well as the state performance for all DoE students.

Year 9 students achievement in the upper Bands 9 & 10 of Numeracy was above the school's average 5-year trend, as well as the state performance for all DoE students.



Higher School Certificate (HSC)

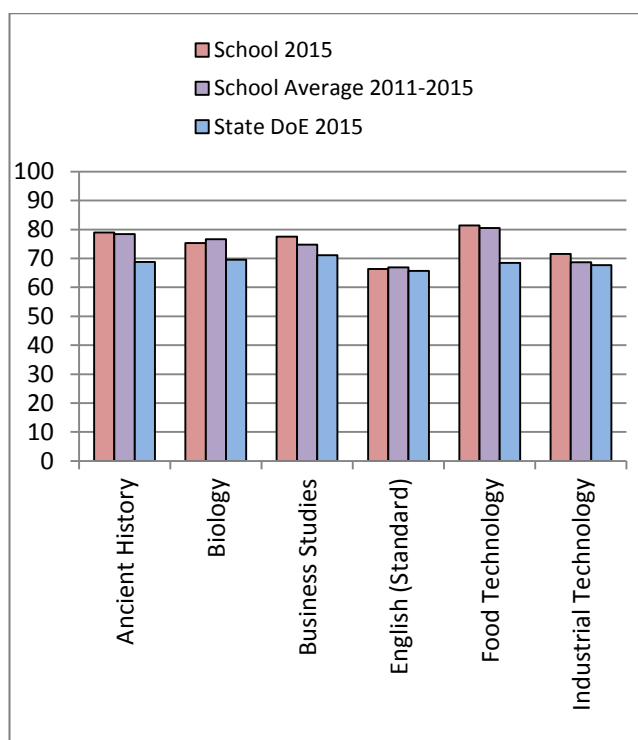
In the Higher School Certificate, the performance of students is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

All schools receive the Department of Education data analysis of the 2015 HSC results.

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

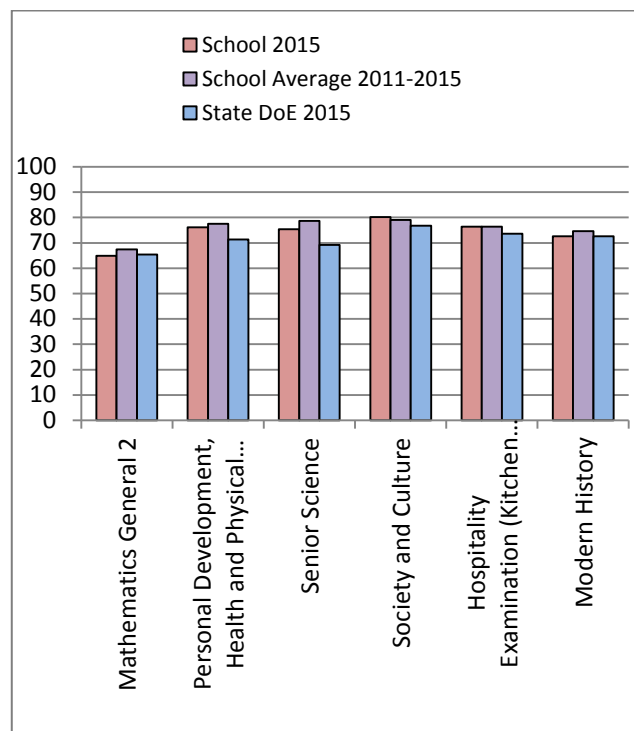
Band 6 results were achieved by students studying in the following subjects:

- Ancient History (6)
- Business Studies (4)
- Food Technology (3)
- Mathematics General 2 (2)
- Modern History (1)
- Music 1 (1)
- Personal Development, Health & Physical Education (4)
- Senior Science (1)
- Society & Culture (1)
- Software Design and Development (1)
- Construction Examination (1)
- History Extension (E4 notional Band 6)



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.



Congratulations to the teachers of the following courses where student performance was extremely positive compared to the average difference from the state:

- Biology
- Senior Science
- Ancient History
- Legal Studies
- Extension History
- Society & Culture
- Food Technology
- Software, Design & Development
- Construction and
- PDHPE

In fact, the growth in performance of students in Food Technology, Ancient History, Business Studies, PDHPE, Society & Culture, Industrial Technology and Hospitality were most significant when compared to equivalent courses across NSW.

Food Technology, Ancient History and Business Studies were the highest performing subjects within the school compared to the state results.

Food Technology was the most successful subject on the within-school comparison of all courses.

Parent/caregiver, student, teacher satisfaction

In 2015, 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.

All views are important in guiding school decision-making and provide feedback to allow the school to make any adjustments necessary to better align our processes and procedures with community expectations.

Below are some very encouraging thoughts of parents / carers regarding the culture at The Jannali High School:

- "Hard working and supportive. Students are striving to achieve their best and are proud of those who do achieve."
- "Understanding and accepting of students with disabilities and different learning needs."
- "Student centred, respectful and definitely academic."
- "A happy environment, caring teachers that work in a very professional manner."

- "The culture values fairness, safety and common sense."
- "It is a caring environment, which looks at student as a whole person, not only as an academic achiever."
- "It promotes making students responsible and committed with a sense of direction."

Parents/carers, students and staff all agreed that:

- students are encouraged to achieve their personal best;
- teachers have high expectations of student behaviour;
- teachers consistently implement the school code of behaviour, expectations and rules;
- classroom rules are consistently applied by teachers;
- students regularly use their diaries; and
- the physical classroom environments at The Jannali High School inspire learning and engagement.

Parents/ carers in particular consider that:

- the way student behaviour is managed at the school is effective;
- the school celebrates the achievements of students;
- the school is a friendly place;
- the school provides enough opportunities for parents to participate in decision making;
- the school is well managed;
- the school's communication systems for student attendance, including SMS, are extremely effective; and
- uniform compliance by students is positive.

Students consider that:

- staff are proud of the school;
- new students are made feel welcome;
- parents, students and staff respect each other;
- the school celebrates their achievements; and
- parents/carers are informed promptly if their child has a problem.

Staff consider that:

- they support what is happening at the school and are proud of the school;
- the school's curriculum (subjects) caters for the learning needs of students;

- student behaviour is effectively managed across the school and within classrooms;
- the majority of students have respect for school property and the property of others;
- they have the opportunity to participate in decision making;
- communication between the school and parents/carers is good; and
- students in Year 7 and 8 regularly use their diaries, although there is room for improvement with Years 9-12.

Policy requirements

Aboriginal education

TJHS offered a range of programs for our 20 indigenous students in 2015. The most significant was 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. These programs took two forms: one was cultural and skills days held at the UOW campus and the other involved volunteer Tutor Squads which attended our school on fifteen occasions offering one-on-one support for student learning.

The HSC North North Individual Sponsorship program was offered to five of our HSC candidates. One student significantly improved her Mathematics results and confidence.

Our Year 7 & 8 students took part in the Speak Up Program where they learnt about important aspects of speaking in public. All of the participants presented their prepared speeches at Parliament House in front of an audience of Elders, Principals and parents.

Two indigenous students took part in the QuickSmart Literacy and Numeracy program. One student showed impressive improvement in their Literacy skills.

The individualised Teacher Mentoring program was accessed by four indigenous students. The aim was to give specific support for academic skills, school engagement and behaviour management. Students were regularly mentored inside and outside the classroom and their progress monitored closely. Two students received in-class support from an SLSO for

ten weeks which targeted classroom engagement and organisational skills and proved very effective.

All the eight indigenous male students were involved in the Sharks Tomorrow's Stars Mentoring program. This was a two-day course offering students individual support with career planning, goal setting and time management. Another four students 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 has translated into real job opportunities.

We have formed a strong connection with the local Aboriginal Education Consultative Group (AECG) and they have offered a number of initiatives and support for our Indigenous programs. Support was provided for the Gamarada Cultural Day, which was held in December at TJHS to celebrate Aboriginal culture. Stage 3 Aboriginal students from our partner primary schools were also invited to attend. The day involved historical information, bush tucker, aboriginal arts and crafts and was an enjoyable way to promote knowledge and pride in indigenous culture.



Finally, congratulations must go to Kathryn Murray who was asked to host the Regional 'Deadly Awards Ceremony' which she did with poise and professionalism. Kathryn was a 'Deadly' Award winner herself. Kathryn was also asked to be the keynote speaker at the Regional Aboriginal Education Conference where she acquitted herself brilliantly, impressing the adults present with her insights into her life, educational experience and hopes for the future.

Multicultural Education and Anti-racism

In 2015 TJHS continued its commitment to celebrating Harmony Day. The successful Harmony Fair with its multicultural food stalls, music and dress up was again held. Each faculty promoted a particular culture and the delicious food and festive atmosphere was enjoyed by all. This year a 'Lawn of Hands' installation was created by Year 7 students to visually represent the concept of racial harmony.



A new initiative this year to promote racial understanding and multicultural awareness was the "Together for Humanity" program, which was introduced into Year 7. A team of outside presenters representing people from Jewish, Muslim and Christian backgrounds worked with our welfare staff 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 showed the experiences of others (e.g. Sudanese refugees who had found sanctuary in an American country town) promoting empathy in our students.

The program took place in one-day sessions held over three terms, with groups rotating through the activities. 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. These values are essential in our multicultural society.

Other findings from the pre and post analysis survey completed by students as part of their participation in the program included:

- A 13% increase in idea that culture is a 'Way of Life', highlighting a transition from a simplistic outlook on culture as 'shared beliefs'.
- The overall percentage of students with a broader understanding of culture rose from 36% to 50%, reflecting a positive change.
- The majority of students reported strong support and understanding about their 'Openness to Diversity' through a number of survey responses.
- Students also reported a consistent and healthy approach to accepting other cultures and ways of life within Australia.
- Finally, students reported a better understanding of the nature of prejudice and related ethical challenges.

Other school programs

Student Volunteering Program

For the past 6 years TJHS has participated in the NSW Premier's Student Volunteering Awards program to encourage Year 9 and 10 students to volunteer in our local community. The school has developed a strong community service culture and now have a high percentage of student volunteers at The Jannali High.

In 2015, twelve students from Year 9 and 10 completed the SES Cadet Course culminating in a 2-day practical camp at Youthworks with two other schools. At the end of the year fifteen students, also from Years 9 and 10 completed the Rural Fire Service Cadet program. They were taught some of the specialised skills needed to be a successful volunteer in these organisations. Most importantly they were taught how to work as part of a team.

The Community Service program was conducted on Thursday afternoon during sport time and was offered to students from Year 8 to Year 11. It was an 'Introduction to Volunteering in the Sutherland Shire'. Students visited and helped out in many local organisations: Sutherland Shire Hospital, Chesalon Nursing Home, Lark Ellen Nursing Home, the RFS and SES Headquarters at Heathcote, gardening on the school grounds with a Bushcare leader, sold Assistance Dog Australia merchandise in Sutherland

and hosted a visit to find out what it takes to train a Labrador pup to work as an Assistance Dog.

These visits inspired two Year 10 students to independently organise their own volunteering time after school to visit residents in Chesalon Nursing Home.

TJHS has a long association with The Australian Red Cross Blood Service, spanning over 20 years. Our youth donors once donated blood on site using a Mobile Blood Bank. Three youth ambassadors were selected and organised for up to six student donors every second week to be transported by the Blood Bank bus to the Miranda Collection Centre. In Term 3, the youth ambassadors organised for the school's Executive to donate.

The ambassadors also had to arrange regular meetings with the Blood Bank staff to streamline the system and at the same time educate and encourage their peers and staff to donate for the first time.

Achievements in the Arts

The Creative and Performing Arts (CAPA) Department continued to develop the talents of students both within and beyond the classroom by providing many and varied opportunities for students to both experience and create Art.

Some of the year's highlights include:

- Excursions to Hazelhurst Regional Gallery for both the Art Express Exhibition and the Forum on HSC Major Work production.
- Art Gallery of NSW for their Art Express Exhibition.
- Sculpture by the Sea: 75 students enjoyed this innovative sculpture display in its stunning location.
- Tara Bassett's Major Work was selected for the "Art Rules" Exhibition at Hazelhurst where the best works by local HSC Visual Arts students were displayed.
- Excursions for Year 11 & 12 Drama students to 'Onstage 2015' at the Seymour Centre to see a selection of the best individual and group performances from the 2014 HSC. Students were inspired by what they saw and the level of dedication they observed.

- 'HSC Trial Performance Evening' provided our students with a genuine audience for their monologue and group performances. Students received valuable feedback in order to perfect their performances for the HSC and the audience was highly entertained.



- A number of students used the skills gained through their Drama course to pursue their passion for performance outside the school. In particular Dylan Yates, Javen Briggs and Riley Marnell Insley should be congratulated for juggling their HSC responsibilities with involvement in external performances.
- The A Capella group continued to gain praise for its performances both in and outside the school.
- The String Ensemble practised regularly and developed the skills of our small group of talented string musicians.
- Emily Turner, a very accomplished and dedicated young musician from Year 10, was selected to perform in the NSW Public Schools State Senior Wind Band.

Dance has become an increasingly important area in the creative life of the school. It is now an Elective subject offered to Year 9 & 10 students and we expect these students will go on to study it in the senior school. Our high quality Dance Studio was in full use in 2015 allowing Ms Clifford and the dancers a wonderful venue to practise in. Our achievements include:

- An elite group of dancers were selected to perform in the NSW Schools Spectacular.
- The TJHS 'Dance Company' performed at the Sutherland Shire Dance Festival.
- Entertained at the 2015 Open Night.

- Trained and performed with choreographers and dancers from the Department of Education's elite Talent Identification Program for the State Opening of Education Week.
- Performed at a number of our HOTSCOS partner schools' Education Week functions.

A Dance Scholarship program was introduced in 2015. Five talented Year 7 dancers were selected via an audition process. These dedicated and talented young dancers were involved in intensive classes from our specialist dance teacher Ms Clifford, during school time to develop their skills and they now form the backbone of many of our performances.

The 'Imagine' Showcase

Continuing the tradition of TJHS major performances, it was decided to make a change from the usual musical or play, and try something innovative that allowed the vast range of talents of students to be displayed. So the 'Imagine' Showcase was born.

The Showcase was a huge success! The audience was treated to a display of beautiful photography printed on huge fabric banners which hung from the ceiling. While the audience enjoyed this art display they were served delicious hors d'oeuvres by the Hospitality students and background music from Maddi Hopgood. What followed was a smorgasbord of fascinating music, dance and drama performances from classical music to punk rock, group comedy to tragic monologues. A wonderful evening was had by all and a selection of performances were repeated for our Stage 3 HOTSCOS partner primary audiences.

Creative and Performing Arts (CAPA) scholarships

Following the success of the Dance scholarship program, the decision was made in 2015 to broaden the program and institute scholarships in CAPA covering Music, Visual Arts and Drama for 2016. The important work on criteria for selection and design of the program took place in 2015 as did the interview and audition process.

Achievements in 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 represent at an elite level.

Year 7 students completed a six week comprehensive swimming program, then a twenty week skills coaching program. They rotated through a variety of sports such as: soccer/futsal, touch football, track and field athletics 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 or recreational sports.

This zone grade competition provides students of The Jannali High School with the opportunity to compete against other schools in this very competitive and successful sporting competition. Students choose from sports such as: basketball, water polo, cricket, Oz-tag, football, beach volleyball, hockey, tennis, touch football 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 2015, The Jannali High School has continued to have great success in the Port Hacking Zone Grade Sport competitions. We have continued to maintain our high percentage of teams qualifying for semi-finals and have had grand final success with the: Year 9/10 Girls Beach Volleyball, Junior Girls Touch and Senior Girls Football/Soccer winning the 2015 premierships.



The Jannali High School also enters the Combined High School (CHS) knockout and other state-wide competitions in a number of sports. In 2015, we entered the following teams in the knockout and gala day competitions with very pleasing results and sportsmanship displayed.

- rugby league team
- girls touch football team
- 2 boys football/soccer teams
- 2 girls football/soccer teams
- 7 futsal teams
- 2 netball teams
- lawn bowls team
- 4 girls Oz Tag teams
- boys squash team
- boys cricket team
- boys touch football team
- 4 basketball teams
- mixed table tennis team

Our under 16's Boys Futsal Team were Regional Finalists and went on to compete at the State Finals.

At The Jannali High School we continue to celebrate our individual sporting achievements. In 2015, we witnessed some outstanding achievements in a variety of sports including the following regional and state representatives:



Regional Representatives

- Amy Bennett (Athletics & Cross Country)
- Jessica Bennett (Cross Country)
- Thea Carroll (Water Polo)
- Blake Currey (Football)
- Karri Derrick (Trampolining)
- Riley Dobson (Cross Country)
- Bailey Gascoigne (Cross Country)

- Ella Hearnden (Touch Football)
- Harley Hill (Cross Country)
- Emily Jarvis (Lawn Bowls)
- Ethan Keane (Golf)
- Sam Rose (Water Polo)
- Luca Santilli (Athletics)
- Angela Streeter (Cross Country)
- Peter Turrall (Football)
- Brittany Watson (Athletics & Cross Country)
- Tiana Williams (Athletics)

State Carnival Competitors

- Amy Bennett (Cross Country – representing Sydney East sports association)
- Thea Carroll (Water Polo)
- Blake Currey (Football)
- Sam Rose (Water Polo)
- Brittany Watson (Athletics & Cross Country)

We also had many students participate in the Premiers Sporting Challenge *Leading with Action* program throughout 2015. 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.

At The Jannali High School, we look forward to continuing to build on our successes in 2016. Our enthusiastic, highly qualified and committed staff will enjoy the challenge of collaborating with our energetic, talented and dedicated students and supportive parents. Together, the team and individual efforts of our school community in sport will help ensure the sustained accomplishment of a broad and inclusive learning environment.

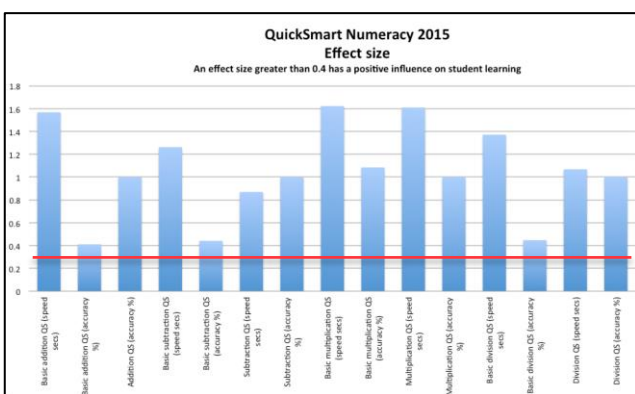
QuickSmart (Literacy & Numeracy)

In 2015 TJHS added the QuickSmart Literacy program to its involvement in QuickSmart Numeracy run through the University of New England. This program is part of the University's ongoing research in the areas of Literacy and Numeracy, and our students benefit from the university's statistical analysis and findings. Both programs are extremely

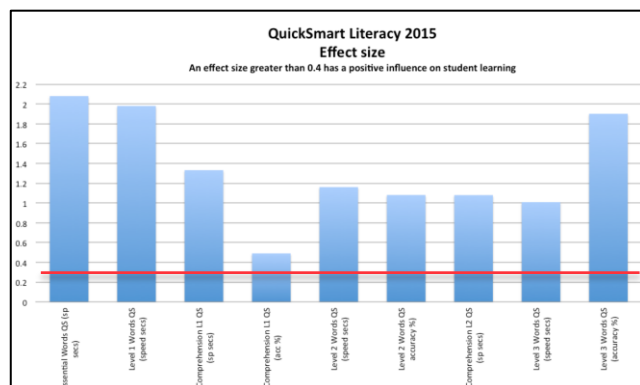
beneficial for the students by increasing confidence, speed and automaticity.

The program involves students in three, half hour sessions each week with a trained facilitator. The program runs for over three terms. Our facilitators vary the activities to maintain engagement as well as the students accessing the “OZCASS” computer program each session. The learning is based on the principles of repetition to promote instant recognition.

The Numeracy program, targeted Year 8 students and involved the basic operations of addition, subtraction, multiplication and division. The activities revolve around these functions with the addition of flashcards, speed sheets and problem solving.



The Literacy program, targeted Year 7 students, and involved instant word recognition, vocabulary, pronunciation and comprehension skills. Activities include flashcards, story reading, and focus words for meaning and pronunciation. Stories are selected for their high interest level and are regularly varied to promote engagement.



The results presented in these ‘Effect Size’ graphs highlight the impressive improvement achieved by the participating students and clearly support our strong commitment to these important initiatives.

As the graphs indicate, strong growth was achieved in word speed and accuracy for Literacy and in all four operations of addition, subtraction, multiplication and division speed and accuracy for Numeracy.

Note:

An ‘Effect Size’ is an accurate method for comparing the growth in performance over time.

Effect size measures are important because they demonstrate the influence of teaching and learning on student achievement.

On average, an effect size greater than 0.30 for high school students (above the red line on each graph) indicates greater than expected growth over a period of time based on the teaching and learning program provided.