

The Jannali High School Annual Report



2016



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Introduction

The Annual Report for **2016** 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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Message from the Principal

In 2016, the staff and students continued to demonstrate why The Jannali High School is so highly regarded in the wider community. I am so proud of the many outstanding achievements of both students and staff and continue to feel very privileged to be the Principal of this wonderful school. Everyone should be extremely pleased with the success of the school across the spectrum of academic, cultural and sporting endeavours.

Again in 2016, a student of The Jannali High School achieved the prestigious Minister's Award for Excellence in Student Achievement. The outstanding achievements and leadership of **Kathryn Murray** was acknowledged with the presentation of this award, placing her in elite company with only 13 students achieving this honour in NSW.

Student participation in all aspects of school life, including a strong student voice regarding school decision-making and leadership has been the basis for developing and promoting shared values at The Jannali High School. During the year, the **C.A.R.E. values** and expectations were established to support the development of a strong and focussed learning culture across the school. These values emphasise the importance of **Co-operating** at all times, **Achieving** your personal best, showing **Respect** for yourself and others and demonstrating positive **Engagement** in everything we do. Formal presentations were undertaken with students and staff alike to ensure a common understanding and acceptance of the expectations necessary to ensure a positive and engaging school learning culture.

At The Jannali High School we are a technologically progressive school, with strong values for the importance of maintaining student engagement in learning from the first day of high school through to the last. With this belief in mind the school introduced a Bring Your Own Device (BYOD) iPad initiative for Year 7 in 2016 with immediate success for both students and teachers. Feedback regarding the iPad program indicates 91% of students and 82% of parents/carers believe that the use of iPads has improved engagement in learning at school, with 80% of teachers perceiving that the introduction of a BYOD iPad initiative has improved student engagement in learning in their classrooms. Most impressive is the fact that 68% of teachers indicate that they have already adjusted their teaching strategies due to the iPad engagement to include Substitution and Augmentation activities for students.

As always, our annual 'Night of Excellence' was an outstanding success, with the public acknowledgement of student talent, achievement and commitment for 2015. The night provided an opportunity for parents, carers, family and the wider community to celebrate the many successes of our wonderfully talented students with Garrie Russell, the Director Public Schools Woronora Network, presenting the key-note speech and providing thoughtful words of encouragement to the students being acknowledged on the evening.

The 'Night of Excellence' also provided the school community with a formal opportunity to honour the legacy of Mr Mark Noonan, ex-Deputy Principal and Relieving Principal, who sadly passed away late in 2015. Mark is fondly remembered within the school for his passion to achieve excellence as well as his strong commitment to sport. During the evening Mrs Nerida Noonan presented the inaugural "Mark Noonan" academic and sporting scholarships to two highly talented Year

11 students to support their journey through to the HSC. This was an emotional ceremony with Mrs Noonan also presenting the school with a glass print photo of a sunset taken by Mark, who was also a keen photographer. The photo now hangs immediately outside Mark's office in the administration block and is certainly worth a viewing the next time you visit The Jannali High School.

'Open Night' 2016 was yet another stunning success. The growing interest in the school from our local and wider community saw more than 700 people attend on the evening. The excitement around the school throughout the night was infectious, with feedback following the evening extremely complimentary of the quality of student leadership, the enthusiasm of staff and the welcoming feel of the school. For the first time in many years at The Jannali High School, it was necessary to form an enrolment panel to consider the out-of-area enrolment applications.

On the sporting front, I must acknowledge the outstanding achievements of Brittany Watson and Thea Carroll who were each awarded a CHS Sports Blue, the highest accolade presented to an athlete in NSW. Other highlights included the selection of Blake Currey in the Australian Soccer team, Thea Carroll in the Australian Water Polo Team and Brittany Watson's wins in the NSW CHS 1500 metres and Cross-Country championships.

Within the Performing Arts, Emily Turner, in Year 11, achieved a place in the 'State Wind Band' and at the 'State Band Camp' as well as in the 'Symphonic Wind Ensemble' in 2016.

The introduction of Creative and Performing Arts Scholarships in Dance, Drama, Music and Visual Arts provided ten extraordinarily talented students with some wonderful learning and performance opportunities. Further success was achieved when, for the third year in a row, twelve students from the Dance Ensemble were selected to participate in the Schools Spectacular. The outstanding talent of Louise Evans and Elyssa Dunn was also acknowledged through their selection in the Junior and Senior State Dance ensembles. Again, a performance highlight was the Creative and Performing Arts Showcase event, 'Joy'. The show combined the creative talents of our students across all the disciplines including dance, drama, music and visual arts and also featured the catering talents of our Home Economics faculty and Hospitality students.

Academic excellence is a key platform of the School Plan with two Strategic Directions focussing on this aspect of school life. Our 2016 HSC results included 23 Band 6 and 91 Band 5 results. This performance demonstrates a 4% improvement in the combined Band 5&6 performance on our 2015 HSC results.

A detailed analysis of the HSC results is provided later in this Annual Report. An outcome of these achievements includes 44 students (or 52%) of all Year 12 candidates successful in gaining an offer to study at university. Of the 35 students who applied for Early Admission to the University of Wollongong, 24 were successful in their applications.

An analysis of the 2016 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 later in this Annual Report. When you consider the impact that teachers have on student learning, the value-added performance of our Year 9 students was better than the state measures in Reading, Writing, Grammar & Punctuation, Numeracy and Data & Measurement. This is an outstanding result and certainly demonstrates the positive effect our teachers have on improving student outcomes from Year 7 to Year 9. I would like to congratulate both staff and students alike on these extremely positive results.

Finally, the engagement of staff in the many programs and initiatives within the school and across the wider community has led to a 17% increase in student enrolments for the school, taking us from 645 in 2014 to 758 students in 2016. This is an outstanding endorsement of the fantastic learning environment provided at The Jannali High School.

Warren Finn

Principal

Message from the school community

TJHS P&C had another successful year in 2016.

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 once each term:

- 9 March 2016 which included the Annual General Meeting
- 1 June 2016
- 24 August 2016
- 16 November 2016.

with the average attendance at each meeting was 13, an increase of 1–2 members compared to the previous year. We continued our closed Facebook discussion group, which now has over 40 members.

As per previous years no P&C fund raising was carried out as the funds came solely from the voluntary P&C contribution of \$40 per family which is detailed on the yearly school invoice for each student. In this way \$16,000 was raised, an increase of \$1,000 over the previous year.

P&C voted that to support the spending of funds totalling just under \$18,000 for nine separate items in 2016. These can be categorised under software, awards and classroom. Items included textbooks, scholarships and online systems and software e.g Turnitin, Mathletics, IntoScience, Spellodrome etc.

I would like to personally thank the P&C executive – Louise and Elizabeth, for all their hard work and dedication in 2016, and indeed every member who turned up at a meeting. Likewise a big thank you goes to Principal Warren Finn and his management team for leading the school community so well throughout the year. This is my last Annual Report as I will not be standing for P&C President in 2017. The last 7 years has been enjoyable and very worthwhile and I'm sure TJHS P&C will continue to serve and support the school community, as it always has.

Daniel Hunnisett

P&C President

School background

School vision statement

Our educational beliefs:

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

Our school culture:

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

Our school values:

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

Our students will be:

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

School context

The Jannali High School (TJHS) is a comprehensive coeducational school where staff are committed to providing an excellent, broad education for every student. The school has a strong 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 Community of Schools (HOTSCOS) and is involved in many joint projects with its partner primary schools including a gifted and talented program for Stage 3 students, an extensive transition program and a number of performing arts initiatives.

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

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

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

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the **School Excellence Framework**. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

The school staff have participated in training and have completed surveys that review their understandings of the achievements made across the school in Leading, Teaching and Learning. In the **Learning domain**, staff believed that the school was operating in most elements at a level of **sustaining and growing**.

Specifically, staff believed that the school was operating within the following elements at :

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

Within the **domain of Teaching**, staff considered that within most of the domains that the school is **delivering**. Specifically, within the elements of :

Specifically, staff believed that the school was operating within the following elements at :

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

Within the **domain of Leading**, staff considered that the school was operating at a level that was moving in two elements from delivering towards **sustaining and growing**.

Specifically, staff believed that the school was operating within the following elements at :

- Leadership: delivering

- School Planning, Implementation and Reporting: delivering
- School Resources : sustaining and growing
- Management practices and processes: sustaining and growing

A School Improvement Team was established at the end of 2016 to review this Self Assessment process and consider the evidence that supports these claims.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Promoting excellence in student achievement

Purpose

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

Overall summary of progress

In 2016 Academic monitoring was established in Semester 2 across all stages, providing information to staff and Year advisers about student engagement. Selected students were highlighted as requiring interviews with families. A process was developed to support this and connect with families about their student's possible learning needs.

Interim reports were established in Semester 1 for years 7, 11 and 12 and in Semester 2 for years 7 –10. The school community response was most favourable, with this data being utilised to have conversations with families about learning and engagement.

TJHS continued to deliver Quicksmart for Numeracy in 2017. Quicksmart for Literacy was also purchased, with staff being trained and the program being implemented. This program, in both literacy and numeracy, continues to accurately target the needs of our students and build the student's mastery and confidence, specifically challenging areas of need.

NAPLAN analysis teams were formed in 2016 to review and deeply analyse the data and develop practical teaching strategies to support student improvement. Suggested teaching strategies were then shared on a common drive to facilitate teacher access. Furthermore, ongoing training was planned for 2017.

A Study skills Parent information evening was provided to inform parents regarding the positive benefits and how they can support their children in developing effective study techniques. This evening was well received, with parents requesting the information to be placed on the school website so that they could access this offsite. This event will be provided again in 2017.

A senior mentoring process was investigated with a view to being incorporated into the year 12 pattern of study. Expressions of interest from teachers were sought, resources were established in preparation for 2017. Individual students were given the option of participating in the mentoring program, however to ensure an equity of experience for all senior students this program of support has been provided for all year 12 students in 2017.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|---|--|
| At least 35% of HSC results reflect achievement in Band 5 or Band 6 | <p>HSC predictions were established as a process to review and reflect student achievement.</p> <p>This process enabled staff to review data (Preliminary and early HSC assessment tasks) to create a shared understandings of staff/student goal setting with regard to band performance. Once student HSC results arrive, staff then cross correlate this data to evaluate their previous predictions.</p> <p>This evaluative thinking then informs the following year's practice.</p> <p>Applying knowledge to a range of HSC exam questions continue to inform teaching and learning experiences. Faculties continue to apply content knowledge to questions so that personalised feedback can be provided to each individual student. Similarly, staff are providing extensive comments on exam scripts, supported by marking criteria to provide further clarity around how each</p> | <p>Faculty time used to deeply analyse results/predict student achievement.</p> <p>Professional learning time x 1 day \$440.00</p> |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|--|---|
| At least 35% of HSC results reflect achievement in Band 5 or Band 6 | <p>individual can improve their results. Personalised interviews are also provided by some faculties. Exemplar answers and specific revision booklets provide accurate answers and information to support students' study.</p> <p>Formative assessment strategies were useful when students are seeking understanding and require clarity around content knowledge. This practice is beginning to consolidate higher student autonomy and engagement in learning.</p> | |
| NAPLAN results indicate at least 50% of Year 7 and Year 9 students achieve expected growth or above, in reading | <p>Expectations of student engagement in the Reading program of Everybody Reading Altogether (ERA) during Roll Call has proven to be a strategy that both settles and begins each day in a positive manner. This program was reinvigorated in 2016.</p> <p>Year 7 and Year 9 students did experience a NAPLAN pretest to provide individual feedback about reading and comprehension. As a result in 2016, year 7 students achieved above (2.2%) the expected growth and year 9 student performance was just (1.4%) below the expected growth.</p> <p>During English, 21st Century Learning and Library lessons students actively participated in literacy strategies by using Spellodrome (an online Spelling program). Explicit reading and writing strategies were also delivered to build student's confidence with Literacy.</p> | <p>PEEL training for staff – English and HSIE staff</p> <p>Professional learning time = \$1,320.00</p> <p>Spellodrome purchased : \$2695.00</p> |
| At least 20% of all academic reporting outcomes indicate achievement at an outstanding level | <p>Internal student data was generated after each semester's academic reports to review the learning profiles of each individual student. This data was then used to generate letters of commendation to students and families with accompanying TJHS 'Bronze Merit' awards. Elite performers in each year group also receive special Principal awards to recognise their level of achievement. Principal morning teas are also an important component of this process. 2016 data revealed that across all cohorts 18% of students achieved to an outstanding level, which was an improvement on 2015.</p> <p>This program, consolidated in 2016, continues to change school culture.</p> | |
| At least 70% of all 'personal profile' outcomes in academic reports indicate achievement at an 'A'(Always) grade | <p>The harvesting of data from the reports has become an essential tool used to evaluate the success of our school. Increasing numbers of students received A+ awards for their diligence and sustained efforts across all their subjects in 2016. Increased number of Gold Certificates of Achievement' were presented as a result of the semester reporting processes, reflecting this data harvesting process. eg. an increase of 30% were presented to Year 11 in 2016 in comparison to 2015 data. Overall, across all cohorts the data revealed that 62% of students achieved this A grade across all subjects.</p> | <p>Time to collate data, complete awards and organise an awards ceremony.</p> |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|--|-------------------------------|
| At least 70% of all 'personal profile' outcomes in academic reports indicate achievement at an 'A'(Always) grade | Interim and Academic Monitoring reports were also completed in 2016, to further encourage positive engagement and communication with families. | |

Next Steps

That staff continue to provide personalised feedback in a structured and regular manner.

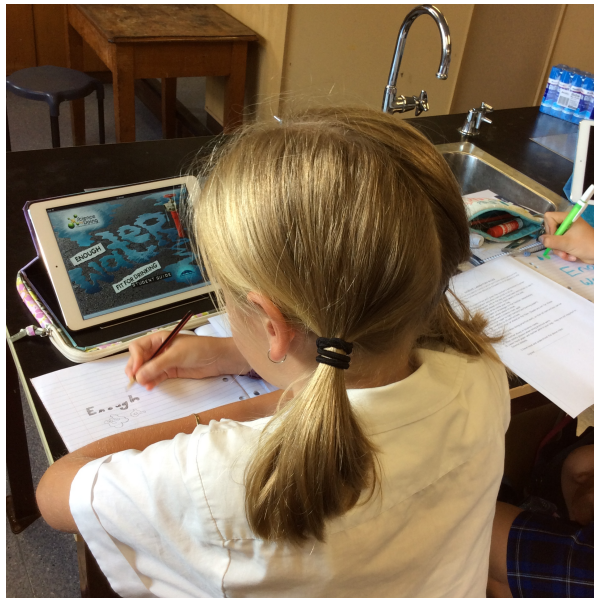
The Senior Mentoring program could continue to increase student engagement in learning and continue to build senior student understandings and expectations about achievement in HSC.

The School Improvement Leadership Team drove the ongoing NAPLAN analysis of Year 7 2016 results. The objectives were to identify students requiring extra support and then develop class based initiatives that will be implemented in Year 8, 2017 across all Key Learning Areas in supporting student progress in the areas of literacy and numeracy. The school continued its robust HSC Analysis with each faculty developing key initiatives to improve student performance.

A teacher forum could be considered to ask staff to reflect on best practice in action and continue to build the professional learning community. Student perspectives on learning could be considered to further enhance this dialogue and engagement.

Staff Development Day time in 2017 has been put aside to address areas of need – in particular training in building student's confidence in finding inferential meaning and locating information in text. Writing scaffolds eg. PEEL are also being utilised across the school to support extended written responses. Staff will also be trained in explicit Spelling and Reading strategies to support student growth and improvement.

Investigations into a targeted discrete whole-school literacy / reading program involving all staff and students will also be considered.



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 2016, the school continued to focus on the professional development of staff in the area of Gifted and Talented students. A number of staff attended workshops which focused on the embedding of differentiated learning in faculty programs. Programs were assessed with a view to quality feedback and further development. Further to this initiative, all staff accessed professional training in differentiation to assist with implementation of differentiated units across all stages in each Key Learning Area (KLA).

The 'Towards Transformation' project was an Apple Initiative undertaken in partnership with The Jannali High School in 2016. Under the leadership of an Apple Mentor, five teachers volunteered to be upskilled in the application and embedding of iPad technology in classroom learning for Year 7 classes.

The Apple Mentor met with teachers once a fortnight to establish goals, observe lessons and give insight into appropriate lesson delivery through the use of specific Apple Apps. Towards the end of the year, those teachers delivered a presentation to the whole staff, outlining their changed pedagogical classroom practice, as a result of their participation in the Project.

At the end of 2016 with the completion of the 'Towards Transformation' Partnership, specific teachers were identified as 'Tek Mentors' for 2017, following the Apple Model. This program was managed in a way that could achieve sustained growth in the use of Technology for learning at TJHS.

The following table details our progress toward achieving improvement measures during 2016 based on the milestone projects undertaken as a focus of the School Plan.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|---|--|
| 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"> • Towards Transformation (iPad PL) was implemented with identified staff fostering the skills to support the delivery of quality learning through the use of iPadS. • Development of a Tek Mentor model for both students and staff that is responsive to the performance and development goals of staff in the areas of technology. • Appointed a HT T&L through internal processes and GAT teacher mentor to facilitate the initiation of targeted Professional Learning for staff. • Staff analysed 2016 HSC results to inform areas for student development. | HT T&L internal appointment – salaries = \$25,000.00 |
| All teaching and learning programs embed curriculum differentiation strategies to cater for the learning needs of all students | <ul style="list-style-type: none"> • Year 7 teachers engaged with the G&T consultant to design and deliver course specific differentiated class tasks. • All staff attended the workshop on differentiation at the Term 4 SDD. This focused on various teaching programs highlighting aspects of embedding differentiated teaching learning tasks. • Planning and development of the Year 8 GAT project – Challenge Based Learning was initiated. | GAT's teacher Mentor– salaries = \$10,000.00 (Term 1 – one day /week) |
| The School Improvement Leadership Team establish | The school Improvement Leadership Team was established and role statement and purpose was | |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|-----------------------------|----------------------------|
| consistent school-wide systems for the collection, storage, analysis and use of performance data and evidence of student outcomes | communicated to all staff. | |

Next Steps

- A Year 8 Challenge Based learning G&T initiative to be implemented in Term 2, 2017. An exhibition of student work to occur in Term 4, 2017.
- The school will continue to refine the Professional Learning Policy so that it is responsive to staff PDP's.
- Classroom observations, using apps as data collection tools, will continue as a vehicle to foster ongoing coaching conversations and evaluative thinking about teaching practice
- Further involvement of staff with the G&T Teacher Mentor to design and deliver course specific differentiated class tasks.
- School Improvement Leadership Team to establish a greater presence in the school community to deliver on the identified school directions.
- While Reflection, Peer and Self-Assessment have been embedded in the junior programs of some faculties, staff are still working towards having this process across all stages and in each KLA. These important skills need to be introduced in Stage 4 and honed throughout Stages 5 and 6 across all subject areas, as vital elements to develop truly critical and independent learners.



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 and positive engagement with students, parents/carers and the wider community. Particularly pleasing was the strength of our continuing engagement within the Heart of the Shire Community of Schools (HOTSCOS), the implementation of a Concert Band program, the broadening of the CAPA scholarship program for gifted & talented students and the success of the Bring Your Own Device (BYOD) iPad initiative for Year 7.

The school's self-assessment practices, with regard to the tracking of project milestones designed to reflect our progress toward the 3-year improvement measures, confirmed strong engagement in the school's BYOD iPad and CAPA performance programs and positive progress in embedding an effective learning culture across the school.

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 School Excellence Framework (SEF) internal validation tool.

The following table details our progress toward achieving improvement measures during 2016 based on the milestone projects undertaken as a focus of the School Plan.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|---|---|
| <ul style="list-style-type: none"> Students demonstrate responsible digital citizenship, a strong understanding of 21st Century learning skills and use current technologies to enhance their learning | <ul style="list-style-type: none"> The school's 1-1 BYOD iPad initiative embedded into curriculum structures through the implementation of a 21st Century Learning program in Year 7. 21st Century Learning program supports students' technology engagement while promoting responsible digital citizenship. School BYOD iPad policy, student / parent agreement and equity loan program implemented to ensure strong school community participation. Mentoring and professional learning provided for five teachers selected to participate in the Apple 'Towards Transformation' program. Employment of a Technology Support Officer (TSO) and additional Computer Coordinator through a combination of funding sources (including RAM equity funds, Computer Coordinator grant and parent technology levy) to support student and staff technical engagement in the BYOD iPad 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. Improved community understanding of the BYOiPad initiative through participation in a Parent Technology forum (supported by more than 120 families) to communicate and explain program requirements. Parent, student and teacher consultation through the development of extensive documentation, | <p>TOTAL : \$45,000</p> <p>Summary of expenditure:</p> <ul style="list-style-type: none"> Casual salaries for the employment of the Head Teacher T&L, Technology Support Officer (TSO) and the introduction of an additional Computer Coordinator to support the implementation of the iPad program – \$30,000 Purchase of IT resources including equity iPads for students, software licences and other hardware – \$15,000 |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|--|---|
| <ul style="list-style-type: none"> Students demonstrate responsible digital citizenship, a strong understanding of 21st Century learning skills and use current technologies to enhance their learning | <p>ongoing emailing and technology surveys to support the school's communication and engagement strategy.</p> <ul style="list-style-type: none"> Feedback from the school's technology survey indicates:- <ol style="list-style-type: none"> 91% of students and 82% of parents/carers believe that the use of iPads has improved engagement in learning at school 94% of parents/carers valued the opportunity to participate in the Technology forum 93% of students valued teachers' use of the 'Showbie' application to manage their learning and electronically share worksheets, activities and tasks 80% of teachers perceive that the introduction of a BYOD iPad initiative has improved student engagement in learning in their classrooms 68% of teachers indicated that they have adjusted teaching strategies due to the iPad engagement to include Substitution and Augmentation activities for students | |
| <p>Annual 'School Culture' survey indicates improved levels of confidence in school management, support for ongoing improvements and reflects a positive school learning culture</p> | <ul style="list-style-type: none"> Outstanding community engagement and high levels of confidence in the success of TJHS as reflected in the attendance of more than 700 people at the school's annual Open Night. Student enrolments continued their recent positive trend in 2016 with a significant increase from 655 students to 718 students. Strong levels of participation from the HOTCOS partner primary schools in the 'Premier's Sporting Challenge' student leadership initiative. This program provided leadership opportunities for Year 9 and Year 10 students and opportunity to work with Year 6 students. Implementation of a highly successful Stage 3 transition to high school program, which provided over 300 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 all three groups strongly believe students are encouraged to achieve their personal best, teachers have high expectations of student behaviour, meeting the needs of students is the school's main priority and that the school celebrates the achievements of students <ol style="list-style-type: none"> 100% of staff and 82% of parents perceive that the school is continually finding ways to improve what it does 100% of staff, 95% of parents and almost 80% of students believe the school is a friendly place 97% of staff believe that students enjoy being at the school and 92% of students suggest new students are made feel welcome Over 90% of both parents and staff and 81% 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 : \$4,000</p> <p>Summary of expenditure:</p> <ul style="list-style-type: none"> School Administrative Support Staff and teacher relief to implement and administer (including printing costs for administration and data entry) of the 'School Culture' survey – \$4,000 |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|--|---|
| Implementation of an effective CAPA performance program embedding a dance ensemble, a concert band and G&T experiences for scholarship students | <ul style="list-style-type: none"> • Strong engagement of 50 students in four dance ensembles, including the successful audition and selection of the performance ensemble, for a third year in a row, in the Schools Spectacular. • CAPA Showcase evening and matinee program, 'Joy', was strongly supported both within the school and across the Community of Schools. Feedback from the Primary Principals was very encouraging with students reporting they thoroughly enjoyed the show. • The implementation of a highly successful school Concert Band program, including participation of students from Years 7 to 11 and performances at local primary school community events. • Expansion of Creative and Performing Arts (CAPA) scholarships for gifted & talented students in Drama, Music and Visual Arts to add to the already successful Dance program. • Appointment of a Gifted & Talented (G&T) teacher mentor to support curriculum differentiation and the development of individual learning plans for CAPA scholarship students. • Performance opportunities for talented Creative and Performing Arts students in Education Week activities, the school's annual MADD concerts and Showcase evenings for dance and drama ensembles | <p>TOTAL : \$18,100</p> <p>Summary of expenditure:</p> <ul style="list-style-type: none"> • Teacher relief for Imagine rehearsals and CAPA Community of Schools tour – \$5,000 • Resources and costuming for Open Night, 'Joy' and Schools Spectacular – \$5,000 • Teacher relief for CAPA scholarship auditions – \$1,600 • Scholarships for gifted and talented students – \$1,500 • Gifted & Talented teacher mentor casual relief – \$5,000 |

Next Steps

- 'School Improvement Leadership Team' responsible for school self-assessment processes, developing evidence and data collection and storage systems. Leading the ongoing review of the School Plan and milestone progress and developing 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.
- Expansion of the Concert Band program to engage the new Year 7 students and provide additional rehearsal and performance opportunities.
- Review feedback gained through surveying parents and students involved in the school's CAPA performance and Scholarship program with a view to enhanced engagement.
- Further development of school timetable structures to effectively embed the CAPA G&T scholarship and performance program in the Year 7 to 10 curriculum.
- G&T teacher mentor leads the development of individual learning plans for all students involved in the CAPA scholarship initiative.
- Introduce technology mentors to lead the Professional Learning of teachers and support the development of quality teaching strategies to improve technology engagement in learning.
- Develop the concept of student 'TekStars' to provide technical support for teachers and students in the use and implementation of iPad applications for learning.



| Key Initiatives | Impact achieved this year | Resources (annual) |
|---|---|---|
| <p>Aboriginal background loading</p> | <ul style="list-style-type: none"> · AIME (Australian indigenous Mentoring Experience) <p>Our indigenous students were involved in individualised programs both at the University of Wollongong and with the 'Tutor Squad' at school. Students were offered a range of inspiring presentations from famous Aboriginal people such as Leah Purcell, as well as receiving advice from University students and AIME mentors.</p> <ul style="list-style-type: none"> · Teacher Mentor Program/ Senior Tutoring <p>Targeted support of learning and the development of social skills provided through a 1–1 mentoring/ tutoring program with an intended outcome of increased school engagement.</p> <ul style="list-style-type: none"> · QuickSmart Literacy & Numeracy <p>3 students improved their engagement in learning and confidence / skills in numeracy and literacy through involvement in the QuickSmart program.</p> <p>Other activities and engagement included:</p> <ul style="list-style-type: none"> – Speak Up Program participation – Sharks Tomorrow's Stars Mentoring Program – 3 students participated in the NRL School to Work Program – Gamarada Cultural Day – including both Stage 2 and 3 students from local primary partner schools – Deadly Awards – Strong participation in the Local AECG (Aboriginal Education Consultative Group) | <p>TOTAL: \$8,952.02</p> <p>Planning time and relief for activities : \$2,086.40</p> <p>Workshops/ presenters : \$1,380.00</p> <p>Hospitality and travel: \$87.54</p> <p>Uniforms for students: \$243.64</p> <p>Aboriginal background teachers: \$1,381.44</p> <p>Mentoring: \$473.00</p> <p>AIME participation : \$3,300.00</p> |
| <p>English language proficiency</p> | <p>Individualised English language support for EAL/D students to enable them to access KLA content for completion of assignments and assessment tasks.</p> <p>This was completed by withdrawing individuals/ small groups from classes and working with them to build confidence and support engagement. Some team teaching also occurred.</p> <p>Monitored linguistic progression of EAL/D students through the phases of English language learning.</p> | <p>Total: \$16,675.59</p> <p>Employ Specialist EALD teacher to coordinate and deliver support for EALD students : \$ 9,255.81</p> <p>SASS Casual relief – support in classes \$7,419.78</p> |
| <p>Low level adjustment for disability</p> | <p>Enclave Program: Targeted students were referred to a program to build their work readiness skill set. They participated in</p> | <p>Total : \$44,062.32</p> <p>Enclave program – offering</p> |

| | | |
|---|--|---|
| <p>Low level adjustment for disability</p> | <p>supported work placements across a range of work sites in 2016.</p> <p>QuickSmart Literacy & Numeracy</p> <p>20 students improved their engagement in learning and confidence / skills in numeracy and literacy through involvement in the QuickSmart program.</p> <p>Teacher Mentor Program</p> <p>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.</p> <p>School Learning Support Officers (SLSO) program</p> <p>In–class program targeting students requiring additional learning support and curriculum differentiation. Students demonstrated: improved attendance rates, greater confidence in their learning skills, increased engagement in class learning activities and improved learning outcomes in assessment tasks as a result of the direct support.</p> | <p>School to Work training : \$3,762.89</p> <p>SLSO salaries : \$38,312.43</p> |
| <p>Socio–economic background</p> | <p>QuickSmart Literacy & Numeracy</p> <p>20 students improved their engagement in learning and confidence / skills in numeracy and literacy through involvement in the QuickSmart program.</p> <p>Teacher Mentor Program</p> <p>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.</p> <p>Student Equity program</p> <p>Provision of iPads to support student engagement in the school’s BYOD 1: 1 iPad learning initiative.</p> | <p>Total: \$30,000.10</p> <p>Teacher Mentors salaries: \$18,813.48</p> <p>Equity iPads purchased : for staff and students + connectors for projection: \$11,186.62</p> |
| <p>Support for beginning teachers</p> | <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. The Beginning Teacher is successfully moving towards BOSTES (NESA) accreditation.</p> <p>A number of early career teachers were successful in being mentored to achieve accreditation with BOSTES (NESA).</p> | <p>Summary of expenditure: Teacher relief provided through the school curriculum organisation, timetable and professional learning funds.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2013 | 2014 | 2015 | 2016 |
| Boys | 345 | 329 | 329 | 345 |
| Girls | 349 | 332 | 318 | 360 |

This data confirms that the school population is continuing to grow, with an increase in our school population of girls, and a total enrolment increase of 58 students in 2016. This increase reflects the growing positive opinion in the local community that The Jannali High School is an inclusive, academic and caring local public high school.

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2013 | 2014 | 2015 | 2016 |
| 7 | 94 | 94 | 94.9 | 94.6 |
| 8 | 90.8 | 92.1 | 91.5 | 92.7 |
| 9 | 90.5 | 89.9 | 90.2 | 89.4 |
| 10 | 89.8 | 90.6 | 89.1 | 90.3 |
| 11 | 85.9 | 86.4 | 88.8 | 87.7 |
| 12 | 90.7 | 92.1 | 90.1 | 91.5 |
| All Years | 90.2 | 90.7 | 90.8 | 91.3 |
| State DoE | | | | |
| Year | 2013 | 2014 | 2015 | 2016 |
| 7 | 93.2 | 93.3 | 92.7 | 92.8 |
| 8 | 90.9 | 91.1 | 90.6 | 90.5 |
| 9 | 89.4 | 89.7 | 89.3 | 89.1 |
| 10 | 87.7 | 88.1 | 87.7 | 87.6 |
| 11 | 88.3 | 88.8 | 88.2 | 88.2 |
| 12 | 90.1 | 90.3 | 89.9 | 90.1 |
| All Years | 89.9 | 90.2 | 89.7 | 89.7 |

Management of non-attendance

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

attendance and engagement at school. Regional Office staff are contacted if required to offer additional assistance and support.

Post-school destinations

| Proportion of students moving into post-school education, training or employment | Year 10% | Year 11% | Year 12% |
|--|----------|----------|----------|
| Seeking Employment | | | |
| Employment | 1 | 9 | 27 |
| TAFE entry | 1 | 7 | 17 |
| University Entry | | | 51 |
| Other | 11 | 7 | 25 |
| Unknown | | | |

Post School Destinations

From a cohort of 85 students in 2016, 44 students received an offer from a University to start a course in 2017 .i.e. 52%

24 students received an Early Admission Offer from The University of Wollongong. In addition, three students were offered a Dean's Scholar Award.

Seven students chose to do a Double Degree including Bachelor Law/ Bachelor of Communications and Media UOW, Bachelor of Commerce/Bachelor of Science UNSW, Bachelor of International Studies/Bachelor of Media UNSW (2), Bachelor Journalism/Bachelor of Commerce UOW (2), Bachelor Science (Zoo)/ Bachelor of Natural Science (Animal Science) UWS.

The Universities of choice were: University of Wollongong, UNSW, Western Sydney University, University of Sydney, UTS and the Australian Catholic University.

Proportion of students moving into post school education, training or employment:

- Apprenticeship 14%
- Employment 13%
- TAFE or Private Provider entry 17%
- University entry 51%
- GAP year/Travel 5%

Year 12 students undertaking vocational training

In 2016, 63 Year 11 and 12 students studied a vocational course as part of their HSC through Sydney Institute of TAFE at Gynea, Loftus, St George, Enmore or Ultimo campus. The externally delivered Vocational Courses (EVET) included: Animal Studies, Construction, Automotive, Beauty, Electro-technology, Hairdressing, Children Services, 3D Game

Development, Sport Fitness and Recreation, Graphic Design, Tourism and Events, Music Industry, Human Services., Digital Design, Media.

In 2016 the school supported five students in School Based Traineeships and Apprenticeships in Early Childhood Education (2), Business Services (1) and Hairdressing (1) and Health Services Assistance(1). School Based Trainees and Apprentices attend training delivered through a relevant training organisation and attend the workplace one day a week. The students are paid for their on the job training by the host employer.

“Get into Vet” courses for Year 10 students took place in Terms 2 and 3 running for two days per week for 5 weeks. Automotive, Barista, Hair and Beauty, Fitness, Plumbing, Children’s Services and Events were the courses chosen by the students. Many of these students will continue their study in these vocational areas by choosing an EVET course in 2017 as a 2 Unit subject for their HSC.

Year 12 students undertaking vocational or trade training

Vocational Education and Training (VET) in School

Our school continues to prepare students for the workforce providing Vocational Education and Training (VET) in our school curriculum. The following vocational education course is part of the Higher School Certificate curriculum:

- **Hospitality** Certificate II in Kitchen Operations

Background:

The VET Hospitality learning framework has undergone development both in new training package and continued staff professional learning. These changes have required the school to review and further develop learning programs that guide vocational learning.

Findings and Conclusions:

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 currently run.

As part of the ongoing self assessment of VET in schools the VET team completes the self assessment package provided by the Ultimo regional network. In 2016 The Jannali High School underwent an Internal Evidence Review of Vocational Education in our school. 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.

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

Future Directions:

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 education qualification

In 2016, 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:

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

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|------|
| Principal | 1 |
| Deputy Principal(s) | 2 |
| Head Teacher(s) | 8 |
| Classroom Teacher(s) | 35.2 |
| Learning and Support Teacher(s) | 1.1 |
| Teacher Librarian | 1 |
| School Counsellor | 1 |
| School Administration & Support Staff | 9.28 |
| Other Positions | 3 |

*Full Time Equivalent

No staff of The Jannali High School identify as Aboriginal.

Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

In 2016 TJHS professional learning teams were re-organised in order to prioritise the preparations required for:

- **Continued support of syllabus implementation**, particularly in HSC subjects, alongside the ongoing implementation of the newer Curriculum in English, Maths, Science and History. Staff appreciated the time to work in teams to ensure they are meeting all specified requirements for all students
- The mandatory **Vocational Education and Training (VET) teacher training** required to continue to deliver Commercial Cookery framework.
- **BYOiPad program** planning and professional learning time was provided to support the investigation of the program to start in 2016. This involved teams of staff participating in Apple delivered training to transform classroom learning experiences, and then presenting their findings at staff meetings. This training occurred both in schools and at the local Apple Store. Staff appreciated the time to consolidate their understanding about these learning devices and how they can be utilised to build engagement in classrooms. They also contributed to discussions about this learning using an 'iTunesU' forum.
- **Planning time for the school planning tool** – including the milestones required for each of the three schools Strategic Directions.
- **Work with an academic partner, Glenn Pearsall in 2016.** The success of his initial training resulted in him returning and working with faculties to consider the types of classroom management strategies that build engagement in the classroom. Apps were purchased and data was collected to track the use of 'Verbal and Non Verbal communication' in the classroom and the use of 'Affirmations versus Commands'. Data was collected in visits to classrooms that was then sent to Head Teachers to be reviewed.
- **Classroom Observations** continued across the school setting as part of the Performance Development Plan, with a focus on seeking improvement in student learning and engagement

in the classroom. The protocols established the previous year were used and staff selected a range of data tools were also provided to support this process

- **Staff applied the GERRIC training** to their programming and delivery, supported by a Gifted and Talented Teacher Mentor, Mrs Bleus. She worked with staff across many faculties, in particular focusing on Year 7 teachers who were working with the Gifted and Talented classes

Staff Professional Learning in 2016 also 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.

Accreditation :

Two Early Career Teachers, one permanent and one temporary, were also supported in their mandatory requirement to achieve accreditation at proficient teacher level with Board of Studies, Teaching and Educational Standards.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs during 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

| Income | \$ |
|--------------------------------|-------------------|
| Balance brought forward | 759 968.23 |
| Global funds | 520 587.00 |
| Tied funds | 327 094.74 |
| School & community sources | 721 980.65 |
| Interest | 17 199.10 |
| Trust receipts | 73 077.05 |
| Canteen | 0.00 |
| Total income | 2 419 906.77 |
| Expenditure | |
| Teaching & learning | |
| Key learning areas | 152 271.47 |
| Excursions | 7 309.19 |
| Extracurricular dissections | 145 197.44 |
| Library | 221 435.71 |
| Training & development | 6 546.70 |
| Tied funds | 242 349.93 |
| Short term relief | 156 907.46 |
| Administration & office | 191 766.53 |
| School-operated canteen | 0.00 |
| Utilities | 113 045.22 |
| Maintenance | 59 494.81 |
| Trust accounts | 382 206.49 |
| Capital programs | 44 126.50 |
| Total expenditure | 1 722 657.45 |
| Balance carried forward | 697 249.32 |

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

- The improvement of year 9 students based on their performance from 2014 to 2016 using a direct Effect Size school measurement was better than the State growth for Reading (0.51), Writing (0.57) and Grammar and Punctuation (0.41).
- The percentage of Year 7 students placed in the “Proficient” category for achievement in the top two bands for Reading (28%), Spelling (31%) and Grammar and Punctuation (31%) compared very favourably with the State average. As did Year 9 in Grammar and Punctuation (21%).
- Our Year 7 results continued the school’s trend of performing significantly above the “All Schools” (Public and Private schools) average in Reading, Grammar and Punctuation. Year 7 Writing performance continued a pleasing upward trend reaching “All Schools” average and well above “DEC School’s” average.
- Year 9’s results in Writing showed significant improvement over recent years’, comparing very favourably with the “All School’s” performance. In Reading and Grammar and Punctuation Year 9 performed above the “DEC Schools” average.

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

Year 7’s results in Grammar and Punctuation show and even stronger performance in Band 9 than previous years. See the graph included.

Year 9’s Reading results show an improvement in higher band performance, particularly in lifting students into Band 10 and from Bands 5 & 6 into Band 7. See the graph included.

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

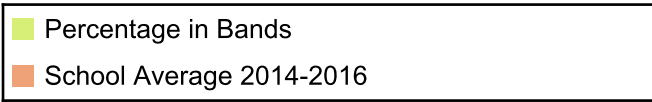
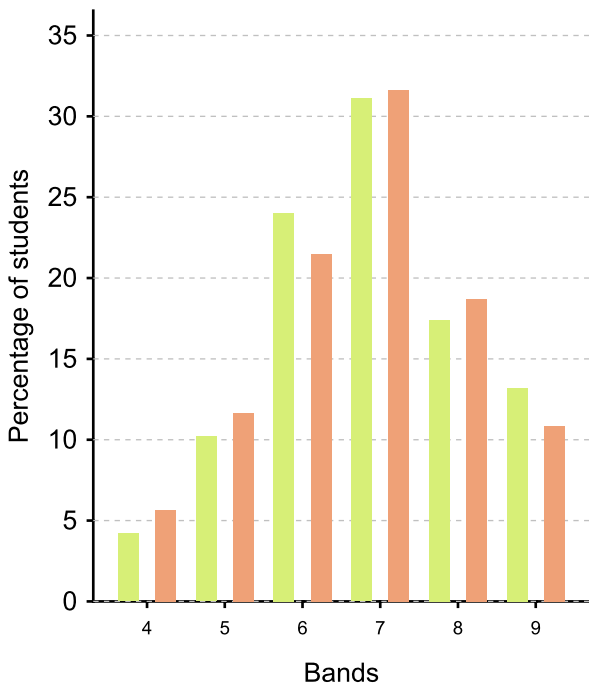
School performance

NAPLAN

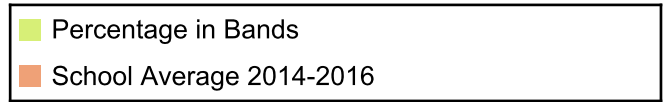
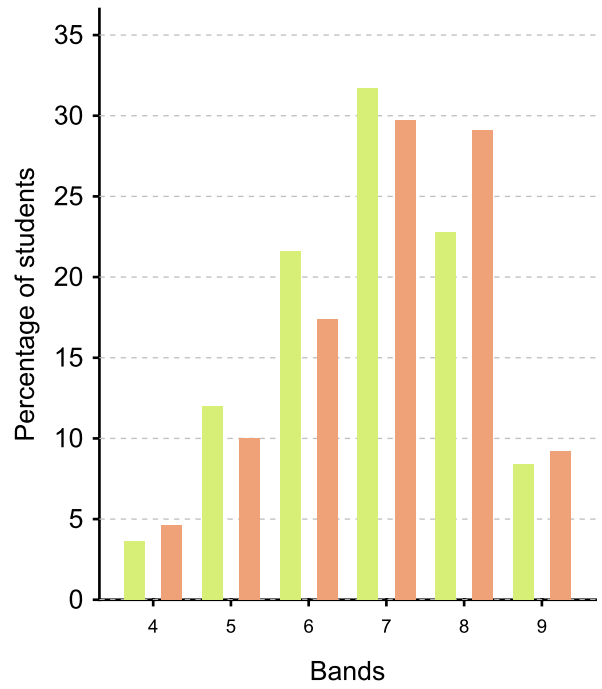
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

NAPLAN – Literacy (Including Reading, Writing, Spelling and Grammar and Punctuation)

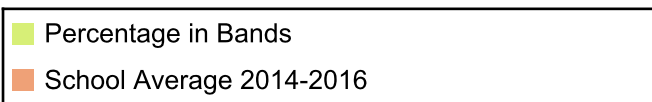
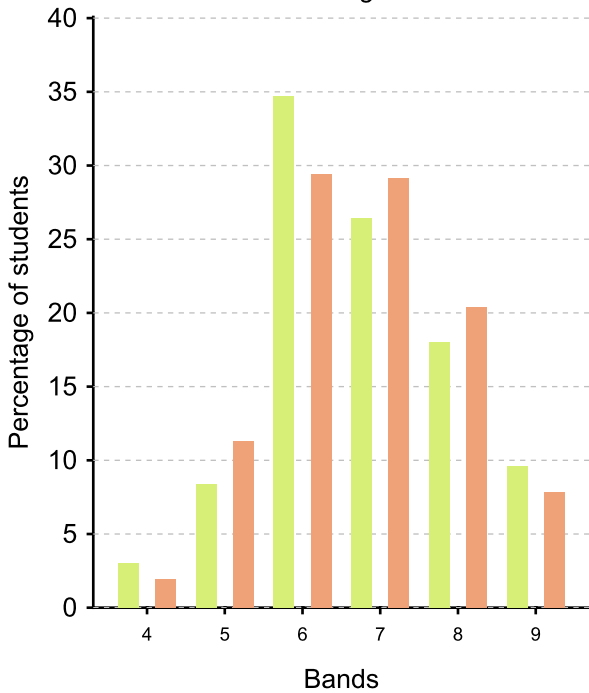
Percentage in bands:
Year 7 Grammar & Punctuation



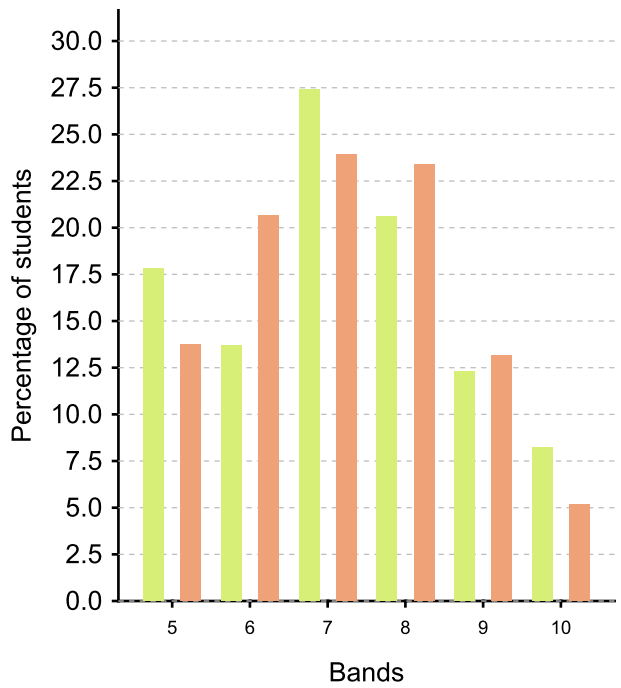
Percentage in bands:
Year 7 Spelling



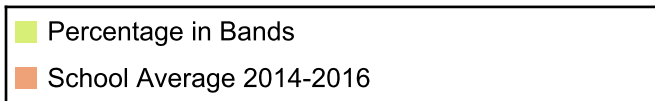
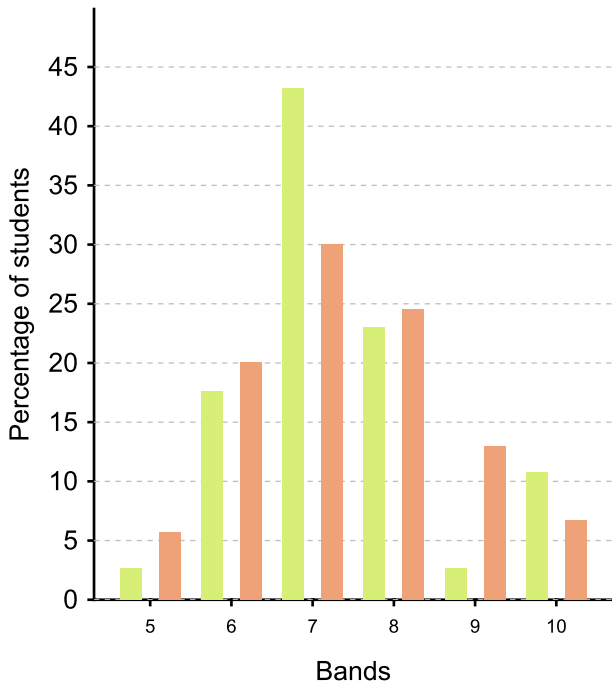
Percentage in bands:
Year 7 Reading



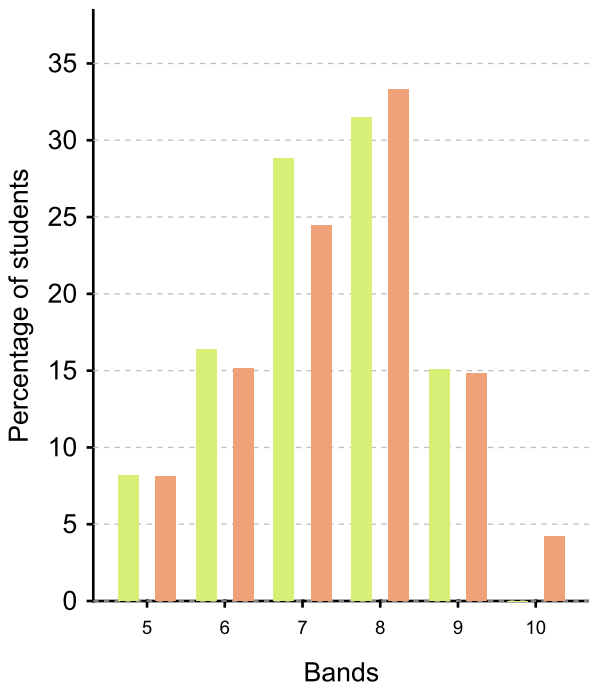
Percentage in bands:
Year 9 Grammar & Punctuation



**Percentage in bands:
Year 9 Reading**



**Percentage in bands:
Year 9 Spelling**



NAPLAN – Numeracy

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

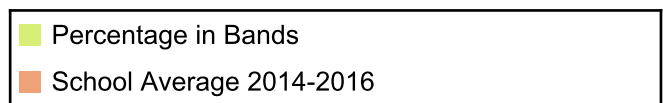
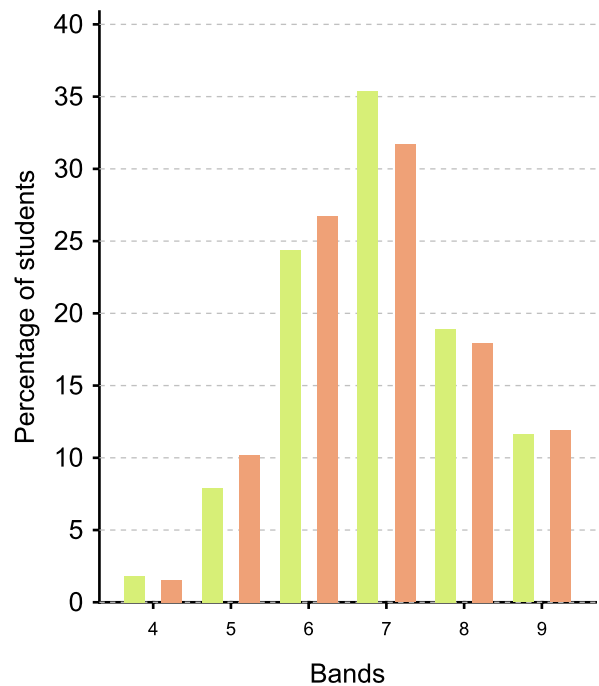
- The improvement of Year 9 based on their performance from 2014 to 2016 using a direct Effect Size school measure was better than the state (0.56) growth for Numeracy (0.62)

- Further, the Effect Size improvement in Data, Measurement, Space and Geometry (0.71) was significantly better than the state (0.57) Growth.
- 30% of Year 7 students and 27% of Year 9 students were placed in the "Proficiency" achievement level for Numeracy. These results were on the state average
- 75% of Year 7 and 50% of year 9 students achieved greater than expected growth in Numeracy

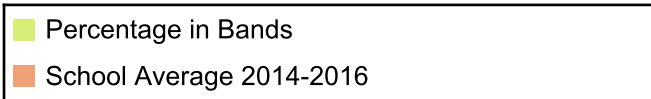
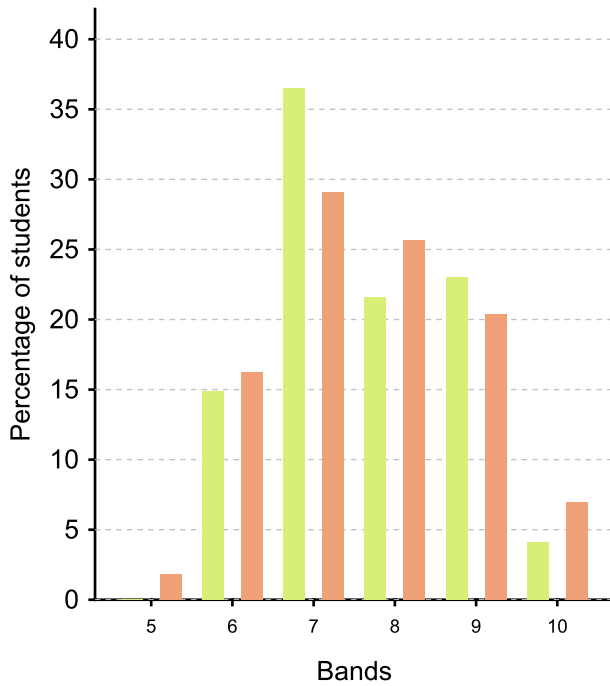
Year 7 students' achievements in the upper Bands 8 and 9 for Numeracy were above or commensurate with the school's average 3-year trend as well as the State performance for all DoE students.

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

**Percentage in bands:
Year 7 Numeracy**



**Percentage in bands:
Year 9 Numeracy**



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data..

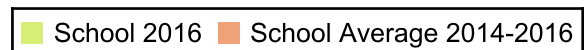
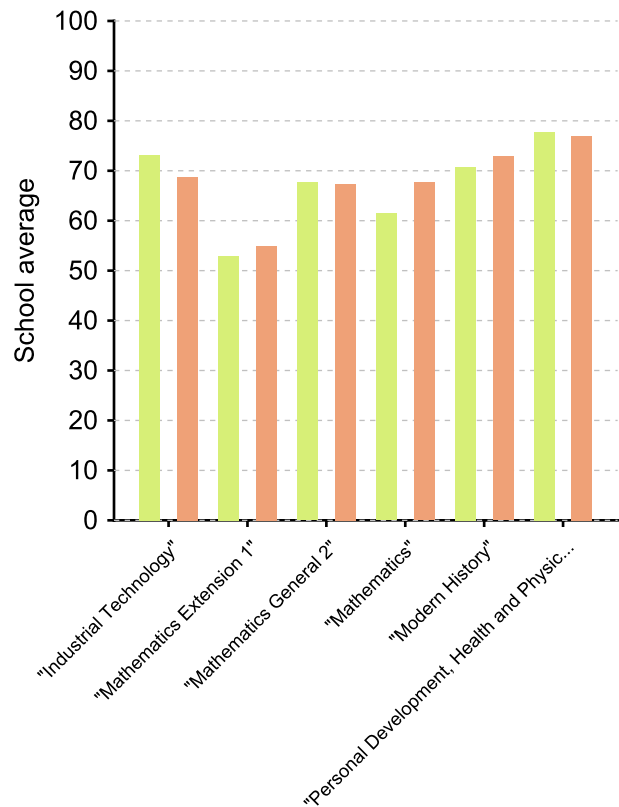
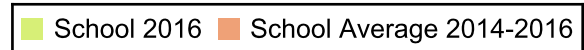
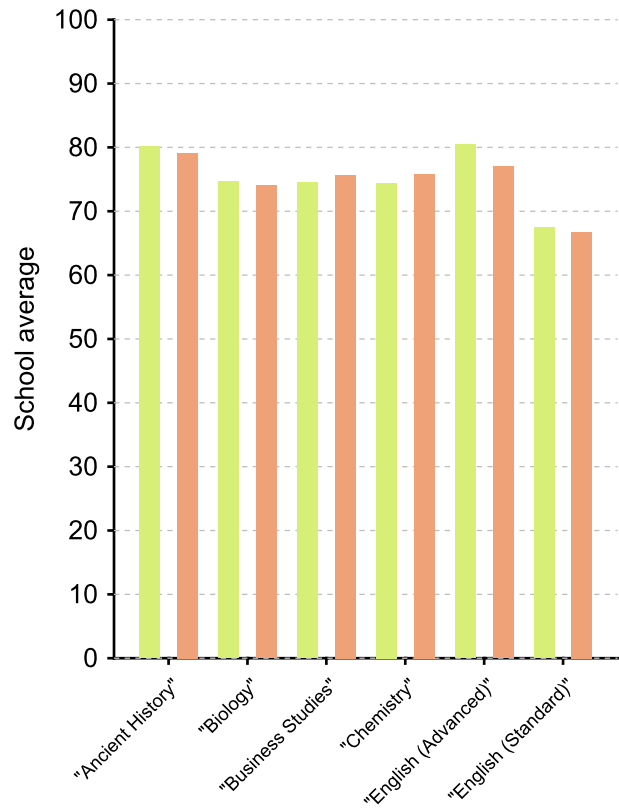
The NSW Government wants every child's education to give them the opportunity to reach their full potential, no matter what their circumstances. Students with sound literacy and numeracy skills are more likely to remain at school, complete their HSC and continue on to tertiary education.

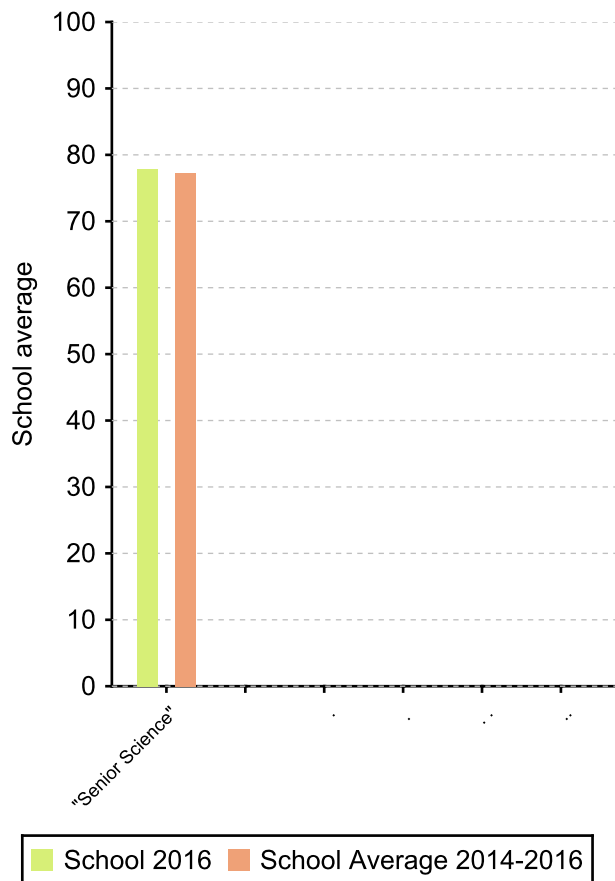
To address this state-wide priority, staff continue to work in partnership with their students (and their families and carers) to improve the learning outcomes for all. Using Resource Allocation Model (RAM) funding in a strategic manner has enabled all Year 7 staff to develop their knowledge and understanding about identifying and extending our Gifted and Talented students. The hiring of a Gifted and Talented Teacher Mentor in 2016 has further consolidated this into adjustments to practice.

Similarly, working in Teacher Teams to unpack the NAPLAN data from 2016 to examine each individual student's strengths and challenges, has formed the basis of professional learning in 2017.

Higher School Certificate (HSC)

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





All schools recently received the Department of Education data analysis of the 2016 HSC results. This analysis provides schools with information about the performance of each individual student as well as course specific performance. The following courses where student performance was above the average performance of the rest of the state:

- Ancient History
- Biology
- Business Studies
- Community & Family Studies
- English (Advanced)
- English (Standard)
- Industrial Technology
- Legal Studies
- Mathematics General 2
- Personal Development, Health & Physical Education
- Senior Science

In fact, the growth in performance of students in Ancient History, Community and Family Studies, Industrial Technology, Legal Studies, Personal Development, Health & Physical Education and Senior Science were most significant when compared to equivalent courses across NSW. Personal Development, Health & Physical Education was the most successful subject on the within-school comparison of all courses.

There certainly were some significant achievements in 2016, including the performance of our Year 12 students in the Higher School Certificate.

Overall, Year 12 students were rewarded with 23 Band 6 results and 91 Band 5 results

This demonstrates a 4% improvement in the combined Band 5 & 6 performance on our 2015 HSC results.

Our outstanding achievers include:

- **Jack Wheatstone** with 3 Band 6 and 2 Band 5 results and an ATAR of 94.45. Jack will study a dual Law Degree with a Communications and Media course at the University of NSW.
- **Madelyn Arkley** with 3 Band 6 and 1 Band 5 result. Madelyn will study a Bachelor of Commerce and Bachelor of Science at UNSW.
- **Maya Young** with 3 Band 6 and 1 Band 5 result.
- **Adam Stephanou** with 2 Band 6 and 2 Band 5 results. Adam will be studying a Bachelor of Medical Science at the University of Sydney.
- **Brittany Watson** with 1 Band 6 and 4 Band 5 results. Brittany will soon take up a lucrative academic and sporting scholarship at the Florida International University in Miami within the athletics department for track and cross-country. Brittany will be undertaking a Bachelor of International Relations.

These results are but a few of the long list of outstanding achievements of The Jannali High School students in the 2016 HSC. In fact 44 students (or 52%) of all Year 12 students were successful in gaining an offer to undertake a university course. Of the 35 students who applied for Early Admission to the University of Wollongong, 24 were successful in their applications.

Parent/caregiver, student, teacher satisfaction

In 2016 the school sought the opinions of parents, students and teachers about the school. The process involved a formal survey approach and anecdotal information which was similar to 2015. The results can be compared in most areas.

As part of our self-evaluation process, an annual 'School Culture' survey was conducted, measuring the level of satisfaction amongst parents/carers, students and staff of The Jannali High School. 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 with an improvement in opinions in many areas, year on year. The student survey also allows for the responses to be broken down into males/females and different year groups. Differences are shown between seniors and juniors

The response to the initial questions indicated that Parents, Students and Staff all felt:

- a pride in their school,
- that there was very good support network in the school and
- that there was a strong belief that TJHS was 'meeting the needs of the students'.

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

- the level of respect for each other in the school,
- the encouragement of students to achieve their

best and the recognition and celebration of these achievements.

All views are important in guiding the school decision making and help the school to make adjustments in the curriculum, processes and procedures, as well as investigation into possible new focus areas for future years.

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

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

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

Students across the school strongly agree that:

- they know the values of The Jannali High School
- Parents/Carers are informed promptly if their child has a problem
- Staff / Students / Parents understand the school's reward/merit system

Parents strongly Agree that:

- teachers have high expectations of academic achievement
- The teachers have a positive influence on a culture of integrity, responsibility and fairness

Teachers were generally more positive in many areas but they strongly Agree that:

- the school is continually finding ways to improve what it does
- the school's curriculum (subjects) caters for the learning needs of students

Policy requirements

Aboriginal education

TJHS offered a range of programs for our 18 indigenous students in 2016.

We continued our involvement with the Australian Indigenous Mentoring Experience (AIME). This connected our students with the University of Wollongong and through AIME they completed individualized programs to support their academic studies and general wellbeing. During Term 2, volunteer Tutor Squads came to the school every week to support our students with their studies and assessment tasks. Then in Term 3, students attended Mentoring Days at the UOW campus where they were offered a range of inspiring presentations from famous Aboriginal people such as Leah Purcell, as well as receiving general advice and support from University students and AIME mentors.

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

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

Three 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 translated into real job opportunities.

Four junior female students participated in an Aboriginal Drama program coordinated by the Aboriginal Arts Unit. The drama showcase inspired the students to perform in front of their parents and peers.

We have formed a strong connection with the Sutherland Shire Aboriginal Education Consultative Group (AECG) and they have offered us a number of initiatives and support with our programs. The annual Gamarada Cultural Day was held in December at TJHS to celebrate Aboriginal culture. We expanded the scope of the day by inviting both Stage 2 and Stage 3 students from our HOTSCOS partner schools. The day involved historical information, bush tucker, and aboriginal arts and crafts and was an enjoyable way to promote knowledge and pride in indigenous culture.

Finally, congratulations must go to Liam Standen who was our school recipient of the 'Deadly Kids Doing Well Award at the Ceremony for 2016.

Multicultural and anti-racism education

In 2016 TJHS continued its commitment to celebrating Harmony Day. This year a "Lawn of Hands" installation was created by Yr7 students to visually represent the concept of racial harmony.

To further promote racial understanding and

multicultural awareness, the “Together for Humanity” program was continued in Yr 7 2016. A team of outside presenters representing people from a range of cultural 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 promoting empathy in our students.

The program took place in one day sessions held over two 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.

New Anti–Racism Contact Officers were trained in 2016 to further support this.

Other school programs

Outstanding Achievements in Sport 2016

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

New South Wales CHS Blue Awards

It is extremely rare for any NSW Public High School to have one of its students receive the State’s highest sporting honour – **The NSW State Blue**. Remarkably, this year The Jannali High School had two of its students invited to attend the New South Wales CHS Blue Awards, held at The Australian Technology Park, Redfern on Friday the 2nd of December.

Both **Thea Carroll (Water Polo)** and **Brittany Watson (Cross Country)** were called up on stage and handed **State Blues for their respective sports**.

These outstanding award winners were recognised not only for their exemplary individual athletic performances, but also for their sportsmanship whilst competing on and off the field. Thea’s highlight was being selected in the Australian All Schools Girls Water Polo team. Brittany’s highlights for 2016 included– 17 Years age NSW CHS Champion in Athletics for the 1500m, and 3000m at the All Schools Cross Country.

NSW CHS REPRESENTATIVES

- **Cross Country/ Athletics:** Brittany Watson
- **Football(Soccer) :** Blake Currey
- **Water Polo:** Sam Rose and Thea Carroll

Regional representatives :

In 2016, we witnessed some outstanding achievements

in a variety of sports including the following regional and state representatives:

- **Athletics:** Caitlin Wooster, Isabella Currey, Ruth Hunnisett, Daniel Ngawhiker–Whittaker
- **Australian Rules Football:** Luke Kendrick, Tim Everitt, Kyla Tracey, Emily Stephanou
- **Cross Country/Athletics:** Amy Bennett, Jessica Bennett, Riley Dobson, Brittany Watson, Tilly Handforth
- **Football/Soccer:** Blake Currey, Peter Turrall, Georgia Manos
- **Golf:** Ethan Keane
- **Rhythmic Gymnastics:** Hayley Townsend, Phoebe Madsen
- **Squash:** Kyle Piggott
- **Tennis:** Natasha Pochleitner
- **Trampolining:** Karri Derrick
- **Water Polo:** Tenisha Cook, Sam Rose, Thea Carroll, Jade Carroll

Other Sporting achievements:

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

The Port Hacking Zone Grade Competition continued to provide students of The Jannali High School with the opportunity to compete against other schools every Thursday afternoon. This very competitive and successful sporting competition provided students with a choice of sports such as: basketball, water polo, cricket, Oz–tag, football, beach volleyball, hockey, tennis, touch football and netball.

Our non–grade students also participated in recreational sports that included surf awareness, surfing, ten pin bowling, aerobics, dance, table tennis, badminton, beach fitness and martial arts/boxing.

The Jannali High School continued to have tremendous success in the Port Hacking Zone Grade Sport competitions. In 2016 a high proportion of our grade teams qualified for semi–finals.

In 2016 The Jannali High School competed in over 17 NSW State Knock Out Competitions.

Premiers Sporting Challenge

Sports Leadership – 'Learning To Lead'

In 2016, The Jannali High School was involved in the Premiers Sporting Challenge *Learning to*

Lead Program. The aim of the program was to provide an opportunity for students in the middle years of schooling to develop their leadership skills while gaining confidence and skills in the management of a variety of sports.

The Sport Leadership Program was organised around our Community of Schools. Each of our primary schools selected up to six Year 5 and 6 students who demonstrated leadership potential. The Primary Schools involved in the program in 2016 were: Jannali East, Sutherland North, Oyster Bay, Como, Como West, Bonnet Bay, Loftus, Woronora River and Jannali Public School. The program was run by our very capable Year 9 and 10 Physical Activity and Sports Studies (PASS) students who led the primary students through a range of sporting and leadership activities.

Skills were developed in activities such as: Soccer, Basketball, Touch Football, Cricket and Hip Hop Dance.

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

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

Student Volunteering Program 2016

2016 was a fantastic Year for volunteering at The Jannali High School. We continued to seek active students to engage in the SES Cadet Course, a program that has been running at TJHS now for 7 years. We have developed a strong community service culture and now have a high percentage of student volunteers at The Jannali High. Students are aware of the wider world and their impact on their community as a global citizen because of these initiatives.

In 2016, 10 students from Year 9 and 10 completed the SES Cadet Course culminating in a two day practical camp at Youth Works on Port Hacking with four other schools that showcased the individual and collaborative skills they had learned during the theoretical component of the program.

We also saw the induction of the community project "**Youth Frontiers**". This initiative is designed to pair students with mentors external to the school to facilitate and ignite passion and interest in helping the broader community.

Our three groups came up with some fantastic initiatives: empowering young women, a theoretical cure for cancer, and fighting racism in sport. These initiatives were well received by student peer groups

and the community even being recognised at the NSW Parliament with **Luke Turner receiving a Minister's Award for his theoretical paper.**

2017 promises to continue the success of the Volunteer Program continues to have at TJHS, as students involved realise the practical implications of developing key leadership and communication skills through the programs offered.

Creative and Performing Arts Report

The Creative & 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, create and perform art. Some of the highlights included:

- **Emily Turner, Year 11**, achieved a place in the 'State Wind Band' and at the 'State Band Camp' as well as in the 'Symphonic Wind Ensemble' in 2016.
- Visual Arts: Excursions and workshops at Hazelhurst Art Gallery, for both HSC Art Express and forums, as well as practical media exploration Yr 11 Visual Arts with a practising artist.
- **Meg Strachan, Year 11**, completed visual arts extension course with an outstanding portfolio of life drawings displayed at the National Art School Darlinghurst in September 2016.
- **Misha Williamson** appeared in the production staged by the Miranda Musical Society: 'Man of La Mancha'
- Successful Showcase "Joy" that highlighted the dramatic, musical and creative talents of a range of students. Film was showcased on this night as an additional element in 2016.

Visual Arts students also experienced a range of opportunities to see and experience art in context, including:

- Art Gallery NSW, MCA Circular Quay, White Rabbit Gallery excursions for Yrs 12 – 10 and Year 7 visual arts
- Sculpture By The Sea all day excursion for 70 students from Year 8–12 Visual Arts with guided focus tours and practical sculpture making workshops.
- Practical in school all day media exploration Yr12 visual arts with S&S Wholesalers artists.

Musical highlights in 2016 included:

- The A Capella group continued to gain praise for its performances both in and outside the school.
- Our Concert Band was established and practised regularly and developed the skills of our small group of talented musicians.
- African Drumming workshop
- Development of TJHS Concert Band, with successful performances at a range of school events
- Education Week Performances at local feeder Primary schools, along with other performances during local primary partner school events by Senior Music students and the A Capella group.

- Performance events including Showcase 'Joy', MADD Night Performances and 'Jannali High's got Talent'
- School excursion to Aladdin
- Remembrance Day Bugle calls by Lead trumpets from Concert Band
- Combined School Band rehearsal day with Lucas Heights Community High School Band

Drama highlights included :

- Moving to the new Drama studio, complete with change rooms
- Participation in the Showcase 'Joy" and MADD nights
- the creation of a Drama Club in 2016 – for Junior students, culminating in an 'Improv' night showcasing their drama skill development
- excursions to see Australian Drama and theatre to broaden and contextualise our Drama students understanding of the subject

In addition to the success of the senior students in the subject in the HSC, 3 of the Year 12 Drama cohort are pursuing careers in the Performing Arts and are preparing to study overseas in London in 2017.

Debating Report

The school again entered teams in the Premier's Debating Challenge across Years 7 through to 10. Unfortunately, it was only one team from Years 7 & 8 and one from Years 9 & 10. This meant one Year group in the pair did not formally debate but they were actively involved in chairing, time keeping and experiencing the debates when they occurred, preparing them for more active involvement next year.

The Year 10 team enjoyed their experience and made very strong progress throughout their rounds of competition. The Year 8 team of: Mia Asplin (First Speaker), Matthew King (Second Speaker), Jackson Howley (Third Speaker) and Halle Robertson (Team Adviser) won the Zone in fine fashion. They won each of their three round debates in convincing fashion, growing in skill and confidence with each debate! Their mastery of the role each Speaker plays in a debating team was impressive by the time they reached the Inter Zone Final, as was their ability to criticise the opposition's arguments.

The team was defeated, in a close debate, by Woollooware High School. The only difference between the two teams was a bit more knowledge of Australia's electoral system on the winners' behalf! Congratulations to this talented team who have worked very hard to improve their skills and team work. I look forward to watching their development next year, particularly as they committed to increasing their general knowledge and familiarity with current affairs.

A special mention must be made of our winner of the Comino Debating Cup for Debating this year, Jackson Howley. Jackson is the best young Third Speaker we have had in a long time with a big future in front of him!