

John Edmondson High School

Annual Report



2016



8290

Introduction

The Annual Report for 2016 is provided to the community of John Edmondson 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.

Leon Weatherstone

Principal

School contact details

John Edmondson High School

64 Horningsea Park Drive

Horningsea Park, 2171

www.jedmondson-h.schools.nsw.edu.au

jedmondson-h.school@det.nsw.edu.au

9825 9815

School background

School vision statement

John Edmondson High School promotes equity and excellence so that our students become successful learners, confident and creative individuals and active and informed citizens. This enables our students to be positive and productive members of the community.

We achieve this through an inclusive and participatory culture that supports lifelong learning within a framework of high expectations while supporting the needs of students.

School context

John Edmondson High School enrolment of approximately 1200 students, including 54% students from a non-English speaking background and 25 Aboriginal students, is a dynamic Years 7 – 12 comprehensive coeducational high school.

We serve a community in South West Sydney in the Liverpool area that includes a wide range of families from diverse cultural and socio-economic groups living in suburban as well as semi-rural environments.

The school has an extensive curriculum and promotes academic, sporting and leadership development and achievement. Innovative features include extensive technological resources and numerous opportunities for student enrichment.

Strong links with partner Primary Schools as well as external providers are being extended to further develop student opportunities for learning and success.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that:

- In the domain of Learning the school's self-assessment of progress at the level of 'Sustaining and Growing' is consistent with the evidence presented and is validated using the School Excellence Framework.
- In the domain of Teaching the school's self-assessment of progress at the level of 'Sustaining and Growing' is consistent with the evidence presented and is validated using the School Excellence Framework.
- In the domain of Leading the school's self-assessment of progress at the level of 'Sustaining and Growing' is consistent with the evidence presented and is validated using the School Excellence Framework.

Our self-assessment and the external validation 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

Educational Excellence

Purpose

Educational excellence focuses on attaining the highest levels of personal achievement and always striving to do better than one's personal best. This applies to student achievement in all endeavours and the measures through which staff facilitate student success.

Overall summary of progress

We have laid the groundwork for improved academic results over the coming years through a balance of focus of student success and supporting students in academic and welfare matters.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improved proportion of Year 9 students at or above national minimum standards in NAPLAN Literacy and Numeracy	We continue to work toward this goal. It is a goal to be measured over a number of years that must take into account different results achieved by different cohorts of students in each Year 9 group.	2.3 Learning Assistance Support teachers are employed (\$230,000) to primarily support students in raising literacy and numeracy results. A QuickSmart tutor is employed also (56,700) to target specific students in Years 7 and 8 who have difficulty with literacy and/or numeracy concepts.
• Improved student growth in learning Year 9 NAPLAN Literacy and Numeracy	We have had pleasing growth in student achievement over the past few years when measuring Year 7 NAPLAN results with Year 9 results in NAPLAN.	2.3 Learning Assistance Support teachers are employed (\$230,000) to primarily support students in raising literacy and numeracy results. A QuickSmart tutor is employed also (56,700) to target specific students in Years 7 and 8 who have difficulty with literacy and/or numeracy concepts.
• Improved Year 9 NAPLAN and HSC results for Aboriginal students	It is difficult to measure progress when only three Aboriginal students were involve in NAPLAN Year 9. None—the-less, In all NAPLAN areas except grammar and punctuation, our Aboriginal students were about the average in the growth in their learning from Year 7 to 9 NAPLAN.	Individual tuition is provided to senior students to assist them with their preparation for the HSC (17,500). Aboriginal students have access to the homework centre run two days per week for 30 weeks of the year (\$13, 600) to assist them with their studies. Our links with the AIME organisation provide tutoring, mentorship and leadership activities for Aboriginal students (10,300)
• Improved student achievement	Student Band 5 & 6 Results in 2016 were 19.6% of	Improved leadership

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
of Band 5 and 6 HSC results	the student results. This compares favourably with 14.4% of Band 5 & 6 results in 2015.	opportunities for students were provided (\$5000) HSC Support days (\$3000) Professional learning and program development (\$23,000)

Next Steps

An extra Learning and Support Teacher will be employed in 2017 to further support students in extending their literacy and numeracy skills.

An additional QuickSmart tutor will be employed to extend the number of students who can be given intensive support to improve their literacy and numeracy skills.

Strategic Direction 2

Leadership and Building Capacity

Purpose

Leadership focuses on building the leadership capacity of staff and students to provide a depth and breadth of experience for all. This includes individual and team leadership as well as the role of followership within leadership.

Overall summary of progress

The range of leadership opportunities for students and staff have been significantly broadened. Students are encouraged to participate in leadership teams and also contribute in more informal settings.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Establishment of a teacher mentoring support system within the school	Teacher mentoring support is encouraged through collegial observations of classroom practice both within and outside of faculty to support and improve learning. The Head Teacher Professional Learning supports teachers who are gaining and maintaining accreditation.	The maintenance of the Head Teacher Professional Learning position (\$18,200) supports and sustains these initiatives. Teachers use their own resources to ensure collegial observations occur as part of their performance and development requirements.
Increased student participation and voice in leadership programs within the school	The Student Representative Council (SRC) has been rejuvenated under the initial leadership on Ms Mackey and then subsequent leadership on Ms Davidson. The SRC meet every day during roll call and have delivered numerous school welfare programs, supported charities and contributed strongly to overall student wellbeing.	Existing staff and student resources have been used for this.
Increased number of VET courses offered at the school from one to at least three over three years.	In 2016, two new VET courses were run (Hospitality Food and Bevages and Construction) in Year 11, these will be examined for the first time in 2017 HSC. Two additional courses were offered for Year 11 2016 (Business Services and Information and Digital Technologies) and will be run bringing to a total of five VET courses running for students from 2017.	Professional learning and support for teachers to deliver these courses is provided (\$23,000) as well as the cost of teacher time to deliver the courses.

Next Steps

Delivery of two additional VET courses from 2017 (Business Services and Information and Digital Technologies).

Further expansion of student leadership involvement and opportunities.

Strategic Direction 3

Enhancing Engagement

Purpose

Enhancing engagement focuses on broadening opportunities for all members of the school community to be active and involved in the life of the school as well as making positive contributions to the broader community.

Overall summary of progress

Our school has broadened the opportunities for students by encouraging a more participatory learning environment in classrooms, by encouraging student performance and achievement and through celebrating student achievement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased use of 21st Century learning skills and related technologies in the classroom – communication, collaboration, critical thinking, and creativity.	A significant amount of time has been spent of professional learning to promote the use of 21st Century learning skills in the classroom through looking at current research and by our teachers sharing successful strategies with others. All classrooms are now equipped with interactive projectors to support teacher and students, a successful Bring Your Own Device (BYOD) program was introduced (over 66% of students report they bring their own device to assist them with their learning) and 200 Chromebooks have been purchased to assist students who do not bring a device to school for learning.	Professional learning activities to support this initiative (\$25,000) Final stage of Interactive Projector installation in classrooms (\$100,000) Chromebook purchases (\$93,000)
Student involvement and excellence shown through performance, exhibition and involvement in external programs	Students were involved in numerous programs including Pop Idol, MADD Night, Visual Arts Exhibition, performance nights for Years 9, 10 and 12 Music and performance night for Drama.	These programs used existing school resources and were at times supplemented with ticket sales funds.
Improved documented positive communication with parents and the community regarding student achievement	Numerous staff use positive communications through letters, faculty awards, recognition awards to recognise student achievement. Facebook is increasingly being used to celebrate student achievement.	These programs use existing school resources.

Next Steps

Further professional learning that promotes and celebrates 21st Century learning will be delivered.

Specific focus weeks will be dedicated to encouraging staff to further recognise and celebrate positive student achievements.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Aboriginal students were supported through our membership with the Australian Indigenous mentoring Experience (AIME) organisation, providing leadership, tutoring and mentoring experiences for our Aboriginal students. Financial assistance was provided to families of Aboriginal students to assist in their education needs when this was requested.	Membership of AIME, Student Assistance and Teacher relief to supervise students at mentoring and leadership events (\$7547).
Low level adjustment for disability	All students throughout the school are assessed for their needs in relation to any disabilities. Plans are put in place for all students with disability to ensure they have a high quality education and are seamlessly integrated with all students of the school. Support staff are employed to assist students both socially and academically.	Learning Support and Welfare staff document the support planned and provided to all students. This support is supplemented through funds received for integration for students and learning and support (\$172,475 total)
Socio-economic background	Socio-economic background funding was used in a variety of ways to support students' engagement and [participation in school. Families who requested assistance with meeting costs associated with sporting, uniform, excursions, and academic needs were provided with such assistance. The employment of a QuickSmart facilitator assisted students improve literacy and numeracy skills to give them access to success. Interactive projectors were installed in all classrooms to remediate against some geographic isolation and to enhance the participation and engagement of all students in all lessons.	Installation of interactive projectors in classrooms (\$100,000) Additional QuickSmart Facilitator (\$56,000) Student Assistance Support for Families (\$10,000)
Support for beginning teachers	Beginning teachers are involved in an intensive program of support through the Head Teacher Professional Learning providing fortnightly meeting on a variety of topics as well as mentoring support and release from teaching duties to plan, observe other classes and attend external professional learning. Head Teachers of faculties also support the beginning teachers within the faculty to orient them to the expectations within the faculty/school.	Extensive support through relief from teaching and access to internal and external professional learning as well as mentoring support (\$43,000)
Targeted student support for refugees and new arrivals	Refugees and new arrivals are primarily provided support using an integrated approach in normal classroom lessons with the EAL/D assisting where possible. Withdrawal from class happens occasionally where significant a focus is needed to address any literacy and/or numeracy needs.	Our EAL/D teacher supports refugees and new arrivals (\$60,000)

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	570	577	589	594
Girls	539	555	571	583

Our school continues to grow through the strong reputation we have within our community. as a result it is necessary to accept only students within our local area, siblings and those in extreme need.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	93.8	94.8	94.1	93.1
8	92.4	92.8	91.9	91.5
9	90.7	92	90.4	90.9
10	89.7	89.9	89.8	88.5
11	90.7	89.9	89.2	90.7
12	92	91.8	91.1	90.1
All Years	91.5	91.9	91.1	90.8
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

Our students have high levels of attendance that remain above State Average. Numerous families choose to take their children on holidays during school time. This leave limits the participation in learning for those students.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment			4
Employment	7	9	30
TAFE entry		3	8
University Entry			54
Other			
Unknown			4

Year 12 students undertaking vocational or trade training

16% of Year 12 students undertook vocational training in a combination of school delivered vocational courses(Hospitality), TAFE delivered vocational courses and School Based Apprenticeship and

Year 12 students attaining HSC or equivalent vocational education qualification

95% of students who completed their Year 12 secondary studies, obtained the award of a High School Certificate. The remaining 5% of students attained the school based 'Senior School Certificate', specifically tailored to meet the vocational needs of students.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	58.9
Learning and Support Teacher(s)	2.3
Teacher Librarian	1
Teacher of ESL	0.8
School Counsellor	1
School Administration & Support Staff	13.37
Other Positions	1

*Full Time Equivalent

Our school has two Aboriginal teachers. This is approximately 2.5% of the teaching staff and is consistent with the national Aboriginal and Torres Strait Islander population.

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	55

Professional learning and teacher accreditation

Our school has a strong focus on professional learning as the vehicle through which improvement to student outcomes occurs. Teachers have access to online learning, professional learning delivered by school staff and external professional learning courses. One of the most valuable forms of professional learning come from teacher collegial observations of the lessons of other teachers. This is embedded into the structure of the school and is part of teachers' performance and development plans. Our school has created a position of Head Teacher Professional Learning to support established teachers and teachers new to the profession, particularly in gaining and maintaining accreditation.

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

Financial information

This summary financial information covers funds for operating costs to 1/12/16 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	1 404 097.00
Global funds	817 348.86
Tied funds	629 822.02
School & community sources	566 415.32
Interest	29 188.14
Trust receipts	44 602.51
Canteen	0.00
Total income	3 491 473.85
Expenditure	
Teaching & learning	
Key learning areas	220 047.08
Excursions	130 828.53
Extracurricular dissections	208 441.67
Library	39 981.46
Training & development	22 387.08
Tied funds	606 315.01
Short term relief	291 105.40
Administration & office	237 372.83
School-operated canteen	0.00
Utilities	58 419.88
Maintenance	16 406.86
Trust accounts	68 070.93
Capital programs	62 329.41
Total expenditure	1 961 706.14
Balance carried forward	1 529 767.71

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

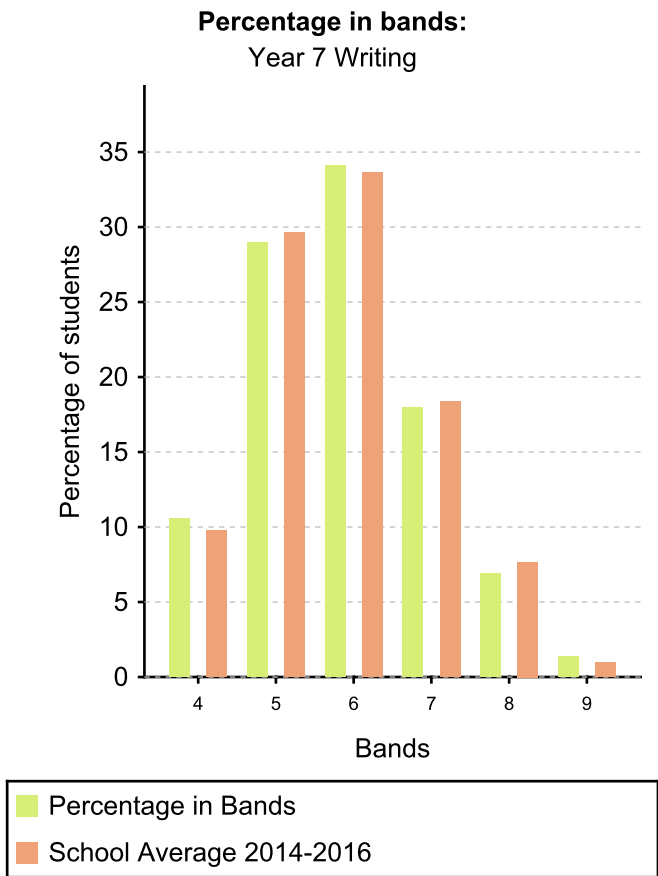
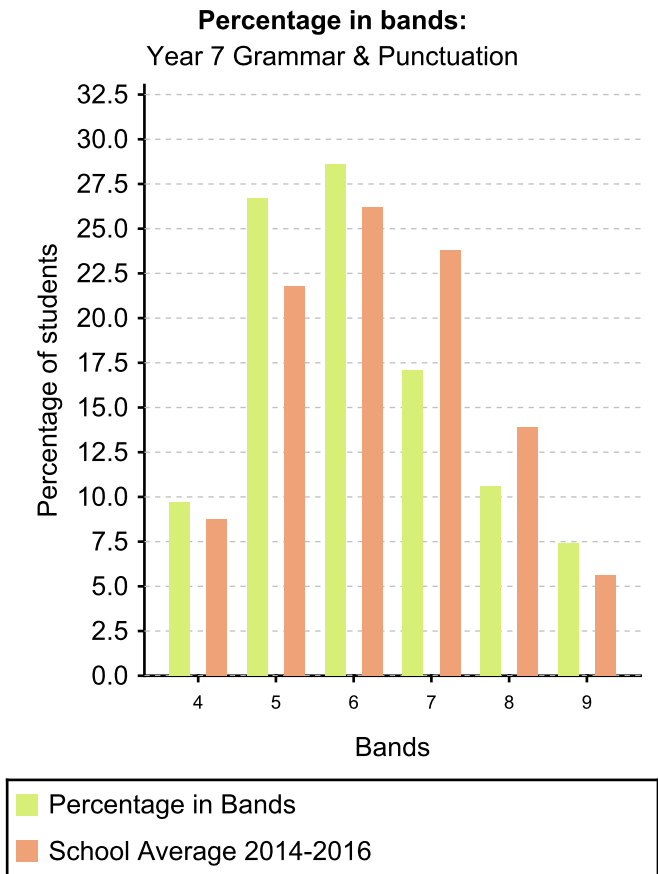
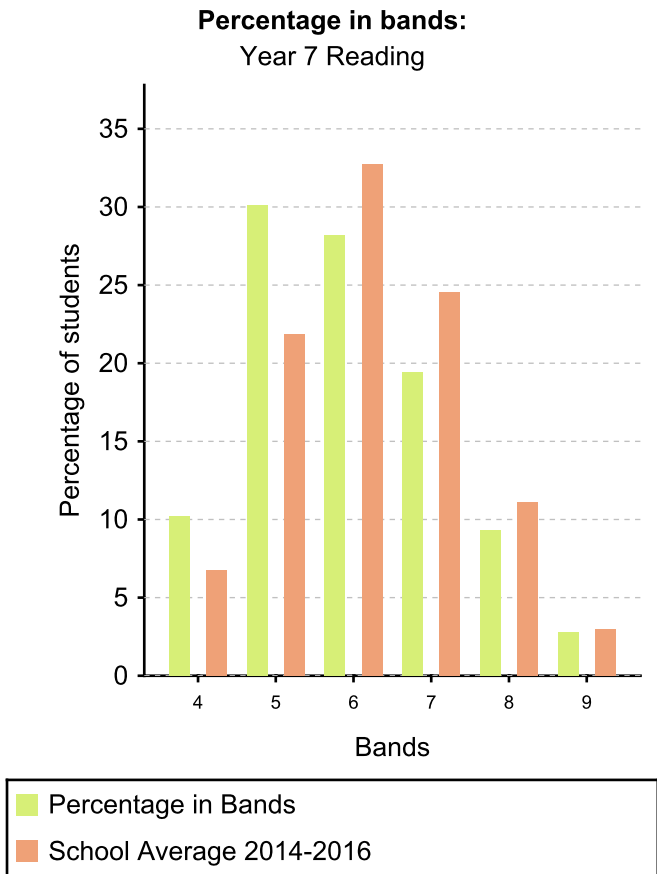
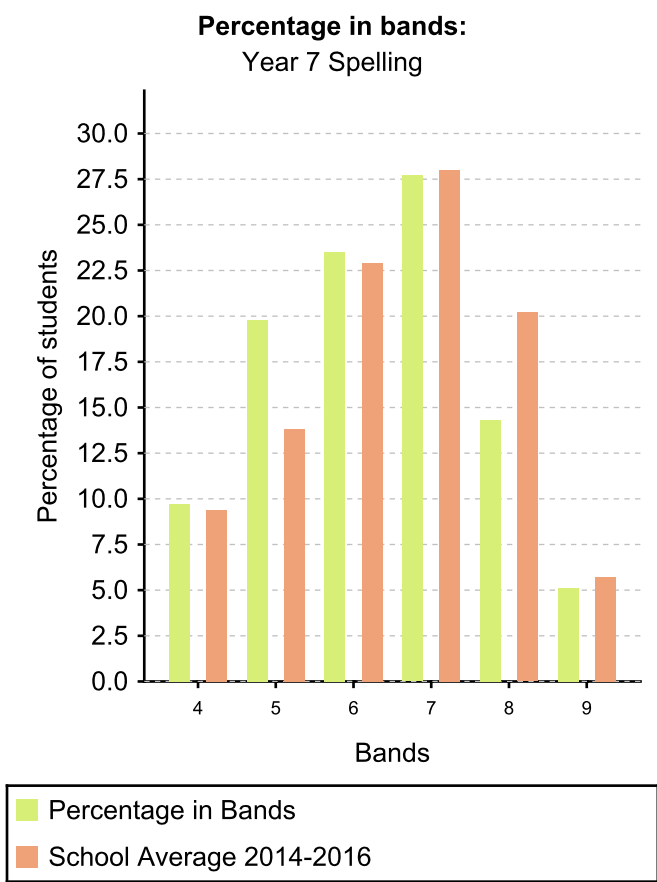
School performance

NAPLAN

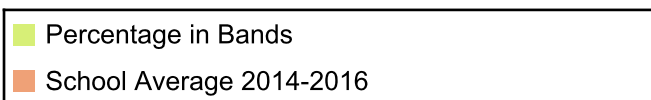
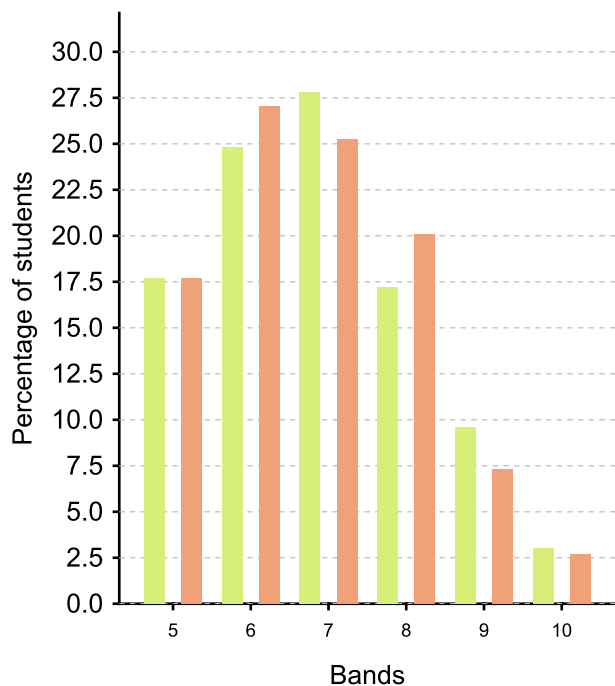
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Our school is committed to improve the literacy results of all students and we acknowledge the Premiers priorities to Increase the proportion of NSW students in

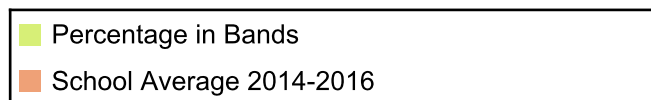
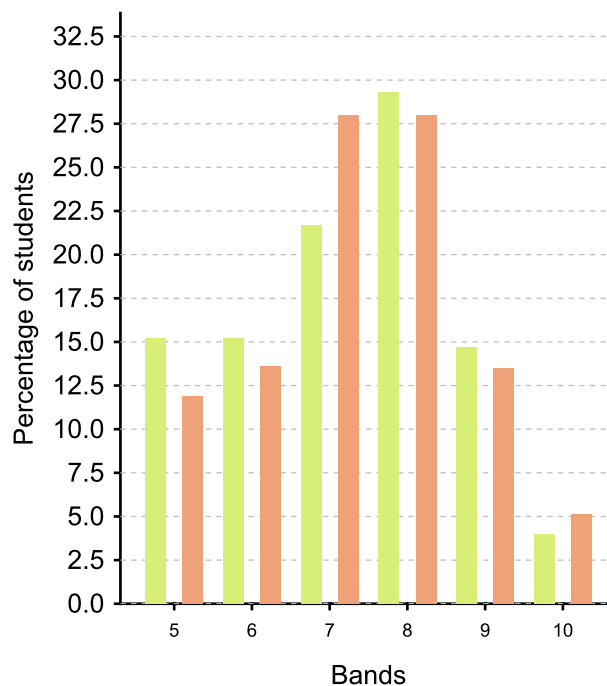
the top two NAPLAN bands by eight per cent. We have a focus on literacy learning across the school and also support students through the QuickSmart program for students in Years 7 and 8 who have difficulty with basic literacy skills.



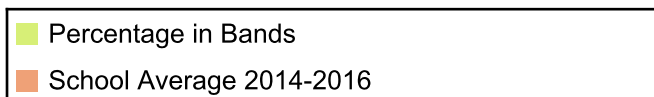
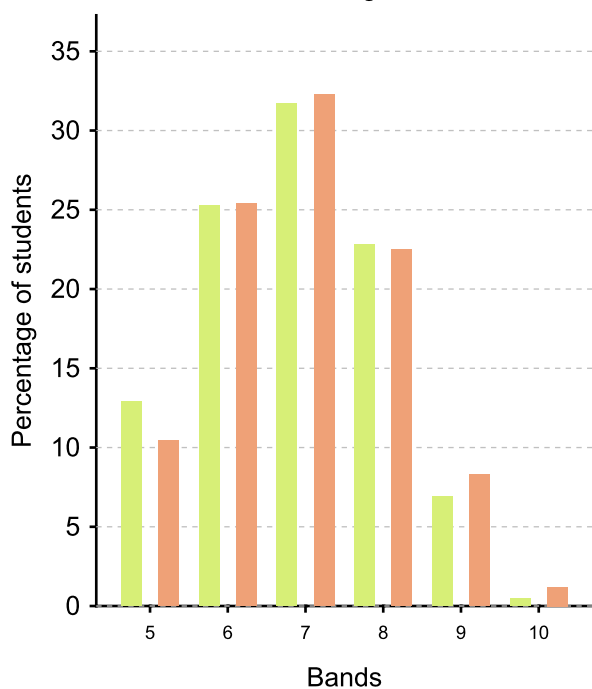
Percentage in bands:
Year 9 Grammar & Punctuation



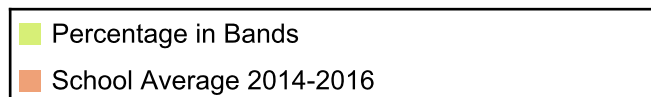
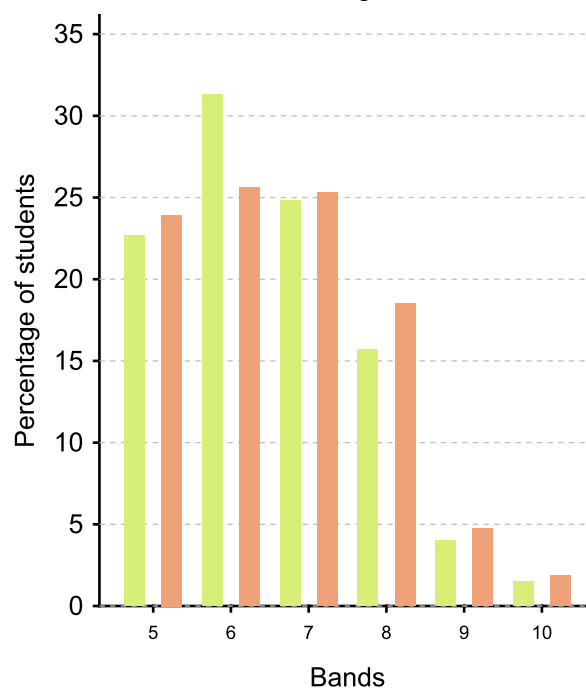
Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Writing

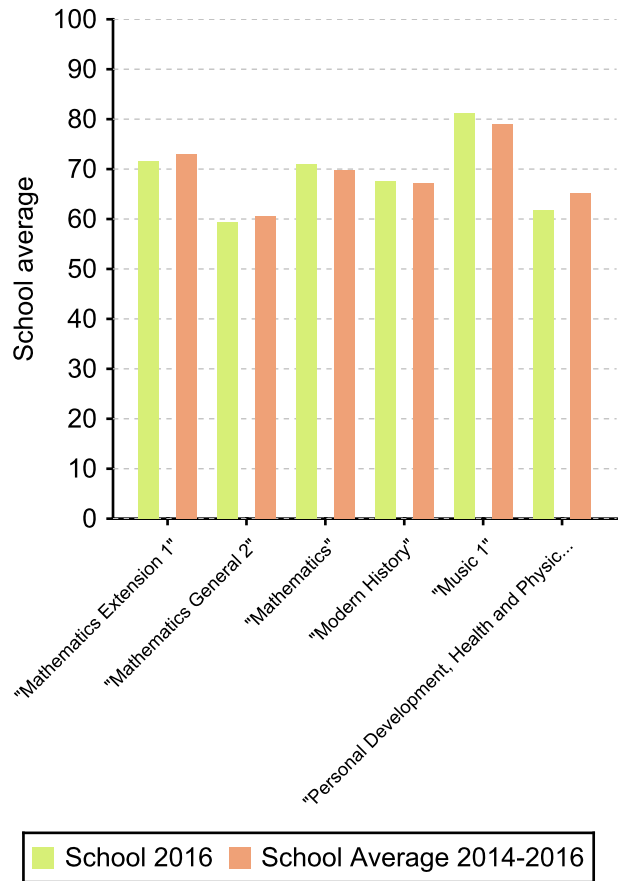
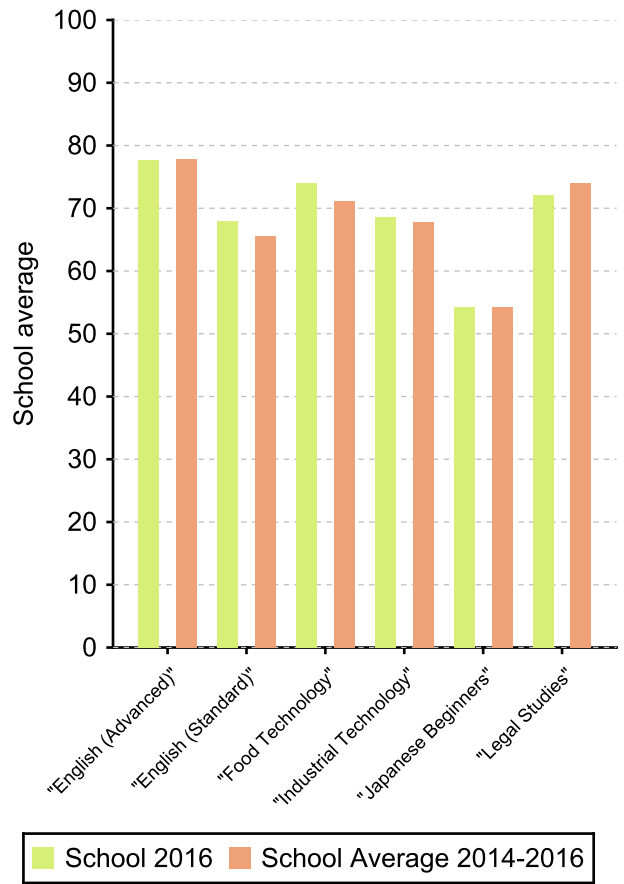
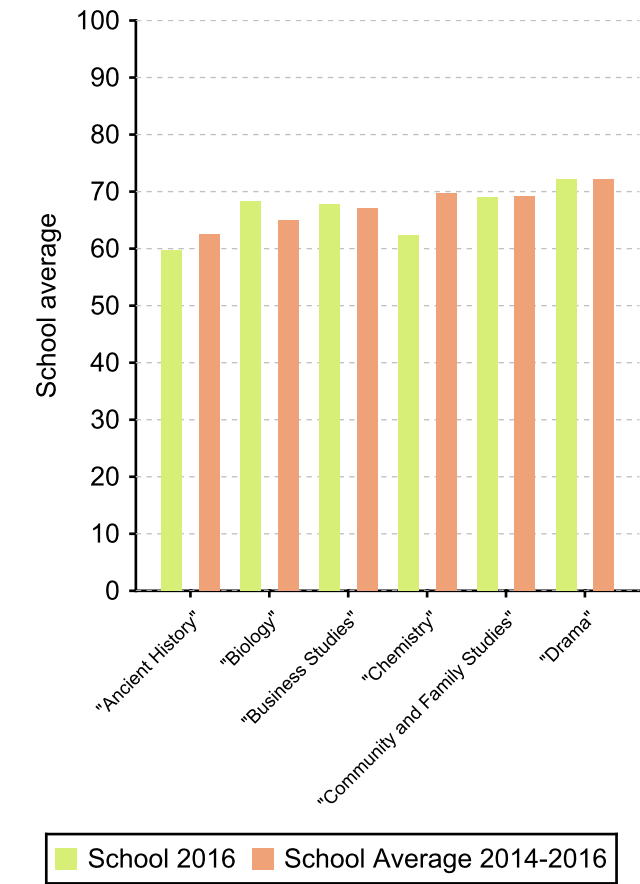


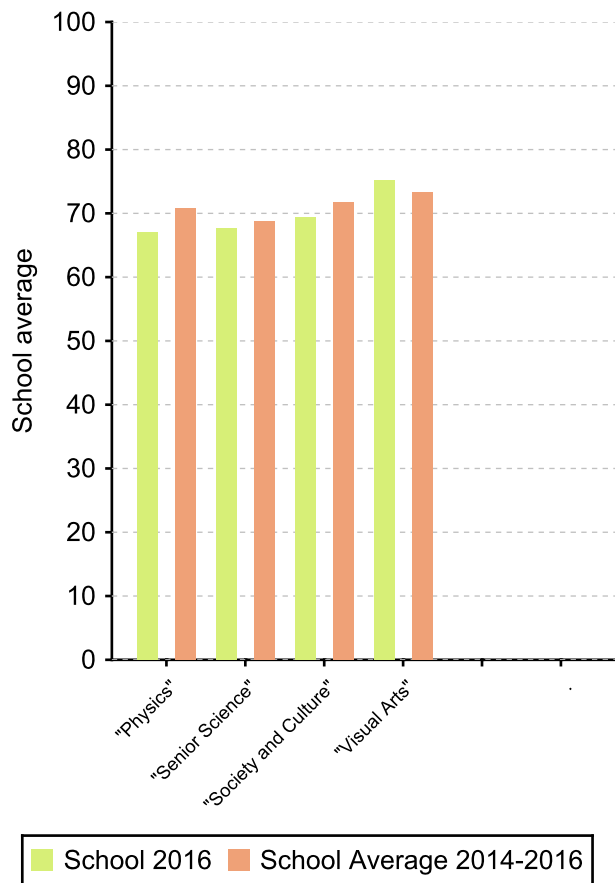
Our school is committed to improve the numeracy results of all students and we acknowledge the Premiers priorities to increase the proportion of NSW students in the top two NAPLAN bands by eight per cent. We have a focus on numeracy learning across the school and also support students through the QuickSmart program for students in Years 7 and 8 who have difficulty with basic numeracy skills.

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.

Higher School Certificate (HSC)

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





Parent/caregiver, student, teacher satisfaction

The school participated in the Tell Them From Me (TTFM) Survey in 2016 for students, parents and teachers.

Parents/Caregivers

27 parents/caregivers only responded to the survey that was notified to parents via email, SMS, school newsletter and the school website. This low number of respondents makes it difficult to draw conclusions from the data collected. Parent responses regarding feeling welcome at our school and being informed by the school fall within the average range of other schools in NSW surveyed through TTFM. When asked if parents would recommend our school to parents of primary school students, only 0.7% responded in the negative. When asked if our school has a good reputation in the local community, 80% of parents responded in the positive with only 6.6% responding in the negative.

Students

1009 Students participated in the TTFM Survey and expressed positive attitudes toward the school and satisfaction rates at or above state norms. 61% of students had positive homework behaviours compared with 54% across the state. 55% of students said that they are intellectually engaged and find learning interesting, enjoyable and relevant (compared to 46% across the state) and 32% of students said they are interested and motivated in their learning (compared with 28% across the state). 69% of students indicated that they tried hard to succeed in their learning

(compared to 66% across the state) with 49% of students expressing high levels of optimism (43% state average) and 41% expressing high levels of happiness (37% state average).

Teachers

42 teachers responded to the TTFM Survey, their responses being within state norms.

Policy requirements

Aboriginal education

Significant supports were provided for our Aboriginal students, made possible through specific funding for this purpose.

Mr Lockard and Mr Weatherstone attended local Aboriginal Educational Consultative Group (AECG) meetings and all school directions in Aboriginal education were done in consultation with the AECG.

We continue our strategic partnership with the Australian Indigenous Mentoring Experience (AIME) to provide leadership and mentoring opportunities for our students. Students from Years 7 to 12 were invited to Western Sydney University to participate in leadership training as well as cultural activities that developed their appreciation of culture.

Students are provided direct academic support through.

- In classroom support for students, sitting tests.
- Indigenous student meetings, to address all students in upcoming scholarship applications,
- AIME excursions and identified cultural work within the school.
- Negotiation of Personalised Learning Pathways (PLPs) and consulting students on time management skills.
- Welfare support sessions
- Consulted parents on Indigenous students welfare, academic performance and opportunities for extracurricular, career and cultural engagement as well
- as attendance.

An Aboriginal artist was engaged in 2016 to collaboratively create with our indigenous students a large mural celebrating aboriginal culture. this will be installed in the school in 2017.

Multicultural and anti-racism education

John Edmondson High School has a large multicultural population and we are very proud of the over 40 cultural groups, languages and religions represented amongst the student body. It is within this context that our staff deliver a dynamic, creative and relevant curriculum, in partnership with parents, community groups and service organisations, to address the specific needs of our school population.

Ms Lata is the school's experienced English as a Second Language (ESL) teacher and her role includes

helping new arrivals transition into school successfully. To further support the large number of ESL students across the school, Ms Lata provides workshops, assistance with curriculum modifications and in-class support for staff.

Any students who cause concern by using racist language or expressing racist attitudes are referred to our school's Anti-Racism Contact Officer. Our Deputy Principals follow up on disciplinary issues relating to racism and treat such issues with the seriousness they deserve.

Our Senior Student Leaders and Student Representative Council are student leadership groups within the school. Each of these groups is representative of the whole school community and a broad range of cultures are represented within these groups. The activities these student leadership groups lead promote harmony, inclusiveness and a celebration of cultural heritage. This reflects the success of our democratic processes within the school and ensures positive citizenship and participation are actively embraced by the whole school community.

Teachers consolidate these values by preparing and implementing a curriculum and lesson strategies that is inclusive and supportive of all students. Texts are selected that represent a diverse range of community groups, tasks are created with a variety of skills and content that directly address the specific needs of ESL learners and classes are created with very specific student groupings, ensuring maximum number of students benefit from the ESL support and programming that is implemented across the school.

All assemblies, performances, student displays of work and student extra-curricular activities reflect the multicultural nature of our school. Students were able to sing in their native languages, wear their traditional cultural dress and generally celebrate their backgrounds by singing and dancing in celebration of their heritage in Multicultural education & anti-racism their involvement in Harmony Day. Community members often comment on how impressed they are by the quality of our student performances and these are enhanced when our students are able to proudly display their pride and knowledge of their cultural backgrounds.