

John Edmondson High School

Annual Report



2017



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Introduction

The Annual Report for 2017 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

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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. 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.

[Insert a narrative of the progress achieved across the domains of Learning, Teaching, and Leading]

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

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 continue to lay 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)	Funds Expended (Resources)	Progress achieved this year
Improved proportion of Year 9 students at or above national minimum standards in NAPLAN Literacy and Numeracy	Employment of Learning and Support Officers to deliver the Quicksmart program to students (\$120,000) has assisted students who experience difficulty in literacy and numeracy learning. Additional Learning and Support Teachers (\$52,000) have worked closely with teachers improve their delivery of literacy and numeracy learning to students.	Some elements of literacy have experienced improved proportion of students at or above minimum standards with further work required in reading, writing and grammar and punctuation. Numeracy has experienced growth in this area.
• Improved student growth in learning Year 9 NAPLAN Literacy and Numeracy	Employment of additional Learning and Support Teacher resources (\$104,000) have assisted teachers develop skills in improving student learning.	We continue a positive trend in improving the learning growth of all students.
• Improved Year 9 NAPLAN and HSC results for Aboriginal students	\$20,000 of funds were used to provide individual tuition to Aboriginal students in Years 11 and 12 and also to provide Learning and Support Officer and Learning and Support Teacher support to Aboriginal students in Years 7 to 10.	Aboriginal students in the HSC have performed extraordinarily well, many of whom gaining entry into university courses or successfully transitioning into the workforce. Year 9 students have improved their learning in most areas of NAPLAN above state averages. Individual tuition for Aboriginal students in Years 11 and 12 has been highly effective.
• Improved student achievement of Band 5 and 6 HSC results	Teachers have engaged in significant professional learning activities (\$64,000) to improve the content and delivery of HSC courses to students.	2017 has seen a notable positive trend in improving HSC results. Faculties analyse previous HSC data to modify learning programs to ensure that the best possible learning environments and opportunities are delivered to all students.

Next Steps

An additional teacher will be employed to specifically develop literacy strategies across the school to assist teachers in providing focused support and improvement for students.

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 continues to be 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)	Funds Expended (Resources)	Progress achieved this year
Establishment of a teacher mentoring support system within the school	The maintenance of the Head Teacher Professional Learning position (\$36,000) supports and sustains these initiatives. Teachers use their own resources to ensure collegial observations occur as part of their performance and development requirements.	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.
Increased student participation and voice in leadership programs within the school	\$10,000 was allocated to student leadership initiatives and training..	The Student Representative Council (SRC) has been rejuvenated under the leadership of 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.
Increased number of VET courses offered at the school from one to at least three over three years.	Professional learning and support for teachers to deliver these courses is provided (\$31,000) as well as the cost of teacher time to deliver the courses to maintain accreditation in the field..	Five Vocational and Training (VET) courses are now in operation in our school compared with one course at the start of this school plan. In addition to the original Hospitality Kitchen operations, we now also run: Hospitality Food and Beverages; Construction; Business Services; and Information and Digital Technologies.

Next Steps

Further work on opportunities for teacher mentoring and coaching will be explored.

Student leadership and opportunities for them to be involved in school decision making will be expanded.

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)	Funds Expended (Resources)	Progress achieved this year
Increased use of 21st Century learning skills and related technologies in the classroom – communication, collaboration, critical thinking, and creativity.	Professional learning to support this initiative (\$9,600) Canvas Learning Management System (\$14,000)	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 is in operation (over 66% of students report they bring their own device to assist them with their learning) and over 200 school Chromebooks are used to assist students who do not bring a device to school for learning. The Canvas Learning Management System is used by many teachers to enrich classroom experiences and to assist students in their study at home.
Student involvement and excellence shown through performance, exhibition and involvement in external programs	\$16,000 was used to employ teacher relief to allow our teachers to organise and deliver these 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.
Improved documented positive communication with parents and the community regarding student achievement	These programs use existing school resources.	Numerous staff use positive communications through letters, faculty awards, recognition awards to recognise student achievement. Facebook is increasingly being used to celebrate student achievement.

Next Steps

Further professional learning, particularly focusing on differentiation to meet the needs of all learners.

Work on a coordinated school communications strategy and a student leadership strategy.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$20,000 was used to support students at school through the AIME program. leadership events, tutoring and mentoring.	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.
Low level adjustment for disability	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 (\$431,000 total)	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.
Socio-economic background	\$449,000 to provide additional teaching support, Support staff assistance to students, Financial assistance to families and the Canvas LMS.	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 two QuickSmart facilitators assisted students improve literacy and numeracy skills to give them access to success. The provision of the Canvas learning Management System continued to be implemented to remediate against some geographic isolation and to enhance the participation and engagement of all students in all lessons.
Support for beginning teachers	\$48,000 to provide for the Head Teacher Professional Learning to support the beginning teachers as well as funds to release beginning teachers from class to assist them in their lesson presentation and delivery.	Beginning teachers are involved in an intensive program of support through the Head Teacher Professional Learning providing fortnightly meetings 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.
Targeted student support for refugees and new arrivals	Our EAL/D teacher supports refugees and new arrivals (\$90,000)	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.

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	577	589	594	609
Girls	555	571	583	587

Student attendance profile

School				
Year	2014	2015	2016	2017
7	94.8	94.1	93.1	92.2
8	92.8	91.9	91.5	90.2
9	92	90.4	90.9	89.3
10	89.9	89.8	88.5	89.8
11	89.9	89.2	90.7	87.9
12	91.8	91.1	90.1	91.8
All Years	91.9	91.1	90.8	90.2
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

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. We have clear systems on place to encourage good attendance and to follow up on attendance concerns.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	3
Employment	0	0	35
TAFE entry	8	8	14
University Entry	0	2	53
Other	0	0	0
Unknown	0	0	3

Year 12 students undertaking vocational or trade training

22% of Year 12 students undertook vocational training in a combination of school delivered vocational courses, TAFE delivered vocational courses and School Based Apprenticeship and Training.

Year 12 students attaining HSC or equivalent vocational education qualification

97% of students who completed their Year 12 secondary studies, obtained the award of a Higher School Certificate. The remaining 3% of students attained a record of school achievement.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	12
Classroom Teacher(s)	58.6
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	2.3
Teacher Librarian	1
Teacher of ESL	0.6
School Counsellor	2
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 both OASIS and SAP/SALM)

Financial information

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

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

Receipts	\$
Balance brought forward	1,529,768
Global funds	598,109
Tied funds	509,017
School & community sources	369,201
Interest	16,391
Trust receipts	24,925
Canteen	0
Total Receipts	1,517,642
Payments	
Teaching & learning	
Key Learning Areas	104,684
Excursions	92,035
Extracurricular dissections	162,903
Library	9,690
Training & Development	7,751
Tied Funds Payments	382,705
Short Term Relief	172,210
Administration & Office	160,150
Canteen Payments	0
Utilities	48,099
Maintenance	7,981
Trust Payments	29,178
Capital Programs	62,576
Total Payments	1,239,963
Balance carried forward	1,807,447

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

	2017 Actual (\$)
Opening Balance	0
Revenue	2,910,200
Appropriation	2,613,073
Sale of Goods and Services	38,242
Grants and Contributions	255,849
Gain and Loss	0
Other Revenue	0
Investment Income	3,036
Expenses	-865,809
Recurrent Expenses	-865,809
Employee Related	-485,965
Operating Expenses	-379,845
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	2,044,391
Balance Carried Forward	2,044,391

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

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

Our school Finance Committee meets regularly to determine budgets and spending that aligns with the school plan.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	9,886,143
Base Per Capita	179,877
Base Location	0
Other Base	9,706,266
Equity Total	908,950
Equity Aboriginal	20,317
Equity Socio economic	449,546
Equity Language	90,341
Equity Disability	348,745
Targeted Total	96,121
Other Total	260,375
Grand Total	11,151,589

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

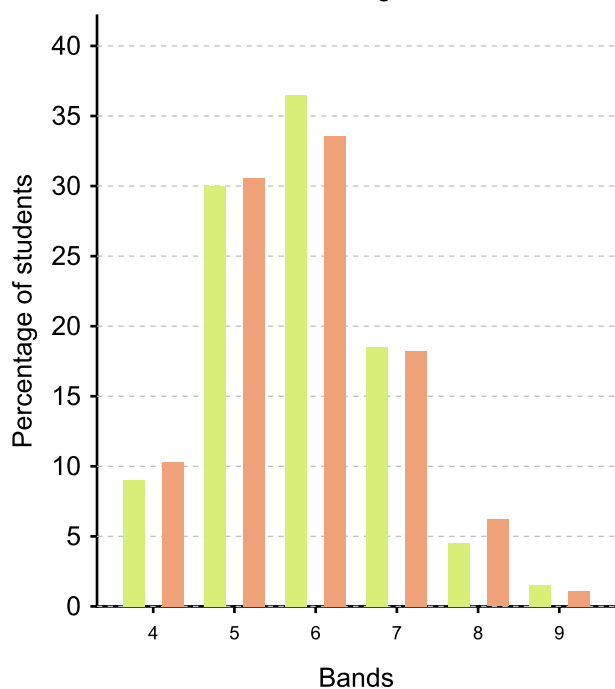
School performance

NAPLAN

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

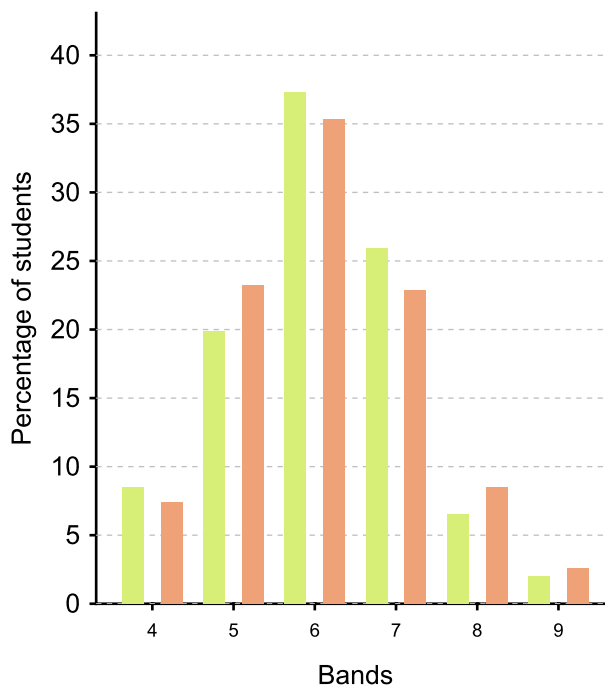
Our school is committed to improve the literacy results of all students and we acknowledge the Premiers priorities to Increase the proportion of NSW students in the top two NAPLAN bands by eight per cent. We have a focus on literacy learning across the school and also support students through the QuickSmart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

Percentage in bands:
Year 7 Writing



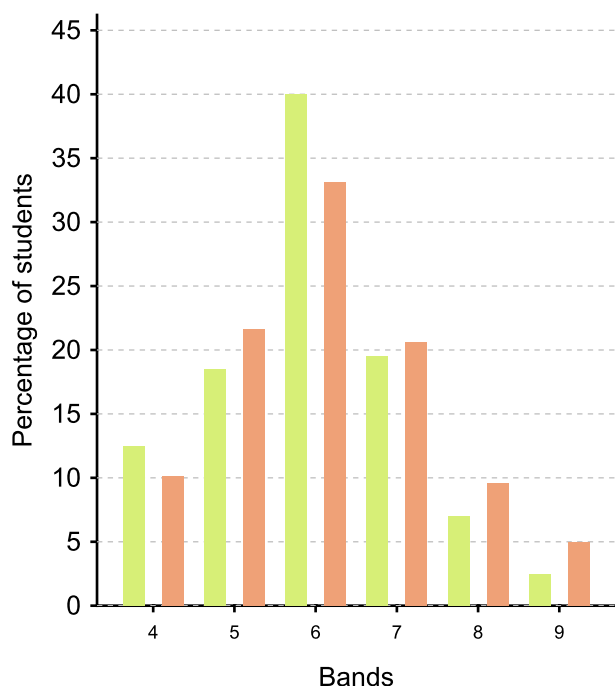
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 7 Reading



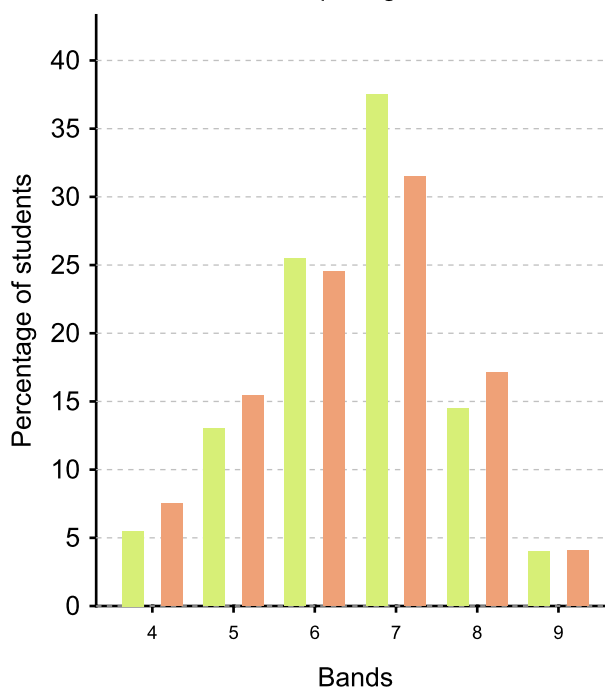
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 7 Grammar & Punctuation



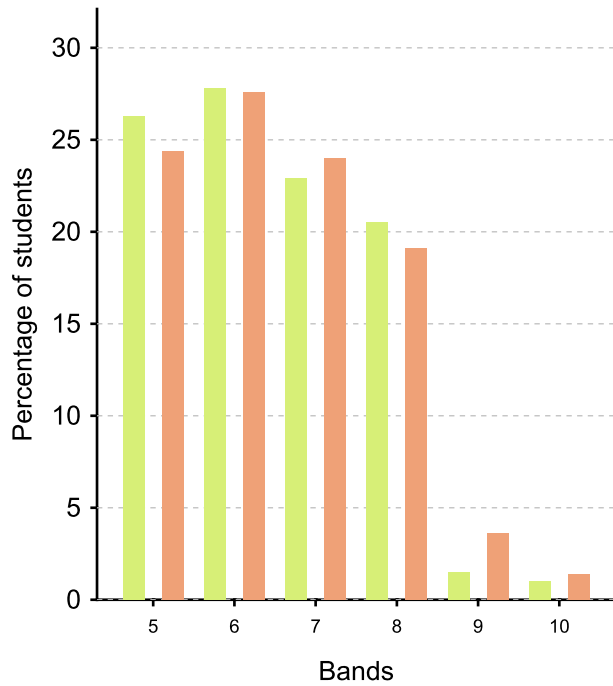
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 7 Spelling

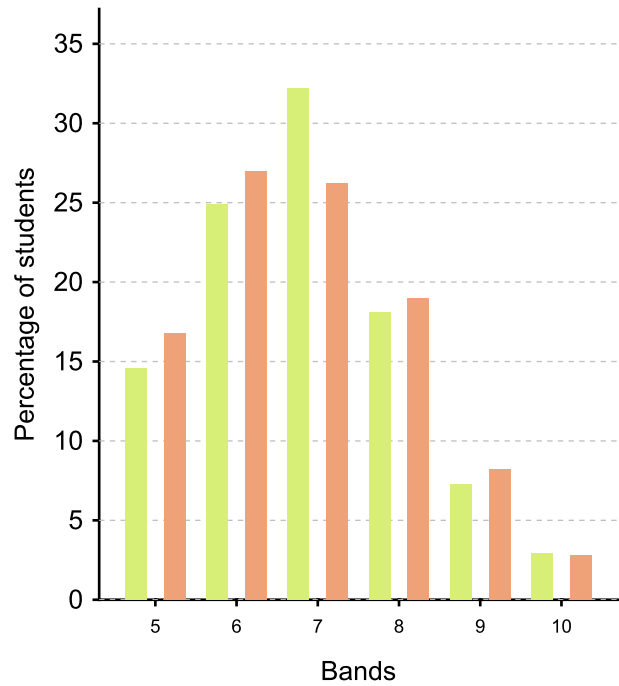


Percentage in Bands
School Average 2015-2017

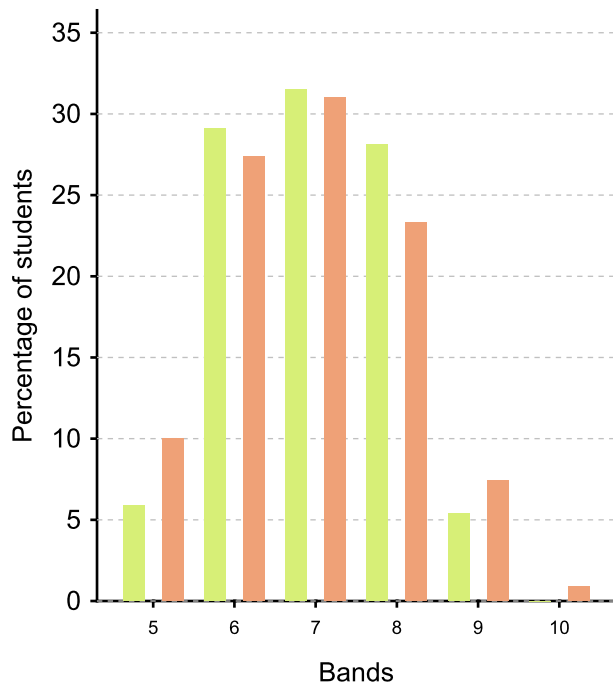
Percentage in bands:
Year 9 Writing



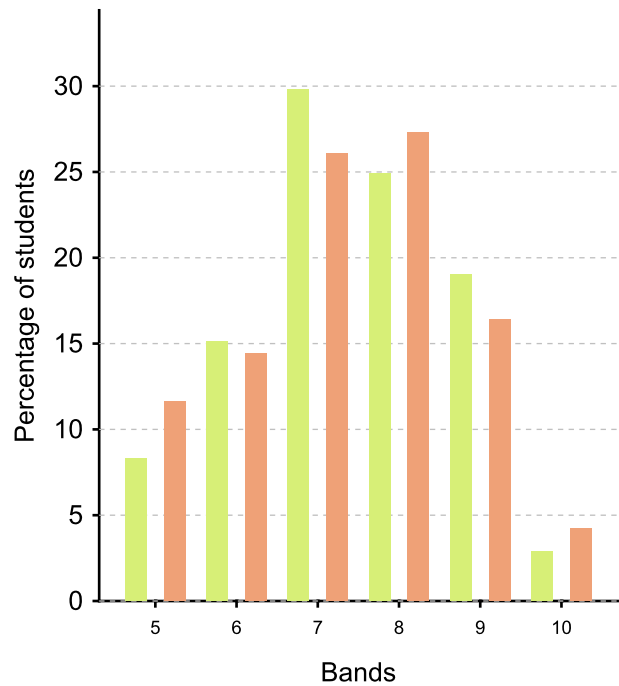
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in bands:
Year 9 Reading

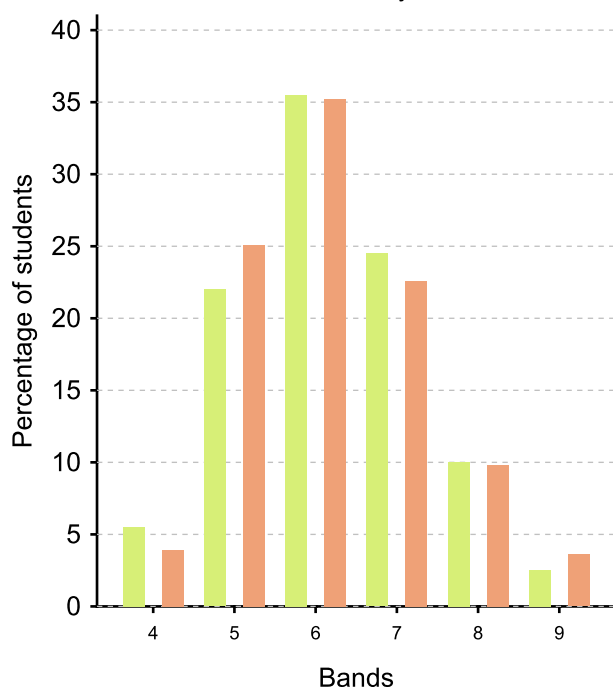


Percentage in bands:
Year 9 Spelling



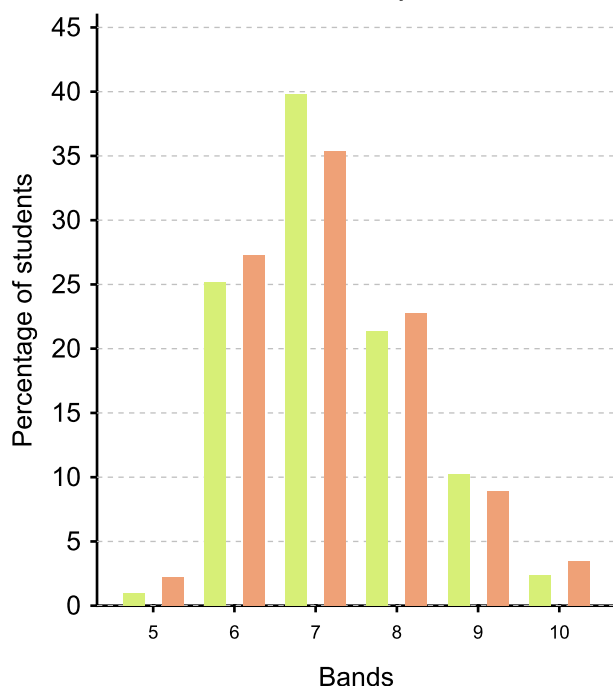
Our school is committed to improve the numeracy results of all students and we acknowledge the Premier's priorities to Increase the proportion of NSW students in the top two NAPLAN bands by eight percent. We have a focus on numeracy learning across the school and also support students through the QuickSmart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

Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 9 Numeracy



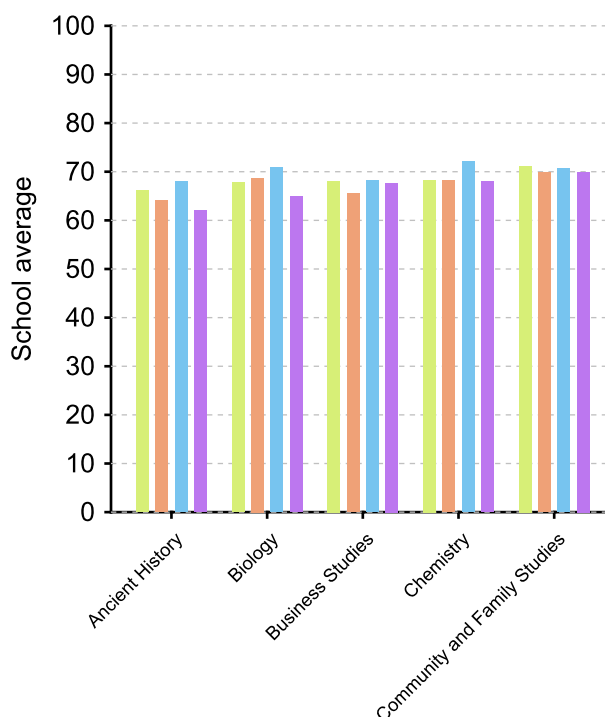
Percentage in Bands
School Average 2015-2017

requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands>

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Higher School Certificate (HSC)

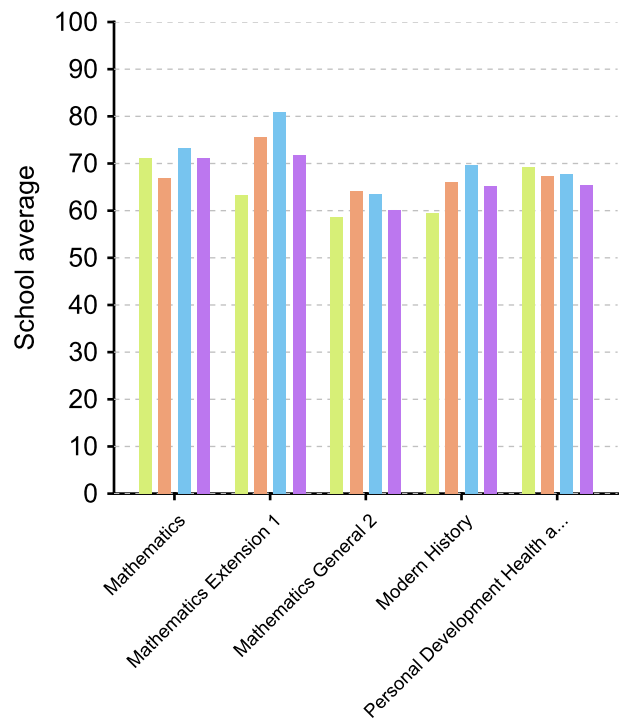
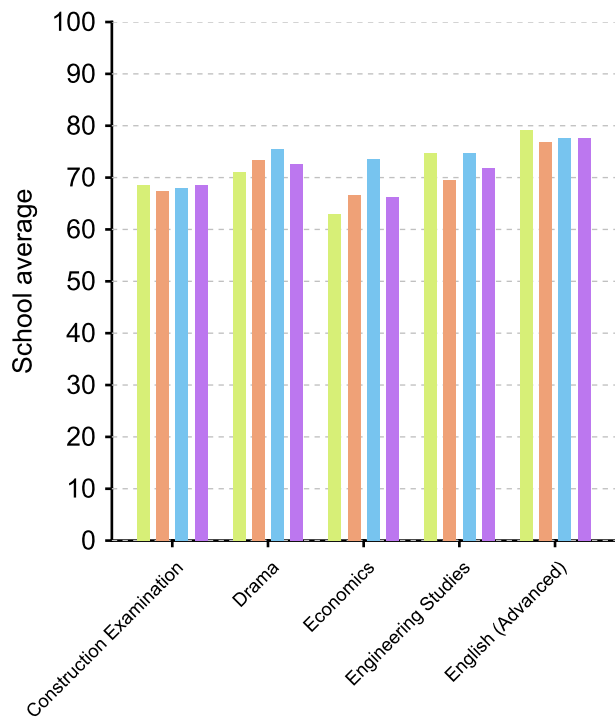
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



School 2017 SSSG Average 2017
State Average 2017
School Average 2013-2017

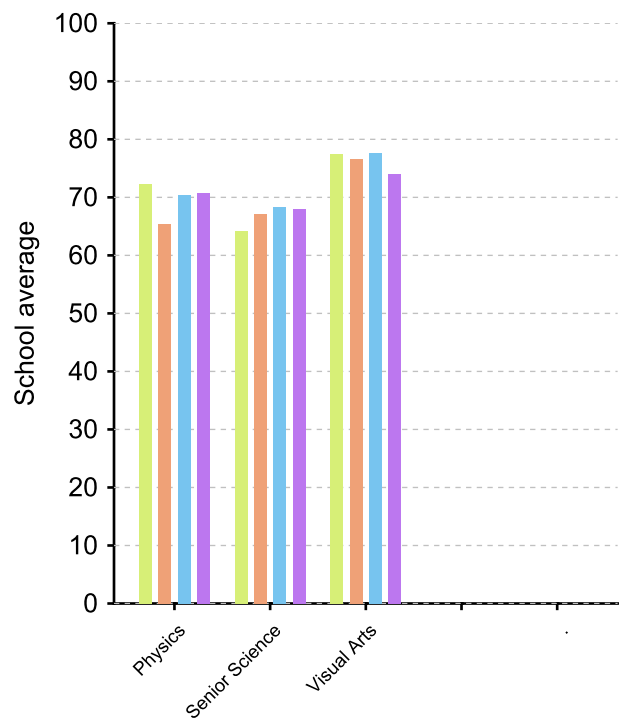
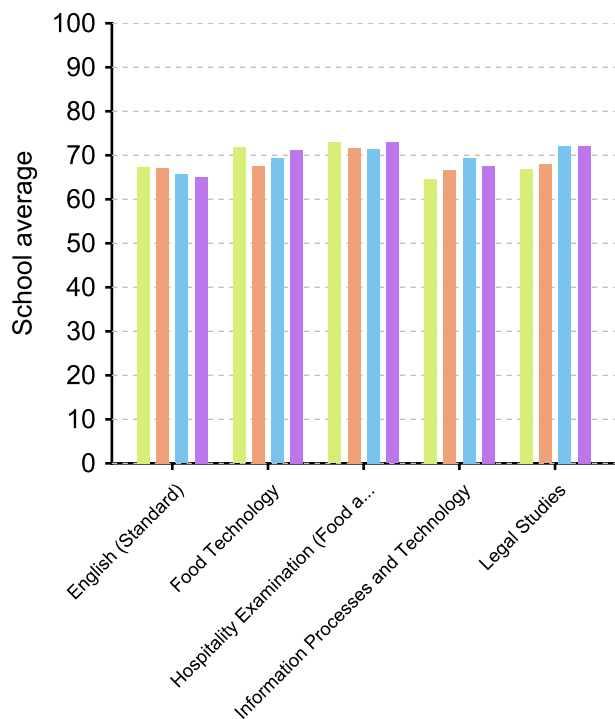
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

<Use this text box to comment on mandatory reporting



■ School 2017
 ■ SSSG Average 2017
■ State Average 2017
■ School Average 2013-2017

■ School 2017
 ■ SSSG Average 2017
■ State Average 2017
■ School Average 2013-2017



■ School 2017
 ■ SSSG Average 2017
■ State Average 2017
■ School Average 2013-2017

■ School 2017
 ■ SSSG Average 2017
■ State Average 2017
■ School Average 2013-2017

Parent/caregiver, student, teacher satisfaction

The school participated in the Tell Them From Me (TTFM) Survey in 2017 for students, parents and teachers.

Parents/Caregivers

3 parents/caregivers only responded to the survey that was notified to parents via email, SMS, Facebook, school newsletter and the school website. This low number of respondents makes it difficult to draw conclusions from the data collected.

Students

964 Students participated in the TTFM Survey and expressed positive attitudes toward the school and satisfaction rates at or above state norms. 56% of students had positive homework behaviours compared with 54% across the state. 51% of students said that they are intellectually engaged and find learning interesting, enjoyable and relevant (compared to 46% across the state) and 29% of students said they are interested and motivated in their learning (compared with 28% across the state). 68% of students indicated that they tried hard to succeed in their learning (compared to 66% across the state) with 50% of students expressing high levels of optimism (43% state average) and 42% expressing high levels of happiness (37% state average).

Teachers

65 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. 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 Plans (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.

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 an Additional Language or Dialect (EAL/D) teacher and her role includes helping new arrivals transition into school successfully. To further support the large number of EAL/D 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 EAL/D 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.