John Edmondson High School

2019 Annual Report

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Introduction

The Annual Report for 2019 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.

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School background

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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school–excellence

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Learning

Purpose

To provide students and staff meaningful opportunities to foster a deep understanding and engagement in learning so they become successful learners within a framework of high expectations.

Improvement Measures

Improved proportion of students performing in the top two bands of NAPLAN
Programs of learning have explicit literacy and/or numeracy strategies embedded.
Increase opportunities where students are leaders of their own learning.
Improved Year 9 NAPLAN and HSC results for Aboriginal students.

Progress towards achieving improvement measures

Process 1: Implement a whole school strategy for differentiation where students can fully participate and engage to improve learning.

Evaluation	Funds Expended (Resources)
• Higher student engagement • Improved student assessment results • Increased completion rates of assessment tasks • Increased feedback provided to students • Increased student success for all students • Improved overall achievement levels • Improved student self confidence	$20,000

Process 2: Embed formative assessment into all elements of teaching practice to ensure delivery of timely and individualised feedback and feed forward.

Evaluation	Funds Expended (Resources)
A developing understanding of the primacy of formative assessment as a key component of quality teaching and learning that all teachers embed in their classroom practice to inform learning.	$40,000

Process 3: Embed literacy and numeracy strategies into classroom practice to improve student outcomes.

Evaluation	Funds Expended (Resources)
• Agile sprints: correct use of vocabulary/punctuation, applying it across different KLA's, building teacher capacity as well so teachers have better knowledge/ understanding to be able to lead the team. • ALARM; Senior classes are able to tackle extended responses in a better way, Junior students recognising verbs • Differentiated assessment Tasks: Stage 4 assessment tasks across all faculties and also stage 5 in some faculties, shared across different faculties for feedback.	$120,000

Strategic Direction 2

Leading

Purpose

To provide students and staff with opportunities to lead that will enable them to fully participate in school culture and develop skills as confident and creative individuals and active and informed citizens.

Improvement Measures

Increased student involvement in leadership.
Increased staff participation and interest in leadership within the school in formal and informal roles.
Increased confidence in school leadership as expressed in staff Tell Them From ME survey.
Increased number of student leadership projects and initiatives.

Progress towards achieving improvement measures

Process 1: Develop and implement a Student Leadership Plan that acknowledges and develops student leadership opportunities from the classroom through to whole school and extracurricular activities.

Evaluation	Funds Expended (Resources)
• Students are given a range of opportunities to participate in school life and community • Allow students to make decisions, propose actions and run initiatives which will improve their communication skills, time management and organisational skills. • Allow students opportunities to show capabilities outside of academic arenas. Students have the opportunity to shine in "real–world" situations and develop skills that are easily transferable to a range of employment options	$5,000

Process 2: Development of a Staff Leadership Strategy that clearly defines and develops staff leadership roles in the school and provide training to staff roles.

Evaluation	Funds Expended (Resources)
• A–Z of staff duties updated • Current staff members advised regarding existing and upcoming responsibilities • Staff have access to executive and senior executive to propose new initiatives to improve student learning and welfare.	

Strategic Direction 3

Linking

Purpose

To develop real and authentic links and engagement throughout our whole school and broader community to provide an inclusive and participatory school culture that supports lifelong learning.

Improvement Measures

Increased levels of participation with charity and community programs.

Increased methods and effectiveness of communication from the school to the community.

Increased positive response to student Tell Them From Me survey results in the area of belonging.

Progress towards achieving improvement measures

Process 1: Development of a social justice and community links initiative.

Evaluation	Funds Expended (Resources)
All targeted activities were completed and highly successful and effective. Our staff and students remain highly committed to work that enhances our local community while also raising money for worthy charities and causes within our society.	

Process 2: Development and implementation of a school wide Communication and Promotion Strategy.

Evaluation	Funds Expended (Resources)
• 50% of parent users on Sentral Parent Portal • Permission notes for school activities are added to the school website.	

Process 3: Delivering authentic and meaningful lessons and school activities to connect with students.

Evaluation	Funds Expended (Resources)
• Teacher sharing of effective STEM activities along with effective methods of embedding into regular classroom practice • Head Teacher Student Success employed to oversee the development of the Citizenship curriculum for 2020. This was completed by the end of 2019 however will be reactive to situations as they arise in 2020.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$20,573 was used to support students at school through the AIME program. leadership events, tutoring and mentoring. as well as employ a staff member one day per week to assist and mentor Aboriginal students.	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. A staff member was employed one day per week to assist Aboriginal Students learning.
English language proficiency	Our EAL/D teacher supports refugees and new arrivals and resources to support them are provided ($202,749)	EAL/D students 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.
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 ($474,566 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	$580,962 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	$79,188 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 though 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.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	594	609	597	587
Girls	583	587	559	587

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
7	93.1	92.2	92.8	91.7
8	91.5	90.2	89.2	89.2
9	90.9	89.3	88.1	87.9
10	88.5	89.8	85.4	86.1
11	90.7	87.9	88.4	88.9
12	90.1	91.8	88.7	91.8
All Years	90.8	90.2	88.6	89.1
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non–attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	7
Employment	5	15	27
TAFE entry	7	9	22
University Entry	0	0	55
Other	0	0	0
Unknown	0	0	5

Year 12 students undertaking vocational or trade training

31.15% of Year 12 students at John Edmondson High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

99.4% of all Year 12 students at John Edmondson High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	13
Classroom Teacher(s)	55.8
Learning and Support Teacher(s)	2.8
Teacher Librarian	1
Teacher ESL	1.6
School Counsellor	2
School Administration and Support Staff	13.37
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 **Actual** ($)
Opening Balance	2,258,801
Revenue	13,069,874
Appropriation	12,439,152
Sale of Goods and Services	77,178
Grants and contributions	525,738
Investment income	19,049
Other revenue	8,757
Expenses	-12,718,763
Employee related	-11,492,673
Operating expenses	-1,226,090
Surplus / deficit for the year	351,111

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 **Approved SBA** ($)
Targeted Total	99,607
Equity Total	1,278,850
Equity - Aboriginal	20,573
Equity - Socio-economic	580,962
Equity - Language	202,749
Equity - Disability	474,566
Base Total	10,167,599
Base - Per Capita	271,242
Base - Location	0
Base - Other	9,896,357
Other Total	606,287
Grand Total	12,152,344

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.

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.
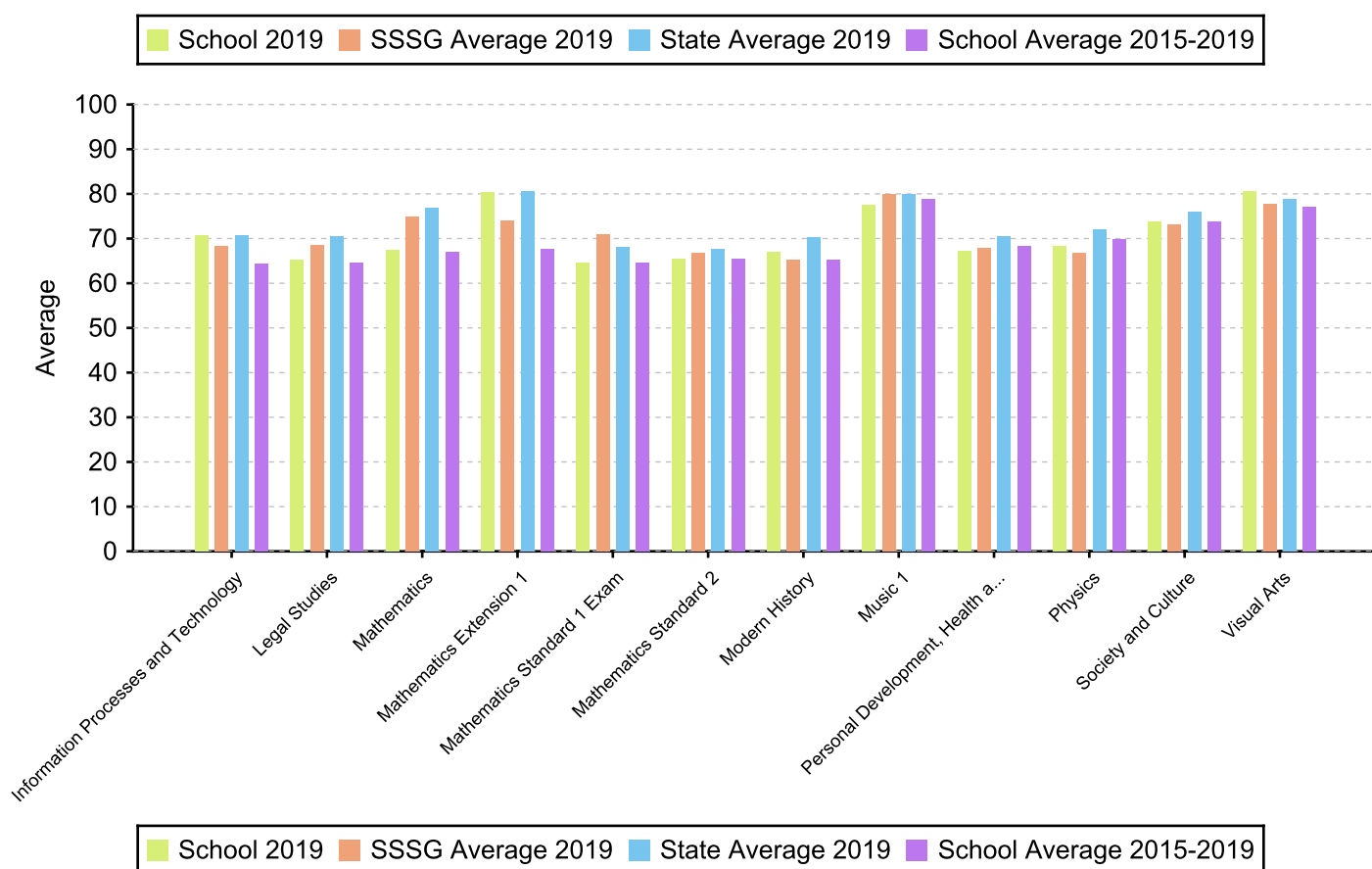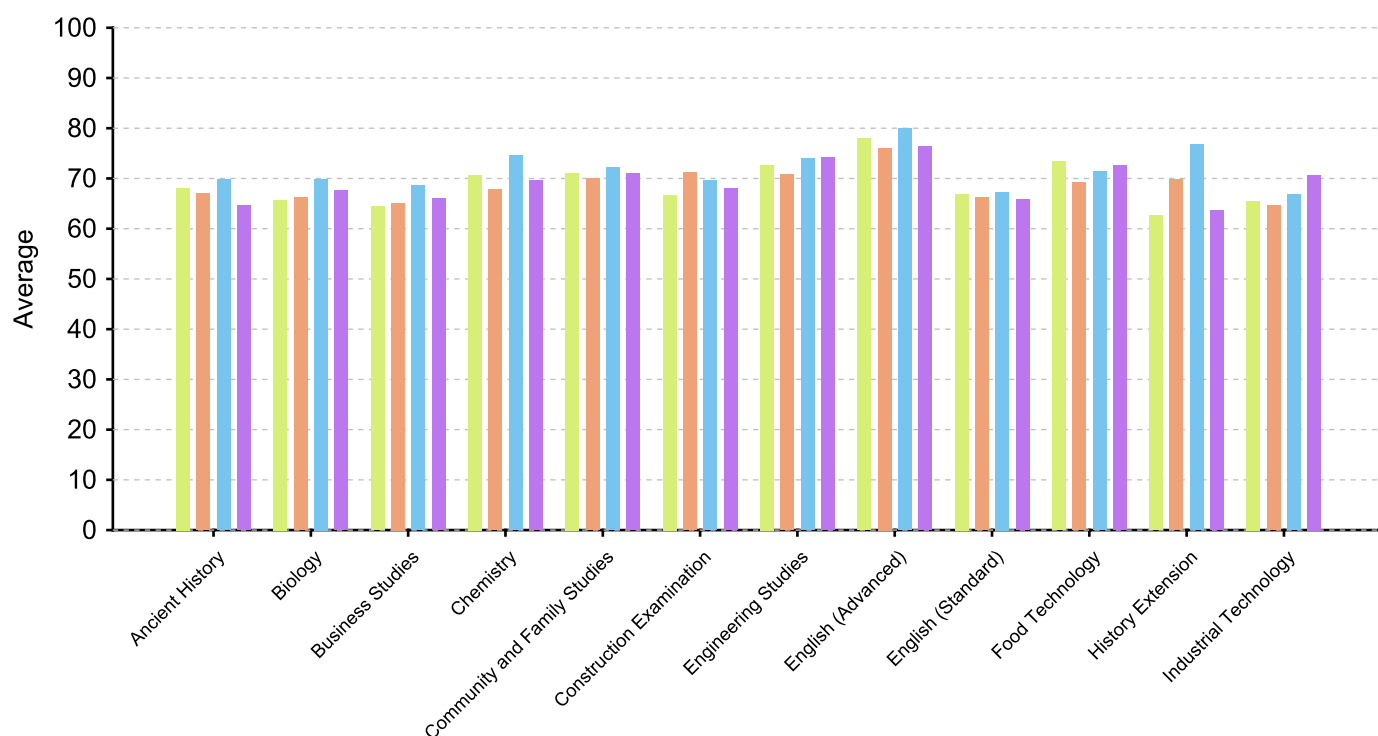
Subject	School 2019	SSSG	State	School Average 2015-2019
Ancient History	68.1	67.0	69.9	64.6
Biology	65.7	66.2	69.9	67.5
Business Studies	64.4	65.1	68.6	65.9
Chemistry	70.7	67.7	74.7	69.6
Community and Family Studies	71.1	70.0	72.2	71.0
Construction Examination	66.7	71.3	69.6	68.1
Engineering Studies	72.7	70.8	73.9	74.2
English (Advanced)	78.0	76.1	80.0	76.4
English (Standard)	66.9	66.3	67.3	65.9
Food Technology	73.4	69.1	71.4	72.6
History Extension	62.6	69.8	76.8	63.7
Industrial Technology	65.5	64.7	66.8	70.7
Information Processes and Technology	70.7	68.3	70.8	64.4
Legal Studies	65.2	68.5	70.6	64.6
Mathematics	67.4	74.8	76.9	67.0
Mathematics Extension 1	80.4	74.1	80.6	67.6
Mathematics Standard 1 Exam	64.5	71.0	68.1	64.5
Mathematics Standard 2	65.5	66.7	67.7	65.5
Modern History	66.9	65.3	70.2	65.1
Music 1	77.6	79.9	79.9	78.9
Personal Development, Health and Physical Education	67.2	67.8	70.5	68.2
Physics	68.3	66.7	72.1	69.9
Society and Culture	73.8	73.1	75.9	73.8
Visual Arts	80.6	77.8	78.8	77.2

Parent/caregiver, student, teacher satisfaction

Parents regularly provide feedback to our school through email and our school Facebook page. This feedback is overwhelmingly positive. Where issues are identified, they are acted on in a timely manner to resolve them in the best possible fashion. Strong lines of communication are present within the school for teachers and administrative staff to highlights strengths and areas of development in the school. Students utilise the Senior Leadership Team and the Student Representative Council to actively involve themselves in school and the wider community. Where required, issues are brought to the executive staff. These issues are primarily about activities students wish to develop within the school for the benefit of all students. The executive team supports all of these initiatives that are viable within our school.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.