

# 2020 Annual Report

## John Edmondson High School



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# Introduction

The Annual Report for 2020 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.

## School contact details

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## School vision

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>

### Self-assessment using the School Excellence Framework

Elements	2020 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	Excelling
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	Excelling

## 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.

#### Overall summary of progress

Student results are trending in a positive direction over time to improve the proportion of students achieving the top two bands of NAPLAN.

All programs have explicit strategies to embed literacy and numeracy learning for students.

Students are increasingly being included in consultation and consideration by teachers when they are designing learning activities and assessments.

Aboriginal students are well supported through Personalised Learning Pathways monitored by the Learning Support Team to improve their results and encourage their participation in school and other activities.

#### 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)
Numerous professional learning activities were provided to teachers to further expand their ability to use strategies to provide differentiation of learning for all students. All programs reflect a broad differentiation focus catering for a core, intermediate and extension component within each unit.	\$15,000

**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)
Formative assessment was a major focus for teachers to further develop their ability to give timely and relevant feedback to students while also using this feedback to inform teachers for further lesson planning and delivery.	\$10,000

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

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>A Learning and Responding Matrix (ALARM); Continued work where senior classes are able to tackle extended responses in a better way, Junior students recognising verbs</li><li>Differentiated assessment Tasks: Stage 4 assessment tasks across all</li></ul>	\$25,000

### Progress towards achieving improvement measures

faculties and also stage 5 in some faculties, shared across different faculties for feedback.

- Focused Reading implemented in the school in a pilot where at least 10 minutes per fortnight one class from every teacher focuses on reading, vocabulary and comprehension.

### Next Steps

The Focused Reading initiative will be expanded to all classes in Years 7 - 10. Further work based on the Literacy and Numeracy Progressions will be developed to more deeply embed literacy and numeracy into programs and lessons.

## 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.

#### Overall summary of progress

Student interest and enthusiasm in taking on leadership roles has seen a marked increase at all levels, Staff willingly volunteer for activities and initiatives in the school and freely propose new ideas and initiatives to improve the educational experience for all students. Staff Tell Them From Me survey was not conducted in 2020 due to COVID-19.

#### 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)
<ul style="list-style-type: none"><li>• Students are given a range of opportunities to participate in school life and community</li><li>• Allow students to make decisions, propose actions and run initiatives which will improve their communication skills, time management and organisational skills.</li><li>• 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</li></ul>	\$10,000

**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)
<ul style="list-style-type: none"><li>• A-Z of staff duties updated</li><li>• Current staff members advised regarding existing and upcoming responsibilities</li><li>• Staff have access to executive and senior executive to propose new initiatives to improve student learning and welfare.</li></ul>	\$15,000

#### Next Steps

Further development and opportunities to be given for student participation and leadership in numerous elements of school organisation. A focus on student and staff wellbeing as we move to the future. Real World learning will become an enhanced focus.

### 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.

#### Overall summary of progress

2020 posed significant challenges in this area due to COVID-19 and health restrictions. Students responses to the Tell Them from Me survey were slightly less than previous but this may have been impacted by the Learning at Home period.

#### Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
COVID-19 gave us challenges in interacting with the community outside of our school but learning within the school continued to focus on social justice principles, most particularly in the Citizenship course undertaken throughout the year by all students in Years 7 - 10.	

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

Evaluation	Funds Expended (Resources)
Facebook was used to very positive affect to communicate what was happening in the school due to the COVID-19 situation. We had significant positive feedback from parents regarding our clarity of communication and the supports that were put in place for students during the Learning at Home period.	

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

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>Teacher sharing of effective STEM activities along with effective methods of embedding into regular classroom practice</li><li>Head Teacher Student Success employed to oversee the development of the Citizenship curriculum for 2020. The plans in this area were necessarily amended to take account of the impact of COVID-19 as an issue that students explored. This also impacted on the ability to delivery certain types of lesson delivery and hence modifications were done to ensure learning continued.</li></ul>	\$20,000

#### Next Steps

Further development of authentic (real world) learning.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$27,891 was used to support students at school through 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 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 and the development and maintenance of Personalised Learning Pathways..
<b>English language proficiency</b>	Our EAL/D teacher supports refugees and new arrivals and resources to support them are provided (\$185,957)	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.
<b>Low level adjustment for disability</b>	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 (\$472,204 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.
<b>Socio-economic background</b>	\$711,540 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.
<b>Support for beginning teachers</b>	The Head Teacher Teaching and Learning supports the beginning teachers 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			
	2017	2018	2019	2020
Boys	609	597	587	588
Girls	587	559	587	577

### Student attendance profile

School				
Year	2017	2018	2019	2020
7	92.2	92.8	91.7	94.1
8	90.2	89.2	89.2	90.8
9	89.3	88.1	87.9	91.8
10	89.8	85.4	86.1	89.3
11	87.9	88.4	88.9	90.4
12	91.8	88.7	91.8	90.8
All Years	90.2	88.6	89.1	91.2
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

### 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	8
Employment	8	13	35
TAFE entry	7	10	22
University Entry	0	0	58
Other	0	0	0
Unknown	0	0	5

## Year 12 students undertaking vocational or trade training

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28.49% of Year 12 students at John Edmondson High School undertook vocational education and training in 2020.

## Year 12 students attaining HSC or equivalent vocational education qualification

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98.8% of all Year 12 students at John Edmondson High School expected to complete Year 12 in 2020 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)	56.5
Learning and Support Teacher(s)	2.8
Teacher Librarian	1
Teacher ESL	1.2
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	2,609,912
<b>Revenue</b>	13,362,862
Appropriation	12,883,162
Sale of Goods and Services	69,046
Grants and contributions	391,775
Investment income	6,779
Other revenue	12,100
<b>Expenses</b>	-13,586,887
Employee related	-12,008,975
Operating expenses	-1,577,913
<b>Surplus / deficit for the year</b>	-224,025
<b>Closing Balance</b>	2,385,886

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	186,730
<b>Equity Total</b>	1,397,592
Equity - Aboriginal	27,891
Equity - Socio-economic	711,540
Equity - Language	185,957
Equity - Disability	472,204
<b>Base Total</b>	10,628,435
Base - Per Capita	282,352
Base - Location	0
Base - Other	10,346,083
<b>Other Total</b>	542,643
<b>Grand Total</b>	12,755,399

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

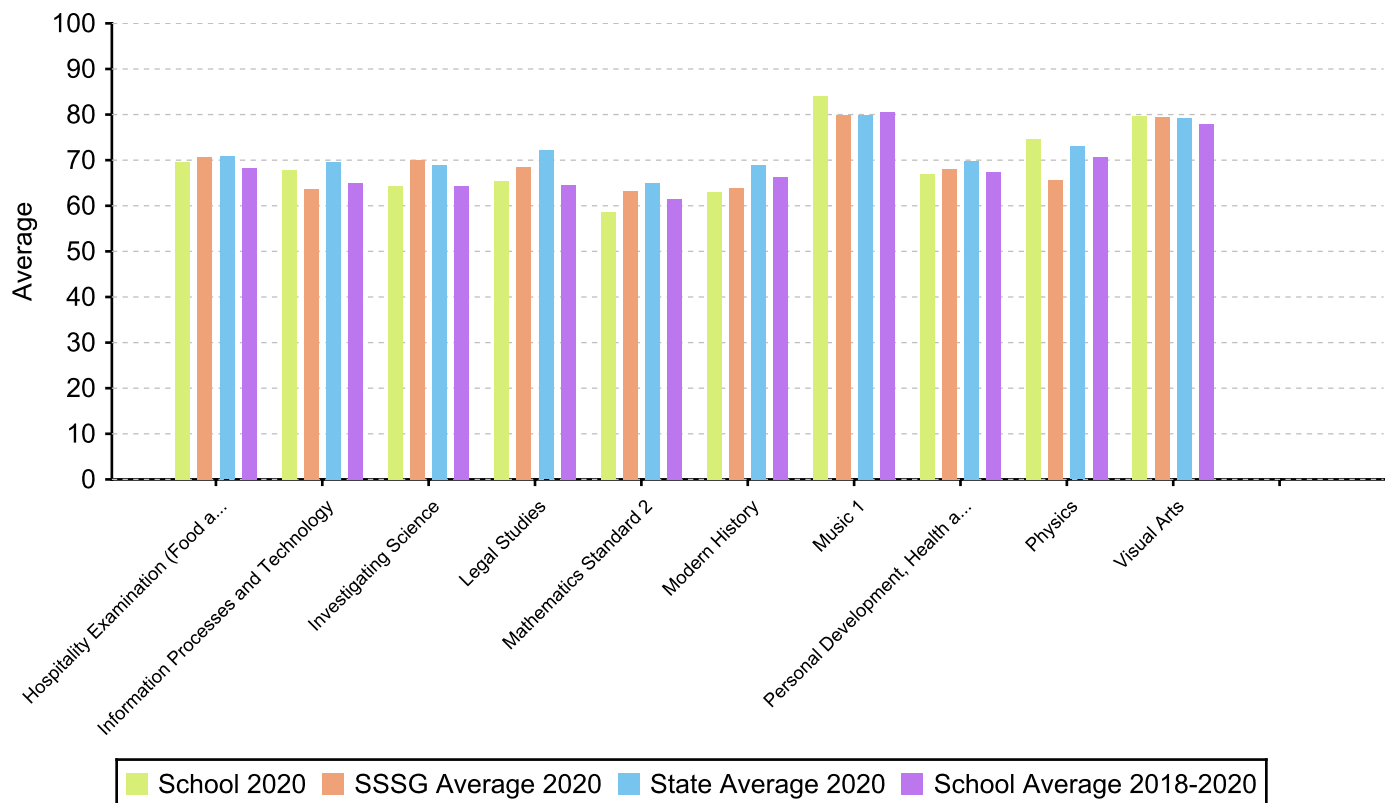
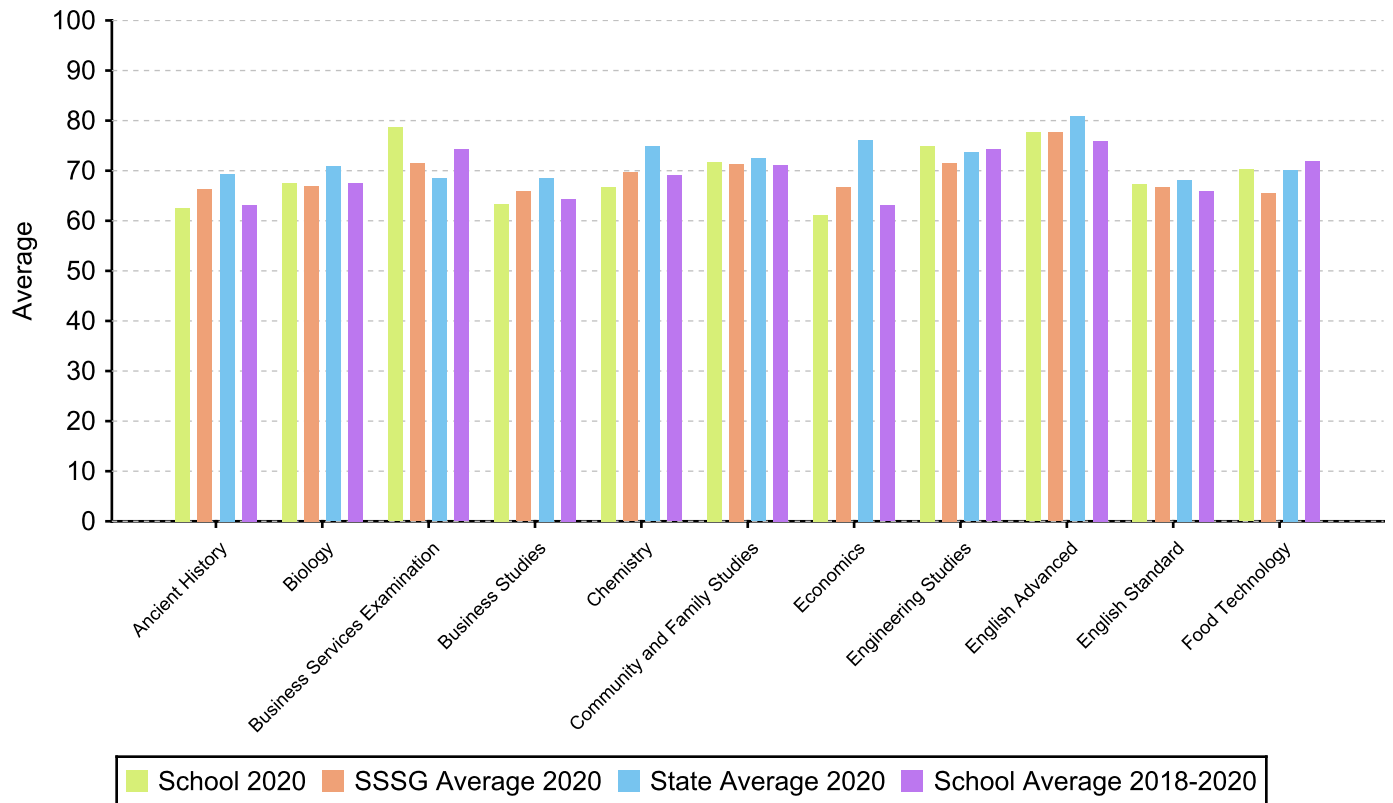
The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



## 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.



<b>Subject</b>	<b>School 2020</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2018-2020</b>
Ancient History	62.5	66.4	69.4	63.1
Biology	67.6	66.9	70.8	67.5
Business Services Examination	78.6	71.5	68.5	74.3
Business Studies	63.4	65.8	68.6	64.3
Chemistry	66.7	69.6	74.8	69.0
Community and Family Studies	71.7	71.3	72.4	71.2
Economics	61.1	66.8	76.1	63.1
Engineering Studies	74.9	71.6	73.6	74.2
English Advanced	77.6	77.6	80.8	75.9
English Standard	67.4	66.8	68.1	65.9
Food Technology	70.2	65.6	70.2	71.9
Hospitality Examination (Food and Beverage)	69.6	70.7	70.8	68.3
Information Processes and Technology	67.8	63.7	69.6	65.1
Investigating Science	64.3	70.0	69.0	64.3
Legal Studies	65.5	68.6	72.1	64.5
Mathematics Standard 2	58.7	63.3	64.9	61.6
Modern History	63.1	64.0	68.9	66.3
Music 1	84.1	79.9	79.8	80.6
Personal Development, Health and Physical Education	67.0	68.1	69.9	67.4
Physics	74.6	65.7	73.0	70.6
Visual Arts	79.7	79.4	79.2	78.0

## Parent/caregiver, student, teacher satisfaction

Parents regularly provide positive feedback to our school through email and our school Facebook page. We had particularly strong support from parents in 2020 as they expressed their appreciation for the numerous initiatives we put in place to support students learning at home. This centered around teachers providing lessons, video conferences and resources through our established Canvas learning management system but also included many phone calls from staff to parents to ensure that appropriate support was being provided through those difficult times. Strong lines of communication are present within the school for teachers and administrative staff to highlight 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

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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

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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

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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.