

2021 Annual Report

John Edmondson High School



8290

Introduction

The Annual Report for 2021 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 Strategic Improvement 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

John Edmondson High School
64 Horningsea Park Drive
HORNINGSEA PARK, 2171
<https://jedmondson-h.schools.nsw.gov.au>
jedmondson-h.school@det.nsw.edu.au
9825 9815

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 1140 students, including 57% students from a non-English speaking background and 43 Aboriginal students, is a dynamic Years 7 - 12 comprehensive co-educational 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. We have a broad mix of students with 45% of our students in the bottom quarter, 30% in the lower middle, 18% in the upper middle and 6% of our students in the top quarter of Socio-Educational Advantage (SES).

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.

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. Our strong relationships with our partner schools ensures a clear passage of information for us to support one another as well as gain knowledge of the students we have enrolling in the Year 7 enrolment process.

Our school's teaching and non-teaching staff includes full-time, part-time, temporary and casual staff and is a mixture of experienced and early career teachers. We provide strong support for all students to take every opportunity to broaden their professional knowledge and involvement through professional learning, action learning, mentoring and coaching and regular observation, guidance and feedback of the lessons of others.

In 2021, the school prepared for External Validation and gathered evidence which is indicative of our current practice aligned to the School Excellence Framework. All staff were involved in preparing the 2020 Situational Analysis to account for developments within the 2021 school year. This process allowed all staff to interact with and understand the School Excellence Framework, analyse the CESE 'What Works Best' document, gather and analyse educational research from local and international sources from which recommendations for next steps were proposed and hence became reflective in the 2021-2024 Strategic Improvement Plan.

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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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	2021 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

External Validation Panel Comments

In the domain of **Learning** the school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework.

In the domain of **Teaching** the school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework.

In the domain of **Leading** the school's self-assessment is consistent with the evidence presented in 3 elements and is validated using the School Excellence Framework.

In the element of Educational leadership the evidence presented indicates the school is operating at the **Excelling** stage.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes and to build a strong foundation for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High Expectations
- Literacy and Numeracy Progressions
- Authentic teaching and learning

Resources allocated to this strategic direction

Professional learning: \$15,500.00

Integration funding support: \$10,535.00

English language proficiency: \$17,537.00

Socio-economic background: \$40,557.00

Low level adjustment for disability: \$12,500.00

Aboriginal background: \$10,432.51

Summary of progress

In 2021, NAPLAN data indicated that students needed further support in the 'Reading' and 'Numeracy' domains to meet the school improvement targets of expected growth. Literacy & Numeracy teams were established and given a reduced teaching load to create teaching resources and support teachers in the classroom.

In collaboration with the 'Strategic School Support' (SSS) team, a comprehensive 'Focused Reading' professional learning was designed and delivered to staff. The structured delivery of professional learning using the Learn Do Reflect cycle provided opportunities for teachers to trial, adapt and showcase explicit Select, Explain, Explore and Consolidate (SEEC) strategies designed to meet the needs of their students and contexts. A specific focus on supporting teachers with the delivery of online learning was driven by the impact of COVID-19. Teacher surveys reported a significant shift (+26%) in their ability to deploy these strategies.

Student data analysed by the 'Numeracy' team led to targeted support for students to lift the expected growth in numeracy. Professional learning focused on interpreting student data was delivered to teachers, establishing a baseline understanding of student numeracy capability. From this deeper understanding of students, explicit strategies to lift student numeracy outcomes were selected and implemented. Online learning was supported by the use of the Education Perfect platform, providing pre and post testing of numeracy modules, as well as teaching and learning activities.

Assessment tasks across all faculties were modified to ensure they were reliable, relevant and differentiated to allow for ways students could demonstrate their understanding and to cater for different learning needs, interests and abilities. Assessment tasks were uploaded on the learning management system 'CANVAS' for students to have access anytime and from anywhere. This was a significantly successful outcome during the 'learning from home' phase as students could access support from their peers, teachers and other resources uploaded on 'CANVAS' to reinforce their learning and understanding for the assessment tasks. Despite the significant disruptions due to COVID-19, HSC students performed quite well meeting the improvement targets for 2021.

Teachers participated in professional learning to establish 'Learning Intentions and Success Criteria' (LISC) for their teaching lessons. They also established links between explicit teaching and Focused Reading. Teachers shared their experiences in cross faculty groups and students indicated a better understanding of what needs to be done by the end of a task and what success looks like. Although face-to-face teaching and learning was severely disrupted due to COVID-19, teachers continued to implement LISC in their online lessons.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>NAPLAN Top Two Bands</p> <ul style="list-style-type: none"> Students achieving in Top Two Bands in NAPLAN Numeracy in Year 7 and 9 increases above the school's system-negotiated target baseline of 14.5% in 2021 and to a minimum of 20% by 2022. Students achieving in Top Two Bands in NAPLAN Reading in Year 7 and 9 increases above the school's system-negotiated target baseline of 7.6% in 2021 and to a minimum of 14.3% by 2022. 	<p>NAPLAN scores indicate 8.5% of students are in the Top Two Bands in 2021 Numeracy, showing a decrease of 6.0% against baseline data.</p> <p>NAPLAN scores indicate 7.0% of students are in the Top Two Bands in 2021 Reading, showing a slight decline of 0.6% from baseline data.</p>
<p>NAPLAN Growth</p> <ul style="list-style-type: none"> Students achieving Expected Growth in NAPLAN Numeracy increases above the baseline of 64.2% in 2021 trending towards the lower bound target of 69.1% by 2023. Students achieving Expected Growth in NAPLAN Reading increases above the baseline of 55.5% in 2021 trending towards the lower bound target of 62.3% by 2023. 	<p>45.9% of students in Year 9 achieved Expected Growth in 2021 NAPLAN Numeracy, showing a decrease by 18.3% from the baseline data.</p> <p>38.6% of students in Year 9 achieved expected growth in 2021 NAPLAN Reading, showing a decrease by 16.9% from the baseline data.</p> <p>Significant disruptions due to COVID-19 lockdown negatively impacted on the development of literacy and numeracy skills of students. This contributed to the decrease in the proportion of Year 9 students achieving expected growth.</p>
<p>HSC Achievement Bands</p> <ul style="list-style-type: none"> Improvement in the percentage of HSC course results in Top Two Bands from 15.5% baseline in 2021 trending towards the lower bound target 21.7% in 2022. Improvement in the percentage of HSC course results in Top Three Bands from 46.2% baseline in 2021 trending towards the lower bound target 52.4% in 2022. 	<p>HSC data for 2021 indicates 21.32% of students attained results in the Top Two Bands demonstrating achievement of baseline target of 15.5% and significant progress towards the lower bound target of 21.7%.</p> <p>HSC data for 2021 indicates 50.91% of students attained results in the Top Three Bands demonstrating achievement of baseline target of 46.2% and significant progress towards the lower bound target of 52.4%.</p>
<p>Aboriginal Student HSC Attainment</p> <ul style="list-style-type: none"> Increase the proportion of Aboriginal students attaining HSC to 40%, whilst maintaining their cultural identity. 	<p>Data indicates that 74% of Aboriginal students attained their HSC in 2021, whilst maintaining their cultural identity. This shows an achievement of annual progress measure.</p> <p>Tell Them From Me (TTFM) data from 2021 indicates 49% of Aboriginal students feel good about their culture and 24% remain undecided about how they feel.</p>

Strategic Direction 2: Wellbeing for all

Purpose

It is important to support the social, emotional and physical wellbeing of all students and staff to build positive and productive learning environments for all.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Building positive relationships
- Building teacher confidence

Resources allocated to this strategic direction

Low level adjustment for disability: \$15,250.00

Socio-economic background: \$12,500.00

Professional learning: \$15,200.00

Beginning teacher support: \$20,500.00

Summary of progress

New attendance initiatives were introduced in 2021 with groups of students targeted for each intervention depending on their attendance percentage. The 'Every Day Counts @ JEHS' attendance program which included a system of incentives to promote attendance was initiated and launched towards the end of Term 2 for implementation in Term 3. However it had to be paused due to COVID-19 lockdown in Term 3 and part of Term 4, which impacted negatively on our attendance rates.

Harmony Day was held in first semester for students to have better understanding of inclusivity and multiculturalism. Student leaders designed activities for students to take part in. Head Teacher - Student Success and Anti-Racism Contact Officer (ARCO) undertook professional learning on leading Multicultural & Anti-Racism Education at JEHS. Teachers were incentivised with period allowance to run welfare clubs and programs for students during lunch. This resulted in a positive culture at school where students reported having positive wellbeing, feeling accepted by their peers and others at school.

Excursions, extra-curricular activities and sporting events could not run in the second semester due to COVID-19 lockdown and subsequent restrictions. Welfare teams and additional staff were employed to check-in on students' welfare and additional support was provided for learning and assessments during the lockdown period. Further support was provided to students upon their return back to school in Term 4.

Teachers continued to actively collaborate through online 'Teach Meet' sessions where teachers shared their teaching strategies and student work samples in cross-faculty groups to broaden teacher pedagogical knowledge and application of exemplary teaching practices. Teachers were given extensive professional learning to develop resources for online learning teaching and learning. School's online learning management system CANVAS and learning software Education Perfect were instrumental in supporting student learning and welfare. Beginning teacher program and coaching and mentoring programs helped with teacher growth and development across all career stages. School Excellence Framework (SEF) based faculty reviews highlighted teacher and faculty expertise and successes, which in turn led to sharing practices with other teachers and faculties, thus building teacher confidence.

External Validation (EV) 2021 report validated the school's self-assessment of collaborative practice and feedback as excelling and the coaching and mentoring practices as sustaining and growing.

Staff were engaged in wellbeing activities, sporting competitions and social events including Biggest Morning Tea and 30-day wellbeing challenge during the first semester. Staff performed for students at the Pop Idol event and took part in the activities to promote Random Act of Kindness week. However, many activities planned during second semester could not continue due to lockdown and COVID-19 restrictions. During the lockdown period, staff took part in online wellbeing meetings and supported each other over the course of lockdown. Teacher wellbeing pack and staff recognition on World Teachers' Day were highly appreciated by staff.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Attendance <ul style="list-style-type: none"> • Increase the percentage of students attending 90% or more of time from 59.6% baseline in 2021 trending towards the lower bound target 65.2% in 2022. 	<p>The number of students attending 90% or more of time was 49.41% in 2021, which has not achieved our annual progress measure. Unfortunately, COVID-19 and subsequent remote learning has impacted on the effectiveness of the initiatives that were introduced in 2021.</p>
Wellbeing <ul style="list-style-type: none"> • Proportion of students reporting positive wellbeing that includes advocacy at school, sense of belonging and expectations of success to meet baseline target of 64.6% in 2021 and increase to 68.2% in 2022. 	<p>65.63% of students reported positive wellbeing at school including advocacy at school, sense of belonging and expectations of success, meeting the baseline target for 2021 being achieved. The 'Tell Them From Me' (TTFM) survey showed 63% of students felt accepted and valued by their peers and 86% of students demonstrated positive behaviour at school.</p> <p>TTFM survey also indicated that the school mean of 6.0 (on a 10 point scale) is at par with the NSW Government norm for advocacy at school where students feel they have someone at school who consistently provides encouragement and can be turned to for advice.</p> <p>Data from the TTFM survey also showed the school mean of 7.4 (on a 10 point scale) to be above the NSW Government norm of 7.0 for expectations of success where students feel that school staff emphasise academic skills and hold high expectations for all students to succeed.</p>
Positive Relationships <ul style="list-style-type: none"> • Improved use of positive communications to parents and students by at least 5% from 2019 levels. 	<p>Whilst there was no formal survey to measure positive communications, the phone calls, emails and social media messages of appreciation from parents and students was reflective of school's measures and efforts in supporting learning and wellbeing of students and families. Staff and student wellbeing programs could not be offered or implemented due to COVID-19 lockdown and subsequent restrictions. However, students were extensively supported by staff for their welfare and learning through regular phone check-ins and online meetings, resulting in positive interactions with the parents and students.</p>
Teacher Confidence <ul style="list-style-type: none"> • Teacher satisfaction survey improvement of 5% each calendar year. 	<p>Improved teacher satisfaction was captured informally through faculty review success stories, support received throughout the year including COVID-19 lockdown and coaching and mentoring program for teachers. Teacher growth and development across the career stages has been supported by programs including the Beginning Teacher and 2IC process. Whilst accreditation deadlines were paused due to COVID-19, beginning teachers continued to receive coaching and mentoring support through the Beginning Teacher program.</p> <p>A specific focus on supporting teachers with the delivery of online learning was driven by the impact of COVID-19. Established processes and programs such as faculty reviews, PDP observations, Beginning Teacher Program and 2IC processes continued to identify teacher expertise and best practices employed by teachers to drive improvement in teaching practices and student results.</p>

Strategic Direction 3: Respect and Responsibility

Purpose

It is vital that our whole community not only focus on showing respect for each other in all ways, but also focus on each of our responsibilities toward each other as positive and productive members of our community who treat each other well.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Focus on citizenship
- Aligning expectations

Resources allocated to this strategic direction

Per capita: \$7,500.00

Professional learning: \$5,500.00

Socio-economic background: \$15,000.00

Summary of progress

Equity issues were regularly addressed through the Citizenship program. Students focused on social justice to consider not only issues of immediate concern to students but also broader issues in the community. Fundraisers were held for worthy causes and charities to promote awareness of real issues in society and to create a sense of community. Positive interactions amongst students and staff increased significantly during the year. Learning platforms such as CANVAS and Education Perfect increased student engagement thus reducing negative interactions with students. Regular wellbeing check-ins during the online learning phase resulted in developing positive relationships with students and parents.

Students participated in a workshop called 'Just Society' to extend their learning in Citizenship, linking in with social justice and respecting cultural diversity. Year 10 students engaged and connected with the younger members of the community (Bambino's Child Care) to implement a pilot program targeting fundamental movement skills conducted by Munch and Move in South East Sydney Local Health District (SESLHD).

Community Engagement learning modules required students to research the specific needs of a group within the community and then engage with them outside of the school setting and meet their needs. Students celebrated school's cultural diversity, raised awareness about and encouraged inclusiveness, respect and a sense of belonging for everyone by organising and taking part in Harmony Day activities. Fundraisers to promote awareness of real issues in society and to create a sense of community were held at school during the first semester. These fundraising events for worthy causes and charities included World's Greatest Shave for Leukemia foundation, Biggest Morning Tea & Daffodil Day for Cancer Council, Steptember Challenge for cerebral palsy.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Citizenship Focus <ul style="list-style-type: none">• The proportion of students demonstrating global citizenship and fulfilling their civic and social responsibilities, respecting cultural diversity and contributing towards the well-being of the community increases to baseline measure of 50% in 2021.	<p>Annual student reports for 2021 indicate an upward trend of nearly 55% students having a sound understanding of their civic responsibilities and contributing towards the society. Citizenship teaching and learning programs and units of work developed and delivered to enhance student understanding on sustainability, social justice, financial literacy, and media and advertising. The High Resolves program encouraged critical thinking about social change, complex barriers in achieving social justice and fostered the meaning of being a global citizen.</p> <p>COVID-19 restrictions presented many challenges in connecting with the community but online learning focused on social justice principles, most particularly in the Citizenship course undertaken throughout the year by all</p>

Citizenship Focus <ul style="list-style-type: none"> • The proportion of students demonstrating global citizenship and fulfilling their civic and social responsibilities, respecting cultural diversity and contributing towards the well-being of the community increases to baseline measure of 50% in 2021. 	<p>students in Years 7 - 10.</p>
Aligning Expectations <ul style="list-style-type: none"> • Increase formal positive interactions with students by at least 5% in 2021. • Decrease negative interactions with students by at least 2.5% in 2021. 	<p>Student data from TTFM survey reports an increase of 6% positive behaviour at school from 80% in 2020 to 86% in 2021. Students reporting that they understand the rules and expectations for behaviour was evident in the school mean of 6.2 (on a 10 point scale) being significantly above the NSW Government norm of 5.6. Signage for our buzz words, in the main background languages of students, is displayed throughout the school to promote respect in all its forms.</p> <p>The school continued to use established systems to promote positive behaviour, especially during the period of learning from home as a strategy to increase student engagement. The school's award system and positive recognition provided opportunities to acknowledge positive behaviour, demonstrated by an increase of 54% of positive interactions with students in 2021 (Sentral positive entries - 368 in 2020 to 806 in 2021).</p> <p>The impact of COVID-19 and learning from home during this year contributed to a shift in the number of negative interactions with students. Established systems and processes to remediate negative behaviours (plans, monitoring cards and student contracts) needed to be refined to suit online learning. Positive and negative behaviours were continually monitored by all teachers and executive via Sentral. Negative interactions with students dropped by 37% in 2021 (Sentral behaviour data). Suspension data indicates a drop of 23% in suspensions during 2021. The impact of COVID-19 and learning from home were contributing factors to these results.</p>
Community Satisfaction & Service <ul style="list-style-type: none"> • Improve community satisfaction with students by 5% in 2021. 	<p>COVID-19 presented challenges in measuring community satisfaction on a formal basis. However, students were afforded the opportunities to become active members of their community through community service. They took part in Clean Up Australia day and engaged with RSL John Edmondson VC Gardens to have a lasting, positive impact on society. Students demonstrated an increased awareness of real issues in society and reported an increased satisfaction in engaging with the community and in making an impact through community service.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$171,556.00</p>	<p>Integration funding support (IFS) allocations support eligible students at John Edmondson High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations • Authentic teaching and learning • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • engagement of additional teachers and SLSOs to assist students with learning needs through personalised and adjusted support in classrooms • staffing release for targeted professional learning around autism and differentiation and providing release for classroom teachers to undertake professional learning related to the funded student • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLaSPs) • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in: modification of teaching and learning programs and assessments to include differentiation. Students demonstrating progress towards their personalised learning goals. PLaSPs implemented ensuring eligible students received personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: to review each student's PLaSP for effectiveness and adjust accordingly to specifically address their learning and support needs.</p>
<p>Socio-economic background</p> <p>\$792,443.87</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at John Edmondson High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations • Literacy and Numeracy Progressions • Building positive relationships • Aligning expectations • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement QuickSmart literacy and numeracy program to support identified students with additional learning needs • equitable access to specialist resources such as Chromebooks for students in each classroom and access to 'Fitness Centre' at school • professional development of staff on Literacy and Numeracy progressions and Focused Reading through the Strategic School Support (SSS) team and Literacy and Numeracy teams to support student learning • employment of additional staff to support wellbeing and student engagement • providing students without economic support for educational materials, uniform, equipment, excursions and other items <p>The allocation of this funding has resulted in: student improvement evidenced by NAPLAN results that show school is sustaining and growing in adding value for students across year 7 to year 9.</p>

<p>Socio-economic background</p> <p>\$792,443.87</p>	<p>Despite the significant COVID-19 disruptions, 22.5% of our year 9 students achieved the Top Two bands in NAPLAN, an increase of nearly 2% from 2019. Also, nearly 20% of our HSC students were placed in the Top Two and nearly 50% in Top Three HSC achievement bands. All students were able to stay engaged with their learning during the COVID-19 lockdown through the school's online learning management system CANVAS and educational software Education Perfect.</p> <p>After evaluation, the next steps to support our students with this funding will be: establishing HSC support team to analyse student achievement data and provide targeted support for our HSC students. Strengthening our literacy and numeracy teams with additional staff to support our trajectory towards achieving school targets. Developing and implementing targeted wellbeing program in conjunction with an external provider such as Black Dog Institute and the support of SSO, aimed at students thought to be at risk of not completing school.</p>
<p>Aboriginal background</p> <p>\$30,432.51</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at John Edmondson High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Authentic teaching and learning • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • releasing staff to to meet with parents and students to develop Personalised Learning Pathway (PLP) plans for all Aboriginal and Torres Strait Islander students. <p>The allocation of this funding has resulted in: PLPs implemented and monitored thus providing targeted support for leadership, tutoring and mentoring experiences for our Aboriginal students. All of our 2021 HSC Aboriginal students achieved their HSC Minimum Standards and the HSC Average mark of our Aboriginal students was above the DoE Average mark. In the 2021 TTFM survey, 49% of our Aboriginal students indicated that they felt good about their culture while at school and 24% students were undecided about this.</p> <p>After evaluation, the next steps to support our students with this funding will be: to engage additional staff to liaise with Network Special Support Services to facilitate improved student engagement and attendance of our Aboriginal students. Additional SLSOs will be engaged to support the learning and wellbeing needs of our Aboriginal students.</p>
<p>English language proficiency</p> <p>\$164,355.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at John Edmondson High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives

<p>English language proficiency</p> <p>\$164,355.00</p>	<ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in: our EAL/D students achieving higher Average NAPLAN score as compared to the SSSG EAL/D students. In addition, around 8% of our EALD students are part of the 11% of our students achieving the NAPLAN Top 2 bands. EAL/D support has resulted in improved English language proficiency for our students, as noted in teacher observations and work samples, thus enabling them to access curriculum content, communicate effectively with their peers and teachers and achieve equitable learning outcomes. 2021 EAL/D students achieved a higher HSC Average Course Mark (+3.5) compared to the SSSG group.</p> <p>After evaluation, the next steps to support our students with this funding will be: to engage additional SLSOs to provide bilingual support and to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds. EAL/D funding will also be expended to develop a whole school EAL/D Support Strategy, which will include developing language learning resources to provide individual or small group support to our EAL/D students.</p>
<p>Low level adjustment for disability</p> <p>\$479,858.94</p>	<p>Low level adjustment for disability equity loading provides support for students at John Edmondson High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Building positive relationships • High Expectations • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students within the classroom • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • support for students in Life Skills and HSC Special Provisions settings <p>The allocation of this funding has resulted in: school's value-add results for year 7 to year 9 are sustaining and growing and are above the DoE State average. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. LaST and SLSO teams worked collaboratively with classroom teachers to develop and implement adjusted teaching strategies for students on the NCCD register. Individual student support plans allowed students to access high quality academic, sporting and extra-curricular programs along with special social and wellbeing programs. Social club programs helped students to have a better understanding of friendships and relationships, in addition to building trust. Wellbeing programs allowed students to have an enhanced understanding of their personal hygiene, social support and wellbeing. Life Skills and HSC Disability Special Provision programs allowed students with disabilities to access special support in meeting their learning and assessment outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will</p>

<p>Low level adjustment for disability</p> <p>\$479,858.94</p>	<p>provide additional support for identified students through the employment of trained SLSOs. Professional learning and external support from specialist support services will be sought to maximise support for students with learning difficulties and disabilities.</p>
<p>Professional learning</p> <p>\$92,286.49</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at John Edmondson High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations • Building positive relationships • Building teacher confidence • Focus on citizenship • Authentic teaching and learning • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaged external provider to deliver professional learning to executive staff on empathetic leadership and other strategic initiatives for school improvements • engaged Strategic School Support (SSS) team and in-school expertise to provide strategic and ongoing support to teachers, executives and aspiring leaders through targeted professional learning <p>The allocation of this funding has resulted in:</p> <p>increased capacity of all teachers to embed effective practices in the explicit teaching in classrooms, resulting in improved internal and external student results. Professional learning on Focused Reading, delivered through online Teach Meet sessions enhanced the confidence of teachers to increase vocabulary of students, as evidenced in the survey done by the SSS team. Teacher growth and development across the career stages, including the Beginning Teacher and 2IC, has been supported by professional learning practices.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>targeted professional learning aligned with individual teacher's goals as per their Performance and Development Plan (PDP) and with whole school based improvement targets.</p>
<p>Beginning teacher support</p> <p>\$89,070.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at John Edmondson High School during their induction period.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Building positive relationships • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • professional learning for beginning teacher's induction and professional development • releasing HT Teaching and Learning to act as mentor for beginning teachers and support them in their early years of teaching • reduced teaching load for beginning teachers to plan and observe other teachers' practice. <p>The allocation of this funding has resulted in:</p> <p>intensive program of support and mentoring for beginning teachers, allowing them to gain a deeper understanding of the needs of their students in order to plan learning experiences that effectively cater for individual student</p>

<p>Beginning teacher support</p> <p>\$89,070.00</p>	<p>needs. They were supported through demonstration lesson, observation feedback and professional learning to refine and enhance their programming and assessment practices and ability to use data to guide future learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: focus on Learning Intentions and Success Criteria, along with a range of assessment strategies, thus promoting consistency in teacher expectation and judgement.</p>
<p>School support allocation (principal support)</p> <p>\$56,590.40</p>	<p>School support allocation funding is provided to support the principal at John Edmondson High School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • appointment of Business Manager (BM) to manage the WHS and finance portfolios and to reduce the administrative tasks of Principal. In addition, managing the PPP life-cycle projects, new projects' compliance and day-to-day maintenance of school facilities <p>The allocation of this funding has resulted in: compliance and efficient management of the school's business functions including administration, asset management, procurement, finance and work health and safety. The 2021 EV has validated the school as excelling in providing school resources for students and in management practices.</p> <p>After evaluation, the next steps to support our students with this funding will be: continuation of Business Manager role for further compliance in WHS and delivery of new projects such as Covered Outdoor Learning Area and Tiered Learning and Performance Theatre for our students.</p>
<p>COVID ILSP</p> <p>\$297,211.92</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in literacy and numeracy • releasing staff to analyse school and student NAPLAN and BEST data to identify students for small group tuition groups and monitor progress of student groups • employment of teachers to provide intensive small group tuition for identified students to progress them to higher bands • employing and releasing staff to coordinate the program <p>The allocation of this funding has resulted in: improved student learning outcomes of students in areas of literacy and numeracy. In-depth data analysis was done to identify the students in the lower Top 2 bands and in the upper Middle 2 bands to provide targeted support in literacy and numeracy in order to lift their NAPLAN performance. Through small group tutoring, the majority of the students in the program achieved significant progress towards their targets set in Education Perfect literacy and numeracy modules.</p>

<p>COVID ILSP</p> <p>\$297,211.92</p>	<p>After evaluation, the next steps to support our students with this funding will be: to provide individualised support or targeted small-group tuition for more students, including students who need support in HSC, literacy and numeracy.</p>
<p>Per capita</p> <p>\$287,142.73</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at John Edmondson High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Focus on citizenship • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • extending and enriching curriculum offered to students • cost centre allocations for faculty budgets and expenditure to support student learning <p>The allocation of this funding has resulted in: increased subject opportunities and choices for students. Faculties have been able to design and offer enhanced programs through acquisition of resources, resulting in enriched student learning experiences in their subject areas.</p> <p>After evaluation, the next steps to support our students with this funding will be: to develop and deliver programs to further extend student learning experiences and to support the primary partner schools in increasing collaboration for lifting student literacy and numeracy outcomes and enriching transition program.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	597	587	588	597
Girls	559	587	577	545

Student attendance profile

School				
Year	2018	2019	2020	2021
7	92.8	91.7	94.1	89.4
8	89.2	89.2	90.8	84.8
9	88.1	87.9	91.8	85
10	85.4	86.1	89.3	83.5
11	88.4	88.9	90.4	85.3
12	88.7	91.8	90.8	85.2
All Years	88.6	89.1	91.2	85.5
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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	5	25
Employment	7	10	15
TAFE entry	2	10	10
University Entry	0	0	51
Other	0	0	0
Unknown	0	2	10

Due to the effects of the COVID-19 pandemic lockdown, post-school destinations survey was not conducted and the above listed figures are estimates based on information received from school's career adviser. The inability to find a job, working in a job when not expected and traineeship or apprenticeship programs changed to remote learning were major factors that resulted in skewing this data.

Year 12 students undertaking vocational or trade training

38.33% of Year 12 students at John Edmondson High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

97.5% of all Year 12 students at John Edmondson High School expected to complete Year 12 in 2021 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
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	2,385,886
Revenue	13,988,855
Appropriation	13,571,106
Sale of Goods and Services	84,340
Grants and contributions	328,198
Investment income	2,495
Other revenue	2,715
Expenses	-15,333,322
Employee related	-12,335,545
Operating expenses	-2,997,777
Surplus / deficit for the year	-1,344,467
Closing Balance	1,041,419

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.

	2021 SBAR Adjustments (\$)
Targeted Total	124,257
Equity Total	1,467,090
Equity - Aboriginal	30,433
Equity - Socio-economic	792,444
Equity - Language	164,355
Equity - Disability	479,859
Base Total	10,751,046
Base - Per Capita	287,143
Base - Location	0
Base - Other	10,463,903
Other Total	614,902
Grand Total	12,957,295

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

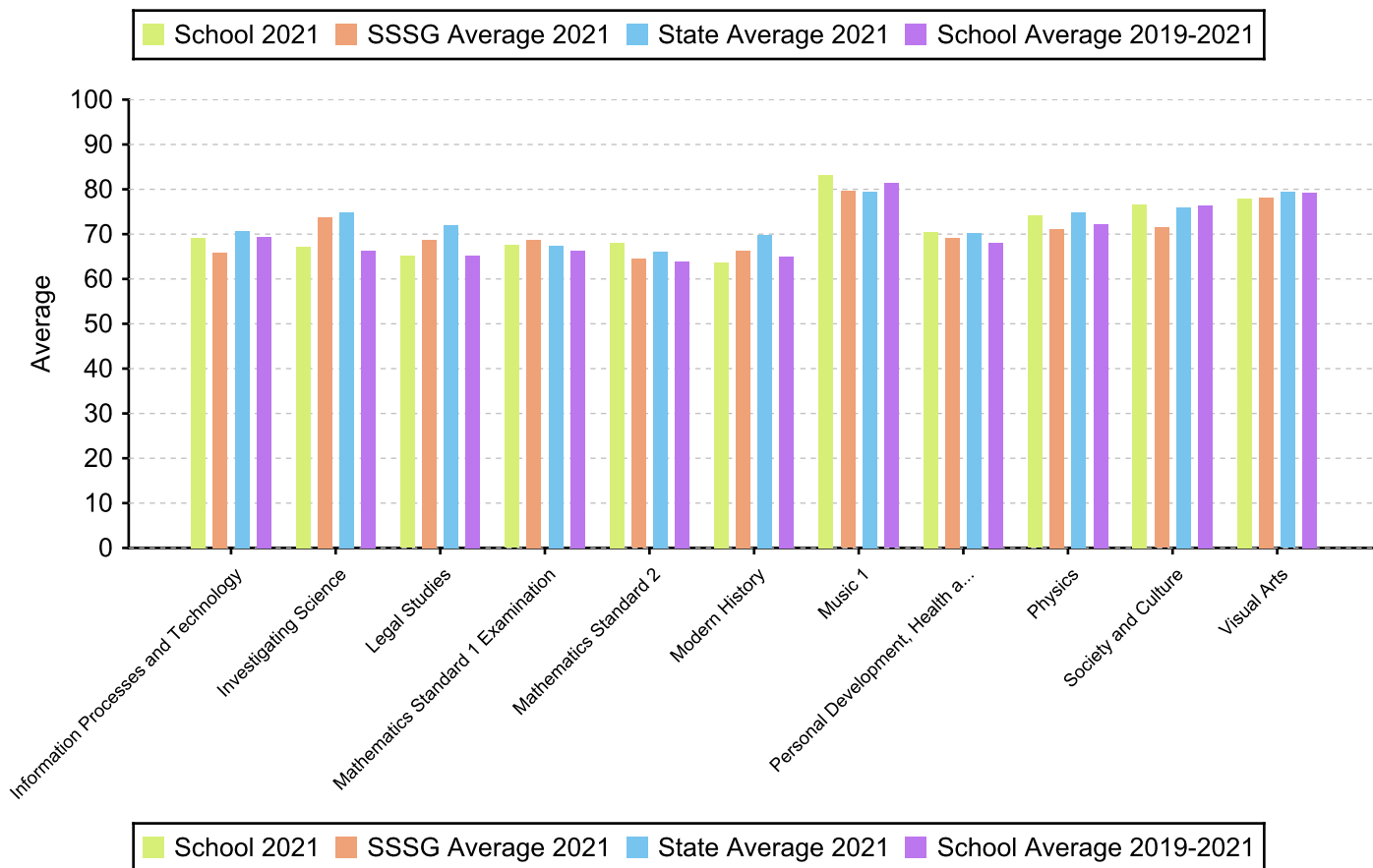
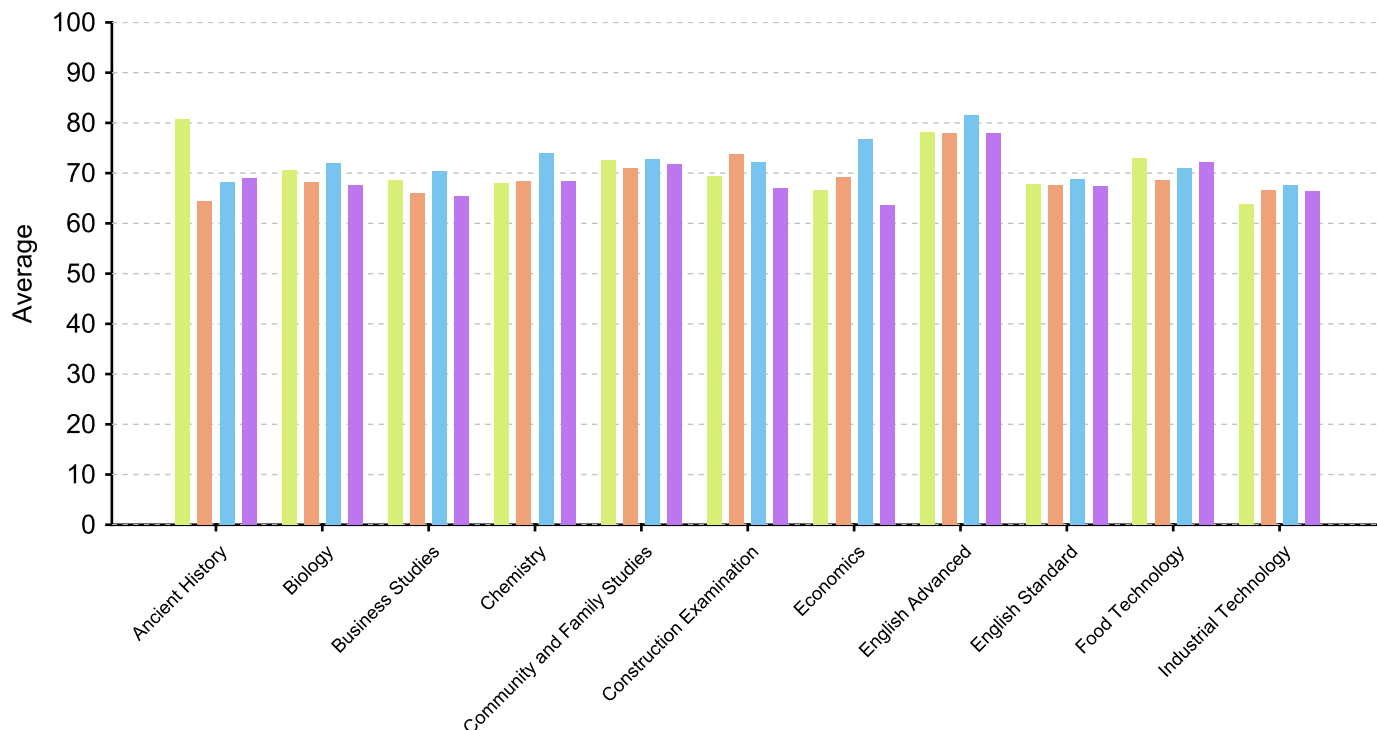
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

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 2021	SSSG	State	School Average 2019-2021
Ancient History	80.8	64.5	68.1	69.0
Biology	70.5	68.3	71.9	67.5
Business Studies	68.6	66.0	70.4	65.4
Chemistry	67.9	68.4	74.1	68.5
Community and Family Studies	72.6	71.1	72.7	71.7
Construction Examination	69.4	73.8	72.2	66.9
Economics	66.6	69.2	76.7	63.7
English Advanced	78.1	78.0	81.4	77.9
English Standard	67.7	67.5	68.8	67.3
Food Technology	72.9	68.6	71.0	72.2
Industrial Technology	63.9	66.5	67.7	66.3
Information Processes and Technology	69.2	65.8	70.8	69.4
Investigating Science	67.2	73.7	74.9	66.2
Legal Studies	65.1	68.7	72.0	65.3
Mathematics Standard 1 Examination	67.5	68.8	67.5	66.3
Mathematics Standard 2	68.0	64.5	66.1	63.8
Modern History	63.6	66.2	69.7	65.0
Music 1	83.2	79.6	79.4	81.3
Personal Development, Health and Physical Education	70.5	69.1	70.3	68.1
Physics	74.1	71.1	74.8	72.3
Society and Culture	76.7	71.5	76.0	76.3
Visual Arts	77.9	78.2	79.4	79.2

Parent/caregiver, student, teacher satisfaction

In 2021, the Tell Them From Me survey (TTFM), along with formal and informal consultation was used to collect information from the students, parents and staff about the school's progress in regards to school life and wellbeing. It is important to note that the mandated restrictions of COVID-19 had a significant impact on results and participation.

For students, as expressed through the Tell Them From Me Survey; the areas of positive learning climate and expectations for success are on a steady incline and sit above the state average. Advocacy and positive teacher-student relations are also on a steady incline and sit above state average. School survey indicated that 81% of students believed that there is growth in their learning within a high expectation environment that our school provides.

We regularly seek feedback from our community and use that feedback to improve our processes and delivery. Parents expressed a high level of satisfaction for the learning opportunities and resources provided to students and give positive and constructive feedback through email and school's Facebook page. Parents highly appreciated the efforts of school in supporting student learning and wellbeing during the COVID-19 learning from home period.

Strong collaboration is in place to support program development and lesson planning across faculties and teams to share information about student progress and need. Staff continue to feel satisfied in their professional shared practice. Professional learning is seen as a positive and collegial framework to reflect and improve pedagogy, resulting in deeper teacher quality. Staff felt supported in their goals identified in their PDPs and were able to discuss any areas of concern with their supervisors or a trusted mentor.

Upon reflection we are proud of the feedback we have received from all key stakeholders and are working hard to maintain and improve upon the relationships we value, between teachers, students and parents/carers.

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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.