

# 2022 Annual Report

## John Edmondson High School



8290

# Introduction

The Annual Report for 2022 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

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## Message from the principal

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While 2022 continued to be a disruptive and challenging year due to prolonged effects of COVID-19, staffing shortages and NSW floods, the John Edmondson High School community continued to thrive. We are an inclusive and innovative learning community where excellence in teaching and learning is visible and recognised. I am exceptionally proud of the staff, students and parents who all contributed to our outstanding achievements in 2022.

Students were well supported through tailored and specific wellbeing support programs and academic initiatives. We provided a strong level of support for the academic and welfare needs of all our students. I wish to extend my thanks to our Deputy Principals' Toni Robinson (Relieving), Luke Brennan (Acting), Anne Violi (Term 4) and Laura Seymour (Term 4), a strong wellbeing team and the executive leadership team for the significant role they have undertaken as active and engaged leaders. They worked with passion and pride to keep their staff optimistic as they managed to navigate through the complexities of a yet another heavily disrupted year. Our school is supported by reliable and quality teachers who continued to foster positive relationships, support and connect with students and their families throughout the year. I also extend my appreciation to our School Administration and Support Staff (SASS), Business Manager, General Assistant and Technology Support Officer. These pivotal staff continue to take so much pride in their association with the school supporting students, staff and the community. I am very fortunate to work with a team who maintain such a professional approach to all their work.

We have strong traditions and a reputation for excellence that is well recognised throughout our community. We have high expectations of ourselves and for our students and a talented and dedicated teaching and administrative staff to provide the best possible educational programs to cater for the needs of all our students. I feel privileged and exceptionally proud to lead a remarkable team that is passionate about maintaining high expectations and delivering a high quality and holistic education to over 1100 students.

We continue to maintain and expand the school's wonderful facilities, with the addition of a huge Covered Outdoor Learning Area (COLA) in 2022 to facilitate outdoor learning. We have a striking uniform that shows a pride in belonging to our school and a positive environment in which students work with each other and our staff every day. We have expanded our technology facilities to enrich student learning and improve service delivery.

We acknowledge the valuable contributions of many of our parents at our scheduled Parent & Community meetings. We strongly encourage parent participation in these meetings as it allows us to let parents know what is happening in the school, while also giving you all an opportunity to communicate with us. I encourage our school community to have positive and rich communication between us, to allow us to develop a partnership in education to achieve the best possible outcomes for students.

Our students embrace our school motto, "Virtus et Integritas", meaning Courage and Integrity. Our motto is emblazoned in Latin on our crest to symbolise our commitment to learning. The words of our motto referring proudly to the legacy from our namesake, John Edmondson VC, whose courage and integrity in his life and tragic death played no small part in securing the freedoms we hold dear.

I am proud to see courage and integrity every day from our students in their journey into adulthood to prepare for the future as we guide them towards success.

I congratulate the school community for the strength and commitment they have shown in 2022 and I am collectively grateful for the cooperation and support from staff, students and their families. I look forward to continuing to work closely with the John Edmondson High School community to ensure continued school improvement and future successes.

Brij Khanna

PRINCIPAL

## School vision

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

The school 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.

The school serves 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 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 students in the top quarter of Socio-Educational Advantage (SES).

John Edmondson High School promotes equity and excellence so that students become successful learners, confident and creative individuals and active and informed citizens. This enables students to be positive and productive members of the community. The school achieves 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. The school has strong relationships with its partner schools to ensure a clear passage of information to support one another as well as gain knowledge of the students enrolling in the Year 7 enrolment process.

The 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. The school provides 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 its 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 informed 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. 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.

Our self-assessment 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>

### Self-assessment using the School Excellence Framework

Elements	2022 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: 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
- Authentic teaching and learning
- Improving Literacy and Numeracy

### Resources allocated to this strategic direction

**Professional learning:** \$16,500.00  
**Aboriginal background:** \$10,000.00  
**English language proficiency:** \$19,923.00  
**Integration funding support:** \$20,900.00  
**Socio-economic background:** \$166,747.88  
**Low level adjustment for disability:** \$15,000.00  
**Per capita:** \$4,000.00

### Summary of progress

The school's focus for 2022 was on high impact professional learning to support the identification of interventions and modification of teaching practices to meet the needs of all students. Literacy, Numeracy and HSC achievement practices were refined with a greater focus on enhancing aspirational expectations for student learning growth and development. NAPLAN data indicated that students needed further support in the 'Reading' and 'Numeracy' domains to meet the improvement targets of expected growth. Literacy & Numeracy teams were restructured and continued to benefit from the reduced teaching. They developed and modified teaching resources and provided support to the teachers in the classroom.

Teachers were provided with regular opportunities, through 'Teach Meet' sessions, to actively evaluate, share and discuss learning from targeted professional development delivered by school teams to improve whole school practice. The Executive team received guided support to conduct deeper analysis of student data in identifying areas of development, future projections and strategies to improve learning outcomes. Faculty teams employed data informed practices to refine and differentiate quality teaching practice focused on reading, numeracy and HSC achievement.

The school's Literacy team continued to implement the sustainability plan, co-designed with external teams to embed the Focused Reading Program at a whole school level. 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. A review of embedded literacy lessons will inform future directions, including the allocation of an additional SLSO to the QuickSmart program to increase the reach of this targeted intervention.

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 student ability, explicit strategies to lift student numeracy outcomes were selected and implemented. In 2023, the Mathematics faculty will engage with the Mathematics Growth Team to support the use of evidence-based, best-practice assessment and teaching practices in mathematics and numeracy.

An improvement in the proportion of HSC students in the top two and three bands was impeded by the disruptions throughout the year including lingering effects of COVID-19, shortage of expert staff and NSW floods. As a result, there has been a decrease in the number of students achieving the top bands. In order to lift HSC outcomes, the school intensified a focus on identifying growth in the discriminating features of high achievement within HSC student work to improve student achievement. Professional learning to embed effective practices in the explicit teaching in classrooms will continue to be the focus next year.

### 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
<ul style="list-style-type: none"> <li>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% to a minimum of 14.3% by 2022.</li> </ul>	<p>NAPLAN scores indicate 7.6% of students in year 7 and 9 are in the Top Two Bands in Reading, meeting the baseline target. In order to increase the proportion of students in the top two bands in reading, the school used Progressive Assessment Testing (PAT) to develop a baseline for reading data and identify starting points for learning, target teaching and monitor growth. However, progress is yet to be seen towards the lower target percentage.</p>
<ul style="list-style-type: none"> <li>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% to a minimum of 20% by 2022.</li> </ul>	<p>NAPLAN scores indicate 14.6% of students in year 7 and 9 are in the Top Two Bands in Numeracy, meeting the baseline target. In order to increase the proportion of students in the top two bands in numeracy, the school used Progressive Assessment Testing (PAT) to develop a baseline for numeracy data and to identify starting points for learning, target teaching and monitor growth. However, progress is yet to be seen towards the lower target percentage.</p>
<ul style="list-style-type: none"> <li>Students achieving Expected Growth in NAPLAN Numeracy increases above the baseline of 64.2% trending towards the lower bound target of 69.1% by 2022.</li> </ul>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However, an ongoing focus on data analysis (PAT testing, NAPLAN and internal assessments) to inform targeted interventions are required to uplift student numeracy outcomes. In order to increase the percentage of students achieving expected growth in Numeracy, the Mathematics faculty will engage with the Mathematics Growth Team to support the use of evidence-based, best-practice assessment and teaching practices in mathematics and numeracy.</p>
<ul style="list-style-type: none"> <li>Students achieving Expected Growth in NAPLAN Reading increases above the baseline of 55.5% trending towards the lower bound target of 62.3% by 2022.</li> </ul>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. The school piloted Renaissance Star Reading program for impact in lifting student literacy outcomes and will be implementing this program in 2023. This program will allow the literacy team to transform assessment data into action steps, giving teachers helpful insights and tools to strengthen instruction.</p>
<ul style="list-style-type: none"> <li>Improvement in the percentage of HSC course results in Top Two Bands from 15.5% baseline trending towards the lower bound target 21.7% in 2022.</li> </ul>	<p>HSC data for 2022 indicates 16.92% of students attained results in the Top Two Bands demonstrating achievement of baseline target of 15.5%. Significant progress towards the lower bound target of 21.7% was impeded by the disruptions throughout the year. An in-depth analysis of HSC result data and trends in performance was conducted by all staff and executive teams. This data analysis identified areas for improvement and led to professional learning focused on increasing capacity of all teachers to embed effective and explicit teaching practices in classrooms.</p>
<ul style="list-style-type: none"> <li>Improvement in the percentage of HSC course results in Top Three Bands from 46.2% baseline trending towards the lower bound target 52.4% in 2022.</li> </ul>	<p>HSC data for 2022 shows 38.72% of students attained results in the Top Three Bands demonstrating that the school did not achieve the system negotiated target. The school has a renewed focus on identifying growth in the discriminating features of high achievement within HSC student work to improve student achievement. Professional learning to embed effective and explicit teaching practices will continue to be the focus next year.</p>
<ul style="list-style-type: none"> <li>Increase the proportion of Aboriginal students attaining Year 12 to 50%, while maintaining their cultural identity.</li> </ul>	<p>Data indicates that 75% of Aboriginal students attained their HSC in 2022, whilst maintaining their cultural identity. This shows an achievement of the annual progress measure. Furthermore, the HSC Average Score for the school's Aboriginal students was above the State average. Tell Them From Me (TTFM) student data from 2022 indicates 45% of Aboriginal students feel good about their culture and 20% remain undecided about how they feel.</p>

## Strategic Direction 2: Wellbeing for all

### Purpose

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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

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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

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**Professional learning:** \$10,000.00

**Low level adjustment for disability:** \$10,000.00

**Socio-economic background:** \$69,725.00

### Summary of progress

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The school's focus for 2022 was on the social, emotional and physical wellbeing of students and staff through the development of a culture of inclusion and acceptance within the school and community. Staff wellbeing focused on the delivery of activities that were identified by staff as contributing positively to their wellbeing.

The Student Leadership team and SRC co-designed targeted programs and initiatives to address identified needs, inform the school community about important issues and drive collective support through fundraising and special event days to maintain a culture of inclusion and acceptance. The student leaders conducted 'Anti-Bullying and Building Resilience' workshops with year 7 students, who reported a better understanding of the strategies they can use to address conflict and where to seek support from. In addition, senior students led 'Peer Mentoring' sessions across the year proved to be extremely successful with nearly 90% students reporting positive outcomes because of these mentoring sessions.

The annual Harmony Day event incorporated co-designed activities with student leaders and allowed students to have a better understanding of inclusivity and multiculturalism. The Head Teacher - Student Success and Anti-Racism Contact Officer (ARCO) completed professional learning to build knowledge and understanding to support the leading of Multicultural & Anti-Racism Education at JEHS. Teachers were incentivised with period allowances to run welfare clubs and programs for students during lunch. This resulted in a positive culture at school where students reported feelings of positive wellbeing, being accepted by their peers and others at school. Students have identified an increase in knowing who at school they can seek support from, with many self-referring to both the SSO and school counsellor.

Positive reward assemblies and activities were organised to acknowledge and celebrate student learning, improvement attendance and behaviour. Processes and procedures to monitor and address attendance concerns were reviewed in consultation with external teams including the Home School Liaison Officer.

The professional learning team and senior executive, informed by teacher feedback, developed a series of events and activities across terms 3 and 4 to promote staff wellbeing. Teacher confidence continues to be developed through the identification of expert teachers to run initiatives and contribute to the coaching and mentoring of staff across the career stages.

Next year the school will continue to create opportunities to further enhance wellbeing initiatives. Greater emphasis will be placed on student agency and identification of opportunities where student voice can be leveraged in the co-design of initiatives.. The school will continue to access the 'Team Around a School' and external agencies to assist in the development of plans and delivery of programs that support the monitoring of student attendance and wellbeing. The school will support the middle leaders within the school, with opportunities to access internal and external professional learning and coaching and mentoring. Modelling through scaffolds and explicit instructions will support the executive and team leaders to lead an initiative within this strategic school plan, increasing accountability and addressing a gap in evidence of implementation fidelity.

### Progress towards achieving improvement measures

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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
<ul style="list-style-type: none"> <li>• Increase the percentage of students attending 90% or more of time from 59.6% baseline trending towards the lower bound target 65.2% in 2022.</li> <li>• Decrease proportion of students attending less than 80% of the time or more by 5%</li> </ul>	<p>The number of students attending more than 90% of the time was 50.86% in 2022, which is an improvement from 2021 (49.4%). However, the school has not achieved this annual progress measure and continues to work towards achieving targets set in relation to the proportion of students attending more than 90% of the time.</p> <p>The proportion of students attending less than 80% of the time could not be compared due to unreliable data from 2021. Unfortunately, factors beyond the school's control such as COVID-19 related sickness, staffing shortages and floods impacted on the effectiveness of the initiatives that were introduced in 2022. The school will continue to work with the school community to implement attendance improvement initiatives.</p>
<p><b>Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Proportion of students reporting positive wellbeing that includes advocacy at school, sense of belonging and expectations of success to 68.2% in 2022 with a baseline target of 64.6%.</li> </ul>	<p>61.2% of students reported positive wellbeing at school including advocacy at school, sense of belonging and expectations of success indicating progress towards the baseline target for 2022.</p> <p>The 'Tell Them From Me' (TTFM) student survey showed 57.12% of students felt accepted and valued by their peers and 47.82% of students felt they have someone at school who consistently provides encouragement and can be turned to for advice. Data from the TTFM survey also showed 78.81% of students agreed that school staff emphasise academic skills and hold high expectations for all students to succeed.</p>
<ul style="list-style-type: none"> <li>• Improved use of positive communications to parents and students by at least 5% from 2019 levels.</li> </ul>	<p>The 'Tell Them From Me' parent survey data indicates 82% of parents strongly agree or agree that they are satisfied with general communication from the high school.</p> <p>The use of formal positive communications to parents and students has decreased from 2019 levels. However school attendance initiatives (Attendance Pins and Attendance Reward activities) received a positive response from students and provided an additional level of positive communications to the school community via social media.</p>
<ul style="list-style-type: none"> <li>• Teacher satisfaction survey improvement of 5% each calendar year.</li> </ul>	<p>Engagement is a global measure of employee experience. People Matters Employee Survey data indicate 47.9% of staff are engaged and connected to their organisation. Survey data identified effective manager communication and an inclusive work place as strengths. In addition, 84.6% staff agreed that they were given opportunities to use a variety of skills. However, there was no formal survey conducted to capture teacher satisfaction.</p> <p>Teacher growth and development across the career stages has been supported by programs including the Beginning Teacher and 2IC process. Six teachers received coaching and mentoring support through the Beginning Teacher program with two successfully gaining accreditation at Proficient in 2022 .</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

**Professional learning:** \$10,500.00

**Per capita:** \$8,000.00

**Socio-economic background:** \$35,650.00

### Summary of progress

The school reviewed and refined behaviour management processes enabling greater consistency across the school, focusing on resetting teacher student expectations. A continued focus on broadening curriculum and enriching student learning and engagement included the embedding of authentic STEM and Citizenship activities within teaching and learning programs. Engagement with the wider community resulted in activities that provided a greater sense of connectedness and pride.

Faculty teams and the executive reviewed the school's behaviour management plan, supported by a series of professional learning sessions designed to revisit key elements of effective classroom management and embed new policies and procedures within school's practices. Positive management strategies and behavioural expectations were refined and strengthened.

Students engaged in programs designed to develop connections with the community, including Bambino's Child Care, VC Edmondson Nursing Home, local businesses, Primary Partner schools and the P&C. This coupled with a strong work experience and white card program further strengthened strong community partnerships. These partnerships resulted in shared expectations aimed at enriching, engaging, and ensuring connectedness and pride. The P&C have actively supported the school through their promotional strategies at Parent/Teacher evenings and school's Annual Presentation evening.

Equity issues were regularly addressed through the STEM and Citizenship programs. Students focused on social and real-world issues while developing key skills and knowledge. Programs such as Robotics, Financial Literacy and Coding, afforded students opportunities to transfer their skills and knowledge into practice. A review of the Citizenship programs was conducted to determine the impact on student engagement and its effectiveness in creating strong informed citizens. The STEM program was reviewed, and the skills developed were transferred into successful extracurricular programs and projects such as Robotics.

Next year the school will continue to provide opportunities for teachers through high impact professional learning to model and share best practice strategies for classroom management so that all students can engage in productive learning, with minimal disruption. A different delivery mode will be trialled to embed STEM within Stage 4 Science teaching and learning programs and shifting the focus of citizenship to extracurricular activities co-designed with students and the community. The school will place a greater focus on student agency and identify opportunities where student voice can be leveraged in the co-designing of initiatives, including the student leadership team continuing to represent and contribute to school management and practices.

### 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

<ul style="list-style-type: none"> <li>• 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%.</li> </ul>	<p>Annual student reports for 2022 indicate an upward trend of nearly 55% of school students in years 7 to 9 and of 74% students in year 10, having a sound to high level of understanding of their civic responsibilities and contributions towards society.</p> <p>Citizenship teaching and learning programs and units of work were evaluated, modified and delivered to enhance student understanding of 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>An internal review of the STEM and Citizenship programs was conducted to determine the impact on student engagement and its effectiveness in creating strong informed citizens. Next year the school will trial a different delivery mode, embedding STEM within Stage 4 Science teaching and learning programs and deliver the citizenship initiatives through extra curricular activities, co-designed with students and the community.</p>
<p><b>Aligning Expectations</b></p> <ul style="list-style-type: none"> <li>• Increase formal positive interactions with students by at least 5% in 2022.</li> <li>• Decrease negative interactions with students by at least 2.5% in 2022.</li> </ul>	<p>Student data from TTFM survey reports a decrease of 3% positive behaviour at school to 83% in 2022.</p> <p>The school's award system and positive recognition of students provided opportunities to acknowledge positive behaviour. Established systems and processes focused on restorative practice (plans, monitoring cards and student contracts) were reviewed to meet new IER policy requirements and the Care Continuum.</p>
<p><b>Community Satisfaction &amp; Service</b></p> <ul style="list-style-type: none"> <li>• Improve community satisfaction with students by 5% in 2022.</li> </ul>	<p>COVID-19 continued to present challenges, for the majority of the year, in engaging with the community. However, in term 4 students were afforded opportunities to become active members of their community through community service. They took part in Clean Up Australia day and engaged with 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>\$123,128.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Expectations</li> <li>• Authentic teaching and learning</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLaSPs)</li> <li>• staffing release for targeted professional learning regarding autism and differentiation and providing release for classroom teachers to undertake professional learning related to curriculum adjustments and behaviour support for funded students</li> <li>• engagement of additional teachers and Student Learning Support Officers to assist students with additional learning needs through personalised and adjusted support in classrooms</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students demonstrating progress towards their personalised learning goals. Evaluation and modification of teaching and learning programs and assessments include differentiation to support student learning. Student Personalised Learning and Support Plans (PLaSPs) were regularly reviewed, updated and responsive to student learning needs and progress implemented ensuring eligible students received personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To review effectiveness of each eligible student's Personalised Learning and Support Plans (PLaSPs) and adjust accordingly to specifically address their learning and support needs. The use of integration funding will be regularly reviewed and adjusted throughout the year to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$848,336.88</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Expectations</li> <li>• Improving Literacy and Numeracy</li> <li>• Building teacher confidence</li> <li>• Focus on citizenship</li> <li>• Authentic teaching and learning</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement QuickSmart literacy and numeracy program to support identified students with additional learning needs</li> <li>• ongoing professional development of staff around explicit instruction, wellbeing and high expectations to support student learning</li> <li>• additional resourcing of Chromebook devices for students in each classroom at school to increase equitability of resources and services</li> <li>• employment of Head Teacher - Student Success to implement STEM</li> </ul>

<p>Socio-economic background</p> <p>\$848,336.88</p>	<p>teaching program and support initiatives for students from equity groups to succeed</p> <ul style="list-style-type: none"> <li>• providing students without economic support for educational materials, uniform, equipment, excursions and other items</li> <li>• employment of additional staff to support wellbeing and student engagement through attendance reward initiatives and lunch time social and wellbeing clubs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> NAPLAN results for the Year 7 and 9 cohorts demonstrated an increase in number of students achieving the Top Two Bands for Reading and Numeracy. Year 9 students demonstrated a lift in Writing from a raw score of 527.6 in 2021 to 539.0 in 2022. In addition, 100% of the school's HSC students achieved HSC Minimum Standards. Students absent from school due to various health conditions were able to stay engaged with their learning through the school's online learning management system CANVAS and educational software Education Perfect.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Strengthening support for literacy and numeracy teams to support the trajectory towards achieving targets. Next year, the school will engage additional executive and SASS staff and diversify their roles to focus on improving student learning, wellbeing and attendance rates. The school will continue to engage additional SLSO's to provide targeted support for students to achieve HSC Minimum Standards and to implement targeted wellbeing programs aimed at students thought to be at risk of not completing school.</p>
<p>Aboriginal background</p> <p>\$30,343.89</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Expectations</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• staffing release to meet with parents and students to develop Personalised Learning Pathway (PLP) plans for all Aboriginal and Torres Strait Islander students</li> <li>• community engagement to support and encourage Aboriginal students to complete their schooling and successfully transition into further education or employment</li> <li>• ensure all teachers are culturally competent and schools are culturally responsive, acknowledging connections to local Aboriginal culture</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> PLPs implemented and monitored thus providing targeted support for leadership, tutoring and mentoring experiences for the school's Aboriginal students. All Year 12 Aboriginal students achieved their HSC Minimum Standards and the HSC Average Course mark of school's Aboriginal students was above the DoE State Average Course mark. In the 2022, Tell Them From Me survey data, 45% of Aboriginal students indicated that they felt good about their culture while at school and 20% students were undecided about this. All staff at school undertook professional learning to have an understanding of various historical and contemporary aspects of Aboriginal and Torres Strait Islander peoples and cultures.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To engage additional support staff to facilitate improved student</p>

<p>Aboriginal background</p> <p>\$30,343.89</p>	<p>engagement, learning and attendance of the Aboriginal students. The High Potential and Gifted Education (HPGE) team will initiate and integrate procedures to assess and identify HPGE Aboriginal students. The school's HPGE and Aboriginal Education team will engage with Aboriginal families and community in respectful, culturally appropriate and supportive ways and develop Personalised Learning Pathway (PLP) plans to provide tailored support in extending their outcomes in the identified HPGE domains.</p>
<p>English language proficiency</p> <p>\$288,584.38</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Expectations</li> <li>• Authentic teaching and learning</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing to provide intensive support for students identified in the beginning and emerging phases</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> EAL/D students achieved higher Average NAPLAN score (+10.5) as compared to the SSSG EAL/D students. In addition, there is an increase of around 5% in the EAL/D students in the 'Consolidating' phase achieving the NAPLAN Top 2 bands in Reading and Numeracy as compared to 2021. EAL/D support has resulted in improved English language proficiency for students thus enabling them to access curriculum content, communicate effectively with their peers and teachers and achieve equitable learning outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Employing an EAL/D head teacher to strengthen and oversee whole school planning and effective EAL/D program organisation to meet the needs of EAL/D students, including students from refugee backgrounds. EAL/D funding will also be expended to develop language learning resources designed to provide individual or small group support to EAL/D students. Additional School Learning and Support Officers will be engaged to gather and analyse EAL/D student data to inform planning and the development of intensive support for all students from EAL/D backgrounds.</p>
<p>Low level adjustment for disability</p> <p>\$479,116.80</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Expectations</li> <li>• Building positive relationships</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• engaging a learning and support teacher to work with individual students within the classroom</li> <li>• employment of additional staff to support teachers to differentiate the</li> </ul>

<p>Low level adjustment for disability</p> <p>\$479,116.80</p>	<p>curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</p> <ul style="list-style-type: none"> <li>• support for students in Life Skills and HSC Special Provisions settings</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 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><b>After evaluation, the next steps to support our students will be:</b> Expanding the school's learning support team to include additional SLSOs. This will enable targeted support interventions for identified students. Professional learning and external support from network specialist services will be sought to maximise support for students with learning difficulties and disabilities. The school will also be investigating and implementing external wellbeing programs like Junction Works and Black Dog Institute's mental health support services to support students.</p>
<p>Professional learning</p> <p>\$93,379.26</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Expectations</li> <li>• Building positive relationships</li> <li>• Building teacher confidence</li> <li>• Focus on citizenship</li> <li>• Authentic teaching and learning</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaged executive staff in professional learning to lead strategic directions and initiatives for school improvement</li> <li>• engaged staff in High Impact Professional Learning (HIPL) designed to improve HSC learning outcomes through HSC Strategy PL</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Deepened teacher's focus on identifying growth in the discriminating features of high achievement within HSC student work samples thus improving student achievement collectively. Professional learning increased capacity of all teachers to embed effective practices in the explicit teaching in classrooms, resulting in improved internal and external student results. Teacher growth and development across the career stages, including the Beginning Teacher and 2IC, has been supported by professional learning practices.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Targeted professional learning aligned with individual teacher's goals as per their Performance and Development Plan (PDP) and with whole school based improvement targets. Teachers and executives will also engage in 'Curriculum Reform' professional learning to support the implementation of this new curriculum. The school will have a professional learning focus on 'Writing in Schools' and 'Mathematics Growth Strategy' programs to improve</p>



Professional learning \$93,379.26	student growth in literacy and numeracy.
COVID ILSP \$356,654.00	<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 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers to provide intensive small group tuition for identified students to progress them to higher NAPLAN bands</li> <li>• releasing staff to analyse school and student NAPLAN and BEST data to identify students for small group tutoring and monitor progress of student groups</li> <li>• development of resources to provide targeted, explicit instruction for student groups in literacy and numeracy</li> <li>• employing and releasing staff to coordinate the program</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 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 and QuickSmart literacy and numeracy modules.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To review existing support programs to determine those that need to be continued, extended or discontinued. Programs will be evaluated to assess the impact of individualised support. The focus will be on including more students for targeted small-group tuition, including students who need support in HSC, literacy and numeracy. A priority will be placed on the provision of additional in-class support for identified students to meet their personal learning goals.</p>
Student support officer (SSO) \$96,058.00	<p>These funds have been used to support improved outcomes and the achievements of staff and students at John Edmondson High School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• appointment of Student Support Officer (SSO) to enhance the wellbeing and learning outcomes of students</li> <li>• collaboration with the school counselling service and the school's wellbeing team to support students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Student Support Officer (SSO) supported the implementation of school's approach to wellbeing, helping students develop social and emotional skills through targeted strengths-based programs and strategies that build resilience, coping skills and positive relationships. Support was provided to over 900 students across three and a half terms, providing early intervention and prevention programs to enhance student wellbeing. Specific programs, in collaboration with external and other government agencies, were also delivered to support students and their families.</p>



Student support officer (SSO) \$96,058.00	<b>After evaluation, the next steps to support our students will be:</b> A continued focus on the provision of individualised support to support student wellbeing working in consultation with the school counsellors, welfare and senior executive teams. Expertise and evidence informed analysis of student needs will add value to the review of school-based programs and processes to ensure alignment with the Care Continuum and new policies in the wellbeing space.
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## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	587	588	597	564
Girls	587	577	545	540

### Student attendance profile

School				
Year	2019	2020	2021	2022
7	91.7	94.1	89.4	88.6
8	89.2	90.8	84.8	86.1
9	87.9	91.8	85.0	84.5
10	86.1	89.3	83.5	82.4
11	88.9	90.4	85.3	86.5
12	91.8	90.8	85.2	87.2
All Years	89.1	91.2	85.5	85.7
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

### 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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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	8	8
Employment	6	12	15
TAFE entry	8	12	15
University Entry	0	0	55
Other	0	0	3
Unknown	5	5	10

## Year 12 students undertaking vocational or trade training

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38.13% of Year 12 students at John Edmondson High School undertook vocational education and training in 2022.

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

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97.4% of all Year 12 students at John Edmondson High School expected to complete Year 12 in 2022 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)	12
Classroom Teacher(s)	54.5
Learning and Support Teacher(s)	2.8
Teacher Librarian	1
Teacher ESL	1.8
School Counsellor	2
School Administration and Support Staff	13.97
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	864,280
<b>Revenue</b>	14,588,975
Appropriation	13,988,090
Sale of Goods and Services	109,380
Grants and contributions	474,133
Investment income	13,832
Other revenue	3,540
<b>Expenses</b>	-13,964,958
Employee related	-12,162,933
Operating expenses	-1,802,025
<b>Surplus / deficit for the year</b>	624,016
<b>Closing Balance</b>	1,488,296

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.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	145,750
<b>Equity Total</b>	1,646,382
Equity - Aboriginal	30,344
Equity - Socio-economic	848,337
Equity - Language	288,584
Equity - Disability	479,117
<b>Base Total</b>	10,573,669
Base - Per Capita	288,560
Base - Location	0
Base - Other	10,285,109
<b>Other Total</b>	756,767
<b>Grand Total</b>	13,122,568

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

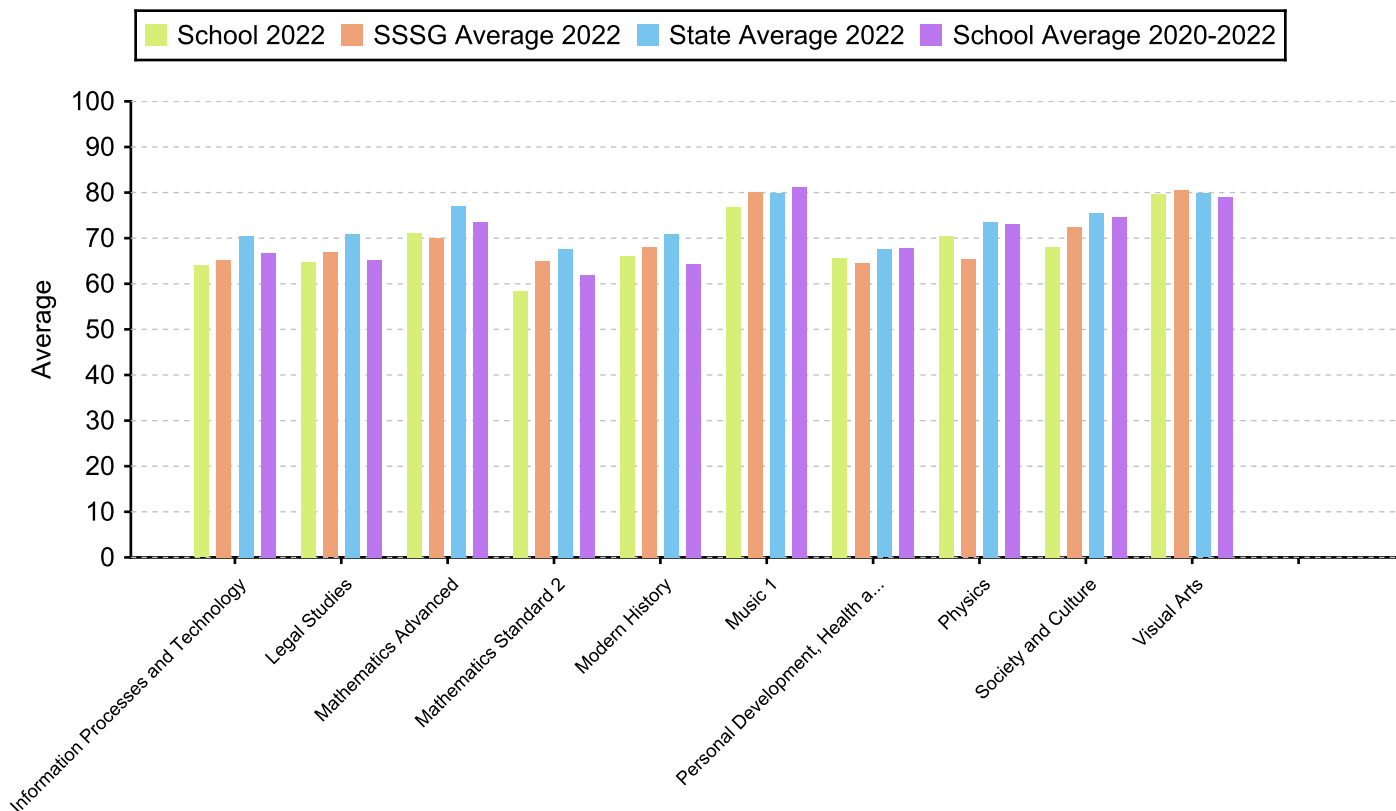
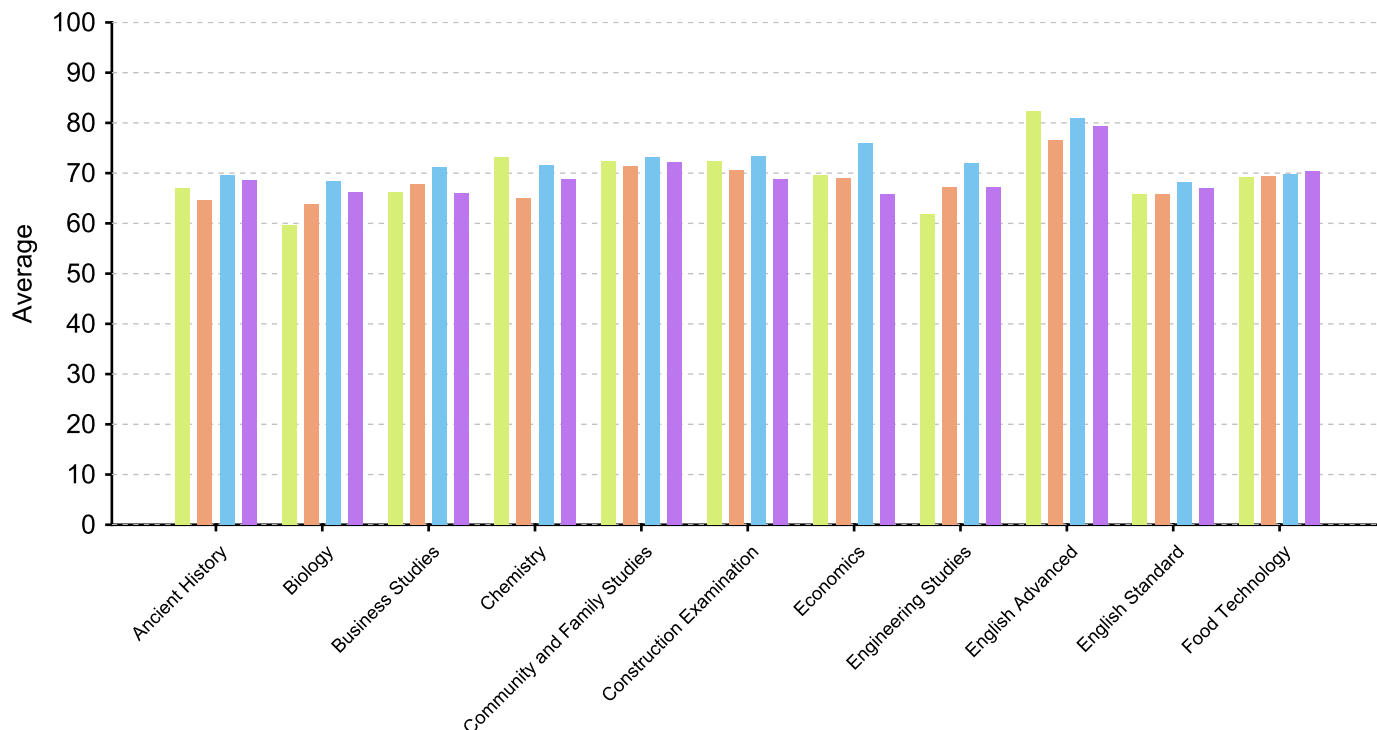
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

## 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 2022</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2020-2022</b>
Ancient History	66.9	64.6	69.6	68.6
Biology	59.6	63.8	68.5	66.1
Business Studies	66.1	67.8	71.2	65.9
Chemistry	73.2	65.0	71.7	68.8
Community and Family Studies	72.4	71.4	73.2	72.1
Construction Examination	72.3	70.6	73.3	68.9
Economics	69.5	69.0	76.0	65.8
Engineering Studies	61.8	67.3	72.0	67.1
English Advanced	82.4	76.6	81.0	79.3
English Standard	65.8	65.8	68.1	67.0
Food Technology	69.1	69.3	69.7	70.3
Information Processes and Technology	64.0	65.2	70.5	66.7
Legal Studies	64.8	66.9	70.8	65.2
Mathematics Advanced	71.1	70.1	77.1	73.5
Mathematics Standard 2	58.4	65.1	67.6	61.8
Modern History	66.1	68.2	70.9	64.4
Music 1	76.8	80.1	79.9	81.3
Personal Development, Health and Physical Education	65.6	64.5	67.5	67.9
Physics	70.4	65.3	73.5	73.1
Society and Culture	68.1	72.4	75.5	74.6
Visual Arts	79.6	80.6	79.8	79.0

## Parent/caregiver, student, teacher satisfaction

In 2022, surveys were used to seek the opinions of parents, carers, students and staff about the school. These surveys included: Tell Them From Me (TTFM) and The People Matters Employee Survey (PMES). The TTFM surveys included 'Partners in Learning' Parent survey and 'Student Outcomes and School Climate' Student survey. The results indicated:

**Parents:** 96% of parents indicated that John Edmondson High School was their first choice of high school for their child. The survey revealed parent's high-level of perception for school facilities, with 85% of parents recognising that the school facilities are well maintained and 81% of parents stating that the school's physical environment is welcoming. Whilst there is no data from previous years to compare with, 70% of parents felt that the school is a culturally safe place for all students and 23% remain undecided. 72% of parents would recommend this school to parents of primary school students. 65% of parents agreed that John Edmondson High School has a good reputation in the local community and over 80% of parents are satisfied with the general communication from the school. All survey respondents agreed that the school sought parent input, with 84% parents specifically mentioning consultation on school planning, development or review of policies and school reporting.

The school regularly seeks feedback from its community and uses that feedback to improve processes and delivery. Parents expressed a high level of satisfaction for the learning and wellbeing opportunities and resources provided to students and gave positive and constructive feedback through email and school's Facebook page.

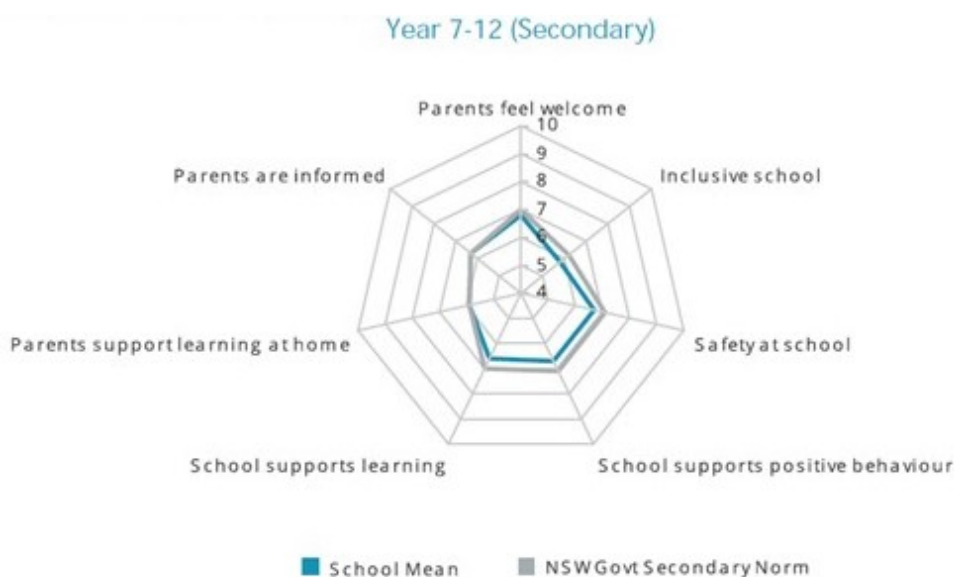
**Students:** 'Explicit Teaching Practices and Feedback', 'Advocacy at school', 'Positive learning climate', 'Expectations for success' were the highlights in the student survey, with school results above the NSW Govt Norm. Students reported that they feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn. They also recognised that they have someone at school who consistently provides encouragement and can be turned to for advice. Students acknowledged that school staff emphasise academic skills and hold high expectations for all students to succeed.

60% of student respondents indicated a positive sense of belonging, an increase of 3% in the last 6 months, indicating that students feel included and connected, and have positive relationships with peers and their teachers. Over 80% of students reported that they were usually or always treated with fairness and respect by their teachers and peers irrespective of their cultural background.

**Teachers:** Strengths and Key Drivers highlighted in the People Matter Employee Survey were reflective of staff feeling they have opportunities to use a variety of skills, are culturally accepted and valued, are comfortable notifying of any risks at work and understand the high expectations their manager have of them.

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. Strong collaboration is in place to support program development and lesson planning across faculties and teams to share information about student progress and need.

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.



Tell Them From Me - Partners in Learning - Parent Survey  
John Edmondson High 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 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

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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.