

2022 Annual Report

Jamison High School



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Introduction

The Annual Report for 2022 is provided to the community of Jamison 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.

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School vision

At Jamison High School we aspire to deliver a supportive and caring environment that fosters aspiration and promotes student wellbeing, engagement and achievement. Our staff are committed to ensuring we develop and provide quality educational experiences that are responsive to student needs and interests in an environment that is academically rigorous. In building student aspiration, our focus is to provide collaborative and creative experiences that inspire student learning. Our school challenges, supports and nurtures student curiosity in order to equip them with the skills and experiences they will need to be confident, informed, creative, successful and active citizens of the future.

School context

Jamison High School is a proud, comprehensive, co-educational 7-12 high school located at the foot of the Blue Mountains in Western Sydney. We acknowledge that our school is on the land of the Mulgoa people from the Darug Nation.

The student population has been slowly declining over the years and is currently at 886. Aboriginal and Torres Strait Islander students represent 10% of our population. Our Aboriginal families are developing strong partnerships with the school through the programs and initiatives we offer and through our joint partnership with our Community of Schools. Our language background other than English students represent 15% of our school population and our students at beginning and emerging levels are provided targeted support by our EALD teacher. The school has a dedicated Support Faculty with five classes that cater to the needs of students with Autism. We are planning to expand our support unit to seven classes.

The school's staffing entitlement in 2022 was 67.6 teaching staff and 16.9 non-teaching staff. The school employs a Business Manager and a Technical Support Officer from school funds. Our executive staff has undergone change with just under half joining the school in the past three years. In 2021, we employed a permanent Student Support Officer and we plan to expand our executive team through the employment of a third Deputy Principal. 17% of our teaching staff are in their early career as teachers. There is a 5% turnover of staff each year due to staff promotion, transfer and retirement.

Technology in the curriculum is a strong focus at our school and is well supported by the Bring Your Own Device program. To support this we have integrated Google Education into the learning activities at the school. Our STEM initiatives are a feature of the way we collaborate across faculty areas and develop cross curricula programs to engage and challenge students in their learning. As a Positive Behaviour for Learning School, our school community has the following four core values; safe, respectful, aspirational, learners. These values operate across all activities and programs at the school and are the basis for behaviour expectations and learning goals of students.

Modernised learning spaces have been designed to facilitate creativity, critical thinking and collaboration in a technology rich environment. Our facilities include a student run Cafe, Drama Studio, Fitness Centre, Dance Studio, Textiles Lab and a School Farm. Our Library supports all aspects of student learning and includes a senior tutoring centre. We also have a purpose-built Nursing Facility where we partner with Blue Mountains Health in the delivery of EVET Health Care courses for students across the Penrith area.

The school enjoys the support of its culturally and linguistically diverse community. We have also fostered strong partnerships with universities, cultural institutions, businesses and community groups and have established in-house enterprise learning.

Our dedicated teaching and support staff have a strong focus on student engagement and achievement where we recognise and celebrate student success. All staff support students' social and emotional development through our U-Matter program which sees mentor teachers meet with students each day as well as support students through key transition points in high school. The school fosters strong wellbeing programs with a number of co-curricular activities including Creating Chances, Western Sydney University Fast Forward program and TAFE initiatives.

The majority of the school's equity funding will be used to support initiatives developed in the 2022-2026 Strategic Improvement Plan. Some funds will be used to support other activities not embedded in this plan. The school is committed to continually improving effective classroom practices with staff professional learning being the key to ensuring this. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data collection, analysis and use which underpins our belief in individualised and differentiated learning.

We enjoy strong partnerships with our local primary schools through the Jamison Learning Community and our partnership supports a continuum of learning in literacy and numeracy for all students as they transition to high school. Within the Penrith area we have connections with our partner High Schools through the Penrith Education Alliance. This enables us to combine for professional learning opportunities, collaborate on educational initiatives as well as offer

enriched Vocational Educational pathways for students. We partner with our community and parents through our Parent Connect program and through our Parents and Citizens Association who have a supportive and active involvement in the development of key initiatives at the school.

This Strategic Improvement Plan has been built around a comprehensive situational analysis conducted throughout 2020 and then External Validation which occurred during remote learning in 2021. The reflection lens provided through External Validation and the staff and community consultation that occurred as part of the situational analysis and External Validation process has shaped and refined our Strategic Improvement Plan to ensure it is a document that will drive school improvement from 2022 - 2026.

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	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
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	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning potential, drive student improvement in reading, numeracy and performance in the HSC Top 2 bands, we will use evidence-informed practice. This will enhance effective classroom practice through a focus on explicit teaching, literacy and numeracy progressions and EAL/D strategies in order to build and sustain an evaluative culture that drives improvement in student performance.

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.

- Reading & Numeracy
- HSC Growth and Attainment

Resources allocated to this strategic direction

Socio-economic background: \$181,985.00

Aboriginal background: \$5,000.00

Summary of progress

Our continued focus on reading and numeracy has seen us build on our growth in student achievement in these areas. We have also included a sustained focus on writing as part of our stage 4 and 5 programs. The key driver of this has been the establishment of an additional Deputy Principal Instructional Leader position at the school. Trialling the position throughout 2021, we collectively decided to make this a permanent Above Centrally Identified Position by the end of 2022. The role has had a significant impact on leading staff professional learning, growth in staff expertise with the use of data to personalise learning for students and the data has shown growth in student achievement.

We have continued to allocate equity funding to the release of specialist NAPLAN mentor teachers who have embedded a reading, numeracy and writing focus in each KLA. Continuity of staffing has been a challenge in this release, along with teacher shortages to allocate time for this program, however there remains a strong commitment from staff to this program as the impact of the program has been clearly evident in student results.

The upskilling of staff in data skill and use has been a key focus of this program, so that targeted intervention occurs for all students in classrooms across all KLA areas. Throughout 2022 there was a continued focus on data use through analysis of student performance measures, including NAPLAN and check-in-assessment, to address growth in achievement for the top 2 bands in NAPLAN reading and numeracy. Time was given over to professional learning to upskill staff and to ensure class profiling was linked into teaching and learning programs.

The school continued to implement thorough analysis of HSC student performance data to drive student improvement. Throughout 2022 professional learning opportunities were accessed as available cover for classes to release teachers allowed. We also embarked on a significant mentoring program for staff in their first five years of teaching to ensure expertise was shared and an in-house program of mentoring and professional learning ensured teacher growth. This has also had a focus of retaining staff at the school as they are supported in the early stages of their careers.

The establishment and staffing of the Senior Study was also a key initiative to support students in Year 11 and 12 and drive school improvement. After the success of the program in 2021, whole school evaluation saw a clear commitment for the further development of this initiative to continue to support students to achieve their HSC. The uptake of the initiative and the support and mentoring of students saw an increase in student submission of assessment tasks, and a reduction of 75% in terms of the number of N-Warnings issued for non-submission of tasks. This was backed up by a 98% resolution rate of N-Warnings that were that were issued, meaning a higher completion rate of tasks and therefore higher levels of achievement for students. This has supported the continued upward trend in student achievement in top 2 bands of the HSC.

With access to rich data sources, areas for improvement in reading and numeracy will be further targeted through class profiling. Staff will be supported to do this through continued use of SCOUT by all teachers as well as using Year 7 Best Start, Year 8 Check-in and Year 7 and 9 NAPLAN data and embedding a reading and numeracy focus into faculty-based teaching and learning programs. In 2022 the school sought greater school community involvement in the use of student progress and achievement data (both internal and external) to assist with the implementation of plans for improvement for individual students. There is also an intended focus on increased school community involvement in the identification of school strategic priorities through greater collaboration, consultation and contribution of our initiatives with students, parents and staff. This was hampered by Covid restrictions and isolation periods in Semester One and will be a focus for

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
NAPLAN Top 2 Bands Numeracy uplift of 6.5% from the system generated baseline.	15.82 % of students achieved in the top two bands in NAPLAN numeracy indicating an uplift of 4.18% and progress toward the lower-bound target.
NAPLAN Top 2 Bands Reading uplift of 5.7% from the system generated baseline.	16.46 % of students achieved in the top two bands in NAPLAN reading indicating and uplift of 7% and progress toward the lower-bound target.
HSC Top 2 Bands uplift of 6.2% from the system generated baseline.	15.82 % of students attained HSC results in the top two bands demonstrating progress towards the lower-bound target.
Increase percentage of students achieving at or above expected growth in numeracy with an uplift of 3% from the baseline	Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
Increase percentage of students achieving at or above expected growth in reading with an uplift of 3% from the baseline	Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
The percentage of Aboriginal students achieving top 3 NAPLAN bands in numeracy is at or above school determined baseline by 5%.	18.8 % of Aboriginal students have achieved results in the top 3 NAPLAN bands in numeracy indicating achievement above the lower-bound target of 17.95%.
The percentage of Aboriginal students achieving top 3 NAPLAN bands in reading is at or above school determined baseline by 6%.	No Aboriginal students achieved results in the top 3 NAPLAN bands in reading indicating a drop from the previous year and as a result progress yet to be seen toward the lower-bound target of 30.68%.
Increase the proportion of Aboriginal students attaining the HSC while maintaining their cultural identity.	The percentage of Aboriginal students attaining HSC whilst maintaining their cultural identity decreased by 6%.
Internal student assessment data sources reflect improvement in student achievement measures to demonstrate student growth.	Analysis of internal school data shows 90% of teachers analysing and sharing student data at key transition points indicating progress toward the school identified target.

Strategic Direction 2: Leading learners

Purpose

To maximise student achievement in assessment, we will have consistent school-wide practices. We will utilise both formative and summative assessment to provide students with opportunities to reflect on their progress and inform future learning goals. Authentic assessment strategies will be used to monitor, plan and engage students in rich learning experiences.

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.

- Quality Assessment Practice
- Teaching and Learning Culture

Resources allocated to this strategic direction

Professional learning: \$8,000.00

Per capita: \$10,000.00

Socio-economic background: \$42,000.00

Summary of progress

Our continued support of Year 11 and 12 students through the development and review of HSC Mentor Plans, supported by mentor teachers, has remained a key focus in 2022. Despite significant disruptions to Semester One activities due to the impact of Covid isolation periods and the ongoing issues related to staffing meant that this target was delayed for the whole school. As a key support for Stage 6 students, and to further support targets from Strategic Direction 1, they remained a focus and staff worked to ensure all stage 6 students had plans completed. These plans, once developed, remain on the school wellbeing tracking system and are accessible to all staff. They are reviewed at key transition points throughout the Preliminary and HSC Courses through academic mentoring with students. Evaluation of these plans meant that moving forward, it needed a refocus to ensure that the program was a support for students within the availability of staff release to support the plans. Into 2023 we are planning to refine the plans to include a targeted cohort for academic mentoring. This way the plans will support students in the attainment of the Higher School Certificate, but also support achievement in the centrally identified target of HSC top 2 Bands.

In 2022 the school had a clear focus on the refinement of assessment processes. All Year groups were given assessment booklets detailing the number and weighting of formal assessment items linked to syllabus outcomes. In addition, mentor teachers led workshops with students guiding the completion of assessment planners. The whole school review of assessment task policies was supported through Professional Learning through NESA workshops. This resulted in the review of procedures to ensure a streamlined and compliant approach to assessment in all faculty areas.

The school implemented a trial of Sentral Markbook for selected faculty areas and developed systems and processes to link these to academic reports. Faculty areas worked to align assessment to mark books and ultimately achievement in areas linked to academic reports. All staff were upskilled in the use of these platforms to streamline assessment activities. The implementation of Sentral Markbook will also enable transparency and access for the senior executive and wellbeing staff to develop a whole school program of academic mentoring in Stage 6 courses. In this way we will build internal assessment as a critical data source for staff to reflect on teaching and learning activities through student achievement in assessment tasks as we track and review overall student learning progress.

In 2022 the school also undertook a review of Strategic Direction 2 that saw an increased focus on assessment in the Strategic Improvement Plan to be published in 2023 - for 2023 to 2026. This will see a focus on both summative and formative assessment driving teaching and learning at the school. Moving forward there will be a continued improvement in assessment processes and task development through collaboration and professional learning. This will focus on greater implementation of formative assessment strategies as well as the use of explicit learning intentions and success criteria for lessons and units of work.

Throughout 2022 there were regular opportunities for staff to use data to inform teaching through staff meetings, staff development days and school targeted professional learning to ensure that internal and external data of student progress and achievement informs directions for teaching and learning programs. This will be a continued focus for us into 2023.

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
Improvement in the percentage of students completing and submitting assessment tasks on time to greater than 80%.	Analysis of internal school data shows all teachers analysing and sharing student assessment data indicating achievement of the school identified target. This is supported by a significant fall in the number of N-Warning letters issued to students in Stage 6 courses and an increased resolution rate for N-Warnings approaching 100%.
All students in Years 7, 8, 11 and 12 have negotiated learning goals.	Analysis of internal school data indicates progress towards the school identified target. Staffing shortages and clearing the decks as directed by the Department during Semester One of 2022 significantly impacted this, however, as a school we value these plans and ensured that HSC Mentor Plans and Year 11 ROSA plans were completed for all Stage 6 students.
75% of staff assess themselves as sustaining and growing in the SEF theme of Data Use in Teaching.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Data Use in Teaching within the element of Data Skills and Use indicating achievement of the school identified target.

Strategic Direction 3: Wellbeing and connectedness

Purpose

Our wellbeing programs will build student aspiration in a collaborative and supportive environment and we will create strong community partnerships in order to ensure our students are connected, resilient and successful learners.

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.

- Wellbeing and Mentoring Programs
- Parent and Community Engagement

Resources allocated to this strategic direction

Socio-economic background: \$45,000.00

Aboriginal background: \$78,154.00

Per capita: \$2,000.00

Summary of progress

The 2022 school year continued to be disrupted, especially during Semester One due to Covid isolation periods. Wellbeing has remained a focus area for the school as we have supported students in reengaging with the programs and initiatives of the school. Staff feedback related to student engagement in the U_Matter program saw a changed daily structure to maximise the time available for mentoring and to reduce movement of students around the school. Clear feedback was received regarding the timing and nature of resources, the need for development of themes, the timeliness and currency of resources used and the need for an academic mentoring element. Stage 6 students were well catered to and the indication was that there was variance in other years. Students identified that the changed structure for the day to lengthen mentoring was very positive and there was general agreement that the themes and structure of the program were supportive of student needs. Students reported variance across year groups in terms of the uptake and content delivery and it was clear that engagement of some year groups and classes were higher than others. Evaluation of student responses suggested that the wide range of areas covered catered to their interests and requirements for support at school. It also became apparent that ongoing programs in U_Matter need careful refinement as there was a general response that student engagement was higher with stand alone sessions, supported by video clips and general discussion. Initiatives such as the wellbeing portfolio for students to complete twice a term received mixed responses as to the value of the initiative and as such this will be refined moving into 2023. Moving forward there are plans to establish clearer scope and sequences with lesson content so that the value and significance of this program is realised and delivered effectively to all students. Into 2023 we also intend to build in structured assemblies and strengthen student recognition to build engagement and connectedness with our students and school community coming out of three disrupted years of learning.

The evaluation of school wellbeing management processes and programs, alignment of new wellbeing staff appointed to the school, improved communication systems and revision and refinement of our U_Matter program in order to deliver quality wellbeing initiatives that support student learning has been a fundamental part of our school. This evaluation had included student support plans and additional planning templates to better support student learning needs. Targeted professional learning aimed at student support was delivered to all school staff in response to changed department policies. After our systems were analysed, communication of student plans were centralised and our communication of student supports was updated to ensure timely access for all staff. Our wellbeing information update, which is distributed weekly to staff, was moved online allowing for immediate updates to be made from the wellbeing team. This improved communication and efficiency in disseminating information meant that students are better supported in an effective and timely manner.

Our Aboriginal Students were supported through key staff engagements and our Jamison Learning Community Aboriginal Team. Through the work of staff at Penrith South, Jamisontown and York Public Schools as well as Jamison High School, we were able to hold events to welcome and engage with our schools Aboriginal families. Through this we have started to develop stronger links with our community and we anticipate future meetings as a community of schools with our Aboriginal families to support effective transition pathways. We will build a focus on Aboriginal Language as well as mentoring programs between the high school and primary school to support our Aboriginal students which was highly successful, being showcased to department staff who visited the schools in 2022. We have a continued and sustained focus on embedding Aboriginal cultural connections with our community to support our Aboriginal students.

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 Uplift of students attending greater than 90% of the time by 5.8%.	The number of students attending greater than 90% of the time or more has decreased 24.94%, however; this data has been heavily impacted by the Public Health Orders in place at the beginning of 2022 in relation to COVID 19.
Wellbeing Proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School uplift 4.5%.	The school did not complete the TTFM survey in Term 1 in line with clearing the decks - advice from the Department. Data was collected for Semester two, but comparisons are difficult due to the timing of the survey. The survey will be used in 2023 to drive connectedness and aspiration. Wellbeing data collected within the school through the UMatter program has driven a range of initiatives moving forward into 2023. Our internal data demonstrates that students are supported by our wellbeing programs and analysis of our internal data sources has driven initiatives for the Strategic Improvement Plan 2023 -2026.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$831.87</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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"> • release time to engage staff in targeted professional learning • additional staffing to map individual students against the EAL/D progressions <p>The allocation of this funding has resulted in the following impact: Support was provided for the student who qualified for this funding through release of a teacher in our EALD space.</p> <p>After evaluation, the next steps to support our students will be: Continued EALD support for students as well as targeted SLSO support for students in mainstream classes to enable them to access the curriculum.</p>
<p>Integration funding support</p> <p>\$335,534.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Jamison 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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: Students with confirmed disabilities were supported by Student Learning and Support Officers to access curriculum in mainstream classes for targeted support in accessing the curriculum. Funds were also allocated to ensure students wellbeing needs were supported as they engage in the curriculum.</p> <p>After evaluation, the next steps to support our students will be: Refinement of learning and support processes in the school after consultation with specialist staff, allocation of SLSO support tracked on Sentral timetables with the view of strengthening tailored in class support for students to ensure their learning needs are well supported.</p>
<p>Socio-economic background</p> <p>\$501,775.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Jamison 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"> • Reading & Numeracy • Quality Assessment Practice • Teaching and Learning Culture • Wellbeing and Mentoring Programs • HSC Growth and Attainment

<p>Socio-economic background</p> <p>\$501,775.00</p>	<ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through Google Workspace professional learning to support student learning and support the school BYOD program. • employment of additional staff to support NAPLAN Mentor program implementation. • providing students without economic support for educational materials, uniform, equipment and other items • resourcing to increase equitability of resources and services • employment of additional staff to support U Matter program implementation. <p>The allocation of this funding has resulted in the following impact: Transition support for students as they start and end high school, the release of Year Advisers to support the social and emotional needs of students and build connections with our community, employment of additional Student Learning and Support Officers to support students on a needs basis, the provision of resources and equipment for all students to access the curriculum including the provision of technology so that all students can access the BYOD requirements of the school to access the curriculum. Significant amounts of this funding allocation were allocated in the Strategic Improvement Plan and have been reported on elsewhere.</p> <p>After evaluation, the next steps to support our students will be: Continued revision of the student assistance scheme at the school, especially through our wellbeing networks in response to increases in the cost of living, continuation of the provision of technology to students so that all students can access the curriculum on an equal basis.</p>
<p>Aboriginal background</p> <p>\$90,154.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Jamison 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"> • Parent and Community Engagement • HSC Growth and Attainment • 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 • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: The Jamison Learning Community continued to develop programs and support our Aboriginal programs in the transition of students. In 2022 we also held the first combined meeting at Jamison High School for Jamisontown, York and Penrith South Public Schools. This was well attended by our Aboriginal communities. We continued the tutoring program which saw Jamison High School Aboriginal students mentor and tutor York Public School students in Darug language. This was further supported by a professional learning program for all staff around Aboriginal language and Aboriginal culture. During 2022 we employed two Aboriginal Student Learning and Support Officers. The recruitment process took longer than anticipated and the people in the roles did not start until Term 2, so there was no additional support for Aboriginal students in terms of NAPLAN and this is somewhat</p>

<p>Aboriginal background</p> <p>\$90,154.00</p>	<p>reflected in the results. Targeted intervention from Term 2 has been tailored and has supported students to complete their Personalised Learning Pathways and also work with students targeting best start and NAPLAN data to drive improvement.</p> <p>After evaluation, the next steps to support our students will be: Additional funding will be allocated to enhance the NAPLAN support for Aboriginal students in 2023. The continuation of the Jamison Learning Community program will also see it expand into the two other feeder schools in the Jamison Learning Community.</p>
<p>English language proficiency</p> <p>\$54,181.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Jamison 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional teacher time to provide targeted support for EAL/D students and for development of programs • additional staffing intensive support for students identified in beginning and emerging phase <p>The allocation of this funding has resulted in the following impact: Release of a teacher to support our EALD students. Our EALD teacher worked in conjunction with our learning and support teachers to ensure students were provided with one on one and small group tuition outside the classroom and with additional support in everyday lessons.</p> <p>After evaluation, the next steps to support our students will be: Continued EALD support for our students through the release of a teacher and recruitment of bilingual SLSO's as staffing becomes available.</p>
<p>Low level adjustment for disability</p> <p>\$356,228.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Jamison 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • employment of LaST and interventionist teacher • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in the following impact: Students supported through programs in the school. Stage 6 Senior study has SLSO's employed to work with students and support them with work completion and assessment tasks. Students provided in class support to access the curriculum in mainstream classes. Direct instruction and support for students in the completion of HSC minimum standards testing. Professional Learning for SLSO's to ensure the long-term viability of the Quicksmart literacy and numeracy program.</p> <p>After evaluation, the next steps to support our students will be: Maintain two full-time learning and support teachers at the school even with a lower allocation likely into 2023.</p>

<p>Professional learning</p> <p>\$81,004.00</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 Jamison 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"> • Quality Assessment Practice • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: Unrealised in 2022 due to staffing shortage and inability to release large numbers of staff to undertake professional learning at the one time.</p> <p>After evaluation, the next steps to support our students will be: Evaluation of professional learning in writing to occur for implementation into 2023.</p>
<p>Beginning teacher support</p> <p>\$76,085.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Jamison 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Release of staff in first two years of teaching. • Release of staff for development of mentoring program. • Early career teacher conference organised to launch mentoring program and support teachers in first five years of teaching. <p>The allocation of this funding has resulted in the following impact: Teacher release proved difficult but was allocated as staffing became available throughout the year. Early career teacher conference proved successful and well attended.</p> <p>After evaluation, the next steps to support our students will be: If predicted numbers of early career teachers are realised in 2023 then the school would consider using funds to create a Head Teacher Mentor or similar role as a practical way of addressing the teacher shortage and supporting staff in their first five years of teaching.</p>
<p>COVID ILSP</p> <p>\$188,311.00</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 2022.</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"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups and to analyse and monitor progress of student groups.

<p>COVID ILSP</p> <p>\$188,311.00</p>	<ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in literacy/numeracy - through the Quicksmart program. <p>The allocation of this funding has resulted in the following impact: The Quicksmart program was implemented over the year. At the start of the year continuity proved difficult due to Covid impacting staffing levels, however the literacy part of the program was implemented and we were able to have groups of students put through the program. Staff were also trained up in the administration of the program and it was well received by students. The numeracy program was delayed in its implementation due to setup and training requirements. It was run in the latter half of 2022 and will continue into 2023.</p> <p>For the 11 students who were put through the intensive part of the literacy program, there was substantial improvement recorded in over 80% of areas tested including discussion around word choice and sentence understanding. We will continue to triangulate improvement for these students with Check-in data and NAPLAN.</p> <p>We also ran a recognition assembly for students who were part of the program where parents were able to celebrate student achievement. This saw students deliver speeches in front of an audience which was tangible evidence of student growth in knowledge, understanding and confidence.</p> <p>Staffing constraints in Semester One meant that the continuity of tutoring of small groups was difficult. We employed a teacher who continued the small group tutoring program we introduced in 2021. We expanded the program to target writing as well. During Term 4, with Year 12 on examinations, we were able to upscale the program and employed an additional teacher for the tutoring program. Reading and Numeracy were targeted with selected Year 8 students. Year 7 NAPLAN 2021 data was used to identify students who needed additional support in the areas of Reading (10 students) and Numeracy (10 students). Intensive support was provided for 2 hours per student per week using targeted outcomes where weaknesses in Reading and Numeracy had been identified. Pre- and post-testing and tracking of students on PLAN2 indicate improved learning outcomes in Reading (67%) and Numeracy (54%) for this group of students.</p> <p>After evaluation, the next steps to support our students will be: While we are in the early stages of implementation of the Quicksmart program, we are seeing clear evidence of student growth. We are also having a number of staff upskilled in the administration of the program to ensure its viability moving forward.</p>
<p>Student support officer (SSO)</p> <p>\$92,000.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Jamison 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"> • Other funded activities <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Student and family wellbeing support provided as proactive and reactive measures to manage a comprehensive high school. <p>The allocation of this funding has resulted in the following impact: Appointment of student support officer at Jamison High School. Role integrated into the Wellbeing team has seen the support of student wellbeing needs at Jamison coordinated and timely response given to significant wellbeing issues.</p> <p>After evaluation, the next steps to support our students will be: The school has also committed to employing additional wellbeing staff to support student connection as we establish a wellbeing hub in the school in 2023. Positive programs have been planned as a future direction into 2023.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	445	437	449	436
Girls	497	489	480	434

Student attendance profile

School				
Year	2019	2020	2021	2022
7	92.4	94.3	87.5	83.7
8	87.9	91.8	86.9	75.9
9	85.3	90.6	85.1	80.8
10	85.1	88.4	82.3	78.4
11	78.0	88.0	74.0	71.7
12	89.5	87.4	85.1	78.9
All Years	86.2	90.2	83.7	78.5
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

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	1.7	9.5	12
Employment	3.5	23.4	32
TAFE entry	0	1.7	4
University Entry	0	0	27
Other	8.8	17.3	5
Unknown	0	0	21

Year 12 students undertaking vocational or trade training

58.00% of Year 12 students at Jamison High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

92.8% of all Year 12 students at Jamison 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)	11
Classroom Teacher(s)	48.8
Learning and Support Teacher(s)	2.1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	17.97
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 ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	1,718,631
Revenue	12,772,541
Appropriation	12,497,206
Sale of Goods and Services	62,817
Grants and contributions	199,593
Investment income	10,706
Other revenue	2,219
Expenses	-12,419,017
Employee related	-11,234,135
Operating expenses	-1,184,882
Surplus / deficit for the year	353,524
Closing Balance	2,072,155

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.

	2022 SBAR Adjustments (\$)
Targeted Total	336,366
Equity Total	1,002,337
Equity - Aboriginal	90,154
Equity - Socio-economic	501,775
Equity - Language	54,181
Equity - Disability	356,228
Base Total	9,971,866
Base - Per Capita	241,860
Base - Location	0
Base - Other	9,730,006
Other Total	652,856
Grand Total	11,963,425

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

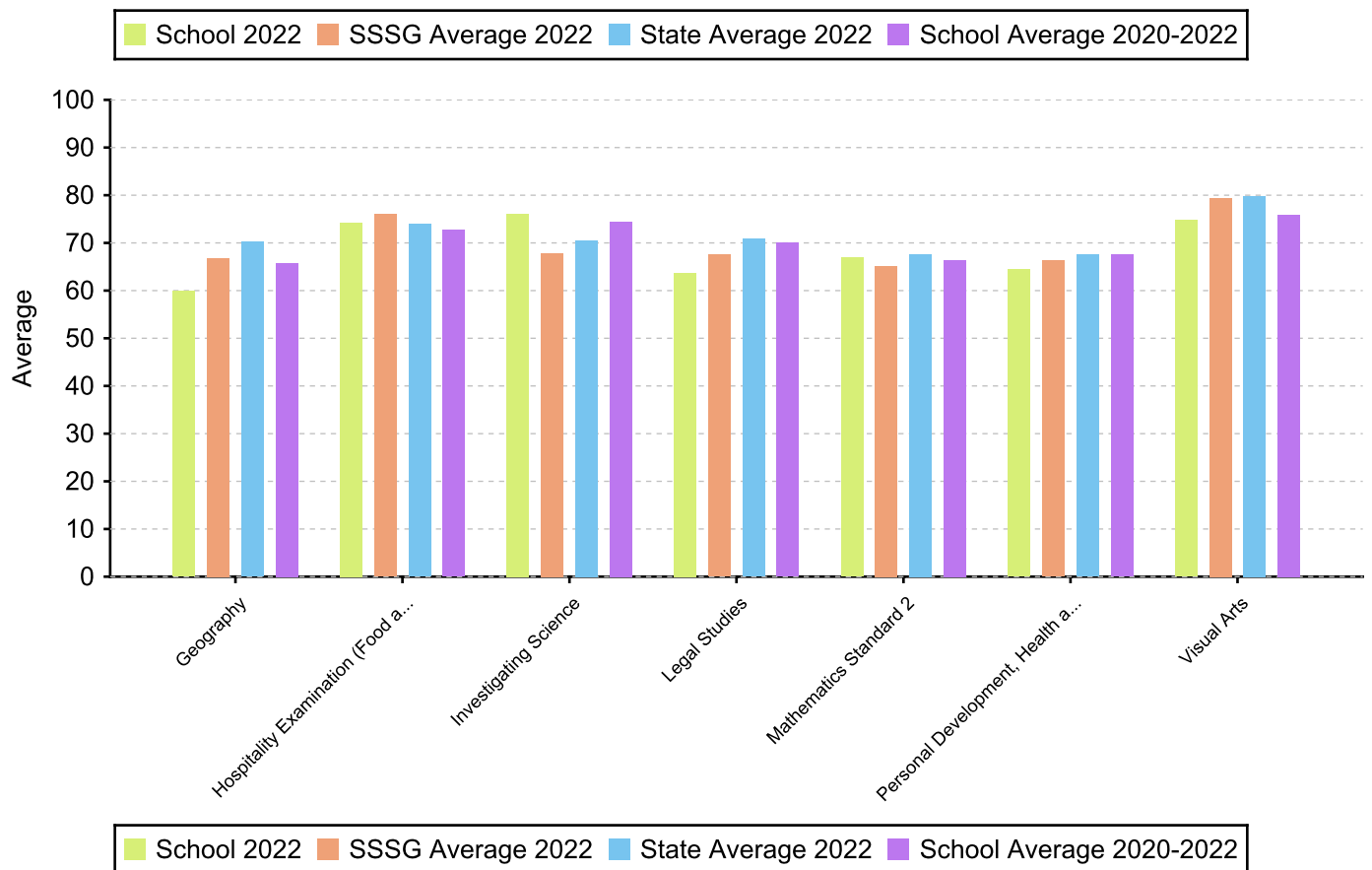
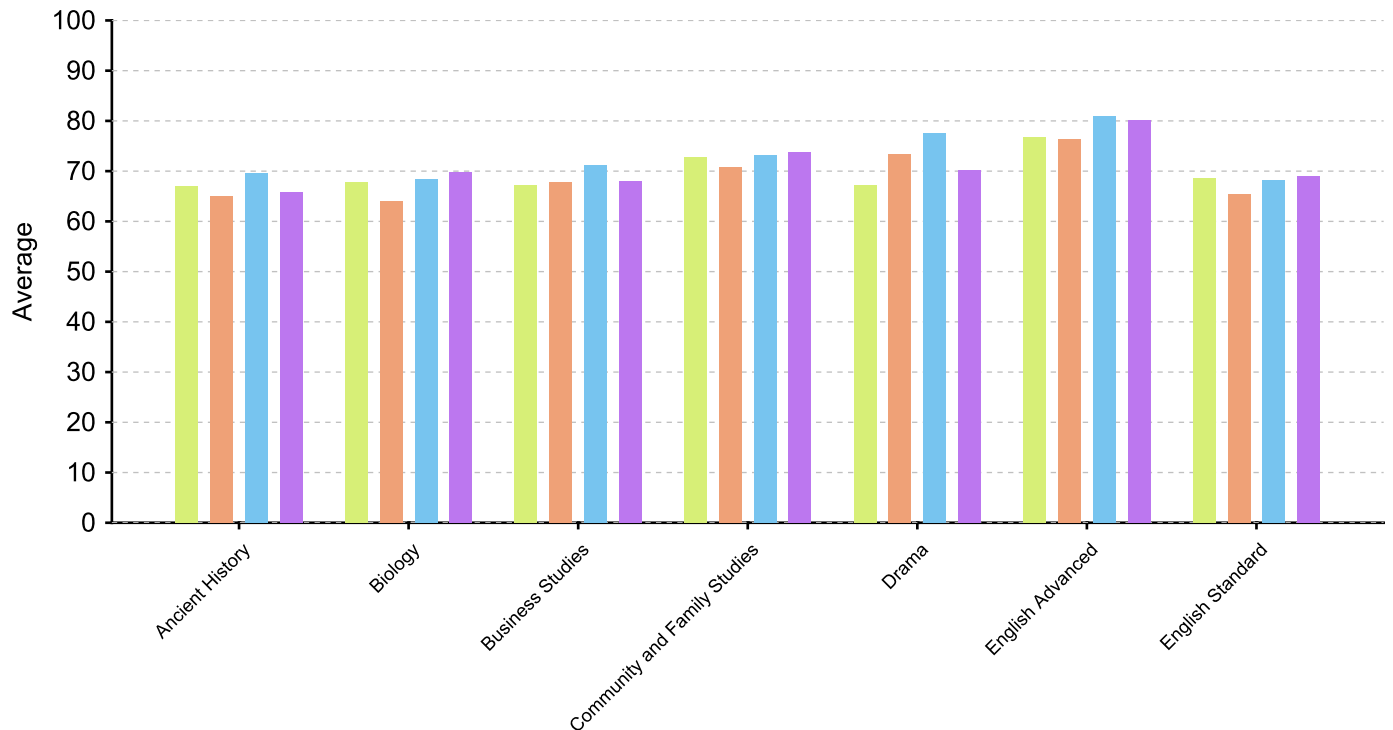
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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 2022	SSSG	State	School Average 2020-2022
Ancient History	66.9	65.1	69.6	65.8
Biology	67.8	64.0	68.5	69.7
Business Studies	67.1	67.9	71.2	68.1
Community and Family Studies	72.7	70.8	73.2	73.8
Drama	67.1	73.3	77.5	70.1
English Advanced	76.8	76.4	81.0	80.2
English Standard	68.5	65.4	68.1	69.0
Geography	59.9	66.8	70.2	65.8
Hospitality Examination (Food and Beverage)	74.2	76.0	74.0	72.7
Investigating Science	76.1	67.9	70.6	74.4
Legal Studies	63.7	67.5	70.8	70.0
Mathematics Standard 2	66.9	65.2	67.6	66.3
Personal Development, Health and Physical Education	64.4	66.3	67.5	67.5
Visual Arts	74.8	79.4	79.8	75.9

Parent/caregiver, student, teacher satisfaction

As part of the evaluation of our school wide programs and with a view to reviewing our Strategic Improvement Plan after completing External Validation, in 2022 we undertook an evaluation of our broader wellbeing programs in line with Strategic Direction Three, Wellbeing and Connectedness. These internal data sources were to be analysed to monitor and refine school wide policies and procedures and they covered a range of areas including parental views on mobile phones in schools as well as a comprehensive analysis of our wellbeing programs with a focus on UMatter.

The wellbeing programs we offer are multifaceted and involve a combination of mentoring, one-on-one support for students, the delivery of programs from outside providers and information sessions for both parents and students through our UMatter, UConnect and Parent Connect programs. As a further support we employ specific staff to offer emotional support and mentoring for students and we release Year Advisers so that they can better support our students and equip them with skills as they work through their schooling.

Through our UMatter program, students meet with the same teacher each day, in small groups and each week there is a focused session on school and social related matters. Through this we build a focus around mental health and academic achievement. The features of the program cover resilience, time management, decision making as well as supporting personal wellbeing. In addition, we support students as they transition between key points of High School, such as through subject selection from Year 8 into 9 and Year 10 into 11. Support is also offered in academic mentoring through the creation of HSC success plans for all students in Stage 6 and report reflections for students in Years 7 - 10.

One of the areas surveyed in 2022 as part of the UMatter review was at the key transition point for our Year 7 students as they entered high school. This survey was conducted at the end of Term One and had a focus on academic connection as well as social connection to the school and their peers. There were strong responses in terms of students adjusting to the routines of high school. Over 90% of students indicated that they were connecting positively with their peers and 65% indicated they were working hard to improve their learning. In terms of support for students, 99% indicated there was a person at school they could turn to for support and 87% indicated that they would seek support when needed. We will continue to track the transition with surveys into the future to ensure Year 7 are supported at this key transition point and will also look to support transition with the Peer Support program now that Covid restrictions allow. We are committed to building strong connections with students as we believe that will support achievement right through to Year 12.

School wide evaluation of the UMatter program was much broader. There had been a focus on developing scope and sequences to support our students in 2022 and we were keen to evaluate student and staff perception of these changes. The surveys reflected that there was widespread support from students regarding the wellbeing sessions. There was a mixed response, but the survey covered all Year groups, with greater representation for Years 7, 8 and 9 who accounted for 83% of overall responses so interpretation of the data is skewed towards the junior years. There was general consensus that the topics covered were interesting, the information helpful and Year Meetings and whole school focus days like Harmony Day and RUOK day were supported by our student body. 70% of students indicated that UMatter addressed key issues within the school and the lesson delivery in the form of quizzes, videos and games that prompted discussion were the most popular form of delivery for the content. There was also an indication that the wellbeing portfolio in its current form needed review if it was to be an effective part of the wellbeing program offered at Jamison.

Staff were also consulted as part of the evaluation of UMatter. There was a strong response from Mentor teachers directly implementing the program at the school indicative of all year groups. There was an overwhelming 92 % agreement that the scope and sequences that had been introduced as part of UMatter curriculum delivery meant that it was more planned and sequential and there was strong support for the more structured nature of UMatter material. 46% of staff indicated that the material was relevant to their year group with a further 42% with no opinion either way as the program had continued. There was also support for the topics covered in the scope and sequence and general support that it catered to the social, emotional and academic needs of students. We will continue revisions and adapt the scope and sequence to longitudinally track the relevance of the program and ensure the modifications are supportive and responsive to student need. Barriers to delivery were lesson type and further investigation in this space would be beneficial to the overall program. Staff evaluation of the wellbeing portfolio was also mixed and suggested a need to review and change this aspect of Mentoring. There was strong staff feedback on the relationships that were possible through mentoring, the discussions that were possible through this connection and the support that was able to be offered to students as a result. While there was variance in this, the overwhelming response to this aspect of UMatter was significant.

We also sought feedback from parents as we conducted a review of mobile phones in the school and sought parental input regarding future directions for managing this technology in school with a view to minimising disruptions and managing social and emotional issues that can arise through the use of Social Media. There were 150 responses from our parent community that were indicative of a cross section of all year groups from the school. Some of the data confirmed what we already knew in that 97% of students had a mobile phone at school every day. In terms of our community knowledge, 63% of parents were aware of our Mobile Phone policy of "Off and out of sight". The responses indicated that around one third of our students corresponded with their parents through SMS during the school day rarely

or sometimes, while parents indicated that over three quarters of them rarely or never text their child when they are at school . Our parent perspective was that 88% saw mobile phones having little to no benefit to learning, while 81% saw mobile phones having potentially had a negative impact on social interactions for students. The feedback from this survey will guide the future directions for us as we manage this technology at our school.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

All teachers are responsible for 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.