

2023 Annual Report

John Edmondson High School



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Introduction

The Annual Report for 2023 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.

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Message from the principal

As we reflect on another remarkable year at John Edmondson High School, I am filled with immense pride and gratitude for the dedication and achievements of our entire school community.

Throughout the year, we have worked tirelessly to uphold the values of excellence, inclusivity, and collaboration that define John Edmondson High School. It is through the collective efforts of our passionate staff, supportive parents, engaged students, and committed P&C members that we have been able to create a thriving learning environment where every individual is valued and empowered to succeed.

I am particularly proud of the resilience and adaptability demonstrated by our staff in the face of challenges. Despite the obstacles presented by the global pandemic, we have remained steadfast in our pursuit of academic excellence, embracing innovative approaches to teaching and learning, and ensuring that every student receives the support they need to thrive.

As we look ahead to the future, I am filled with optimism and excitement for what lies ahead. Together, we will continue to strive for excellence, foster a culture of inclusivity and diversity, and empower our students to become lifelong learners and responsible global citizens.

I would like to extend my heartfelt appreciation to our dedicated staff for their unwavering commitment and passion for education, to our supportive parents for their partnership and involvement in their child's education journey, and most importantly, to our students for their hard work, resilience, and determination.

I am confident that with our collective efforts and unwavering dedication, John Edmondson High School will continue to soar to new heights of success and excellence.

Brij Khanna

Principal

John Edmondson High School

School vision

At John Edmondson High School, the whole school community is committed to improving our education of students, in an inclusive environment, to develop responsible, engaged and successful learners, focused on educational attainment. Every student and every teacher will be challenged to continue to learn and improve every year.

We promote equity and excellence so that our students become successful learners, confident and creative individuals and active and informed citizens. This enables our students to be positive and productive members of the community. We achieve this through an inclusive and participatory culture that supports lifelong learning within a framework of high expectations, while supporting the needs of students.

School context

John Edmondson High School enrolment of approximately 1095 students, including 56% students from a non-English speaking background and 3.5% Aboriginal students, is a dynamic Years 7 - 12 comprehensive co-educational high school.

We serve a community in South West Sydney in the Liverpool area that includes a wide range of families from diverse cultural and socio-economic groups living in suburban as well as semi-rural environments. We have a broad mix of students with 41% of our students in the bottom quarter, 49% in the middle quarters and 8% of our students in the top quarter of Socio-Educational Advantage (SES).

John Edmondson High School promotes equity and excellence so that our students become successful learners, confident and creative individuals and active and informed citizens. This enables our students to be positive and productive members of the community. We achieve this through an inclusive and participatory culture that supports lifelong learning within a framework of high expectations while supporting the needs of students.

The school has an extensive curriculum and promotes academic, sporting and leadership development and achievement. Innovative features include extensive technological resources and numerous opportunities for student enrichment. 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 analysis and use to support individualised and differentiated learning. There will also be a focus on Higher School Certificate performance including staff professional learning around deeper analysis and use of data to develop both individual and group support programs. Each faculty will develop ways of deepening the knowledge base of their students.

Strong links with partner Primary Schools as well as external providers are being extended to further develop student opportunities for learning and success. Our strong relationships with our partner schools ensures a clear passage of information for us to support one another as well as gain knowledge of the students we have enrolling in the Year 7 enrolment process.

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

The school gathers evidence of current practices aligned to the School Excellence Framework. Our school staff are involved in implementing various initiatives for improvement and in monitoring the progress of these initiatives. This process allows all staff to interact with and understand the School Excellence Framework, analyse the CESE 'What Works Best' document, gather and analyse qualitative evidence and this is reflective in our 2023-2026 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	2023 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 growth and performance	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 in literacy and numeracy 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 students.

Our purpose is to ensure that every student is highly engaged and shows strong growth in their learning through explicit teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through high impact professional learning and use of student assessment data to inform teaching.

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.

- Evidence based Practices in Literacy and Numeracy
- HSC Improvement and Attainment

Resources allocated to this strategic direction

Professional learning

Socio-economic background

Per capita

Refugee Student Support

Low level adjustment for disability

English language proficiency

Integration funding support

Summary of progress

The school's focus in 2023 was the development and refining of data driven teaching practices designed to respond to the diverse learning needs of students. Executive staff and coordinators played an instrumental role in driving school teams to build strategic models of instructional leadership, developing teacher knowledge, skills, and capacity in implementing evidence-based practices for Literacy, Numeracy and HSC improvement.

The school's Literacy team continued to implement strategies and programs to lift student literacy, with a particular focus on Reading. The Renaissance Reading program, embedded in literacy lessons; focused on targeted, independent reading for all students, at their reading level to encourage engagement and lift skills. In these lessons, teachers focused on engaging students with grammar skills, through programs such as Education Perfect. The English as an Additional Language or Dialect (EALD) team were instrumental in the development of the literacy skills of Language Background Other Than English (LBOTE) and EALD students in collaboration with classroom teachers.

The Numeracy team analysed internal and external student data, leading to tailored support for improved numeracy growth. Teachers received collegial professional learning sessions on interpreting student data and building a foundational understanding of numeracy capabilities. Numeracy lessons were designed and delivered to year 7 and Mathematics classes. Working with the Mathematics Growth Team, teachers were further supported to identify and incorporate evidence-based assessment and teaching practices for Mathematics and numeracy. This two-year partnership will continue in 2024.

To enhance student success in completing HSC minimum standard testing, targeted interventions were implemented to provide additional support. Specialist teachers collaborated with small groups to focus on improving literacy and numeracy skills. This personalised approach aimed to equip students with the necessary tools and knowledge to excel in their assessments. As a result of these efforts, a greater number of students successfully completed testing by the end of year 11, demonstrating the effectiveness of the interventions in supporting student achievement.

Instructional leadership continues to support teachers across all of the career stages accessing internal expertise and providing opportunities to network with external organisations supporting professional growth.

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
Increase the proportion of students achieving at expected age level for reading by 10% using internal reading assessments.	In order to enhance reading proficiency, the school integrated the Renaissance Star Reading program into the timetable. This initiative established a baseline for reading data, informing targeted teaching strategies. Notably, in years 7 and 8, students surpassed the 10% target, with 2% showing a significant growth of 3 years in their reading age.
Increase percentage of students achieving expected growth in reading on or about the lower bound target (62.3%) from a baseline of 55.5%.	NAPLAN scores in 2023 are not equated to the previous NAPLAN scale (2008 - 2002) and are not comparable. The school's Literacy team continued to implement strategies and programs to lift student literacy, with a particular focus on reading. As a result, student data has shown that 50% of students in year 8 and 9 have made some progress between Semester 1, 2023 and Semester 2, 2023, when completing the Progressive Achievement Tests (PAT) in Reading.
Increase the proportion of students achieving numeracy growth using internal and external assessments.	In order to increase the proportion of students achieving numeracy growth, the school conducted thorough data analysis to guide the selection of suitable teaching strategies and resources, such as SmarterMaths and Education Perfect. These initiatives aimed to tailor learning experiences to address the diverse needs of students in Stage 4 Numeracy classes. As a result, noticeable growth has been observed in PAT testing data across all percentiles in Stage 4, with the most significant increase seen in the lowest percentile, where the scale score rose by 4 points. For 2024, the faculty plans to identify focus areas based on student data analysis and incorporate more opportunities for summative testing to gauge growth, in addition to pre- and post-testing.
Increase percentage of students achieving expected growth in numeracy on or about the lower bound target (69.1%) from a baseline of 64.2%.	NAPLAN scores in 2023 are not equated to the previous NAPLAN scale (2008 - 2002) and are not comparable. The school's Numeracy team continued to implement strategies and programs to lift student numeracy. An analysis of the Progressive Achievement Tests student data has indicated evident growth across all percentiles for Stage 4 students. For 2024, the faculty will select focus areas driven by student data analysis and include more opportunities for summative testing to measure growth in addition to pre and post testing.
Increase the percentage of students achieving HSC course results in the top 2 bands on or about the lower bound target (21.7%) from a baseline of 15.5%.	HSC data for 2023 indicates 19.52% of students attained results in the Top Two Bands, surpassing the baseline target of 15.5% by 3.02%. This marks a notable increase of 2.6% from the previous year's results. Additionally, the school's Average HSC Course Mark exceeded that of the Statistically Similar Schools Group (SSSG). The school conducted a comprehensive analysis of HSC data and performance trends, involving all staff and executive teams. This analysis identified areas for improvement, guiding the implementation of targeted professional learning initiatives focusing on effective and explicit teaching practices within classrooms.
Increase the percentage of students achieving HSC course results in the top 3 bands on or about the lower bound target (52.4%) from a baseline of 46.2%.	HSC data for 2023 indicates 45.84% of students attained results in the Top Three Bands demonstrating a substantial increase of 7.12% from the previous year's results. This success can be attributed to the school's renewed emphasis on identifying growth in the discriminating features of high achievement within HSC student work. Professional learning initiatives aimed at embedding effective and explicit teaching practices will remain a primary focus in the upcoming year.
School Excellence Framework assessment validates the 'Instructional Leadership' theme in the Leading domain as 'Sustaining and Growing'.	The school remains committed to offering teachers opportunities for engaging in high-impact professional learning aimed at fostering effective instructional leadership and enhancing the skills and attributes of both middle and aspiring leaders within the school community. Targeted professional learning is delivered through various channels, including internal avenues such as meetings, conferences, and mentoring, as well as through accessing external professional learning opportunities. Expertise is further enriched through collaborative networking and mentoring initiatives with other schools. As a result of these efforts, the school has evaluated the

School Excellence Framework assessment validates the 'Instructional Leadership' theme in the Leading domain as 'Sustaining and Growing'.	Instructional Leadership theme within the Leading domain as Sustaining and Growing.
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Strategic Direction 2: Wellbeing

Purpose

Our purpose is to create a culture where all members of our school community feel a sense of belonging and advocacy through stimulating learning experiences and opportunities.

We will include a strong focus on enabling students to build social and emotional intelligence and nurture student wellbeing through positive and productive learning environments. Staff and students will be supported through programs and activities that support their wellbeing.

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.

- Student Engagement and Wellbeing
- Student Agency & Partnership

Resources allocated to this strategic direction

Per capita
Student Support Officer
Aboriginal background
Socio-economic background
Low level adjustment for disability
Integration funding support

Summary of progress

In 2023, the school prioritised the social, emotional, and physical wellbeing of students by developing initiatives aimed at fostering inclusion and acceptance within the school community. Drawing on data from the 2023 Semester One Tell Them From Me (TTFM) Survey and the Lunch Time Clubs survey, these initiatives included lunchtime activities and the establishment of the JEDS Hub. This hub provided safe and accepting spaces where students could positively engage with peers and enhance their sense of connection at school. The JEDS Hub has proven instrumental in providing support and fostering connections for a large network of students. Additionally, sporting competitions and Spiral activities have been instrumental in promoting team building and a sense of belonging among peers.

Furthermore, the school placed a greater emphasis on student agency by identifying opportunities for student voice to be leveraged in the co-designing of initiatives, such as anti-racism campaigns, peer mentoring programs, sports competitions, and collaborations with external organisations like GoodStart Early Learning and the Garden Homes aged care facility.

In efforts to enrich students' learning experiences, the school facilitated access to external programs like Full STEAM Ahead and Innovate, supported by organisations like Australian Business and Community Network (ABCN) and Commonwealth Bank of Australia (CBA). These programs offered coding workshops, hackathons, and mentorship opportunities, fostering skills in design thinking, problem-solving, collaboration, and coding. Notably, the Innovate program significantly increased student enrolment in STEM subjects in 2024, demonstrating the tangible impact of such collaborations on educational choices.

Moreover, the school implemented strategies to target student attendance, resulting in clear increases compared to previous years. Introduction of attendance excursions and other initiatives such as student surveys provided insights into factors affecting attendance rates and contributed to uplifts in student attendance.

In 2024, the school will continue to promote opportunities for students and place greater emphasis on data collection and analysis to measure the success of initiatives and their impact on student learning outcomes.

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 attending school more than 90% of the time above the target baseline (59.6%).	In 2023, Scout data revealed a slight upward shift of 3.1% in student attendance at the end of the semester, indicating the positive impact of implemented attendance strategies. Although there were some improvements, the school did not achieve its annual progress measure. However, the school remains dedicated to working towards achieving targets related to the proportion of students attending more than 90% of the time.
Overall percentage of students attending school to be maintained at par with the DoE and SSSG schools.	In 2023, Scout data indicates that the school has partially achieved its annual progress measure. The percentage of students attending school (83.4%) aligns with SSSG schools (81.8%), but falls below that of DoE schools (86.7%). Recognising this, the school is committed to reviewing and adjusting attendance strategies in 2024 to progress towards meeting targets set for the overall percentage of students attending school.
Improvement in the percentage of students reporting a positive sense of wellbeing at school through Tell Them From Me (TTFM) above the target baseline (64.6%).	A decline in the percentage of students reporting a positive sense of wellbeing was noted in Tell Them From Me survey data. Informed by data, a greater number of wellbeing initiatives were implemented during the year, including lunchtime groups and sporting competitions. Internal student surveys have indicated a shift in positive student wellbeing, increased team building and a sense of belonging among peers. It is predicted that TTFM student data in 2024 will provide additional insights and validate the impact of wellbeing activities implemented throughout the year.
School Excellence Framework assessment validates the 'Wellbeing' element in the Learning domain as 'Sustaining and Growing'.	In 2023 the school placed a greater focus on strategic planning of wellbeing initiatives that align with the Care Continuum and provide supports for all students at their point of need. Analysis of student data resulted in an increased number of activities on offer, with a positive response to the lunchtime sporting and clubs initiatives. The Leadership, Student Representative Council (SRC), Peer Support and Anti-Racism and Multicultural teams provided opportunities for student voice and advocacy. All teachers engaged in opportunities to identify, regularly monitor and review individual student learning needs, implemented in teaching and learning programs. As a result, the school has assessed the Wellbeing element in the Learning domain as Sustaining and Growing.
Increase the percentage of Aboriginal students completing study for the HSC, whilst maintaining their cultural identity, to support the achievement of the system negotiated target.	<p>The data demonstrates that the school has consistently met the annual progress measure. Specifically, all Stage 6 Aboriginal students achieved their HSC Minimum Standards, and the HSC Average Course mark of all Year 12 Aboriginal students either met or slightly fell below the DoE State Average Course mark, all while preserving their cultural identity.</p> <p>Furthermore, findings from the 2023 Tell Them From Me (TTFM) survey reveal that 44% of Aboriginal students expressed positive sentiments about their culture while at school. However, 17% of students were undecided about their feelings, suggesting room for further exploration and support in this area.</p>

Strategic Direction 3: Teaching and Learning

Purpose

Our purpose is to build collective efficacy in using, understanding and applying data to inform rigorous teaching and learning programs and resources while engaging in a culture of observation and feedback with reflective practices.

Our teachers will develop and use engaging learning opportunities, taking shared responsibility for student improvement and contributing to a learning culture that is underpinned by high expectations. Through professional learning, all staff will improve their teaching practice by working collaboratively within and across faculties.

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.

- Data Informed Practices
- Collaborative Professional Learning Practices

Resources allocated to this strategic direction

English language proficiency
Refugee Student Support
Aboriginal background
Low level adjustment for disability
Per capita
Beginning teacher support
Socio-economic background
Professional learning

Summary of progress

Significant efforts were directed towards enhancing teacher data literacy to enhance student outcomes and provide support in developing targeted and explicit teaching practices. Through effective analysis of both internal and external data, teachers gained valuable insights used to inform collaborative planning, identify interventions, and adapt teaching methods to meet the diverse learning needs of all students, including Aboriginal and Torres Strait Islander, English as an Additional Language or Dialect (EALD), High Potential and Gifted Education (HPGE), and students with learning difficulties.

In 2023, a comprehensive array of strategies aimed at elevating student learning outcomes through effective classroom practices was successfully implemented. Positive classroom management practices were evident across most classrooms, with ongoing support provided to teachers to optimise learning environments. Furthermore, well-planned, explicit teaching methodologies were employed, fostering productive learning environments. Collaborative efforts among teachers were evident in the adoption of various teaching strategies aimed at enhancing classroom management and student engagement, ultimately leading to positive learning outcomes.

Looking ahead to 2024 and beyond, the school remains committed to developing a consistent school-wide approach to ensure all students can engage in productive learning with minimal disruptions. This ongoing focus on refining teaching practices and fostering supportive learning environments reflects the school's commitment to continuous improvement and student success.

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
School Excellence Framework assessment validates the 'Data Skills and Use' element in the Teaching domain as 'Sustaining and Growing'.	The leadership, learning support, English as an Additional Language or Dialect (EALD), and High Potential and Gifted Education (HPGE) teams continue to comprehensively analyse student progress and achievement data, sharing the results and insights into student learning with the entire staff. A specific focus has been placed on all teachers gathering and analysing data to plan for and modify teaching and learning to meet the

School Excellence Framework assessment validates the 'Data Skills and Use' element in the Teaching domain as 'Sustaining and Growing'.	diverse needs of learners, monitor student learning progress, and identify skill gaps for improvement and areas for extension. As a result, the school has assessed the Data Skills and Use element in the Teaching Domain as Sustaining and Growing.
School Excellence Framework assessment validates the 'Collaborative Practice and Feedback' theme in the Teaching domain as 'Sustaining and Growing'	Teachers were regularly provided with opportunities, both as a whole school and within faculty teams, to actively evaluate, share, and discuss insights gained from targeted professional development sessions delivered by school teams. These sessions aimed to enhance whole-school practices. Additionally, teachers engaged in professional discussions and collaborated to improve teaching and learning within their classes, year groups, stages, faculties, or specific student groups. Moreover, teachers actively participated in the Performance and Development Plans process (PDP), which involved engaging in professional learning activities, negotiating observations of classroom teaching practices with feedback, and engaging in collegial discussions to enhance professional knowledge and practice. Throughout all career stages, teachers were supported in accessing internal expertise and provided opportunities to network with external organisations supporting professional growth. As a result of these collaborative efforts, the school has evaluated the Collaborative Practice and Feedback theme in the Teaching Domain as Sustaining and Growing, reflecting the ongoing dedication to fostering a culture of collaboration and continuous improvement in teaching practices.
School Excellence Framework assessment validates the 'Effective Classroom Practice' element in the Teaching domain as 'Sustaining and Growing'.	In the majority of classrooms, positive classroom management practices were observed, with ongoing support provided to teachers to ensure an optimal learning environment. Well-planned and explicit teaching methodologies were consistently employed, facilitating engagement for the majority of students within a productive learning setting. Teachers collaborated on a diverse range of teaching strategies aimed at enhancing both classroom management and student engagement, ultimately leading to positive learning outcomes. As a result of these collective efforts, the school has evaluated the Effective Classroom Practice component within the Teaching Domain as Sustaining and Growing. This assessment reflects the continued commitment to fostering effective teaching practices that promote student engagement and facilitate positive learning experiences.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$2,727.57</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"> • Evidence based Practices in Literacy and Numeracy • Data Informed Practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • release time for staff to provide targeted support to students, including mentoring and tutoring • strengthening orientation and transition program for identified students • engagement of a refugee support leader to coordinate personalised support for students and families from refugee backgrounds <p>The allocation of this funding has resulted in the following impact: Targeted support initiatives have resulted in significant improvements in English language proficiency among students, empowering them to access curriculum content and communicate effectively with both peers and teachers. Consequently, students are better equipped to achieve equitable learning outcomes. Moreover, the support provisions implemented to aid teachers in understanding the diverse needs of refugee learners have enabled them to differentiate content and activities effectively, thereby supporting the attainment of desired learning outcomes for all students.</p> <p>After evaluation, the next steps to support our students will be: School will continue to provide opportunities for refugee students to foster a greater sense of belonging within the school community through mentorship, sharing their stories, and cultural immersion activities. Furthermore, the school will continue facilitating connections with the Careers Advisor and other specialist staff to assist the refugee students as they transition into tertiary education or the workforce, thereby promoting their academic and professional achievements.</p>
<p>Integration funding support</p> <p>\$189,500.00</p>	<p>Integration funding support (IFS) allocations support eligible students at John Edmondson High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • HSC Improvement and Attainment • Student Agency & Partnership <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • implementation of targeted programs to differentiate teaching and learning programs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • 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 • engagement of additional teachers and Student Learning Support Officers to assist students with additional learning needs through personalised and adjusted support in classrooms <p>The allocation of this funding has resulted in the following impact: Students demonstrating progress towards their personalised learning goals. Teaching and learning programs and assessments have been evaluated and modified to incorporate differentiation, thereby supporting student</p>

<p>Integration funding support</p> <p>\$189,500.00</p>	<p>learning effectively. Furthermore, regular reviews and updates of Student Personalised Learning and Support Plans (PLaSPs) have ensured responsiveness to student learning needs and progress. This has resulted in eligible students receiving personalised learning and support within their own classrooms, fostering their academic growth and success.</p> <p>After evaluation, the next steps to support our students will be: To ensure the effectiveness of each eligible student's Personalised Learning and Support Plans (PLaSPs), a thorough review will be conducted to assess their impact and adjust them accordingly to address the specific learning and support needs of each student. Additionally, the utilisation of integration funding will be subject to regular review and adjustment throughout the year, with a focus on tailoring support to meet the individual needs of each student.</p>
<p>Socio-economic background</p> <p>\$818,725.65</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at John Edmondson High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence based Practices in Literacy and Numeracy • Student Engagement and Wellbeing • Student Agency & Partnership • Collaborative Professional Learning Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support literacy and numeracy initiatives, Mathematics Growth Strategy program and QuickSmart program implementation. • professional development of staff around explicit instruction, wellbeing and high expectations to support student learning • employment of additional staff to support wellbeing and student engagement through attendance reward initiatives and lunch time social and wellbeing clubs • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Strengthened support for literacy and numeracy teams to support the trajectory towards achieving targets through the engagement of additional executive and SASS staff and diversify their roles to focus on improving student learning, wellbeing and attendance rates. The school continued 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. Students were provided access to programs run by external organisations including Full STEAM Ahead and Innovate, facilitated by ABCN and Commonwealth Bank of Australia (CBA), offering coding workshops, hackathons, and mentorship, developing skills in design thinking, problem-solving, collaboration, and coding.</p> <p>After evaluation, the next steps to support our students will be: To embed effective literacy and numeracy teaching strategies to support and monitor student growth using internal and external data sources. Strengthening support for literacy and numeracy teams, the school will engage additional executive and Support and Administrative Staff (SASS) members, diversifying their roles to enhance student learning, wellbeing, and attendance rates. Furthermore, the school will involve additional School Learning Support Officers (SLSOs) to provide targeted assistance for students striving to meet HSC Minimum Standards and implement focused wellbeing programs for students deemed at risk of not completing school. Moreover, the school will develop and sustain community partnerships focused on providing students with diverse learning opportunities, with a specific focus on pathways to tertiary studies or employment.</p>

<p>Aboriginal background</p> <p>\$36,339.38</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at John Edmondson High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Engagement and Wellbeing • Data Informed Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (LaST) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Pathways • community engagement to support and encourage Aboriginal students to complete their schooling and successfully transition into further education or employment • ensure all teachers are culturally competent and schools are culturally responsive, acknowledging connections to local Aboriginal culture <p>The allocation of this funding has resulted in the following impact: Personalised Learning Pathways (PLPs) were implemented and closely monitored, providing targeted support through High Potential and Gifted Education (HPGE) and other school-based programs to foster leadership development and offer mentoring opportunities. Remarkably, all Stage 6 Aboriginal students achieved their HSC Minimum Standards, with the HSC Average Course mark of all Year 12 Aboriginal students meeting or closely trailing the Department of Education (DoE) State Average Course mark. In the 2023 Tell Them From Me survey data, 44% of Aboriginal students indicated a positive connection to their culture while at school, with 17% remaining undecided. Moreover, to further promote cultural understanding and respect, all staff participated in professional learning sessions aimed at deepening their comprehension of various historical and contemporary aspects of Aboriginal and Torres Strait Islander peoples and cultures.</p> <p>After evaluation, the next steps to support our students will be: To engage support staff to facilitate improved student 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. Collaboratively, the school's HPGE and Aboriginal Education team will engage with Aboriginal families and the 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. Additionally, the school will continue the partnerships created with external agencies NRL School to Work, South Cares (Liverpool Hub), and WSU Pathways to Dreaming, which have provided positive results for the students.</p>
<p>English language proficiency</p> <p>\$397,891.76</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at John Edmondson High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • HSC Improvement and Attainment • Data Informed Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives

<p>English language proficiency</p> <p>\$397,891.76</p>	<ul style="list-style-type: none"> • additional staffing intensive support for students identified in beginning and emerging phases • establish a core practice for supporting students learning English as an Additional Language or Dialect • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: The school has strengthened its whole-school planning and support for students by appointing a Head Teacher of Teaching and Learning with specialised training in English as an Additional Language or Dialect (EALD). This strategic appointment has significantly contributed to supporting student achievement across individual, small group, and classroom settings. By leveraging English language-specific strategies such as Frayer, Tier 2, and Word study, students have experienced amplified learning experiences. As a result, many students have progressed through their learning phases, demonstrating notable improvement in English language proficiency.</p> <p>After evaluation, the next steps to support our students will be: Ongoing focus on whole-school planning and the effective organisation of its English as an Additional Language or Dialect (EALD) program to meet the diverse needs of EALD students, particularly those from refugee backgrounds. EALD funding will be allocated to the development of language learning resources tailored to provide individual or small group support to EALD students. Furthermore, the school will continue to utilise School Learning and Support Officers to gather and analyse EALD student data. This data will inform strategic planning and the implementation of intensive support measures for all students from EALD 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>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"> • Evidence based Practices in Literacy and Numeracy • Student Engagement and Wellbeing • Data Informed Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact: The school placed emphasis on expanding the learning support team by incorporating additional School Learning and Support Officers (SLSOs), thereby facilitating more targeted support interventions for identified students. Through professional development initiatives and external support from network specialist services, the school maximised its support for students facing learning difficulties and disabilities. Additionally, specialised programs such as Life Skills and HSC Disability Special Provision were instrumental in providing students with disabilities access to tailored support to assist them in achieving their learning and assessment goals.</p> <p>After evaluation, the next steps to support our students will be: Expansion of its learning support team to incorporate additional School Learning and Support Officers (SLSOs), facilitating targeted support interventions for identified students. Seeking professional development and external assistance from network specialist services will enhance support for students facing learning difficulties and disabilities. Teachers will have</p>

<p>Low level adjustment for disability</p> <p>\$479,116.80</p>	<p>opportunities to participate in professional learning sessions delivered by network specialists, aimed at deepening their understanding of specific student needs and effective support strategies to enhance learning outcomes.</p>
<p>Professional learning</p> <p>\$93,980.57</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at John Edmondson High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence based Practices in Literacy and Numeracy • HSC Improvement and Attainment • Collaborative Professional Learning Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • presentations by suitable and qualified facilitators, for example diabetes or first aid workshops <p>The allocation of this funding has resulted in the following impact: Optimised data utilisation by teachers to inform their practice has led to the identification of growth opportunities in the key aspects of high achievement within HSC student work samples. This has led to modifications in teaching and learning approaches aimed at collectively improving student achievement. The school continues to prioritise instructional leadership, providing support to teachers across all career stages by offering access to internal expertise and opportunities to network with external organisations that foster professional growth. Professional learning initiatives have increased the capacity of all teachers to integrate effective practices into explicit teaching within classrooms. Furthermore, there has been a deliberate focus on aligning professional learning activities with individual teacher goals outlined in their Performance and Development Plans (PDPs). Engaging in collaborative networking opportunities has also been emphasised to support planning for the implementation of new syllabi as part of the ongoing curriculum reform efforts.</p> <p>After evaluation, the next steps to support our students will be: To continue the strategic alignment of professional learning, teacher goals, and whole school improvement targets remains a priority. Teachers and executives will engage in activities supporting the planning and implementation of new syllabuses in line with curriculum reform timelines. Additionally, the extension of the Mathematics Growth Team and Writing in Secondary Schools will further support the development of students' literacy and numeracy skills.</p>
<p>COVID ILSP</p> <p>\$363,963.93</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 2023.</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 to provide intensive small group tuition for identified students to progress them to higher NAPLAN bands • releasing staff to analyse school and student data to identify students for

<p>COVID ILSP</p> <p>\$363,963.93</p>	<p>small group tuition groups and monitor progress of student groups</p> <ul style="list-style-type: none"> • providing intensive small group tuition for identified students who were identified as high potential in literacy to participate in the SPEED 8 program • providing targeted, explicit instruction for student groups to successfully achieve HSC minimum standards for literacy and numeracy • employing/releasing staff to coordinate the program • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in the following impact: Student learning outcomes in areas of literacy and numeracy have shown improvement. In-depth analysis of student data guided the design and delivery of targeted small group and individual interventions, such as QuickSmart, SPEED 8, and HSC Minimum Standard Support. These interventions have resulted in significant growth and achievement for the majority of students toward their literacy and numeracy targets.</p> <p>After evaluation, the next steps to support our students will be: Continuing the review of existing support programs to assess their effectiveness and determine whether they need to be continued, extended, or discontinued. This ongoing evaluation ensures that identified students receive appropriate in-class, small group, or individual interventions to meet their personal learning goals. Additionally, there will be a continued emphasis on identifying students who require support in HSC, literacy, and numeracy.</p>
<p>Student Support Officer</p> <p>\$99,516.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at John Edmondson High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Engagement and Wellbeing <p>Overview of activities partially or fully funded with this Staffing - Other include:</p> <ul style="list-style-type: none"> • Improve the wellbeing, resilience, and pro-social behaviours of students by working in partnership with the wellbeing team and the school counselling service to prioritise and deliver individual, small group and whole-school evidence-based programs and strategies. • SSOs contribute to the implementation of the whole-of school approach to wellbeing with a focus on early intervention. <p>The allocation of this funding has resulted in the following impact: The employment of an additional Student Support Officer (SSO) for 3 days per week has significantly enhanced support services, benefiting over 1000 students through early intervention and prevention programs. The SSO played a crucial role in implementing the school's wellbeing approach, aiding students in developing social and emotional skills through targeted strengths-based programs. These initiatives focused on building resilience, coping skills, and fostering positive relationships among students. Furthermore, collaborative partnerships with external and government agencies persisted, ensuring tailored support for students and their families.</p> <p>After evaluation, the next steps to support our students will be: The school maintains its dedication to providing tailored support for students based on their individual needs, in close collaboration with school counsellors, welfare teams, and senior executives. Utilising student data analysis, the school will continue to develop and implement targeted prevention programs to address specific needs, aligning closely with the Care Continuum framework. The Student Support Officer (SSO) will play a pivotal role in offering universal support to students by coordinating the design and delivery of programs in collaboration with school and specialist staff, as well as external partners.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	588	597	564	536
Girls	577	545	540	545

Student attendance profile

School				
Year	2020	2021	2022	2023
7	94.1	89.4	88.6	86.5
8	90.8	84.8	86.1	84.0
9	91.8	85.0	84.5	82.7
10	89.3	83.5	82.4	81.6
11	90.4	85.3	86.5	84.3
12	90.8	85.2	87.2	85.8
All Years	91.2	85.5	85.7	84.1
State DoE				
Year	2020	2021	2022	2023
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
11	88.2	83.6	80.0	81.7
12	90.4	87.0	83.9	86.0
All Years	89.6	85.9	81.7	83.9

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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	2	5
Employment	7	9	29
TAFE entry	3	7	13
University Entry	0	0	53
Other	4	1	0
Unknown	1	0	1

Year 12 students undertaking vocational or trade training

37.95% of Year 12 students at John Edmondson High School undertook vocational education and training in 2023.

Year 12 students attaining HSC or equivalent vocational education qualification

96.7% of all Year 12 students at John Edmondson High School expected to complete Year 12 in 2023 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)	51.8
Learning and Support Teacher(s)	2.4
Teacher Librarian	1
Teacher EAL/D	2.8
School Counsellor	2
School Administration and Support Staff	13.57
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 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	1,346,164.38
Revenue	15,212,304.03
Appropriation	14,613,431.40
Sale of Goods and Services	69,779.97
Grants and contributions	436,811.09
Investment income	50,748.57
Other revenue	41,533.00
Expenses	-14,796,652.17
Employee related	-12,943,490.76
Operating expenses	-1,853,161.41
Surplus / deficit for the year	415,651.86
Closing Balance	1,761,816.24

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.

	2023 SBAR Adjustments (\$)
Targeted Total	175,183
Equity Total	1,732,074
Equity - Aboriginal	36,339
Equity - Socio-economic	818,726
Equity - Language	397,892
Equity - Disability	479,117
Base Total	10,514,330
Base - Per Capita	287,327
Base - Location	0
Base - Other	10,227,003
Other Total	748,152
Grand Total	13,169,737

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

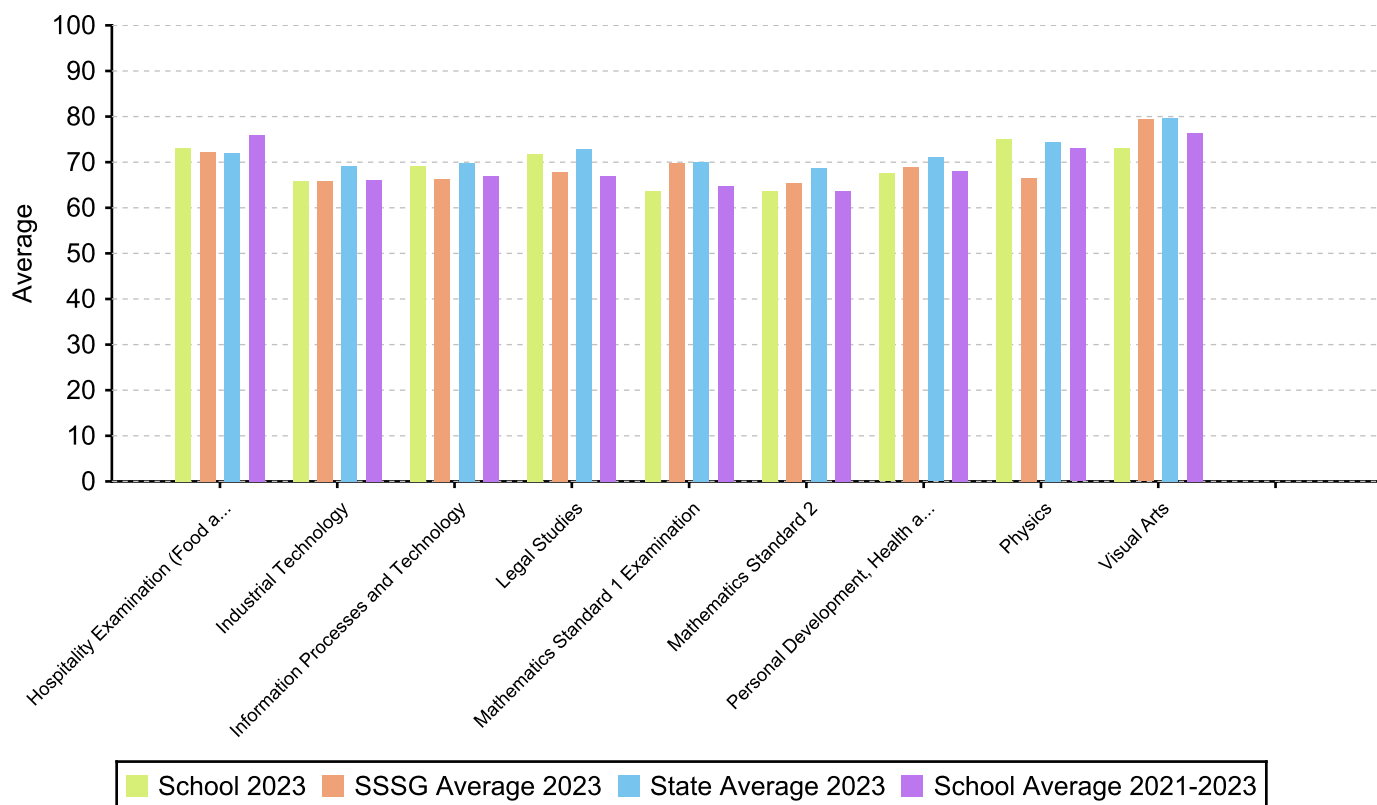
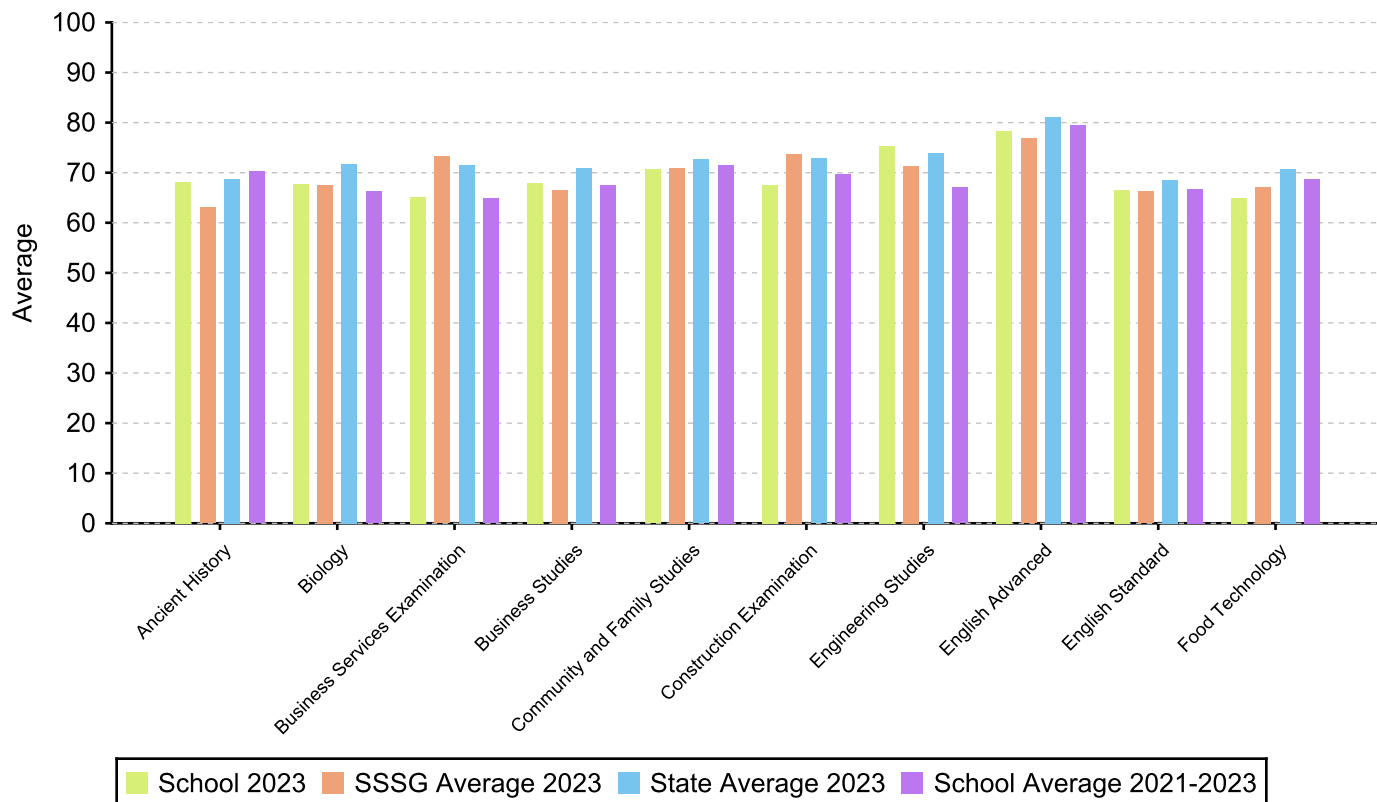
In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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 2023	SSSG	State	School Average 2021-2023
Ancient History	68.2	63.1	68.7	70.3
Biology	67.7	67.6	71.8	66.2
Business Services Examination	65.2	73.2	71.6	64.8
Business Studies	68.0	66.5	70.9	67.6
Community and Family Studies	70.6	71.0	72.7	71.5
Construction Examination	67.5	73.7	72.8	69.6
Engineering Studies	75.3	71.3	73.9	67.0
English Advanced	78.3	76.9	81.2	79.4
English Standard	66.6	66.2	68.5	66.7
Food Technology	65.0	67.2	70.8	68.7
Hospitality Examination (Food and Beverage)	73.1	72.2	72.1	76.0
Industrial Technology	65.9	65.8	69.1	66.1
Information Processes and Technology	69.2	66.4	69.8	67.0
Legal Studies	71.7	67.8	72.9	66.9
Mathematics Standard 1 Examination	63.6	69.8	70.1	64.9
Mathematics Standard 2	63.7	65.4	68.7	63.7
Personal Development, Health and Physical Education	67.5	68.9	71.0	68.1
Physics	75.0	66.6	74.4	73.0
Visual Arts	73.2	79.4	79.8	76.5

Parent/caregiver, student, teacher satisfaction

In 2023, the school actively sought feedback from parents, carers, students, and staff through the Tell Them From Me (TTFM) Survey. The TTFM surveys encompassed the 'Partners in Learning' Parent survey, the 'Student Outcomes and School Climate' Student survey and the 'Focus on Learning' Teacher survey. The results unveiled the following insights:

Parents: The survey findings revealed a strong preference among parents for John Edmondson High School, with an impressive 93% naming it as their first choice for their child's high school education. It also showed a remarkable positive sentiment among parents regarding the school's facilities, with 95% commending their well-maintained condition, and 85% expressing satisfaction with the welcoming ambiance of the physical environment. Despite the absence of long-term comparative data, a significant portion (68%) of parents expressed confidence in the school's ability to foster a culturally safe environment for all students, although 27% remained undecided on this matter.

Furthermore, 80% of parents conveyed their readiness to recommend the school to families with primary school children, while 12% were undecided. A substantial majority (79%) of parents acknowledged John Edmondson High School's favorable reputation within the local community, and over 85% expressed contentment with the school's communication practices. All survey participants confirmed the school's proactive approach in seeking parental input, with 87% specifically citing involvement in various aspects such as school planning, policy development, and review processes, as well as school reporting. The school consistently solicits feedback from its community and leverages it to refine processes and enhance service delivery.

Parents conveyed a strong sense of contentment with the learning opportunities and well-being resources offered to students, providing both favorable feedback and valuable suggestions through email and the school's social media channels, such as Facebook and X (previously known as Twitter).

Students: The student survey sought feedback regarding the key measures, which encompassed 'Explicit Teaching Practices and Feedback', 'Advocacy at school', 'Positive learning climate', and 'Expectations for success'. Feedback was gathered on these measures to gain insights into students' perspectives on their learning environment and experiences. Students expressed that classroom instruction is well-structured, with a clear purpose, and they appreciate receiving immediate feedback that enhances their learning. They also noted the presence of supportive individuals at school who consistently offer encouragement and guidance. Regarding behaviour, 83% of students reported displaying positive behaviour at school, with 91% of girls and 77% of boys exhibiting positive conduct.

Students in years 10 and 12 emphasised that school staff prioritise academic skills and maintain high expectations for all students to succeed, surpassing the NSW Govt Norm. Additionally, the survey aimed to understand students' sense of belonging, relationships with peers and teachers, as well as their perceptions of fairness and respect within the school community. 55% of students expressed a positive sense of belonging, indicating that they feel included and connected, and enjoy positive relationships with peers and teachers. However, this marks a decrease of 5% from last year. Over 80% of students reported being treated with fairness and respect by their teachers and peers, regardless of cultural background. Notably, 94% of year 12 students expressed their intentions to complete year 12, reflecting their dedication to their academic journey.

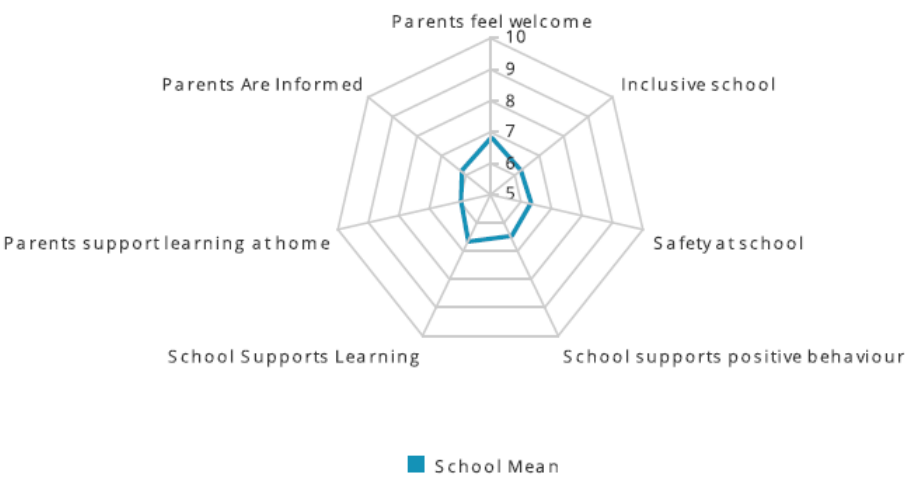
Teachers: Staff responses in the survey reflected the Four Dimensions of Classroom and School Practices: setting challenging and visible learning goals for students, providing planned learning opportunities, offering quality feedback, and addressing obstacles to student engagement in learning. All four dimensions were slightly below (0.2) state norms. Among the eight drivers of student learning - Data Informed Practice, Inclusive School, Teaching Strategies, and Technology - were highly valued and appreciated, with performance at or above state norms. The survey revealed a greater disparity between teachers with less than or equal to 5 years and those with greater than or equal to 6 years of teaching experience.

Nearly 72% of teachers believed that school leaders are effectively leading improvement, and the school's strategic vision is clearly communicated, with 20% remaining undecided. Regarding the sense of belonging, 86% of teachers felt they belonged to the school.

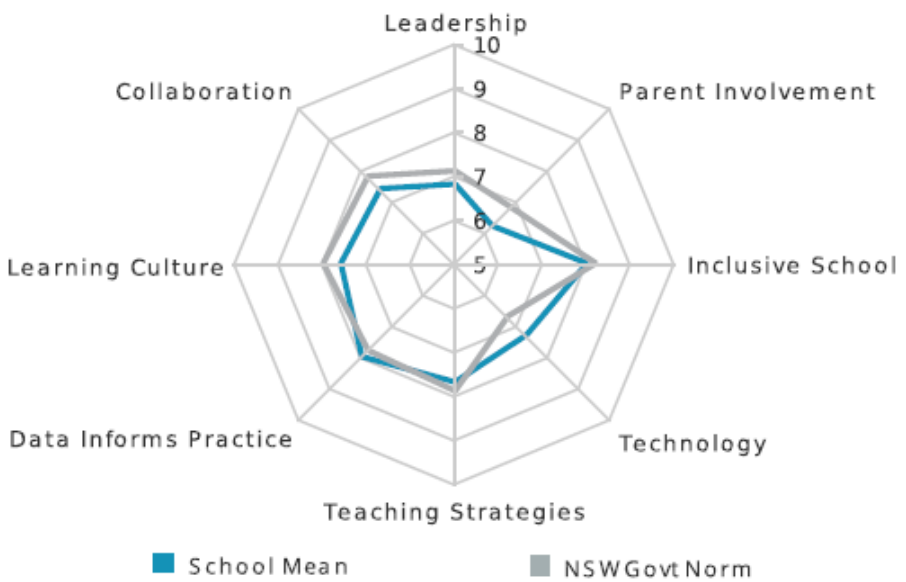
Teachers expressed areas they wish for improvement from school leaders, including the need for leaders to take time to observe their teaching, provide useful feedback about their teaching, assist in improving their teaching, and offer guidance for monitoring student progress. However, teachers also expressed appreciation for school leaders in creating a safe and orderly school environment, establishing challenging and visible learning goals for students, creating new learning opportunities, and supporting staff during stressful times.

Staff members felt they had opportunities to utilise a variety of skills, were culturally accepted and valued, felt comfortable reporting any risks at work, and understood the high expectations the school had of them. Staff also expressed satisfaction with their professional shared practice and viewed professional learning as a positive and collegial framework for reflection and pedagogical improvement, resulting in enhanced teacher quality. Additionally, staff felt supported in their goals identified in their Performance and Development Plans (PDPs) and were able to discuss any

concerns with their supervisors or trusted mentors. Strong collaboration was evident to support progress among staff.



Tell Them From Me - Partners in Learning - Parent Survey - 2023
John Edmondson High School



Tell Them From Me - 8 Drivers of Student Learning - Teacher Survey - 2023
John Edmondson High 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.