

School plan 2018-2020

John Edmondson High School 8290



School background 2018–2020

School vision statement

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

We achieve this through an inclusive and participatory culture that supports lifelong learning within a framework of high expectations while supporting the needs of students.

School context

John Edmondson High School enrolment of approximately 1200 students, including 54% students from a non-English speaking background and 25 Aboriginal students, is a dynamic Years 7 – 12 comprehensive coeducational high school.

We serve a community in South West Sydney in the Liverpool area that includes a wide range of families from diverse cultural and socio-economic groups living in suburban as well as semi-rural environments.

The school has an extensive curriculum and promotes academic, sporting and leadership development and achievement. Innovative features include extensive technological resources and numerous opportunities for student enrichment.

Strong links with partner Primary Schools as well as external providers are being extended to further develop student opportunities for learning and success.

School planning process


The school planning process has been inclusive of the whole school community using collaborative processes to first refine our vision, determine our directions, develop strategies and determine the goals against which we will measure our improvement.

Teachers have worked collaboratively to develop this plan in consultation with students, parents and the AECG.

Drafts of the plan have been communicated to our school community through our school newsletter.

The final plan is published on our school website.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Learning

Purpose:

To provide students and staff meaningful opportunities to foster a deep understanding and engagement in learning so they become successful learners within a framework of high expectations.



STRATEGIC DIRECTION 2 Leading

Purpose:

To provide students and staff with opportunities to lead that will enable them to fully participate in school culture and develop skills as confident and creative individuals and active and informed citizens.



STRATEGIC DIRECTION 3 Linking

Purpose:

To develop real and authentic links and engagement throughout our whole school and broader community to provide an inclusive and participatory school culture that supports lifelong learning.

Strategic Direction 1: Learning

Purpose

To provide students and staff meaningful opportunities to foster a deep understanding and engagement in learning so they become successful learners within a framework of high expectations.

Improvement Measures

Improved proportion of students performing in the top two bands of NAPLAN

Programs of learning have explicit literacy and/or numeracy strategies embedded.

Increase opportunities where students are leaders of their own learning.

Improved Year 9 NAPLAN and HSC results for Aboriginal students.

People

Students

Structured guidance for students through scaffolding to complete differentiated assessments.

Staff

- Immersion in current research on differentiation theory and practice
- Professional learning in building differentiated assessments for students
- Professional learning on embedding formative assessment (including networking and showcasing)
- Pilot action research into embedding successful literacy and numeracy strategies for students to then scale to whole school.

Processes

Implement a whole school strategy for differentiation where students can fully participate and engage to improve learning.

Embed formative assessment into all elements of teaching practice to ensure delivery of timely and individualised feedback and feed forward.

Embed literacy and numeracy strategies into classroom practice to improve student outcomes.

Evaluation Plan

NAPLAN data

HSC data

Quicksmart data

Programs of learning

Practices and Products

Practices

Teachers will deliver programs and assessments that meet the needs of a range of student learners

Students will access assessment tasks at levels that are suitable to their learning needs

Teachers will regularly give formative assessment feedback to students in classes

Students will have opportunities to give feedback to teachers about their own learning

Specific literacy and numeracy skills are focused on, developed and delivered to students regularly across all KLAs based on the literacy and numeracy needs of students.

Products

Differentiated assessment tasks, programs and class tasks are evident in all KLAs.

Formative assessment strategies are explicit in teaching programs and registration.

Literacy and numeracy strategies and skills are explicitly embedded into programming and classroom practice.

Strategic Direction 2: Leading

Purpose

To provide students and staff with opportunities to lead that will enable them to fully participate in school culture and develop skills as confident and creative individuals and active and informed citizens.

Improvement Measures

Increased student involvement in leadership.

Increased staff participation and interest in leadership within the school in formal and informal roles.

Increased confidence in school leadership as expressed in staff Tell Them From ME survey.

Increased number of student leadership projects and initiatives.

People

Students

Regularly reinforce the value of student leadership to all students and recognise student leaders.

Training of students to develop a school leadership plan

Regular training of students by staff and external providers in leadership.

Staff

Promotion of staff leadership and involvement in school life.

Training of staff in leadership roles through mentorship, workshops and role definitions.

Training of staff to develop a school leadership plan.

Processes

Develop and implement a Student Leadership Plan that acknowledges and develops student leadership opportunities from the classroom through to whole school and extracurricular activities.

Development of a Staff Leadership Strategy that clearly defines and develops staff leadership roles in the school and provide training to staff roles.

Evaluation Plan

SRC Activities

Senior Leader Activities

Student Leadership Plan

Staff Leadership Strategy

Practices and Products

Practices

Students and staff develop a leadership plan detailing classroom, Year level; Whole School; Special Groups; and Extracurricular activities.

Staff leadership team develop defined role statements, responsibilities and performance indicators for staff leadership positions.

Products

Student Leadership Plan.

Role statements for all staff leadership positions.

Strategic Direction 3: Linking

Purpose

To develop real and authentic links and engagement throughout our whole school and broader community to provide an inclusive and participatory school culture that supports lifelong learning.

Improvement Measures

Increased levels of participation with charity and community programs.

Increased methods and effectiveness of communication from the school to the community.

Increased positive response to student Tell Them From Me survey results in the area of belonging.

People

Students

Promote the need to be involved in social justice programs.

Develop an understanding of the amount of rich and rewarding experiences and achievements within the school.

Staff

Teacher research and exploration of successful ways to motivate students.

Parents/Carers

Develop an understanding of the amount of rich and rewarding experiences and achievements within the school.

Community Partners

Communicate with and Involve community partners and external agencies to enable them to provide 'real-world' learning experiences for students.

Processes

Development of a social justice and community links initiative.

Development and implementation of a school wide Communication and Promotion Strategy.

Delivering authentic and meaningful lessons and school activities to connect with students.

Evaluation Plan

Charity activities within the school.

Community outreach activities.

Communication and Promotions Strategy.

Feedback received from the community.

Activities including local businesses and external providers.

Practices and Products

Practices

Student and staff work together to develop the Social Justice and Community Links initiative.

Regular contact with the community through visits, workshops, performances to nursing homes, primary schools, homeless shelters etc.

More defined and refined communication means within and outside of our school community.

Regular promotion of school and student achievements within and outside of the school.

All student learning in the school is viewed through a lens of authentic learning and student engagement.

Products

A Social Justice and Community Links plan.

A school wide Communication and Promotion Strategy.

Student welling enhanced and promoted through the delivery of authentic learning experiences.