

Strategic Improvement Plan 2021-2024

John Edmondson High School 8290



School vision and context

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 33 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.

Strategic Direction 1: Student growth and attainment

Purpose

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

Improvement measures

Target year: 2023

69.1% of students achieving expected growth in numeracy through NAPLAN Year 9 results

62.3% of students achieving expected growth in reading through NAPLAN Year 9 results

20% of students in top two bands numeracy in NAPLAN Year 9 Results

14.3% of students in top two bands reading in NAPLAN Year 9 Results

21.7% of students in top two bands HSC Results

52.4% of students in top three bands HSC Results

Target year: 2024

Increase the proportion of Aboriginal students attaining Year 12 by 50%, while maintaining their cultural identity.

Initiatives

High Expectations

Supporting students in learning through:

- Learning Intentions & Success Criteria
- Use of diaries/organisation
- Assessment task design/modification/student support/relevance & differentiation
- Liaising with parents

Improving Literacy and Numeracy

- Focused reading and vocabulary building
- Focused numeracy
- Embedding literacy and numeracy progressions into programming and lesson delivery

Authentic teaching and learning

Designing learning activities with clear relevance and interest to students' world with a focus on hands on activities involving collaboration and solving problems.

Success criteria for this strategic direction

Improved assessment task submission

Students report improved confidence in their ability to engage with their work

Evaluation plan for this strategic direction

Analysis of assessment task performance and submission rates

Student survey gauging confidence in their ability to engage with their work.

Strategic Direction 2: Wellbeing for all

Purpose

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

Improvement measures

Target year: 2023

68.2% of students report positive responses in the annual Tell them from Me survey the categories of 'Advocacy at School'; 'Expectations for Success'; and 'Sense of Belonging'

65.2% of students attending school 90% of time or more

Target year: 2024

Improved use of positive communications to parents and students by at least 20% from 2019 levels.

Target year: 2024

Teacher satisfaction survey improvement of 5% each calendar year

Initiatives

Building positive relationships

- Developing an enhanced sense of empathy across the whole school community to embrace difference.
- Development of initiatives involving SRC & Student Leaders to promote student voice and involvement
- All teachers to develop a positive rapport with students through knowing their students well

Building teacher confidence

Promoting teacher success and excellence in achievement, collegiality and support of other staff and students

Recognising teachers skills

Enhanced team building activities for teachers

Success criteria for this strategic direction

Improved student attendance

Improved positive rewards, letters and incidents

Decreased negative incidents records

Improved student reporting of sense of connection with the school and its staff

Improved teacher reporting of satisfaction in their work

Evaluation plan for this strategic direction

Analysis of Tell Them From Me survey data

Analysis of attendance data

Survey data indicating student and teacher satisfaction

Strategic Direction 3: Respect and Responsibility

Purpose

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

Improvement measures

Target year: 2024

Citizenship classes show 80% or more of students expressing neutral or positive impact on their socialisation and learning

Target year: 2024

Increase formal positive interactions with students by at least 20%

Target year: 2024

Decrease negative interactions with students by at least 7% (including suspension)

Target year: 2024

Improve community satisfaction with our students by 20%.

Initiatives

Focus on citizenship

Continued development of our citizenship initiative in Year 7 - 10 using themes such as:

- Sustainability
- Social Justice
- Financial literacy
- Media and advertising

Encouragement of community service and charity fundraising

Aligning expectations

Collaboratively build an expectations framework aligned to assertive discipline and PBIS (PBL) principles, involving staff, students and parents with clear guidance of what it looks like, sounds like and feels like

Success criteria for this strategic direction

Development and delivery of programming within citizenship

Evidence of citizenship principles in programs through all Key Learning Areas (KLAs)

Continued and developing engagement in fundraising and community service opportunities

Creation of an expectations framework

Evaluation plan for this strategic direction

Programs evaluated for citizenship

Student Success initiatives evaluated

Audit of citizenship principles in all KLAs

Audit and evaluation of fundraising and community service activities within the school

Survey and evaluation of depth of understanding and engagement in the expectations framework through all school stakeholders

Reports from the community regarding satisfaction/dissatisfaction through means such as Facebook, Email and phone.