

Strategic Improvement Plan 2023-2026

John Edmondson High School 8290



School vision and context

School vision statement

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.

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.

Improvement measures

Reading growth

Achieve by year: 2023

Increase the proportion of students achieving at expected age level for reading by 10% using internal reading assessments.

NAPLAN expected growth - Reading

Achieve by year: 2023

Increase percentage of students achieving expected growth in reading on or about the lower bound target (62.3%) from a baseline of 55.5%.

Numeracy growth

Achieve by year: 2023

Increase the proportion of students achieving numeracy growth using internal and external assessments.

NAPLAN expected growth - Numeracy

Achieve by year: 2023

Increase percentage of students achieving expected growth in numeracy on or about the lower bound target (69.1%) from a baseline of 64.2%.

HSC achievement - top 2 bands

Achieve by year: 2023

Initiatives

Evidence based Practices in Literacy and Numeracy

Build strategic models of instructional leadership for literacy and numeracy to build teacher knowledge, skills and capacity in implementing evidence-based practices in literacy and numeracy. Teachers regularly assess, collate and analyse student progress to develop student skills and guide literacy and numeracy growth.

HSC Improvement and Attainment

Engage all staff in an in-depth analysis of HSC data to inform future pedagogical practices, deepen teacher's focus on identifying growth in the discriminating features of achievement within HSC student assessments. Collaboratively develop high impact teaching and learning programs and resources to provide targeted and individualised support to improve student achievement.

Success criteria for this strategic direction

SEF Teaching Domain - Professional Standards - Literacy and numeracy focus

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

SEF Learning Domain - Curriculum - Teaching and learning programs

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

SEF Learning Domain - Assessment - Summative assessment

The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels.

SEF Learning Domain - Student Performance Measures - Internal and external measures against syllabus standards

School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures. Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school.

SEF Learning Domain - Student Performance Measures - Student Growth

The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data.

Strategic Direction 1: Student growth and attainment

Improvement measures

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 achievement - top 3 bands

Achieve by year: 2023

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%.

Instructional Leadership

Achieve by year: 2026

School Excellence Framework assessment validates the 'Instructional Leadership' theme in the Leading domain as 'Excelling'.

Evaluation plan for this strategic direction

Question

To what extent has the explicit and strategic teaching of literacy, numeracy and HSC strategies demonstrated student growth and achievement? What is the impact of instructional leadership on teacher capacity to analyse and respond to trends in student data? How has professional learning developed the capacity of staff to improve HSC results?

Data

Classroom teachers, leaders and school teams collect and use the following data sources to evaluate the effectiveness of the initiatives.

External data - NAPLAN, HSC RAP, VALID, Check-in assessment, SCOUT, HSC Minimum Standards.

Internal data - Semester reporting summary data, student work samples, student and teacher surveys and focus groups, ACER Progressive Achievement Testing (PAT) data, Education Perfect, STAR Reading, QuickSmart data, teaching programs, summative assessment data and classroom observations.

Analysis

Internal and external data is analysed and triangulated regularly to determine the impact of initiatives and identify areas for improvement. Analysis will be embedded within the initiatives through progress and implementation monitoring to determine the extent to which the purpose and improvement measures have been achieved.

Implications

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning. The findings of the analysis will also inform annual reporting on the school progress measures.

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.

Improvement measures

Attendance >90%

Achieve by year: 2023

Improvement in the percentage of students attending school more than 90% of the time above the target baseline (59.6%).

Overall School Attendance

Achieve by year: 2026

Overall percentage of students attending school to be above the DoE and SSSG schools.

Wellbeing

Achieve by year: 2023

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%).

Wellbeing

Achieve by year: 2026

School Excellence Framework assessment validates the 'Wellbeing' element in the Learning domain as 'Excelling'.

Aboriginal student HSC attainment

Achieve by year: 2023

Increase the percentage of Aboriginal students completing study for the HSC, whilst maintaining their

Initiatives

Student Engagement and Wellbeing

Embed a culture of positive student engagement and build comprehensive whole school wellbeing strategies to foster resilience and self-regulation amongst students. Develop positive relationships between staff and students, leading to increased sense of belonging, advocacy and connectedness.

Establish robust attendance processes including regular monitoring and analysing attendance data to implement early intervention strategies to support and improve student engagement whilst at school. Strengthen collaboration and communication between parents, students and the school community to promote high expectations and shared responsibility for improved attendance.

Student Agency & Partnership

Increase opportunities for the development and use of student voice in decision-making. Foster student leadership opportunities and allow student-led teams to develop their own leadership capabilities through programs that build a positive and an inclusive school culture. Further expand and develop partnerships with business networks to provide more opportunities that drive student engagement, education achievement and pathway choices.

Success criteria for this strategic direction

SEF Learning Domain - Wellbeing - A planned approach to wellbeing

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

SEF Learning Domain - Wellbeing - Individual learning needs

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

SEF Learning Domain - Wellbeing - Behaviour

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

SEF Learning Domain - Learning Culture - Attendance

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

SEF Leading Domain - Educational Leadership - Community engagement

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

Evaluation plan for this strategic direction

Question

What has been the impact of wellbeing initiatives on

Strategic Direction 2: Wellbeing

Improvement measures

cultural identity, to support the achievement of the system negotiated target.

Evaluation plan for this strategic direction

student resilience, attendance and engagement? How has the school enhanced a positive learning environment? How has the school strengthened communication strategies to build partnerships between home and school? To what extent have we increased students' sense of belonging, optimised student agency and promoted engagement in student learning?

Data

These data sources will be collected and analysed by relevant teachers, leaders and school teams to analyse impact of wellbeing initiatives.

External data - Tell Them From Me (TTFM) - Student Wellbeing measures, Post School Destination plans, NCCD data, SCOUT - Attendance, Wellbeing and Suspension data.

Internal data - Surveys (teacher, student and community), focus groups (teacher, student), teacher observations, Sentral wellbeing and attendance data, community satisfaction surveys, attendance at P&C meetings and other school events, evaluation of wellbeing programs, LST and Wellbeing meetings data.

Analysis

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved. Analysis will be embedded within the initiatives through progress and implementation monitoring. The school teams will review progress towards the improvement measures and identify areas for improvement and refinement.

Implication

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning. This analysis will guide the school teams to consider participation in externally offered programs to address student wellbeing. The findings of the analysis will also inform annual reporting on the school progress measures.

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.

Improvement measures

Data Skills & Use

Achieve by year: 2026

School Excellence Framework assessment validates the 'Data Skills and Use' element in the Teaching domain as 'Excelling'.

Collaborative Practice and Feedback

Achieve by year: 2026

School Excellence Framework assessment validates the 'Collaborative Practice and Feedback' theme in the Teaching domain as 'Excelling'.

Effective Classroom Practice

Achieve by year: 2026

School Excellence Framework assessment validates the 'Effective Classroom Practice' element in the Teaching domain as 'Excelling'.

Initiatives

Data Informed Practices

Build teacher capacity to analyse internal and external data to drive the modification of teaching practice to ensure all students (including Aboriginal students, EAL/D students, students with a disability and students identified as HPGE) are challenged and adjustments lead to improved learning.

Build effective classroom practices through a focus on explicit teaching, high expectations, classroom management and student feedback to drive ongoing school-wide improvement in teaching practice and student results.

Collaborative Professional Learning Practices

Build a High Impact Professional Learning culture to develop the instructional leadership capacity of all staff through observation of classroom practice and a focus on continuous improvement.

Success criteria for this strategic direction

SEF Teaching Domain - Data Skills & Use - Data Literacy

All teachers have a sound understanding of student assessment and data concept. They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

SEF Teaching Domain - Effective Classroom Practice - Explicit teaching

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

SEF Teaching Domain - Effective Classroom Practice - Feedback

Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.

SEF Teaching Domain - Learning & Development - Collaborative practice and feedback

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, schoolwide improvement in teaching practice and student results.

SEF Teaching Domain - Effective Classroom Practice - Classroom Management

All classrooms and other learning environments are well

Strategic Direction 3: Teaching and Learning

Success criteria for this strategic direction

managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.

SEF Learning Domain - Learning Culture - High expectations

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

Evaluation plan for this strategic direction

Question

To what extent is data being used effectively to track and monitor student achievement and progress to inform evidence-based interventions, teaching and future directions? What has been the impact of effective classroom practices on lifting student outcomes? To what extent has the high impact professional learning strengthened teacher practice for ongoing student progress?

Data

These data sources will be collected and analysed by relevant teachers, leaders and school teams to analyse impact of initiatives.

External data - SCOUT, NAPLAN, HSC data, VALID, Check-in assessment.

Internal data - Classroom observations and feedback, teaching programs, student work and feedback samples, teacher observations, student/staff surveys, internal student performance data and professional learning

Evaluation plan for this strategic direction

feedback.

Analysis

Internal and external data is analysed and triangulated regularly to determine the impact of initiatives and identify areas for improvement. Analysis will be embedded within the initiatives through progress and implementation monitoring to determine the extent to which the purpose and improvement measures have been achieved.

Implications

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning. The findings of the analysis will also inform annual reporting on the school progress measures.