

# 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

### Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

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

### Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

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

## Initiatives

### Explicit Teaching of 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.

## 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.

## Evaluation plan for this strategic direction

### Question

To what extent has the explicit and strategic teaching of literacy and numeracy 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 student 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, VALID, Check-in assessment,

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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SCOUT, HSC Minimum Standards.

Internal data - Semester reporting summary data, student work samples, 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

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

The attendance rate for the school is increased from 84.05% in 2023 to 85.05% by 2027.

### 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

### Evaluation plan for this strategic direction

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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

### Pathways

There is a focus on positive transitions into meaningful post school pathways.

Achieve by year: 2027

The proportion of students' HSC results in the top three achievement bands is increased from 45.84% in 2023 to 50.1% in 2027.

## Initiatives

### Explicit Teaching through HSC Strategy

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.

Teachers implement high leverage strategies to improve student learning and ensure they are provided with skills to transition into meaningful post school pathways.

### Effective Classroom Practice

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

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. 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 - 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.

## Evaluation plan for this strategic direction

### Evaluation plan for this strategic direction

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#### 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? How has the the high impact professional learning strengthened teacher practice for improvement in HSC results?

#### 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 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.