

James Fallon High School

Annual Report



2016



8266

Introduction

I am enormously proud to be Principal of James Fallon High School.

James Fallon High School is a comprehensive high school catering for a wide range of interests and abilities with a commitment to serve both its students and the wider community. The school has as its central concern the achievement of excellence in a rich diversity of academic, social, cultural and sporting pursuits. To achieve, students are encouraged to avail themselves of the many opportunities the school provides, including a learning and physical environment in which high standards of achievement can flourish. James Fallon High School is a Positive Behavior for Learning School and has as its main values: Respect, Responsibility and Achievement. Our school motto is "Together we succeed".

Our James Fallon High School learning community aims to provide:

- A safe and caring environment inclusive of diversity, disadvantage or disability where all students achieve their personal best
- Opportunities for our students to become valued and responsible citizens who respect themselves and the community, and who can adapt to the challenges of a changing world.

The school has a dedicated staff with a breadth of experience, a supportive community and an active and involved Parents & Citizens' Association.

The Annual Report for **2016** is provided to the community of **James Fallon 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 school 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.

Jennifer Parrett

Principal

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Message from the school community

The 2016 P&C executive team is President Kyle Miller, Secretary Caroline Boase and Treasurer Erin Miller and a small but dedicated team of parents.

Parent Representatives Teacher Interview Panel. Janice Hofer and Kyle Miller.

Parent Representatives Canteen committee. Merelda Crocker, Kris McMillian, Kyle Miller, Erin Miller.

The canteen committee meets once a term with student representatives to discuss the menu and suggestions from the students for the next term.

The canteen is run by Merelda Crocker who is hard working and dedicated to the healthy food options for our students. Money raised from the sales of the canteen go back to the students and the school in various projects and support.

The P/C run uniform shop is located in the canteen with second-hand good quality uniform at low prices. If you have any that you could donate please do so as the money goes back to providing for students.

We have great volunteers that help out in the canteen regularly with Merelda, Di and Judy, and Liz. If you or anyone else that would like to help out for a few hours, a day or once a term it would be much appreciated please contact Merelda in the Canteen.

We also have a yr 11 student Czarlene Villanueva who helps prepare food in the canteen for two hours each day, and makes the best muffins that the students love.

We have recently donated \$40000 to the new Drama space.

We have purchased a chilled water drinking cooler to be placed in the quad near the canteen.

We purchased two reverse cycle air conditioners for A block.

We are busy planning for fundraising ideas and events for the school.

The P&C pay for the presentation at the end of the year at a cost of \$7000.

We strive to help our students and teachers of James Fallon High School.

I would also like to thank our Principal Jenny Parrett and the dedicated staff of our school in supporting our students and the P&C.

Kyle Miller

President

James Fallon High School P&C.

Message from the students

The 2016 Student Representative Council was inducted on February 17th, after being voted in by their peers. Hardworking, passionate students filled the SRC rollcall bursting with ideas and things that could be implemented into the school. The cohort was led by the Senior Executive; Emma Pepper (President), Thomas Keatings (Vice President), Lachie McMillan (Treasurer) and Anna McGown (Secretary), and the Junior Executives, Sonali Kagithala, Ellie Richardson, Georgia Knight and Isabelle Montgomery.

The year began with "Valentine's Day letters", sending lollipops and notes to someone special. However the cohort was not formed until later on in Term 1 leaving a challenge for executives to deliver hundreds of Valentine's Day notes! Later that term as Easter approached, the members of the SRC brought in chocolates and prizes to contribute to the Easter Raffle fundraiser for Stewart House, a cause which is close to Public schools and utilized within our school community by students.

The next cause in which the SRC supported was the "Leukemia Foundation" with their annual "World's Greatest Shave". All shavers, Josh Hunter, Matthew Chapman, George Parker, Luke Nicholls, Billie Ellison, Kyra Mansell, Joshua O'Connor and Mr. Davis bravely sacrificed their locks for a good cause. As a result of their efforts, substantial funds donated to the Leukemia Foundation.

At this time Thomas Keatings was absent undergoing medical treatment, so the SRC organised to support him by contributing the door entry to help fund his treatment.

The SRC then had the opportunity to have two of their members attend a State SRC conference in Murrumbatemen. Josh O'Connor and Matthew Chapman set out with their freshly shaved heads on a long bus journey winding their way through NSW. During this week, along with over 100 other SRC members from across the state they learnt all about the impact in which students can have on their school, the power of student voice, how to implement a strong student voice in the school by becoming a collaborative cohort with the school and wider NSW, as well as making plenty of new friendships.

As the year continued on the SRC held a Mother's Day Raffle, all proceeds to go towards the Glenn McGrath Foundation, they did so by asking local businesses to donate prizes. The response was great from parents who ran businesses and businesses that employed JFHS students and their families. The SRC would like to further thank all who generously donated to the raffle.

On August 24th SRC held their annual School Spectacular, showcasing all sorts of unique talent within our school. A huge congratulation goes to all talented contestants on the night. Huge congratulations to; Curtis Iverson (Runner up),

Danielle Mohr and Christie Tiyce–Matthews (Winners). The SRC also ran a canteen on the night with money going towards a new BBQ SRC purchased in early September for the school.

Funds throughout the year from SRC canteens go towards our sponsor child, Pablo. A 16 year old boy in Brazil, he has a love of school and soccer. By sponsoring Pablo we allow him to have better opportunities in life. SRC have continued to sponsor Pablo over the past several years and regularly receive letters from him throughout the year,

Furthermore the SRC raised funds for Jeans for Genes day raising \$543.25 through a mufti day and pen selling. Footy Colours Day raised money for the cancer council making \$337.25, the day included a half–mufti, longest kick and handballing competitions, best footy song rendition and a lucky raffle for participants.

SRC's last fundraiser for the year was "Sunshine Day" where SRC, SWAT and Café J combined in order to raise \$500 for the new Albury Wodonga Cancer Centre. Café J sold yellow frappes, SRC held a cake stall and sold yellow ribbons with SWAT, while each roll call filled out daffodils with messages of support for the wall.

BESIDES THE FUNDRAISING SRC DOES OTHER STUFF....

The SRC took part in hosting the Albury Teaching and Learning Conference, introducing and listening to exceptional speakers. It was a privilege for all involved to be able to participate and represent the school in such a way within the wider community.

The SRC also took part in the Albury 2030 Community Plan, where students were able to put forth their ideas about youth culture, enhancing the Albury environment, growing leadership within our community and caring for the Albury Community. The ideas were then added into the 2030 plan. It was a great opportunity to express the voice of youth within the community.

The "Tell Them From Me Surveys" that students across the school answered earlier in the year continuously were revised by the SRC allowing students to gain a better understanding of areas that needed improvements. From these surveys the SRC met with Mrs. Parrett and discussed the ideas in which they had. Since then they have been given the opportunity to work alongside the P&C on the selection of a new school jacket. The SRC also arranged to meet with Mrs. Parrett in order that new seating was provided for students in the playground.

It is our goal during the last term of 2016, to be able to promote positive behavior and reduce boredom in the playground for these reasons the SRC will be introducing "Music Monday", handball and volleyball competitions. The SRC is also looking at contributing funds for the installation of permanent outdoor tennis tables in the playground.

A special mention must go out to the teachers who have supported the SRC in 2016, Ms Mikhaila Williams for setting up the SRC in Term One and continued to provide her knowledge as guidance, alongside Mrs. Kathryn Kane who has been with the cohort for the duration of 2016 every morning discussing with students their goals and aims for the year and helping to implement their goals through achievable actions and Ms Johanna Bartels for her short but much appreciated contribution and support in the running of the SRC. We wish her all the best as she embarks on new adventures in Lake Macquarie.

School background

School vision statement

Our James Fallon High School learning community aims to provide:

A safe and caring environment inclusive of diversity, disadvantage or disability where all students achieve their personal best;

Opportunities for our students to become valued and responsible citizens who respect themselves and the community, and who can adapt to the challenges of a changing world.

School context

James Fallon High School is a comprehensive high school catering for a wide range of interests and abilities with a commitment to serve both its students and the wider community.

The school has as its central concern the achievement of excellence in a rich diversity of academic, social, cultural and sporting pursuits. To achieve, students are encouraged to avail themselves of the many opportunities the school provides, including a learning and physical environment in which high standards of achievement can flourish. The performing arts program at James Fallon High School has a long tradition of success, as exemplified by awards in the Wakakirri competition and acknowledgement both locally and state-wide in producing musicals and the creative and digital arts. Opportunities exist beyond the classroom in which students are able to develop leadership and academic skills, such as the Bush Tukka hospitality program for Indigenous students and the successful Café J, a curriculum-based retail operation run out of one of the many Trade Training facilities.

James Fallon High School is a Positive Behaviour for Learning School and has as its main values: Respect, Responsibility and Achievement. Our school motto is "Together we succeed".

The school has a dedicated staff that ranges from beginning teachers to highly experienced staff members, a supportive community, and an active and involved Parents & Citizens' Association.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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 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.

This year was a time of embedding the initiatives outlined in the 2015–17 School Plan. The External Validation pilot of 2015 provided the opportunity to engage in evaluative thinking on our school against the School Excellence Framework, which in turn has led to more clarity in evidence based future planning. Each year, an Executive Summary and an evaluation of evidence will take place, as a continual and ongoing internal validation process. An area identified as needing improvement was the use of data to inform school practice. Therefore, at the centre of all planning in 2016, student engagement data has driven decision making. The outcomes for the school have meant a considered and explicit shift in whole school practice for 2017.

Collaboration remains embedded for supporting teaching practice at James Fallon High School. On evaluation of the Peer Coach program and the Curiosity and Powerful Learning framework, a considered proposal on improving explicit teaching practices has been developed over the last six months. Two Literacy Coaches and six Peer Coaches have been appointed for 2017, with a focus on Year 7 2017 as a starting point for teachers to align their practice to current research. The partnership with Charles Sturt University has evolved, with the pilot group of 3rd Year Teacher Education Students engaging in the immersion preparation and their practicum placement. The evaluation of this program has provided feedback to the university around behaviour management, and for the school on consistency of expectation. The revised action plan includes the school providing sessional lecturer support, locating sessions in school, providing video conference meetings for a wider opportunity across schools during placement, and the creation of a Teacher Education Student package for communication, based on the Peer Coaching model. Teaching at James Fallon High School has been strongly supported by increased structures provided by the executive staff.

A Teaching and Learning Framework has been refined and developed in consultation with staff to be implemented in 2017. A Staff Handbook has been developed to provide teachers with tools to further support teacher practice. Accreditation has been supported by a Head Teacher of Professional Learning, with a goal for 2017 to support teachers seeking higher accreditation.

The school plan outlined strong directions to improve student achievement by a focus on academic culture and explicit teaching strategies. The formation of the Academic Culture Team has led to an investigation of strategies such as ALARM (A Learning and Response Matrix), HSC Monitoring Practices, and Junior Assessment Procedures. The team has supported improvement in student learning culture, with well-developed policies and practices in place to support student learning needs. An evaluation and renewal of Positive Behaviour for Learning has occurred in 2016, underpinning student wellbeing. A review and implementation of a streamlined award system has led to a more straightforward method of student recognition. The data has indicated an improvement in school wide positive behaviour. The utilisation of SENTRAL has allowed for data tracking and evidence based decision making on behaviour across the school, as well as a centralised access point for student plans.

An area for continued scrutiny remains attendance, which the school hopes to address through student engagement. On a stringent evaluation of data, coinciding with the Premier's Targets on Literacy, learning plans for 2017 will involve a more focused approach, incorporating the Curiosity and Powerful Learning framework. Engagement in curriculum and learning has been considered the core of improving student achievement data. This has commenced with the transition of Year 2017, involving continuum mapping, literacy coaching of teachers, and integrated literacy strategies. The domain of student performance measures will be an area our school will work towards excelling in.

The purpose of creating a safe and supported community, focusing on equity and individual differences, has been a whole school focus in 2016, in gathering data to conduct a situational analysis. Highlights in progress have been in leadership (student voice) and community partnerships.

Firstly, there is a deliberate practice across the school community to develop leadership. The Expression of Interest Process and a team structure for staff has allowed for development of leadership among the teaching staff. There are a number of temporary teachers who have accessed the opportunities to lead teams, which has added capacity to the whole school community. The Student Representative Council (SRC) in 2016 has developed working parties to analyse the Tell Them From Me Survey to lead changes across the student body, in uniform, environment, playground activities and representation in other school teams.

Secondly, there has been a strengthening of strategic partnerships within the wider community. This has included an innovation led by James Fallon High School to provide support for a conditional offer of university placement at La Trobe University to students in Year 11 2016. This has involved mentoring of students by university students and initial activities have had very positive results. Industry partnerships have expanded through the CREW project, TAFE, and Apprenticeships Australia.

There has been measured evaluative thinking in 2016 on the areas that require improvement in student wellbeing, and consultation on what needs to occur in order to achieve growth. Data on student attendance, literacy and behaviour have been analysed to consider future directions for 2017. School resources have been dedicated to creating opportunities for consultation and improvement. An example of an identified area includes Personalised Learning Pathways for Aboriginal students, which has been evaluated as requiring improvement, and resources for an Aboriginal Education Coordinator have been allocated for 2017. There has been scrutiny about what needs improvement, and examination of current research and data has informed the school on future directions.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

TEACHING

Purpose

Purpose: To foster a culture of academic excellence through the development of whole school practices which enable all students to be highly engaged throughout their education.

To strengthen the accountability and the transparency of our teaching practices by ensuring they are consistently evaluated and adapted.

Overall summary of progress

Progress has been made in developing a culture of professional learning through the Performance Development Planning (PDP) process. 100% of staff are engaged in the PDP process, with peer coaching being offered as a support for teacher observation and reflection of practice.

High expectations of student learning have been promoted through a newly formed Academic Culture Team. This team has supported and monitored Secondary Learning Strategy, finding through this team that more support is required in 2017. Additionally, the team has developed and implemented specific HSC monitoring practices and the ALARM (A Learning and Response Matrix) strategy across the school, the outcome being stronger HSC results than in the last five years.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of staff will have a Professional Development Plan and be engaged in the process of explicit professional learning.	Evaluation measures have included staff feedback on the PDP process, with the feedback driving future actions taken to support staff in their PDP development. All staff have engaged in working toward the improvement measure of 50% staff learning through peer coaching.	Socio-economic background (\$12875.00). ³³ HT Loading HT Teaching and Learning and HT Professional Learning @ \$25,000 p annum .8 FTE Teacher (supporting Peer Coaching allocation) @ \$78,000 p annum
The Secondary Learning Strategy (2LS) will be embedded in all teaching programs.	The school has developed a strong link to 2LS as a literacy strategy for 2017 through research and commitment to a Teaching and Learning Framework. All staff have a strong understanding and implementation of the Teaching and Learning Framework and have some understanding in order to measure improvements through continuum (PLAN) data.	Curriculum funding for faculties @ \$15000 p annum

Next Steps

James Fallon High School has focused on explicit teaching, using the Curiosity and Powerful Learning framework developed by Professor David Hopkins. Year 7 has been nominated as the target group, with each teacher of Year 7 working with a literacy coach to ensure the first key theory of teacher action in the framework: Harnessing Learning Intentions, Narrative and Pace. A Blackboard Configuration (BBC) has been supported for teachers to use in 2017, to create an environment of consistent teacher practice for Year 7. Assessment for learning will be encouraged, and professional development around personalised project based learning is established for all teachers in 2017.

Strategic Direction 2

LEARNING

Purpose

To embrace academic engagement and develop learners who will be successful citizens in the changing world.

To guide learners to become resilient, independent and adaptable, who are accountable for their learning and achievement.

To develop meaningful partnerships with our learning community which value our culture of excellence in all our endeavours.

Overall summary of progress

The target of 60% improvement in learning assessment and 20% improvement in student engagement has created robust discussion over what evidence might measure this. In 2016, familiarisation with the Literacy Continuum and the mapping of student achievement in PLAN took place. Progress in this target has been more around determining what assessment will provide the best evidence of student learning. Evaluative thinking and evidence based decision making have been promoted in 2016, with the school community gaining an understanding of utilising evidence to inform decisions around student learning.

Evidence

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
To achieve an improvement in student performance average of 60% in school based yearly assessments in all Key Learning Areas.	Evaluation measures in order to identify this improvement have been discussed and shared. Professional learning around evaluative thinking and continuum data has been engaged in.	Curriculum funding for faculties @ \$15000 p annum Socio-economic background (\$1875.00) Professional Learning (\$5000.00) SLSO Support 2.0 FTE @ \$90,000 p annum
20% increase of students who actively engage in, or achieve learning expectations.	Progress has been measured through an increase in positive incidents in wellbeing data, a reduction in suspension data, and an increase in enrolments.	SLSO Support 2.0 FTE @ \$90,000 p annum Library support @ \$5000 p annum LST Budget @\$6000 p annum Support for PBL programs @ \$ 5000 p annum

Next Steps

In 2016, the teaching staff analysed the document "What Works Best" from the Centre of Evaluation and Statistics, and examined the areas of success and potential growth in line with the seven most effective practices for high student achievement. This has been placed in the James Fallon High School Teaching and Learning Framework, as professional practice. Explicit Teaching aligns with the Curiosity and Powerful Learning key teacher theory of Harnessing Learning Intentions, Narrative and Pace, and this will be a strong area of focus for teacher practice in 2017, commencing with Year 7.

Strategic Direction 3

WELLBEING

Purpose

To create a supportive and safe school community.

To focus on catering for individual and diverse differences.

To develop responsible and respectful citizens.

Overall summary of progress

The focus on Positive Behaviour for Learning as a tool for establishing a culture of positive behaviour has been highly successful, with evidence based decision making based on fortnightly data analysis. The goal to support positive behaviour was reflected in the number of positive referrals outweighing the negative referrals by the end of the year. A new awards system was developed to reflect the core values of the school: Respect, Responsibility and Achievement. The implementation was originally to be phased in to the school with Year 7 and 8; however, the ease with which the system was adopted initially led the whole school to adopt the award structure. Suspension processes were reviewed to improve support plans for students returning from suspension, which led to a reduction in suspensions. The transition of students from Year 6 to 7 was also reviewed and improved, particularly in terms of students requiring adjustments to their learning in a high school setting. The role of the School Support Officer has been highly successful, with a number of students and their families case managed by the School Support Officer, and a number of links to community services such as "The Place" established.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students, staff and the community meaningfully contribute to the success of school wellbeing programs within and beyond the school.	Student voice opportunities have been created in the SRC. The Tell Them From Me Survey Data was analysed by the SRC and recommendations provided and acted on by the school.	Boys Advisor Appointment @ \$4500 p annum SSO dual role supported – @\$32000 p annum Financial assistance @\$5000 p annum
15% increase of students showing positive behaviours for effective learning	Strong progress has been measured in an increase in positive wellbeing data to match or be higher than negative wellbeing data through the year.	Support for PBL programs @ \$5000

Next Steps

The Wellbeing strategic direction sits as a whole school theory of action in the Curiosity and Powerful Learning Framework. There are areas for development and improvement. These include the following. Firstly, individual case management processes – Tier 2 strategies in the Positive Behaviour for Learning framework– will be an area of focus in 2017. Additional resources will be directed to Positive Behaviour for Learning after an audit in 2016 showed a need to promote whole school understanding and support of the school's core values. The transition point of focus for 2017 will be the post school transition process, with support for students to engage in university and workplace learning as they create their exit plan from school.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Improvements in attendance, retention and achievement for Aboriginal students	<p>NAPLAN (Norta Norta) in class tutor sourced and appointed @ \$5625</p> <p>HSC Tuition teachers appointed for Years 11 and 12 students @3375</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$9 000.00)
English language proficiency	<p>HSC Retention information</p> <p>Student EALD reports – language proficiency</p> <p>Enrolment of EALD students from Year 6 to 7 – showing trust in the school.</p> <p>Successful enrolment and support of any new EALD students, particularly refugee students.</p>	<p>EALD Teacher appointed .6 FTE @\$27,000 p annum</p> <p>SLSO Ethnic appointed .1 FTE @\$675 p term</p> <ul style="list-style-type: none"> • English language proficiency (\$6 875.00)
Low level adjustment for disability	<p>Support for students with learning needs.</p> <p>Training and support for all teachers with SLSO support, learning adjustments and students.</p> <p>Evidence in increased, recorded action for students with learning needs.</p> <p>Integration of Special Education Unit activities across the whole school.</p> <p>Successful introduction of a second MC class for Year 7.</p> <p>Increased inclusion as a result of support of students with learning needs.</p>	<p>Support for students employed :SLSO support @\$76000 p annum</p> <p>LAST teachers 2.0FTE @\$201,000 p annum</p> <p>Special Education staff @\$780,000 p annum</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$132 500.00)
Socio–economic background	<p>Teacher quality and development according to the Performance and Development Framework through instructional leadership – expansion to target of % of teacher involvement</p> <p>Evaluation measures for individual project support include:</p> <p>Attendance and retention of students</p> <p>Successful participation in Homework centre, gardening, library activities</p> <p>Increased participation in the classroom through utilisation and coordination of SLSO support.</p> <p>Compliance in WHS policy as per WHS Consultants audit. Increase in support for boys – traineeship opportunities explored.</p> <p>Support for students and their families through the SSO role.</p>	<p>.33 HT Loading HT Teaching and Learning and HT Professional Learning @ \$25,000 p annum</p> <p>.8 FTE Teacher (supporting Peer Coaching allocation) @ \$78,000 p annum</p> <p>Homework Centre development @\$5000 p annum</p> <p>Curriculum funding for faculties @ \$15000 p annum</p> <p>Support for PBL programs @ \$ 5000</p> <p>Gardening Club Support (Work education program) @\$2500</p> <p>SLSO Support 2.0 FTE @ \$90,000 p annum</p>

Socio-economic background	<p>Teacher quality and development according to the Performance and Development Framework through instructional leadership – expansion to target of % of teacher involvement</p> <p>Evaluation measures for individual project support include:</p> <p>Attendance and retention of students</p> <p>Successful participation in Homework centre, gardening, library activities</p> <p>Increased participation in the classroom through utilisation and coordination of SLSO support.</p> <p>Compliance in WHS policy as per WHS Consultants audit. Increase in support for boys – traineeship opportunities explored.</p> <p>Support for students and their families through the SSO role.</p>	<p>Library support @ \$5000 p annum</p> <p>LST Budget @\$6000 p annum</p> <p>WHS Budget, as per required – \$8000– WHS Nominee</p> <p>Boys Advisor Appointment @ \$4500 p annum</p> <p>SSO dual role supported – @\$32000 p annum</p> <p>Financial assistance @\$5000 p annum</p> <p>• Socio-economic background (\$28 000.00)</p>
Support for beginning teachers	Successful induction to JFHS and proficiency for new teachers.	Targetted funds for three new teachers.
Targeted student support for refugees and new arrivals	Specific, effective support for any new arrivals and refugee students, with language, culture, health and safety issues.	<p>EALD teacher .2 FTE @ \$5,000 p annum</p> <p>SLSO ethnic appointed a further .1 FTE @ \$1200 p term</p>
Professional Experience Hub	<p>TES case study will be implemented, evaluated and refined for 2017.</p> <p>TES case study shared with JFHS communities of practice.</p>	<p>PEX funds for PEX teacher mentor training. @ \$10,000</p> <p>Funds for HT Professional Practice @\$1500</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	347	352	345	358
Girls	356	348	336	340

The student enrolment at James Fallon High School is steadily increasing, after small Year 7 and 11 enrolments in 2014 and 2015. A focus area in the school is retention from Year 10 to 11, as the Year 7 enrolments are increasing with a positive reputation in the community.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	86.9	88.4	89.9	88.8
8	86.4	84.3	85.6	87
9	83.1	83.6	83.9	86.3
10	81.5	82.4	83.4	82.4
11	81.5	85.1	85.9	85.6
12	90.6	83.2	85.5	88.1
All Years	84.6	84.6	85.6	86.3
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Student attendance has been a major focus for the school, as the attendance of our student enrolment has been below state average. A new system for monitoring attendance was developed in 2015, and with this new system, more attendance concerns were followed up. An attendance coordinator has been provided time to examine and refine the James Fallon High School Attendance Action Plan over 2016. Extensive work was undertaken with the Home School Liaison Officer, in order to consider strategies to engage students and encourage them to attend school regularly.

Retention Year 10 to Year 12

Approximately 77% of students in Year 10 were retained through to the HSC.

This is an area that has improved as our curriculum has been developed for cohort engagement. It remains an area for improvement, as some students find difficulty in engaging with the demands of the HSC.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	3	2	4
Employment	10	22	23
TAFE entry	28	20	20
University Entry	41	56	47
Other	8	0	0
Unknown	10	0	6

James Fallon High School conducts individual destination and career planning for all students in their year 10. Each student's individual plans are formulated and are a living document. The Post school Destination data in the table is drawn from those interviews and will change from year 10 to year 12 for most students. The year 11 results in the table are as at the end of Term 1 2017. Nearly all of the 10% who entered employment from yr 11 were coached and guided into these jobs.

All Tafe students were either Ex tVet or engaged in full time employment requiring a Tafe qualification. The year 12 data is actual data drawn from the graduating student and their families.

Year 12 students undertaking vocational or trade training

James Fallon High School had an abundance of students completing various Vocational Education courses in 2016. the Information and Digital Media and Technology class consisted of 14 students with 3 of them, having a real passion in the IT area, acquiring jobs in that field. Retail Services consisted of 10 students completing their course. Metals and Engineering had 8 students, all with an interest in that area, complete the year.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of students at James Fallon High School achieved the HSC in 2016.

Workforce information

Workforce composition

Position	FTE*
Principal	2
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	37.6
Learning and Support Teacher(s)	2
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	14.28
Other Positions	5.6

*Full Time Equivalent

James Fallon High School employs an Aboriginal Education Worker to support Aboriginal students in the classroom and in special programs, as well as to support the transition of Aboriginal students from primary to high school. This has been a very successful position at our school and has resulted in the introduction of, and participation in, innovative programs. The position in 2016 was vacant for some time until the end of 2016. During 2016, the school appointed, on a temporary basis, two additional Aboriginal School Learning Support Officers, to support the increased number of Aboriginal students enrolled at James Fallon High School.

Workforce retention

Three long standing teachers retired in 2015. These positions were filled with a combination of substantive and temporary appointments. During the year, these appointments were filled through the use of the new staffing agreement.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Professional learning and teacher accreditation

James Fallon High School has excelled in professional learning in 2016 through the implementation of whole-school plans, explicit systems and increased teacher collaboration.

A whole school Professional Learning plan has been introduced, with a focus on the school's three strategic directions whilst utilising the Australian Professional Standards for Teachers (APST) to both delineate and focus that learning. Professional Learning is focused on three overlapping intra-school professional entities: the executive, discrete faculties and the whole school.

The use of the Performance Development Framework and Performance Development Plans has resulted in a more focused approach to staff professional learning. These documents, as well as the Centre for Educational Statistics and Evaluation's *What Works Best* framework are used to gain feedback from staff and to identify areas of professional learning need. Professional learning is then targeted to meet these identified areas for improvement.

In 2016 there has been a particular focus on the implementation of new syllabuses and staff members have participated in professional learning which has supported teachers in the implementation and delivery of these new syllabuses. The school has anticipated the 2017 introduction of a Science, Technology, Engineering and Mathematics (STEM) course for which several teachers from a range of relevant faculties have received extensive training and development in preparation for STEM's 2017 launch in the junior school.

Raising academic culture has been identified as an ongoing focus for our school and an Academic Culture Team has been developed to identify and implement strategies to raise expectations and improve levels of engagement and achievement. The Academic Culture Team works closely with the Professional Learning team to focus on professional learning and whole-school teaching and learning strategies which work towards these objectives.

The school continues to focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understanding of effective teaching strategies in these areas. The continued implementation of 2LS (Secondary Literacy Strategies) and ALARM (A Learning and Responding Matrix), as well as the introduction of PBL (Project Based Learning) and CPL (Curiosity and Powerful Learning) have ensured staff are building effective strategies, through professional learning, to address literacy in the classroom. Much of the Professional Learning in 2016 was delivered by JFHS teachers to their colleagues and planning for this self-sustaining model of professional development, with expertise acquired by staff disseminated to colleagues, took place to expand this approach in 2017.

Two Literacy Coaches have been appointed and will use the Peer Coaching and Peer Observation model to drive a focus on the Literacy Continuum and using data

observe classroom practice, model effective teaching strategies and provide feedback.

Staffing has become more settled in 2016, with numerous staff members attaining substantive positions, including the Principal. New staff members have been supported through a rigorous induction program including weekly PL workshops and a mentor and buddy system. Beginning teachers are given the choice of using their funding either for weekly release-time with their supervisor, or to fund Professional Learning. Most have chosen the latter and used the funds for external Professional Development that links to their Performance Development Plan, the school plan and the Strategic Directions.

With the introduction of mandatory accreditation approaching in 2018, in 2016 we began introducing the language of the Professional Standards for Teachers to the whole staff and have run Professional Learning workshops on the process of accreditation. We have also presented information and support for staff who are interested in seeking higher accreditation. Three teachers achieved accreditation at proficiency and three teachers completed maintenance. There has been a great deal of planning around Professional Learning in 2016 with many new initiatives and systems to be introduced in 2017.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	914 484.98
Global funds	633 952.22
Tied funds	1 070 704.70
School & community sources	259 220.72
Interest	23 344.63
Trust receipts	106 993.50
Canteen	0.00
Total income	3 008 700.75
Expenditure	
Teaching & learning	
Key learning areas	149 746.65
Excursions	88 692.19
Extracurricular dissections	43 484.88
Library	4 803.61
Training & development	18 522.03
Tied funds	741 344.27
Short term relief	130 389.00
Administration & office	213 939.72
School-operated canteen	0.00
Utilities	122 872.45
Maintenance	73 565.53
Trust accounts	95 029.88
Capital programs	92 760.00
Total expenditure	1 775 150.48
Balance carried forward	1 233 550.27

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

School-based assessment

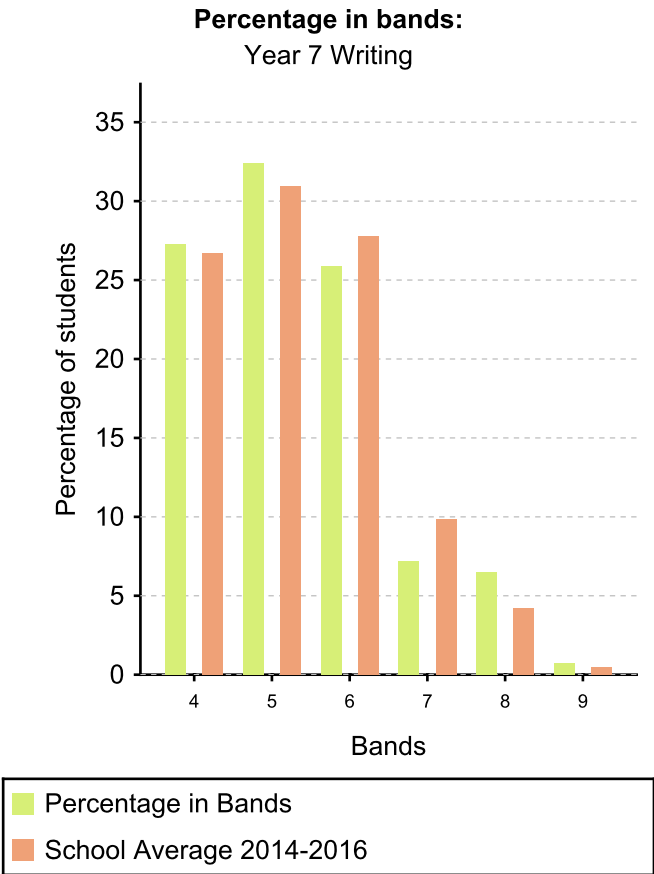
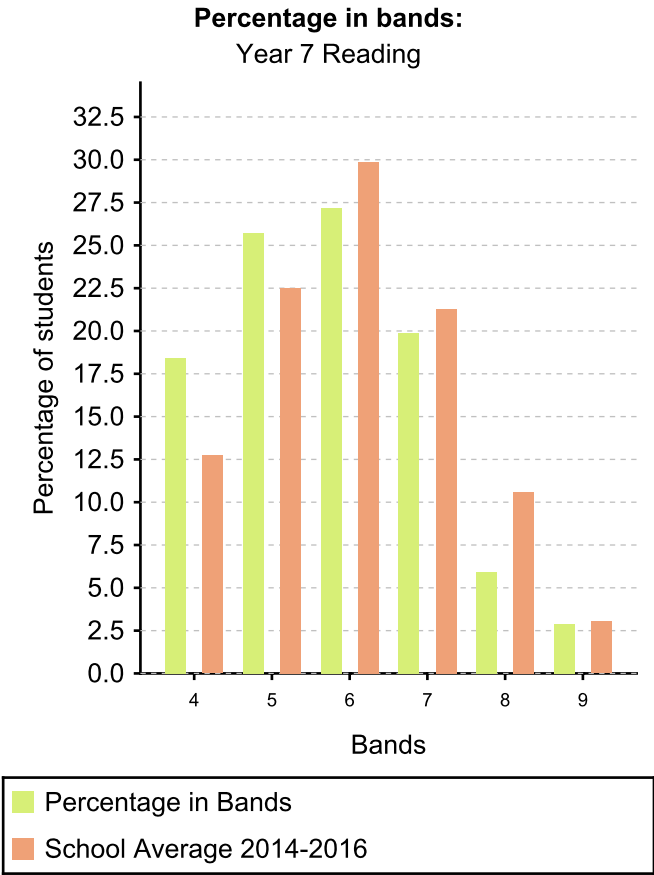
In 2016, assessment practices were reviewed to create more consistency of teacher judgement. An HSC monitoring practice for internal assessment procedures was reviewed to implement for 2017. In Year 7, familiarisation with the literacy continuum took place, in order to map students through internal assessment on the literacy continuum in 2017. Teachers aimed to have more confidence in assessment for learning through professional learning in 2016.

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

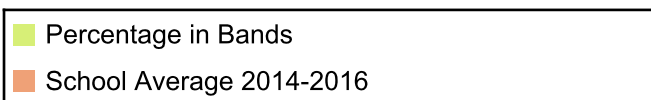
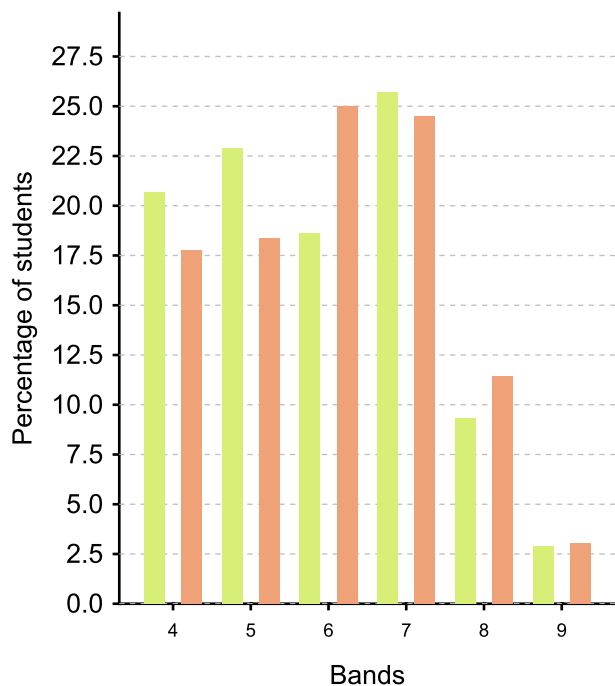
The analysis of the literacy NAPLAN data in Year 7 resulted in decision making across the school community to develop a strategy for literacy learning, commencing with Year 7 2017. The research behind this strategy aligned with the key theories of teacher action in Hopkins' Curiosity and Powerful Learning, specifically with Harnessing Learning Intentions, Narrative and Pace, and the element of Explicit Teaching in the research around "What Works Best" document. The development of two literacy coaches to support teacher practice, professional learning for teachers in the Secondary Learning Strategy, and a specific library literacy learning program has occurred for 2017. Teachers are collaborating on mapping students on the Literacy Continuum in Year 7.

In 2016, students are being identified and supported individually through the improvements made in Learning Support. The Learning and Support team has led teachers in differentiating curriculum, identifying and referring students with learning differences, and employing a range of classroom strategies to support diverse learners. In 2017, more work will be done in this area by all teaching and support staff.

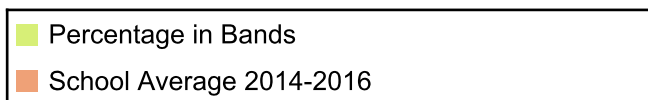
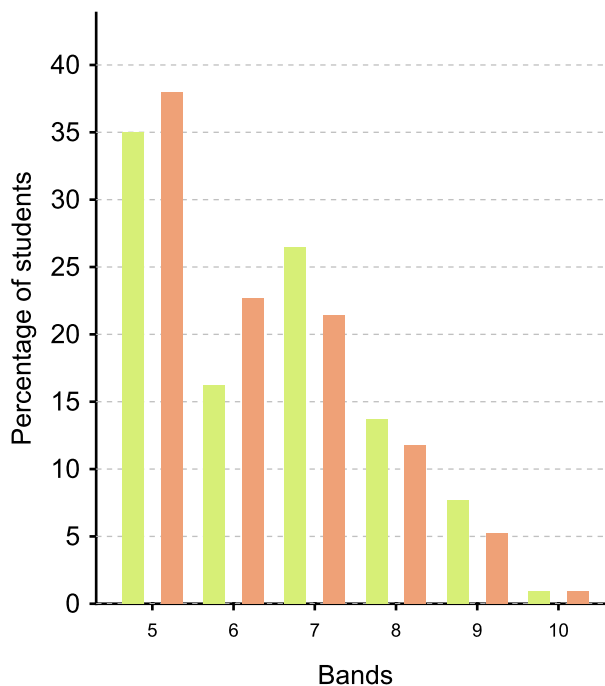
This is the way forward for James Fallon High School to meet the Premier's Targets in literacy, and engage students in meeting the new HSC literacy standards, as the Year 9 Literacy NAPLAN data indicates a need to improve literacy outcomes in this assessment.



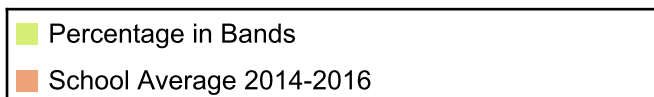
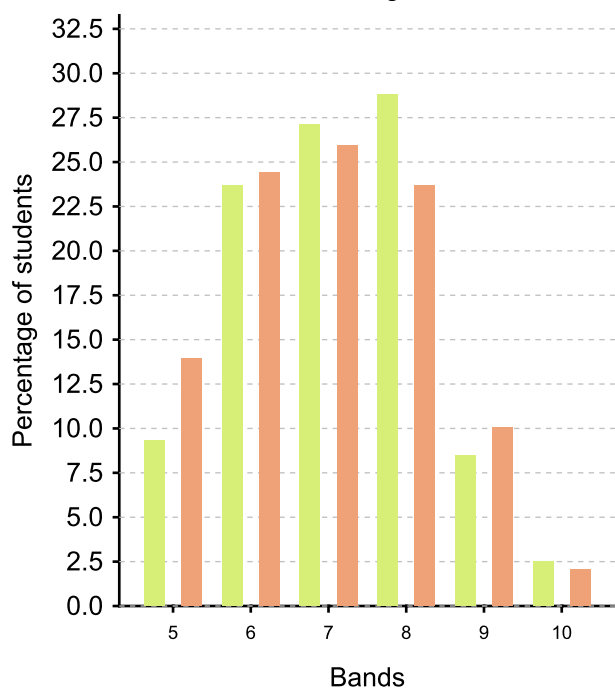
Percentage in bands:
Year 7 Spelling



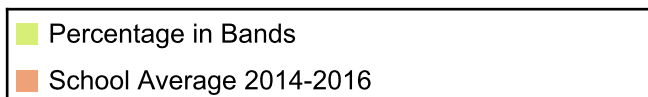
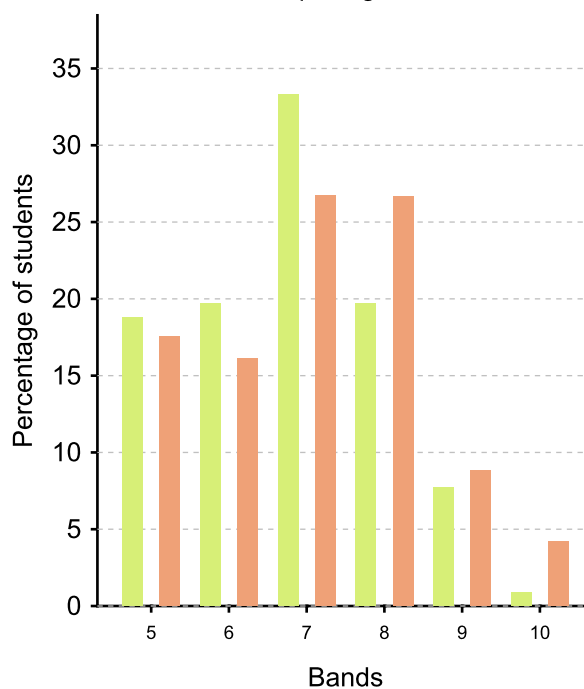
Percentage in bands:
Year 9 Writing



Percentage in bands:
Year 9 Reading

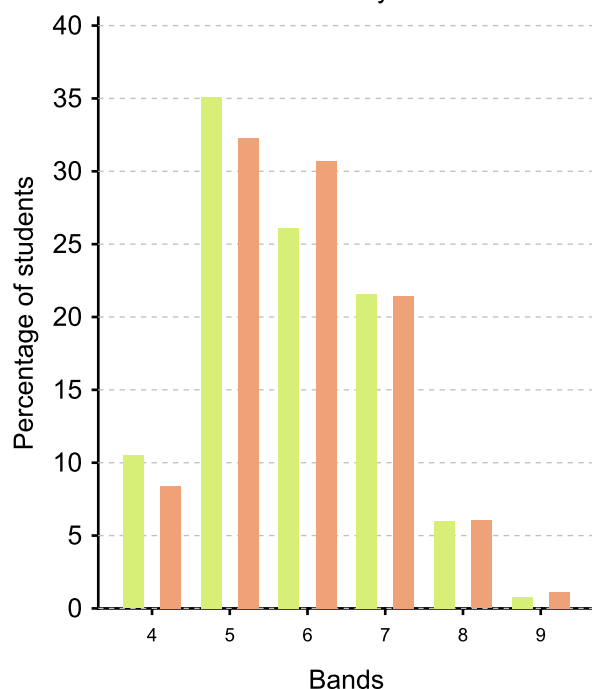


Percentage in bands:
Year 9 Spelling



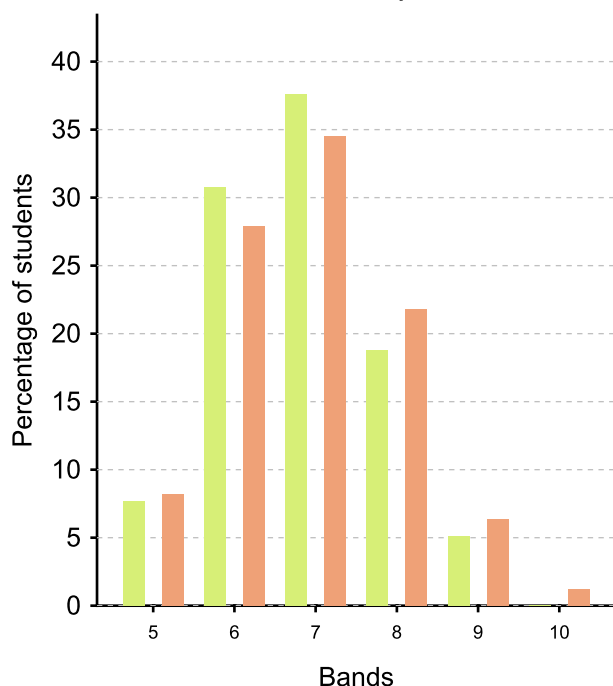
Numeracy remains an area for focus. Collaboration with the Northern Spirit Learning Community primary schools is planned for 2017. The literacy strategy used in the library has an equivalent program in Numeracy, and this has been embedded into Year 7 classes for 2017.

Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Numeracy

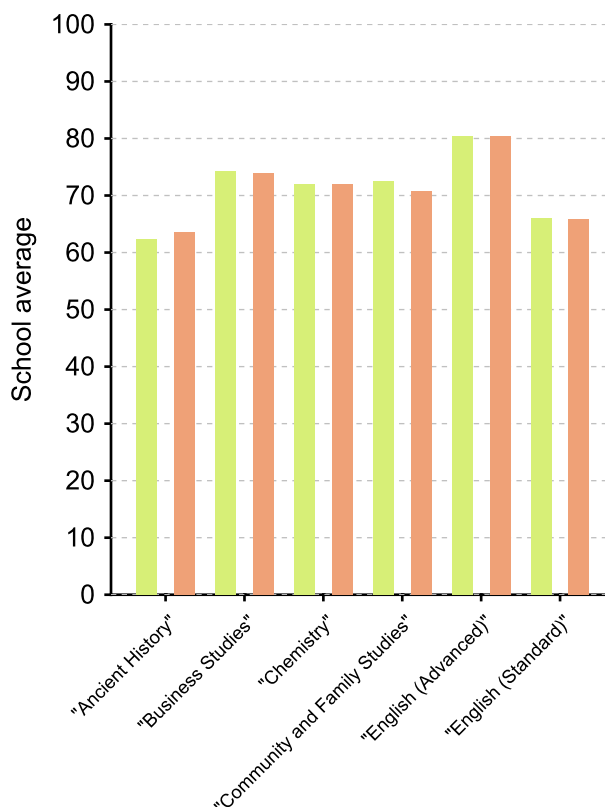


Percentage in Bands
School Average 2014-2016

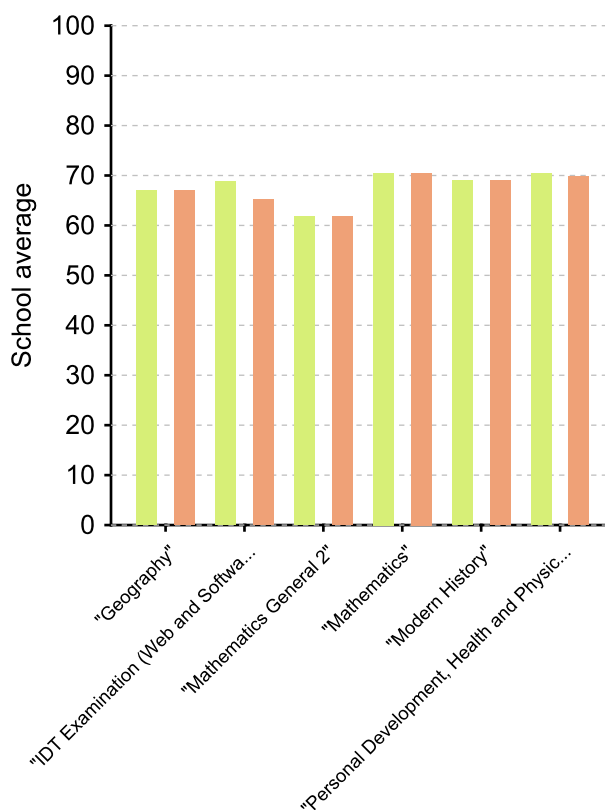
The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Higher School Certificate (HSC)

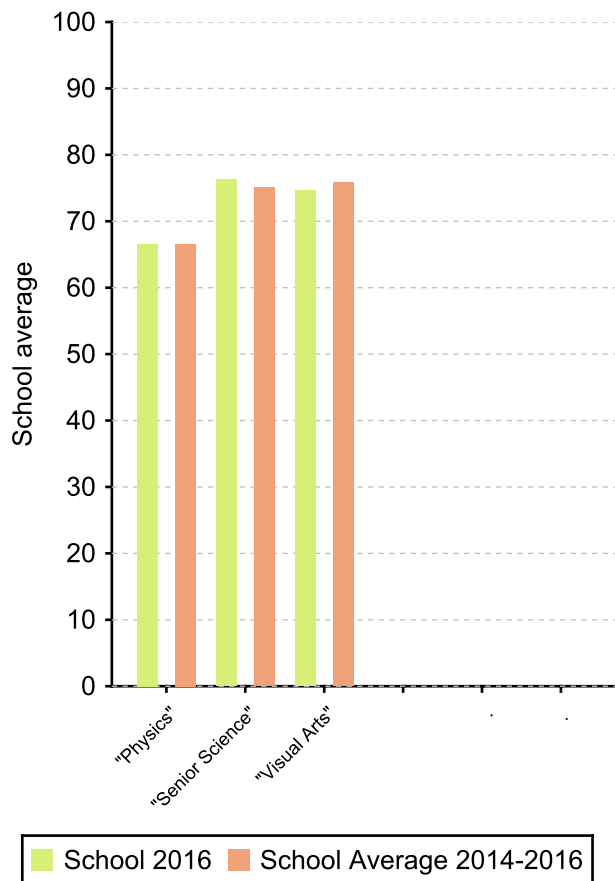
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



School 2016 School Average 2014-2016



School 2016 School Average 2014-2016



The HSC cohort of 2016 showed improvement in the number of students who achieved high results. Thirty percent of the 2016 cohort achieved a Band 5 or 6 or both in 2016. These results were very encouraging for the school community, as the focus on high expectations and structured tools for responding have had a positive impact on student performance.

Parent/caregiver, student, teacher satisfaction

James Fallon High School participated in the 2016 rounds of the Tell Them From Me survey. The learning community, including school staff, the student body, parents and caregivers, were given the opportunity to provide feedback on indicators of school and classroom effectiveness along with the social, institutional and intellectual engagement of our students.

The teacher survey provided data on the 'Eight Drivers of Student Learning' and the 'Four Dimensions of Classroom and School Practices.'

The data collected from the Tell Them From Me surveys positioned the school at, or close to, the state norms for the majority of the indicators assessed. One aspect in which the school delivered above the state norm was 'Drivers of Student Engagement.' The data highlighted the provision of quality instruction, positive teacher-student relationships and a positive learning environment supported by high expectations for success. The school's Positive Behaviour for Learning (PBL) initiative worked in conjunction with other whole school initiatives to support the provision of quality teaching and learning within our school community.

The school's Academic Culture team, formulated in 2016, used data from the Tell Them From Me survey, along with a variety of other sources, to address aspects of teaching and learning identified as requiring improvement. Priority was given to enhancing parent involvement in the school, harnessing learning intentions narrative and pace, as per the Curiosity and Powerful Learning model by professor David Hopkins, and the explicit outlining of the 'Big Idea', 'Learning intentions' and 'Success criteria' for lessons. The school has focused on developing authentic relationships and framing higher order questions, along with the setting of high expectations, as key drivers for improving the academic culture and educational outcomes of our students.

The Student Representative Council (SRC) were granted access to the Tell Them From Me survey results. The SRC identified aspects of the survey in which they believed they could have a positive influence over. This resulted in the implementation of initiatives by the SRC, which have had a significant impact on student satisfaction at James Fallon High School.

Policy requirements

Aboriginal education

2016 saw James Fallon High School continue its involvement in a wide variety of cultural and academic opportunities. Our focus was on building community engagement, celebrating excellence and becoming a more culturally inclusive space to learn, involving both Aboriginal and non-Aboriginal students in our initiatives.

Due to the departure of our AEW for many years, Andrea Edwards, we began the process of employing a new Aboriginal support worker through our Norta Norta tutor funding (now funded through Aboriginal programmes). A number of extenuating circumstances led to a delay in appointing a successful applicant, which did frustratingly lead to us being without an Aboriginal support worker for eight months over 2015 and 2016.

That said, due to our strong relationship with our LAECG – attending meetings regularly and developing an open dialogue with their executive – our school was privileged to have LAECG President Rebecca Lea offer to volunteer at the school three days a week. In Term 4, Rhoda Edwards began work at the school as our Norta Norta tutor. Both Rebecca and Rhoda have been invaluable additions to our staff, making students feel more supported and helping them achieve to the best of their ability. Rebecca Lea has now also been appointed to a full-time position and we are well-placed to provide the best support – both in welfare and in the classroom – for our Aboriginal students in 2017.

Developing and maintaining our Personalised Learning Pathways (PLPs) continues to be a challenge for us at James Fallon – and this challenge was made even more complex in 2016. We had to bring more staff into

growing ATSI enrolment (increasingly by more than 30% over 2015–2016) and, for eight months of 2016, this process had to be managed without the assistance of an Aboriginal support person. The role of the Aboriginal support person is a vital part of the PLP process – liaising with community and providing the student with a culturally-appropriate advocate in discussion about their goals and dreams. To support this process, a new position was created at the school – the Aboriginal Education Coordinator – and Anni Gifford was successful in being appointed to this position.

Throughout 2016, our students experienced and contributed to the following.

Rhoda Edwards established the Men's Shed programme, taking a small group of male Aboriginal students down to the AWAHS Men's Shed to learn cultural knowledge through the creation of small wood-work projects and artworks. The boys developed strong links to elders in the community, by building relationships with the fantastic male Aboriginal role models who run the Men's Shed.

The Success Programme – this weekly programme worked with a small group of Year 8, 9 and 10 Aboriginal students, encouraging them to aspire beyond school and gain strength through connection to community and culture. The programme was conducted by Derek Murray, through Albury Wodonga Community College.

The AWAHS Health Van – organised by our Student Support Officer, Angela Hahn, we had a number of very successful visits from the AWAHS Health Van in 2016.

Tirkandi Inaburra Cultural and Development Centre – several young men attended this alternative schooling setting throughout the year. Tirkandi Inaburra is an Aboriginal community run centre offering Aboriginal boys aged 12–15 a culturally-based residential program aimed at reducing future contact with the criminal justice system by strengthening the boys' cultural identity, self-esteem and resilience.

The Aboriginal Circus program run by the Fruit Fly Circus (FFFC) in Wodonga, culminating in a fabulous end-of-year performance. We have been actively involved in this programme for 8 years now and our older students have moved into positions of leadership within the programme. In fact, due to our high intake of Aboriginal students across our feeder primary schools, the programme has had to make allowances for 6 students from James Fallon to participate next year to allow all students involved to continue engaging with the programme.

Reconciliation Day – our SRC students attended the festivities at CSU, taking part in their workshops and ceremony for the day.

REAL Leadership Camp – a number of our ATSI students attended a leadership camp in Melbourne, over the Victorian school holidays, with young Aboriginal leaders from Albury and members of the wider Aboriginal community. The REAL (Richmond Emerging Aboriginal Leadership) programme is run by The Korin Gamadji Institute (KGI), an integral part of the Richmond Football Club

and works to engage young Aboriginal people aged from 14–17.

Bush Tukka – this program continued to run each Thursday during Sport, teaching students from Yr 8 onwards retail and catering skills.

NAIDOC week – all faculties participated in some way, from playing traditional games in PE to making boomerangs and attending a film screening of *The Sapphires*.

Our 2016 NAIDOC Week Assembly communicated a strong message of cultural pride and community engagement – in line with our 2016 NAIDOC theme 'Songlines: The Narrative of our Nation'. Students, staff and visitors were shown a video on the theme of Songlines, exploring stories about local places of cultural significance and allowing our Aboriginal students to talk about their own connection to country.

Guest speaker was local artist Bethany Thornber, who spoke to the audience about her major exhibition at MAMA ('Mumula Giilang: Grandfather Story'). She spoke powerfully about the importance of connection to community and country in her art-making practice.

As part of this assembly our school presented our second *JFHS Serviceto Community* award, recognising our much-loved past AEW, Andrea Edwards for her long-standing commitment to our school and its students. We also presented our second *JFHS NAIDOC Cultural Leader* award. The recipient of this award is nominated by members of the student body and then a school wide vote is held for those nominees. The recipient for 2016 was Joshua Hunter, who has been an SRC representative for several years. He has spoken at a number of school events, is committed to his studies, connected with his mob and is respectful of everyone around him.

In Term 4, almost 40 JFHS students were presented with awards at the 2016 Proud and Deadly Awards, recognising their academic, cultural and sporting achievements in the school and the wider community. This was the highest number of Proud and Deadly Awards received by any school in the Albury District. It was an incredibly proud moment for our school, concluding a full and very positive year for Aboriginal Education at James Fallon.

Speaking of recognising the excellence of Aboriginal people in our school community, 2016 finished on a high note. At our Formal Presentation Night, we recognised the contribution of ex-student John Murray – officially adding him to our School Honour Roll. John Murray just finished working as Aboriginal Community Development Officer with Albury City Council. Over the years, John Murray has come into the school countless times to encourage our students – both Aboriginal and non-Aboriginal – to engage with culture and take part in community events. John is an approachable, warm and supportive role model to many of our Aboriginal students – and always generous with his time. It was wonderful to have this opportunity to thank him formally for everything he has done for our school.

Multicultural and anti-racism education

In 2015 James Fallon High School had 44 students from a language background other than English. Countries of origin include Thailand, Philippines, Nepal, Bhutan, India, Slovenia, Togo, New Zealand, Italy, Vietnam, Pakistan, Kenya and the Democratic Republic of the Congo. Of these students, 18 required some level of EAL/D support and 12 were from a refugee background. These students were supported with a 0.5 teaching allocation made up of EAL/D funding and Learning Support funding, and a 0.2 teaching allocation using the New Arrivals Program funding. These combined allocations were used to employ a specialist EAL/D teacher on a 0.7 allocation. The money received as targeted funding for refugees was partially used for the appointment of an SLSO Ethnic on a 0.2 allocation. The remainder of this funding enabled refugee students to attend school camps and excursions and assisted them in the purchase of uniform and equipment required for school.

LBOTE (Language Backgrounds Other than English) students represent James Fallon High School across all facets of the school. They made up part of the leadership teams of the prefect body and the S.R.C and also contributed to the school's sporting teams, cultural activities and community work. The school has continued to incorporate multicultural education across the curriculum.

Multiculturalism, both within our school and our community, is celebrated across the school during the week of Harmony Day in March and also Refugee Week in June. Both of these public events are an opportunity for James Fallon High School to further educate its students, to improve awareness of global issues and to allow our LBOTE students to feel included and valued. In 2016, Harmony Day included a parent morning tea, where families visited the school and learned about their children's education, and met their teachers.

Our school consists of a diverse range of cultures and backgrounds and it is imperative that our students, parents and teachers know who to contact for support in regards to any racial issue. The school has four teachers who are trained as Anti-Racist Contact Officers, and of these, two made themselves available for support in any issue related to racism.

Other school programs

School Sporting Programs 2016

Many students availed themselves of the numerous sporting opportunities available at James Fallon High School. All students participated with enthusiasm, fairness and enjoyment. Many individuals excelled in their chosen sports, representing the Riverina at NSW CHS carnivals and one individual representing NSW at All-Schools Championships.

27 school sporting teams competed in the Combined High School sporting knockout competitions against various schools within the Riverina.

30 students were selected as a member of one or more Riverina sporting teams.

14 students represented James Fallon HS at the Riverina swimming carnival held in Leeton. Of these students, 6 were selected to attend the NSW CHS Cross Country carnival at Eastern Creek.

46 students represented James Fallon HS at the Riverina Athletics Championships held in Albury. Of these students, 11 were selected to attend the NSW CHS Athletics Championships in Sydney.

18 students represented James Fallon HS at Riverina Cross Country Championships held in Gundagai. Of these students, 5 were selected to attend the NSW CHS Swimming Championships at Sydney Olympic Park.

Declan Campion competed at the NSW CHS Athletics Championships as 16+ yrs Para-athlete – winning a gold medal in four events (800m, 200m, 100m, long jump). At this championship he was acknowledged as the most Outstanding Performer and was awarded the Queen Elizabeth Trophy. Declan progressed to compete at the NSW All Schools Athletics Championships where he won gold in the long jump, making him the Male 16+ yrs Para-athlete Long Jump Champion of Australia.

Two students received a 'Sporting Blue' at our annual presentation night for being selected as a member of a NSW CHS team or for performing at a high standard as a Riverina representative over 3 years in the same sport: Hannah Knight (hockey 2014–2016).

One student received a James Fallon 'Honour Blue' at our annual presentation night for their continued excellence and selection in a NSW CHS team – Declan Campion (athletics – 2015 & 2016).

James Fallon High School students continued to commit to the Northern Spirit Learning Community Primary School links. Officiating at Northern Spirit Sporting carnivals, PSSA Sport events, Riverina SSSA Athletics Championships and Riverina PSSA Swimming Championships. As well as umpiring at inter-school competitions in basketball, hockey, netball, soccer and

cricket.

The Arts

There were some outstanding achievements in the area of Creative and Performing Arts (CAPA) in 2016.

CAPA students received Band 6 results in each of the following subjects: Drama, Dance, and Music.

HSC Visual Arts students Lisa Maloney and Emmaleigh Kerr were both nominated for 'Art Express'. Lisa's work was exhibited in the Goulburn Art Express Exhibition.

HSC Dance student Beth Docker was nominated for 'Call Back' for all three practical components, Core Performance, Core Composition and Major Study Performance. Beth's Core Performance made it through the Audition process and the Major Study Performance was selected for as a reserve piece for the performance.

James Fallon High schools HSC Visual Arts students exhibited in the HSC exhibition which showcased the Body of works of local school students at MAMA, the local art museum.

James Fallon Dance students auditioned and participated in Riverina Dance Festival and Schools Spectacular.

CAPA students entertained spectators at Centro Lavington for Education Week with Dance, Music and Drama.

James Fallon High School's Musical 'Lion King Jnr' was a fantastic success. The musical was performed at the Cube in Wodonga. The two evening performances and two matinees were sold out.

James Fallon High School Drama Ensemble performed at the Dramatic Minds Festival. They tackled the complex issue of addiction in a very powerful performance.

The collaborative unit exploring the 'Theatre of the Absurd' which saw The Scots School Albury, Murray High School, Albury High School and James Fallon High School work together for joint workshops and performances.

William Phillips of Year 8 represented the school in the Far West Choir, which toured Austria in the spring holidays.