

James Fallon High School

Annual Report



2017



8266

Introduction

The Annual Report for **2017** 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

School contact details

James Fallon High School
400 Fallon Street
North Albury, 2640
www.jamesfallo-h.schools.nsw.edu.au
jamesfallo-h.School@det.nsw.edu.au
(02) 6025 1688

Message from the school community

This is the speech delivered by the P&C President, Kyle Miller, on our Presentation Evening.

Good Evening special guests, Mrs Parrett, Teachers, Students and Parents. My name is Kyle Miller. I am the President of James Fallon High School P&C. My executives are Erin Miller and Caroline Boase. We are a small but dedicated group of twelve parents who work hard to provide for the students and teachers of this fantastic school. We hold meetings once a month and everyone is welcome to attend. Thank you to my committee you all do a fantastic job. We also have Merelda our Canteen manager who is supported by Di, Liz, Abby, and about twenty volunteers who work extremely hard in the canteen with money raised going back to the school. If you know of anyone that would like to help out for a few hours a week or once a month it would be much appreciated and please contact Merelda in the canteen. Thank you for your hard work this year it is greatly appreciated. The P&C run uniform shop is located in the canteen with second hand good quality uniform at low prices, If you have any in-wanted uniforms that you can donate it is much appreciated as the money goes back to the students. We have recently donated this year:

- Chilled water fountain Junior Quad;
- \$5000 towards out door tables and chairs;
- 2 outdoor Table tennis tables;
- SRC BBQ and Disco;
- Donations to students for sporting academic and music achievements;
- End of year presentation night; and
- We are proud to announce that the P/C will be buying the school a laser cutter to the value of \$25000 which will benefit all faculties and students.

We are busy planning fundraising ideas and events for the school for next year. We are very proud of all the commitments and the way that the students conduct themselves representing our fine school. We strive to help out students and teachers of James Fallon High School. I would like to thank our principal Jenny Parrett and the dedicated staff of our school in supporting out students and the P&C.. Thank you.

Message from the students

This is the speech provided by the Executive of the SRC of 2017, Sonali Kagathala and Ellie Richardson, at the 2017 Presentation Evening.

Sonali: I am the President of 2017's Student Representative Council and this is Ellie Richardson, the Vice-President. With Georgia Knight as our secretary and Isabelle Montgomery as our treasurer, we collectively create the Senior Executive. Together, with the Junior Executive and the other twenty amazing students, we are a collective group of

caring and loyal people who contribute our effort and input into our school. This year we welcomed Mrs Wenzel back from her maternity leave and Mr Heron into our SRC.

Ellie: Throughout the duration of Term 1, SRC had many events the first of which was our annual Valentine's Day, where students paid one dollar to send lollipops and kind notes to one another. Later in the term, we had the Easter Raffle which raised \$320 with five fabulous prizes. Our biggest event of Term 1 was World's Greatest Shave which was combined with Harmony Day. During the day, foods of all different nationalities was sold, celebrating the diverse culture of our school. The Shave was held in the hall where it was a gold coin donation to witness it, raising \$3100 for the Leukaemia Foundation.

Sonali: This year saw the final fundraiser for our Brazilian sponsor child, Pablo. The SRC held a cake stall to raise money for Pablo one last time after eleven years as his community is now self-sufficient with a total of \$341 going to him for his future. We wish Pablo the best of luck and now welcome our new sponsor child Amasha. With the assistance of our wonderful teachers, SRC hosted the annual School Spectacular with seventeen great acts performing and showcasing their talent. We appreciate everyone who came to watch and support our fabulous students perform.

Ellie: In Term Three, the SRC hosted Footy Colours Day and Jeans for Genes Day to raise money to support research facilities and organisations. We also brought back the famous SRC Disco with Steve Bowen where we raised money for Relay For Life. The theme was spooky and it was a fantastic success with amazing costumes, raising \$1000. We also farewelled Mr Heron and we thank him for his contributions towards this SRC for the first half of the year. The SRC then welcomed Miss Dibben who has been an amazing coordinator and we have enjoyed many laughs together.

Sonali: This year James Fallon took part in the Border's Relay for Life for the first time and, to help raise further funds for the great cause, the SRC held a cake stall at school taking all donations given to the organization with us. With a small but willing team, the SRC dressed in their best Halloween outfits to walk laps for the fight of cancer. We raised a total of \$4700, and we thank you to everyone who came to support this wonderful cause. We also have another gift from our SRC to our school so keep your eyes out for some Christmas elves...

Ellie: As this year draws to a close, we would like to thank Mrs Wenzel for her absolutely outstanding contribution towards this SRC. Organising and coordinating events takes time and effort, including outside of school hours, and we would like to recognise all of your hard work that you gave into making this SRC's goals a reality. We wish you well as you go on maternity leave. The Senior Executive wish the best of luck to 2018's SRC and their coordinators, Miss Dibben and Miss O'Connor. Have a wonderful night.

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

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 one of evaluation – of the initiatives developed in the three-year period of the school plan 2015–2017, and what was considered the best possible steps forward in the 2018–2020 school plan. The school community has showed evidence of a culture of improvement, and with an established leadership group and a growing reputation in secondary public education, the school is looking forward to the future. James Fallon High School will embed the three strategic directions it began in 2015 in the 2018–2020 school plan, and seek to excel in several domains within the School Excellence Framework. At the centre of all decision-making will be evaluative thinking, with a stringent focus on a feedback loop an area for development in 2018.

In the domain of **learning**, our efforts have been primarily around increasing diverse learning opportunities for students, while creating more consistency between classrooms.

The Premier's Targets of improvement in external testing paradigms, and the New HSC Standards, prompted a structural change that was seen in Year 7 2017. This involved explicit literacy teaching for Year 7 students, and a mapping of skills on the Literacy Continuum in Reading and Comprehension. Year 7 teachers were to support the Black Board Configuration (BBC) and teach the content through the skills of literacy. This journey has had some challenges, as the means by which to change practice centred on three expert teachers, rather than a whole school change in practice. The feedback loop required was not in place, and the direction of the program for Year 7 changed to accommodate the skills set of the expert teachers and the students. Coincidentally, a High Impact Leadership Project developed around Continuum Mapping, and teachers grew more comfortable with mapping the skills of the students, and creating more opportunities for assessment as and for learning. Additionally, library lessons were used for literacy teaching, with a team teaching focus for Year 7, 8 and 9 students.

The opportunity for students to access wider learning has occurred through Communities of Practice. The development of the Secondary Public Education Community of Practice has resulted in students accessing curriculum across the three high schools in Albury. This has resulted in timetabling changes for each school, to accommodate the shared subjects of Aboriginal Studies, Dance and Mathematics Extension 2 (James Fallon High School), Construction (Murray High School), German and French (Albury High School). The three schools have worked closely together to provide several opportunities across sites, and promote Secondary Public Education.

In the domain of **teaching**, our efforts have focused on performance development planning and creating a framework for teaching and assessing literacy skills, in order to meet the Premier's Priorities.

The school has been embedding the Curiosity and Powerful Learning Framework and the Secondary Literacy Strategy across classrooms. This will remain a constant area for improvement into the next school plan, with the need to support and develop teacher experience. Key data shows that the average time in a role for teachers and leaders at James Fallon High School is 2.4 years, so establishing strong systems is vital for continued success. A teacher survey also showed a strong interest from teachers in further learning in this area for 2018.

Evidence based decision making was an area the school community wanted to improve after self assessment in 2016. Mapping students on the literacy continuum was one way of achieving this, but also considering other sources of information in making decisions was important. The collaboration of teachers in 2017 with the support of an aspiring leader led to confidence in mapping students on the continuum, and this confidence has contributed to the planning and feedback cycle for the 2018–2020 school plan.

In the domain of **leading**, there was a distinct and positive change in 2017. The leadership of James Fallon High School increased in stability, and systems were developed to improve management practices and processes.

In 2017, evaluative thinking on the management systems and processes resulted in significant changes for the school. The school appointed a Business Manager, a shared position with Albury High School, to support school administrative practices, particularly in light of the deployment of the new Department of Education management system. This position has been exceptionally successful in improving the management of the school. The Leadership Development Initiative has provided further resources to enable the appointment of a support officer to assist the work of the Senior Executive, which has immediately improved educational leadership capacity. The deployment of Local Business Management Reform systems has been successful in 2017.

The need to provide continual feedback on instructional leadership in 2018 will be vital for its success. Team leadership has been identified as a capacity building opportunity in 2018.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

The Performance Development Framework was seen by the school community as an opportunity to embed professional learning for improved teacher practice. Whilst a compliance under the teaching award, the process has been an area of focus to create and sustain a culture of professional improvement across all areas of teaching in the school. This has been an area of engagement for all staff, although the focus on teacher observation will be an area for improvement in the 2018–2020 school plan.

Evidence based decision making, an improvement measure centred on the Secondary Learning Strategy (2LS), has improved across all manner of areas in the school. School improvement teams across the school demonstrate clear use of evidence as a basis for their decision making. The professional learning in 2LS, combined with a variety of other professional learning experiences within the Albury network at leadership level, has supported this change, and increased the confidence of teachers to use qualitative and quantitative information as a basis for improvement.

The Professional Experience Hub has provided a further impetus for teacher observation and scrutiny of practice. The Professional Experience Hub partnership progressed in its second year, with a research element approved as part of the agreement. This research is largely qualitative and a basis for further improvements. The means by which to reach wider Communities of Practice will be a focus area in 2018.

All teachers engaged in professional learning in Project Based Learning, Positive Behaviour for Learning, Aboriginal Education, Trauma Informed Practice, and making Learning Adjustments in staff forums in 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff will have a Professional Development Plan and be engaged in the process of explicit professional learning.	\$40,000 – Peer Coaching \$70,000 – Additional Professional Learning	100% of teaching staff engaged in Professional Development through their Performance Development Plan. There has been a review and evaluation of the Performance Development Plan process in order to embed a culture of professional learning through this mandatory, growth based tool.
The Secondary Learning Strategy (2LS) will be embedded in all teaching programs.	\$40,000 – Peer Coaching \$70,000 – Additional Professional Learning	Evaluation of literacy strategies has taken place, with the view to improve and embed specific literacy learning. There has been stringent and measured evaluation of the peer coach process as a means of supporting explicit literacy teaching in all classrooms. Qualitative and Quantitative data has formed the basis for the evaluation of the 2015–2017 learning strategies, 2LS included.

Next Steps

The Peer Coach program will be replaced by Triads in 2018. Feedback on the initial trial has been very positive. Performance Development Plans will have reflective conferencing as a follow-up to observations.



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

There was an increase in learning opportunities for the students at James Fallon High School this year.

The timetable change for James Fallon High School as a result of the Secondary Public School Collaboration has involved the extension of the school day on Wednesday. With the increased time for students, Year 7 will engage in STEM learning, Year 8 will explore Passion Projects, Year 9 will have increased time in PDHPE, and Years 10, 11 and 12 will have mentoring sessions, to support their learning in the senior school.

Opportunities for students to explore project based learning have expanded, and where dedicated time for projects was allocated, students have shown engagement. The i – STEM class in Year 9 has provided opportunity for a range of projects, and in the Work Education Class, where all learning was project based, 100% success rate for assessment tasks was achieved.

Opportunities for students with specific learning needs to access the curriculum were improved. The Learning and Support Team established a framework for assessing new enrolments and expanding support for teachers making reasonable adjustments for learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
To achieve an improvement in student performance average of 60% in school based yearly assessments in all Key Learning Areas.	\$170,000 Additional Learning and Support Resources \$90,000 Allocation to Instructional Leadership	There has been a strong focus on assessment processes, so clarity of high expectations with support is shared across the school community. There has been an analysis and review of Assessment tasks, with the view to improve teacher understanding and implementation of Assessment for and as Learning. Formative assessment is a priority for the next school plan.
20% increase of students who actively engage in, or achieve learning expectations.	\$170,000 Additional Learning and Support Resources \$90,000 Allocation to Instructional Leadership	Evaluation of additional learning and support resources in improving student learning outcomes. Learning support for students requiring learning adjustments has been a highly effective undertaking in the school.

Next Steps

Student NAPLAN results' effect size improved markedly, with the learning focus on syllabus skills to engage student learning a priority. Our next steps will be to continue this improvement through skill development.

Year 7 students were successfully mapped onto the literacy continuum at the end of 2017, with an increased confidence in supporting the tasks that successfully improve and map literacy skills. Continued mapping of students against the continuum, and familiarity with the Learning Progressions will occur.

Academic culture has been a strong focus over the last three years. There has been much success in this area, with

stringent HSC monitoring processes put in place, uniform structure for assessment tasks, and school community awareness of assessment tasks. The success of HSC monitoring and streamlining teacher assessment and reporting practices is a highlight of 2017. Stringent and clear processes were developed and distributed to all teachers of HSC and Preliminary HSC courses. This was due to extensive research and investigation into best practice during 2016. Evidence of success was seen in the monitoring and support of several first time HSC teachers to value add to student HSC results in their subject areas. The next steps will be to increase engagement of our parent/carer community in the learning process, especially in the HSC.

Evaluation of the collaboration across Albury Secondary Public Education will continue in a timely and agile way.

Project based learning will be embedded across the school.

In 2018, personalised learning plans for all students will commence, to further support individual student ownership and support of learning.



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

In the area of Aboriginal Education, James Fallon High School was acknowledged for its leadership in 2017. In the area of Aboriginal Education, nine teachers and student learning support officers were recognised for their exceptional work in improving the learning outcomes of Aboriginal students at the Albury Proud and Deadly Awards. This group of students have experienced improvement in wellbeing measures, namely: attendance, suspension and retention data.

Opportunities for students to engage in positive behaviour for learning were increased. Evidence based decision making was at the centre of moving to Tier 2 Strategies, where small groups are targeted for specific behaviour interventions. A wider reaching rewards system was developed in 2017, with whole school rewards promoted frequently and publicly.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students, staff and the community meaningfully contribute to the success of school wellbeing programs within and beyond the school.	\$10,000 Student Financial Assistance \$70,000 School Support Officer Role	A holistic wellbeing program has been developed for 2018, with personalised learning plans being trialled, and proactive community strategies investigated. Multi-agency advocacy and support has been highly successful through the role of the School Support Officer.
15% increase of students showing positive behaviours for effective learning	\$5000 Positive Behaviour For Learning	Tier 2 Strategies in Positive Behaviour for Learning were implemented by the end of 2017.

Next Steps

Leadership in the wider community has been the subject of a research study through the department's Communications and Engagement Team. This is provided an increased focus on community understanding of the school and the positive impact that it has on the wellbeing of all students. Recommendations of this research project will be put into place.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Two Aboriginal SLSO positions. Allowance for a leading teacher in Aboriginal Education. • Aboriginal background loading (\$85 000.00)	24 Aboriginal students successfully achieved their Year 10 or equivalent in 2017. The retention of students to HSC in 2017 was partially successful, with one Elsa Dixon traineeship, one successful completion of HSC, and one choosing to discontinue. Parent and carer partnerships improved, with successful parent workshops held and parent visits to homework centre supported.
English language proficiency	EALD teacher allocation. • English language proficiency (\$53 000.00)	Successful support of several newly arrived students, some without formal school experience, high trauma and no English, into appropriate learning experiences and school routines. Scrutiny on the suitability of students in Stage 6 courses when low language learning and possible low cognitive function is apparent.
Low level adjustment for disability	2 Learning and Support Teachers. Allocation of leadership support allowance .4 FTE 6 SLSO roles across the school • Low level adjustment for disability (\$240 000.00) • Socio-economic background (\$120 000.00)	The evidence based decision making supporting the increase of student numbers on the National Disability Data Collection was successful, increasing from 130 students in 2016 to 213 students in 2017. Planning and programming for support for students requiring learning adjustments was extensively funded. The standardised model will require adjustment in 2018.
Socio-economic background	2 Literacy Coach allocations 2 SLSO roles in Semester 2 • Socio-economic background (\$120 000.00)	The program required a whole school focus, with the coaches changing their practice to small group learning around skill development, and integrating this learning into classroom practice. Teachers gained confidence in mapping students on the literacy continuum by the end of 2017.
Support for beginning teachers	Allocation for a Head Teacher Professional Learning. Professional Learning and allocations for some teachers on their choosing. • Support for beginning teachers (\$40 000.00) • Support for beginning teachers (\$90 000.00)	The allocation of resources was scrutinised and made uniform for all Beginning teachers in 2018, in order to provide opportunity to expend the resources appropriately. Processes for accreditation highly successful. All staff have been prepared for the accreditation process for 2018. There was no interest in higher accreditation.
Targeted student support for refugees and new arrivals	2 SLSO Ethnic roles – one Nepali and one Congolese. • Targeted student support for refugees and new arrivals (\$20 000.00)	Successful support of several newly arrived students, some without school experience, high trauma and no English, into appropriate learning experiences and school routines. Scrutiny on the suitability of students in Stage 6 courses, when low language skills are evident.
Professional Experience Hub	Head Teacher Professional Practice Allocation. Peer Coaching allowance. • Professional Experience Hub (\$40 000.00) • Socio-economic background (\$40 000.00)	Research has commenced on the program, with initial findings ready in early 2018. Peer coaching for supervising teachers was embedded into the program for 2018. Consolidation of the process with the third year Teacher Education Students occurred. Opportunities for sharing with local Communities of Practice were made.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	352	345	358	352
Girls	348	336	340	370

The current enrolment of James Fallon High School is increasing each year by around 15 students. This is largely due to a highly positive transition plan from Year 6 to 7, where high community confidence is indicated, especially through the collaboration of the Northern Spirit Learning Community.

Student attendance profile

School				
Year	2014	2015	2016	2017
7	88.4	89.9	88.8	90
8	84.3	85.6	87	84.9
9	83.6	83.9	86.3	85.4
10	82.4	83.4	82.4	83.2
11	85.1	85.9	85.6	85.6
12	83.2	85.5	88.1	90.9
All Years	84.6	85.6	86.3	86.3
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

Attendance is an area of focus for improvement. An attendance coordinator is provided time to analyse attendance patterns, in order to support proactive strategies to address non-attendance. An online tool has provided lesson by lesson information and an SMS messaging system was introduced to engage parents and carers in monitoring attendance. The work between the school and the Home School Liaison Officer has been highly positive and productive for some students.

Retention Year 10 to Year 12

Retention from Year 10 to Year 12 is an area of focus for improvement in the next 2018–2020 School Plan. Support for students engaging in Stage 6 curriculum has been developed with mentoring lessons for Year 10 students. Additional supported time in the library has been organised for 2018. In particular, supporting a large number of Aboriginal students in Stage 6 is a priority for the future.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	5	2	1
Employment	8	12	25
TAFE entry	2	5	15
University Entry	0	0	58
Other	0	0	0
Unknown	0	0	1

In 2016, James Fallon High School initiated a pilot program in partnership with La Trobe University, which saw 27 students achieve a conditional offer to La Trobe at the end of Year 11, 2016, graduating from James Fallon High School in 2017 with a university entry in place. This pilot supported a genuine transition to post school learning options, with each student gaining a university mentor, undergraduate access to university services, and an opportunity to gain confidence and comfort with a university setting. While some students did not take up their La Trobe offer, many used the platform to investigate early entry schemes. In 2018, 8 of the 10% students in the employment column are doing Gap year opportunities with deferred university offers, as many of the courses are in the major capital cities, and students require financial resources to move.

Year 12 students undertaking vocational or trade training

The school supported students in Vocational Training in three areas. In 2017, two Hospitality students completed the HSC, and one successfully gained the qualification of Certificate II in Kitchen Operations. In Retail Services, four students completed their HSC, with three successfully gaining Certificate II in Retail Services. In Information, Digital Media and Technology, ten students completed the HSC, and four acquired a Statement of Attainment to work towards Certificate III in Information, Digital Media and Technology.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of students attained the HSC in 2017.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	9
Classroom Teacher(s)	41.1
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	2
Teacher Librarian	1
Teacher of ESL	0.4
School Counsellor	1
School Administration & Support Staff	14.28
Other Positions	2

*Full Time Equivalent

An identified position exists in the School Administration and Support Staff, and in 2017, two Aboriginal School Learning Support Officers were engaged.

Workforce retention

In 2017, no staff retired. Four teachers moved to employment interstate.

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	0

Professional learning and teacher accreditation

In 2017, there was acknowledgement of a need to support extensive professional learning. This was due to three factors. Firstly, the length of experience in any position across the school averaged at 2.4 years, which indicated the need to support early career teachers and executive in roles that were relatively new to them. Secondly, there were a number of reforms that required professional learning support, including the Premier's Priorities, the New HSC Standards and Stage 6 syllabus implementation. Thirdly, the school community embedded two learning frameworks through partnerships – the Curiosity and Powerful Learning paradigm in partnership with the Australian Council for Educational Leadership, and the Big Picture Design through Big Picture Education Australia. Whole staff professional learning in Aboriginal Education and supporting adjustments for disability occurred in 2017.

Professional learning for the executive included visits to a variety of settings, to examine the leadership journeys of executive teams. This included Liverpool Boys High School, Templestowe College, and Rooty Hill High School. Professional learning for teachers included a diverse range of learning, including syllabus implementation workshops and programming days, literacy learning through the Secondary Learning Strategy, a team involved in Curiosity and Powerful Learning, and Project Based Learning for all teachers through Big Picture Education Australia. An individual teacher undertook a High Impact Leadership mentoring program which has supported a wide range of professional learning around literacy assessment and continuum mapping.

Beginning teacher support at James Fallon High School is structured and ongoing. A Head Teacher allocation supports the coordination of induction, professional learning, and meeting accreditation requirements. A formal induction program introduces all new staff to the school setting, involving fortnightly meetings, introductions to various personnel and experiences in the school. Weekly support is provided after school for professional online learning courses. Mentoring is also a means of professional learning and support. All beginning teachers have worked toward their accreditation at Proficient. 70% of staff were either seeking or maintaining accreditation in 2017.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

2017 was a transition year for the school with a significant change in responsibility and reporting of school finances.

At the December cut off date the school had

outstanding accounts for staffing costs, utilities and other non-processed receipts. This carry forward of expenditure was due to departmental restraints (delay in casual payment invoices, for example) and was beyond the control of the school.

Receipts	\$
Balance brought forward	1,233,551
Global funds	365,409
Tied funds	659,867
School & community sources	119,593
Interest	8,967
Trust receipts	21,798
Canteen	0
Total Receipts	1,175,635
Payments	
Teaching & learning	
Key Learning Areas	63,287
Excursions	29,165
Extracurricular dissections	34,439
Library	3,841
Training & Development	2,412
Tied Funds Payments	501,108
Short Term Relief	23,602
Administration & Office	101,975
Canteen Payments	0
Utilities	51,495
Maintenance	23,094
Trust Payments	19,894
Capital Programs	16,198
Total Payments	870,511
Balance carried forward	1,538,675

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	2,801,888
Appropriation	2,471,697
Sale of Goods and Services	18,453
Grants and Contributions	191,286
Gain and Loss	0
Other Revenue	117,219
Investment Income	3,234
Expenses	-1,586,923
Recurrent Expenses	-1,586,923
Employee Related	-820,871
Operating Expenses	-766,052
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	1,214,966
Balance Carried Forward	1,214,966

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Spending and expenditure during 2017 was conducted in a cautious and conservable manner. Requests for spending were held over due to the implementation of Local Business Management Reform.

There was a great deal of learning and adjustment in this period, and adapting to the changes in responsibilities for the school took time. An example of this is adjusting to the changes in leave payments, which is currently under review.

There are significant funds attached to James Fallon High School through the Professional Experience Hub, and a STEAM project involving all secondary schools in the Wagga Operational Directorate.

During the year, a Head Teacher position funded by school resources became vacant. It took substantial

time to consider and find a suitable applicant to fill this. The expenditure reflects this in 2017.

With new Stage 6 syllabus implementation in 2018, a number of resources were ordered in 2017 with payment marked for 2018.

Expenditure on the Big Picture Education Australia agreement is supported in a 5 year planned memorandum of understanding.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	6,640,232
Base Per Capita	110,879
Base Location	4,768
Other Base	6,524,586
Equity Total	1,018,895
Equity Aboriginal	81,192
Equity Socio economic	583,463
Equity Language	59,914
Equity Disability	294,327
Targeted Total	922,548
Other Total	406,565
Grand Total	8,988,241

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

Several important changes occurred to school based assessment in 2017. Firstly, assessment tasks were given a uniform cover sheet with faculties meeting all information requirements, to make explicit the requirements of each task. Secondly, an assessment schedule was created and published for all year groups, to provide organisation for all school based assessment activities. Thirdly, and most importantly, mapping on the literacy continuum for Year 7 led to scrutiny on the literacy skills in each school based assessment, and the personalisation of each task to

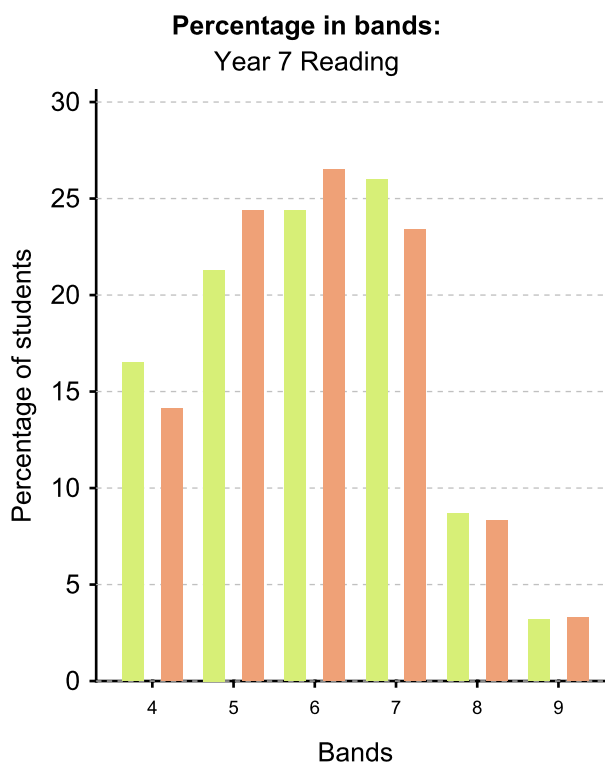
create opportunity for every learner.

The mapping of students in Year 7 on the literacy continuum was an area teachers gained confidence in this year. Teacher judgement was an area where there was little confidence at the beginning of 2017, but through a series of activities, led by a small team of highly skilled teachers, mapping Year 7 on the continuum occurred in both semesters. This information is now displayed in the staff common room., for ongoing professional reflection.

NAPLAN

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.

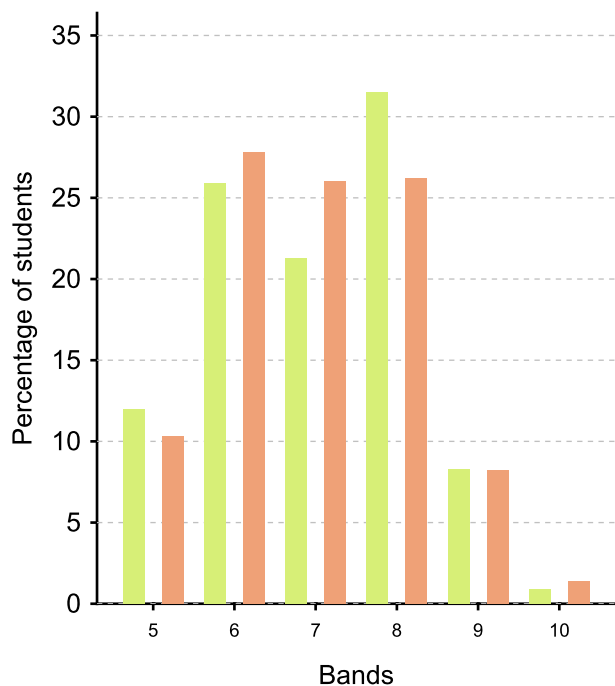
A focus on literacy learning was addressed through a strong focus on Reading and Comprehension in 2017. In Year 9, there was an improvement in the number of students in Bands 7 and 8, with a reduction in the number of students in Bands 5 and 6. There remains some work to be done to match state averages.



Percentage in Bands
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	16.5	21.3	24.4	26.0	8.7	3.2
School avg 2015-2017	14.1	24.4	26.5	23.4	8.3	3.3

Percentage in bands:
Year 9 Reading

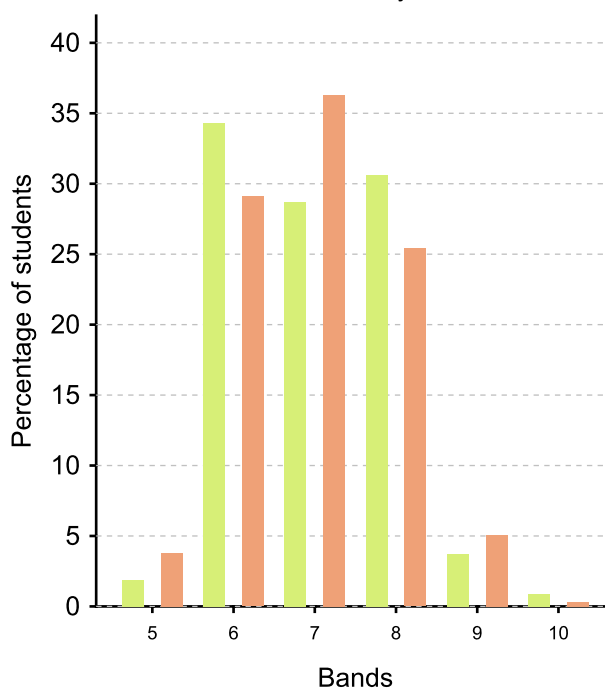


■ Percentage in Bands
■ School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	12.0	25.9	21.3	31.5	8.3	0.9
School avg 2015-2017	10.3	27.8	26.0	26.2	8.2	1.4

The value adding from Year 7 to 9 in this cohort was very positive. The strongest areas of improvement were data and measurement. The effect size demonstrated 3 worth of learning for 2 years worth of teaching in numeracy.

Percentage in bands:
Year 9 Numeracy



■ Percentage in Bands
■ School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	1.9	34.3	28.7	30.6	3.7	0.9
School avg 2015-2017	3.8	29.1	36.3	25.4	5.1	0.3

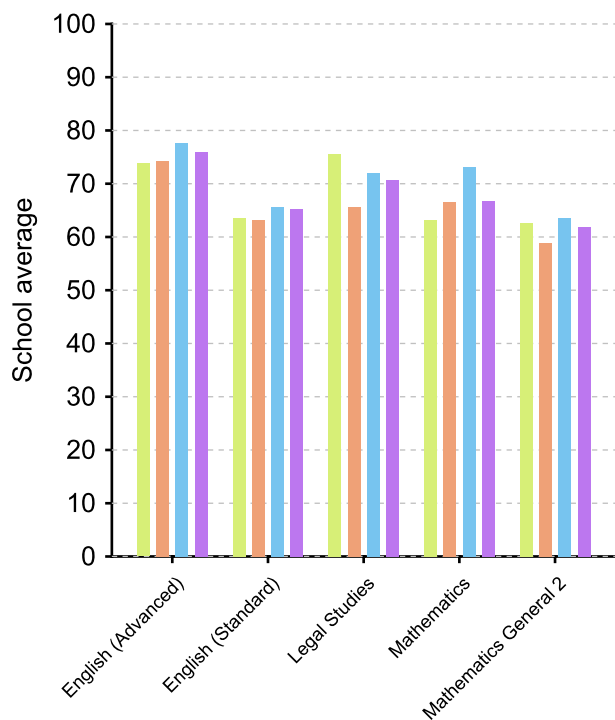
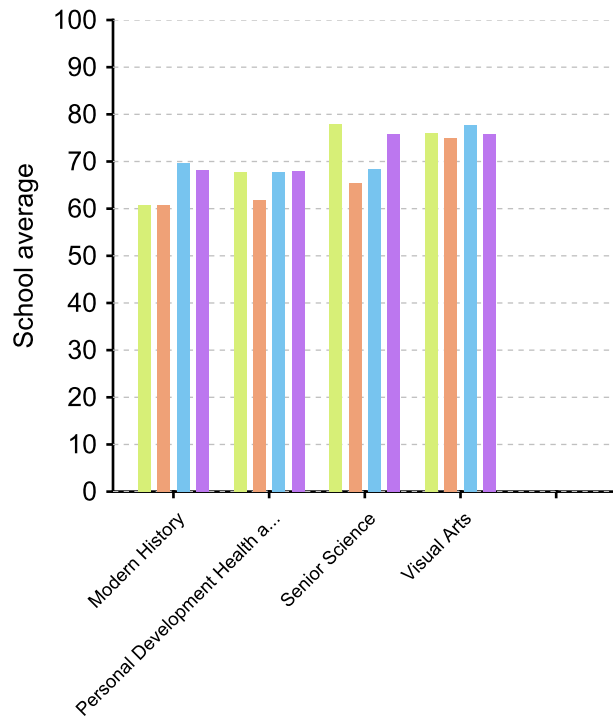
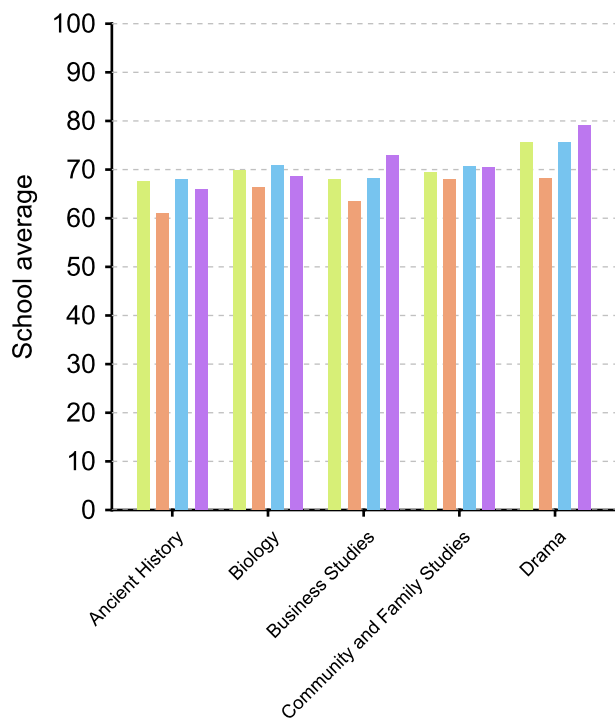
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

The area our school community has focused on in terms of student achievement in the Premier's Priorities has been Year 9. The Year 7 data is examined to see where improvements can be made over the two years between assessments.

James Fallon High School has maintained results that are the same or highly similar to its similar school group in Year 9. In the area of Year 9 NAPLAN, our Aboriginal students achieved very positive outcomes, with double the percentage of students in the top two bands in 2017 from 2016.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). Highest performing subjects included Music 1, Senior Science, Business Studies, Visual Arts and Community and Family Studies.



Subject	School 2017	SSSG	State	School Average 2013-2017
Ancient History	67.6	61.0	68.1	65.9
Biology	69.8	66.4	70.9	68.5
Business Studies	67.9	63.4	68.2	72.8
Community and Family Studies	69.5	67.9	70.7	70.5
Drama	75.6	68.3	75.5	79.1
English (Advanced)	73.8	74.4	77.6	75.9
English (Standard)	63.6	63.2	65.6	65.3
Legal Studies	75.5	65.6	72.1	70.8
Mathematics	63.1	66.6	73.2	66.8
Mathematics General 2	62.6	58.9	63.6	61.9
Modern History	60.7	60.7	69.6	68.1
Personal Development Health and Physical Education	67.8	61.9	67.7	67.9
Senior Science	77.9	65.3	68.3	75.8
Visual Arts	76.1	75.0	77.7	75.8

In 2017, every Key Learning Area reported better results than Similar School Groups in the band analysis. In Creative Arts and Science, students performed better than state average.

ROSA

100% of students who attended to the end of Year 10 achieved their Record of School Achievement.

Parent/caregiver, student, teacher satisfaction

Evidence based decision making underpins all planning at James Fallon High School. As a result, there is ongoing evaluation of information gathered to support programs.

Our school community is surveyed twice yearly through the Tell Them From Me Surveys for students and parents. The student survey indicated strengths and improvement in school advocacy, feelings of optimism, expectations for success and positive learning climate. The key message our school teams took from this information was that Positive Behaviour For Learning was a strong motivator for improving our school's culture and student wellbeing. The area that stood out as requiring focus was bullying. The SRC and the P&C worked together to refine the school's Anti Bullying Plan for publication and implementation. The parent survey had the strongest response ever achieved since the school has employed the Tell Them From Me Surveys.. Areas of strength included the school reputation, student safety, and support for learning. Areas for consideration included parent voice on school matters.

Our school community was also surveyed on their opinions regarding school uniform in 2017. This survey produced over 300 responses, which supported overwhelmingly an opportunity to update our school jacket, and incorporate logos into items of clothing. As a consequence, a new design for a jacket and two optional polos with logos have been introduced. The remainder of the uniform is emblem free.

The School Communication and Engagement Team also provided extensive feedback on focus groups in Albury around the school's key messaging and community perspectives. This provided clear feedback on our next steps for school messaging, maximising the positives in school innovation, teacher support, and leadership.

The teaching staff were surveyed on their understanding and utilisation of the Curiosity and Powerful Learning Framework, in order to underpin pedagogy for continual school improvement. There was clear understanding on the key theory of teacher action concerning harnessing intention, narrative and pace, but questions around assessment for learning. A further survey will need to be undertaken in 2018 as new staff

join the school.

An extensive situational analysis was also conducted with the entire school community, in order to develop the 2018–2020 school plan.

Measures to continue the feedback cycle will be a priority, to inform all decisions in the future.



Policy requirements

Aboriginal education

In 2017, James Fallon High School focused on the development of cultural engagement programmes, to support transition processes, build community links, provide wellbeing support and promote cross-curricular inclusion of Aboriginal perspectives.

Over the year, we continued to be supported by two Aboriginal support workers – Rebecca Lea and Rhoda Edwards. Both were employed in the capacity of Aboriginal Student Learning Support Officers (SLSO Aboriginal) and worked in their positions full time. Rhoda Edwards worked with our identified students in Stage 4 (Years 7 & 8). Rebecca Lea (also our local AECG President) worked with our identified students in Stage 5 (Years 9 & 10). Both Rebecca and Rhoda performed an invaluable role to our staff, making students feel more supported in the classroom (and beyond) and thus helping them achieve to the best of their ability. Some of our senior ATSI students were supported by Gordon Mosinski in targeted classes.

Our senior ATSI students were also supported by Rebecca and other Learning Support teachers in our library's Homework Centre. Our Homework Centre continued to increase in its popularity and, due to the support of Rebecca Lea and our learning support staff, it extended its opening hours to include two additional afternoons a week. This helped our Year 10 ATSI students develop strong study habits over the year, leading a record number of ATSI students to achieve their ROSA and make the transition to senior school.

Developing and maintaining our Personalised Learning Pathways (PLPs) continues to be a challenge for us at James Fallon High School—and this challenge increased in 2017, as our ATSI enrolment rose to 117 identified students across the school. Rhoda Edwards supported these PLP meetings for Years 7 & 8, as did

Rebecca Lea for Years 9 & 10. 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.

Providing this support will become increasingly challenging in years to come, as the ATSI enrolments continue to grow and our Aboriginal support staff become fewer. Our Aboriginal Education Team (led by Aboriginal Education Coordinator, Anni Gifford) will be instrumental in developing this process in 2018, creating a stringent process and timeline for staff to follow in completing the meetings, as well as ensuring students are advocated for in effective culturally-appropriate ways.

Throughout 2017, our students experienced and contributed to the following:

- Rhoda Edwards continued the Men's Shed programme, taking a small group of male and female 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' group 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 girls' group worked with female mentors on Aboriginal art projects, creating large-scale paintings and crafted artefacts. This culminated in a NAIDOC Week exhibition of artwork and cultural objects in the school library.
- 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 2017.
- 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.
- Reconciliation Day – our Men's Shed programme participants attended the festivities at QEII Square (run by Albury Council), holding a stall of their artwork to share and taking part in ceremony for the day.
- REAL Leadership Camp – some of our ATSI students self-nominated to attend 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 Year 8 onwards retail and catering skills.
- Albury Teaching and Learning Conference was

held on Monday 17th July 2017 (Term 3 Staff Development Day). The conference had an Aboriginal Education focus, including high-profile keynote speakers Stan Grant and Evonne Cawley. 6 of our Aboriginal students (from Years 7 to 11) hosted the day, speaking in front of over 300 teachers from across the Albury region.

- A Girls Yarning Circle was established, as a welfare initiative to support female ATSI students in Years 7–10. This circle ran as a 'drop-in' group each week, where emotional and social wellbeing was addressed through discussion, community links, confidence-building activities and cultural activities. The group was run by our Aboriginal support staff and Aboriginal Education Coordinator. As part of the group, the girls were taught Aboriginal dance by Rhoda Edwards, which they performed at our school's NAIDOC assembly and the JFHS CAPA Showcase at The Cube Wodonga.
- A National Sorry Day assembly was organised and run by our Girls Yarning Circle. A large natural wreath was made and Auntie Avis was invited to speak to our students about her experiences as part of the Stolen Generation. History classes were then invited to write personal Sorry cards, reflecting on what they had learned of the Stolen Generations. These cards and the wreath were presented to Auntie Avis at the 2018 AWAHS Sorry Day event at Hothouse Theatre.
- In consultation with our LAECG, Duncan Smith and his cultural consultancy group Wiradjuri Echoes were contracted to run Wiradjuri dance workshops with students from Years 7–11. All dance students were invited to attend, as well as all identified Aboriginal students. These workshops were run free of charge for all our students (Aboriginal and non-Aboriginal) and funded completely by the school, to allow as many people as possible to participate. Over 100 students participated in the workshops, many of whom performed to staff and community in a public showcase at the end of the day.
- Duncan Smith of Wiradjuri Echoes returned for follow-up workshops at the end of Term 4, inviting students to audition for the National Multicultural Festival in February 2018. 16 of our ATSI students were successful in earning fully-funded positions in the Wiradjuri Echoes dance troupe for the festival in 2018.
- Aboriginal Studies was developed as a potential subject for Year 11 in 2018 – and students from all three local public high schools were invited to enrol in the course. The subject had a very popular uptake and was scheduled to run with high student enrolment numbers in 2018.
- NAIDOC week – all faculties participated in some way, from playing traditional games in PE to making boomerangs and students creating a 'NAIDOC Profile Picture' for the school's Facebook page.

Our 2017 NAIDOC Week Assembly

communicated a strong message of the importance of cultural engagement – in line with our 2017 NAIDOC theme 'Our Languages Matter'.

Students, staff and visitors were shown a video exploring the NAIDOC theme of 'Our Languages Matter' – by looking at the different ways our students express their culture at James Fallon and beyond. The video talked to students involved in our Men's Shed and Bush Tukka programme – as well as interviews with the community members who run the AWAHS Men's Shed (a copy of the video was presented to the AWAHS Men's Shed to thank them for their cultural support of our students across the year). Parents and community were then invited up to the library to see our Men's Shed exhibition – featuring traditional tools, artworks and photos from their time spent with the mentors who volunteer their time at the facility.

Our Girls Yarning Circle performed two dances at the assembly, a welcome dance and a hunting dance, that they had learned under the tutelage of Aboriginal support worker, Rhoda Edwards.

As part of this assembly our school presented our second *JFHS Service to Community* award, recognising someone who has – and continues to – make an invaluable contribution to our school community – Aunty Edna Stewart. Aunty Edna is a champion for Wiradjuri language, history and culture. As a highly-respected Elder, she works tirelessly to get Wiradjuri perspectives into schools, so that they become an integral part of school life. Through her work at Hume Public School, Aunty Edna has mentored and supported countless students at James Fallon. When she welcomes us to her country in Wiradjuri language, she shares her knowledge and culture with the next generation, building a foundation of respect and generosity. She is also an inspiration because she leads by example. Aunty Edna is currently studying to be a teacher through the Australian Catholic University in Sydney.

We also presented our third *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 2017 was Ewan Hampton, a prestigious member of our school community who contributes to our school culture through volunteer work, mentoring both Aboriginal and non-Aboriginal kids, through the Thurgoona



Multicultural and anti-racism education

Inclusion of all cultural perspectives is embedded into teaching and learning at James Fallon High School. In all Key Learning Areas, multicultural perspectives are implemented, forming the fabric of our curriculum.

Whole school events encourage inclusion. These included Harmony Day and Refugee Week.

In 2017, an SRC position representing students with English as a Second Language was introduced.

Welcoming and supporting parents and carers from our EALD community was a focus in 2017, with discreet parent information sessions incorporated into the school calendar.

Two Anti Racist Contact Officers supported our students in relation to any allegations made regarding racism.