

James Fallon High School

Annual Report



2018



8266

Introduction

The Annual Report for **2018** 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.

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Principal

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School background

School vision statement

The James Fallon High School community provides a safe and caring environment with student learning at its centre. This student learning is personalised and involves mutual high expectations between student and teacher in order to attain personal excellence.

Teaching and learning practices at James Fallon High School will be explicit, collaborative, open and interdependent. They will be informed by targeted professional learning and underpinned by a model of instructional leadership in order to develop students who are critical and engaged citizens.

The James Fallon High School community will foster wellbeing through positive, respectful relationships where there is a collective responsibility for student learning, engagement and success.

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.

In the domain of Learning, our school has implemented a broad and personalised curriculum focused on wellbeing, in order to support our diverse learning demographic. The school's on-balance judgement in Curriculum is at Excelling, and Wellbeing at Sustaining and Growing. Evidence includes the curriculum provision of learning and wellbeing mentoring lessons in the senior school, passion projects, STEM and health lessons in the junior school, and the journey the school has been on to create an Academy of Inquiry, in the design of Big Picture Australia. In areas of learning culture, including attendance, the school is aware of the need for improvement, and has assessed as Delivering. There have been deliberate steps to create improvements in assessment for learning in 2018, to increase student engagement, and support a more meaningful reporting paradigm. Evidence includes the Continuous Assessment Policy: its inception, design and development through the Parent Portal. The school has self-assessed the elements of Assessment and Reporting as Sustaining and Growing. Student Performance Measures are assessed at Sustaining and Growing.

In the domain of Teaching, the overall self-assessment is at Sustaining and Growing. There are structures in place for mentoring, coaching, accreditation, and development of classroom practice, but challenges remain, supporting a high number of teachers who are new to the setting, as a result of growing enrolment numbers. The school acknowledges that next steps is to improve the data through using and understanding it, and assesses this domain as Delivering.

In the domain of Leading, there is a strong indication of improvement, and a structural basis developed in 2018 to ensure planning for the future. In School Planning, Implementation and Reporting, the school self-assesses at Excelling. With the implementation and monitoring of the school planning process against the School Excellence Framework, the school anticipates growth and development as a hub of innovation and success. The school views the External Validation process as an opportunity to further plan and implement for a strong future. In the areas of utilising resources to underpin improvement, the school is developing processes to use resources effectively, hiring a Business Manager to support this. With further support in the non-teaching areas through implementing the Performance Development Framework with increased familiarity and comfort, overall growth in administrative systems and processes will occur. The school community voice is an area the school is targeting for improvement.

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

Our purpose is to develop outstanding teachers, who will be leaders in their classrooms, school and wider community. They will demonstrate continually high expectations in their professional practice. Instructional leadership will drive the professional practice of all teachers with a focus on explicit and evidence based teaching strategies in order to achieve improved outcomes for all students.

Overall summary of progress

This year, our school embedded triads, as part of our Curiosity and Powerful Learning journey. Each teacher engaged in a triad based on experience: one beginning teacher, one pre-2004 teacher, and one post 2004 teacher, to support cross school accreditation. The triads provided an excellent platform for our large staff to engage across faculties, and see what happens in a wider range of classrooms. All teachers are becoming more confident in utilising the Performance Development Framework to improve their practice, target and self-reflect on their professional learning needs, but there is still room for improvement. The universal understanding of the key theories of action in Curiosity and Powerful Learning has not been as strong as anticipated in 2018, but our staff have engaged in learning with staff at Albury North Public School, where there has been great success with Curiosity and Powerful Learning, through observation and professional sharing. The school has been challenged in establishing and implementing the actions that see this purpose area strengthen and continue. While the Premier's Targets were met in Year 7– 9 NAPLAN and value-adding was the second best it has been since the measurement has been taken, the results for students overall showed a need for improvement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff consistently use evidence based pedagogy in their teaching, and monitor their improvement through collegial observation.	People: The PL budget was used for cover for observations. Resource booklets and observation sheets. Audit feedback from staff meeting – Week 4 staff meeting.	Triads are a common practice amongst staff across the school. Each teacher has completed at least one observation round in a triad with 2 other teachers from different KLAs and experience levels. Teachers who embraced the process reported positive experiences. The Curiosity and Powerful Learning framework (CPL) was not used as many staff are not aware of it and it has not been implemented across the school. Instead, teachers chose their own areas of focus and improvement for their triad. The accountability process needs streamlining and improvement as teachers submitted their observation sheets to one person but through various means and over the course of the entire year. A simpler and more consistent method of accountability is needed. Scheduling observations was difficult and required a great deal of organisation. This will need to be improved in future. In Summary: <ul style="list-style-type: none">– CPL needs to be implemented across the school– Observation sheets and the accountability process should be simplified.– More care given to grouping triads to avoid

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff consistently use evidence based pedagogy in their teaching, and monitor their improvement through collegial observation.		scheduling conflicts and to take pressure off routine variations. Triads are embedded across the school, as a means of supporting the Performance Development Framework. However, it has not been a strong means of developing the Curiosity and Powerful Learning Framework across the school. Next steps will see a stronger, non-negotiable approach to triads, and re-energising the Curiosity and Powerful Learning Framework.
All staff develop learning strategies that are visible, skills driven, and project based, in order to meet the Premier's Targets in Literacy every year.		Explicit Quality Criteria has been made visible across a small number of classrooms in 2018. The aim for 2019 should be for staff to have this embedded in teaching practices. Triads can be used with a focus on visible learning strategies in 2019.

Next Steps

In 2019, triads will continue with a wider professional learning lens. Teachers have requested triad teams to further skills in developing literacy and numeracy teaching, inquiry focused teaching (especially the Big Picture Design), team teaching, and special education. Professional learning will target a re-engagement in Curiosity and Powerful Learning, beginning with the executive team. A stronger accountability focus will be placed on triad observations, with all staff engaging thoroughly in the triad process, using the Curiosity and Powerful learning framework.

As a result of our NAPLAN data, our school staff has regrouped and considered how to create continuity of initiatives, and accountability for our staff to deliver non-negotiable goals in the journey towards school improvement. A renewed focus on our Teaching and Learning Framework, a one page statement of commitment for all staff, will take place with the onus on implementation of our school purpose statements in 2019.



Strategic Direction 2

Learning

Purpose

Our purpose is to have high expectations of each student in order to develop students who attain success in their personalised learning pathway. Our learning opportunities will be unique to our local community, through the introduction of personalised project based learning.

Overall summary of progress

The implementation of personalised, project based learning in 2018 has been highly successful. Two advisories, small groups based on the Big Picture design, have been established at capacity, through a careful process that has seen interested students and their families enrol. The Academy of Inquiry has been established in the library, where the whole school community can see the design in action. Our students have engaged in project based learning in a range of key learning areas, and specifically in passion projects in Year 8.

There has been a challenge for our teachers to engage in skills based pedagogy as opposed to content based pedagogy. Assessment tasks, Years 7 to 10, have been reduced to one task per subject per term, with some adjustments along the way. Our school community is also taking steps to familiarise themselves with the Learning Progressions, which are displayed as "I can" statements in the staff common room for students in Years 7 and 8.

The National Disability data collection for 2018 saw our school identify 313 students requiring adjustment for learning. A review of planning procedures and a streamlining of procedures for teacher feedback on current student plans took place this year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students will engage and improve in their learning through the use of personalised learning plans, based on assessment for learning.		<p>The process is at a different stage for the variety of Personalised Learning Plans.</p> <p>Individual Education Plans – developing, monitoring and reviewing of plans is well organised, involves a variety of stakeholders, is transparent and specific to students. These plans identify subject outcomes and the strategies to achieve these for the students in our Special Education Unit. Review of these plans are continuous, with a formalised process annually.</p> <p>Individual Learning Plans – these plans are prepared with students (in mainstream settings) and parents/carers who have been identified with specific learning needs. Coordinated by the Learning and Support Teachers, the plans identify academic, social or emotional targets to enhance engagement and success in the classroom. Feedback from staff of the implementation and progress towards achieving the targets of the plan is completed at the end of each semester. The implementation process is succinct and transparent. The review process needs further consistency. All staff need to be completing the feedback required to ensure ILP's are meeting the needs of the students.</p> <p>Learning Goals for All – These goal setting individualised learning plans were to be student initiated and developed in the Guidance lessons. Goals were to be established (academic</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students will engage and improve in their learning through the use of personalised learning plans, based on assessment for learning.		<p>suggestions provided and personal discussed). Strategies to achieve goals were also to be identified from the suggested lists provided. This process was not consistent due to a number of constraints. The Guidance lessons were restricted by time and consistency across Year Advisor approach. Goals were not reviewed by students or staff/parents were not informed of goals. These 'Goal Plans' for students need to be allocated more time for completion, be completed earlier in the year and have a review plan modelled into the process.</p> <p>A final review and evaluation of Personalised learning plans, Individual Education Plans and Individual Learning Plans, Health Care Plans, with a commencement of planning for the next year (subjects, teachers, goals, interests), reviewing and assessing areas of need. Scheduling and resourcing planning periods involving families for planning in 2019.</p>
The school community will have improved implementation of evidence based practice, including the feedback cycle, high expectations, and the use of information in order to make decisions. This will be evidenced by a more specific school planning process.		While students are yet to be capable users of the feedback cycle, the structure and method is in place to do so in 2019. Evaluation and strong support for our school continuous assessment policy will occur in 2019.
As a point of difference to suit certain learners, at least 5% of students will be learning in a Big Picture Academy setting, commencing with two advisories established in 2019.	Big Picture Membership and Professional Learning – \$27,000	Two advisories have been established to support the Big Picture design involving 30 students. Space and architecture in the library has been facilitated, with resources allocated to the students.
All students will be appropriately supported to achieve 100% completion of school based Preliminary HSC and HSC assessment tasks, to reduce and negate lower band achievements.		The introduction of Learning and Wellbeing Mentoring lessons for Stages 5 and 6 were evaluated as effective, especially in Stage 6.

Next Steps

The establishment of two Big Picture advisories will be monitored and supported, with the view to expand by one advisory each year.

Our commitment to formative assessment has seen our Academic Culture team develop a continuous assessment policy for Years 7 to 10. This will involve detailed assessment feedback to families via a parent portal, to improve student feedback and begin the journey of using the feedback to inform classroom practice.

As a response to the NAPLAN results in August 2018, a team of executive have developed an implementation plan to improve student responses to NAPLAN testing.

The Parent Portal platform has a student planning opportunity. This will be considered for implementation in 2020 for student personalised learning plans.



Strategic Direction 3

Wellbeing

Purpose

Our purpose is to have relationships between students, parents/carers, teachers and the community that are positive and respectful so that learning opportunities are optimised.

Overall summary of progress

Positive Behaviour for Learning requires some reinvigoration in 2019. The data indicates that all staff are not engaged or understand the framework, and as a result, it is not working well. Check in and check out practices (a Tier 2 Strategy) were implemented with partial success.

James Fallon High School has an improved reputation in the community, demonstrated by school enrolments increasing by 7% annually. A review on improving parent teacher evenings and meetings took place, with the view to improve the attendance and engagement in these opportunities. An increase in parental involvement in student celebration events has occurred in 2018, with higher attendances recorded for Year Assemblies and Presentation Evening.

The Australian Child Youth Protection Office visited our school twice to engage with our young people on ways that school culture is supported in Albury. There has been a focus on trying to achieve universal student voice in 2018.

Wellbeing lessons have been an outstanding success in Stage 6. Students in Year 11 showed higher levels of motivation and support through the Tell Them From Me Survey, and motivation in student study sessions has been high.

The integration of Fallon, our school therapy dog, has been a success.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved school culture, measured by 100% student understanding and engagement in Positive Behaviour for Learning core values.	Rewards budget of \$2500 for Positive Behaviour for Learning. Allocation of mentoring teaching periods. Student Support Officer review of program and organisation of wellbeing classes accordingly.	Data is analysed to identify behavioural trends within year groups but could be refined to identify specific individuals/groups for tier 2 interventions. Feedback cycle to be developed for staff involved in Check In Check Out (CICO) at the completion of each cycle. It was generally identified that the CICO process be delivered for at least 8 weeks and that students be identified through data where the behavioural motivation is "seeking adult attention". Successful 12 months of a newly developed program designed to support personalised learning and wellbeing. Next steps are to embed plans for students, which will be developed over 2019 for implementation in 2020.
A public and transparent inclusion of all members in the school community, including an increase of 50% of parent attendance at parent teacher conferences.		While there has been no evidence based research apart from the work done by the Communications and Engagement Team in 2017, there is a strong and positive response to the parent portal from all members of the school community. Next steps will see this implemented across the school.
Improved and expanded student voice, measured by student school improvement teams at capacity.		This area will be a focus for 2019.

Next Steps

Behaviour and challenges associated with this sees a need to reinvigorate and invest in behaviour rather than manage it. An additional Learning and Support Teacher (Behaviour) has been secured to support restorative practices, develop classroom practice, and reduce suspension in 2019.

Student Voice is an area of focus for 2019. There will be a universal engagement with the Tell Them From Me Survey tool, to encourage more authentic data on school culture.

In 2019, the school community will use a Parent Portal for all manner of parent communication, and continuous assessment.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Teaching staff 0.2 FTE to support Aboriginal Studies in its first year.</p> <p>Aboriginal SLSO FTE to support Aboriginal students.</p> <p>Teacher coordinator 0.3FTE to coordinate Aboriginal programs.</p> <p>Total – \$119,111.</p>	<p>The impact on Aboriginal student learning has been evident in the senior years. Student retention to Year 12 has improved from recent years, and engagement in appropriate curriculum is an area of focus in 2019.</p> <p>The Aboriginal Education Coordinator attended Aboriginal Education Conference (CPL) in Sydney. Aboriginal Education Team meeting held to report back from PL and discuss restructuring the team – to be more focused and more effective. Agreement that we needed to meet more regularly (fortnightly). National ATSI Education Strategy 2015 used as scaffold for future initiatives/directions. Leadership to be more distributed throughout the team.</p> <p>A cultural focus for our Aboriginal students has been introduced and strengthened in Dance. The Wiradjuri Echoes Dance Troupe has become a highly successful group, with many performances organised in the community.</p>
English language proficiency	<p>EAL/D specialist teacher, two SLSOs (Ethnic)</p> <p>English language proficiency (\$ 80000.00)</p> <p>Total – \$103,317</p> <p>• English language proficiency (\$80 000.00)</p>	<p>All students bar those with significant learning difficulties were able to progress at least one level on the EALD Learning Progressions.</p>
Low level adjustment for disability	<p>Learning support teachers at 2.4 FTE</p> <p>2 SLSOs @ \$63,000</p> <p>PL for executive @ \$500 each</p> <p>Total – \$371,632</p>	<p>The 2018 National Disability Data Collection included students requiring social and emotional adjustments in their learning. This indicated a strong need to evaluate resource allocation in 2019. This includes identification of students requiring Integrated Funded Support, and applying for funding as required.</p>
Socio-economic background	<p>Head Teacher of Teaching and Learning</p> <p>Socio-economic background (\$ 50,000.00)</p> <p>4 SLSOs</p> <p>Attendance Coordinator @ \$2500</p> <p>Boys Advisor @ \$2500</p> <p>Technology resources @ \$70,000</p> <p>Financial assistance @ \$11,000</p>	<p>Successful 12 months of the role of Head Teacher Teaching and Learning to oversee improvements in pedagogy to support literacy proficiency. Implementation of NAPLAN strategies to support improvement in Literacy and Numeracy.</p>

Socio-economic background	<p>Positive Behaviour for Learning Resources @ \$5000</p> <p>Total – \$627,146</p> <ul style="list-style-type: none"> • Socio-economic background (\$20 000.00) 	<p>Successful 12 months of the role of Head Teacher Teaching and Learning to oversee improvements in pedagogy to support literacy proficiency. Implementation of NAPLAN strategies to support improvement in Literacy and Numeracy.</p>
Support for beginning teachers	<p>Head Teacher Professional Learning – \$50,000</p> <p>ACEL Orientation and Induction Program</p> <p>Reduction in teaching load for beginning teachers – \$7500 each</p>	<p>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. There was no interest in higher accreditation.</p> <p>Next steps will involve engaging in the Albury Network Graduate Teacher support in 2019.</p> <p>Staff handbook to be more process-based and user-friendly (a how-to guide) (Head Teacher Professional Learning time and support from Executive in Term 4 to achieve this) to assist all staff, including Beginning Teachers.</p>
Targeted student support for refugees and new arrivals	<p>Intensive English Centre – \$92,000</p>	<p>Refugee and new arrival students have been supported across KLA's with adjusted learning and ILP's. Teachers have implemented ILP's and consistently sort the assistance of EALD staff to support students literacy and learning. The IEC operating periods 1–4 daily has been extremely successful in the improving of student's literacy and engagement of students in school activities.</p>
Professional Experience Hub	<p>Executive support at the two identified and interested schools.</p> <p>Head Teacher Professional Practice – \$50,000</p>	<p>An identified widening for the PEX hub project in Albury. Plan to be analysed and supported by the stakeholders early 2019.</p>
Albury Secondary School Collaboration	<p>\$4000 bus transport for Stage 6.</p> <p>Professional Sharing in travel to Geelong to see the Geelong Project in action – \$2500</p>	<p>Stage 6 collaboration has been a success. Next steps will involve a successful implementation of a collective impact project, the Albury Project, based on reducing Youth homelessness and retaining students to Year 12.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	345	358	352	356
Girls	336	340	370	377

The enrolment of the school is gradually growing, This is a positive trend for the school, indicating community confidence.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	89.9	88.8	90	85.2
8	85.6	87	84.9	78.3
9	83.9	86.3	85.4	73.9
10	83.4	82.4	83.2	74.3
11	85.9	85.6	85.6	81.1
12	85.5	88.1	90.9	85.8
All Years	85.6	86.3	86.3	79.2
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

The attendance management processes of the school included:

- * A breakfast program
- * Continual monitoring and communication to families by the wellbeing team of the school
- * Close liaison with the Home School Liaison Officer
- * An SMS messaging service to families to support communication in relation to absences.

Regardless of efforts made by the school, the attendance rates of our school declined. An evaluation of our processes, especially for our more vulnerable students and their attendance, has taken place for 2019.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	7	3	11
Employment	17	8	27
TAFE entry	5	3	2
University Entry	0	0	24
Other	5	2	0
Unknown	10	2	0

The number of students seeking employment through traineeships and apprenticeships is due to the extensive exposure to supported work experience opportunities and careers advice sought by the students. The students in the "other" column made the decision to engage in the VCAL program at Wodonga Senior Secondary College. In 2018, 43 students in Year 12 were provided with an early entry offer to a pathway through the La Trobe University program, and some of those decided to study at TAFE instead of university. This program has been highly successful in its second year.

Year 12 students undertaking vocational or trade training

2018 saw 25% of the students partaking in VET subjects/courses complete their training and receive their qualification. 2 of the 9 students successfully completed the Engineering course and attained Cert 1 in Metals and Engineering. 1 of the 4 Retail Services students attained Certificate III. Information and Digital Media and Technology saw 1 of the 3 students achieve all competencies available in the Statement of Attainment towards a Certificate III in this course.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of students achieved their HSC in 2018.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	43.4
Learning and Support Teacher(s)	2.4
Teacher Librarian	1
Teacher ESL	0.6
School Counsellor	1
School Administration and Support Staff	15.28
Other Positions	2

*Full Time Equivalent

There are four employees on staff who identify as Aboriginal.

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	2

Professional learning and teacher accreditation

In 2018 we had five Graduate Teachers at James Fallon HS. Our Induction program involves each Graduate Teacher being assigned a supervisor (their Head Teacher), a mentor (an experienced teacher in their Key Learning Area) and a buddy (someone with 1 or more years' experience and with similar interests). There is also a Head Teacher of Professional Learning (HTPL) who oversees the induction, accreditation and professional learning of these teachers in their first few years.

The induction program involves orientation to both the school and the profession through weekly workshops, observations, mentoring and a designated Facebook group for discussion and the sharing of resources and ideas. In the first six months, these workshops focus on preparing teachers for the job with topics such as report-writing, parent-teacher meetings, behaviour-management, and wellbeing. In the second half of their first year, teachers focus on the Teacher Professional Standards and begin collecting their

accreditation at proficiency. Beginning teachers are consistently asked for feedback on their needs and the program is tailored to suit the needs of the teachers.

Teachers in their first year are also given one observation day, during which they observe a variety of teachers and classes around the school. In addition to this, they receive a report-writing day during their first report-writing period and the option to have the HTPL observe/attend their lessons if required. In addition to these observations, all teachers participate in a 'Triad' (a team of 3 people who observe, discuss and give feedback linked to standards). In 2018, beginning teachers were deliberately grouped with more experienced teachers.

In 2018 we had a first-year teacher join our school in the second semester. She was given the same support as teachers who started at the beginning of the year. This teacher was also given additional support in the form of observations/team-teaching by her faculty HT, the HTPL and the HT Wellbeing as she identified the need for help around classroom management.

In their second year, teachers are given support to complete their accreditation at proficiency. By this stage, teachers have been observed by the Principal, their supervisor, and 2 'triad' colleagues.

Professional Learning in 2018

Professional learning of teachers was used to embed the innovations of 2016 and 2017. Project based learning continued for all staff in small groups. Curiosity and Powerful Learning was engaged with through the triad structure. Professional learning for support staff included the new HR SAP tool.

A new approach to Professional Learning (PL) was taken at James Fallon High School in 2018. This included a shift to more in-house PL, utilising the skills and expertise of our staff.

A focus on our school plan

A major focus for James Fallon HS in 2018 was improving Literacy and Numeracy. This was a major focus of PL for School Development Days and Staff Meetings, and time and resources were given to support teachers in lifting the literacy and numeracy of our students. For external PL, priority was given to learning in these areas as well as the introduction of new syllabuses.

In-House Professional Development

In 2018 the Professional Learning Team decided to tap into our Human Resources and make an effort to share knowledge and expertise amongst staff. 2018 saw the whole teaching staff engage the Professional Standards for Teachers. To support our staff, each teacher participated in a triad that comprised of teachers experienced in the accreditation process and teachers who were learning about the process. This included the introduction and implementation of 'Triads'. Each teacher was put into a group of three, consisting of one Early Career Teacher (1st 3 years), one Pre-

2004 teacher (with 14+ years of experience and had not done accreditation) and one teacher with 3–14 years of experience who had gone through the accreditation process. Each Triad undertook 2 rounds of peer observations in which each teacher was observed teaching, and then received feedback on targeted areas/teaching standards (observation sheet pro-formas were provided). Time and support were given for staff to complete their observations when necessary.

In addition to Triads, staff members were encouraged and supported to share their learning, knowledge and expertise with the whole staff at School Development Days and Staff Meetings.

The shift to more in-house professional development has allowed for a more collegial staff, however we still have significant time and casual relief restraints when it comes to meeting Professional Learning needs.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	1,214,966
Revenue	10,893,665
Appropriation	10,278,948
Sale of Goods and Services	23,177
Grants and Contributions	262,666
Gain and Loss	0
Other Revenue	316,375
Investment Income	12,499
Expenses	-10,607,670
Recurrent Expenses	-10,607,670
Employee Related	-9,107,092
Operating Expenses	-1,500,578
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	285,996
Balance Carried Forward	1,500,961

2018 represented another phase of transition as the Department of Education initiated another round of changes to the operation of the school; most

significantly, the responsibility of financial management of staffing. As a direct result of operating in this new landscape James Fallon High School has been cautious with the allocation and distribution of finances, and has formed a finance committee to demonstrate accountability, equability and transparency. The December cut off date does not allow the accurate representation of financial commitments made in relation to expenditure, as large investments in technology and student resources were expended and receipted in 2019.

It is noted that again in 2018 there was money held for specific projects. These included the Professional Experience Hub project, the STEAM project and the Employability Project.

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Financial summary equity funding

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

	2018 Actual (\$)
Base Total	6,916,651
Base Per Capita	145,932
Base Location	4,291
Other Base	6,766,428
Equity Total	1,220,205
Equity Aboriginal	119,111
Equity Socio economic	627,146
Equity Language	102,317
Equity Disability	371,632
Targeted Total	1,160,585
Other Total	417,062
Grand Total	9,714,504

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

<You may choose to use this text box to comment on other assessment data including:

- Best Start
- Literacy and numeracy achievement against the

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NAPLAN

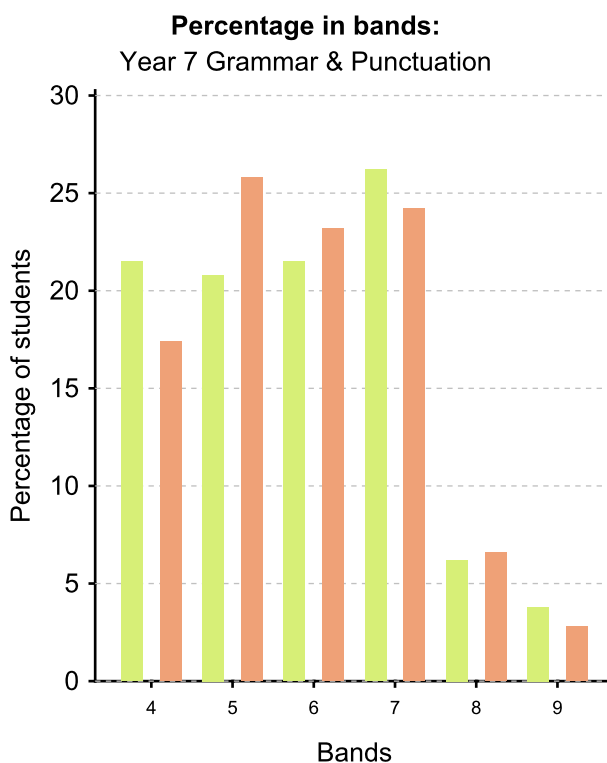
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

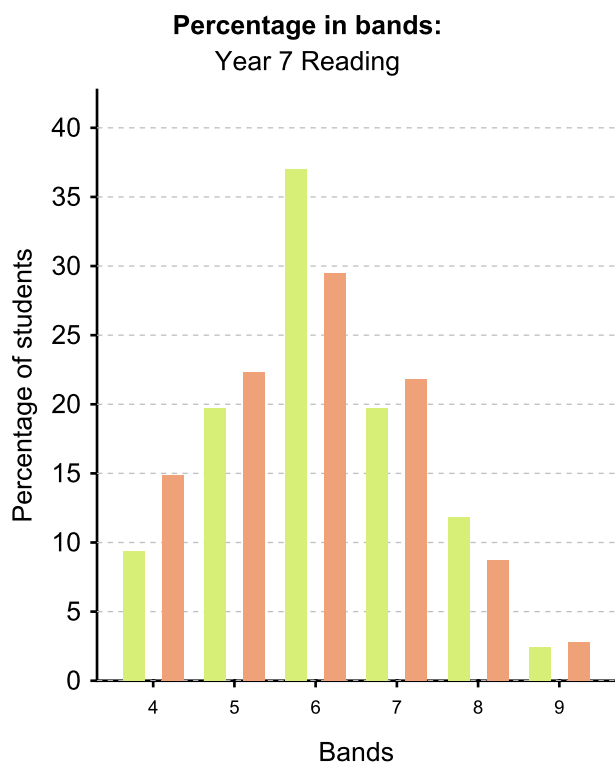
From our NAPLAN results, we identified specific areas of concern within the school and have embedded a school-wide program to address the literacy needs of the students.

Band	4	5	6	7	8	9
Percentage of students	9.4	19.7	37.0	19.7	11.8	2.4
School avg 2016-2018	14.9	22.3	29.5	21.8	8.7	2.8



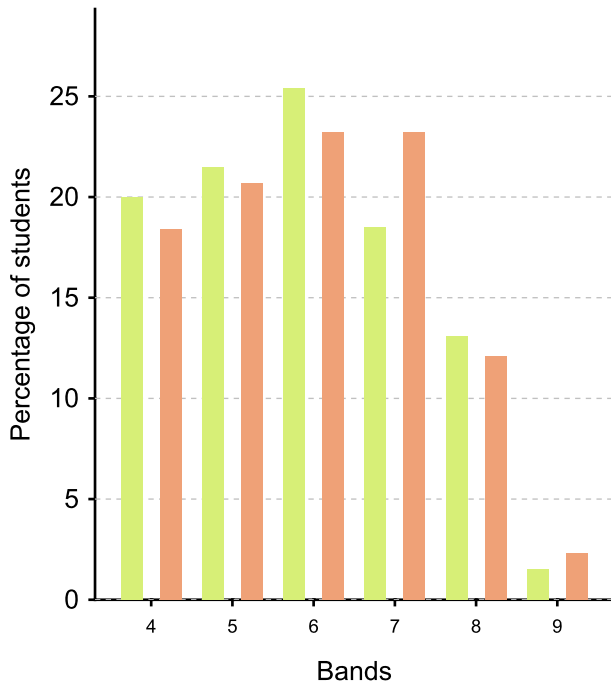
■ Percentage in Bands
■ School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	21.5	20.8	21.5	26.2	6.2	3.8
School avg 2016-2018	17.4	25.8	23.2	24.2	6.6	2.8



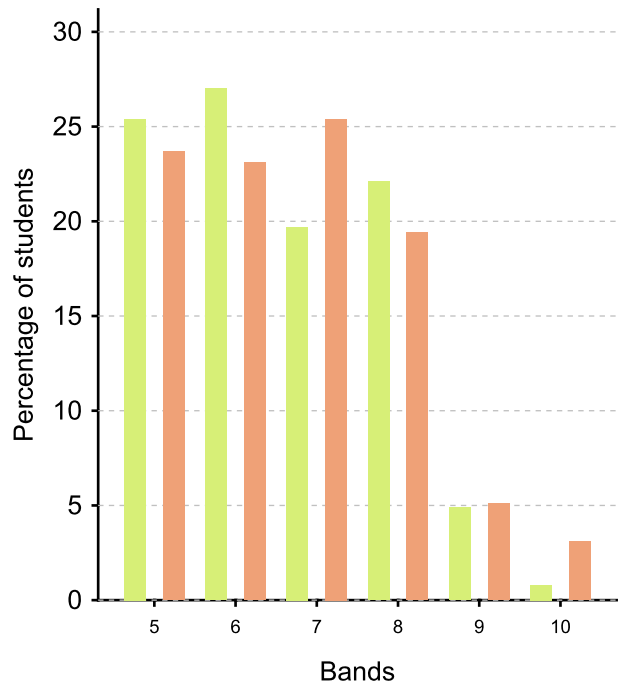
■ Percentage in Bands
■ School Average 2016-2018

Percentage in bands:
Year 7 Spelling



Band	4	5	6	7	8	9
Percentage of students	37.7	28.5	21.5	9.2	3.1	0.0
School avg 2016-2018	30.4	30.9	23.3	9.6	5.6	0.3

Percentage in bands:
Year 9 Grammar & Punctuation

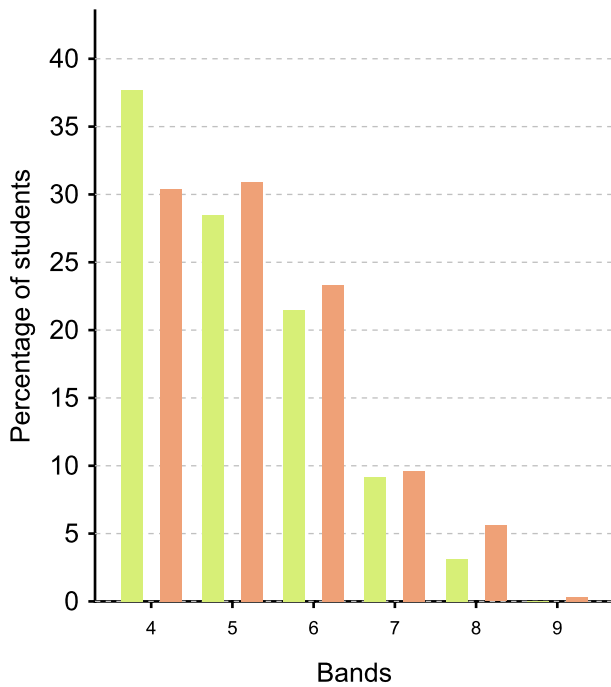


Percentage in Bands	
School Average 2016-2018	

Band	4	5	6	7	8	9
Percentage of students	20.0	21.5	25.4	18.5	13.1	1.5
School avg 2016-2018	18.4	20.7	23.2	23.2	12.1	2.3

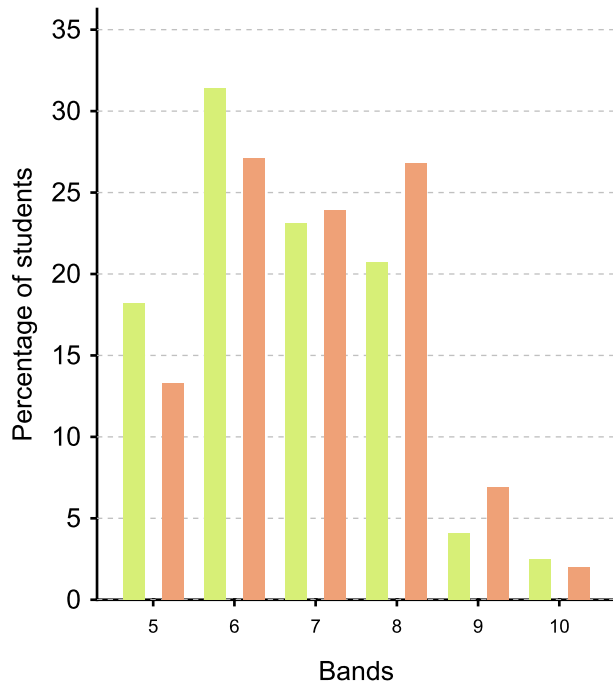
Percentage in Bands	
School Average 2016-2018	

Percentage in bands:
Year 7 Writing



Percentage in Bands	
School Average 2016-2018	

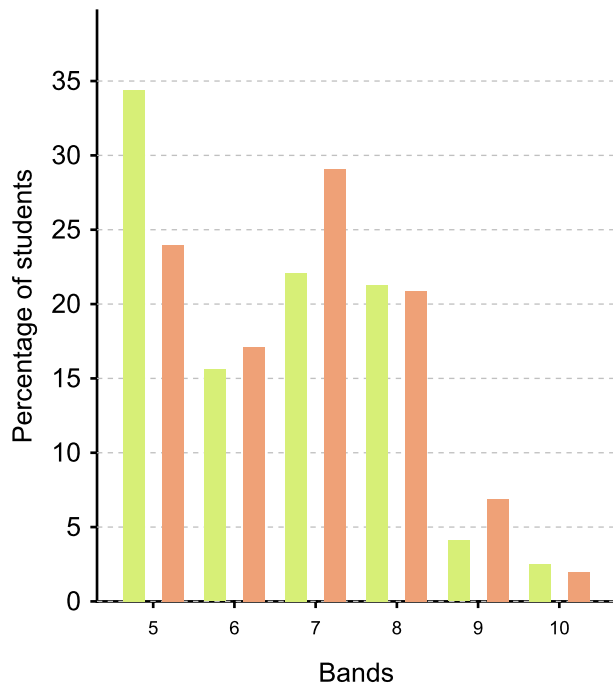
Percentage in bands:
Year 9 Reading



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	18.2	31.4	23.1	20.7	4.1	2.5
School avg 2016-2018	13.3	27.1	23.9	26.8	6.9	2

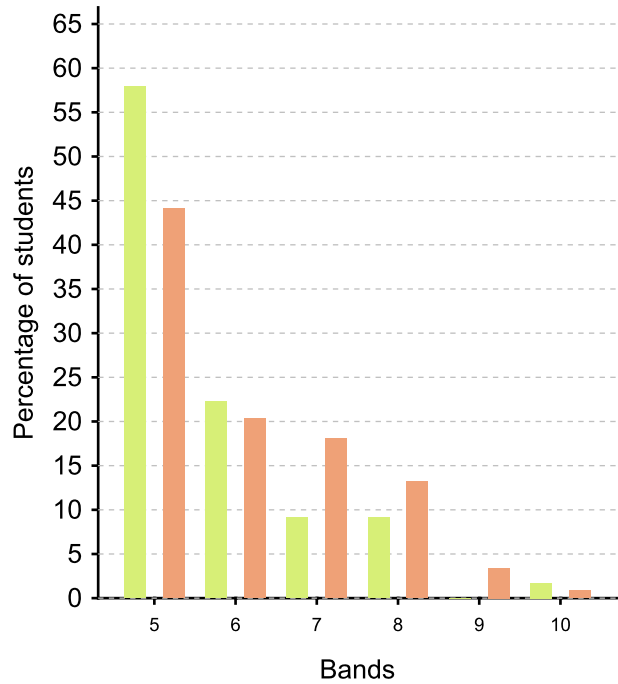
Percentage in bands:
Year 9 Spelling



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	34.4	15.6	22.1	21.3	4.1	2.5
School avg 2016-2018	24	17.1	29.1	20.9	6.9	2

Percentage in bands:
Year 9 Writing

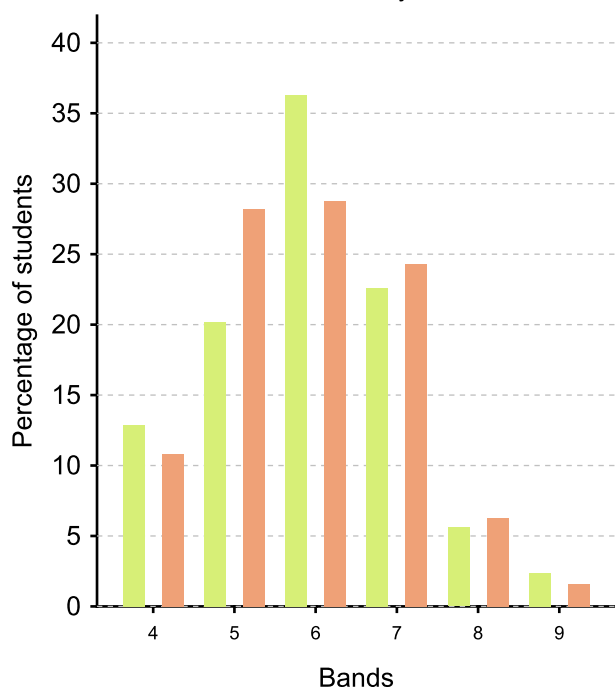


Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	57.9	22.3	9.1	9.1	0.0	1.7
School avg 2016-2018	44.1	20.3	18.1	13.2	3.4	0.9

Our NAPLAN numeracy data declined in 2018 however our value adding for both Years 7–9 and Years 9–12 continues to be strong. In response to this data, we developed a school-wide numeracy program for Years 7–10.

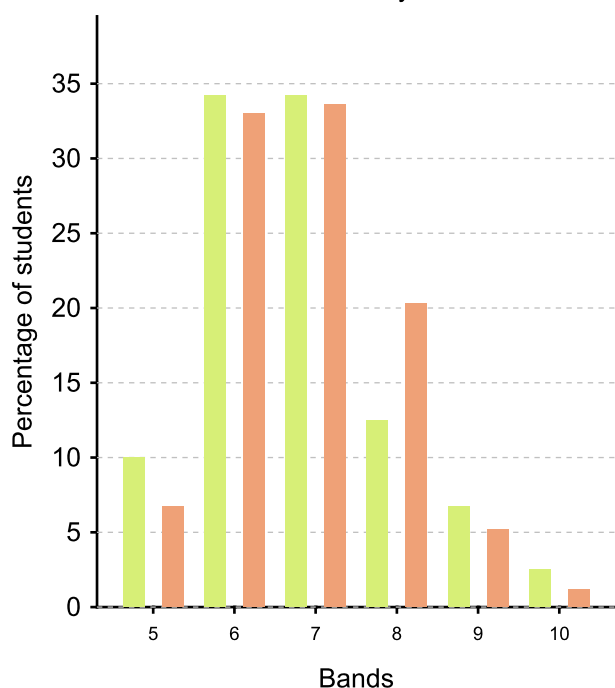
Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	12.9	20.2	36.3	22.6	5.6	2.4
School avg 2016-2018	10.8	28.2	28.8	24.3	6.3	1.6

Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2016-2018

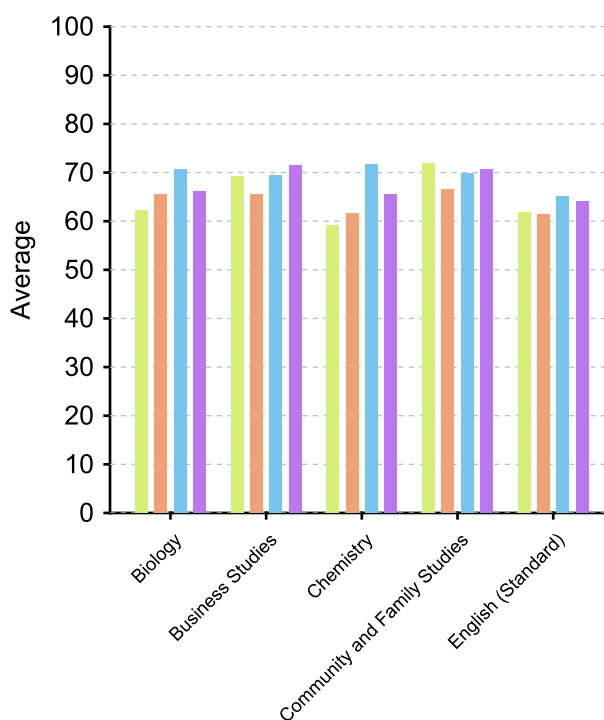
Band	5	6	7	8	9	10
Percentage of students	10.0	34.2	34.2	12.5	6.7	2.5
School avg 2016-2018	6.7	33	33.6	20.3	5.2	1.2

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.

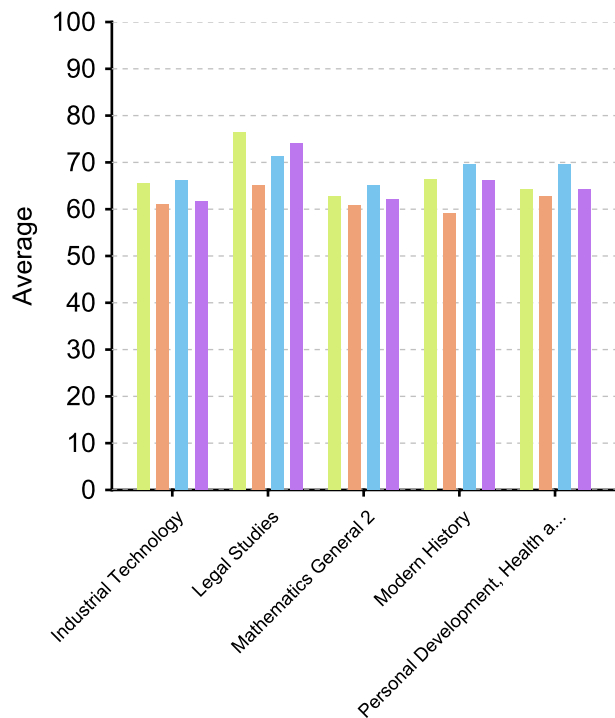
The school focuses on Year 9 NAPLAN as an indicator of school performance. In 2018, the Premier's Priorities of increasing NAPLAN literacy and numeracy performance in the top two bands by 8% was achieved. NAPLAN achievement for Aboriginal students in the top two bands was improved.

Higher School Certificate (HSC)

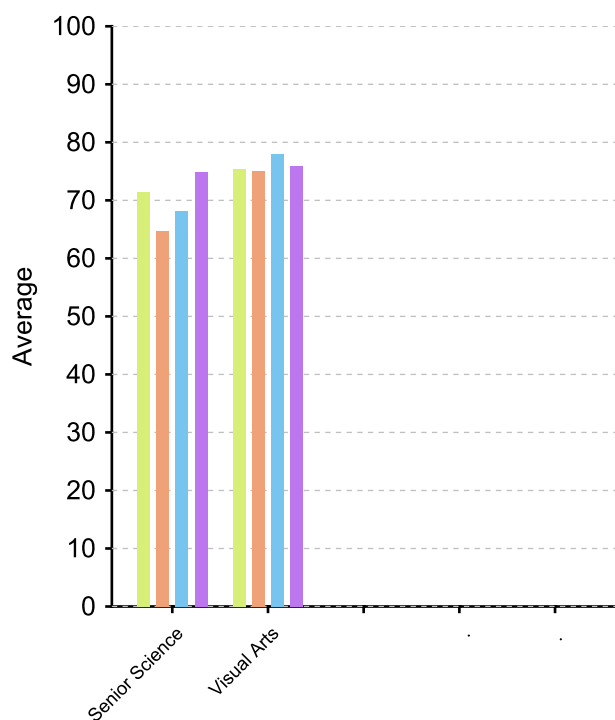
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). The school was extremely pleased with the student's HSC performance. This group had 22 students who were first in their families to achieve an HSC, and several students faced personal adversity over the two years of study. Layne Woolley is to be congratulated on her exceptional personal achievements, with Bands 5 and 6 results in every course.



School 2018 SSSG Average 2018
State Average 2018
School Average 2014-2018



■ School 2018
 ■ SSSG Average 2018
■ State Average 2018
■ School Average 2014-2018



■ School 2018
 ■ SSSG Average 2018
■ State Average 2018
■ School Average 2014-2018

In every course bar one the HSC achievement was higher than similar school groups, and in Business Studies, Legal Studies, Community and Family Studies, Industrial Technology and Modern History student achievement in 2018 was higher than the school's 2014–18 average. In smaller cohorts, Extension 2 Mathematics was above state average. This cohort had students from Albury High School enrolled, as part of

the Stage 6 Alignment., showing the strength of the alignment model.

Parent/caregiver, student, teacher satisfaction

Parent engagement is a strong focus of Strategic Direction 3 in our School Plan. In 2018, parents engaged in the Tell Them From Me Survey, which had a bigger reach than in previous years. The survey showed strengths in teacher relationships with families and student advocacy, but showed a need to improve communication. In response to this, the school has started rebuilding its website, and engaged in a Parent Portal for ongoing feedback and deeper communication in 2019.

Other parent engagement measures have been used in 2018. Our social media engagement has been extremely high, with an average of 1250 reaches for every post, and higher reaches for student achievements, important communication posts (such as uniform availability) and teacher awards.

The Tell Them From Me Survey was engaged with widely in Semester 1, was not extensively responded to by students in Semester 2. A goal for 2019 is for our student body to take the survey seriously, so that the data produced is an authentic reflection of our student's views.

Policy requirements

Aboriginal education

In 2018, James Fallon High School sought to maintain a lot of the Aboriginal Education programmes and initiatives introduced in 2017 – via the development of cultural engagement programmes, to support transition processes, provide wellbeing support and promote cross-curricular inclusion of Aboriginal perspectives.

Our Aboriginal Education Team (with membership that includes highly-engaged staff from across the school) chose to specifically focus on communication with parents/carers of Aboriginal students, with the view to genuinely strengthen relationships with Aboriginal parents/carers, and the wider community.

Over the year, we were supported by our Aboriginal support worker – Rebecca Lea. She is employed in the capacity of Aboriginal Student Learning Support Officer (SLSO Aboriginal) and works in her position full time. Rebecca Lea (also our local AECG President) worked with our identified students across all stages, both within the classroom and supporting engagement/cultural programmes within the school. Rebecca also performs 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.

Our identified Year 7 students were also supported by Ebony Moran in targeted classes, as an Student

Learning Support Officer. As a recent high school graduate and a young Aboriginal woman, Ebony is excellently placed to provide mentorship and guidance to our Aboriginal girls. Ebony also supported our Girls Yarning Circle, a fortnightly welfare check-in, where our Aboriginal girls can connect with each other, speak openly about the challenges they are facing in and beyond school and seek guidance/strategies to deal with these challenges (further detailed below).

Our senior ATSI students were also supported by Rebecca and other Learning Support teachers in our library's Homework Centre. Our Homework Centre maintained its popularity over the year and, due to the support of Rebecca Lea and our learning support staff, continues to be available for students on Monday and Thursday afternoons for senior students. This has helped our Year 10 ATSI students develop strong study habits over the year – and provided the time and space for our senior Aboriginal students to seek meaningful assistance and advice on the challenges of the HSC. Four ATSI students completed their HSC and we had a record number of ATSI students complete their Preliminary HSC year, with many are well-placed to achieve their HSC by the end of 2019.

Developing and maintaining our Personalised Learning Pathways (PLPs) continues to be a challenge for us at James Fallon – and this challenge continued in 2018, as our ATSI enrolment rose to 137 identified students across the school. We trialled a new process in 2018, hosting two PLP events in Term 1 and Term 4. By inviting all our families in to conduct these meetings at the same time, we hoped to lessen some of the anxiety and uncertainty felt by some of our families about coming into the school. These events also had the additional benefit of making the meetings time-bound for staff. Even if families were unavailable for the event, it encouraged staff mentors and families to promptly make contact and start the goal-setting process as early in the year as possible.

Both PLP events were well-attended and we will continue this approach for 2019. Our Aboriginal Education Team (led by Aboriginal Education Coordinator, Anni Gifford) will continue reflecting on and developing this process in 2019, maintaining a stringent process and timeline for staff to follow in completing the meetings.

Throughout 2018, our students experienced and contributed to:

- To mark the 10th anniversary of the National Apology to the Stolen Generations, our Aboriginal Studies class ran a fundraising BBQ, raising money for the Stolen Generations Support Group run through AWAHS.
- 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.

- 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 2018.
- 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 Yr 8 onwards retail and catering skills.
- Our Girls Yarning Circle continued and a Boys Yarning Circle was introduced. This was a welfare initiative created to support ATSI students in Years 7–10. This circle is run 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 is run by our Aboriginal support staff and members of our Aboriginal Education Team. For Reconciliation Week, our Yarning Circles wrote and presented a speech at our whole school assembly, talking honestly and meaningfully about what Reconciliation meant to them.
- In partnership with the Flying Fruit Fly Circus (FFFC), we trialled an engagement and leadership programme – looking at developing circus training skills. Many of these students had participated in the Bouncing River Kids programme in primary school – and so were very keen to continue building on their circus skills by learning how to teach and mentor younger students. This pilot programme took place at JFHS in Term 3 and was moved to the formal FFFC facility in Hovell St in Term 4. While the programme ran, we saw a marked improvement in school attendance and behaviour for those students attending.
- Wiradjuri Dance Troupe were a huge source of pride for our school over 2018. In February, 16 of our ATSI students were fully-funded to attend and perform in the 2018 National Multicultural Festival (thanks to the financial support of Uncle Duncan Smith and his cultural consultancy group Wiradjuri Echoes). The troupe then performed at over 20 community events across the year – from exhibition openings, showcases, national conferences, business openings, community events, NAIDOC award ceremonies. The Wiradjuri Dance Troupe have been invaluable in genuinely and meaningfully strengthening our school's relationship with Aboriginal parents/carers, and the wider community.
- Uncle Duncan Smith and his cultural consultancy group Wiradjuri Echoes returned to James Fallon to run workshops. These workshops were expanded to include dance, art and music, running over two whole days. Visual Arts students were invited to explore their cultural identity

through Aboriginal art practices. All Year 7 classes took part in traditional Aboriginal music workshops. All dance students were invited to attend the dance workshops, 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 200 students participated in the workshops over the two days.

- Aboriginal Studies was successfully run as subject for Year 11 in 2018 – and students from all three local public high schools were enrolled in the course. The subject had a very popular uptake and will run again in 2019.

To celebrate NAIDOC Week, all faculties participated in some way, from film screenings, learning Wiradjuri numbers in Maths. Geography and Visual Arts worked together on an incredible public art installation, exploring the NAIDOC theme 'Because of Her, We Can'.

At our NAIDOC assembly, we presented a short video made by our students, talking about the strong Aboriginal women who inspire them within our school community and beyond. Our Wiradjuri Dance Troupe performed at and hosted the assembly.

As part of this assembly, our school presented our fifth *JFHS Service to Community* award, recognising someone who continues to make an invaluable contribution to our school community – Leticia Reid. Leticia provides so much support to students in her work at Hume Public School, teaching many of our students in their primary school years. She is always generous with her time, even coming to work with our Year 7 students to support them in what can be a tough transition into high school. She also volunteers many hours to countless community groups, such as the Murray River Warriors. When our Aboriginal students talked about the theme 'Because of Her, We Can', they all agreed that Leticia was a perfect example of an Aboriginal woman who works tirelessly with our young people to help them succeed – and invests so much personally in their success.

We also presented our fourth *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 2018 was Deanne Stewart. When she welcomes us to Wiradjuri Country, she shares her cultural pride with others. The younger dancers in our Wiradjuri dance troupe see Deanne as a role model.

In Term 4, over 80 awards were presented to JFHS students at the 2018 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. There were also 4 staff receiving Proud and Deadly Award nominations – and our own Rebecca Lea and Alexander Papasavvas earned the overall Proud and Deadly Staff Awards for the Albury region.

Multicultural and anti-racism education

Multicultural Education Report

There are now over 80 students at James Fallon High School who are from a Language Other than English background which is more than 10% of our student body. Of these approximately half are new English Language learners and the bulk of this group are from a refugee background – mainly from Nepal and the Democratic Republic of the Congo.

Multicultural education is embedded into all of the Key Learning Areas. In addition to this the school celebrated Harmony Week and Refugee Week in 2018 and both these events contributed to our students' understanding of living in a multicultural world. In term 1 Mrs Amanda Elder presented at a staff meeting to educate the staff about specific learning needs of new English language learners and how best to support them in the classroom.

In 2018 there was a significant influx of students from the Congo DR which enabled the school to receive funding to open an Intensive English Centre (IEC). This is one of only five IECs outside Sydney. This centre is staffed by Mrs Vicki Newman and Ms Karen Howe who are assisted by Mrs Elizabeth Francis (SLSO Ethnic). The students who attend this class receive intensive English lessons for half the day and attend regular classes in the afternoons. It has been highly successful and has greatly assisted in providing the support needed for the settlement process of these vulnerable students.

Harmony Day was celebrated with an International Food stall during lunch time that involved IEC students and students from the SRC. The food was varied and delicious but also provided an insight into the culinary delights available from other cultures. A number of faculties used Harmony Day as a focus for their class work during March and Mrs Elder (EALD teacher) worked with the PDHPE department to deliver specific lessons based on the theme of multiculturalism.

Refugee Week was in June and, again, had a multi-faculty approach with many faculties choosing activities that supported the main concepts of this week. The school hosted a morning tea for the families of refugee students followed by a tour of the school. This could not have been possible without the support of the two SLSOs Damber Chhetri and Elizabeth Francis. Members of the Executive spoke at this event and most Year Advisors attended. The feedback from the families was very positive and we look forward to hosting similar events in the future.

Students from a multicultural background are a vital

part of the heartbeat of our school. They are represented in all areas including school service, sport, performing arts, community service and leadership. Patrick Bandoelwa became the first prefect from a refugee background our school has had and he also received a Friends of Zainab scholarship which provides financial support for the remainder of his secondary education. A year 8 student, Asmita Guragai, was announced as a recipient of a Harding Miller Scholarship which is for high achieving girls. This will provide her with significant support for the last four years of school. These are just examples of students from a multicultural background succeeding but there are many others.

In 2018 James Fallon High School has been very successful in creating an environment that is both inclusive and supportive and this is very much reflected in the area of multicultural education.