

2020 Annual Report

James Fallon High School



8266

Introduction

The Annual Report for 2020 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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Message from the principal

It is my privilege to be providing the welcome to our website, as current Principal of this fine school.

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

The school has as its central concern the achievement of excellence in a rich diversity of academic, social, cultural and sporting pursuits. To achieve, students are encouraged to avail themselves of the many opportunities the school provides, including a learning and physical environment in which high standards of achievement can flourish.

JFHS personalises learning for every student, taking into account their culture, talents, interests and learning differences. In this, JFHS has the most extensive curriculum offered in the Riverina. As an example, there are 19 electives offered in Year 8, 24 in Years 9 and 10, and 68 courses currently running in Stage 6. There is a cross curricular offering in every year group, with STEM in Year 7, Passion Projects in Year 8, Health lessons in Year 9, Literacy and Numeracy in Year 10, and Mentoring and Wellbeing lessons in Years 11 and 12. Every student in the Special Education faculty engaged in mainstream courses as part of their personalised learning plan in 2019.

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 Plan 2018 - 2020 has had a strong focus on its three strategic directions: Teaching, Learning and Wellbeing. The school community embraced the consultation and embedding phases of the plan, and are looking forward to further actions to achieve the school's identified improvement measures.

The school possesses strengths in the areas of collaborative professional learning, strategic partnerships within the Albury educational community, and support for student learning. The staff possess a broad range of experiences and skills, and are enthusiastic about authentic school innovation to improve learning outcomes for students. The school has a supportive and active and involved Parents & Citizens' Association.

The school staff are on a continuous trajectory of professional growth. Professional learning is contextualised and responsive to need. The school staff have acknowledged and owned the need to connect before correct students, and have engaged in extensive professional learning in trauma informed practice. A Safeguarding Kids review in 2019 and 2020 indicated an urgent need for wellbeing supports. This has led to an initiative in 2021 to establish a Wellbeing Hub through a successful Schools Plus Fair Education grant, weekly access to the Albury Wodonga Aboriginal Health Service

bus, and an educational consultant supporting NDIS connections and access to NDIS sign ups. The school has an active collective impact project in partnership with its secondary colleagues in Albury, YES Youth and Family Services, Headspace, Communities and Justice, Albury City Council and Albury Wodonga Health. This project, The Albury Project, supports the reduction of youth homelessness and retention to Year 12, and all the factors around this.

The community partnerships distinguish JFHS. The school initiated an alignment between the three public secondary schools, with a Stage 6 cross school offering in each site in 2019. JFHS is a strategic partner in the Albury Project, a collective impact project to reduce youth homelessness and retain students to Year 12. JFHS has also brokered an inaugural partnership with La Trobe University to run a transition plan to university, based on a conditional ATAR offer. JFHS is a Professional Experience Hub school, where best practice for Teacher Education is supported across Albury in partnership with Charles Sturt University. The school facilitates a genuine educational precinct through offering experiences to neighbouring schools on the JFHS site, including a VET Retail Services course for Wewak Street students.

This report is arrived at through a continual process of reflection, which was interrupted this year due to the COVID remote learning period. Paradoxically, it provided an excellent lens for our community to think differently about learning, and the collaboration at this time was outstanding.

Message from the school community

The year 2020 was certainly with challenges.

Our achievements as a P&C committee have still been wonderful despite the challenges

The implementation of the grant approval saw upgrades to our canteen which included

- Stainless steel benches throughout.
- Changes to the bench levels under the slushy machines
- Upgrade to the stovetop and overhead.

This was the biggest achievement an once again a well deserved shout out to Raymond Lucas for the effort and follow through with all the planning and lodging of the paperwork and seeing the project through to completion.

- The personalised pavers were placed on the wall
- The Bunnings BBQ - with again a shout out to Di
- A successful book pack fundraiser was had

We farewelled one staff of the canteen Bec Willis who was successful in obtaining Canteen Manager position at Thurgoona Public School.

We successfully brought onto our casual staff pool Jenelle Deanshaw - Welcome Jenelle

The implementation of online ordering for students with lunch orders was completed. This has been such a success and thank Merelda and Di for their efforts in getting this up and running as quickly as possible.

We were so gratefully assisted by the governments implementation of the jobkeeper and cashflow boost payments which enabled us to stay on top of and keep staff employment going.

All in all it has been a quiet year for us last year, and we are hoping to achieve some amazing and fantastic things this year.

Lauren Gilding

P&C President.

Message from the students

2020 has been an undeniably challenging year for everyone. Thankfully, as the graduate class of 2020, we have come out the other side. We have accomplished twelve months of hard work, and we would like to take this opportunity to thank everyone who has played a significant role in helping us complete this six year journey.

Over the course of this year, our cohort had many firsts. It was the first year that we were unable to sprint down the athletics track or trudge through the countryside at cross country, but we were also the first to attend classes digitally, in our PJs, and from the comfort of our bedrooms. We were the proudly the first cohort to graduate in the brand new hall, albeit in our colourful and crazy socks. Finally, we were the very first (and hopefully the last) year group in JFHS history

to complete our HSC during a pandemic. We are positive that the class of 2020 will live on to be remembered as a unique year in JFHS history.

We are grateful to our teachers, and additional staff for their direction and support over the last six years, especially in the last year, where we grew together, and learned so much.

Ivana Skok and Harrison Maher, JFHS Captains



JFHS SRC 2020

School vision

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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

All staff consistently use evidence based pedagogy in their teaching, and monitor their improvement through collegial observation.

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.

Overall summary of progress

This strategic direction remains a focus for all staff in creating consistency in classroom practice. As the three year planning cycle drew to a close, there was more attention paid to creating consistency and calm, in order to support the students who have been exposed to trauma in their lives. This was heightened by the advent of COVID restrictions, and considering the challenges our students faced in this time through business closures, vulnerable family members, and fear of previous disease outbreaks such as smallpox. Trauma informed practice became a key focus for 2020, integrated with teaching observations and explicit classroom practice. With a large and diverse staff, creating systems of professional sharing and consistency of classroom practice remain challenges for the 2021-24 Strategic Improvement Plan.

Progress towards achieving improvement measures

Process 1: Professional Learning Triads: Collaboratively develop, implement and monitor the professional learning of teachers through the use of professional learning triads, involving all teachers and focusing on evidence based practices.

Evaluation	Funds Expended (Resources)
<p>The evaluation is framed in the QDAI model.</p> <p>Question: What has occurred in Term 1 with triad observations?</p> <p>These have been grouped and commenced based on survey data on the value and logistics of the triads.</p> <p>Data: What data will provide us with the best feedback for the extent?</p> <p>Bookings in the Deputy Principals diary show that there have been some triads commence. Survey data informed the structure and strategy of the triads.. Survey feedback provided indicated that the logistics of meeting and observing was a barrier, but that there was value in observing the practice of teachers across Key Learning Areas. The COVID restriction period challenged the triads operationally in 2020.</p> <p>Analysis: PDP goals have been amalgamated and sent to the PL team to ensure PL meets PDP goals.</p> <p>Implications: We are Sustaining and Growing in Teaching Domain, Effective Classroom Practice, as there is a deliberate and systematic inclusion of collaboration among the staff at JFHS, and the survey data showed that staff are positive about the opportunity to share practice between different staff groups.</p>	<p>BT Coordinator @ \$2,750 per milestone period; \$22,000 in total</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Support for beginning teachers (\$2750.00)

Progress towards achieving improvement measures

Next steps: PL team to consider the PDP goals of every staff member, in order to meet PL needs, and the triad monitoring will continue, with encouragement to try triad observations through COVID 19 restrictions.

Process 2: Evidence Based Pedagogy: Draw on the Curiosity and Powerful Learning Framework to drive professional learning in the feedback cycle, high expectations and the use of data to inform pedagogy.

Evaluation	Funds Expended (Resources)
This was not a 2020 priority. Plans to contextualise support for improvement in literacy and numeracy for the school, through Tailored Support, were implemented.	

Process 3: Explicit Teaching: Develop and implement a range of visible learning strategies to enhance the learning outcomes of students.

Evaluation	Funds Expended (Resources)
<p>The evaluation is framed in the QDAI model.</p> <p>Question: What is the extent of the use of BBCs in classrooms at the commencement of 2020?</p> <p>Every staff member has attested to the effective use of a visible learning strategy, consistently used, to frame student learning. The extent to which the use of BBCs varies between classrooms. Some teachers use the BBC frequently, whereas others do not. There are also periods of time where teachers use the BBCs early in the term, and then will fall into default mode and not use them.</p> <p>Data: What data will provide us with the best feedback for the extent?</p> <p>The Principal holds one minute conversations with students, asking the question about whole school practices - initial feedback is that students know the BBC as "the lesson outline" and there is a variety of views on where it is used. Commonly students in the interview have stated that it is useful. BBC is now used on Microsoft Teams to support students digitally as well as face to face.</p> <p>Analysis: Staff have asked for trauma informed practice. PL was provided by the team who had PL with Berry Street on consistency of practice. Three of the four modules have been completed in the Department of Education Trauma informed Practice pilot course. The feedback from teachers is that it has been very helpful in arriving at a trauma informed lens on classroom practice.</p> <p>Implications: We are Delivering in Teaching Domain, Effective Classroom Practice, Explicit Teaching as the investigations show that this is not yet across the whole school, but has the potential to.</p> <p>Next steps: Executive were asked to spend time observing their teachers using the BBC and providing feedback. There is some evidence of this, particularly in Mathematics, Social Science, and Science. Head Teachers have been released from administration duties to provide this opportunity. This can occur via online means through the Teams Drive., and through programming. In 2021, the school will migrate to a new third party software program with explicit learning task modules, which has the potential to create professional sharing of BBC and learning structures for the school.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$8000.00)

Next Steps

The focus on executive as instructional leaders will remain a key area for the next planning cycle.



Year 12 showcasing our library stairs during Book Week.

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.

Improvement Measures

All students will engage and improve in their learning through the use of personalised learning plans, based on assessment for learning.

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.

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.

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.

Overall summary of progress

The learning needs of our school community have become more personalised over the year. The challenges of COVID saw the opportunity to engage with learners differently, and individualise approaches to student learning. Documenting and using tools across the school remains a major objective for our diverse learners.

Progress towards achieving improvement measures

Process 1: Personalised Learning Pathways: Collaboratively develop structures to support personalised learning pathways. This will involve stringent and transparent monitoring processes involving all stakeholders in a student's learning.

Evaluation	Funds Expended (Resources)
<p>The QDAI model will frame the evaluation of the goal to use, document and review the use of individual plans (IEP, ILP, SSP, PLPs, HCP, BAPs, RMPs) in all teaching practices.</p> <p>Question: What is the extent of the use of student plans in classrooms during 2020?</p> <p>The Health Care Plans have been reviewed and are working towards compliance. This process is very involved and getting families into the school to discuss each plan is challenging. Having an SLSC HC has been exceptionally useful, especially during COVID 19 management. The collection of data to support Learning from Home has been useful for the NCCD.</p> <p>Data: What data will provide us with the best feedback for the extent?</p> <p>There are 81 HCP currently. 53 are up to date.</p> <p>The NCCD is on a digital interactive platform for maximum collaboration.</p> <p>Analysis: A review meeting was held to discuss HCPs.</p> <p>Implications: We are Sustaining and Growing in Learning Domain, Wellbeing, Individual Student Plans as we are compliant in HCPlanning and</p>	<p>LST 2.4 FTE allocation @ \$31,980 per milestone period - \$255,840 total</p> <p>0.2 and HT Learning Support @ \$6,875 per milestone period - \$55,000 total</p> <p>IFS \$39,000 per milestone period - \$312,000 total</p> <p>SLSC Health Care - \$8,000 per milestone period; \$64,000 total</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Low level adjustment for disability (\$14875.00)

Progress towards achieving improvement measures

are best practice. However, this information is not distributed on our platform with complete success at this point, and the process has been helped by COVID restrictions - this would have taken all year to get up to speed without the pause in students coming into the clinic.

Next steps: The opportunity to expand learning and support provision to meet factor of need is urgent. To this end, the Support Class structure will be revisited and expanded to support 7 Multicategorical classes, to support factor of need for students with a disability. The support classes will also be renamed to Diverse Learning, and the staff will work with LST teachers in a large staffroom area. Architecturally, the learning centre will be moved in 2021 to where the staff common room is, as a space for students to work in small groups.

Process 2: Formative Assessment: Students and staff engage with the feedback cycle, using it to inform and improve outcomes in their personalised learning pathway. This will involve assessment as and for learning.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> This process was linked to Curiosity and Powerful Learning. This aspect of the school plan will be considered in the 2021-25 School Improvement Plan as a matter of priority. 	

Process 3: Personalised Project Based Learning: Lead the development of personalising learning through a range of strategies, including project based learning.

Evaluation	Funds Expended (Resources)
<p>Establishment of Big Picture Faculty, with rooming, staffing, micro-credentialing and graduation portfolio established.</p> <p>The evaluation will be framed in the QDAI model.</p> <p>Question: How has the BP design been embedded, especially with the advent of the remote space?</p> <p>The establishment of three classes has occurred. There is a Year 8, Year 9 and a Year 10/11 class. There were several students who left to engage in HSC, and this will require clarity and support for the BP microcredential, moving forward.</p> <p>The transfer to the remote space during COVID was seamless. The advisories have been without change, except for the Learning through Internships.</p> <p>Data: What data provides us with this information?</p> <p>Feedback from advisors., and retention of students. A measure of success will be the extend to which learning plans and exhibitions develop and this is qualitative.</p> <p>Analysis: Qualitative analysis will occur at a BP team meeting in Term 2. Coach feedback has occurred, but this has not been in situ this year, due to COVID restrictions and travel.</p> <p>Implications: We are at Excelling in the Learning: Teaching and Learning Programs. Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.</p> <p>Next steps:</p>	

Progress towards achieving improvement measures

To support the microcredential for BP for our students.

To analyse take up the personal interest project for all students, 7 to 10, during the remote learning period. 63 Year 7 students, 38 Year 8 students, 37 Year 9 students, 15 Year 10 students took up the opportunity. Evaluating its use for individual learning will take place in 2021.

Next Steps

The next steps are to move toward Excellence in all domains of Learning, specifically Learning Culture and Wellbeing. The school has elected to undergo a School Development Review, with a focus area of evaluating systems and processes that the school has developed to meet the individual needs of all learners.



Students engaged in a rewards lunch, run by our Big Picture Advisories

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.

Improvement Measures

Improved school culture, measured by 100% student understanding and engagement in Positive Behaviour for Learning core values.

A public and transparent inclusion of all members in the school community, including an increase of 50% of parent attendance at parent teacher conferences.

Improved and expanded student voice, measured by student school improvement teams at capacity.

Progress towards achieving improvement measures

Process 1: Positive Behaviour for Learning: Implement Tier 2 Positive Behaviour for Learning practices, while continually communicating Positive Behaviour for Learning strategies across the school community.

Evaluation	Funds Expended (Resources)
<p>The evaluation for this strategic direction is framed in the QDAI model.</p> <p>Question: What are the indicators of success in PBL for Term 1?</p> <ul style="list-style-type: none">- Protocols for staff response to inappropriate mobile phone use by students has been clarified. A more consistent application of the mobile phone policy has been followed by staff. This has resulted in an increase of Wellbeing referrals related to mobile phone use.- PBL lunches continued to reward positive behaviour across the school in all year groups. Students meeting the reward benchmark are invited to the event based on the number of all school awards for the term. <p>Data:</p> <ul style="list-style-type: none">- Rewards lunch attendance is consistently between 350-450 students.- Wellbeing data analysed fortnightly by the PBL committee, no consistent yet established in this data.- minutes from PBL meetings available to all staff on Sentral <p>Analysis:</p> <ul style="list-style-type: none">- Mobile phone referral data has increased due to the narrowed focus on this issue. The impact of this focus is too early to determine. The analysis of this data will continue into Term 2.- Staff yet to be identified for Universal PBL training. Professional learning opportunities will be investigated in Semester 2. <p>Implications:</p> <p>We are at Sustaining and Growing in the Domain of Learning, Element of A Planned Approach to Wellbeing.</p> <p>Next Steps:</p>	<p>\$6000 rewards budget</p> <p>\$17000 third party software (Sentral) and analysis</p> <p>\$10000 professional learning in new third party software.</p>

Progress towards achieving improvement measures

There was a re-energising of PBL, and as the New Behaviour Strategy is implemented, maintaining a whole school approach to rewarding positive behaviour is critical to its success. This includes an induction for new staff.

There will be an introduction of a new wellbeing level system that provides stronger opportunities for restorative practices and teacher ownership of classroom management.

Process 2: Wellbeing Curriculum: Maximise the engagement of students through high interest, purposeful programs and development of personal skills.

Evaluation	Funds Expended (Resources)
<p>The evaluation for this is framed in the QDAI model.</p> <p>Question: Have these resources improved the engagement of students within welfare programs?</p> <p>During the COVID period, this has been outstanding. Care packs were given to every family. Roll call groups were formed, and mentoring occurred for Year 11 and 12. Year advisors did various funny and engaging challenges in their Team channel to support their group.</p> <p>Data:</p> <p>Over 900 roll call entries were made by teachers in following up with families during COVID. This involved 538 students and their families.</p> <p>Analysis:</p> <p>The survey data showed that the approach to student wellbeing by the school was extremely helpful.</p> <p>Implications: We are at Sustaining and Growing in the Learning Domain, Wellbeing, Caring for Students, as our students can all identify a staff member for advocacy and support.</p> <p>Next steps: Embedding proactive wellbeing strategies to support health and wellbeing for learning, including health services, wellbeing spaces and specific skill development for all teachers in managing student wellbeing needs.</p>	<p>* Guidance books</p> <p>* HT Welfare funding for position</p> <p>0.4 Teaching staff for Learning, Mentoring and Wellbeing lessons for Years 11 and 12</p> <p>0.2 and HT allowance for HT Wellbeing.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Socio-economic background (\$9625.00)

Process 3: Community Engagement: Deliver excellence in communication with the school community, to foster trust and continue to improve the school's reputation. This includes an overhaul of parent teacher conferencing.

Evaluation	Funds Expended (Resources)
<p>The evaluation is framed in the QDAI model.</p> <p>Question: How effective was community engagement? Term 2 was significantly impacted by COVID-19 and as a result, significant changes in how we approached school communication were implemented. We continued to update and improve our school website, and we promoted this heavily to support communication regard school processes during the remote learning period. In addition to this, we trialled live streaming using a variety of platforms including Facebook and Youtube. From this, we have now implemented regular live streaming 'Virtual Assemblies' each Monday through Youtube and live-streamed on our website.</p> <p>In addition, we have used this period of change to identify issues parents</p>	

Progress towards achieving improvement measures

have accessing the Parent Portal and have enlisted Sentral in identifying and rectifying issues parents face. We are hopeful that the new Parent Portal being implemented in the near future will continue to assist our school community and we can continue to identify ways to make the Parent Portal more useful for our school community.

Due to Covid-19 restrictions scheduled Parent-Teacher events have not occurred. Time will be allocated in Executive meetings to discuss a reinvigoration of Parent-Teacher events at the end of Term 2. Staff will be discussing different options for Parent-Teacher events in the second half of Term 2, following collaborative discussions in Faculties.

The Communication and Engagement Team and Technology Coordinator are working with Sentral to improve the functionality of the Parent Portal and Continuous Assessment modules on Sentral.

Throughout 2020 the Communication Team has been working with the Health and Safety Director to refine our communication and engagement plan. This has involved video conference meetings and the commencement of a refined communication plan that takes into account our current communication strengths and explores opportunities for further growth.

In addition to this, we have continued to conduct our Virtual Assemblies each week for our student and school community and provide some form of normalcy during the COVID-19 restrictions. We will continue with the Virtual Assemblies in Term 4 and we have enlisted the assistance of an active and interested Year 7 student to assist with running and broadcasting the Virtual Assemblies going forward.

Additionally, we organised for our Year 12 Graduation Ceremony to be live-streamed to our school community on our school website. The broadcast was successful and to date in the 24 hours after the live stream broadcast, the live-streamed has been 266 times with concurrent peak viewing numbers being 56. In addition to this, our live-streamed 'Year 12 Walk Off' which was streamed on our Facebook page reached over 3000 people with over 1500 reactions to the live stream.

Data: Measurements of engagement via social media, phone calls through Roll call groups, and parent survey showed the community engagement to be extremely successful.

Analysis: The parent portal engagement has increased to 423 families, an increase from 391. This platform is promised to be easier with the migration of SENTRAL to the cloud.

Implications: The school is at Sustaining and Growing, Leading Domain, Educational leadership, Community Engagement. There are elements of our communication that we have validated as excellent but SENTRAL portal issues are such that we could not say it was excellent.

Next steps: Begin to implement 2021-2024 Communication & Engagement Plan. The process of training and inducting new team members will commence when appropriate and members of the team no longer actively involved will have access to social media/communication tools removed in preparation for 2021.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Aboriginal Education Worker (R Lea)</p> <p>Aboriginal Education Coordinator (A Gifford)</p> <p>Staff of Aboriginal Education Team</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$60 000.00) • AEC Allowance (\$8 500.00) 	<p>As discussed earlier, COVID lockdown and subsequent restrictions have meant the significant altering of goals and a very reflexive approach to how our Aboriginal Education Team worked in 2020. As a team, we discussed openly and honestly those elements that would be more productive to move into 2021.</p> <p>CLONTARF and an ALEC became the more meaningful and substantial supports we have begun to explore - supports for both engagement, retention and attendance. These will likely form the basis of our Annual Milestone for 2021, together with the exploration (and hopefully establishing) more long-term transition structures at the school for our Aboriginal students (e.g. establishing a transition team, in connection with our AET?).</p> <p>That said, many of our adjusted initiatives still strongly worked toward our annual goal. Work Experience has resumed in Term 4 and PLP pathways meetings will still occur.</p>
English language proficiency		<p>EALD Learning Progressions were all updated on ERN and this information, plus relevant teaching strategies for each stage, were disseminated to all staff.</p> <p>Staff timetables were completed and are aimed at meeting the needs of all students.</p> <p>Evaluations have taken place and timetable adjustment has taken place based on feedback from the EALD teachers and Damber Chhetri (SLSO Ethnic).</p> <p>The impact of Coronavirus and its changes to the way our students learned was significant. They have had to learn new skills extremely quickly and it was a very challenging time. By early in term 3 the EALD team will have assessed all funded students and the impact of this time on their English language learning can be ascertained.</p> <p>The work of our SLSO (D Chhetri) was particularly valuable during this term and made the situation a lot easier for a number of students.</p> <p>Reporting has gone ahead smoothly, as has individual planning.</p> <p>Parent information session was not held due to Coronavirus restrictions.</p> <p>Annual Survey was completed and EALD levels were updated, reflecting an improvement in the level of most students. Additionally due to COVID restrictions and the reduction of refugee intake, the resourcing of EALD is significantly reduced for 2021.</p>

<p>Low level adjustment for disability</p>	<p>2.4 FTE teachers @ \$112,118 per annum</p> <p>5 SLSOs @ \$68000 per annum</p>	<p>A variety of support and professional learning opportunities have been successfully implemented this year. Covid lock down intensified the need for adjustment as students and families struggled with at home learning. The programs and support provided by staff were appreciated and enabled many students to continue to access the curriculum. Adjustments to environment and planning and teaching</p>
<p>Socio-economic background</p>	<p>6.3 FTE teachers @ \$112,118 to support programs across the school.</p> <p>\$50,000 to fund programs to support student wellbeing - financial assistance</p> <p>\$39,000 additional consultation support from Therapy services</p> <p>1.2FTE SLSOs to support behaviour and engagement for students</p> <p>\$39,000 additional resources for Wellbeing and engagement SSO programs</p> <p>\$50,000 additional technology (purchased during COVID remote learning period)</p>	<p>The school utilised funding to support specific roles in the school, and the impact on student outcomes is as follows:</p> <ul style="list-style-type: none"> • Head Teacher Student Wellbeing role developed: This has allowed for proactive support to be introduced to the school, especially in a time of COVID restrictions. The Head Teacher Wellbeing put together funding opportunities that have meant partnerships with Albury North and Kandeer SSP, and a Fair Education Grant in 2021-2024 to establish a wellbeing. Additionally, health for learning has become a priority. This has led to the AWASH mobile health service attending the site every week, for Aboriginal students, and the engagement of an NDIS service desk once a fortnight to ensure capacity for NDIS support is provided for all identified students. • Increased Year Advisor allocation at 0.3 per Year Advisor: The impact of this has been that more wellbeing support and advocacy for students has occurred. The role of Year Advisor during the COVID remote learning period was essential to family support and student support at the time. • Big Picture Education Advisors: The role of the advisory for the whole school has ensured that innovation and personalised learning has thrived at James Fallon High School, as a means of seeing what is possible in learning. The three advisories are support from socio economic funding to allow other curriculum to remain diverse and supporting for all students, rather than take from existing curriculum offerings. • SLSO Health Care: This has meant that all health care provision is best practice, for those students requiring health care plans, clinic intervention, and emergency treatment. The SLSO is passionate and highly skilled in triaging and managing health care issues, and the reviewing and improving of health care practices has been of significant benefit to students. • SSO Wellbeing Support: The impact of funding additional days for full time SSO was highly positive, especially in the area of case management and liaison with the Albury Project team. • Additional health support: This allowed for students to access NDIS funding and additional therapy intervention. • Technology resourcing: The digital divide was highly evident during the COVID period. The additional laptops supported remote learning, and has enhanced learning for

Socio-economic background	<p>6.3 FTE teachers @ \$112, 118 to support programs across the school.</p> <p>\$50,000 to fund programs to support student wellbeing - financial assistance</p> <p>\$39,000 additional consultation support from Therapy services</p> <p>1.2FTE SLSOs to support behaviour and engagement for students</p> <p>\$39,000 additional resources for Wellbeing and engagement SSO programs</p> <p>\$50,000 additional technology (purchased during COVID remote learning period)</p>	<p>students across all KLAs since.</p>
Support for beginning teachers	<p>\$66674 is the budget for Beginning teacher. This has been transferred into Operational funds to release:</p> <p>M Williams - coordinator role @0.2 FTE</p> <p>Release time for beginning teachers @ 0.15 FTE</p> <p>Periodic casual relief for planning, programming, report writing, teacher induction days, observations, and professional mentoring.</p>	<p>All beginning teachers were supported in their first two years of teaching.</p> <p>All teachers seeking accreditation at proficient were successful, with the exception of one, who has benefitted from extensive support and is now ready to submit evidence.</p>
Targeted student support for refugees and new arrivals		<p>There have been no new arrivals however existing students have been support with the provision of uniform.</p> <p>The PL, Supporting EALD students in the Senior Years, was cancelled as a result of COVID-19.</p> <p>Due to COVID-19 there have been no new arrivals and possibly won't be any in our region for some time. Because of this no funding from this source has been used this term.</p>
Professional Experience Hub	<p>PEX funding - Coordinator Allowance @ \$27,000 per annum.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • (\$0.00) 	<p>2020 has been a challenging year for all universities in supporting teacher education and professional experience programs, firstly through the impacts of the bushfires that led to high levels of community disruption and risk in regards to student safety, followed by the impacts of the COVID-19 pandemic and the need to delay placements due to school</p>

<p>Professional Experience Hub</p>	<p>PEX funding - Coordinator Allowance @ \$27,000 per annum.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • (\$0.00) 	<p>closures and community lockdown protocols. The disruption of COVID-19 has led to significant impact on the tertiary sector as a whole including large scale restructuring and repositioning of many institutions including Charles Sturt. Teaching practice moved to an online space as a result of university campus closures having a further impact on the preparation of pre-service teachers prior to placement, additionally university liaison staff and the process of in-school support was also impacted during 2020.</p> <p>There have been a number of Teacher Education Students who have been identified through the Project placement as future teachers to be offered temporary or casual teaching appointments at James Fallon High School, and one CSU Teacher Education Student has accepted a block of fulltime teaching in the English Faculty.</p> <p>As a secondary school, we average between 7 - 15 TES annually. Due to COVID there were many cancellations in 2020.</p> <p>The number of subject offerings were increased in 2020 to widen opportunities for TES placements. There was interest in Music, Drama and PDHPE - but this was impacted by COVID restrictions (online teaching restrictions and also Victorian border multiple closures impacting travel between Albury-Wodonga for school staff & TES)</p> <p>We have a significant number of James Fallon High teacher colleagues who have completed mandatory 8.1.3 training.</p> <p>Our strategic directions were put on hold due to COVID. In response we continued other features of the HUB project that were 'in our control'. For example, by focusing on internal processes around induction and the continuous improvement of supervisory practices.</p> <p>Next steps:</p> <p>Teacher Education Student benefits include: CSU 3rd & 4th year students who have received placements at designated rural and remote NSW schools in their respective May and November placement subjects will be provided with a placement package that details enhanced benefits and value in their 2021 placement at the primary/secondary school (including increased personalised liaison contact, direct zoom/phone contact with liaison person, resume benefits, early notification of placement guarantee, early contact with school and organisation of placement/classes/contact teacher, zoom meeting debriefings university educators, professional peer liaison during placement, liaison with supervising teacher). Students also have the opportunity to observe and experience a regional/rural placement and the</p>
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<p>Professional Experience Hub</p>	<p>PEX funding - Coordinator Allowance @ \$27,000 per annum.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • (\$0.00) 	<p>advantages of a rural teaching position. For 2021 the public school NSW placements in May across the Albury Campus region are secondary placements at Tumbarumba High School, Murrumburrah High School, Corowa High School, Billabong High School, Murray High School, Albury High School, James Fallon High School. In November there will be primary and secondary placements.</p> <p>Placement schools benefits include: PEX Hub/CSU support from research for placement processes and initiatives to enhance placement/supervision, increased liaison and mentoring support from university for supervising teachers and developing supervising teacher knowledge and skills through professional learning opportunities for accreditation purposes, staff professional learning to enhance opportunities for future supervising teachers, student placement enhances interest in rural/remote placement, opportunity to promote school/community to near-graduate teachers, strengthening relationships with CSU placement officers and evidence-based research on initiatives to support teacher education students and supervising teachers.</p> <p>University partner benefits include: closer liaison with rural/remote schools in southern NSW and other designated rural/remote schools, dissemination of research findings to community in a partnership with DOE and rural/remote schools to enhance professional experience for all stakeholders, CSU liaison person has opportunities for closer links to regional/remote schools and student placements and supervisors , university opportunities to research effective placement and supervising teacher skills to provide evidence-based initiatives to enhance professional experience placement and supervision by teachers in schools.</p> <p>Key features of the 2021 project flow from the PEX Hub project at James Fallon High and are grounded in the evidence-based research findings and resources that have been developed to enhance professional experience for all stakeholders in secondary and primary schools. James Fallon High School is the 'Hub' school that will provide significant components of the professional learning support for supervising teachers and for other schools in developing and enhancing their school-based placement practices. The Charles Sturt partner university will provide the research-based resources and ongoing partnership liaison, as well as university lecturer support for zoom-focused peer meetings and supervising teacher support.</p>
<p>Albury Secondary School Collaboration</p>		<p>Our evaluation of the Secondary Schools Alignment is prioritised to three areas: The Albury Project, Stage 6 courses, and the Finigan Hub Project.</p>

Albury Project Evaluation:

Our Progress

After establishing itself as an independent initiative with plans to progress by re-gearing existing resources and service offerings, with no additional financing, The Albury Project was successful in an application for funding for a four-year 'Universal Screening and Supports' program (which aligns to the COSS model) through the Department of Communities and Justice. This funding has been leveraged to greatly enhance the capacity of The Albury Project to meet the needs of students in the three partner schools of Albury High, James Fallon High, Murray High, and to continue this exciting approach to community driven systems change.

All partners have committed resourcing to the initiative, and Yes Unlimited has re-designed its youth services and existing contract delivery to enable an early intervention systems change approach.

Work to engage the community, through forums, information sessions and other activities has begun and will continue.

In August of 2019 The Albury Project ran its first AIAD survey process, capturing responses from over 1700 year 7 - 11 students across the three schools. In the lead up to this, Yes Unlimited increased its youth team presence in the schools through various activities, to ensure students made a positive association with The Albury Project and Yes Unlimited.

What's next?

The data collected through the AIAD survey process will inform both the individual, and systems responses undertaken through The Albury Project. It will also allow us to understand our impact as we accumulate annual data on the cohort of students.

The data will provide a platform to strengthen the work of The Albury Project through partnerships and joint initiatives, refining a spectrum of youth services and supports that can bend around the needs of the young people identified through the survey.

We will continue building community momentum and capacity to enable the voices of community members to guide and support our work, as well as reporting back to the community on our progress and learning.

Over the next few years we expect to gain significant insight into what's happening for young people in our community, and, based on the Geelong experience, we are excitedly anticipating earlier supports for young people

Albury Secondary School Collaboration	<p>and their families, resulting in reduced youth homelessness, and improved educational outcomes.</p> <p>Stage 6 Curriculum</p> <p>The offering for 2020 in the shared curriculum included:</p> <ol style="list-style-type: none">1. Aboriginal Studies2. French3. Construction4. Dance5. Agriculture <p>It remains an opportunity for curriculum provision for students. The timetable is sufficient to run two lines of courses across the three schools.</p> <p>Finigan Hub Project</p> <p>The establishment of the Hub for Distance Education students was agreed to between the secondary leadership team. The setting up - teachers, support staff, venues and enrolments - took a semester, given the disruptions of the COVID period. The Hub is now full, with 10 students from varied school settings, engaging in three days of Distance Education with support, at the Retro Youth Cafe.. The students engaged in the setting have been supported to re-engage with schooling. The teacher has had great success with individual students, and the enrolments have supported students who were finding mainstream comprehensive learning challenging.</p>
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HSC Graduation Assembly - crazy socks to softly walk on our new hall floor.

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	352	356	375	353
Girls	370	377	361	353

Student attendance profile

School				
Year	2017	2018	2019	2020
7	90	85.2	86.2	83.4
8	84.9	78.3	81.6	79.3
9	85.4	73.9	80	80
10	83.2	74.3	71	74.7
11	85.6	81.1	80.1	77.2
12	90.9	85.8	86	84.2
All Years	86.3	79.2	80.4	79.5
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

James Fallon High School participated in the Safe Schools Initiative in 2020, with a specific focus on improving student Attendance. Working in collaboration with the initiative an updated Attendance Policy and Procedures document was developed. Working closely with the Home School Liaison Officer (HSLO) and Aboriginal Student Learning and Support Officer (ASLSO) to create procedures that evaluate attendance data has allowed us to focus on building relationships with students and their families in an attempt to overcome the barriers that result in school avoidance. Implementation of these strategies have led to JFHS participation in the CESE Attendance Project that is focused on improving the attendance of students who currently attend 70-85% of the school year. As a result of this initiative, JFHS is working towards a significant improvement in roll marking, increasing the amount of school and home contact, improving and creating positive discussions around the importance of attendance.

As a result of these new procedures there has been improved communication with students, parents and the wider community regarding the importance of attendance. By improving Parental communication, James Fallon High School has begun to bridge the gap between home and school. The success of improved communication systems between

home and school can be confirmed by the reduction in unexplained absences in Term 4, 2019 which dropped from 75% to 64%.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	4	5	3
Employment	2	6	28
TAFE entry	0	6	12
University Entry	0	0	34
Other	0	0	2
Unknown	0	0	0

In 2020 James Fallon High School students all received an offer from their university of choice. This offer in most cases was unconditional and based on either an interview or support statement. There were 2 students who declined these offers as they were confident on their results supporting a different course. As with previous years James Fallon students achieved exceptional results.

Year 12 students undertaking vocational or trade training

40.00% of Year 12 students at James Fallon High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at James Fallon High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.



Year 12, relaxing after graduation assembly.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	42.4
Learning and Support Teacher(s)	2.4
Teacher Librarian	1
Teacher ESL	2
School Counsellor	1
School Administration and Support Staff	15.28
Other Positions	2

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Professional Learning

The aim for all professional learning at James Fallon High School is to develop teacher practice to enhance the learning experience and potential for students.

Teachers and support staff have adapted to the changing landscape of Professional Learning (PL) in 2020. The rise of online learning means that teachers and staff have gained greater access to PL opportunities and the ability to personalise their learning. Through the delivery of PL via online platforms, teachers have been able to connect and collaborate with colleagues across a broadened network of schools.

James Fallon High School (JFHS) continues to focus on improved teaching methods in literacy and numeracy, with PL activities focused on building teachers' understanding of effective teaching strategies in these areas. Staff participated in PL around leading secondary writing and numeracy at JFHS. Teachers developed and refined their skills as they participated in a whole-school initiative aimed at improving student writing and numeracy outcomes.

With the continued implementation of trauma-informed practice in the classroom, staff have developed practical strategies and a consistent approach to creating a sensitive and predictable learning environment for our students.

A focus on leadership development for teachers at JFHS was supported through the Teacher Leader PL offered by the NSW Secondary Principals' Council. This provided an opportunity for a staff member to develop their understanding of teaching, learning, leadership and how to make an impact beyond self. The expertise acquired through this PL has been disseminated to colleagues through executive professional development.

Staff participated in PL to further develop their understanding of the Aboriginal Education Policy and their role in implementing it in the school context. This PL supported staff in improving the educational outcomes for our Aboriginal students.

To support our staff in engaging with the Professional Standards for Teachers, each teacher participated in a triad that involved peer observations in which each teacher was observed teaching, and then received feedback on targeted areas/teaching standards. Time and support were given for staff to complete their observations when necessary.

Throughout 2020, staff members were encouraged and supported to share their learning, knowledge and expertise with the whole staff. This ensured all staff are building effective strategies, through professional learning, to address the school priorities and foremost, student learning and educational outcomes.

Teacher induction and teacher accreditation

The induction program involves orientation to both the school and the profession through weekly workshops, observations and mentoring. 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 evidence for 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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	2,128,050
Revenue	11,875,745
Appropriation	11,650,996
Sale of Goods and Services	8,790
Grants and contributions	213,224
Investment income	2,735
Expenses	-12,046,686
Employee related	-10,107,595
Operating expenses	-1,939,091
Surplus / deficit for the year	-170,941
Closing Balance	1,957,108

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 2020 funding was consumed as per plan with some of the residual from previous years being used in the 2020 year. Other long term planning and projects for the remainder of residual funds were interrupted by the COVID pandemic. Long term commitment of the residual funds over the next 4 years was established and approved at the end of 2020.



Year 12 before our new Hall.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 Approved SBA (\$)
Targeted Total	298,020
Equity Total	1,783,299
Equity - Aboriginal	137,443
Equity - Socio-economic	968,780
Equity - Language	264,559
Equity - Disability	412,516
Base Total	8,285,820
Base - Per Capita	186,780
Base - Location	3,476
Base - Other	8,095,563
Other Total	656,097
Grand Total	11,023,235

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.

Allocation for equity loadings is largely spent on staffing to meet the needs of our school and wider community

School performance - 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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

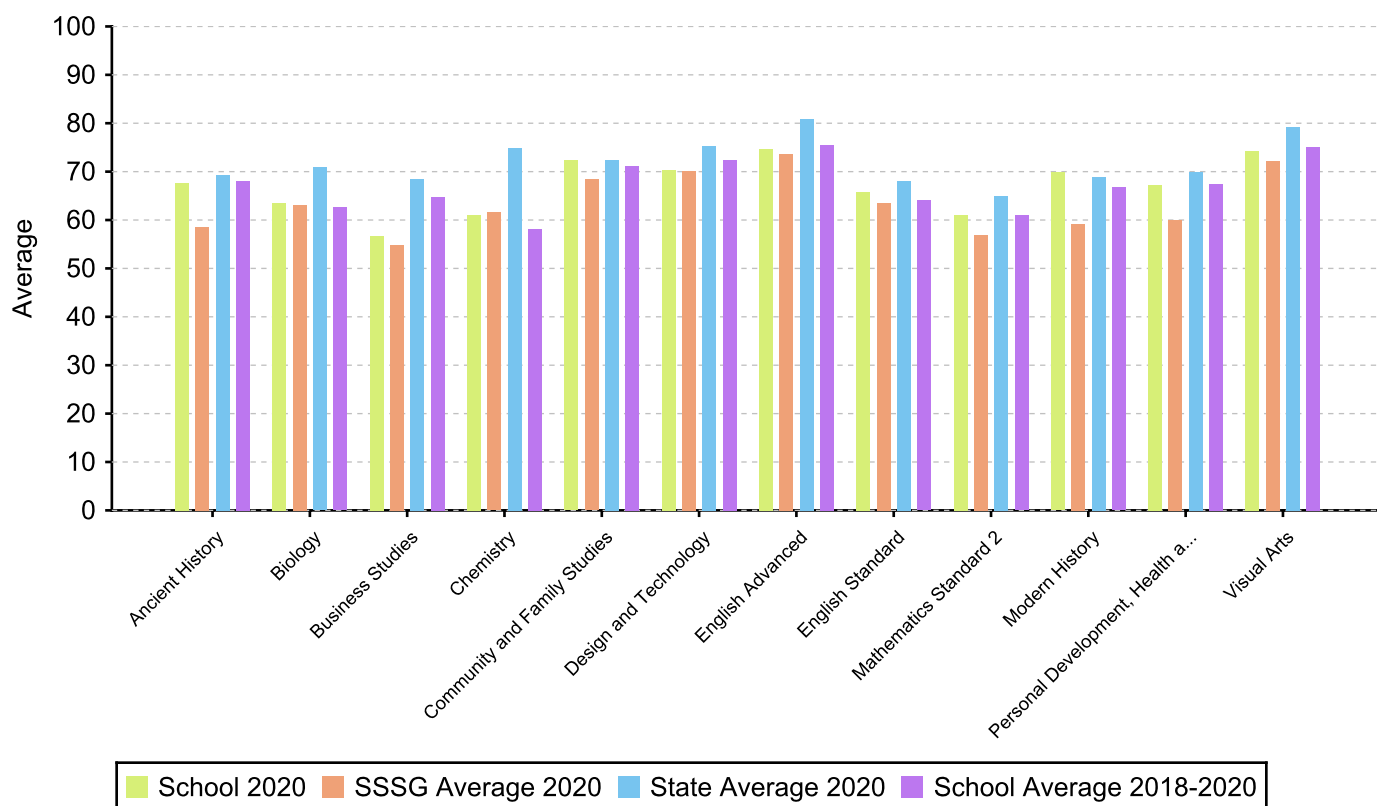
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2020	SSSG	State	School Average 2018-2020
Ancient History	67.7	58.6	69.4	68.0
Biology	63.5	63.2	70.8	62.6
Business Studies	56.7	54.9	68.6	64.7
Chemistry	61.0	61.5	74.8	58.1
Community and Family Studies	72.3	68.4	72.4	71.2
Design and Technology	70.3	70.2	75.4	72.4
English Advanced	74.6	73.7	80.8	75.5
English Standard	65.8	63.5	68.1	64.0
Mathematics Standard 2	61.0	56.9	64.9	60.9
Modern History	69.8	59.1	68.9	66.7
Personal Development, Health and Physical Education	67.3	60.0	69.9	67.5
Visual Arts	74.2	72.1	79.2	75.0

The achievements of this cohort are extraordinary. This group worked through the challenges of online learning and changes to course requirements, as well as contending with the operational challenges of being a border school. The

Dux, Ivana Skok, lived in Victoria and contended with border issues from March through to July.. The early entry schemes in partnership with local universities ensured that the post school outcome, was established, reducing stress on the numerical result.



The library - a hub for learning, especially for HSC classes.

Parent/caregiver, student, teacher satisfaction

Parent/Caregiver Satisfaction

Term 2 was significantly impacted by COVID-19 and as a result, significant changes in how we approached school communication were implemented. We continued to update and improve our school website, and we promoted this heavily to support communication regard school processes during the remote learning period. In addition to this, we trialled live streaming using a variety of platforms including Facebook and Youtube. From this, we have now implemented regular live streaming 'Virtual Assemblies' each Monday through Youtube and live-streamed on our website.

Our staff each were assigned 9 -12 families to check in with during this time.

At this point, a Survey Monkey survey was sent out to gauge parent/carer satisfaction. The response attracted 37 responses, with the central theme of family stress during this time, and the appreciation of the care shown by the school.

Metrics on our social media platform and engagement with roll call activity was exceptionally high.

In addition, we used this period of change to identify issues parents have accessing the Parent Portal and have enlisted Sentral in identifying and rectifying issues parents face. We are hopeful that the new Parent Portal being implemented in the near future will continue to assist our school community and we can continue to identify ways to make the Parent Portal more useful for our school community.

The Communication and Engagement Team and Technology Coordinator are working with Sentral to improve the functionality of the Parent Portal and Continuous Assessment modules on Sentral. The COMPASS third party software integration in 2021 is aimed at high functionality for parental engagement.

Measurements of engagement via social media, phone calls through Roll call groups, and parent survey showed the community engagement to be extremely successful.

The parent portal engagement has increased to 423 families, an increase from 391. This platform is promised to be easier with the migration of SENTRAL to the cloud.

Student Satisfaction

Student voice was vital in 2020. Gathering feedback on the wellbeing of students was critical in informing the school's actions during the COVID period, which was extended as a consequence of border restrictions in Albury. Student learning and engagement was mapped through the roll call groups, student surveys and technology engagement. What the data showed was the digital divide that exists for some students in our school.

The Tell Them From Me Survey for students showed a significant improvement in expectations for success, and advocacy at school.

Engaging students to feel a strong sense of belonging is an initiative for the 2021-2024 Strategic Improvement Plan.

Teacher Satisfaction

Data on staff wellbeing was gathered throughout the COVID period. The way in which the staff collaborated and adapted to COVID changes was outstanding. The operational challenges presented by COVID on the border meant ongoing resilience, adaptation and collegiality.

The People Matters Survey indicated a strong sense of advocacy and support, but a need to revisit the management of workload and expectations. Collaboration and Professional Growth forms one Strategic Direction in the 2021-2024 Strategic Improvement Plan.



Our only carnival for 2020 - the Swimming Carnival

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

In 2020, James Fallon High School fought to maintain a lot of the Aboriginal Education programmes and initiatives we have developed over the last 5 years, including cultural engagement programmes, culturally-safe transition support processes, inclusive wellbeing supports and cross-curricular inclusion of Aboriginal perspectives. This was made very challenging under the constant change and uncertainty that ruled 2020 -- but we responded to that challenge through adaptation and flexibility, focusing always on best serving the needs of our Aboriginal students.

Our Aboriginal Education Team (with membership that includes highly-engaged staff from across the school) chose to specifically focus on attendance and retention from Year 10 to Year 11, or ensuring that, if they choose to leave school, they have a clear, supported plan with a clear alternate educational or vocational pathway).

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.

COVID home packs and computers. Rebecca Lea

3 laptops through Public Education Foundation - GO scholarship. Refurbished laptops and home internet.

Ebony Moran (SLSO) supports 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. As a young Aboriginal woman in her final year of a Speech Pathology degree, Ebony is excellently placed to provide mentorship, inspiration and guidance to our Aboriginal girls. In 2020, our Girls Yarning Circle was split into Junior and Senior sessions due to its popularity.

A Boys Yarning Circle was also introduced and funding secured for Uncle Richard Kennedy to support our young men, a Wiradjuri man and well-respected member of our local community.

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.

Year 10 Work Experience

Five ATSI students completed their HSC, 6 completed Year 11. We have a record number of ATSI students entering their Preliminary HSC year in 2021.

Developing and maintaining our Personalised Learning Pathways (PLPs) continues to be a challenge for us at James Fallon - and this challenge continued in 2020, as our ATSI enrolment rose to 137 identified students across the school.

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.

Our off-site PLP event saw us engage with some families who had not attended before. We believe this is because

We will continue this approach for 2020. Our Aboriginal Education Team (led by Aboriginal Education Coordinator, Anni Gifford) will continue reflecting on and developing this process in 2021, maintaining a stringent process and timeline for staff to follow in completing the meetings.

Throughout 2020, our students experienced and contributed to:

- 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 - partnership established at the end of 2020
- Bush Tukka - this program continued to run each Thursday during Sport, teaching students from Yr 8 onwards retail and catering skills.
- In partnership with the Flying Fruit Fly Circus (FFFC), we continued our engagement and leadership programme - looking at developing circus training skills. Those Year 7 students who had participated in the Bouncing River Kids programme in primary school - now continued building on their circus skills, graduating to our school's leadership programme, and learning how to teach and mentor younger students. While COVID made this programme impossible for a substantial part of 2020, due to the perseverance of JFHS and FFFC staff, the programme resumed as soon as safely possible. It was held at the professional circus facility in Hovell St, with a comprehensive COVID safety plan in place. We had one student successfully start a School-Based Apprenticeship with the FFFC, also working toward a Cert IV coaching qualification through TAFE. While the programme ran, we saw a marked improvement in school attendance and behaviour for those students involved.
- Wiradjuri Dance Troupe continued to be a source of pride for our school over 2018. Before COVID lockdown, our Dance Troupe performed in the inaugural Upstream -- a cross-state arts and culture festival. When restrictions made it impossible for them to perform live, they created special digital presentations to be screened at several specific community events. The Wiradjuri Dance Troupe have been invaluable in genuinely and meaningfully strengthening our school's relationship with Aboriginal parents/carers, and the wider community.
- Due to COVID restrictions, Uncle Duncan Smith and his cultural consultancy group Wiradjuri Echoes returned to James Fallon at the very start of 2021. These workshops included dance, art and music, running over two whole days. All Year 8 classes took part in traditional Aboriginal music workshops (due to having missed out in 2020). 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 a subject for Year 11 and Year 12 in 2020 - and students from all three local public high schools were enrolled in the course. The subject continues to have a very popular uptake and will run again in 2021.

Due to COVID restrictions, our annual NAIDOC assembly was not possible -- but we adjusted admirably, led by our Fallon Yarn-Up crew.

- Large scale artwork
- Staggered (to allow for some social distancing) activities in the hall for the whole school - music, large scale map of Aboriginal nations, over 500 cupcakes into a giant Aboriginal flag

As part of this assembly, our school presented our seventh JFHS Service to Community award, recognising someone who makes an invaluable contribution to our school community every day - Christine Clancy. Christine had worked at our school for over a decade. She has offered emotional, educational and even financial support to countless Aboriginal students at our school. Her generosity and commitment is without peer.

We also presented our sixth 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 2020 was Daisy Kennedy. Daisy is an active member of our SRC and one of the founding members of our Wiradjuri Dance Troupe.

Lena Clark granted admission to NAISDA Dance College

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.



One of our prefect leaders in an intimate commemoration of ANZAC 2020.