

2021 Annual Report

James Fallon High School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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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School vision

Our vision is to foster passionate, committed, resilient and engaged students, staff, parents and carers by empowering them as learners and creating a culture of inclusion within our diverse and strong community. Students are at the centre of our school community, and are encouraged, every day, to build capacity in their continuous learning journey through personalised learning.

Together we succeed every day.

School context

James Fallon High School is a comprehensive 7-12 high school of approximately 760 students in Albury. It caters to a diverse enrolment, including approximately 18% Aboriginal students. The school receives equity funding to support students from low socio-economic backgrounds, Aboriginal and English Learning students, and for students requiring low-level disability adjustments. The school's Family and Occupation Index has increased from 128 to 141 in the last two years, indicating an increase in need for resourcing support for its students.

Funding is used in engaging teachers and leaders in engaging learners in distinct and varied ways. These include enriching opportunities for diverse learners, engaging culturally appropriate support, expanding well-being provision, and providing specific links to partnerships in the community for students and their families. The school has been fortunate to receive a Fair Education grant to develop a wellbeing hub over the next three years.

The school offers a broad curriculum and a range of student wellbeing, leadership, academic and co-curricular initiatives, including a Special Education Faculty. The school is committed to Positive Behaviour for Learning.

The school community embraced the consultation and embedding phases of the plan, and look forward to further actions to achieve the schools identified improvement measures in the 2021-2024 School Improvement Plan. The school is a Big Picture school with an Academy of 53 students. It has a highly skilled and innovative Creative and Performing Arts faculty, which has provided outstanding opportunities for students.

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 is proud of the challenges it has faced, especially as a border school during state restrictions as a consequence of COVID 19 restrictions. During the remote learning period, several processes were reviewed and refined, in order to better support all learners and their families. These included increased contact with families, upskilling in technology, developing better systems for communication, and streamlining operations such as reporting, compliance, and health care. During the remote learning period in 2020 several processes were reviewed and refined in order to meet teaching and learning challenges and to better support all learners and their families. These included increased contact with families, upskilling in technology, developing better systems for communication, and streamlining operations such as reporting, compliance, and health care. These processes continue to be refined to ensure quality systems are in place in all areas of the school.

Our school is committed to student growth and attainment in their learning. Student wellbeing and engagement including attendance, supportive high expectations classrooms, and cultural inclusion are foundational to student learning in our context. Underpinning student achievement is our professionals: the improvement they make to their practice, and their collaboration in the workplace. The school is committed to the agreed system targets, and the contextual, qualitative outcomes that sit within the school excellence framework. The school has undergone two External Validation processes, and respects the process of analysing evidence and self-reflection in validating its journey toward school excellence. The school has appreciated support from a Safeguarding Kids review, and will undergo a self-selected School Development Review in 2021.

This plan was arrived at through a Situational Analysis. This involved an extensive consultation process, involving students, staff, parents, carers, including the Parents and Citizens members, and the Albury Aboriginal Education Consultative Group. This consultation occurred throughout 2020.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student growth and attainment outcomes in HSC, reading and numeracy, and to build academic success, we will build collective, explicit and inquiry based practices that are responsive to student need. We will use data to inform next steps in teaching, through the collective responsibility of all stakeholders in our school community.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Reading Strategy
- HSC Completion

Resources allocated to this strategic direction

Low level adjustment for disability: \$298,456.00

English language proficiency: \$68,615.00

Professional learning: \$14,000.00

Socio-economic background: \$89,000.00

Integration funding support: \$132,000.00

Summary of progress

Reading Strategy

All Year 7 students were the target student group of the Reading Strategy at James Fallon High School during 2021. The strategy's focused intention was to teach all Year 7 students twelve explicit reading strategies and had a clear aim of developing students' reading confidence. The Accelerated Reader program and Literacy Planet resources were purchased in 2021 to support teaching and learning within this strategy.

The school comprehensively researched and planned programming, resourcing and timetabling and established clear structures and processes involving three faculties and six learning and support teachers.

Students' learning needs in reading comprehension were identified and monitored from a range of data sources including Best Start, short assessments developed by the staff, Check-In Assessments and student work samples. Data analysis informed the establishment of differentiated learning groups and tasks for Year 7 students.

Evaluation of aspects of the Reading Strategy identified some specific considerations for improvements as the strategy's implementation continues beyond 2021. Of note, a review of across-faculty communications, establishing larger student work spaces, specifying and adhering to consistent times and supporting staff for consistent data collection practices.

As a result of the Reading Strategy there is evidence that staff directly involved in the program in 2021 are more confident in teaching reading comprehension. Further to this they are using explicit strategies in their teaching programs and the program has encouraged staff collaborations within and between faculties.

The first six strategies were taught to students and a combination of student assessment data indicates some improved individual student growth due to application of strategies, needs-based learning support and differentiated interventions and engagement in specific programs introduced as part of the program.

In 2022 the James Fallon High School Reading Strategy will build on the 2021 foundational work with the following key activities being priority.

- A team of five teachers will lead the program with responsibilities to deliver explicit teaching of skills, to inform and upskill all staff in regards to data use and analysis to inform practice and to expand the program to all Year 7 programs in all Key Learning Areas for consolidation.
- The Reading Strategy will be incorporated into the revised James Fallon High School Assessment and Reporting process.
- Reports and feedback will be linked to Learning Progressions with students, families and staff partnering for regular feedback on student work samples.
- The six reading comprehension strategies taught in 2021 will be consolidated and the remaining six strategies will be taught with the intent that the twelve strategies will be foundational in all Year 7 programs in all Key Learning Areas.

- Consistent collaborative data collection, analysis and use will be prioritised and highly supported.

HSC Completion

The school executive analysed HSC trend data, concluding that there were a number of students attempting subjects beyond their skill level and outside of their interest. The school supported an expansion of VET and non ATAR courses to meet the factor of need. This occurred over the Term 3 period, with approval to expand facilities and VET offerings in Hospitality and Construction. Additional teachers have been signed into Retail training. The school, in collaboration with the Senior Pathways Officer, has mapped preparation for a successful future VET Audit. A focus on curriculum selection support was planned in Term 2 and Term 3, involving parents. This will be a high priority in 2022.

The 2021 HSC cohort benefited from high levels of support. A team was formed to conference with each student to gauge their confidence, capability and aspiration in realising their post school aspirations. HSC students engaged with individual mentoring from volunteer teachers, and support for Disability Provisions was provided early in 2021. Every student in the HSC class of 2021 had their Year 13 planning finalised before they sat the examinations. All students aspiring to tertiary study, 55 out of 78, had gained a place through early entry schemes by October 2021. There was a 30% increase in the number of students who achieved their HSC in 2021.

Four students engaged in preparing for the Big Picture Learning Credential, due to be completed in 2022. These are the first students to engage in this credential at James Fallon High School.

The Itinerant Support Teacher Transition role was established at James Fallon High School in Term 3 2021.

Next year James Fallon High School will focus on building a success wall for students because it will highlight post school successes for the school community.

This year, 70% of Year 10 Aboriginal students engaged in some form of work experience. Next year James Fallon High School will engage with Clontarf to support attendance and engagement for our Aboriginal students.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
System Targets The following improvement measures will determine our success in this strategic direction: An improvement in NAPLAN reading from Years 7-9 through a minimum 7% increase of students in the top two bands. An improvement in NAPLAN numeracy from Years 7-9 through a minimum 4% increase of students in the top two bands. An improvement in HSC attainment through a minimum of an 4% increase in the number of students in the top two bands.	There was an improvement in results in NAPLAN Reading by 8.82%. There was an improvement in results in NAPLAN Numeracy by 9.35%. There was an improvement in HSC attainment from 58 students in 2020 to 78 students in 2021.
System Targets Improvement in Aboriginal students being in the top two bands for reading from 6.7% to 8%; in numeracy from 7.8% to 10% (a system determined target). An improvement in NAPLAN reading	There was improvement in Aboriginal students being in the top two bands for reading by 14.29% (Year 7) and numeracy by 9.52% (Year 7). There is a 7% increase in the top two bands in NAPLAN reading for Aboriginal students (Year 9). There is an 8% increase in the top two bands in NAPLAN numeracy for Aboriginal students (Year 9).

through a minimum of 6% increase of Aboriginal students in the top three bands.	
<p>The following improvement measures will determine our success in this strategic direction:</p> <p>An improvement in NAPLAN in reading from Years 7-9 by a minimum of 7% amount of students achieving expected growth .</p> <p>An improvement in NAPLAN in numeracy from Years 7-9 by a minimum of 8% amount of students achieving expected growth.</p>	<p>There was an improvement in NAPLAN in reading from Years 7-9 by a minimum of 7% amount of students achieving expected growth .</p> <p>There was an improvement in NAPLAN in numeracy from Years 7-9 by a minimum of 8% amount of students achieving expected growth.</p>
<p>School target</p> <p>The school validates its progress as Delivering in the element of Data Skills and Use in the domain of Teaching.</p>	<p>The school validated its progress as Delivering in the element of Data Skills and Use in the domain of Teaching.</p>
<p>Delivering" in the theme "High Expectations" within the element of "Learning Culture".</p> <p>"Delivering" in the theme "Formative assessment" within the element of "Assessment".</p> <p>"Delivering" in the theme "Value-Add" within the element of "Student Performance Measures".</p>	<p>The school has validated itself in the following domains and elements:</p> <p>"Delivering" in the theme "High Expectations" within the element of "Learning Culture".</p> <p>"Delivering" in the theme "Formative assessment" within the element of "Assessment".</p> <p>"Delivering" in the theme "Value-Add" within the element of "Student Performance Measures".</p>



Captains at Parliament House, 2021

Strategic Direction 2: Wellbeing - Connect, Succeed, Thrive and Learn

Purpose

So that students feel supported and engaged we will develop a whole school culture of responsibility for the wellbeing and engagement of all students including their cognitive, social, physical and spiritual wellbeing. Collaborative systems which embed high expectation relationships between staff and students, will be in place to foster a safe, positive and stimulating learning environment.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Embedding holistic systems for wellbeing across the school
- Creating a culture of high expectations support for all learners in the school
- Attendance
- Building Cultural Inclusion for the JFHS community

Resources allocated to this strategic direction

Low level adjustment for disability: \$56,500.00

Socio-economic background: \$652,936.00

Professional learning: \$27,000.00

Location: \$2,600.00

Integration funding support: \$100,000.00

School support allocation (principal support): \$33,600.00

English language proficiency: \$26,800.00

Aboriginal background: \$146,740.00

Summary of progress

Each area of this strategic direction 'wellbeing hub, attendance, cultural safety, creating a culture of high expectations' were established after whole school consultation in 2020. The SIP team created a working party that established whole school goals that reflected staff, student, community feedback together with internal and external data (NAPLAN, Tell them from me, school developed surveys).

All staff were asked to nominate a strategic direction team to ensure the strategic direction to ensure that staff were invested and committed to the growth in relation to attendance, cultural engagement and student wellbeing.

Embedding holistic systems for wellbeing across the school

A working party was established to implement the targets associated with the Fair Education Grant. Employing an Educational Consultant to manage this grant has and will continue to ensure the program is sustained over the three-year period. The introduction of the Fair Education Grant allowed the school to gather data and evaluate the impacts upon attendance. Unfortunately the progress of this program has been delayed as a result of unforeseen circumstances. As such the initial planning phase and some of the goals of the Fair Education Grant has been moved to 2022. Connections between partner schools and examining the attendance and engagement patterns of students in Year 7 and 8 with the view to engage in early intervention strategies will remain a focus for the school. 40% of staff have successfully completed Youth Mental Health First Aid. Teen Mental Health First Aid will commence for students in Years 8 and 10 in Term 2, 2022.

Continuing tele-health counselling for students to address service gaps regarding mental health has allowed us to cater for a wider range of students. Staff professional development in 'ASIST' and 'SafeTalk' suicide prevention training has equipped staff with the skills and confidence to support students with mental health issues.

Next year, James Fallon High School will explore architecture that supports student wellbeing and parental engagement, because currently the architecture does not easily lend itself to private and quiet spaces in the school. James Fallon High School will review the purpose and provision of a regulation space with new architecture in mind.

Creating a culture of high expectations support for all learners in the school

At the beginning of Term One the new Behaviour and Attendance Policy was presented to staff at staff development days. Professional learning was presented to all staff together with the establishment of the Professional Learning Hub during Term 3. The implementation of PivotED as a self-reflective tool for staff, that utilises student feedback on teaching

practices, was impacted by ongoing closures and COVID 19 cases, resulting in the program being unable to be run in Term 4. As such, staff are unable to utilise this data as a reflective tool in preparation for their 2022 Performance and Development Plans.

The new behaviour investment processes and 'how to guides' provided to staff to assist with classroom management have contributed to the reduction in critical incidents and suspension throughout 2021. The total of suspensions in 2021 is 66% less than in 2020, and 4% of students have been suspended in 2021, as opposed to 15% in 2020. As a result of the new policies and procedures there is a collaborative approach to attendance and behaviour management throughout the school. This has assisted in improving consistency of practices through the use of visible learning techniques in the classroom, behaviour management and roll marking, allowing students to engage in school in a highly positive way. Next steps involve a focus on the Tell Them From Me survey results, to examine student belonging and advocacy.

Teachers feel a sense of ownership over classroom behaviour management and are aware of the appropriate reporting processes. This has allowed for early intervention and avoided classroom matters escalating. Staff have begun to implement some Trauma Informed practices and the 2022 planned 'Berry Street' and 'Classroom Culture' professional development will ensure that these practices continue to be embedded throughout the school.

Next year, James Fallon High School will strive for more teacher consistency in classroom behaviour management because this will improve student engagement, behaviour and attendance. The school will use the Classroom Culture framework to support this initiative.

Attendance

The school year began with the review of the JFHS Attendance Policy and Procedures. This was complete in conjunction with the HSLO to ensure that all procedures were inline with the Departmental requirements. Following this all staff completed the Attendance Matters Professional Learning Modules and acknowledged this by developing and ratifying the James Fallon High School Attendance Policy and Procedures. These processes resulted initially with a slight improvement in the overall attendance data, however disruptions to daily organisation and remote learning impacted engagement and attendance. As such attendance monitoring procedures were established to ensure that all families and students were contacted to provide both academic support and well-being checks.

Regular attendance meetings were held with the Home School Liaison Officer and members of the school attendance team participated in the Attendance Project to establish whole school practices that improved student engagement and attendance. Attendance Teams have been formed to evaluate and monitor the role and impact of attendance. The whole school responsibilities have been evaluated, with modifications to the roles and responsibilities for 2022. Promotions and rewards for positive attendance will increase. This will be a priority area for the school in 2022, as it works through a suite of strategies with targeted support.

Next year, James Fallon High School will identify explicit ways to encourage attendance because attendance is everyone's business. This includes the following actions of commitment:

1. Early identification of attendance issues for individual students
2. Encouragement regarding attendance in a range of platforms, including social media
3. Supporting and encouraging attendance through different forms of communication, such as personalised text messages and liaison with the Clontarf academy
4. Exploring school structures to support attendance
5. Accept strategic support from the Delivery Support team

Monitoring of attendance will be a priority of the Senior Executive team, with knowledge shared across the staff.

Building Cultural Inclusion for the JFHS community

Consulting and collaborating with the Aboriginal Education Consultative Group to introduce engagement programs for Aboriginal students at JFHS was a focus in 2020, with the confirmation of a Clontarf Academy being established at JFHS in 2022. Architecture and human resources have been the main focus in preparation for the commencement of this program in 2022.

Next year, in this initiative/strategic direction, James Fallon High School will strive for a higher completion of Personalised Learning Pathways because this will improve student engagement, build and develop positive relationships, establish evolving student interests to help support them in achieving HSC/post-school pathway and attendance. This will include encouraging a higher attendance of families at Personalised Learning Pathway events.

Next year, in this initiative/strategic direction, James Fallon High School will strive to embed cultural practices into Year 7 girls Yarning Circle because this will foster a cultural safe environment which will help improve attendance, behaviour and engagement.

Next year, in this initiative/strategic direction, James Fallon High School will explore all manner of post school pathways, reflecting the individual goals of Aboriginal students.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The wellbeing belonging measure, as determined by the Tell Them from me Survey, will improve from 59.6% to 64.10% (a system determined target).	The wellbeing measure in the Tell Them From Me Survey data has improved by 4%.
Improvement in the proportion of students attending greater than 90% of the time from 40.2% to 45.4% (a system determined target).	The percentage of students attending 90% of the time or more has decreased by 10%.
Improvement in the number of Aboriginal students completing their HSC from 24.6% to 48.9% (Network determined target).	There was improvement in the number of Aboriginal students completing their HSC by 200% at James Fallon High School. The Temora Network combined system negotiated target for the proportion of Aboriginal students attaining the HSC whilst maintaining their cultural identity, is slightly above the target of 48.9% with a current retention rate of 52.9%.
<p>Delivering" in the theme 'Caring for students' within the element of 'Wellbeing'.</p> <p>"Sustaining and Growing" in the theme 'A planned approach to wellbeing' within the element of 'Wellbeing'</p> <p>"Sustaining and Growing" in the theme 'Individual learning needs' within the element of 'Wellbeing'</p> <p>"Delivering" in the theme 'Behaviour' within the element of 'Wellbeing'</p> <p>"Delivering" in the theme 'Effective classroom management' within the element of 'Effective Classroom Practice'</p>	<p>Our progress in 2021 has been validated by our school as the following:</p> <p>"Delivering" in the theme 'Caring for students' within the element of 'Wellbeing'.</p> <p>"Sustaining and Growing" in the theme 'A planned approach to wellbeing' within the element of 'Wellbeing'</p> <p>"Sustaining and Growing" in the theme 'Individual learning needs' within the element of 'Wellbeing'</p> <p>"Delivering" in the theme 'Behaviour' within the element of 'Wellbeing'</p> <p>"Delivering" in the theme 'Effective classroom management' within the element of 'Effective Classroom Practice'</p>

Strategic Direction 3: Collaboration and Professional Growth

Purpose

School-wide improvement in teaching practice and student results will be driven by collaboration to lead learning and high impact professional learning underpinning a positive school culture. Communities of practice within and across schools will focus on every member of staff engaging as a cohesive team to own and drive the collective school vision. Instructional leadership will be forefront in embedding explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Collaboration
- High Expectations Culture

Resources allocated to this strategic direction

Socio-economic background: \$218,900.00

Low level adjustment for disability: \$67,000.00

Professional learning: \$45,000.00

Beginning teacher support: \$6,000.00

Summary of progress

Collaboration

In Term 1, the executive and the Work Health Safety team examined data related to attendance at professional learning, feedback on staff development days, and prepared for Wellbeing @Work, a bespoke wellbeing program for all staff. In Term 2, the senior executive gathered feedback from staff during a period of COVID operational challenges and asked for assistance from the Delivery Support team.

Specifically, administration supports have been put in place for executives so that more time is given to instructional leadership. Additional resources through grants, scholarships and the professional learning allocation were used to support consistent classroom practice and genuine co-regulation in the classroom. These resources are allocated to whole school professional development in Youth Mental Health First Aid, Classroom Culture (through the Crisis Prevention Institute), Celebrating Student Capacity (Social Solutions) and Berry Street Training, to continue at whole events until June 2023.

The opportunity to ensure collaborative approaches by a large and diverse staff will underpin student improvement. There will be an increased focus on consistency of teacher practice, continual evaluation and collaborative reflection in order to improve the learning of students. If staff are collaborative, positive and consistent, our students will benefit, especially as the majority of our students feel safe and supported with a consistent approach by all staff to classroom practice. Resourcing is required to reduce administration commitments, so that middle leaders can provide educational leadership to their staff. The data used for monitoring and evaluation includes staff leave, the People Matter Survey, and qualitative school based data on faculty progress and team harmony. This year and next will be an implementation phase, and the data captured will be helpful in measuring impact of positive staff culture over a four year period.

Next year, James Fallon High School will actively encourage feedback from professional learning experiences with colleagues, provide staff voice through school improvement teams, and explore structures that allow staff to share good practice with each other.

Next year, James Fallon High School won't be exploring any new staff initiatives, other than those identified, in order to refine and embed what has been collaboratively decided in the school's improvement journey.

High Expectations Culture

The school is proud of the professional recognition of its staff through national awards in 2021 in a year where agility and flexibility was required.

The school staff engaged in PivotEd Surveys, surveys for students to provide feedback on their teachers against the teaching standards. This is in its initial phases, and expanding this initiative is proposed for 2022. In 2023, a simpler form

of gaining teacher "feed-forward" will be explored.

The school has supported the development of a Professional Learning Hub, a digital hub that allows staff professional reading, courses, mandatory training, resources, and a streamlined process for applications. The school initiated a school teacher planner, with bespoke inclusions.

In order to support further improvement and excellence in high expectations culture, the school initiated a School Development Review in August, where 36 staff, 50 students, 12 parent/carers, 11 observations and extensive documentation analysis took place. The school has been responsive to staff feedback and implemented processes to support investment in behaviour support and student engagement. The School Development Review was a genuine opportunity to harness and capture school voice on what is working well and what needs to be improved. Early impact of the school's strategic planning was to establish systems and processes that would be embedded in future years, in order to become common practice and cultural norms in the school. Early impact is seen in establishing processes and procedures, so that all staff have understanding of school expectations. This will continue to inform our processes into 2022.

There were eight mandatory recommendations with actionable strategies to embed consistency, clarity and proactivity moving forward. In 2022, this will be the vehicle for ensuring high expectations culture.

Next year, James Fallon High School will examine the impact of the professional learning on classroom culture because impact will inform ongoing interventions.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improved staff engagement results in the People Matter Employee Survey in the domain of Wellbeing, Health and Safety by from 70% to 80%.	<p>Annual progress measure: The People Matter Survey data shows Annual progress measure: Staff engagement in the survey was at 81%. 87% of respondents state that there are people at work who care about them in the Wellbeing domain.</p> <p>An improvement in the theme "Community Engagement" in the element of "Educational Leadership".</p> <p>Annual progress measure: An improvement in the theme "Community Satisfaction" in the domain "Management Practices and Processes".</p> <p>Annual progress measure: An improvement in the theme "Instructional Leadership" in the element of "Educational Leadership"</p>
<p>"Delivering" in the theme "Improvement of Practice" within the element of "Learning and Development".</p> <p>"Delivering" in the theme "High Expectations Culture" within the element of "Educational Leadership".</p> <p>"Delivering" in the theme "Performance Management and Development" within the element of "Educational Leadership"</p>	<p>Annual progress measure: An improvement in the theme "Improvement of Practice" within the element of "Learning and Development".</p> <p>Annual progress measure: "Delivering" in the theme "High Expectations Culture" within the element of "Educational Leadership".</p> <p>Annual progress measure: "Delivering" in the theme "Performance Management and Development" within the element of "Educational Leadership".</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$9,907.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • release time to engage staff in targeted professional learning • release time for staff to provide targeted support to students, including mentoring and tutoring • professional development for staff around impact of trauma, learning and wellbeing needs of refugee students <p>The allocation of this funding has resulted in: 12 students of refugee background achieving their HSC in 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: employing a bilingual school learning support officer (SLSO) to support students to clarify learning in their home language. To sustain relationships with culturally and linguistically diverse parents, the need to embed the use of interpreters within all home-school communication processes has been identified. This will involve professional learning for all staff on the use of translating and interpreting services, and school resources will be created to guide this process.</p>
<p>Socio-economic background</p> <p>\$992,836.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at James Fallon High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • HSC Completion • Embedding holistic systems for wellbeing across the school • Creating a culture of high expectations support for all learners in the school • Building Cultural Inclusion for the JFHS community • Collaboration • Reading Strategy • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement [program/initiative] to support identified students with additional needs • supplementation of extra-curricular activities • engage with external providers to support student engagement and retention • employment of additional staff to support Big Picture program implementation. • resourcing to increase equitability of resources and services • employment of external providers to support students with additional learning needs • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: The allocation of this funding has resulted in: an increase of students achieving at or above expected growth in NAPLAN results, with average</p>

<p>Socio-economic background</p> <p>\$992,836.00</p>	<p>scaled growth of students 14% above state average in Reading, 13% above state average in Numeracy, and students at or above expected growth 8% above state average in Reading, and 12% above state average in Numeracy. The school's value-add results have also improved from 2019, reported at Sustaining and Growing after 2019, where the school was reported at Working Toward Delivering. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>00% of students achieved HSC attainment in 2021, and achieved their post school destination (Year 13) prior to examinations.</p> <p>22 students gained NDIS funding through the allied health functional assessments.</p> <p>The curriculum remained broad to support all manner of passions, interests and capabilities.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs. An extension of small group tuition in Numeracy will take place. The expansion of Big Picture learning to 60 students will take place.</p>
<p>Aboriginal background</p> <p>\$146,740.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at James Fallon High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Building Cultural Inclusion for the JFHS community • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in: an increase (>50%) in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting.</p> <p>After evaluation, the next steps to support our students with this funding will be: embedding the Clontarf partnership for Aboriginal students, and implementing an Elder in Residence program.</p>
<p>English language proficiency</p> <p>\$95,415.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at James Fallon High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • HSC Completion • Reading Strategy • Building Cultural Inclusion for the JFHS community <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of

<p>English language proficiency</p> <p>\$95,415.00</p>	<p>differentiation initiatives</p> <p>The allocation of this funding has resulted in: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students with this funding will be: to capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$421,956.00</p>	<p>Low level adjustment for disability equity loading provides support for students at James Fallon High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading Strategy • HSC Completion • Collaboration • Embedding holistic systems for wellbeing across the school <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students. <p>The allocation of this funding has resulted in: an increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$2,600.00</p>	<p>The location funding allocation is provided to James Fallon High School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Embedding holistic systems for wellbeing across the school <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • student assistance to support excursions • technology resources to increase student engagement <p>The allocation of this funding has resulted in:</p>

<p>Location</p> <p>\$2,600.00</p>	<p>increased co-curricular opportunities for our students.</p> <p>After evaluation, the next steps to support our students with this funding will be: developing and delivering professional learning open to other schools, specifically those trauma informed professional learning opportunities, supporting the school to increase collaboration and overcome isolation.</p>
<p>School support allocation (principal support)</p> <p>\$33,600.00</p>	<p>School support allocation funding is provided to support the principal at James Fallon High School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Attendance <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Coordinating policies and procedures as part of the recommendations from the School Development Review. • Coordinating all communication documents to be formatted and consistent across all platforms. <p>The allocation of this funding has resulted in: a coordinated support for the Senior Executive team, with improvements in communication platforms and policy distribution.</p> <p>After evaluation, the next steps to support our students with this funding will be: incorporating support for a larger, new Senior Executive.</p>
<p>COVID ILSP</p> <p>\$452,332.45</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] <p>The allocation of this funding has resulted in: an increase in student achievement in NAPLAN reading by 8.82% (Year 7 to 9) and numeracy by 9.35% (Year 7 to 9); an improvement in Year 7 check in assessment data in reading to 4% above Similar School Grouped schools; and an improvement by 5% in Year 8 reading between Terms 2 and 4. Additionally, all students supported by the COVID ILSP team in the senior school achieved their HSC.</p> <p>After evaluation, the next steps to support our students with this funding will be: support further small group tuition in the classroom, expanding the opportunity to deliver small group lessons in Stage 5.</p>
<p>Integration funding support</p> <p>\$232,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at James Fallon High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Integration funding support</p> <p>\$232,000.00</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading Strategy • Creating a culture of high expectations support for all learners in the school <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in: targeted students receiving support for their learning according to need. The impact saw improvement for Year 7 students, specifically, as a means of additional support in transitioning to high school.</p> <p>After evaluation, the next steps to support our students with this funding will be: continuing to identify student funding needs and taking the necessary steps to ensure appropriate funds are allocated.</p>
<p>Professional learning</p> <p>\$86,000.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at James Fallon High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading Strategy • HSC Completion • Embedding holistic systems for wellbeing across the school • Creating a culture of high expectations support for all learners in the school • Collaboration • High Expectations Culture <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • developing a whole school professional learning plan for the duration of the strategic improvement plan period. • developing a professional learning hub for teachers to access flexibly and at points of need. <p>The allocation of this funding has resulted in: agile and varied ways to access professional learning by all staff.</p> <p>After evaluation, the next steps to support our students with this funding will be: developing a structured platform for collegial sharing of professional learning.</p>



Sally at Cafe J.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	356	375	353	364
Girls	377	361	353	371

Student attendance profile

School				
Year	2018	2019	2020	2021
7	85.2	86.2	83.4	82.4
8	78.3	81.6	79.3	78.1
9	73.9	80	80	74.5
10	74.3	71	74.7	72.6
11	81.1	80.1	77.2	77.2
12	85.8	86	84.2	84
All Years	79.2	80.4	79.5	77.9
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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	2	5	2
Employment	4	5	34
TAFE entry	0	3	5
University Entry	0	0	36
Other	0	0	1
Unknown	0	0	1

In 2021 of the 79 graduating year 12 students 36 students have chosen to continue their education with a University degree. 34 were able to secure a full time employment position and 5 entered Tafe to extend their skills in a Vocational area.

Year 12 students undertaking vocational or trade training

25.00% of Year 12 students at James Fallon High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

87.7% of all Year 12 students at James Fallon High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.



Wiradjuri Echoes Dance Troupe at the Albury Winter Soltice, 2021

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	45.2
Learning and Support Teacher(s)	2.4
Teacher Librarian	1
Teacher ESL	0.4
School Counsellor	1
School Administration and Support Staff	16.68
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.



Year 12 at the Athletics Carnival, 2021

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	1,957,108
Revenue	13,093,632
Appropriation	12,797,661
Sale of Goods and Services	6,924
Grants and contributions	288,112
Investment income	834
Other revenue	100
Expenses	-12,801,284
Employee related	-11,308,616
Operating expenses	-1,492,668
Surplus / deficit for the year	292,348
Closing Balance	2,249,456

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 school was a part of the Carry Forward process in 2020, which saw the school carry forward \$1,037, 929 in 2021. This will be expended in increments over a four year period on planned activities to improve outcomes for students. The impact of these funds has been seen in establishing a Clontarf Academy, expanding the school's Diverse Learning faculty, improving technology access for students, and increasing literacy support for Year 7/8 students. Asset expenditure, part of the Carry Forward plans, will be a slow process due to COVID interruptions, but the school anticipates investment in school security, and student wellbeing spaces will progress in 2022.



Olympic fever in the Year 7 Diverse Learning class.

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	356,451
Equity Total	1,653,188
Equity - Aboriginal	143,493
Equity - Socio-economic	993,216
Equity - Language	97,400
Equity - Disability	419,077
Base Total	8,800,773
Base - Per Capita	183,980
Base - Location	3,250
Base - Other	8,613,543
Other Total	821,538
Grand Total	11,631,950

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.

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.

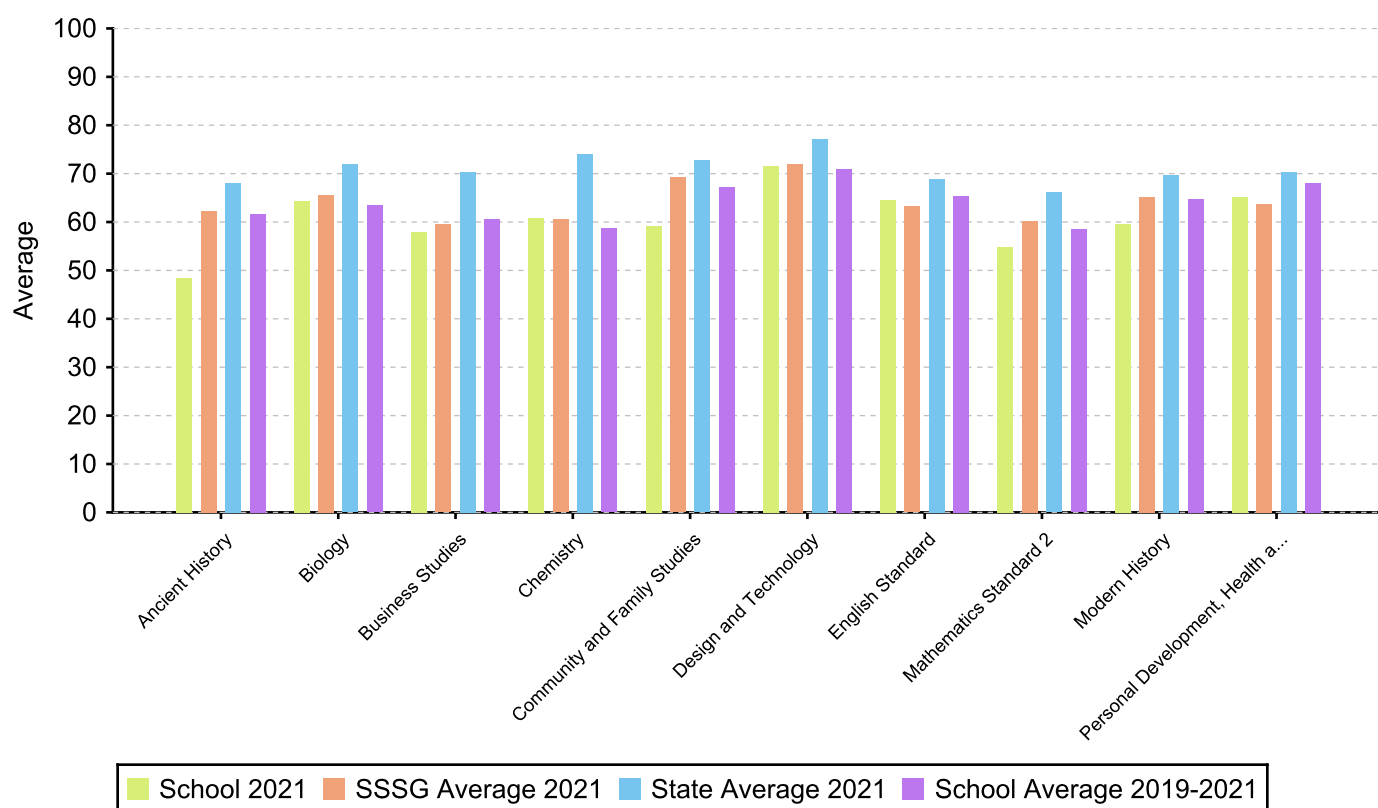


Sophie Lawrence of Year 8 with her published novel "So Not A Princess".

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 2021	SSSG	State	School Average 2019-2021
Ancient History	48.5	62.2	68.1	61.7
Biology	64.3	65.6	71.9	63.4
Business Studies	57.9	59.5	70.4	60.5
Chemistry	60.9	60.5	74.1	58.7
Community and Family Studies	59.2	69.2	72.7	67.2
Design and Technology	71.6	71.9	77.2	70.9
English Standard	64.5	63.2	68.8	65.3
Mathematics Standard 2	54.9	60.3	66.1	58.5
Modern History	59.6	65.1	69.7	64.8
Personal Development, Health and Physical Education	65.1	63.7	70.3	68.1



Matilda Smith and Jay Blanes were Distinguished Achievers in the 2021 HSC.

Parent/caregiver, student, teacher satisfaction

The School Development Review provided an opportunity for parent, staff and student feedback to highlighted school strengths. Satisfaction voiced by participants included the following:

- James Fallon High School is inclusive and diversity is supported and celebrated.
- Staff are approachable, care for students and are supportive of each other. Meeting the learning and wellbeing needs of all students is important to staff.
- There is a broad choice of subjects and students appreciate the breadth of opportunities available.
- Parents acknowledge the efforts of teachers, executive and support staff.

As a result of the combined feedback from parents, staff and students, James Fallon High School continues to focus on strengthening the shared vision of the school motto - 'Together We Succeed' which includes:

- Strengthening communication processes
- Building collaboration within the school and with school community for continuous school improvement
- Strengthening consistency of practice for improved student outcomes

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.

Aboriginal Education - School statement

Aboriginal education is everybody's business at James Fallon High School. Cultural safety is a priority for the school and Strategic Direction 2 Initiative 4 outlines the school's directions. Attendance and engagement remain focus areas, and this year a partnership with Clontarf was established to add to existing strategies, to commence formally in 2022. Next year, the school has engaged an Elder In Residence to build on relationships and support Wiradjuri language learning.

Anti-Racism Policy

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

Anti-Racism - School statement

Racism is not tolerated at James Fallon High School. The cultural diversity of the school enrolment provides a richness to the school community, and is respected by all stakeholders in the school community.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

Multicultural and anti-racism education - School Statement

James Fallon High School reflects a diverse range of cultural, linguistic and religious backgrounds. There are 23 different language backgrounds in the school with 8% of the school's enrolment who speak English as an Additional Dialect. Students of Aboriginal background in 2021 made 19% of the population. This diversity is reflected in staff backgrounds to a smaller degree, making it important to focus on professional learning and induction programs to continue to support cultural inclusion in the school.

Other School Programs (optional)

James Fallon High School is a Big Picture school.

Big Picture learning is based on the principles of Big Picture Education International, of which Big Picture Education Australia is a part. There are 300 Big Picture schools and academies across the world, and 50 in Australia.

At the heart of the design is a departure from traditional 'appointment learning' where everyone learns the same things according to a fixed timetable inside the four walls of a school.

The principles of Big Picture Education are as follows:

- Focusing on the learner and their interests
- Exploring how the curriculum might be personalised to engage young people
- Applied learning in the community outside the school gates
- Teaching real world skills
- Assessing students in a range of ways, not limited to numerical results

The structure of the learning involves an Advisory, a small group of learners, facilitated by an Advisor, who guides the learning, rather than directs it. Each student has a learning plan, which is discussed at the commencement of each term in collaboration with their advisor, their families, and any mentors in the community. The student's plan has some requirements in terms of skills, including empirical reasoning (research), quantitative reasoning (numeracy), social reasoning and literacy. At the centre of their plan is a personal interest project, where the student studies deeply an area of passion and interest. Each term the student exhibits their learning before a panel, describing their personal interest project and any other learning they have engaged in throughout the term.

An important part of a Big Picture student's learning includes Learning Through Internship (LTI). Up to two days a week can be spent learning in the community, in an area of interest, with a mentor. This is designed to foster broad learning, linking school to the workplace.

James Fallon High School has an academy comprising of three advisories. This offering is an important aspect of the school, providing opportunities for the school community to see what is possible in learning, and for those students in the design, an opportunity to learn differently.