

2022 Annual Report

James Fallon High School



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Introduction

The Annual Report for 2022 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>

Self-assessment using the School Excellence Framework

Elements	2022 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	Sustaining and Growing
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	Delivering

This self assessment was arrived at in consultation with the school's executive team, through the analysis of evidence linked to each domain.

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
English language proficiency
Socio-economic background
New Arrivals Program
Aboriginal background

Summary of progress

Reading Strategy

In 2022, students were provided with differentiated learning with each Year 7 class in explicit teaching of reading and comprehension strategies. The focus was sharpened on reading and access to text. This was achieved over 4 periods per week for 12 months. The school introduced Literacy Planet and Accelerated Reader as a tools to support teaching and mapping student progress. Professional learning for teachers occurred to inform and support their practice in reading and comprehension. The entire process was successful, from student achievement, organisational and operational aspects, to professional learning. There was a distinct improvement of 20% in student comprehension and 10% in grammar between Best Start assessments in Term 1 and Check In assessments in Term 4.

In 2023, tools to track student progress will be a focus. Embedding the reading and comprehension strategies across Stage 4 will be a priority.

HSC Completion

In 2022 the focus was to develop and embed an evidence-based approach to determine suitable curriculum and pathways in order to support senior students at point of need. This was done with a two pronged approach where strategies for increasing the number of students completing the HSC were implemented. The first was the continuation to refine stage 6 subject selection processes to include informative sessions for students and parents especially in regards to NESA requirement. Future interviews with DP, Careers advisor and year advisors as part of a selection process. The school also introduced "Taster Lessons" at the end of year 10 so that students experience the style, a similar rigor and aspects of content as a further way for students to make informed choices. These strategies were successfully implemented in 2022 for the year 10 cohort. It is anticipated that by aligning students more effectively to subjects compatible to student interest, strength and ability that they will experience greater success and be encouraged to attain their HSC, therefore reducing the non-completion rate.

Two students completed the Big Picture Learning Credential in 2022. These are the first students to engage in this credential at James Fallon High School and provides an alternative and individualised pathway for students to gain entry into further study, therefore ensuring that educational provision is varied giving students increased choice. In 2022, James Fallon High School began it's partnership with Clontarf to support attendance and engagement for our Aboriginal students.

Future directions for 2023 will include planning from year 9 to identify individualised goals and a clear pathway for attainment, evidence based decision making using longitudinal performance data for subject selection, online student portfolio that students can use to track and monitor progression that also can be used to support transition to work.

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
<p>The following improvement measures will determine our success in this strategic direction:</p> <p>An improvement in NAPLAN reading from Years 7-9 through a minimum 14% increase of students in the top two bands.</p>	<p>2022 NAPLAN data indicates 7.62% of students in the top two skill bands for reading indicating the school did not achieve the system negotiated target.</p>
<p>The following improvement measures will determine our success in this strategic direction:</p> <p>An improvement in NAPLAN numeracy from Years 7-9 through a minimum 8% increase of students in the top two bands.</p>	<p>2022 NAPLAN data indicates a decrease in the percentage of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target.</p>
<p>Improvement in Aboriginal students being in the top two bands for NAPLAN reading from 6.7% to 15%; in NAPLAN numeracy from 7.8% to 15% (a system determined target).</p>	<p>Improvement in the percentage of Aboriginal students being in the top 3 bands has occurred and has a trajectory to meet the lower bound target.</p>
<p>An improvement in NAPLAN numeracy through a minimum of 6% increase of Aboriginal students in the top three bands.</p>	<p>There was a decrease in the percentage of Aboriginal students being in the top 3 bands has occurred and has a trajectory to meet the lower bound target.</p>
<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 10% amount of students achieving expected growth .</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>
<p>The following improvement measures will determine our success in this strategic direction:</p> <p>An improvement in NAPLAN in numeracy from Years 7-9 by a minimum of 12% amount of students achieving expected growth.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>
<p>The following improvement measures will determine our success in this strategic direction:</p> <p>An improvement in HSC attainment through a minimum of an 8% increase in the number of students in the top two bands.</p>	<p>11.3% of students attained results in the top two bands demonstrating progress toward the lower bound target.</p>
<p>School target</p> <p>The school validates its progress as moving towards Sustaining and Growing in the element of Data Skills and Use in the domain of Teaching.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at 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>"Sustaining and Growing" in the theme "Value-Add" within the element of "Student Performance Measures".</p>	<p>The school validated itself at Delivering in the theme High Expectations within the element of Learning Culture.</p> <p>The school validated itself at Sustaining and Growing in the theme Formative Assessment within the element of Assessment.</p> <p>The school validated itself at Sustaining and Growing in the theme Value-Add within the element of Student Performance Measures.</p>
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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
- Building Cultural Inclusion for the JFHS community
- Attendance

Resources allocated to this strategic direction

Student support officer (SSO)

Socio-economic background

Refugee Student Support

Per capita

Professional learning

English language proficiency

Aboriginal background

Summary of progress

Embedding holistic systems for wellbeing across the school

A working party has continued implementing the targets associated with the Fair Education Grant. Employing an Educational Consultant to manage this grant has led to significant analysis of school data sets with relation to attendance, engagement, behaviour and suspension. The Fair Education team have grown connections between partner schools and examined the attendance and engagement patterns of students in Year 7 and 8 with the view to engage in early intervention strategies. 40% of staff have successfully completed Youth Mental Health First Aid. Teen Mental Health First Aid ran for the entire cohort of Years 8 and 10 in Terms 2 and 3, 2022.

James Fallon High School discontinued tele-health counselling for students in Term 3 due to an additional face to face counsellor being made available to the school, increasing our staffing to 1.0. Staff professional development in 'ASIST' and 'SafeTalk' suicide prevention training has continued to equip staff with the skills and confidence to support students with mental health issues.

The wellbeing hub at James Fallon High School has been approved, This will provide an enhanced location to engage students and families within our setting.

Wellbeing programs, guidance & additional extra-curricular activities have continued to support our students feel connected to the school (e.g. girls fitness, year level camps, leadership conferences) and to grow their social capacity and in turn resilience.

In 2023, exploring whether students understand this question & providing specific, target approaches to discuss "belonging" may help students identify the aspects of connection they have with our setting and the opportunities provided.

In 2023, the school plans to incorporate a specific scope and sequence for Guidance lessons, using online tools such as Open Parachute. The Wellbeing Portfolio will be developed by the senior executive. The incorporation of learning and support and welfare teams for a wrap around approach for students will be developed for each learning stage.

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

Systems for behaviour support have been a focus, in anticipation of embedding the Inclusive, Engaging and Respectful Schools Policy. The whole school staff engaged in further professional learning on working with students from diverse backgrounds. This has added to staff understanding about different student needs in our diverse social setting. Next

steps will be to develop clear and consistent strategies for investing in student behaviour through the Berry Street Education Model.

A focus on building family partnerships was developed, with positive phone calls a priority, and opportunities for face to face parental engagement increased late in 2022. As the year progressed, increasing opportunities for families to connect with the school onsite meant that informal, face to face engagement could take place. The Year 7 2023 families were invited to a personalised support meeting before the students entered the site. 92 families took up this offer, which enriched knowledge about the students before they arrived at school.

The school developed an outreach program for Stage 3 students in partner schools, involving both visits to their sites, and engagement in ours. This Program commenced as a result of extensive consultation with the partner schools, and three faculties developing engagement programs for Stage 3 students.

In 2023, steps to take professional skill development for staff to connect and share in middle school learning will take place. Students in Stages 3 and 4 in our partner schools will connect on our site and on various partner school sites and community events. Project based learning and inquiry focused teaching will be developed for Year 7 students.

Attendance

In 2022 a suite of strategies for improving attendance were implemented including an embedded reward system for positive attendance; positive phone calls home to families regarding attendance, social media promotion of positive attendance, and a re-engagement program for students in Year 10. A Clontarf Academy was established, to support the attendance and engagement of Aboriginal boys. The attendance of Aboriginal boys improved from 51% in 2021 to 80% in 2022. This included training sessions before and after school, a bus for picking students up occasionally, a culturally safe academy room for students to use during breaks, and rewards for positive attendance.

In 2023, the strategies initiated above will continue and further strategies added. These include purchasing of a school bus to transport students to events/activities reducing the cost of engagement activities and excursions, and the option of a message line for parents to call in student absences without talking to front office staff, providing another avenue for families to explain absences.

Building cultural inclusion for the James Fallon High School community

Cultural inclusion is integral to improving learning outcomes for students. As part of knowing how our students learn, the capacity for staff to improve and enrich their own knowledge, understanding and compassion is fundamental. James Fallon High School is on a journey to improving in all areas of cultural inclusion and would benefit from additional professional development in this space.

There was a significant focus on Year 12 attainment for Aboriginal students, engagement in employment and partnerships, with the view to supporting positive and sustained post school outcomes in a culturally safe and inclusive way.

All Year 10 Aboriginal students were provided opportunities for work experience and a strong partnership with TVN OnCountry was established to further support employment outcomes.

In 2022., the school benefitted from an Elder working onsite through the week. This was a special opportunity for the school. Our Elder supported senior students, engaged in girls' yarning circles and taught some language to our students.

Students participated actively in Year 12, activities and contributed to the cultural enrichment and safety of our school via running the Reconciliation and NAIDOC Week assemblies, participated in Prefect and Sports Captain leadership positions, participated in Clontarf programs, provided personalised and individually-meaningful Acknowledgement of Country during school events, performed at CAPA Showcase, led the James Fallon High School Wiradjuri Dance Troupe, participated in University of Wollongong information sessions, school service via canteen duties, participation in Boys To The Bush programs.

In 2023, the school seeks to partner with an equivalent support program for Aboriginal girls. This program is called Stars, and James Fallon High School will be the first school to introduce the program. The school has gained sponsorship and community support, and is looking forward to the partnership with the Stars Foundation.

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

Improvement in the proportion of students attending greater than 90% of the time from 40.2% to 50.4% (a system determined target).	The number of students attending greater than 90% of the time or more has decreased by 15%.
The wellbeing belonging measure, as determined by the Tell Them from me Survey, will improve from 59.6% to 69.10% (a system determined target).	Despite a number of strong intervention programs running within JFHS, the students with a positive sense of belonging were 40%, compared to NSW Government Norm of 66% and our aspirational target of 69.10%.
Improvement in the number of Aboriginal students completing their HSC from 24.6% to 48.9% (Network determined target).	100% of Aboriginal students who commenced Year 11 in 2021 achieved their HSC in 2022.
<p>'Sustaining and Growing' 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>Working towards 'Excelling' in the theme 'Individual learning needs' within the element of 'Wellbeing'</p> <p>'Sustaining and Growing' in the theme 'Behaviour' within the element of 'Wellbeing'</p> <p>'Sustaining and Growing' in the theme 'Effective classroom management' within the element of 'Effective Classroom Practice'</p>	<p>The school validated itself at Excelling in the theme Caring for Students in the element of Wellbeing.</p> <p>The school validated itself at Sustaining and Growing in the theme A planned approach to wellbeing in the element of Wellbeing.</p> <p>The school validated itself at Sustaining and Growing in the theme Individual learning needs within the element of Wellbeing.</p> <p>The school validated itself at Delivering in the theme Behaviour within the element of Wellbeing.</p> <p>The school validated itself at Sustaining and Growing 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

Beginning teacher support
Low level adjustment for disability
Socio-economic background
Professional learning

Summary of progress

Collaboration

In 2022, professional learning opportunities in whole school events continued on school development days. The school has had to be agile in providing learning opportunities for staff.

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. The school ran a new employee induction to support whole school processes and practices through workshops and information to early career teachers and new staff. Mentors and external mentors were appointed to support career growth for these staff. (Stage 4 Pedagogical shift).

Deliberate professional learning was delivered to support cultural norms in the staff around communication and feedback. There are agreed protocols for emails, conversations, professional sharing and meetings.

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 James Fallon High School actively encouraged 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. Every school improvement team engaged in developing our strategic directions and providing feedback to colleagues in staff forums.

Next year, James Fallon High School will roll out meeting protocols to streamline meetings and sharing. The school will also identified targeted actionable items from the People Matters Survey for improvement. Next year, the school will increase administration support to allow time for teaching and learning and all allocations will be reviewed.

High Expectations Culture

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.

Positive parental engagement and staff wellbeing was encouraged through positive phone calls to parents/carers.

The school appointed a Head Teacher School Development Review to support the successful implementation of the eight recommendations and strategies. Evidence has shown that these recommendations have been actioned.

Next year, James Fallon High School will review reporting to parents, engagement strategies with parents/carers, and building positive relationships as our community moves on from COVID restrictions.

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 from 70% to 90%.	There was a decline in the engagement of staff in the People Matter Employee Survey.
Sustaining and Growing" in the theme "Collaborative Practice and Feedback" within the element of "Learning and Development". "Delivering" in the theme "High Expectations Culture" within the element of "Educational Leadership". "Sustaining and Growing" in the theme "Performance Management and Development" within the element of "Educational Leadership"	The school validated itself at Sustaining and Growing in the theme Collaborative Practice and Feedback within the element of Learning and Development. The school validated itself at Sustaining and Growing in the theme High Expectations Culture within the element of Educational Leadership. The school validated itself at Sustaining and Growing in the theme Performance Management and Development within the element of Educational Leadership.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$10,814.33</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"> • Embedding holistic systems for wellbeing across the school • Building Cultural Inclusion for the JFHS community <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • student access to equipment and excursions. • release time to engage staff in targeted professional learning. • release time for staff to provide targeted support to students, including mentoring and tutoring. • professional learning for staff around impact of trauma, learning and wellbeing needs of refugee students. <p>The allocation of this funding has resulted in the following impact: 9 students of refugee background achieving their HSC in 2022. Improvement in processes in order to support students of refugee background.</p> <p>After evaluation, the next steps to support our students will be: further refining our processes and procedures to improve engagement with agencies such as Red Cross. This will ensure that agencies responsible for students feel welcome and supported in enrolling students, and supporting them in their adjustment to school.</p>
<p>New Arrivals Program</p> <p>\$11,380.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency 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 <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling. <p>The allocation of this funding has resulted in the following impact: Successful support of students who are newly arrived to NSW schools, especially allowing improved access to language, cultural support, and whole school experiences.</p> <p>After evaluation, the next steps to support our students will be: Upskilling all teachers in supporting students who are new arrivals to NSW schools. This has had a positive impact on student sense of belonging and English language acquisition in 2022.</p>
<p>Socio-economic background</p> <p>\$1,019,405.34</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"> • Reading Strategy

<p>Socio-economic background</p> <p>\$1,019,405.34</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 • Collaboration • High Expectations Culture • Attendance • 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"> • professional development of staff through cultural awareness to support student learning. • employment of additional staff to support Big Picture program implementation. • resourcing to increase equitability of resources and services. • providing students without economic support for educational materials, uniform, equipment and other items. • staff release to increase community engagement. • employment of additional staff to support Clontarf program implementation. • Additional support staff in the areas of student health care and administration, to support instructional leadership and professional practice of teaching staff. <p>The allocation of this funding has resulted in the following impact:</p> <p>Improved support through Mentoring and Wellbeing sessions for students in Year 11 and 12.</p> <p>An increase in attendance of 29% for boys engaged in the Clontarf program. Big Picture learning improving and growing in the school, with the inclusion of the International Big Picture Learning Credential.</p> <p>Student engagement in whole school activities through financial assistance. 100% of students having access to new school uniform.</p> <p>Improved practice in the areas of health care planning, policy review and compliance, and HSC monitoring.</p> <p>Improved systems of communication with parents and carers through our learning management system, Compass.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>To support professional learning in Numeracy, to support student learning capacity and skill.</p> <p>100% supply of student uniform and equipment across Year 7 and new enrolments.</p> <p>Additional support for Aboriginal students through partnerships with Clontarf and Stars Foundations.</p> <p>Increasing Administration support, so that teachers improve focus on classroom practice.</p> <p>Utilising Big Picture learning to provide stimulus and professional thought across the school in innovative pedagogy and student engagement, informing a pedagogical shift in Stage 4 in 2023.</p>
<p>Aboriginal background</p> <p>\$167,530.97</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"> • HSC Completion • 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 deliver personalised support for Aboriginal students.

<p>Aboriginal background</p> <p>\$167,530.97</p>	<ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students. • creation of school literacy resources embedding local language. • employment of additional staff to deliver personalised support for Aboriginal students, through the Clontarf partnership. <p>The allocation of this funding has resulted in the following impact: An improvement in attendance of Aboriginal boys from 51% in 2021 to 80% in 2022. 100% of students in Year 10 being offered employment experience and mentoring for post school aspirational goals.</p> <p>After evaluation, the next steps to support our students will be: to partner with an equivalent support program for Aboriginal girls. This program is called Stars, and JFHS will be the first school to introduce the program. The school has gained sponsorship and community support, and is looking forward to the partnership with the Stars Foundation.</p>
<p>English language proficiency</p> <p>\$163,532.56</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"> • Reading Strategy • HSC Completion • 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. • employment of additional bilingual staff to support communication. • provision of additional EAL/D support in the classroom and as part of differentiation initiatives. • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds. <p>The allocation of this funding has resulted in the following impact: 100% EALD HSC students completing the HSC in 2022. Students with EALD in Years 7 to 11 remained engaged in school. The students who left the school had employment, soccer scholarships, or moved from the area. A refinement of the schools enrolment processes to ensure a welcoming and caring relationship with the school commences from the outset.</p> <p>After evaluation, the next steps to support our students will be: improving links with any agencies involved in supporting EALD students.</p>
<p>Low level adjustment for disability</p> <p>\$423,531.54</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 • Collaboration <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. • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting. • providing support for targeted students within the classroom through the employment of School Learning and Support Officers. • employment of additional staff to support teachers to differentiate the

<p>Low level adjustment for disability</p> <p>\$423,531.54</p>	<p>curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs.</p> <ul style="list-style-type: none"> • support for students in. Life Skills; Individual Learning Plans/Profiles; and HSC Special Provisions. • employment of an Occupational Therapist to provide intervention programs that support student 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 the following impact: Successful completion of HSC for all students engaged in Life Skills and adjusted programs. Achievement above Similar Schools Groups in Stage 4 check in assessments (Reading and Numeracy). Improved student voice and parent engagement in Individualised Learning Plans.</p> <p>After evaluation, the next steps to support our students will be: to integrate learning support and wellbeing in planning and support as an opportunity to implement the Inclusive, Engaging and Respectful Schools Policy.</p>
<p>Location</p> <p>\$3,332.29</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> <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. <p>The allocation of this funding has resulted in the following impact: Increased access to student excursions and experiences designed to enrich engagement and learning.</p> <p>After evaluation, the next steps to support our students will be: supporting a school bus purchase that will further improve student access to excursions and offsite enrichment activities.</p>
<p>Beginning teacher support</p> <p>\$35,935.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at James Fallon High School during their induction period.</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"> • Collaboration <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Coaching and mentoring support in formal and informal ways, especially around living and working in rural communities. • Observation and feedback on classroom practice through coaching conversations. • Release time for planning and preparation and teacher reflection. <p>The allocation of this funding has resulted in the following impact: A successful induction of all beginning teachers into the profession of teaching.</p> <p>After evaluation, the next steps to support our students will be: Consider improving the space of Fourth Year Interim Teachers and how to best bring them into the profession alongside the professional funded support. Improve the induction and support of day to day casual teaching</p>

Beginning teacher support \$35,935.00	staff as beginning teachers.
COVID ILSP \$319,534.00	<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 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <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 numeracy in Stage 4 • releasing staff to analyse student data in Stage 4 • providing targeted support for Stage 6 students with additional learning needs <p>The allocation of this funding has resulted in the following impact: An increase in student achievement in numeracy, as measured in Check in Assessments. 100% successful completion of the HSC for students with identified learning and support needs.</p> <p>After evaluation, the next steps to support our students will be: to be strategic in expenditure of COVID ILSP funds in employing para-professionals, aiming for initial teacher education students. This strategy is designed to build longstanding relationships between initial teacher education students and the school, as well as provide sustainability for the established COVID program.</p>
Per capita \$199,718.02	<p>These funds have been used to support improved outcomes and the achievements of staff and students 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"> • 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"> • providing additional resources for teaching and learning, specifically in the area of consumables. • providing additional resources for students to engage in a wide range of learning experiences. • providing uniform for students so that the entire school community has access to safe, comfortable clothing and can identify as students of JFHS. <p>The allocation of this funding has resulted in the following impact: the expansion of opportunities for all students, both inside and outside the classroom.</p> <p>After evaluation, the next steps to support our students will be: utilise resources to support increased student attendance and positive behaviour for learning.</p>
Student support officer (SSO) \$96,058.00	<p>These funds have been used to support improved outcomes and the achievements of staff and students 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"> • Embedding holistic systems for wellbeing across the school

<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • supporting the implementation of the school's whole-of-school approach to wellbeing. • using targeted strengths-based programs and strategies that build resilience, coping skills and positive relationships. • providing targeted wellbeing support for students who are experiencing challenges at school or home, through small groups sessions or individual support. • working collaboratively with external and other government agencies, specifically with the Albury Project, creating referral pathways for students and families to access the support needed. <p>The allocation of this funding has resulted in the following impact: Increased response to student wellbeing need, especially in working collaboratively with the Albury Project, creating referral pathways for students and families to access support needed. Increased staff capacity in case management of student wellbeing needs through a stepped care model approach.</p> <p>After evaluation, the next steps to support our students will be: to increase SSO opportunities for small group, proactive activities, utilising Drum Beat, Rock and Water, and Youth Action for Mental Health (YAM).</p>
<p>Integration funding support</p> <p>\$328,306.00</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 enabling initiatives in the school's strategic improvement plan including:</p> <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). • employment of staff to provide additional support for students who have high-level learning needs. • intensive learning and behaviour support for funded students. <p>The allocation of this funding has resulted in the following impact: targeted students receiving support for their learning according to need. The impact saw improvement for Year 7 students, especially as a means of additional support in transitioning to high school. Students in other year groups benefited from increased access to the curriculum and wider learning opportunities.</p> <p>After evaluation, the next steps to support our students will be: early identification of students requiring support, especially Year 7 students and new enrolments, ensuring that appropriate funds are allocated in a timely manner.</p>
<p>Professional learning</p> <p>\$93,921.40</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"> • Creating a culture of high expectations support for all learners in the school • Collaboration <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • developing whole school strategies for student support through identified

Professional learning \$93,921.40	<p>strategies specific to our context.</p> <ul style="list-style-type: none"> • enriching professional knowledge and capacity through the development of a school specific diary and library. • refining and delivering an early career induction program that encompasses formal processes, relationships and teacher self efficacy. <p>The allocation of this funding has resulted in the following impact: a suite of practical tools to be used consistently across all classrooms. These include trauma informed strategies such as brain breaks and co-regulation strategies, and visible learning strategies using learning intentions and success criteria.</p> <p>After evaluation, the next steps to support our students will be: to consider flexible ways to construct ongoing high impact professional learning for all staff, including non-teaching staff.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	375	353	364	334
Girls	361	353	371	346

Student attendance profile

School				
Year	2019	2020	2021	2022
7	86.2	83.4	82.4	80.1
8	81.6	79.3	78.1	73.7
9	80.0	80.0	74.5	73.8
10	71.0	74.7	72.6	68.5
11	80.1	77.2	77.2	75.0
12	86.0	84.2	84.0	79.8
All Years	80.4	79.5	77.9	74.5
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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	1	10	20
Employment	1	10	30
TAFE entry	1	4	10
University Entry	0	0	40
Other	0	0	0
Unknown	0	1	0

2022 saw 50% of students in Year 12 receive an offer to study at University in 2023. Of those offers none relied on the students ATAR. All offers were unconditional.

The school had its first students earning their International Big Picture Learning Credential.

Year 12 students undertaking vocational or trade training

31.58% of Year 12 students at James Fallon High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

87.3% of all Year 12 students at James Fallon High School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	47.3
Learning and Support Teacher(s)	2.4
Teacher Librarian	1
Teacher ESL	1
School Counsellor	1
School Administration and Support Staff	20.28
Other Positions	2.54

*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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	1,784,021
Revenue	14,339,450
Appropriation	13,974,232
Sale of Goods and Services	2,215
Grants and contributions	351,697
Investment income	8,946
Other revenue	2,360
Expenses	-13,137,535
Employee related	-11,593,638
Operating expenses	-1,543,897
Surplus / deficit for the year	1,201,915
Closing Balance	2,985,935

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.

This year, the school engaged in the Test and Learn pilot. This meant that there were periods of time where information about finances were subject to a different model of reporting. The school was proud to lead the state in learning about new financial systems for the future.

Financial summary - Equity loadings

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

	2022 SBAR Adjustments (\$)
Targeted Total	324,840
Equity Total	1,774,000
Equity - Aboriginal	167,531
Equity - Socio-economic	1,019,405
Equity - Language	163,533
Equity - Disability	423,532
Base Total	9,655,079
Base - Per Capita	199,718
Base - Location	3,332
Base - Other	9,452,029
Other Total	872,552
Grand Total	12,626,472

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

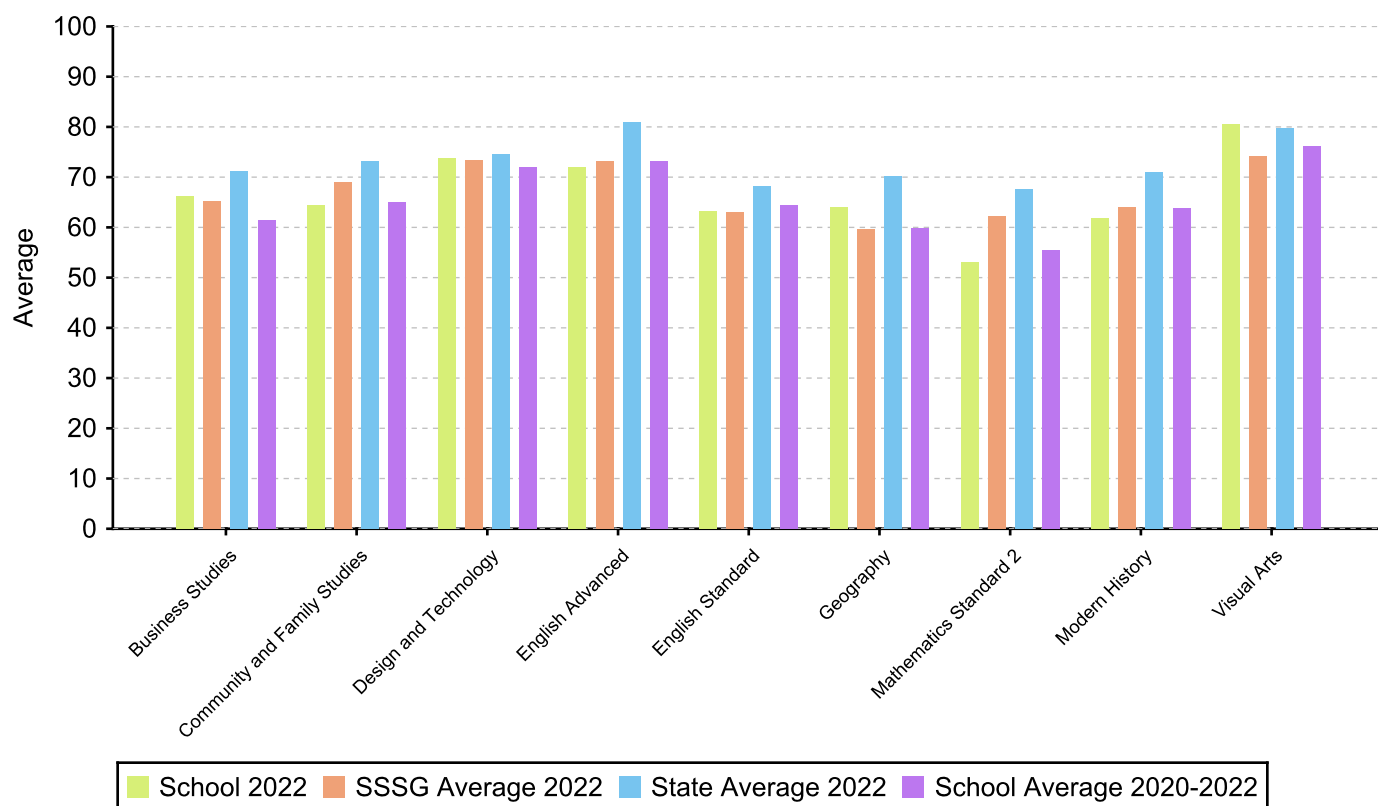
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

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 2022	SSSG	State	School Average 2020-2022
Business Studies	66.2	65.2	71.2	61.4
Community and Family Studies	64.5	68.9	73.2	65.0
Design and Technology	73.8	73.5	74.6	71.9
English Advanced	72.0	73.1	81.0	73.2
English Standard	63.3	63.0	68.1	64.4
Geography	64.1	59.6	70.2	59.8
Mathematics Standard 2	53.1	62.3	67.6	55.5
Modern History	61.8	64.0	70.9	63.8
Visual Arts	80.5	74.2	79.8	76.1

Parent/caregiver, student, teacher satisfaction

In 2022, the school engaged a consultant through the Fair Education grant. The consultant ran several focus groups and parent/carer interviews on strategies to engage with the school. The findings of these focus groups is that since COVID, families have experienced anxiety in re-connecting with school, and a strong need to navigate the high school space differently after primary school. This feedback was pivotal in being used to develop individual parent/carer interviews for incoming Year 7 students, in running engagement programs after school for Years 7 to 9, and investigating ways to invite parents/carers onto the school site. The inclusion of families onsite at school had a positive impact in Term 4, with traditional events such as Year Assemblies having over 100 visitors attend on each occasion.

In 2022, the school ran an extensive survey on mobile phone use, through the Digital Classroom Officer. Students, staff and parent/carers were asked to respond to this survey. This issue was responded to extensively by parents/carers, with 337 responses in less than four days. All staff engaged in the phone policy and considered ways to manage student phone use in the classroom. Student responses were at 85%, reflecting importance of phone use across the community. The impact of this survey has informed our mobile phone policy into 2023.

In 2023, reinvigorating parent voice through the P&C will be a priority. The P&C has experienced a significant downturn in membership over the last three years, and the current P&C members, along with the staff, wish to see the P&C thrive in the area of parent voice. Each meeting will have a topic or issue relating to parents and carers, as a way to provide a forum for issues relating to the school's engagement with parents and carers. These topics will include mobile phone use, digital technology use, and the format of parent teacher evenings in the first part of 2023.

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 Initiatives 4 outlines the school's directions. Attendance and engagement remains focus areas, and this year a partnership with Clontarf was established to add to existing strategies. 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 speaks 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 the 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 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 center 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 projects 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.