



# School plan 2018-2020

James Fallon High School 8266



# School background 2018–2020

## School vision statement

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

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

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

## School context

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

The school has as its central concern the achievement of excellence in a rich diversity of academic, social, cultural and sporting pursuits. To achieve, students are encouraged to avail themselves of the many opportunities the school provides, including a learning and physical environment in which high standards of achievement can flourish. The performing arts program at James Fallon High School has a long tradition of success, as exemplified by awards in the Wakakirri competition and acknowledgement both locally and state-wide in producing musicals and the creative and digital arts. Opportunities exist beyond the classroom in which students are able to develop leadership and academic skills, such as the Bush Tukka hospitality program for Indigenous students and the successful Café J, a curriculum-based retail operation run out of one of the many Trade Training facilities.

James Fallon High School is a Positive Behaviour for Learning School and has as its main values: Respect, Responsibility and Achievement. Our school motto is “Together we succeed”.


The school has a dedicated staff that ranges from beginning teachers to highly experienced staff members, a supportive community, and an active and involved Parents & Citizens’ Association.

## School planning process

The school has engaged the entire community in the school planning process, which was highly positive and empowering for all involved. It included:

- Senior executive discussion around a timeframe and school community involvement;
- Executive survey and discussion on key areas for school feedback and direction.
- Staff meeting: collaborative brainstorm for strategic directions
- Student survey via: online survey feedback
- Student discussion groups
- Parent survey via: online survey feedback
- Parent coffee meetings
- P&C liaison at all points of family discussions
- EOI for school plan writing teams
- Team meeting and brief
- Team meeting: draft 5Ps for each strategic direction
- Principal collation and initial draft of School Plan
- Review by teams
- Final draft completed by a delegate from each team in consultation with Principal: School Leadership

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1 Teaching

### **Purpose:**

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



## STRATEGIC DIRECTION 2 Learning

### **Purpose:**

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



## STRATEGIC DIRECTION 3 Wellbeing

### **Purpose:**

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

# Strategic Direction 1: Teaching

## Purpose

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

## Improvement Measures

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

All staff develop learning strategies that are visible, skills driven, and project based, in order to meet the Premier's Targets in Literacy every year.

## People

### Staff

Staff will engage in collaborative professional learning, in order to build their capacity around the feedback cycle, high expectations and the use of data to inform their practice. This will take place in school improvement teams.

### Students

Students will have high expectations of their learning, and will develop skills of self-reflection, following constructive feedback from their teachers.

### Leaders

Leaders will develop processes to collaboratively review teaching practices, to affirm and challenge high expectations through the Performance Development Plan process. Leaders will come from every aspect of the school community, with leadership learning embedded into professional practice.

### Parents/Carers

Parents/carers will be receptive to information provided by the school about student learning. Parents/carers will be supported in engaging with and understanding the practices of our teachers through a public Teaching and Learning Framework.

## Processes

### Professional Learning Triads:

Collaboratively develop, implement and monitor the professional learning of teachers through the use of professional learning triads, involving all teachers and focusing on evidence based practices.

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

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

## Evaluation Plan

Systems Evidence: Evidence from external assessment measures, including HSC performance data and NAPLAN performance data.

Local Evidence: Evidence from school based sources, including Observation triad records, Analysis of Professional Learning Teacher feedback responses, Tell Them From Me Staff Survey responses, analysis of Performance Development Plan goals and reflections, and program development and reviews.

## Practices and Products

### Practices

Utilise the feedback cycle and to reflect on and improve their practice.

Teachers demonstrate a range of evidence based pedagogies including effective data feedback, data skills and use, and explicit teaching.

### Products

A positive learning culture based on high expectations drives continuous improvement in teaching and learning.

Structures to support collaborative practice through observation and feedback are embedded practice.

Continual evaluation practices are embedded to drive a culture of professional improvement. These will include, but are not limited to, teacher Performance Development Plans.

# Strategic Direction 2: Learning

## Purpose

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

## Improvement Measures

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

The school community will have improved implementation of evidence based practice, including the feedback cycle, high expectations, and the use of information in order to make decisions. This will be evidenced by a more specific school planning process.

As a point of difference to suit certain learners, at least 5% of students will be learning in a Big Picture Academy setting, commencing with two advisories established in 2019.

All students will be appropriately supported to achieve 100% completion of school based Preliminary HSC and HSC assessment tasks, to reduce and negate lower band achievements.

## People

### Staff

Staff will provide a range of assessment opportunities for students in order to improve skill development. They will maintain transparency and accountability in the assessment process, actively facilitating the attainment of each student's goals. School improvement teams will monitor and support staff.

### Students

Students will understand and engage in the importance of their personalised learning plans, setting goals and critically engaging with the feedback cycle, in order to improve their learning.

### Leaders

Leaders will provide and engage with Professional Learning on evidence-based practices with a focus on high expectations and the feedback cycle. They will build capacity as leaders of teaching and learning across the school.

### Parents/Carers

Parents will improve their understanding of wider learning strategies. They will engage in a partnership of support with the school in order to improve student learning. This will include using online tools and other means of communication, alongside reporting and parent meetings.

## Processes

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

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

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

## Evaluation Plan

**Systems Evidence:** Evidence from enrolment, attendance, suspension and retention data.

**Local Evidence:** Evidence from school based sources, including personalised learning plans, teaching and learning programs, samples of student assessment, parent/carer engagement with school based events, school engagement with the Tell Them From Me Survey responses.

## Practices and Products

### Practices

Formulating a personalised learning plan for each student, developed by the student, monitored, supported, and made accountable through a range of information and communication platforms.

Gaining confidence in formative assessment across all learning opportunities and for the whole school community.

Investigating and determining pathways for students beyond the school gate as a school wide responsibility, as a clear and measurable transition point.

Establishing a Big Picture Academy at James Fallon High School as an embedded and understood opportunity in the school community. Two advisories will be established for students in Years 8 and 9 in 2019, and plans to establish further advisories will be evaluated.

### Products

All students have a personalised learning plan that contain goals that they are actively working towards. The plans are accessible by the relevant teaching staff in order to support the student in their planning.

Regular feedback, in a wide variety of forms, in 100% of learning experiences between: teacher and student; student and student and; teacher and parent/carer.

# Strategic Direction 3: Wellbeing

## Purpose

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

## Improvement Measures

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

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

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

## People

### Staff

Staff will demonstrate commitment to developing clear, positive and supportive relationships with students and their carers, mentors, and employers. This will be supported and monitored by school improvement teams.

### Students

Students will articulate and initiate actions that will improve their learning, valuing their support networks from within and beyond the school gates.

### Parents/Carers

Parents/Carers will actively engage with school programs to support their child's growth and development of skills. They will work in partnership with the school to improve opportunities for students.

### Leaders

Leaders will lead the school as an inclusive outward-facing organisation. They will draw on best practice to embed a culture of inclusion. They will have a collaborative and trusting relationship with the community to support student learning.

## Processes

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

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

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

## Evaluation Plan

Systems Evidence: Evidence from enrolment, attendance, suspension, Work Health Safety data and retention data.

Local Evidence: Evidence from school based sources, including Parents and Citizens' and Aboriginal Education Consultative Group meeting minutes, attendance at parent meetings and special events, response to social media and parent portal platforms, response to Tell Them From Me Survey and local media reports. Positive Behaviour for Learning Data will drive evaluation of school culture, and student surveys on PBL core values will be undertaken.

## Practices and Products

### Practices

Students, staff and community will demonstrate behaviours fostered by the Tier 2 PBL system. Preparation for Tier 3 system in place for 2021.

Creating opportunities for more meaningful and lasting communication between parent/carers, community partners, and teachers.

Engage student voice in a range of student school teams; for example, the Student Wellbeing and Engagement Team (SWAT), and the Student Representative Council.

### Products

Measured successful implementation of Tier 2 strategies in Positive Behaviour for Learning evidence. Research and preparation for commencement of Tier 3 strategies by 2021.

An establishment of online communication platforms to improve school community partnerships and active parental engagement.

Improvement of student resilience through refining, developing and introducing new elements to student wellbeing programs.