

# Strategic Improvement Plan 2021-2024

## James Fallon High School 8266



# School vision and context

## School vision statement

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Our vision is to foster passionate, committed, and engaged students, staff, parents and carers by empowering them as learners and creating a culture of belonging and 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

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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

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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.

# 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.

## Improvement measures

### Target year: 2022

The following improvement measures will determine our success in this strategic direction:

An improvement in NAPLAN reading from Years 7-9 through a minimum 14% increase of students in the top two bands.

An improvement in NAPLAN numeracy from Years 7-9 through a minimum 8% increase of students in the top two bands.

An improvement in NAPLAN in reading from Years 7-9 by a minimum of 14% amount of students achieving expected growth .

An improvement in NAPLAN in numeracy from Years 7-9 by a minimum of 17% amount of students achieving expected growth.

An improvement in HSC attainment through a minimum of an 8% increase in the number of students in the top two bands.

### Target year: 2022

Improvement in Aboriginal students being in the top two bands for reading from 6.7% to 15%; in numeracy from 7.8% to 15% (a system determined target).

An improvement in NAPLAN reading through a minimum of 6% increase of Aboriginal students in the top three bands.

## Initiatives

### Reading Strategy

Underpinning the school's reading initiative is the strong focus on embedding whole school strategies to improve student reading in Stage 4, supporting students to develop foundational skills in literacy and numeracy crucial to their secondary learning journey. Central to this focus will be the balance of inquiry based learning and consistent teacher directed practice. Additionally, teachers will engage in collaborative analysis of data from a range of sources, to inform next steps in their teaching.

- Develop a school-wide, consistent understanding of evidence-based instruction and assessment of reading as the shared responsibility of all staff in all key learning areas.
- Facilitate collaboration and collegial approaches to whole school reading improvement, through high impact professional learning of Literacy learning progressions.
- Data collection, analysis and use is embedded within a whole-school framework by ensuring there is a school wide plan to collect robust evidence of student learning with data used to target teaching and track student progress over time in reading and numeracy.
- Expertly use explicit systems of assessment practices to use student assessment data to reflect on teaching effectiveness and provide personalised, explicit, differentiated and responsive learning opportunities
- Develop a school-wide collaborative system of practice through sharing of assessments, the collection and analysis of data to reflect on teaching effectiveness, inform next steps and driving school wide improvement in teaching practice and student results.

### HSC Completion

To maximise student learning for Stage 6 students, the school will embed a high expectations culture, through ensuring that a robust, appropriate and relevant

## Success criteria for this strategic direction

All teaching and learning programs are responsive to the needs of all learners, showing evidence of teacher and student reflections on teaching practices, student assessment and continuous tracking of student progress and achievement.

An explicit and school wide reading strategy is developed that includes a consistent whole school staff understanding of the components of reading in all key learning areas. Teaching programs demonstrate an evidence approach to teaching reading and data, assessment and student feedback is used to inform the next steps of learning.

The school has a school wide collaborative approach which uses systematic and reliable assessment information to evaluate student learning over time and consequently implements changes in teaching that lead to measurable improvement.

Success will be realised when all students Years 7 to 12 are able to articulate, understand and achieve their literacy and numeracy goals. This will be seen in individual students actively reflecting on their learning through the school's assessment and reporting process, including conferences.

Every staff member has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data. Effective methods of teaching are identified, promoted and modelled through collaboration between teachers across Key Learning Areas.

Student accommodations and adjustments are evident in planning. This will be evident in teaching programs and documentation in student personalised learning and support plans.

School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures. Progress and achievement of equity groups within the school is equivalent to the

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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An improvement in NAPLAN numeracy through a minimum of 6% increase of Aboriginal students in the top three bands.

### Target year: 2024

"Excelling" in the theme "High Expectations" within the element of "Learning Culture".

"Excelling" in the theme "Formative assessment" within the element of "Assessment".

"Excelling" in the theme "Value-Add" within the element of "Student Performance Measures".

## Initiatives

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curriculum is provided to meet the skill, interest, and need of students. Central to this will be a clear focus on ensuring that students are deeply challenged and engaged in Stage 6 classrooms through differentiated instruction and provision of personalised feedback to challenge students and encourage continuous improvement. The school staff will collaborate on building a high expectations culture for all students, regardless of background. Additionally, an enhanced approach to building strong community partnerships for VET students and provide innovative early entry opportunities.

- Develop and embed an evidence-based approach to determine suitable curriculum and pathways in order to support senior students at point of need.
- Develop high impact professional learning opportunities designed to increase knowledge to support the identity and diversity of Aboriginal students and how they learn.
- Embed a consistent and explicit approach in providing students with detailed and specific feedback to support them to achieve growth as a learner.
- Build dynamic and innovative industry and community partnerships to support VET and vocational opportunities for students.
- Embedding unique local school leaver opportunities by tertiary entry schemes already initiated by James Fallon High School.
- Developing and fully utilising The Big Picture Graduate Portfolio for school leavers in the Big Picture Academy.

## Success criteria for this strategic direction

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progress and achievement of all students in the school.

HSC Completion is a school based target. The school's curriculum provision supports high expectations for student learning. In The Big Picture Academy, students will achieve their Big Picture Graduation Portfolio. Success will be realised when students remaining at school and attaining a HSC in Year 12 increases 20% by 2024..

## Evaluation plan for this strategic direction

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The Evaluation Plan will use the QDAI model - Question, Data, Analysis and Implications.

Question:

What has been the impact of assessment and feedback, explicit and inquiry based teaching practices and whole school literacy and numeracy strategies on student performance? Will this allow all students to achieve successful completion of the HSC?

Data:

Quantitative Data: HSC, NAPLAN, VALID, internal school performance measures, Tell Them From Me and retention data, Best Start Year 7, SCOUT and Check-In Assessment

Qualitative Data: Student work samples, conferencing minutes from teacher data sharing, annotated teaching and learning programs, minutes from teacher conferences, pivot ed student survey feedback.

Research data: "What Works Best" research; Literacy and Numeracy Strategy; Case Studies of best practice.

Analysis:

The data will be analysed with the lens of the School Excellence Framework (school validated elements), external data comparisons with state and similar school

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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groups, and trend data (growth over years). The school will consistently employ systematic and reliable assessment information to evaluate student learning over time and implement changes in teaching that lead to measurable improvement, and students will know and appreciate this information.

Implications:

In 2021/22, the School Development Review will provide recommendations for the school. These will underpin student growth and attainment initiatives.

Evaluation at different points will inform next steps forward in the strategic improvement plan.

# 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.

## Improvement measures

### Target year: 2022

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).

Improvement in Aboriginal students being in the top two bands for reading from 6.7% to 15%; in numeracy from 7.8% to 15% (a system determined target).

A minimum reduction of suspensions by 50% (a school based target).

Improvement in the proportion of students attending greater than 90% of the time from 40.2% to 50.4% (a system determined target).

Reduction in the number of students who attend less than 85% from 56.2% to 35% (a system determined target).

### Target year: 2023

Improvement in the number of Aboriginal students completing their HSC from 24.6% to 48.9% (Network determined target).

### Target year: 2024

Excelling' in the theme 'Caring for students' within the element of 'Wellbeing'.

Excelling' in the theme 'A planned approach to wellbeing' within the element of 'Wellbeing'

## Initiatives

### Embedding holistic systems for wellbeing across the school

This initiative promotes wellbeing into all school learning environments, and into the stakeholder relationships within and outside the school, including teachers, parents, students, support staff and community groups.

- There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.
- Develop a wellbeing hub, in partnership with Kandeer SSP and Albury North PS, where students and their families can access multi-agency support via a central liaison point in each school.
- Embedding the Albury Wodonga Aboriginal Health Service Bus visits into the routine of every week at the school, so that Aboriginal students can access health supports onsite.
- Embedding partnerships within the Albury Project team, in order to further reduce homelessness, and achieve the target of HSC completion for students, especially those at risk of not completing HSC.
- Developing targeted support for students requiring wellbeing support, including architecture and staff skilled in supporting student wellbeing.

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

Positive teacher-student relationships and high levels of advocacy are crucial for student wellbeing. Students feel advocated for and supported and when they know that they have someone to whom they can turn to for advice. *Connecting* to students rather than *correcting* students will build positive teacher-student relationships.

- Positive, respectful relationships are evident and widespread among students and staff and promote

## Success criteria for this strategic direction

All students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.

All students will be triaged to support health and wellbeing needs. This will involve evidence of assessment and provision, whether school or non-school based, of students requiring health and wellbeing care. This will be successful when every student at point of enrollment has an effective plan of support.

A school based target is the successful establishment of a wellbeing hub in collaboration with Kandeer SSP and Albury North PS. This is so that students and their families can access health and wellbeing services.

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. Success will be seen in the embedding of practices that promote positive behaviour for learning, support when things go wrong, and high community trust.

A school based target is to increase of 30% of students achieving Gold, Silver and Bronze awards for positive behaviour for learning.

A school based target is a reduction in students on negative monitoring processes run by the school's executive by 50%. This will reduce the *average* of 45 students on Level 8 monitoring cards in 2020 to 22 students on Red and Amber level monitoring cards in 2022. The school has a target to reduce suspensions and create opportunities for students to engage positively within the school setting.

All Aboriginal students compete year 12 or have a individualised and supported exit plan that links them into an alternative education setting or employment.

All EALD students achieving HSC minimum standards by the end of their school journey.

All students in support classes are transitioned to a post school outcome at their point of need.

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

## Improvement measures

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Excelling' in the theme 'Individual learning needs' within the element of 'Wellbeing'

Excelling' in the theme 'Behaviour' within the element of 'Wellbeing'

Excelling' in the theme 'Effective classroom management' within the element of 'Effective Classroom Practice'

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## Initiatives

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student wellbeing to ensure optimum conditions for student learning across the whole school.

- Establishing clear and consistent expectations for learning and behaviour with all stakeholders and guide and support students towards meeting these expectations.
- Develop strategies to proactively teach healthy coping strategies, resilience, and self-regulation.
- Build positive learning environments with staff co-regulating and providing high support, high expectations relationships in every classroom.
- Empowering all stakeholders to support students' positive behaviour for learning within the classroom.
- Providing a platform for all stakeholders to understand and support all learners. This is regardless of any experiences or learning differences a student brings to the classroom.

### Attendance

Teachers, parents and the community will work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. Improved attendance will build on existing positive school culture and student engagement, connection to the school community, and high community trust.

- Build a positive learning environment characterised by supportive relationships and regular contact with each student.
  - Develop a positive culture of attendance at school, through acknowledging high attendance and actively encouraging students to regularly attend school.
  - Students show high interest in attending school, and parents connect with the school to ensure student attendance occurs.
  - Improve communication and engagement with families, using effective technology platforms, in order to promote and support attendance.
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## Success criteria for this strategic direction

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Increased community engagement in personalised learning pathway meetings, individual education planning meetings, review meetings, enrolment meetings. This will be successful when attendance at personalised learning pathway events is increased by 50%.

## Evaluation plan for this strategic direction

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The Evaluation Plan will use the QDAI model -Question, Data, Analysis and Impcations.

Question:

What has been the impact of the development of internal and external wellbeing measures and embedding of positive learning strategies on student wellbeing, engagement and attendance?

Data:

Quantitative data: attendance data, suspension data, positive reward and negative incident data, critical incident data, Tell Them From Me Survey data, wellbeing triage data (including mental health triage and child wellbeing notifications), NDIS data.

Qualitative data: Fair Education team survey feedback, personalised learning pathway records, learning plan documents, student planning meeting records (including enrolment meetings, suspension re-entry meetings, wellbeing planning meetings, individual education planning meetings, review meetings, NDIS planning meetings, student profiling for Integrated Funded Support), PivotEd student engagement data.

Research data: Trauma informed practice research, attendance matters research, wellbeing strategy research, disability and inclusion strategy research.

Analysis:

The data will be analysed with the lens of the School

## Initiatives

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### Building Cultural Inclusion for the JFHS community

We will provide equitable access to learning outcomes, particularly for students from diverse learning backgrounds. Cultural inclusion for all students is vital for all students to have a sense of belonging in order to learn and thrive at our school. Every student learns differently. We will improve learning outcomes for all students at James Fallon High School with learning differences.

- Embedding effective processes at transition points, particularly for students of diverse backgrounds, including enrolment, inductions, stage transitions and post school pathways.
  - Consolidating whole school supports for students of diverse backgrounds, with all staff incorporating cultural contexts, values and practices of our distinct community.
  - Developing partnerships with specialist organisations to further improve equity of access to educational outcomes for students from diverse backgrounds.
  - Ensuring all staff have appropriate and relevant training and resources to implement culturally inclusive, supportive and safe practices in all learning environments.
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## Evaluation plan for this strategic direction

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Excellence Framework (school validated elements), external data comparisons with state and similar school groups, and trend data (growth over years). The school will consistently employ systems that allow for efficient triage and support of student wellbeing, mapping of student wellbeing needs and outcomes. This will inform next steps for improvement.

Implications:

In 2021, the Safeguarding Kids final report will provide recommendations for the school. The specific areas are attendance, wellbeing, and communication.

In 2021/22, the School Development Review will provide recommendations for the school. This will underpin student wellbeing and engagement so that students can connect, succeed and thrive.

Evaluation at different points, using the data above, will inform next steps forward in the strategic improvement plan.

# 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.

## Improvement measures

### Target year: 2022

Improved staff engagement results in the People Matter Employee Survey in the domain of Wellbeing, Health and Safety by from 70% to 90%.

"Excelling" in the theme "Community Engagement" in the element of "Educational Leadership".

"Excelling" in the theme "Community Satisfaction" in the domain "Management Practices and Processes".

"Excelling" in the theme "Instructional Leadership" in the element of "Educational Leadership".

### Target year: 2024

"Excelling" in the theme "Improvement of Practice" within the element of "Learning and Development".

"Excelling" in the theme "High Expectations Culture" within the element of "Educational Leadership".

"Excelling" in the theme "Performance Management and Development" within the element of "Educational Leadership".

## Initiatives

### Collaboration

School leaders, along with all staff, will create a strong culture in which collaborative planning, reflection and peer learning are embedded in everyday school life, so that teachers are supported, and support one another, to continuously develop their skills and knowledge. Effective collaboration is key to sharing successful and innovative evidence-informed practices across the teaching profession. Community satisfaction will improve through interactions with positive, collaborative professionals across all areas of the school.

- Improve collaboration across all sectors of the school community, using evidence to inform decision making with students at the centre. Embedding professional learning communities within and external to the school will further empower and strengthen staff in professional efficacy.
- School leaders will play a vital role in creating the conditions and culture that support meaningful professional collaboration. They will model what effective collaboration looks like, and create a shared vision so all teachers are invested in the success of the whole school community.
- Develop a school-wide, consistent process of peer support for staff through contemporary research and professional learning, further building capacity in respectful and proactive professional relationships. This will support the creation of a safe environment where all staff feel comfortable in discussing differences of opinion, and giving each other honest and constructive feedback.
- Develop excellent communication systems so that confidence within the school community can continue to grow.

### High Expectations Culture

Every student, every teacher and every leader in our school will improve every year. Education is a great place to work, and our school workforce will be of the highest

## Success criteria for this strategic direction

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This will be observed through performance development plans and teachers sharing student assessment data and classroom practice.

All staff engage in and evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. This will be tracked through the professional learning plan for the whole school.

All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success. All staff are part of a collaborative, positive school culture where all members consistently engage in psychologically safe practices in order to have the best workforce possible for our students. This will be observable in school improvement teams, staff meetings, and school development sessions.

All staff strive to feel positive engagement with work. A school based target will centre on data from the People Matters Survey. The People Matters Survey will show a minimum of 90% of staff identifying that their general sense of wellbeing at work is favourable by 2022. There will be a measurable improvement in staff confidence in contributing their best at work from 74% (2020, a time during COVID remote learning and restrictions in our border community) to 95% (2024) as measured by the People Matters Survey.

100% of staff will have an active and accessible voice in the planning and development of James Fallon HS through strategic improvement planning teams.

Community confidence and customer satisfaction are high. Avenues for differentiated communication will be improved to improve community partnerships.

# Strategic Direction 3: Collaboration and Professional Growth

## Initiatives

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calibre and be recognised by the system as an exemplar school.

Our professionals will not only meet the needs of our students but create a trajectory of opportunity for all our school community to grow and learn.

- Embed high impact instructional leadership across all leadership and management positions. School leaders will initiate, drive and lead activities that focus on improving educational opportunities for students. They will support all staff to achieve high standards and develop their own aspirational capacity.
  - Provide a platform for challenging and engaging all learners in the school, including students, leaders, teachers, and non-teaching staff, in order to develop their potential.
  - Provide opportunities for school community feedback throughout the year, including student surveys on classroom practice, and using this feedback to inform next steps in professional practice.
  - All staff will lead the school as an outward facing organisation, linking with and providing support to other schools, community partners, parents and carers, in order to embed a culture of inclusion and high expectations for all. They will develop a mutually supportive, trusting relationship with the community to ensure engagement in the life of the school.
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## Evaluation plan for this strategic direction

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The Evaluation Plan will use the QDAI model - Question, Data, Analysis and Implications.

Question:

What has been the impact on the school community of a deliberate and sustained focus on professional collaboration across all staff?

Data:

Quantitative data: People Matters Survey data, hazard notifications, health safety notifications, Tell Them From Me Survey data, complaint notifications, sick leave data, PivoteEd student survey data.

Qualitative data: Performance development plans, team planning notes, JP10 feedback notes, faculty and school operation team meeting minutes, school development day records, accreditation evidence submissions, professional learning applications.

Research data: "What Works Best" research; Peer support research; collective teacher efficacy research; Pivotal Education research; transformational change research.

Analysis:

The data will be analysed with the lens of the School Excellence Framework (school validated elements), external data comparisons with state, network and similar school groups, and trend data (growth over years). The school will employ both systems measures and research partnership measures (including the Albury Project) to evaluate professional development and culture over time.

Implications:

In 2021/22, the School Development Review will provide recommendations for the school. These will underpin collaboration and professional growth initiatives.

Evaluation at different points will inform next steps forward in the strategic improvement plan.