School plan 2015 – 2017

JAMES FALLON HIGH SCHOOL
**School background 2015 - 2017**

<table>
<thead>
<tr>
<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our James Fallon High School learning community aims to provide: A safe and caring environment inclusive of diversity, disadvantage or disability where all students achieve their personal best; Opportunities for our students to become valued and responsible citizens who respect themselves and the community, and who can adapt to the challenges of a changing world.</td>
<td>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.</td>
<td>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&amp;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 • Launch in our community, Wednesday, 11&lt;sup&gt;th&lt;/sup&gt; March, 2015.</td>
</tr>
</tbody>
</table>

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.
Purpose: To foster a culture of academic excellence through the development of whole school practices which enable all students to be highly engaged throughout their education.

To strengthen the accountability and the transparency of our teaching practices by ensuring they are consistently evaluated and adapted.

To embed effective practice for teacher education students as a Professional Experience Hub School.

Purpose: To embrace academic engagement and develop learners who will be successful citizens in the changing world.

To guide learners to become resilient, independent and adaptable, who are accountable for their learning and achievement.

To develop meaningful partnerships with our learning community which value our culture of excellence in all our endeavours.

Purpose: To create a supportive and safe school community.

To focus on catering for individual and diverse differences.

To develop responsible and respectful citizens.
Strategic Direction 1: TEACHING

**Purpose**

To foster a culture of academic excellence through the development of whole school practices which enable all students to be highly engaged throughout their education.

To strengthen the accountability and the transparency of our teaching practices by ensuring they are consistently evaluated and adapted.

To embed effective practice for teacher education students as a Professional Experience Hub School.

**How do we develop the capabilities of our people to bring about transformation?**

**Students:**
Students capacity to regularly review learning with teachers, ensures all parties have a clear understanding of how to improve student learning.

**Staff:**
Teachers take responsibility for changes in practice required to achieve improved school performance and are using data on a regular basis to monitor the effectiveness of their own efforts. Teachers participate in Professional Learning targeted to school priorities and their professional needs and to develop their capabilities.

**Parents/Carers:**
Parents and carers are welcomed and engaged, when possible, in the development of the vision, values and purpose of their child's learning.

**Community Partners:**
Meaningful post school learning partnerships will be enhanced between James Fallon High School and: Universities, TAFE and workplace learning providers, and industry. The Northern Spirit Learning Community will develop shared resources for professional learning.

**Leaders:**
The school leadership team builds the collective capacity of the staff and school community to use data to inform strategic school improvement efforts.

**People**

**Processes**

**How do we do it and how will we know?**

- **Performance Development Plans**
  Instructional leaders, peer coaches and head teachers will facilitate the planning of each Professional Development Plan tailored to meet the educational needs of the school.

- **Enhancing Peer Coaching**
  Peer coaches will work with staff to effectively differentiate curriculum to meet individual student needs and to evaluate the effectiveness of teaching practices.

- **High Academic Expectations**
  Implement formalised and systemic processes for academic learning, with the Great Teaching, Inspired Learning and the School Excellence Framework documents as the focus.

- **Professional Experience Hub**
  Develop, implement and evaluate teacher education professional experience programs in partnership with Charles Sturt University, aligned with NSW Professional Experience Frameworks.

**Evaluation Plan**
Review of the Peer Coaching process by staff involved.
Regular reviews of PDPs, KLA programs and assessment data by school Executive.

**Products and Practices**

**PRODUCTS**

- 100% of staff have a Professional Development Plan and are engaged in the process of explicit professional learning.
- 50% of teachers are actively involved in Peer Coaching.
- The Secondary Learning Strategy (2LS) is embedded in all teaching programs.
- All curriculum programs effectively develop the knowledge, understanding and skills of all students.
- A successful Teacher Education case study will be evaluated and embedded into a sustainable practice.

**PRACTICES**

- All staff will have a Professional Development Plan, closely aligned to the School Plan and work collaboratively with their peers and supervisors.
- All Head Teachers are trained in Peer Coaching and use this in their supervision practices.
- Teachers and students will recognise and employ 2LS as the dominant learning strategy across the school.
- Teachers use formal and informal student assessment data to determine teaching directions, school performance levels and effectiveness of teaching strategies.
- Teacher mentors will undertake professional learning to support teacher education students.
## Strategic Direction 2: LEARNING

### Purpose

**Purpose:** To embrace academic engagement and develop learners who will be successful citizens in the changing world.

To guide learners to become resilient, independent and adaptable, who are accountable for their learning and achievement.

To develop meaningful partnerships with our learning community which value our culture of excellence in all our endeavours.

### People

**How do we develop the capabilities of our people to bring about transformation?**

**Students:**
Students will develop the capabilities to be active learners who take responsibility for their learning goals, practices and achievements.

**Staff:**
Teachers will engage in tailored school processes to improve student learning. Teachers will engage in professional learning to gain skills meeting individual learning needs.

**Parents/Carers:**
Families will engage with opportunities provided to support their child’s learning.

**Community Partners:**
The Northern Spirit Learning Community will work closely with staff to ensure a consistent approach to developing students’ learning capabilities.

**Leaders:**
Leaders will model and promote a positive approach to academic engagement.

### Processes

**How do we do it and how will we know?**

- **Individualised Learning**
  Professional learning in continuum mapping, curriculum differentiation and the secondary learning strategy will be engaged in by teachers to improve student outcomes.

- **Individual Student Learning**
  All students will be aware of and practice setting learning goals. They will monitor their progress toward these goals and that of the literacy continuum. All students will be explicitly prepared for success for their exit from school.

- **Secondary Learning Strategy**
  Explicit teaching of 2LS across each stage to enhance independent learning capabilities.

- **Academic Culture**
  A school-wide approach to promoting a positive culture of academic engagement.

### Products and Practices

#### PRODUCTS

- To achieve an average of 60% student growth in school based yearly assessments at the completion of each year in all Key Learning Areas.
- 20% increase of students who actively engage in, or achieve learning expectations.
- Consistent preparation for senior school to narrow the gap between junior and senior school.
- HSC Results will be improved, with an increase of 20% in Bands 5 and 6 results, and a 100% decrease in Band 1 results.
- Students will achieve at least a 9% improvement in NAPLAN results in the top two bands by 2018. Aboriginal students will improve by 30% in NAPLAN results in the top two bands by 2018.

#### PRACTICES

- Assessment measures, including continuum mapping, will be consistent and transparent across the school for the entire school community.
- 2LS and specific learning strategies for differentiated learning will be embedded in all programs.
- Consistent high expectations and vocabulary of academic culture used across the school.
- All staff and students are to participate in curriculum unit evaluations to ensure individual learning needs are consistently met across the school.

### Improvement Measures

- To achieve an improvement in student performance average of 60% in school based yearly assessments in all Key Learning Areas.
- 20% increase of students who actively engage in, or achieve learning expectations.
- Students will achieve at least a 9% improvement in NAPLAN results in the top two bands by 2018.
  Aboriginal students will improve by 30% in NAPLAN results in the top two bands by 2018.
# Strategic Direction 3: WELLBEING

## Purpose

- To create a supportive and safe school community.
- To focus on catering for individual and diverse differences.
- To develop responsible and respectful citizens.

## People

**How do we develop the capabilities of our people to bring about transformation?**

**Students:**

Students will develop the capability to understand and follow the PBL strategy, the welfare system, and school safety procedures.

**Staff:**

Staff will, through Professional Learning, develop the capability to work within and promote the PBL strategy, the welfare system, and school safety procedures.

**Parents/Carers:**

Families will be consulted and supported to be more involved in school processes around student wellbeing and safety.

**Community Partners:**

Opportunities for citizenship will be developed in partnership with the wider community.

**Leaders:**

Through the implementation of new initiatives, leadership within the school will be promoted and enhanced.

## Processes

**How do we do it and how will we know?**

- **Positive Behaviour for Learning**
  PBL will be embedded into the school culture, as measured by engagement in the use of PBL in school activities, and in the expectations of PBL data.

- **School and community wellbeing and welfare.**
  Research, develop and implement a new welfare policy.

Consistent tools of measurement will be employed to monitor and act upon student and staff welfare, safety, attendance and wellbeing, retention, transition from year 6-7 and senior school.

## Products and Practices

**PRODUCTS**

- Students, staff and the community meaningfully contribute to the success of school wellbeing programs within and beyond the school.
- 15% increase of students showing positive behaviours for effective learning.

**PRACTICES**

- Explicit teaching of PBL in all aspects of school life with a common language used across the school community.
- Collaborative staff and student involvement in a wide range of school activities.
- A systemic, proactive approach to student and teacher wellbeing, equity and safety.
- Ongoing implementation and evaluation of streamlined transition programs for each stage of high schooling.
- An evolving range of communication avenues both within the school and the wider community to create a cohesive school community.

**Evaluation Plan**

Evidence of a safe and supportive community will be seen in specific, measurable data tools, including PBL data, SENTRAL data and community surveys.