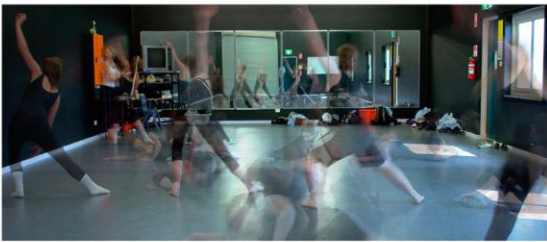


# 2009 Annual School Report James Fallon High School

NSW Public Schools – Leading the way



## Our school at a glance



*Rock Eisteddfod team, 2009*

James Fallon High School has as its motto "Always Doing Better". Its charter to create a diverse range of learning opportunities for its school community is one in which all are involved.

## Messages

### Principal's message

James Fallon High School is a truly comprehensive high school catering for a wide range of interests and abilities and having 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 school has a dedicated staff who range from beginning teachers to highly experienced staff members, a supportive community, and an active and involved Parents & Citizens Association.

This report outlines some of the highlights and areas where individuals and groups have achieved success over the past year.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

**Anne-Marie Gill, Principal**



*Sally Laundess with Mrs Gill, Level 1 Supper, 2009*

### P&C and/or School Council message

The James Fallon P&C continues to provide support for the school by operating the canteen to provide food for students and teachers. Any profits made by the canteen are used to give financial support to the school and students. These funds have paid for the annual school Presentation Night, the provision of diaries for the students, and have provided financial support for students who represent the school at State or National level in sporting, artistic or academic events. Another example of this support was in response to a presentation made in August by Ms Jo Taylor, the Head Teacher from the Special Education Unit. As a result of this presentation the P&C have been able to provide support for the operation of the Special Education Unit.

This year has seen the formation of a Canteen Committee to provide assistance to the canteen manager in the operation of the canteen. The students were able to have input into its operation by participating in committee meetings and through a survey that was run by the SRC to gain student input.

We would like to thank Michael Chapman for his service to James Fallon High School up until his retirement this year. The P&C participated in the panel that selected the new school Principal, the new Deputy Principal as well as other teacher positions. Congratulations to Anne-Marie Gill on being appointed as Michael's replacement. The transition from Michael to Anne-Marie has been very smooth. Congratulations also go to Wayne Baker, who was appointed to the position of Deputy Principal.

**Andrew Docker, P&C President**

## Student representative's message

The SRC is a student representative council made up of students from year 7 to 12. Once again we've had another very busy year starting with our new executive council consisting of Joel Docker, Joanna Martin, Laura Harris and Oakley Hunter.

Throughout this year we have held discos (Heroes and Vinnies Prom), 31<sup>st</sup> Anniversary SRC Spectacular, a Bushfire appeal which raised \$850, St Patrick's Day BBQ for Stewart House and our annual SRC BBQ for Open Night in Education Week.

We have also been involved in the Remote Film Festival, Enviro Inspiro, Breakfast Club, Jeans for Genes Day, RSPCA food drive, Melbourne Cup BBQ and activities including Fashions on the Field and a horse and jockey race, and held our annual SRC Christmas concert which really showed off the talents of James Fallon High School. This year we have also continued supporting our sponsor child, Darwin, through World Vision.

Our District SRC has been very effective with our three delegates Rachel Baker, Sarah Knagge and Tiarni Mackley being elected into the executive. We sent 6 delegates to the Riverina SRC Camp just a few weeks ago and we got great feedback from that opportunity.

Once again this year we wouldn't have succeeded as well as we have without the help and guidance from our two SRC patrons – Ms Anni Gifford, and Mrs Pam Lockley.

### Rachel Baker, SRC President



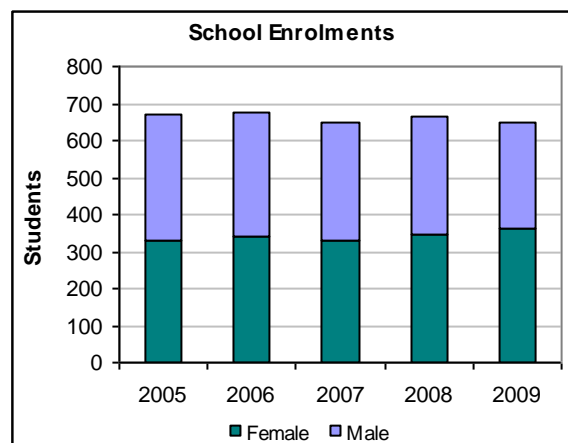
*Tom Dean and Hayden McGregor, shaving for a cure*

## School context

### Student information

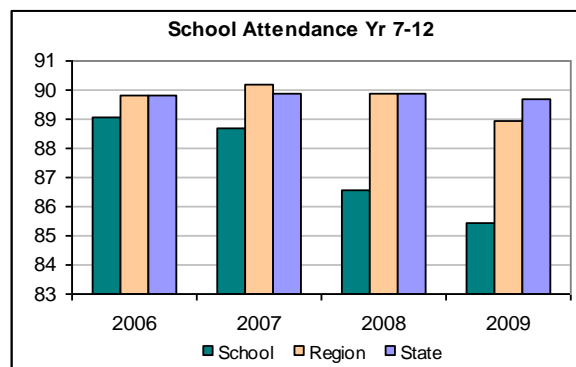
The student population is constant from year to year. This is largely owing to the constant nature of the populations of our partner schools, and the area from which enrolments are drawn.

### Student enrolment profile



The proportion of female to male students is increasing slightly.

### Student attendance profile



It is clear from the above that attendance is an area for concern. Measures are being taken to address this area. These include rewards for positive attendance, and monitoring senior students.

### Management of non-attendance

Non-attendance is managed extensively at the school through a variety of methods. Individual case management, utilising strong, direct parent contact, Home School Liaison, positive reinforcement and reward for attendance and our breakfast program are seen as effective management strategies for non-attendance.

## Retention to Year 12

Approximately 70% of students in Year 10 were retained into Year 12.

## Post-school destinations

### Year 12 students undertaking vocational or trade training

James Fallon High had a successful HSC performance in 2009 with 23% of the cohort attending University and TAFE. 35% of students have gained work. 39% still remain undecided and in transition from school to the next stage of their working career. 3% have taken up apprenticeships.

### Year 12 students attaining HSC or equivalent vocational educational qualification

100% of James Fallon High School students in Year 12 attained their HSC.

## Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

### Staff retention

Four members of staff retired in the last 12 months. All were replaced with teachers who were successful at merit selection. Two teachers took extended leave and were replaced by new graduates and two teachers transferred to our school to take up newly created positions. In the next 12 months there will be an anticipated 1 further retirement.

## Staff establishment

Position	Number
Principal	1
Deputy Principal(s)	2
Head Teachers	9
Classroom Teachers	38.6
Teacher of Mild Intellectual Disabilities	3
Support Teacher Learning Assistance	.8
Teacher Librarian	1
Teacher of ESL	.8
Counsellor	1
Total	57.2

## Aboriginal Staff

James Fallon High School employs an Aboriginal Education Worker to support Aboriginal students in the classroom and in special programs, as well as to support the transition of Aboriginal students from primary to high school. This has been a very successful position at our school and has resulted in the introduction of, and participation in, innovative programs.

## Teacher qualifications

All teaching staff at JFHS meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Degree or Diploma	100%
Postgraduate	10%

## Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Global funds	419 122.55
Tied funds	320 165.52
School & community sources	245 241.02
Interest	14 256.20
Trust receipts	71 673.53
Canteen	0.00
<b>Total income</b>	<b>1 449 844.05</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	176 945.33
Excursions	107 002.31
Extracurricular dissections	63 918.58
Library	18 252.09
Training & development	4 192.88
Tied funds	301 247.29
Casual relief teachers	141 377.18
Administration & office	133 192.94
School-operated canteen	0.00
Utilities	94 921.54
Maintenance	29 683.13
Trust accounts	84 180.24
Capital programs	0.00
<b>Total expenditure</b>	<b>1 154 913.51</b>
<b>Balance carried forward</b>	<b>294 930.54</b>

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

## School performance 2009

The school motto "Always Doing Better" is apt when discussing the many achievements of our students. The positive support given by the school community allows a wide diversity of rich experiences for individuals, teams and very large groups within the school.

### Achievements



*The Swan Shield Football Side running onto the ground*

### Arts

- The Rock Eisteddfod, in its 17th year, presented Little Red Riding Hood. In the first trip to Melbourne they were awarded 11 awards which earned them a place in the 2009 Grand Final. This involved 120 students from our school.
- Lachlan McIntyre won the Rotary 2009 River of Stories poetry and short story contest in the Year 8 division, Brody Smith won the short story division in Year 9, and Alyce Taylor won the poetry section in Year 10.
- The students in the Kwa Majik dance group – Josie and Dannielle Meares, Khadejha Stewart, Mariah Goldsworthy, Kenita and Karissa Quayle, performed at the opening of the Albury-Wodonga Aboriginal Health Service, at the Riverina Equity Conference, and before the entire school during NAIDOC week.
- Year 12 student Marnie Teal earned a place in Art Express with her outstanding HSC artwork.
- Year 12 student Laura Chanter was a semi finalist in the Moran Photography competition.
- All the school dance groups were selected to participate in Riverina Dance festival.
- Senior dance ensemble danced at the State Dance Festival in Sydney.

- The senior debaters – Dargan Pearson, Melissa Slager, Amy Carr, Felicity Treloar, Lewis Gardiner, Lucy Chalmers, Jemma Fisher, Sarah Knight and Sally Laundess were Riverina finalists.
- The Year 8 debaters – Chloe Laundess, Darby Quinlivan, Abby Iverson, Lachlan McIntyre and Jonathon Meredith won the Riverina debating festival.

### Sport

- Joel Docker has shown his outstanding all-round talent by represented the Riverina region in five different sports – AFL, Swimming, Water Polo, Cross Country and Athletics.
- The Junior AFL football team ended up runners up in the state AFL titles.
- Lonnie Hampton achieved a Riverina Blue in AFL.
- Joel Docker, Josh Baggio and Lonnie Hampton represented the school in the NSW under 15 AFL team.
- The Girls Cricket team were Regional Champions.
- Oakley Hunter, Sarah Anstee, Joel Docker, and Luke Anstee represented the school in the Riverina Water Polo team.
- Dylan Weeding represented Riverina CHS in Open Cricket.



*Joel Docker at the James Fallon High School Diving Carnival*

## Other



- Dargan Pearson and Felicity Treloar (pictured) presented their vision for the future of Albury at the Albury City Councils Shaping Albury Leading our Community workshop.
- Cafe J received an outstanding review as a Riverina regional VET showcase.
- The SRC and interested staff established Jimmy's Breakfast Club, a community sponsored, well supported place for all students to enjoy breakfast.
- Dargan Pearson was a member of the Schools Constitutional Convention held at Parliament House.
- Amy Carr was the Lavington Lions Club Youth of the Year winner.
- Year 7 student Therese Freire represented the school in her Harmony speech at the Riverina Regional Equity Conference.
- An outstanding representation of 120 students and staff marched at the Anzac Day March, ensuring the recognition and continued support for our heroic war veterans.
- The Vampire Shield was won by our school for the highest percentage of blood donors in the Albury areas by a school group.
- The Regional SRC executive comprised of three James Fallon High School students – Sarah Knagge, Rachel Baker, and Tiarni Mackley.
- Jaclyn O'Connor was appointed Youth Deputy Mayor of Albury City Council.
- Our captain, Rory Hutchinson and vice captain Tamara Cikaitoga, represented the school at the 150th Anniversary of Albury presenting a school cap to "James Fallon" himself who revisited the city.

- Education week certificates of appreciation were awarded to Sean Crombie, Katelyn Cameron, and Natasha Hedrick.
- Lonnie Hampton, Mrs Jennifer Saunders, and Mrs Jennifer Murray were nominated for Nanga Mai Awards.



*Karissa Quayle and Elaine Bates, working hard at the Bush Tukka café, an initiative begun by Mrs Jennifer Saunders.*

- James Fallon High was instrumental in the publication of the Albury City Council 2009 VENT magazine distributed to all youth in Albury.
- James Fallon High English faculty hosted the 2009 Riverina Year 9 Debating Festival, and has done so every year since its inception several years ago.
- History teacher Mr Ron Griffith won a state history scholarship to study ancient historical sites in France and develop online resources for students throughout NSW.

## Academic

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.

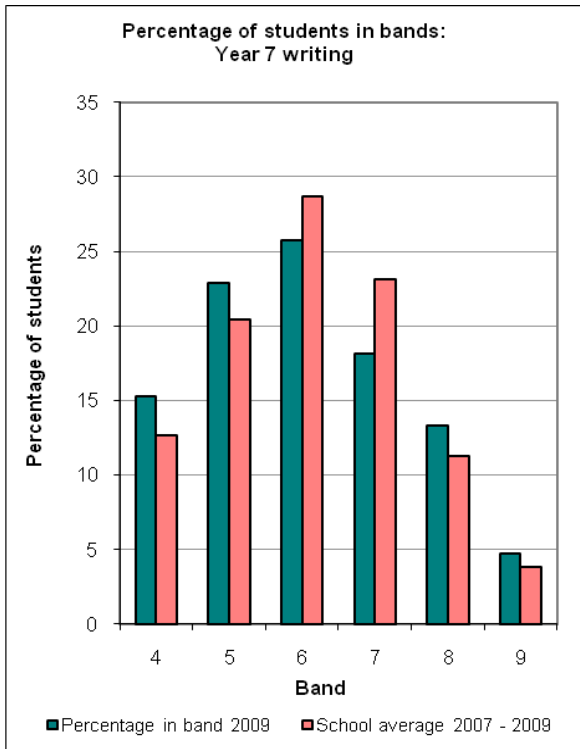
The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

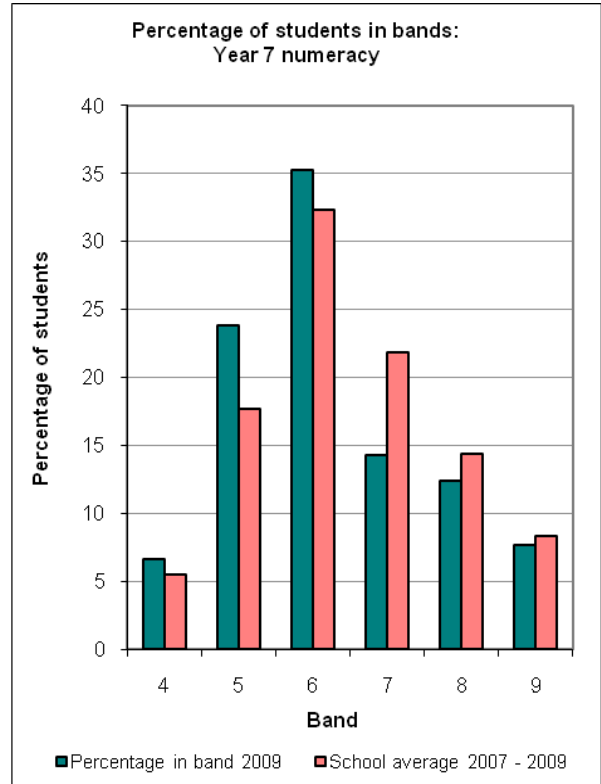
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

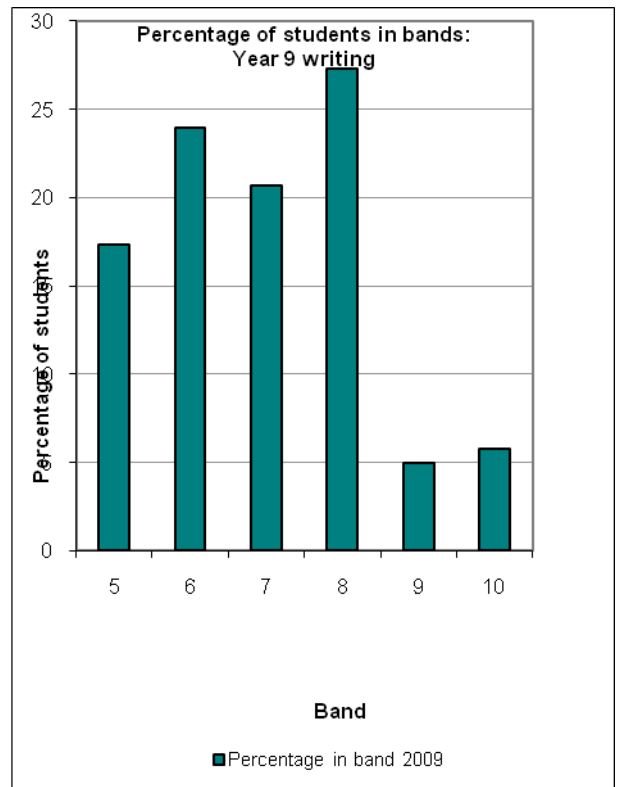
### Literacy – NAPLAN Year 7



### Numeracy – NAPLAN Year 7

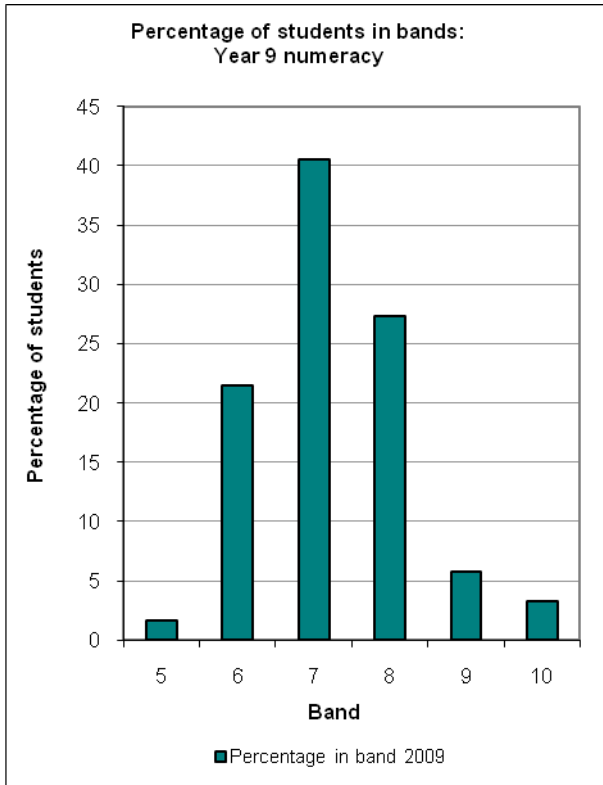


### Literacy – NAPLAN Year 9



It is noted that the evaluation of data over a period of time is not possible for this cohort.

## Numeracy – NAPLAN Year 9



It is noted that evaluation of trend data is not possible with this cohort.

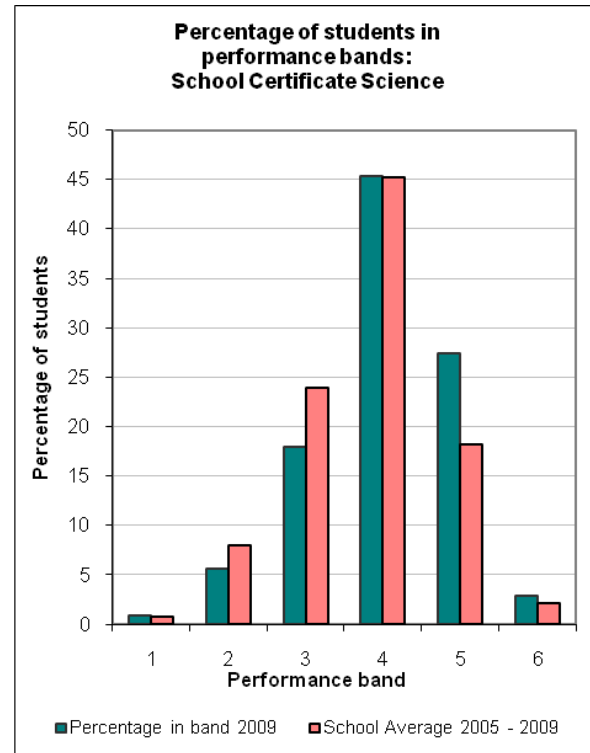
### Progress in literacy

There has been a distinct improvement in the performance of students with lower literacy levels. The average performance of students in writing was lower for Year 7 than in previous years. It is a focus of the school to continue to improve literacy outcomes from Year 7 to Year 9.

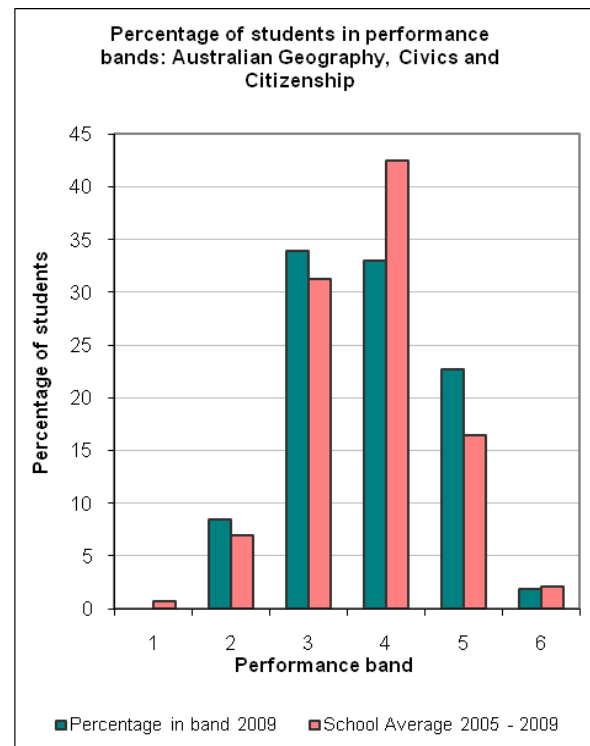
### Progress in numeracy

Numeracy on average was an area of stronger performance in 2009. This is due to stronger performances in the lower bands, bringing the overall average higher.

## School Certificate

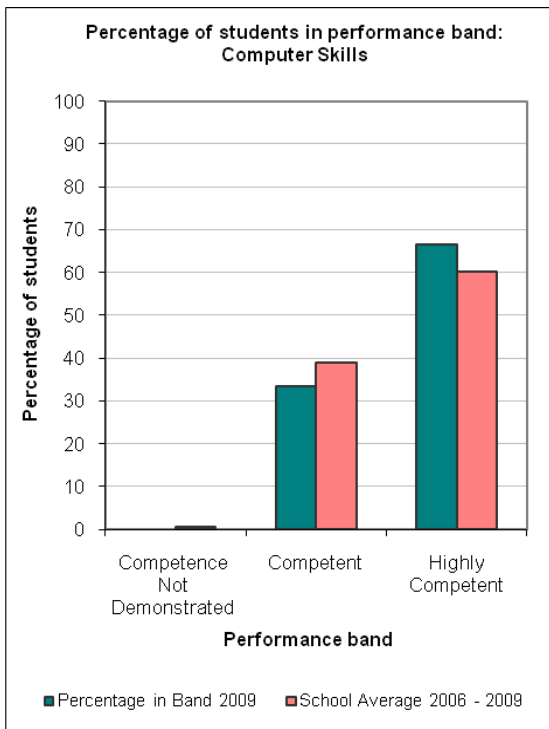


Students in 2009 performed extremely well in Science, with almost 30% of students achieving a Band 5 or higher. Students in the higher bands improved on school average significantly.



Students in Australian Geography, Civics and Citizenship clearly exceeded the school's previous average.

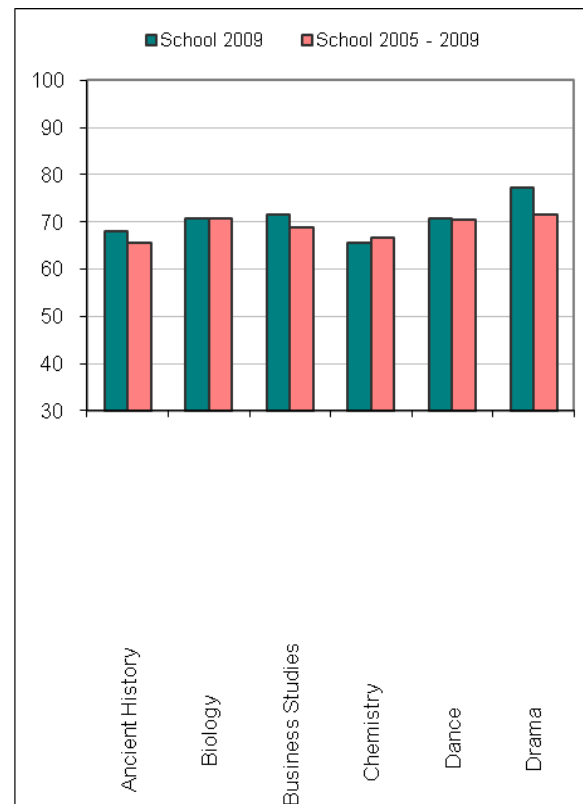




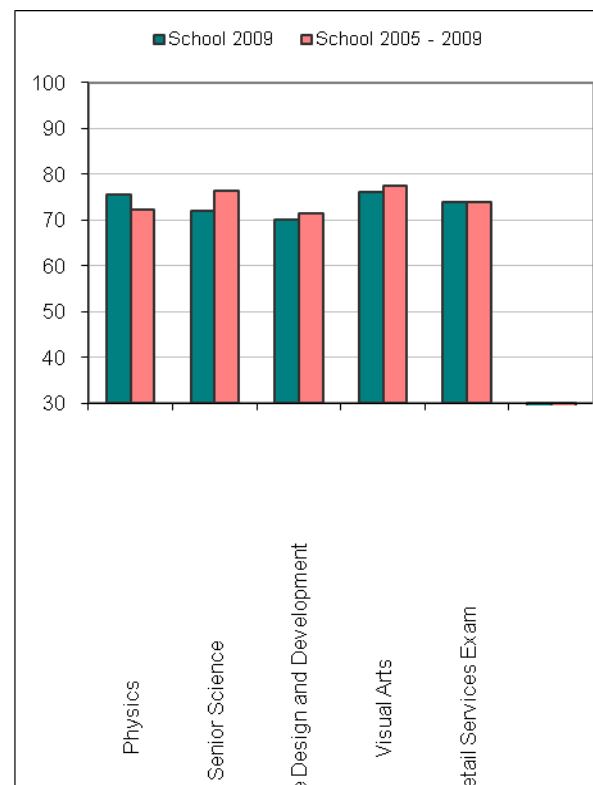
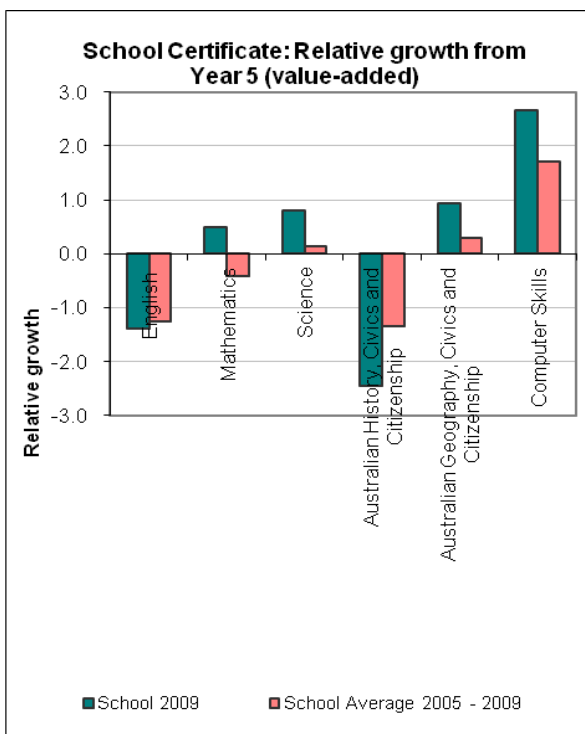
Students achieved extremely high results in the Computing Skills Assessment test. This is indicative of the whole schools positive approach to learning through technology.

Computer literacy is the highest area of performance from Year 5. However, value-adding in our School Certificate is a strong focus for future Year 10 cohorts.

### Higher School Certificate



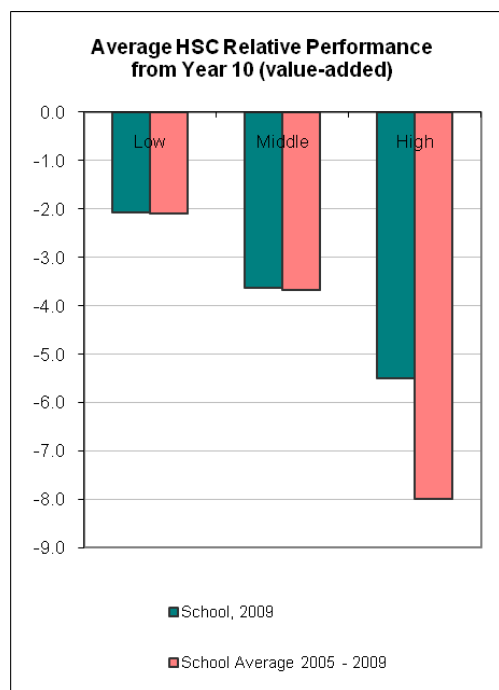
### School Certificate relative performance comparison to Year 5 (value-adding)



Students engaged in the curriculum of the HSC in 2009. Their performance relative to previous years was at or above average.

### Higher School Certificate relative performance comparison to School Certificate (value-adding)

Students performed above the average performance relative to previous years.



### Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 7 students achieving at and above minimum standard	
Reading	84.9
Writing	80.2
Spelling	80.2
Punctuation and grammar	86.5
Numeracy	88.3

Percentage of Year 9 students achieving at and above minimum standard	
Reading	87.8
Writing	81.3
Spelling	82.9
Punctuation and grammar	85.4
Numeracy	96.8

### Significant programs and initiatives



*Year 9 students working on their Learning Devices*

Learning opportunities for students at James Fallon High School have continued to expand rapidly in 2009.

The government initiative of the Digital Education Revolution has been fully embraced at our school and 2009 saw the first roll out of digital learning devices to all Year 9 students. To accompany this, a great deal of infrastructure has had to be put in place and government grants have led to the purchase and implementation of widespread wireless internet transmitters in classes. Additionally, the installation of 18 Interactive Whiteboards has added to the opportunities for learning via technology.

To assist the students with the initial transition of, and ongoing issues relating to the learning devices, a Technology Support Officer, Mr Chris Smedley, has been appointed to James Fallon High School. His assistance has made the transition for both students and staff to the new technology a very smooth one indeed. A school coordinator, Mrs Guilan Thurling, Head Teacher Social Science, was appointed to oversee the process and to develop school based policies that ensure the most efficient use of these devices occurred in the school.

Staff training and development of skills in this area has been a priority in the school and a number of school based and external professional

opportunities have been taken up by a large number of the staff, resulting in a significant increase in expertise in this area. A connected classroom with video conferencing and whiteboard connective software has been established, and has been used frequently by staff and students.

The effects of this new technology on student learning, motivational technological skills and improvement of access to new, stimulating forms of learning is very evident.

2010 will see further improvement of the wireless internet capabilities and an increase of the availability of interactive whiteboards at James Fallon High School as the technology revolution gathers momentum.

A second very important development at James Fallon High School was the overhaul and redesign of five Science laboratories. Each laboratory has been fitted with the latest technology, teaching tools for the 21<sup>st</sup> Century, and updated safety equipment. This refurbishment is a welcome addition to our school facilities.

### **Aboriginal education**

The learning outcomes for Aboriginal students and the relationship the school has within the wider Aboriginal community has been an area of positive development in 2009.

The Norta Norta funding gained midway through the year was combined with other funding sources to create a Homework Centre. This centre has been pivotal in supporting students, not only in their home tasks, but in overall literacy and numeracy learning. Parents have visited the centre to see what learning is being done by their children, and building relationships with the school. Ms Maureen Bowden, along with a team of dedicated teachers, is responsible for this centre.

The Bush Tukka program has also been an initiative of 2009. Mrs Jennifer Saunders initiated a business activity for Aboriginal students in Café J. This has provided an opportunity for students to increase their skills in workplace activities, and enrich their cultural awareness through bush foods. This initiative has earned significant recognition in the wider community, with groups visiting the Bush Tukka Café regularly. In Term 4, the elders of the community were hosted for lunch through the Albury Wodonga Aboriginal Health Service. This was a very significant day in the school, with many of the grandparents of students visiting the school.

The Transition program for Years 6 to 7 continued with some success. However, the program

faltered during the year through staffing issues. Aboriginal students in Year 6 will be part of an integrated program in 2010, with our Aboriginal Education Worker visiting schools in Term 3.

### **Multicultural education**

Multicultural education is seen through cross curriculum perspectives and in special programs at the school.

This year, the school welcomed a number of refugee students as well as some new arrivals to our student body. To facilitate positive contact with families, a Learning Support Officer (Ethnic), Lalit Bhujel, was appointed. Professional learning on dealing with refugee students, and close liaison with our ESL teacher, Ms Lesli Yule, has assisted staff and students in supporting our refugee students.

### **Respect and responsibility**

An intrinsic feature of all teaching and learning at James Fallon is the recognition and acceptance of the principles of Respect and Responsibility by staff and students alike. These principles are:

- The backbone of our Welfare System.
- The essence of our Leadership Program.
- The means by which we have developed inclusive programs to support Integration of students with disabilities within the mainstream as part of the Transition Education Unit.
- The highlight of our Aboriginal Programs.
- The successes of our growing multicultural student population.

There is a marked sense of these values within the working day and within the breaks. These values encourage a conscious sense of belonging within the school community, and a positive approach to being a member of James Fallon High School.

### **Progress on 2009 targets**

The priority areas for the 2009-2011 School Plan are:

- Quality Teaching and Learning
- Strong Educational Leadership
- Partnerships – home, school, community
- Aboriginal Education
- Connected learning.

## Target 1

James Fallon High School will have an increased capacity for leadership throughout the school.

Strategies to achieve this target include:

- Role statements developed for specific areas of responsibility within the staff and student body
- Mentoring for critical roles within the school before succession takes place

Our success will be measured by:

- A smooth transition of responsibilities from leaving staff and students
- A strong sense of leadership within the teaching staff
- A foundation for future leadership initiatives for James Fallon High School students.

Our achievements include:

- A list of responsibilities has been circulated to all staff, so that every staff member is aware of who to see with particular issues and concerns.
- A Leadership In School workshop was run in Term 3. This involved a school based leadership project, and a self evaluation tool. From this course, four staff have been appointed to leadership positions in the school, and three are aspiring toward leadership positions.
- Team leadership has become a strong focus in the school. Teams for specific
- initiatives include the Digital Education Revolution (DER) team, the Aboriginal Education Committee, the Technology Committee, the Welfare team, the Presentation Night Committee, and the Literacy and Numeracy Team.

## Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of Year 6 to 7 Transition within the Northern Spirit Learning Community (NSLC).



*Members from each school in the Northern Spirit Learning Community, 2009*

## Educational and management practice

A Fellowship awarded by the NSW Deputy Principals Association investigating student transition from primary to high school was undertaken by Ms Jenny Parrett. This investigation considered what was happening within NSLC schools, stakeholders' views/perspectives and best practice for the future.

## Background

Parents, students, teachers and principals from partner schools and JFHS were interviewed to establish the opinions of the major stakeholders, with the view to improve the current transition process. This study has enabled JFHS to renew its transition plan and allow for ownership of the transition process.

## Findings and conclusions

A proactive and coordinated approach to transition was seen to be the key to an improved transition program.

The appointment of a Year Adviser in Term 4 of Year 5 was seen as ideal. The Year Adviser could then make contact with feeder schools in Term 1 of Year 6. This process would be supported by the Deputy Principal Curriculum.

Year 6 teachers should be kept informed of the Transition Program and their input sought as evaluation of the process.

Student and parent visits to JFHS were seen to be essential to the transition process. Activities such as the Micro story contest, Premsport (The Premiers Sporting Challenge), sporting carnivals, dance and SRC programs assist in improving transition. A coordinated approach was essential due to time limitations in both primary and secondary schools.

Organisation of student placement in Year 7 classes could be improved through greater

communication between the School Counsellor and Year 6 teachers.

Support for students with special needs was seen as an area where improvement could be made.

Interviews indicated that decisions about schooling choices were made by Year 4. It is important that students and parents are reassured about high school procedures and perceived fears.

Parents of children outside the NSLC had difficulty in gaining access to JFHS. Pathways for this process need to be discussed.

### **Future directions**

The transition program has undergone improvement during 2009. It has been planned in consultation with NSLC principals and teachers. It will be further enhanced through teacher professional dialogue on Stages 3 and 4 within the NSLC.

### **Curriculum**

Staff surveys – English/History and Mathematics:

Faculty surveys in English/History and Maths were undertaken in 2009. These surveys provided feedback to Head Teachers about faculty strengths as well as opportunities for program and organisational improvement.

### **Background**

The focus on teacher improvement for student engagement has been a strong one, particularly in the light of supporting five New Scheme Teachers, who were primarily teaching within these two faculties.

### **Findings and conclusions**

Strengths in technology, classroom practice, management of assessment and mentoring were discovered in individual staff. Observation of lessons was seen as a strong basis for teachers learning from each other in a local, supportive environment.

### **Future directions**

High expectations and quality teaching have been seen to make the most impact on student outcomes. These directions are a whole school focus for 2010.

### **Other evaluations**

Parent Teacher evenings, reporting and diary organisation were evaluated in 2009. The use of diaries and other organisational tools will be the focus of a parent survey in 2010, in light of the

Year 9 and 10 Learning Devices being a part of student personal organisation.

### **Parent, student, and teacher satisfaction**

In 2009 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

The P&C, along with the SRC, established a Canteen Committee. This committee surveyed the school community on the serving and types of food on offer, student helpers, and the investment of a slushy machine. The responses assisted the committee in choosing a slushy machine, and organising student helpers within its organisation.

### **Professional learning**

In 2009 some highly positive in school learning activities took place in the areas of technology and succession planning. Such was the engagement of teachers in this process that defined career development has taken place in at least 10% of the school's teaching staff. In fact, there were 40 more opportunities for professional learning created at James Fallon High School than in 2008, with a strengthening of a professional learning culture in the staff.

Clearly, the appointment of five New Scheme Teachers was also a strong focus for all staff in professional learning. A formal induction process was augmented by a local network of newly appointed teachers, led by Ms Sarah Pickthall and supported by the Albury School Education Area and Mr Peter Smith. The whole school staff was involved in either observation or mentoring activities to support this group.

### **School development 2009 – 2011**

The decision to focus on this target was reached through an executive evaluation of the progress made in 2009.

#### **Targets for 2010**

The target for this report will be Connected Learning.

#### **Target 1**

All students will be effective and discerning users of interactive whiteboards and video conferencing.

Strategies to achieve this target include:

- Teaching and Learning programs will include integration and evaluation of technology
- Technology strategies and resources will be placed on the school network

- Access to the Northern Spirit Learning Community will be increased through their use of the existing connected classroom at JFHS.
- There will be a purchase and installation of 28 interactive whiteboards in specified classrooms across all teaching and learning areas by 2011.

Our success will be measured by:

- Increased resource sharing via the school network and other sharing tools.
- Student engagement with new technologies in all learning contexts.
- Effective use of technology to support the Northern Spirit Learning Community and JFHS transition initiatives.
- 40% of classrooms will have interactive whiteboards by 2011.

## About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

- Mrs Anne-Marie Gill, Principal
- Mr Wayne Baker, Deputy Principal
- Mrs Jennifer Parrett, Deputy Principal
- Mr Paul Grover, Head Teacher English/History
- Mr John Skillington, Head Teacher CAPA
- Mr Peter Hastings, Head Teacher Mathematics
- Mr David Johnson, Head Teacher Science
- Mr Rick Duffy, Head Teacher TAS
- Mrs Jennifer Brown, Head Teacher PDHPE
- Ms Jo Taylor, Head Teacher Transition Education
- Ms Guilan Thurling, Head Teacher Social Sciences
- Mr John Lack, Head Teacher Welfare
- Mr Andrew Docker, P&C President
- Mrs Fiona Chadwick, School Administration Manager
- Miss Rachel Baker, SRC President

## School contact information

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School Code: 8266

Parents can find out more about Annual School Reports, how to interpret information in the reports, and have the opportunity to provide feedback about these reports at:

<http://www.schools.nsw.edu.au/asr>