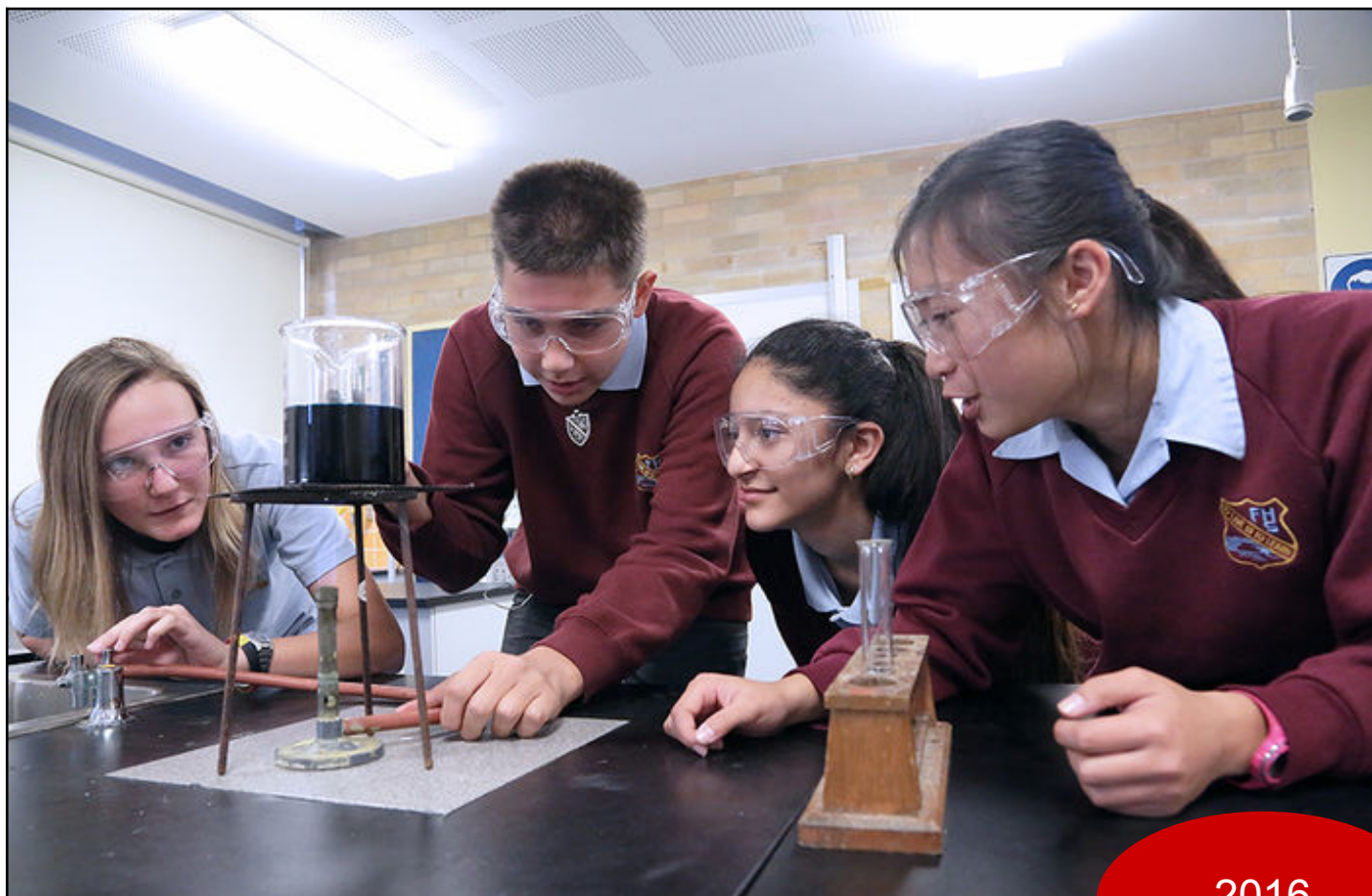


Fairfield High School Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Fairfield High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding

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Message from the Principal

In 2016, Fairfield High School underwent a large number of significant changes and continued to consolidate existing programs and practices.

Our strategic directions include:

- Aspirational, reflective, proactive and successful students
- High performing, professional, collaborative and dynamic staff
- Purposeful, authentic, inclusive and cohesive partnerships

Our focus in 2016 has been to continue to raise the expectations, aspirations and results of the whole school community where we continued to implement exemplary teaching and learning programs.

The Intensive English Centre rapidly grew in student enrolment numbers. This posed many challenges in terms of rooming, resourcing and staffing to address this rapid increase in student numbers. Pleasingly, the staff have been able to address these challenges in a professional and solutions focused manner.

The vast majority of our students do not speak English at home as their first language and many have had disrupted learning experiences before they have arrived in Australia, with a high proportion being from refugee backgrounds. The enormous learning growth of our students can be attributed to the success of our teaching and learning programs as well as our student wellbeing and leadership initiatives.

School beautification, grounds maintenance and learning space modernisation has led to an improved, quality learning environment. The library received a significant allocation of school funds that were used to completely redecorate and refurbish this hub of student learning, so that it is now a vibrant, flexible and dynamic 21st century learning space.

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.

Charles Borg

Principal

Message from the school community

Parents of Fairfield High School and Intensive English Centre are invited to attend regular meetings of parents.. In Semester 2 of 2016, after consultation with parents, these meetings are now held twice a term during the day, instead of the previous once a term in the evening. This has been a resounding success, with the numbers of attendees growing from an average of 30 to an average of 70.

As a leadership initiative, students were introduced as interpreters, helping parents more easily access the information being presented.

These meetings are coordinated by the school's Community Engagement Officer who liaises with parents about desired topics and then engages staff and guest presenters to conduct these sessions. Some of the highlights included technology training for parents in one of the specialist computer rooms, a demonstration lesson in Food Technology, a tour of all key areas of the school to showcase resources used in teaching and learning programs and parent evaluations of some targeted school practices.

Our award winning Parents' Café provides another unique forum for parents of targeted groups to meet, learn and discuss issues that are relevant to our parents and community.

Ms. Nona

Parent Community Representative

Message from the students

2016 was an exciting year for the SRC of Fairfield High School.

A major overhaul of the SRC's constitution was conducted in a collaborative and consultative manner. Clear procedures have now been articulated for ease of use and a variety of leadership roles were introduced for SRC members to undertake, including promotions, fundraising, media, transition and evaluation officers.

The SRC is currently even more inclusive than before, as it now includes representatives from the IEC and Special Education Unit, as well as an ATSI representative.

Leadership opportunities were many and varied. SRC students were able to lead fundraising activities for both school and external initiatives, as well as to contribute to whole school decisions such as the healthy foods canteen tender process, the evaluation of school uniform and playground duty evaluation and review.

Mrs Bryce and Miss Youkhana are the coordinating teachers and we would like to thank them very much for all of their hard work in helping the SRC students develop into confident, productive and meaningful school leaders.

School Captains, 2016

School background

School vision statement

The Community, Achievement, Respect and Environment(CARE) code underpins the ethos of the school. Fairfield High School aims to produce informed, confident and caring individuals through quality learning programs and by promoting the elements of the CARE code across all aspects of the school. We value :

- Community and citizenship. All members of the school community take responsibility to attend all classes, on time and be prepared for learning.
- Achievement and striving for the highest results academically, socially and emotionally. As an individual, in a team and as a member of our community.
- Respect and having regard for yourself and others, lawful authority and diversity. Accepting the right of others to hold different and opposing views.
- Environment and making sure that our school is a safe and non–threatening place of learning for all members of the school community.

The principles of equity inform the development of all learning programs. Those with the greater need get the greatest support, where we show care and compassion, respect, understanding, tolerance and inclusiveness. In this way our students grow into active, productive and informed citizens locally, nationally and globally who are able to fully participate in our society.

School context

Fairfield High School is a comprehensive co–educational high school established in 1954 situated in the heart of Fairfield City in south–western Sydney. The school population comprises approximately 1200 students from diverse cultural, religious and socio–economic backgrounds with 93% of the students from a language background other than English, predominantly, Middle Eastern, South East Asian and Pacific Islander. The school NSW FOEI (family occupation and employment index) for 2016 is 172 which is considerably higher than the average of 100 and the ICSEA (Australian Index of Community Socio–Educational Advantage is 886 which is considerably lower than the average of 1000, indicating very significant socioeconomic disadvantage.

The school offers a broad curriculum with an emphasis on catering for the needs of the individual through a flexible senior curriculum allowing for ATAR, non–ATAR and VET pathways. Strong links with community and tertiary institutions provide rich learning opportunities for students in Years 7–12. Growing parent engagement programs support student learning and build knowledge and skills for our wider community.

A well established Intensive English Centre (IEC) is located on site as part of the high school community, which caters for newly arrived students from overseas and international students. The school has numerous programs that provide for the needs of these students on entry into the high school setting. Fairfield High School has five special education classes that support the learning of students with intellectual disability and autism.

The school's overwhelming area of strength is reflected in our value added data and our HSC relative performance for year 10 data which shows a long term average value added of 5.9 for high performing students, 7.2 for middle performing students and –0.1 for low performing students.

FHS receives equity funding as part of the Resource Allocation Model of funding which supports improvement in student outcomes through a variety of strategies that are embedded across the school. The school is a PBL (Positive Behaviours for Learning) school with our key ethos being Community, Achievement, Respect and Environment.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals, including a Principal School Leadership, considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated in the domain of Learning the school's self-assessment is consistent with the evidence presented in four elements and is validated using the School Excellence Framework. In the element of : Student Performance Measures the evidence presented indicates the school is operating at the Sustaining and Growing stage. In the domain of Teaching the school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework. In the domain of Leading the school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework.

The school has identified a number of future directions including:

- Evaluating, reviewing, renewing and implementing all Wellbeing Framework policies and procedures, including discipline, multiculturalism, anti-racism, positive behaviour for learning, refugee support strategies, student voice and leadership, international students, transition, student health, student safety and attendance
- Administrative improvements in the use of technology, assessment, reporting, excursions, welfare and finance
- High quality expectations and improvements in teaching and learning practices and documentation
- Differentiation of the curriculum be more effectively planned, implemented, assessed and showcased in all classes – with the aim to meet the needs of the most highly gifted, new arrivals, the disengaged and those with specific learning needs
- Quality, structured feedback to be provided to both staff and students so that improvements in outcomes are able to be meaningful and sustained
- Developing the skills of staff to access, collect, analyse, evaluate and review data and then provide opportunities for staff to use this data to design programs specifically aimed to improve student outcomes
- Explicit professional development of staff through external training, mentoring, shadowing, “walk throughs”, collegial activities, research, professional learning communities and targeted project groups
- Expand opportunities for parents to be meaningfully and regularly included in school planning and programs
- Create sustainable programs to address the specific needs of our diverse student population
- Develop opportunities for staff leadership and then ensure there are succession plans to continue with school directions
- Continue to build the strong and productive links between the IEC, SEU, Parent Café and the school so that Fairfield High School is a harmonious and high performing school, providing opportunities for all students to succeed, for value added results to be clearly identified and celebrated and for Fairfield High School to become the school of choice for the maximum number of local students.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Aspirational, reflective, proactive and successful students

Purpose

Empower learners to have high expectations and strive for success through knowledge acquisition, perseverance and resourcefulness. Students are active, productive and informed citizens and leaders.

Overall summary of progress

Staff are continuing to set high expectations and are working collaboratively to develop whole school and classroom programs to facilitate student improvement in attendance, performance and results.

ATSI students have demonstrated strong performance, participation and attendance results and are the strongest performing of our equity groups.

Our Intensive English Centre has expanded to have the largest number of student enrolments in NSW. Flexible school resourcing and the development of very strong welfare, learning and transition programs has enabled this

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
More than 15% of bands achieved are in bands 5 and 6 in the HSC and less than 15% of bands achieved are in bands 1 and 2 in the HSC	The best performing HSC subjects in 2016 were Visual Arts, Music and Advanced English. Staff are continuing to improve HSC student results by redeveloping programs and assessment tasks, establishing meaningful links with universities, providing school holiday HSC boot camps and attending HSC study days.	Boot Camps = \$11 500 Homework Centre = \$50 000 HT EALD = \$137 000 Expenditure on KLAs and Library = \$209 000
Overall school attendance rate above 92% and above State average	Overall school attendance has improved in 2016, with Year 7 students being the strongest attendance group. An ongoing focus on attendance improvement is continuing, with the RAM equity funded Head Teacher Student Engagement having partial and full day attendance as a key area of responsibility.	HT Student Engagement = \$137 000 Third Deputy = \$154 000
95% of students transition into further education or full time work at the end of Year 12	105 students successfully completed their HSC in 2016.. The post school destinations of these students are: <ul style="list-style-type: none">• 40 % are enrolled in university courses• 9 % are enrolled in private colleges• 9% are enrolled in TAFE courses• 6% have apprenticeships• 17% are working• 11% were unable to be contacted• 8% are still looking for work	Careers lessons in Year 10 = \$2 000 Head Teacher Transition = \$137 000
100% of ATSI students have ILP's and 100% complete a Year 12 credential, or are engaged in a full time education program or are employed	All ATSI students have had ILPs developed, in collaboration with their parents and the school's ATSI coordinator. No ATSI students were enrolled in Year 12 in 2016. The younger ATSI students are all successfully engaged, with one ATSI student enrolled in the top academic Year 8 class, and a Year 7 ATSI student being elected the first SRC ATSI representative.	SLSO = \$50 000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
10% reduction in the number of N-award warning letters	<p>The baseline data for analysing the reduction of N Award warning letters has been established throughout 2016.</p> <p>Some programs that have been implemented to facilitate this reduction include having a targeted Positive Re-engagement Engagement Program class for the most disengaged Stage 5 students, the establishment of Head Teachers Transition and Student Engagement, as well as a revised subject selection process for Year 10 into 11 students to ensure students are undertaking a pattern of study that suits their ability, interests and post-school aspirations.</p>	Head Transition and Head Teacher Student Engagement = \$274 000

Next Steps

2017 will see a continuation of innovations established in 2016. These include employing additional staff Learning and Support, EALD and on the school's executive team, The Head Teacher Teaching and Learning is coordinating the development and implementation of a whole school literacy plan, with the aim to build and consolidate student skills in stages 4 and 5, explicitly preparing them for the skills required for the HSC.



Strategic Direction 2

High performing, professional, collaborative and dynamic staff

Purpose

Empower staff to actively engage in our professional school learning culture by leading curriculum innovation, delivering quality teaching and maintaining professional currency to inspire learning and improve student outcomes.

Overall summary of progress

This is the second year of a new senior executive leadership team and a key focus has been to consolidate newly introduced policies, procedures and practices in order to develop staff skills, leadership and achievements.

Students are increasingly able to acknowledge the significant input staff have in helping them achieve results commensurate with their abilities. Students are continuing to benefit from the increased focus on differentiation, the clear articulation of learning goals and strategies to improve student engagement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teaching and non-teaching staff apply their performance and development plan to improve their practice.	100% of teaching staff utilise the PDP process to improve their practice in consultation with their supervisors. Non-teaching staff will be undertaking this process in 2017, in line with DoE requirements. The PDP goals of staff are used to guide whole school professional learning activities.	HT PL= \$137 000
20% of teachers achieve or are working towards either lead or highly accomplished levels of accreditation	A formal leadership development process has been introduced via the Internal Selection Policy, where all school leaders have a "shadow" nominated to ensure leadership sustainability and density. Phase 2 of this initiative will be to have more staff elect to undertake lead or highly accomplished accreditation.	Teacher Professional Learning = \$85 000
75% of students are intellectually engaged with learning and 80% of students are active in trying to achieve a high degree of success as measured by the TTFM survey.	The 2016 Tell Them From Me Survey indicates that 61% of students state they are intellectually engaged with learning – where the state average for this is 46%. The 2016 Tell Them From Me Survey indicates that 70% of students state they are striving to achieve a high degree of success – where the state average for this is 66%.	Intensive Programs = \$5 000 Extra – Curricular programs = \$170 000
A 1 point improvement in each of the four dimensions of classroom and school practices as measured by the TTFM survey	<i>Dimension 1: Challenging and Visible Goals</i> There has been a gradual improvement in this – where staff have demonstrated most significant growth in the explicit setting of high expectations and student learning goals. <i>Dimension 2: Planned Learning Opportunities</i> There has been a gradual improvement in this – where staff have demonstrated most significant growth in confidently planning for those students who require additional support	Teacher Professional Learning = \$85 000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
A 1 point improvement in each of the four dimensions of classroom and school practices as measured by the TTFM survey	<p>The strongest growth in this domain has been the provision of increased use of technology.</p> <p><i>Dimension 3: Quality Feedback</i></p> <p>This has shown the strongest growth – where teachers are regularly providing written feedback on class and formal tasks.</p> <p><i>Dimension 4: Overcoming Obstacles to Learning</i></p> <p>The greatest area of improvement in this dimension has been staff collaborating with other staff on ways to increase student engagement.</p>	

Next Steps

A comprehensive review will be undertaken in 2017 of the resources being expended to employ additional specialist teaching and executive staff with the explicit purpose of meeting the stated school strategic directions.

A whole school literacy plan is being collaboratively developed, for implementation in 2017, where the aim is to upskill staff in the teaching of literacy in all KLAs.

A comprehensive curriculum review is being conducted in 2017, to determine how the timetable can be structured to more effectively meet the learning needs of students.

The three Head Teachers Professional Learning, Student Engagement and Teaching and Learning have significant areas of responsibility in leading the school to improve staff expertise, student engagement and whole school literacy.



Strategic Direction 3

Purposeful, authentic, inclusive and cohesive partnerships

Purpose

Empower all partners in our educational community to effectively and meaningfully engage positively with the school. Partners collaborate, contribute, celebrate and promote school achievement.

Overall summary of progress

Community partnerships are vital to the life of the school and there has been a rapid growth of explicit links with parents and community groups throughout 2016, in both the high school and IEC.. In the School Excellence Framework, the indicator "the use of school facilities is optimised within the local community, to best meet the needs of students and the local community" has been deemed to be "Excelling".

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Movement of the school from the delivering towards excelling across the leading domain of the School Excellence Framework	There has been a clear improvement in the Leading domain of the School Excellence Framework, with Management Practices and Processes moving from Delivering to Sustaining and Growing,	Third Deputy = \$154 000
A 15% increase in the parent participation at school events	There has been a very significant improvement in parent participation in school events. This is as a direct response to the equity RAM funded employment of a Community Engagement Officer and the regular practice of having our IEC SLSOs phoning parents to personally invite them to school events. There has been, on average, a 60% increase in parent attendance at meetings.	Community Engagement Officer = \$87 000 SLSO translators phoning home = \$5 000 CLO Support = \$53 000
A 15% increase in the number of community partnerships	The employment of a Community Engagement Officer has allowed the school to created an extensive database of community partnerships that have been established and consolidated across the High School and the IEC.. There has been a 45% increase in community partnerships and this is continuing to grow.	HT Transition = \$137 000 CEO = \$87 000 HT Student Engagement = \$137 000 PREP teacher = \$100 000 PCFI funds = \$20 000

Next Steps

Community and parent partnerships with the school are continuing to be a high priority focus, where there is the stated aim to improve parents as partners in their students learning, as well as to have community partnerships that directly link with student engagement and the achievement of higher academic results. The IEC leads the way in the establishment of meaningful parent partnerships and collaboration between the IEC and the high school is occurring to build on these effective partnerships as the students transition from the IEC into the high school.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>ATSI students are performing above the state average in comparison with their peers.</p> <p>The SRC has introduced a leadership position for an ATSI student representative .</p> <p>One of the ATSI students gained a position in the targeted Year 8 academic class.</p> <p>There is an ATSI member of staff who coordinates all ATSI activities, as well as coordinating the completion of the ATSI ILPs. This teacher was instrumental in establishing the Fairfield AECG and was elected president of this group at the end of 2016.</p>	<p>RAM Equity Loading for Aboriginal Background</p> <p>\$4 625</p>
English language proficiency	<p>The largest feeder school for Fairfield High is the IEC, which grew rapidly in student enrolments in 2016, setting a NSW record for a current IEC by having 370 students enrolled.</p> <p>To support the extensive EALD needs of students in the high school, a Head Teacher EALD was established, as well as employing an additional EALD member of staff.</p> <p>Team teaching protocols were developed and are now used effectively by EALD staff with their colleagues in whose classes they work.</p> <p>In each year group, years 7 – 10, there is a smaller class established for EALD students to gain more intensive support.</p> <p>Students with less than 5 years in Australia reported 3 – 10% higher satisfaction levels in all aspects of wellbeing, belonging and extra curricula school life, via the Tell Them From Me Survey. These same students reported an average 5% higher levels of aspiration for further education.</p>	<p>RAM Equity Loading for English Language proficiency</p> <p>\$612 125</p>
Low level adjustment for disability	<p>An additional Learning and Support Teacher has been employed to supply additional in class support for students with additional learning needs.</p> <p>The expertise of the Learning and Support Team was enhanced via targeted professional learning.</p> <p>Personalised Learning and Support Plans were redesigned to explicitly link school support with NCCD reporting.</p> <p>A review of programming requirements across the school has ensured all adjustments are clearly articulated in the teaching and learning plans that staff develop.</p> <p>Additional funds were contributed to employ a school learning support officer..</p>	<p>RAM Loading for Low Level Adjustment for Disability</p> <p>\$394 471</p>

Socio-economic background	<p>A comprehensive suite of supports are available across the school and IEC for students from low socio-economic background. Student Assistance policies and practices have been redeveloped to ensure all students have equal access to educational resources as well as school uniforms, breakfast, lunches, excursions and a broad range of extra curricular programs.</p> <p>Additional staff have been employed in both the IEC and high school to provide additional curriculum, welfare and professional learning support to staff and students,</p> <p>The school's library was completely modernised and refurbished to enhance student learning in a 21 st century learning environment. A featured resource for students has been the addition of an iPad learning hub to add to the computer resources.</p>	<p>RAM Equity Loading for Socio-Economic Background</p> <p>\$1 300 000</p>
Support for beginning teachers	<p>A teacher mentor was based at Fairfield High School with the specific task of supporting the beginning teachers in the school. Targeted professional learning, accreditation guidance, release time and classroom observation are all implemented to assist beginning teachers hone their skills in the classroom.</p> <p>A Head Teacher Professional Learning worked collaboratively with the teacher mentor and will take over supporting beginning teachers in 2017, due to the Department of Education announcing the end of the teacher mentor initiative in all schools.</p>	<p>Beginning Teacher Professional Learning Grant</p> <p>\$52 375</p>
Targeted student support for refugees and new arrivals	<p>A transition class exists for all senior students exiting the IEC to enrol in, specifically preparing them for the language, skills and knowledge necessary to undertake the HSC.</p> <p>An evaluation was undertaken of the transition class and the results of this have led to a redesigned curriculum for 2017.</p> <p>The Head Teachers Transition and Student Engagement developed a refugee student leadership initiative where recently exited refugee students from the IEC are identified and trained as leaders to work with parent groups and to lead a primary school refugee transition links program.</p>	<p>Refugee Student Support</p> <p>\$78 740</p>



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	531	540	549	538
Girls	459	429	420	462

In the high school, enrolment numbers have gradually increased to 1000 students.

The Special Education Unit enrolment numbers remained at 32 students.

The IEC saw a 100% increase in student numbers, growing from 180 to 360 students within the space of a year.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	93.8	91.9	92.2	93.3
8	90.8	90.6	86.6	89.1
9	89.2	88.9	88.2	86.8
10	80.7	86.5	85.8	88.1
11	85.8	87.5	84.6	85.3
12	80.4	87.3	87.3	85.2
All Years	86.1	88.6	87.2	87.8
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

There has been an improvement in overall school attendance from 2015 to 2016. RAM equity funds are used to employ a Head Teacher Student Engagement, who has attendance monitoring as a significant part of their role. This head teacher provides fortnightly attendance reports for year advisers and executive, making the identification and follow up of identified

problematic students easier for all. Students are regularly reviewed for attendance concerns and identified students are closely monitored, placed on attendance improvement plans and have HSLO intervention, where necessary. Parents are involved at all stages of attendance improvement plans.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	3	6	8
Employment	8	12	24
TAFE entry	8	10	9
University Entry	0	0	40
Other	5	0	9
Unknown	2	5	11

A compulsory careers class and a week of mandatory work experience was introduced for all students in Year 10. 92% of Year 10 students successfully completed this work experience and the majority expressed it was a valuable experience.

95% of students in Year 10 completed subject selection requirements indicating an intention to move from Year 10 into Year 11, however an additional 5% did not return to Year 11, having gained employment or TAFE entry. The balance of students who left after Year 10 did so throughout the first term of Year 11.

Within the IEC intensive interviews are undertaken with all exiting students who are 17 years or older, to determine the best destination for each student. The majority of exiting students enter the high school and aim to complete the HSC, whilst the remainder either enrol in a school closer to home, Bankstown Senior College, English language courses at TAFE or specific vocational courses. Where a student expresses a desire to work fulltime, the careers teacher and community partners are utilised to help support and facilitate employment.

Year 12 students undertaking vocational or trade training

Year 12 students were enrolled in school based VET subjects, such as Hospitality, Construction, Business Services, Retail Services and Sports Coaching.

There was 1 student enrolled in school based traineeship.

13 students undertook additional vocational subjects including nursing, tourism and plumbing as a part of their HSC course of studies

Year 12 students attaining HSC or equivalent vocational education qualification

93% of students who completed their Year 12 secondary studies, obtained the award of a High School Certificate.

The remaining students attained a certificate of attainment for the subjects they completed successfully,

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	3
Head Teacher(s)	12
Classroom Teacher(s)	64.3
Learning and Support Teacher(s)	2.8
Teacher Librarian	1
Teacher of ESL	5.4
School Counsellor	2.4
School Administration & Support Staff	34.48
Other Positions	12.1

*Full Time Equivalent

There is one ATSI teacher on staff who is proactively involved in mentoring the ATSI students, coordinating their ILPs and leading the local Fairfield AECG.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	20

Professional learning and teacher accreditation

Our school has a strong focus on professional learning with a focus on strategies that will lead to an improvement in student outcomes.

Teachers have access to online learning, professional learning delivered by school staff and external professional learning courses.

Our school funds a Head Teacher Professional Learning to support established teachers and teachers new to the profession, coordinating all aspects of gaining and maintaining accreditation., as well as induction processes.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to November 30, 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	2 035 740.31
Global funds	1 307 619.10
Tied funds	1 622 681.24
School & community sources	383 194.80
Interest	46 026.40
Trust receipts	35 481.40
Canteen	0.00
Total income	5 430 743.25
Expenditure	
Teaching & learning	
Key learning areas	184 318.53
Excursions	66 417.57
Extracurricular dissections	177 002.02
Library	24 628.05
Training & development	65 545.41
Tied funds	2 006 500.87
Short term relief	54 742.24
Administration & office	252 007.87
School-operated canteen	0.00
Utilities	200 075.04
Maintenance	213 745.32
Trust accounts	46 328.74
Capital programs	169 074.50
Total expenditure	3 460 386.16
Balance carried forward	1 970 357.09

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

School performance

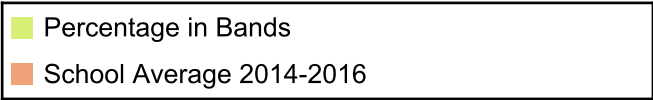
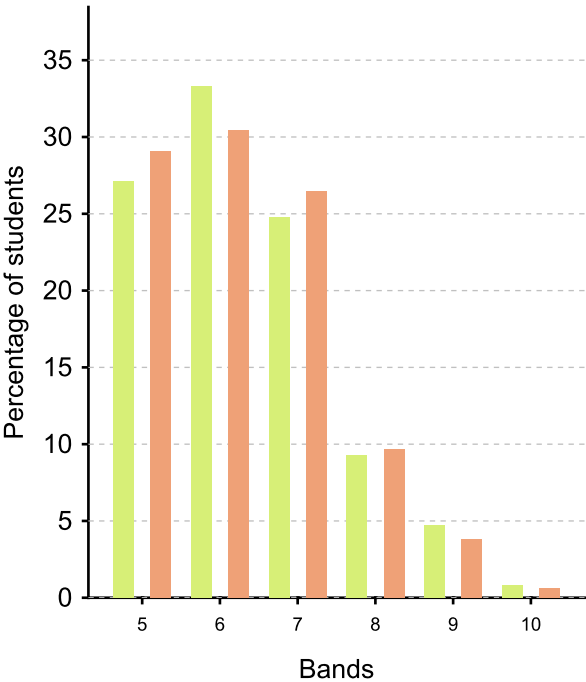
NAPLAN

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

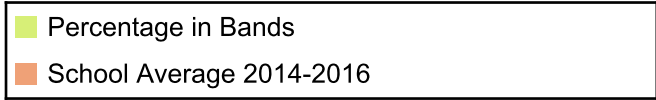
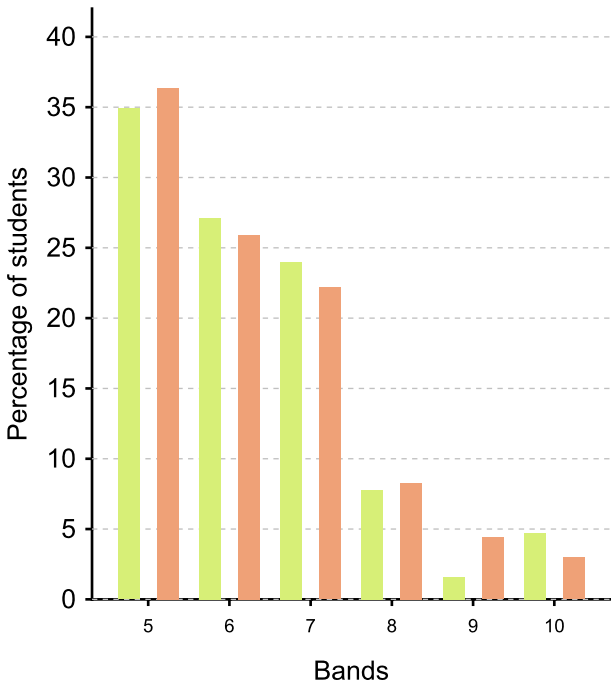
The school has a commitment to continued improvement in literacy for all students, especially as 92% of our students are from EALD backgrounds. Year 9 Naplan results show a 2016 improvement in student attainment of the highest bands in reading, grammar and punctuation.

The majority of staff have been trained in Focus on Reading and there are intensive programs in both Reading and Writing designed to assist students with ongoing improvements in their literacy skills.

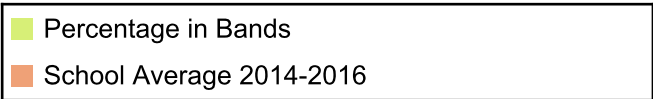
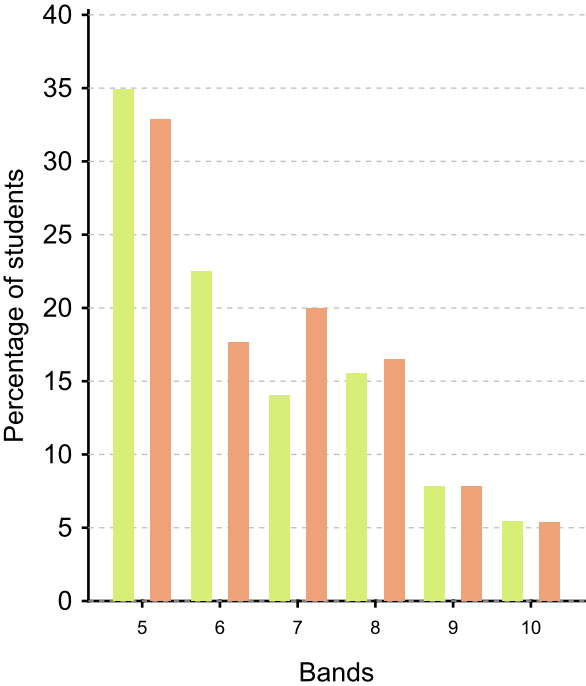
Percentage in bands:
Year 9 Reading



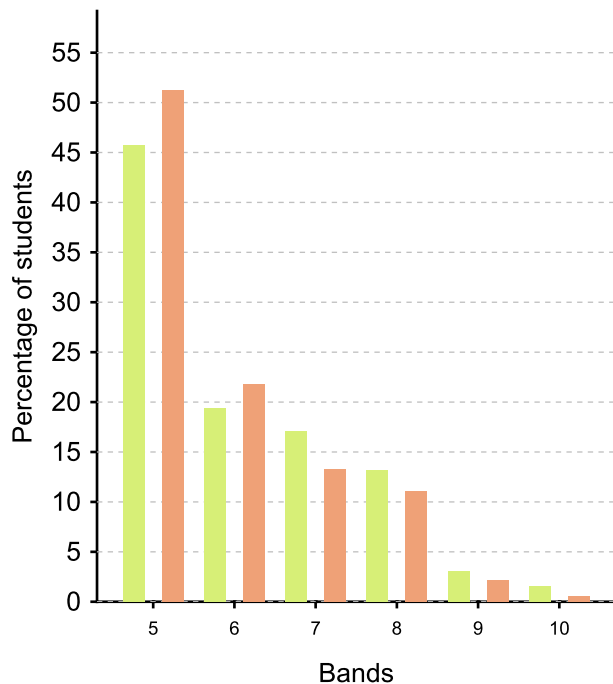
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in bands:
Year 9 Spelling

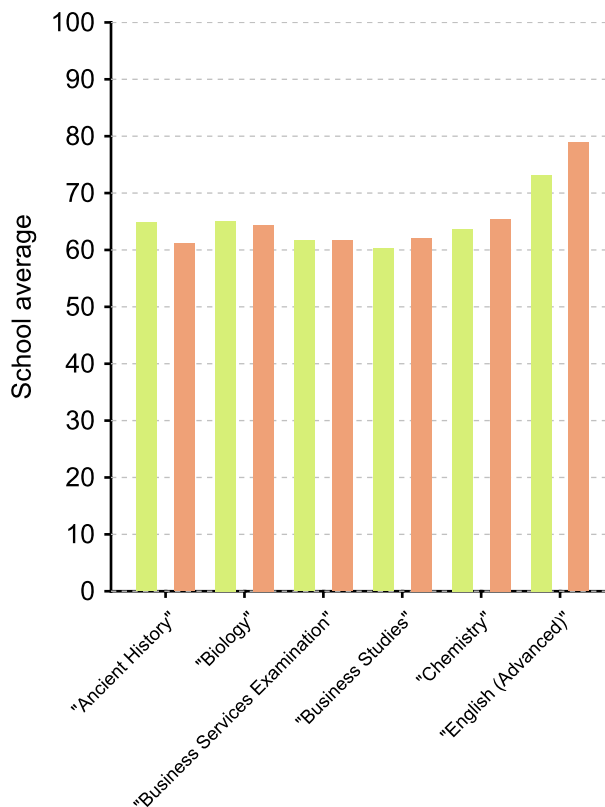


Percentage in bands:
Year 9 Writing



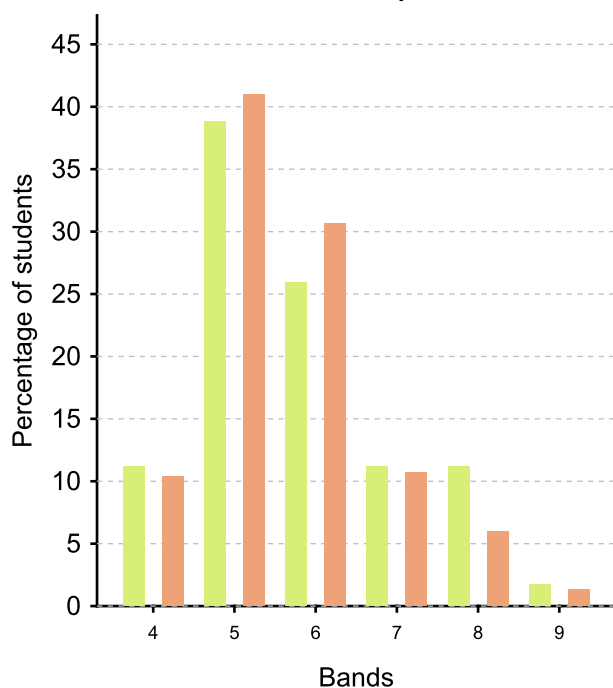
Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

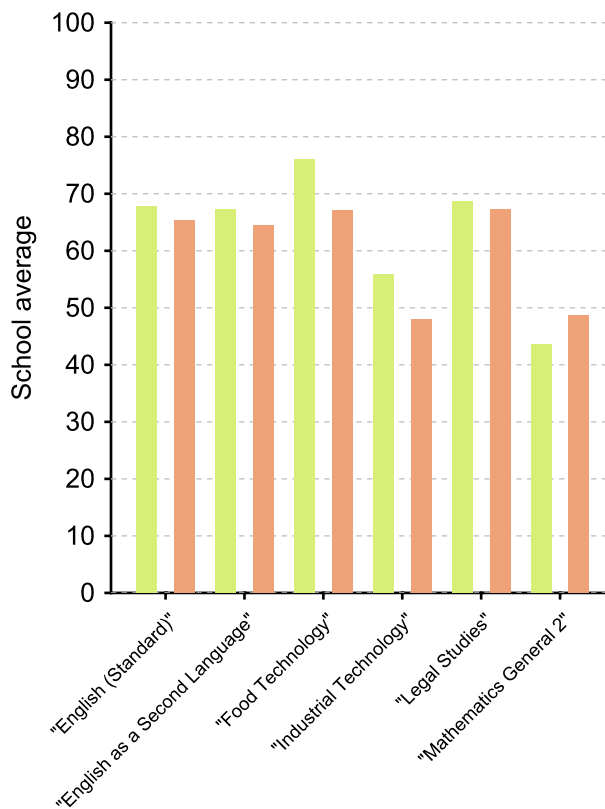


2016 Numeracy results for Year 7 indicate that these students are equipped with higher levels of numeracy skills than those in 2014–2016. The number of students achieving a Band 8 in Numeracy has increased appreciably in comparison with the school's 2014–2016 average.

Percentage in bands:
Year 7 Numeracy



School 2016 School Average 2014-2016



School 2016 School Average 2014-2016

Parent/caregiver, student, teacher satisfaction

The school participated in the 2016 Tell Them From Me (TTFM) survey. Some key findings include:

Parents

- 100% of parents want their children to complete the HSC, with all of these respondents indicating they want their children to enrol in university or TAFE post-HSC.
- 100% of parents stated they felt welcome at the school, with 50% of these stating they have attended 2 or more school events throughout the year.
- There was a high level of support for the learning activities their children are involved in and all respondents felt the school was responsive to their children's specific needs.
- The school website, Facebook, letters home, phone calls and parent interviews were all identified as positive means of communication..
- 2016 saw an increase in parent respondents, which matched the increased parent attendance at school events.

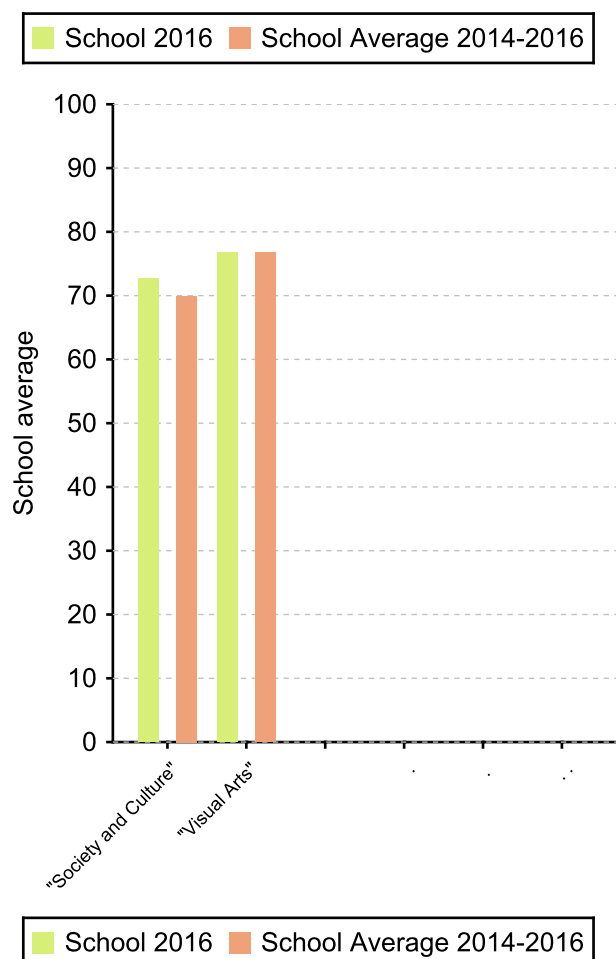
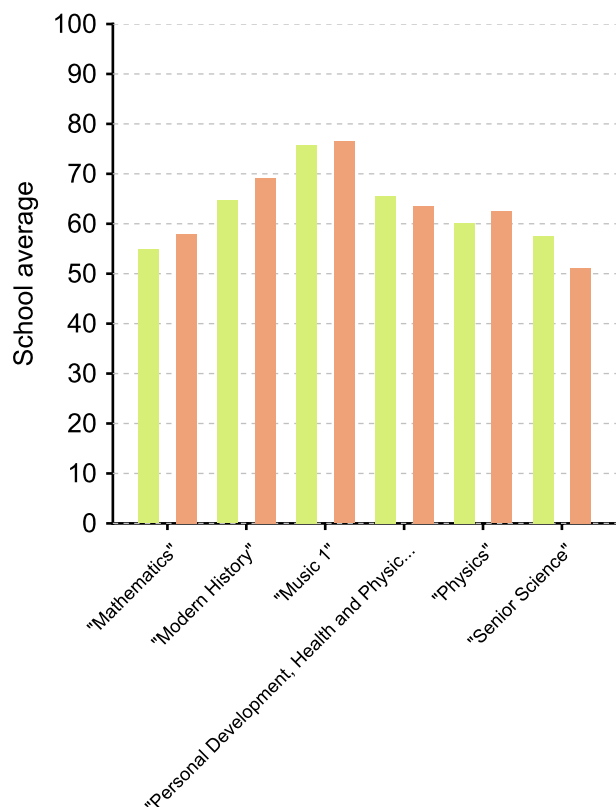
Students

- 90% of students had positive behaviour. The NSW Govt norm for this is 87%.
- 61% of students state they are intellectually engaged. The NSW Govt norm for this is 46%.
- 70% of students state they tried hard to succeed. The NSW Govt norm for this is 66%.
- Positive Teacher-Student Relations were rated 6.5 out of 10. The NSW Govt norm for these years is 5.7.
- 73% of students had aspirations for pursuing a post-secondary education. The NSW Govt norm for these years is 67%.
- 41% of students were interested and motivated. The NSW Govt norm for these years is 28%

Staff

These statements received 8 or higher out of a possible 10;

- staff work with school leaders to create a safe and orderly school environment
- staff talk with other teachers about strategies that increase student engagement
- staff discuss the learning goals for the lesson in most classes
- staff give students feedback on how to improve their performance on formal assessment tasks
- staff discuss with students ways of seeking help that will increase learning
- staff establish clear expectations for classroom behaviour
- staff create opportunities for success for students who are learning at a slower pace



The subjects where students performed the strongest in the 2016 HSC include: Visual Arts, Advanced English, Society and Culture, Legal Studies, Music and Food Technology.

Ongoing strategies to improve the HSC results include a continuation of HSC boot camps, participation in HSC study days and professional learning.

Policy requirements

Aboriginal education

Our school is fortunate to have an ATSI member of staff who is proactive in mentoring the ATSI students, as well as in coordinating the development of their Individual Learning Plans. This same staff member is also responsible for the establishment of the Fairfield AECG and she was elected president of this group in Term 4.

ATSI students are provided support through:

- In class support for students
- promoting and assisting with scholarship applications
- cultural excursions and experiences
- welfare support
- student learning and support officer for ATSI student support
- close parent partnerships

For the whole school community ATSI culture is acknowledged and celebrated by:

- Acknowledgement of Country in all formal and informal assemblies
- Aboriginal language National Anthem
- ATSI leader within the SRC
- Cultural assemblies eg. Reconciliation and NAIDOC Week
- Included focus within ANZAC Day ceremonies
- explicit Aboriginal curriculum focus within programs
- provision of training in the 8 Ways of Learning

Multicultural and anti-racism education

Multiculturalism is celebrated and valued at Fairfield High School, with 53 language groups within the school and 55% of the students coming from a refugee background.

Numerous programs are implemented, where community partnerships are integral to the provision of a diverse range of experiences and supports. Some of these include;

- Pacifica (a leadership and cultural program for students from the Pacific Islands)
- GWS Giants refugee leadership program
- GWS Multicultural Celebration day
- World Cup Soccer for new arrivals
- Parents Cafe breakfast club
- IEC Transition program
- Creating Chances leadership program
- Our Faces Our Stories
- Smithfield Primary School Refugee Mentoring program
- Refugee student leadership initiatives

All of these programs are integral to developing positive relationships so that students are engaged in all aspects of school life.