

Fairvale High School Annual Report



8456

Introduction

The Annual Report for **2018** is provided to the community of Fairvale 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.

Kathleen Seto

Principal

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Message from the Principal

In 2018 the three strategic directions embedded in the school plan for 2018 – 2020 were:

1. Excellence in Teaching and Learning
2. Supporting Student Learning and Wellbeing
3. Supporting Successful Transitions

Consequently, the implementation of processes to support the various measures has resulted in progress in these areas. The school will continue to build and improve on these areas in the next two years.

The school has benefited from extra funds through the Resource Allocation Model and employed an extra Deputy Principal, Acting Head Teachers in Sports, Secondary Studies, Teaching and Learning, Mentoring and a Business Manager, Transition Adviser, Clinical Health Co-ordinator, School Learning Support Officers and Community Liaison Officers. Professional learning for all staff was a high priority and the eleventh annual school conference held in the last weekend of March was well attended by staff.

Student achievements have been sound in the academic arena. Fairvale High School has been recognised as one of the high value added schools in the area of student learning. In sports, there have been outstanding successes in inter-school carnivals, knock-out games and other integrated sports. The school was again successful in winning first place in the Zone Cross Country and Zone Athletics inter-school events. Furthermore, Fairvale students have been involved in a wide range of extra-curricular activities ranging from public speaking, debating, mock trials, social inclusion and volunteering.

The P&C meetings have been well attended. The P&C has been active in the decision-making processes of the school and in supporting targeted students with scholarships. Our P&C members supported many community activities throughout the year. We are most appreciative of their contribution and look forward to their on going interest and support.

Kathleen Seto

Principal

School background

School vision statement

The community of Fairvale High School shares a vision which is committed to:–

Quality learning and teaching in a traditional, caring and supportive environment.

Respect for all, in a culturally diverse context.

Equal opportunity of participation in all aspects of school life.

Success for all students.

Our vision for the school will be achieved by:–

Effective teacher professional learning.

Leadership and management which supports learning and teaching.

Effective and efficient school administration.

Strong discipline and welfare structures which promote self-discipline, including the wearing of our school uniform with pride.

Staff, Students and Parents/Carers work together to create a safe and harmonious learning environment.

School context

Fairvale High School has an enrolment of 1440 students, including 89% from a language background other than English. The 112 teaching staff, 30 administrative staff and three deputy principals are highly motivated and experienced. This is a high performing and high demand school with a strong learning culture and high expectations of students. The school has outstanding outcomes in the Higher School Certificate, high value-added literacy and numeracy results and gifted and talented enrichment programs. Excellent student welfare and learning support programs operate, with highly successful student leadership strategies. The school has strong links with local communities and partner primary schools.

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. 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.

In the domain of Learning we have assessed that we are excelling in the Learning Culture element and sustaining and growing in all other elements of the School Excellence Framework, with the expectation that the school will be able to confidently report that we will be excelling in a number of additional areas by the end of the next planning cycle. We have focused on the elements of Wellbeing, Assessment and Reporting, and Student Performance Measures. In the area of staff and student wellbeing the 2018 Annual Staff Conference focused on developing 'Striving for Excellence' through a differentiated professional learning program designed to build staff capacity in student management and in staff self-care. The school has utilised additional equity funding to continue to employ a Clinical Health Co-ordinator and provide Year Advisers with additional time to focus on a student engagement program. Stage 5 and 6 deputies, with Head Teacher Mathematics introduced a subject selection process by way of individual guidance of year 10 students to aid in appropriate pathways moving into stage 6. The school conducted the Tell Them From Me survey again in 2018 and data was collected from all students across the school. The student population continues to strongly indicate that they are feeling engaged, connected and supported as students of Fairvale High School, with all key measures in the survey data showing positive responses well above the state norms. Significant time continues to be spent developing staff capacity in the area of data analysis and using data as a reflective tool to improve teaching and learning.

In the domain of Teaching we have assessed that we are sustaining and growing in all elements of the School Excellence Framework. We have focused on the elements of Effective Classroom Practice, Data Skills and Use and Learning and Development throughout this year. In the area of Learning and Development, the executive team and teaching staff have been engaged in regular and ongoing professional learning that has been supported by all staff completing a Performance Development Plan that is more strategic and better aligned with the School Plan, individual Faculty Management Plans and the Australian Professional Standards for Teachers. There has been a whole school focus on improving data literacy, creating a culture of high expectations through Collaborative and Reflective Practice (CaRP) for teachers with the aim of improving teaching practice and ultimately student learning outcomes. To this end, the Excellence in Teaching and Learning team shifted their focus in 2018 towards the analysis of internal assessment data, and the development of processes to support all teaching staff in the ongoing analysis and reflection of this data. These efforts have seen all teaching staff engaged with a deep analysis and reflection of both HSC, VALID, NAPLAN and HSC Minimum Standards data; together with the development of faculty specific high expectations practices to incorporate student goal setting, study skills, effective feedback and internal data analysis processes.

In the domain of Leading we have assessed that the school is currently excelling in the domain of School Planning, Implementation and Reporting and sustaining and growing in all other elements of the School Excellence Framework. The executive team focused on the school's progress in the areas of management practices and processes, together with leadership. The school has identified opportunities for the students and the community to provide constructive feedback on school practices and procedures through a very active Student Representative Council, regular well-attended P&C meetings, the whole school Tell Them From Me survey conducted in Term 1, together with the employment of two Community Liaison Officers to support families from Vietnamese and Arabic backgrounds in their communications with the school. These streamlined, flexible processes exist to deliver educational services and information and to strengthen parental engagement with the school.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Excellence in Teaching & Learning

Purpose

The Fairvale School Community is aspirational and has high expectations for an educational experience that provides the best possible opportunities for their children. Through a strong focus on literacy, numeracy and quality teaching practices we are committed to ensuring that every Fairvale High student has the best opportunity possible to achieve academic success. This will be driven by a teaching staff that are well trained, supported and resourced, working in a collaborative and reflective manner.

Overall summary of progress

The Excellence in Teaching and Learning team is managed by a Deputy Principal who is supported by seven members of the School Executive. This team has worked together to develop school improvement measures, develop and implement strategies and evaluate progress. The summary of progress in each key strategy area is listed below.

The school undertook the restructure of the EALD/Learning Support Faculty and utilised RAM Equity funding to create an EALD/Literacy Faculty and appoint an Acting Head Teacher EALD/Literacy. Learning Support has become a stand alone faculty. The Acting Head Teacher EALD/Literacy has led a literacy program that supports 2 periods per week of dedicated literacy classes to students in Years 7–9 as well as faculty support in the development of strategies to analyse literacy data and target areas of development. NAPLAN results due to targeted intervention have improved, supporting the ongoing effectiveness of this strategy. The faculty teaches stand alone EAL/D English classes as well as providing team teaching support and differentiation across KLAs. HSC results of average course marks continue to improve with positive 10% difference between the school and similar schools. The position of Acting Head Teacher EALD/Literacy became substantive due to an increase in student enrolments overall and students with high EAL/D and literacy needs.

The school's existing and highly successful Targeted Numeracy Strategies continued in 2018. A numeracy support officer continued to be employed 5 days per week and both internal and external numeracy assessment data was analysed. Following this data analysis, individual students received targeted support in order to focus on identified areas of development.

The growth shown in Year 9 NAPLAN Numeracy at 34.04% and Reading at 36.10% validates the ongoing effectiveness of the strategies in place. Fairvale High School is recognised as a high value-added school and principals and teacher groups from other networks have visited in order to see the strategies utilised in years 2018 and 2019 in an effort to share these strategies with their colleagues.

The High Expectations Program continues to embed a culture in the school of academic excellence, engagement and reflection. The four key areas of: 1. Student Goal Setting Program – every student across the whole school sets an academic goal, which is regularly discussed and revised with classroom teachers, much like the staff PDF. 2. Study Skills Program – students are equipped with study skills that are subject specific to each KLA. 3. Quality Feedback Program – a school wide approach to providing regular and quality feedback on student progress tailored to KLA requirements. 4. Internal Assessment Data Analysis – faculty processes to analyse internal assessment data to identify areas of development for students. A High Expectations Coordinator is appointed in each KLA to monitor progress. All faculties in the school maintain the program, refining the process as required.

The school has employed an Acting Head Teacher Teaching and Learning to oversee the Gifted and Talented program and the coordination of the collaborative and reflective practice (CaRP) program supported by an external consultant. The Gifted and Talented Program continued and the school accepted its third cohort in 2018. Eighty members of staff have been specifically trained in gifted and talented education and have achieved the Certificate of Gifted Education delivered by the GERRIC unit at the University of NSW. This program continues to be supported by RAM Equity funding from 2017 to date with the provision of smaller class sizes, laptop technology, STEM enrichment and academic scholarships. The CARP program has provided teachers with a structured and systematic opportunity to share and reflect on student engagement and learning in a safe, respectful and collegial manner. Numbers have grown from 10 teachers in 2017 to 60 in 2018.

The appointment of the Acting Head Teacher Secondary Studies has embedded the school wide process of analysis of key external data, namely HSC, VALID, NAPLAN and now HSC Minimum Standards. Teaching staff have received professional learning to support their ability to analyse external data and develop teaching strategies to target areas of student development. The data was also used in 2018 to underpin Stage 6 subject selection guidance. Deputies Stage 5 and 6, with Head Teacher Mathematics provided face to face guidance for students so that subject placement was tailored to student ability.

The school has now embedded a timetabled STEM program with G&T classes in Years 7 and 8 having 4 periods a week dedicated to problem based learning in a STEM environment. The STEM trial of two mainstream/mixed ability classes engaging with STEM has been successful, having now progressed through to year 8.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage of teaching staff voluntarily participating in the schools Collaborative and Reflective Practice program to 60% by 2020.	\$33K (Acting HT Teaching & Learning)	Staff participating in CaRP in 2017: 10 Staff participating in CaRP in 2018: 60
To increase the percentage of students achieving at or above expected growth in Year 9 NAPLAN Reading and Numeracy from 59% (average of past 3 years) to 65% and 77% to 82% respectively.	\$312K (3 x Literacy teachers) \$33K (Acting HT EAL/D & Literacy) \$60K (Maths SLSO)	Expected Growth in Year 9 NAPLAN Reading and Numeracy 2017 at or above expected growth: 72.1% 2018 at or above expected growth: 80.1%
To decrease the percentage of students achieving a Band 2 or below result in the HSC from 14.5% (average of the past 3 years) to below 10%		Percentage of students achieving a band 2 or below: 2017: 13.83% 2018: 15.71%

Next Steps

In 2019, Stages 5 and 6 Deputies and the Head Teacher Mathematics will continue to conduct individual interviews of each year 10 student to discuss their stage 6 subject choices. This ensures students are placed in the correct course for their skill level and aptitude. The process may also minimise subject changes in the preliminary year. CaRP will continue to grow in teacher participation and become more fine tuned to incorporate the AITSL Teaching Standards, including a specific focus on differentiation. Stand alone literacy classes and specific EAL/D team teaching and classes have proven to be effective as evidenced in improved NAPLAN and HSC results. This practice will continue to be implemented and refined with increased whole school KLA involvement. Data analysis to underpin teaching practice will also continue to be implemented and developed with the addition of Best Start for year 7 with the school's participation in the pilot program. Forward planning for STEM would be to incorporate both years 7 and 8, taking into account the new Technology Mandatory course for years 7 and 8.

Strategic Direction 2

Supporting Student Learning and Wellbeing

Purpose

The Fairvale High School community is located in a culturally and economically diverse area of NSW. The school is committed to ensuring that every student is known, cared for and valued. Through the provision of challenging and engaging learning opportunities and wellbeing support, the impact of disadvantage is reduced and individual and community growth in learning and wellbeing is maximised. This will be facilitated by a highly trained multidisciplinary team, working in a structured and collaborative manner.

Overall summary of progress

The Wellbeing Management Team is led by a Deputy Principal who is supported by seven members of the School Executive. This team has worked together to develop school improvement measures, develop and implement improvement strategies and evaluate progress. The summary of progress in each key strategy area is listed below.

Whole School Attendance remains a key focus area at the school with considerable resources placed into maintaining exceptional attendance rates as evidenced by the school's placement in the top 15% of all secondary schools in the state. Deputy Principals, Head Teacher Administration, Year Advisers and administrative support staff all contribute towards the monitoring and implementation of the school's attendance processes. Parents are informed daily by SMS of student absences and the school works together with the Home School Liaison Officer to address repeated lateness and absences. Students are regularly rewarded with 100% attendance certificates.

The Student Engagement Program has continued in 2018, with Year Advisers provided with additional release from teaching duties to support identified students. This program supports students with organisation, work completion skills, study skills and additional welfare support. The success of this program is evidenced by the schools exceptional retention rate of 77% (a state average of 66%).

The 2018 Whole Staff Conference focused on the area of Staff and Student Wellbeing. The conference was supported by over 97% of staff and the feedback from staff was exceptionally strong with over 92% of staff responding positively to post conference surveys.

To continue to support Student Wellbeing, the Welfare Hub continued to function, providing a range of student support services, including, the continued employment of a Registered Nurse in a full-time position of Clinical Health Coordinator, and the contracting of Speech Pathology and Occupational Therapy support services. Base line data and post intervention evaluation will assist in the schools assessment of the impact of this strategy in 2018. These specialists have further complemented the existing welfare structures within the school, supporting School Counsellors, Year Advisers, Deputy Principals in meeting student's health needs. The House System has now been in place for one year, building on students' sense of belonging and feelings of connectedness to the school. Continued development of the House System, led by the Acting Head Teacher Sport has seen the embedding of a points system connected to the PBL framework now implemented within the school.

A major restructure of the Learning and Support and Student welfare teams has taken place in 2018 to reflect implementation of the Learning and Wellbeing Framework for schools and the school's commitment to achieve an excellent level as part of the School Excellence Framework. The school will use RAM funding to support the creation of a Positive Behaviour for Learning team and the provision of Teacher Professional Learning funds to enhance the skills of individual members of the team for the development of PBL in Stage 4. This will be a long term project that will involve signage in the school, consultation with all stake holders, a revision of how incidents are recorded on a central data base and how intervention is enacted by teachers.

The Tell Them From Me survey was conducted with all students in Term 1 of 2018 to monitor our progress in the area of student wellbeing and additional data will be collected from internal sources.

The school will utilise RAM funding to employ an Acting Head Teacher Transition/Stage 4 Learning and Wellbeing on higher duties to lead Year 6 to 7 Transition and Learning and Wellbeing programs that supports student engagement, personalised learning and facilitation of advocacy for students across the school.

The school will evaluate existing student leadership opportunities and student voice participation to enhance the collaborative participation of students in school decision making and structures within the school and local community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
To create a Fairvale High School procedures document that will outline systems and practices that reflect the schools drive for evaluation and systems improvement across all aspects of Learning and Wellbeing, contributing to an increase in student attendance across the school from 93.39 to 95% by 2020	\$2500 (5 days release time)	2017 overall attendance: 91.33% 2018 overall attendance: 91.66%
The school will achieve a 10% increase in positive Sentral entries and a 10% decrease in negative entries for students in Stage 4 by 2020.	\$4000 (8 days of release time)	Positive entries 2017: 426 2018: 922 Negative entries 2017: 1809 2018: 2615
Fairvale High School will develop a documented system of student leadership across each stage of student learning. With a 10% increase in student leadership opportunities.	\$10K (SRC coordinator)	2018 leadership opportunities: SRC SRC suggestion box for all students to have an opportunity to have a voice Fairvale's Got Talent ANZAC Day RSL ceremonies Lunch with the Principal – student voice PBL consultation focus groups Duke of Edinburgh Diverse Learner representatives on the SRC International Student representative on the SRC SRC members on the uniform committee SRC representatives attend student voice team meetings Men's Health Forum Youth Mental Health First Aid for all of year 10 Peer Support
The percentage of students who report in the Tell Them From Me survey that they feel they have someone at school who consistently provides encouragement and can turn to for advice. (Advocacy at school)	\$150K (Year Advisers) \$33K (Acting HT Transition)	2017 Advocacy at school: 60% 2018 Advocacy at school: 60%

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
will increase from 6.3% to 7.0%		2017 Advocacy at school: 60% 2018 Advocacy at school: 60%

Next Steps

The school has revised the structures of the welfare system to reflect the NSW Department of Education Wellbeing Framework for Schools. In the restructure, Learning and Wellbeing HTs were allocated to a stage and were tasked to oversee the learning and wellbeing of students in their year groups. This has ensured for a more targeted response to student need. The Placement Allocation Team meets regularly to assess students who require further support such as SLSO, Last, or behavioural observations. Teachers are informed of strategies and support. The school will develop, trial and implement a school wide learning and wellbeing levels system. The school will also evaluate PBL in 2019 using a variety of evaluative strategies.

Strategic Direction 3

Supporting Successful Transitions

Purpose

Fairvale High School recognises that the movement of students from a range of educational settings to high school, and their inevitable movement into tertiary study or work creates challenges. The school aims to ensure that these transitions are well supported and highly successful through partnerships with feeder schools, a community of high schools, tertiary links and employer connections. It is advantageous for all young people to finish school well prepared for higher education, training and work. As the student population continues to grow, Fairvale High School will see that the infrastructure meets the needs of students and staff in the new building construction, enabling future-focused learning and teaching.

Overall summary of progress

The Supporting Successful Transitions Team is led by the Acting Deputy Principal who is supported by 7 members of the School Executive. The school continues to support a large multicultural community 89% of students with a Language Background Other Than English (LBOTE) through the Community Engagement Team which employs 1 x 0.8 and 1 x 0.8 Community Liaison Officers, a 1.0 Communications Officer and a 1.0 Business Manager who oversees the team. This team supports members of the Vietnamese, Assyrian, Arabic and Spanish speaking communities at the school with the aim of improving contact and engagement with the school through providing interpreter facilities, cultural understanding for staff, regular parental contact, and whole school events. Considerable effort continues to be made during the year to keep our school community informed and involved in the running of the school through the Communication and Engagement strategies. The school maintains a high social media profile that is primarily supported by a comprehensive school website. During the year the Business Manager, Deputy Principal and Teaching Staff member were trained in the maintenance and upkeep of the School Website with the new DoE update of school website maintenance. The school continues to produce a newsletter twice a term both in hard copy and electronically via the parent portal to all members of the school community. Two electronic notice boards at the front of the school to allow for additional communication with the community. The Deputy Principal Stage 5 in charge of enrolments has built extensive links with feeder schools and alternative educational settings designed to ensure smoother transitions from and to FVHS.

The school has appointed an Acting Head Teacher Transitions on higher duties through RAM Equity Funding to lead a transitions program that builds relationships, gathers academic and welfare data from primary schools and retains gifted students. A detailed list of student need and welfare concerns was gathered during school visits by the Deputy Stage 4, HT Transitions and 2 Year Advisers. Improved communication between schools has allowed the Stage 4 Learning and Wellbeing Team to manage concerns of students earlier in 2018.

The school will utilise RAM funding to provide a period allowance to a Refugee Support Coordinator, a Transition Adviser and an International Students Coordinator to support new enrolments in successfully transitioning to FVHS and to support all student towards an authentic post school pathway. The Refugee Support Coordinator has trained a group of refugee students at Fairvale HS to be buddies and support for transitioning students from the IEC. Parent information and meet and greet sessions have also been implemented throughout the year to improve communication with parents and the school, as well as educational opportunities for parents. The International Students Coordinator continues to build links with DE International with improved action when student welfare need is high. The Transition Adviser has provided valuable links built through extensive contacts in the community to provide stable and concrete pathways for students not suited to academic study or who have opted to not complete their HSC.

The school will transition to a new future-focused teaching facility in 2020 which will include a common staff study. The school will focus our efforts over the next 2 years to prepare the schools administration, teaching staff, and students for this transition with authentic collaborative practice and future-focused teaching and learning. In term 4, 2018, construction fencing and boarding was placed around the school in preparation for demolition and construction. A temporary school canteen was added in the demountable area and shading has been provided for students whilst waiting in line to order. Temporary physical education change rooms were also provided in the demountable area whilst construction is undertaken for the new hall and permanent change rooms.

The New Building Team is monitoring playground movements and emergency procedures as the areas available to staff and students change in the construction phase.

The Community Cultural Event of 2018, 'Fairstevale' targeted year 6 2018 in an effort to build stronger primary school links. Professional musicians engaged with the Performing Arts faculty and Fairvale HS students of music to produce an event that was professional, joyful and engaging for all who attended.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>For attendance of new enrolments and year 7 students to improve by 5% over baseline data.</p> <p>NAPLAN results for EAL/D Developing students compared to rest of cohort to improve for Reading from 42.5 to 47.5% and for Writing from 35.7 to 40.7%.</p>	<p>\$500 (SAO)</p> <p>\$25K (Acting DP)</p>	<p>2017 Year 7 Attendance Rate: 92%</p> <p>2018 Year 7 Attendance Rate: 93%</p> <p>EAL/D NAPLAN for Developing Students Improvement</p> <p>Year 7 Reading 2017: 36.5%</p> <p>Year 7 Reading 2018: 37.3%</p> <p>Year 7 Writing 2017: 30.8%</p> <p>Year 7 Writing 2018: 61.4%</p> <p>Year 9 Reading 2017: 40.9%</p> <p>Year 9 Reading 2018: 71.9%</p> <p>Year 9 Writing 2017: 39.5%</p> <p>Year 9 Writing 2018: 60.6%</p>
<p>To increase the proportion of students entering tertiary study or work by 5% each year as measured by the post school destination survey data.</p>	<p>\$60K (classroom teacher)</p>	<p>Proportion of students entering work or study</p> <p>2017: 63%</p> <p>2018: 67%</p>
<p>Lesson engagement to improve by 5% each year as measured by the 2016 TTFM Survey.</p>	<p>\$2K (PRG meetings)</p> <p>\$10K International Students Coordinator</p>	<p>Lesson engagement 2017: 82%</p> <p>Lesson engagement 2018: 84%</p>

Next Steps

Moving toward 2019, the Acting Head Teacher Transition will also manage the movement of new enrolments and shared enrolments with SSPs by liaising with representatives from SSPs, collecting data and coordinating learning programs between the schools. This was previously carried out by DP Enrolments in 2018.

Ongoing allocation of playground duties and monitoring of behavioural patterns due to constricted areas of play for students will be continued. Changes to playground areas have taken place and changes to HT boundary patrols have also occurred to reflect to HT supervision duties at every break time to monitor areas comprehensively. As construction zones change, playground areas and duties will also change to reflect safety zones.

The successful year 6 feeder school connection and engagement programs will occur, aiming to include more faculties in the school and other feeder schools. This will build links and relationships to strengthen data gathered of incoming year 6 to year 7 students, therefore ensuring smoother transitions for students.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	\$560K	<ul style="list-style-type: none"> • Separate Literacy/EALD faculty supported by an Acting HT on higher duties. • Employment of 5.4 ESL teaching staff to support student learning. • Sustained parallel classes in Stage 4 and 5 with these classes taught by specialist ESL teachers. • Offer of Stage 6 English ESL classes supported by specialist trained ESL staff.
Low level adjustment for disability	\$312K	<ul style="list-style-type: none"> • Staffing of learning support classes in all year groups with lower student numbers and specialist LaST or SLSO support. • Creation of Personalised Learning and Support Plans for all students identified as requiring adjustments in line with NCCD classification. • Maintenance of non-ATAR course options on all senior lines of study to support students pursuing non-academic pathways in the senior school.
Socio-economic background	\$1.1M	<ul style="list-style-type: none"> • Provision of additional literacy and numeracy support in classes. • Employment of a Senior Studies Coordinator to support students in Stage 6. • Staffing of the junior and senior learning centres to support all students in the completion of learning tasks. • Staffing of a student engagement program, providing the Year Advisers with additional time to support student learning and wellbeing in their year groups. • Provision of student assistance to support families unable to meet the cost of learning resources. • Employment of 3 literacy teachers and provision of literacy classes of 2 periods a cycle to years 7, 8 and 9.
Support for beginning teachers	\$47K	<ul style="list-style-type: none"> • School funded Head Teacher Mentor position to support beginning teachers through a comprehensive induction program and ongoing support towards achieving accreditation. • Internal and external professional learning opportunities to develop skills in curriculum development, wellbeing and classroom management strategies.
Targeted student support for refugees and new arrivals	\$22K	<ul style="list-style-type: none"> • Creation of an after school tutoring program (3 days per week) designed to provide additional support to refugees and new arrivals. • Appointment of a Refugee Support with concessional period allocation. • Enrolment, orientation an ongoing program of welfare and academic support for new arrivals.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	730	745	741	775
Girls	641	633	642	670

Student enrolment numbers have increased in 2018 to 1445 students from 1383 students in 2017. This was due to strong numbers in year 7 of 246 students from 205 students in 2017, high intake of refugee students from Fairfield and Cabramatta Intensive English Centres from 22 students in 2017 to 46 students in 2018, and increasing numbers of students from private schools.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	94.7	95.3	94.6	94.5
8	93.3	92.8	94.9	94.3
9	93.4	91.9	92.4	93.3
10	92.2	91.3	91.8	91.3
11	93.6	92.9	93	91.4
12	94.8	93.5	94.4	91.2
All Years	93.6	93	93.5	92.7
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

Attendance data remains well above state average, with a continuing trend of falling attendance from 2014–6 turned around in 2017. In 2018 the attendance rate was at 92.7%. From the review of attendance monitoring procedures in 2017, consequences for school lateness were established. Weekly monitoring of attendance rate per stage is communicated to stage deputies, year advisers, head teachers learning and

wellbeing and curriculum head teachers to monitor and action procedures to drive consistency and improvement. The school continues to identify attendance as a key indicator for student success and attendance improvement strategies are embedded in the school plan and consistently reviewed.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	0	0	3
TAFE entry	0	0	9
University Entry	0	0	55
Other	100	0	6
Unknown	0	0	27

Year 12 students undertaking vocational or trade training

Vocational Education courses were completed by students in five areas in 2018. The school offered Stage 6 courses in VET Business Services, VET Retail Services, VET Construction, VET Information and Digital Media Technologies and VET Hospitality. These courses were popular with all students, particularly those undertaking a Non-ATAR pattern of study. These students were well supported by a school VET Coordinator and administration staff.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2018, 212 students attained their HSC. 55% of students gained entry into a university course, 9% of students gained entry into a TAFE course and 3% of students are working full time.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	17
Classroom Teacher(s)	78.8
Learning and Support Teacher(s)	3.2
Teacher Librarian	1.4
Teacher ESL	4.8
School Counsellor	3
School Administration and Support Staff	23.37
Other Positions	1.2

*Full Time Equivalent

Three members of the teaching staff identify as being of Aboriginal background.

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	15

Professional learning and teacher accreditation

All permanent and temporary teaching staff at the school developed a Performance Development Plan in 2018 to support their ongoing professional learning. Equity funding was used to support teaching staff in their professional development, a proportion of which was allocated towards an annual staff conference which focused on 'Striving for Excellence' and was attended by the vast majority of teaching and ancillary staff. Additional funding was used to support beginning teachers in the early years of their career development. These beginning teachers were supported through a comprehensive induction program, support from a Head Teacher Mentor and additional professional learning opportunities utilising expertise in the school and external professional support.

One teacher at the school has been actively working towards accreditation at lead level through the

department sponsored Leadership Development Initiative. The focus of this project based professional development activity has been the planning, development and implementation of a STEM program across the school. The school began working toward external validation in term 4 of 2018 to be completed in term 2 of 2019.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	1,596,452
Revenue	18,018,898
Appropriation	17,329,307
Sale of Goods and Services	238,883
Grants and Contributions	360,899
Gain and Loss	0
Other Revenue	72,536
Investment Income	17,274
Expenses	-18,455,066
Recurrent Expenses	-18,455,066
Employee Related	-16,711,995
Operating Expenses	-1,743,071
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-436,168
Balance Carried Forward	1,160,284

The school has budgeted to the SBar and expect to spend these funds prior to December 2019 as per DoE policy requirements.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	11,874,578
Base Per Capita	280,567
Base Location	0
Other Base	11,594,010
Equity Total	2,367,974
Equity Aboriginal	19,715
Equity Socio economic	1,300,000
Equity Language	528,802
Equity Disability	519,457
Targeted Total	1,812,835
Other Total	454,915
Grand Total	16,510,301

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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 achieved outstanding improvements and specific details are outlined in the report.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

A separate EALD/Literacy Faculty was created in 2017 and a substantive Head Teacher was appointed in 2018 following a period of an Acting Head Teacher to target literacy improvement in the school. A range of initiatives were delivered included stand alone EAL/D classes following the English syllabus and EAL/D teacher team teaching and providing differentiation support across KLAs. Stand alone literacy classes were also delivered with literacy focus areas across a range of KLAs. Team teacher support and differentiation advice was also provided across KLAs. NAPLAN results for 2018 have since improved with Numeracy at 34.04% growth and Reading at 36.10% growth, far exceeding expectations and evidence of successful practices tailored to student need and learning.

The school has once again achieved outstanding value added results in numeracy at approximately 80% of students achieving growth at anticipated levels or greater from Year 7 to Year 9.

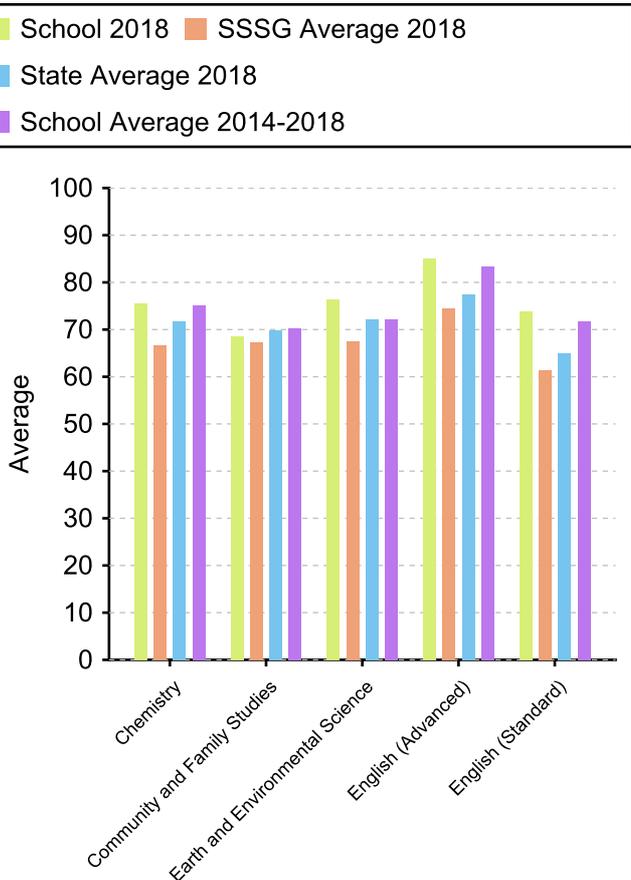
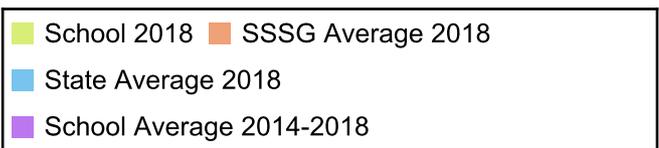
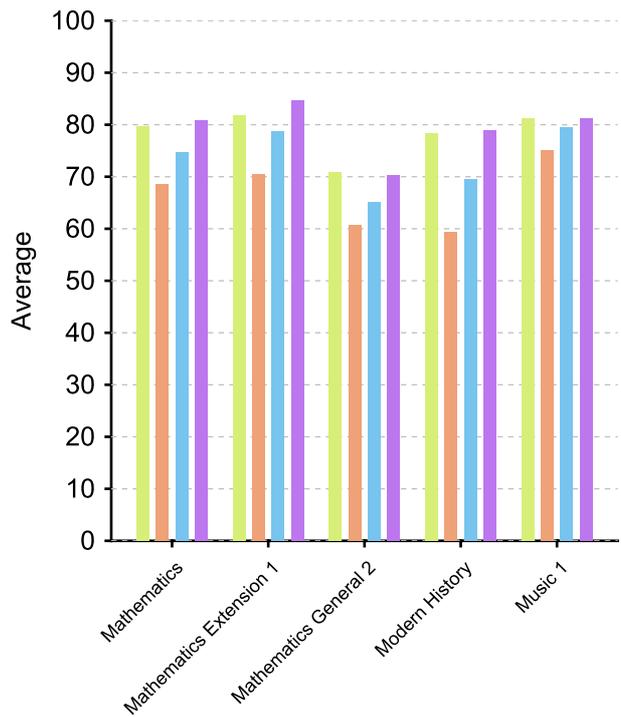
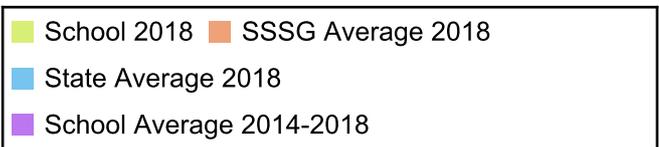
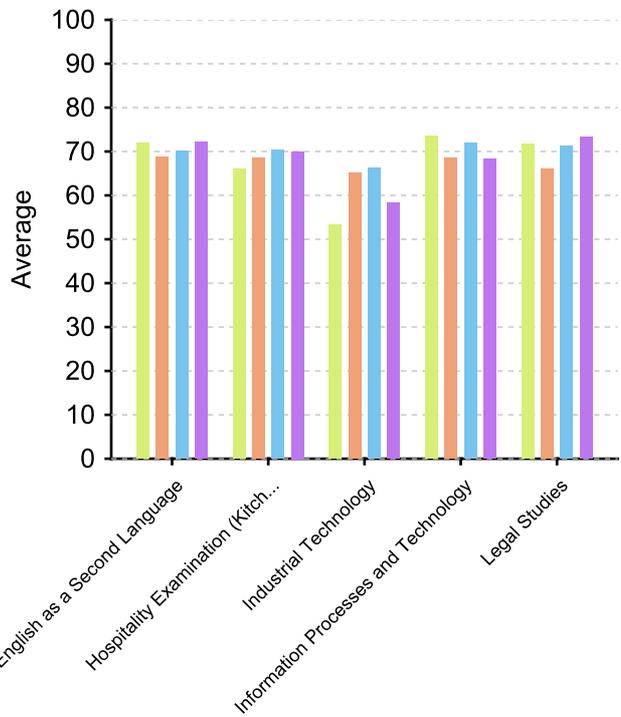
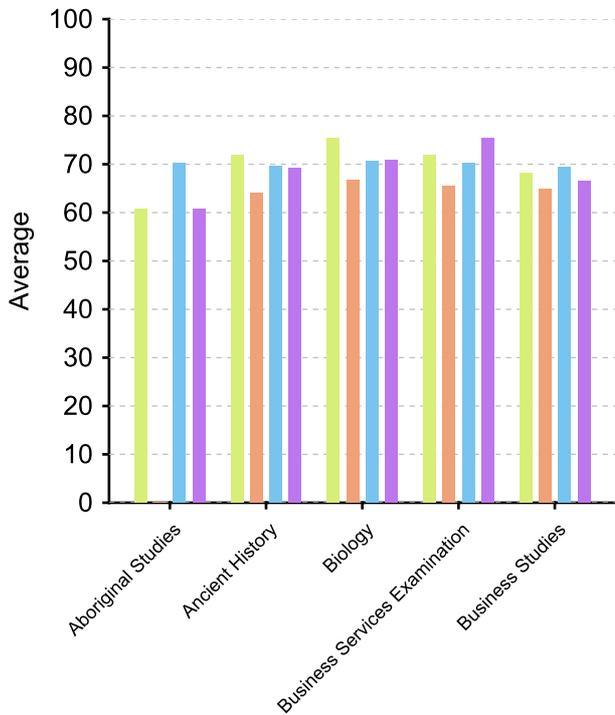
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

The NSW Premier's Priorities in Education is to increase the number of students achieving results in the top two bands in NAPLAN Reading and Numeracy by 8% by 2019. Students at Fairvale High School achieved an increase in the top 2 bands by 10.42% in 2018, exceeding the NSW Premier's Priorities in Education for 2019. In Reading 14.23% of students in Year 9 achieved in the top 2 bands (compared to 4.7% in 2017) and 14.29% of students in year 7 achieved in the top 2 bands (compared to 15.57% in 2017). In Numeracy 40.08% of students in Year 9 achieved in the top 2 bands (compared to 23.96% in 2017) and 25% of year 7 students achieved in the top 2 bands (compared to 35.71% in 2017). A total of 5 Aboriginal students in Year 7 and 6 Aboriginal students in Year 9 sat for NAPLAN assessment in 2018. One student was represented in the top bands for Reading in year 9, showing a slow improvement in representation for indigenous students at the school.

Higher School Certificate (HSC)

Average HSC scores for Fairvale High School continue to be above similar schools and the rest of the state. Despite the state average course state mark remaining static, the average score for Fairvale has steadily improved from 2014 to 2018. 20 out of 38 subjects

offered achieved above state average results, with 51 band 6s achieved in a variety of subjects including IDT, Business Studies, Chemistry, Economics, Engineering, English Standard, English Advanced, English Ext 1 and Ext 2, IPT, Legal Studies, Mathematics General 2, Mathematics 2 unit, Maths Ext 1 and Ext 2, Music, PDHPE, Physics, Visual Arts and Spanish Beginners.



History, Chemistry and Legal Studies subjects.

Parent/caregiver, student, teacher satisfaction

All students completed the Tell Them From Me student survey in Term 1 of 2018 and the results of this survey have been shared with all staff and used extensively in school planning and reporting. The Focus on Learning teacher survey (biennial) was conducted in Term 3 of 2016 and was conducted again in 2018. Parent feedback is received on an ongoing basis through monthly P&C meetings.

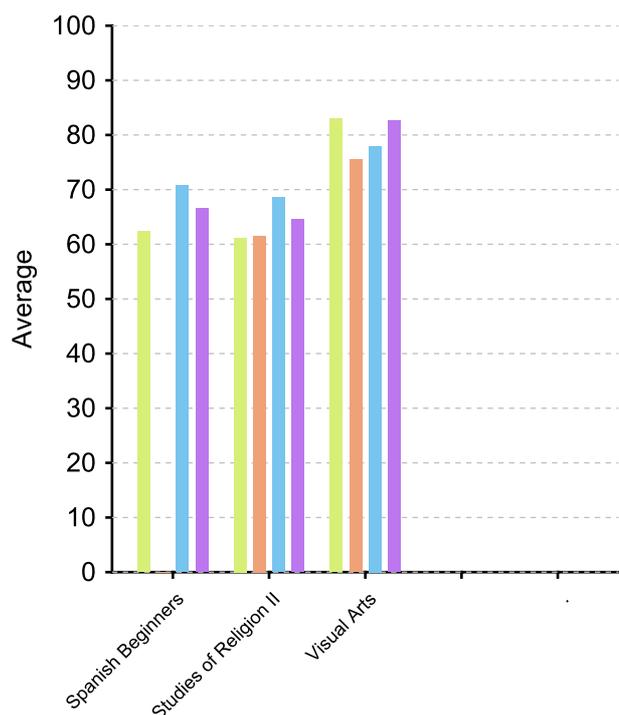
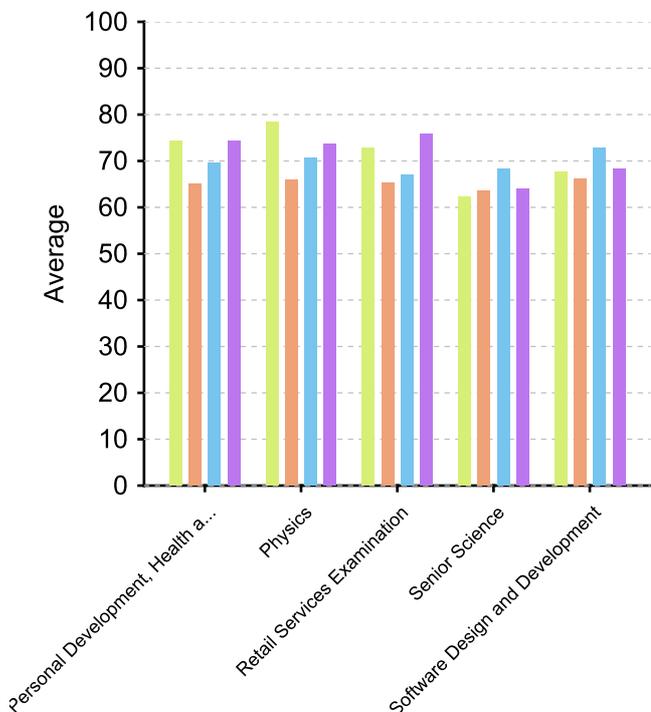
Policy requirements

Aboriginal education

The learning needs of Aboriginal students in the school and awareness of non-indigenous students are addressed through syllabus requirements in Learning Across the Curriculum, Cross Curriculum Priorities, where Aboriginal and Torres Strait Islander histories and cultures is one aspect that must be addressed in learning programs across KLAs. The broadness of this scope opens the culture school wide and provides Aboriginal students with the opportunity to see themselves reflected in their learning, something which can be very powerful in lifting aspirations of students. The school provides a period allowance to the Aboriginal Education Coordinator who connects with students and parents on a regular basis. Part of the teacher's duty requirements is to complete PLPs with the student and families for the purposes of goal setting and to provide a pathway towards achieving outcomes successfully. Extra curricular activities are also provided.

Multicultural and anti-racism education

As part of the Department of Education Multicultural Plan, the school addresses the needs of a culturally diverse student body by creating an EAL/D and Literacy faculty which runs parallel English EAL/D classes across all year groups, team teaching across KLAs, stand alone literacy classes for years 7–9 and literacy and EAL/D differentiation support for teachers of all KLAs. The school provides a period allowance for the Refugee Support Coordinator who provides transition support for students from the IEC, welfare support once refugee students have enrolled at FVHS and regular gatherings for refugee parents with workshops and teacher meetings. The school provides a period allowance for our Anti-Racism Contact Officer who has been trained to address issues around racism, facilitate the complaints handling process and promote anti-racism education in the school.



Value added data from Year 9 NAPLAN to Year 12 HSC was again outstanding and places Fairvale High School once again, amongst the top value added schools in NSW. All English courses and most Mathematics courses achieved results above state average. Outstanding results were also achieved in the Creative and Performing Arts fields, and in Retail Services, Physics, PDHPE, Business Services, Modern