

Fairfield High School

Annual Report



2018



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Introduction

The Annual Report for **2018** 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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School background

School vision statement

Fairfield High School's vision is to have all students grow into active, productive and informed citizens who are able to fully participate in our society with success. Staff will work collaboratively to develop their own professional skills so as to create and deliver engaging and impacting programs.

The school's CARE Code (Community, Achievement, Respect and Environment) underpins the ethos of the school, where the overarching aim is to produce informed, confident and caring individuals through quality learning programs

We value :

- Community: diversity and inclusiveness is celebrated and embraced, differences are encouraged and care for others is promoted
- Achievement: all students are encouraged to strive to attain their personal best across all areas of the school curriculum
- Respect: students display respect for themselves and all members of the school community, taking responsibility for their actions
- Environment: pride and care is taken in classroom, whole school and broader community settings to look after and protect educational, community and environmental resources

School context

Fairfield High School is a comprehensive co-educational high school with an enrolment of approximately 1200 students from diverse cultural, religious and socio-economic backgrounds. with 93% of the students from a language background other than English.

The school NSW FOEI (family occupation and employment index) for 2017 is 188 which is considerably higher than the average of 100 and the ICSEA (Australian Index of Community Socio-Educational Advantage) is 881 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. Fairfield High School also has six special education classes that support the learning of students with intellectual disabilities and autism.

FHS receives equity funding as part of the Resource Allocation Model of funding which supports improvement in student outcomes through a vast variety of strategies that are embedded across the school.

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.

There have been four main areas of improvement

- 1) Learning: Curriculum and Learning is now "sustaining and growing"
- 2) Teaching: Learning and Development is now sustaining and growing"

3) Leading: Leadership is now "excelling"

4) Leading: School Resources is now "excelling"

The school identified a number of future directions that were then embedded in the 2018–2020 school plan 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 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

Engaged, responsible students striving for excellence

Purpose

Students are empowered to meet high academic expectations whilst striving to constantly improve on their personal best. To facilitate this a comprehensive suite of structured programs and strategies are implemented within positive learning environments. Students will develop the necessary skills to be successful citizens beyond school.

Overall summary of progress

Staff continue to set high expectations and work collaboratively to develop whole school and classroom programs to engage students in a positive manner, with the aim to improve student attendance, participation and results.

Students participated in numerous programs and activities, beyond the mandated syllabus and assessment requirements, leading to ongoing improvement in each of the areas identified as a school focus: attendance, participation and results.

A Literacy teacher has been employed to explicitly design and implement an intensive literacy program in Stage 4, staffing has been allocated to implement an intensive Numeracy program in Stage 4 and a Head Teacher Enrichment has been employed to lead whole school programs in improving student outcomes for students on track to achieve a Band 4 in the HSC, with an aim to improve future HSC results.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• An increase in literacy and numeracy results in Years 7, 8 and 9 (Key Evidence: an improvement in external NAPLAN and internal Progressive Achievement Test results)	\$300,000	<p>Students performed better in writing and spelling and the value added was well above the state average for both Year 7 and 9 cohorts.</p> <p>All Year 7 students undertook the PAT tests in Literacy and Numeracy three times throughout the year to track progress. This was supported by newly introduced Literacy and Numeracy classes. It was evident as students progressed through the courses, that their basic skills of numeration, spelling, comprehension and writing improved.</p> <p>2019 and 2020 NAPLAN results will be used to analyse some longitudinal data around student literacy and numeracy skills.</p>
<ul style="list-style-type: none">• An increase in student academic success in Years 10, 11 and 12 (Key Evidence: HSC— a reduction of Bands 1 & 2 and an increase in Bands 4, 5 & 6 & in Year 10 a reduction in Grade E's and an increase in Grades A, B & Cs)	\$300,000	<p>The best performing HSC subjects in 2018 were Modern History, English Advanced, English Standard and Visual Arts.</p> <p>There continues to be a focus on improving HSC results across all subjects with these strategies being embedded in the School Plan 2018 – 2020. This is a long term strategy that includes professional learning for staff, literacy and numeracy intensive programs in Stage 4, additional LaST and EALD staffing, using data to plan for improvement and the strengthening of University partnerships.</p>
<ul style="list-style-type: none">• A continued improvement in student school attendance Years 7 – 12 (Key Evidence: a decrease in unexplained absences, late	\$200,000	<p>Whole school attendance has remained stable at approximately 87%, which is approximately 2% lower than the State average..</p> <p>Year 8 in 2018 was above the state average by</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<i>arrivals and fractional truants. An increase in whole school attendance data)</i>		<p>1.7% and has increased over the past 4 years.</p> <p>Year 9 demonstrated an improvement in attendance in 2018 by 4% and was above the State average by 2.1%</p> <p>Year 7, 10 and 12 are the three key year groups that are lower than the State average. and that require a focus to improve.</p> <p>This initiative is supported by the reduction of face to face teaching of the Head Teacher Welfare ensuring they can be responsive and have all welfare supports in place to support students to improve their attendance.</p>
<ul style="list-style-type: none"> Positive Behaviour for Learning introduced and embedded across the school (Key Evidence: signage, lessons and templates rolled out across the school, increased interventions for behaviour, improved classroom environments) 	\$250,000	<p>Positive Behaviour for Learning is driven by the Head Teacher Student Engagement, employed out of the RAM equity funds,. A cross curricular team of staff volunteered to be on the PBL Team and the school behaviour matrix was collaboratively developed. The Welfare and Discipline Policy was modified to align with PBL and new levels were introduced to track student behaviour.</p>

Next Steps

The School Plan for 2018 – 2020 targets student academic performance in a comprehensive and strategic manner. The development and implementation of a whole school literacy and numeracy plan is one of the fundamental building blocks of long term student skills improvement. The school has committed funds to continue to employ additional teaching specialist teaching staff, as well as to have additional members of the school's executive team employed to drive targeted aspects of the school plan. Each year of this 3 year cycle of planning, evaluations are undertaken to modify the exact teaching and learning focus for the following year..

Strategic Direction 2

Creative, collaborative and high performing staff

Purpose

Explicit teaching, high expectations and the provision of a differentiated curriculum that is flexible, relevant and responsive help create an engaging and stimulating learning environment for all students. This is supported by evidence based professional learning for staff.

Overall summary of progress

2018 saw the continued success of school based programs targeting staff performance and skills development, with many of the school plan's goals being achieved in a collaborative and positive manner. This success has been primarily due to the stability of the school's executive and the cohesiveness of the senior executive team when it comes to driving change with an aim to have high performing staff achieving positive outcomes for students.

Professional learning opportunities for staff were numerous and varied in order to address both the school priorities and identified goals, as stated in individual staff member's Performance and Development Plans. Anecdotal and formal feedback has indicated that staff feel supported in their ongoing skills development.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">An improvement in whole school approaches to assessment, reporting and feedback practices (Key Evidence: <i>Assessment and Reporting Policy 7 – 12, Report Writing Handbook, Feedback strategies incorporated into programs, differentiation in assessment tasks & a reduction of N Award warnings</i>)	\$400,000	<p>Staff from a variety of KLAs engaged in external and internal professional learning about quality assessment and reporting practices.</p> <p>Phase 1 of the improvements in this area was to revise and edit the schema for academic reports, as well as to develop a Style Guide for all staff to use when writing these reports.</p> <p>Assessment Booklets and the Assessment Policies were revised and updated to ensure compliance and best practice.</p> <p>All Stage 4 programs were rewritten to incorporate clear differentiation. Each KLA were released from classes at various times throughout the year to ensure this happened collaboratively and the Head Teacher, Teaching and Learning was instrumental in driving this process.</p>
<ul style="list-style-type: none">Data analysis informs teaching and whole school programs (Key Evidence: <i>minutes of faculty meetings reflect data analysis & use of data to inform practice, all staff use Insights & Analysis modules on Sentral</i>)	\$50,000	<p>Sentral Insights module was purchased and trialed throughout the year. This was determined to be difficult to use and failed to provide greater information than was already able to be accessed via Sentral and Scout.</p> <p>Survey Monkey is used for all whole school, faculty and program evaluations so that all data is kept in a central location.</p> <p>Evaluation data led to changes in the Special Religious Education timetable, the school carnival structure, discipline level structures, gifted education practices, transition programs and welfare initiatives.</p>
<ul style="list-style-type: none">the introduction of targeted, collaborative professional	\$200,000	<p>Professional Learning Communities were introduced and all staff worked in groups to set and</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
learning strategies (Key Evidence: <i>Instructional Collaboration, Professional Learning Communities and "Walkthroughs"</i> – all being utilised regularly to lead to improved student outcomes)		<p>answer educational questions of inquiry. Staff undertook professional reading, observations, research, data collection and professional learning. All PLCs reported back to the whole staff and some of the strategies being investigated have been implemented in all classrooms, such as Learning Intentions.</p> <p>Head teacher Secondary Studies is going to be employed to replace the Head teacher Professional Learning, this will broaden their role to be both professional learning and curriculum focused (specifically NESA requirements for assessment)</p>
<ul style="list-style-type: none"> An improvement in the whole school approach to PDPs and Accreditation (Key Evidence: <i>revised PDP Policy, templates and processes to support Accreditation at all levels</i>) 	\$50,000	<p>The PDP process is now embedded across the school, with a school based policy and procedures document guiding staff through the process. Supervisors were all provided professional learning in having difficult conversation and in how to set goals with clear outcomes.</p> <p>Two teachers were enrolled in the Accreditation at higher levels, neither having completed the process yet. All beginning teachers achieved Proficiency and engaged in all professional learning around early career issues that the Head teacher Professional Studies and Deputy Principal (Accreditation) provided.</p>

Next Steps

The school-developed staff leadership initiative, FLAIR (Fairfield Leadership Approach: Individualised and Road-Mapped), has been launched at the annual Executive Team Conference and it will provide numerous opportunities for leadership development and reflection. This includes professional learning, professional reading, online resource curating, goal setting, coaching, mentoring and evaluative practices. The outcome of this will be the consolidation and enhancement of leadership skills of staff. Professional Learning Communities are going to be the key PL activity at staff meetings throughout the year and all school based PL will be based on capacity building.

Strategic Direction 3

Committed school leaders driving continuous improvement

Purpose

Building leadership capacity to support the future directions of the school, where school leaders are able to identify and prioritise specific school needs and then implement effective strategies for improvement. Community partnerships are actively developed to inform and support school strategic directions.

Overall summary of progress

The "School Excellence Framework" states that schools should be striving to ensure that the "use of school facilities is optimised, to best meet the needs of students and the local community". Our self assessment continues to determine that we are excelling in this area. Community partnerships are a vital component of many school programs. These include universities, primary schools, local businesses and sporting links that all add value to the educational and extra curricula experiences of students. In 2018 there was an continuation and expansion of the involvement of parents in school activities such as parent teacher nights, information evenings and a myriad of parent workshops.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">The establishment of staff led projects explicitly targeting improvement in student outcomes <p>(Key Evidence: audit of executive and staff leadership of projects., introduction of leadership coaching and improved student outcomes as per specific projects)</p>	\$20,000	Professional learning in coaching and professional learning communities was undertaken. As the year got underway, this part of the school plan was suspended due to other priorities that mid year that required a shift in focus on whole school programs. This will be re-visited in 2019 and 2020
<ul style="list-style-type: none">An improvement in school's self-assessment outcomes of the School Excellence Framework <p>(Key Evidence: evaluation data collected from across the 14 elements within the 3 domains of Students, Staff and Leadership)</p>	\$200,000	<p>Through the myriad of whole school and targeted programs and initiatives, there has been substantial improvement in many areas of the School Excellence Framework.</p> <p>Learning Culture – "In schools that excel, the school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community." The school has moved from Developing to Sustaining and Growing</p> <p>Effective Classroom Practice – "In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies" We have moved from Working Towards to Delivering.</p> <p>Teaching, Learning & Development – "In schools that excel, professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice" Delivering is now Sustaining and Growing</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> An improvement in school's self-assessment outcomes of the School Excellence Framework (Key Evidence: evaluation data collected from across the 14 elements within the 3 domains of Students, Staff and Leadership) 		<p>Leading, School Planning <i>"In schools that excel, the school plan is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its activities. The plan is well-conceived, effectively implemented and effects improvement"</i> has moved from Delivering to Sustaining and Growing</p>
<ul style="list-style-type: none"> Increased participation of parents and community in partnership with the school (Key Evidence: audit of community partnerships, including analysis of outcomes and improved parent participation rates, focus group and survey data) 	\$150,000	<p>A Community Engagement Officer has been employed to improve links with parents and the school. The CEO held numerous successful parent workshops and meetings, where parents were encouraged to have input into school policies, practices and decisions. Over 170 parents participated in these throughout the year, with many of these attending multiple events.</p> <p>The local shopping centres and businesses began showcasing student work and providing prizes, enhancing the school's reputation. News articles and television segments on the refugee choir, student leaders and successful sports teams also enhanced the school's reputation in the local area.</p>

Next Steps

Community partnerships continue to be a high priority focus area for the school. It is acknowledged that these partnerships add value to students, both for their academic results and personal wellbeing. The Intensive English Centre (IEC) continues to lead by example in the creations of long term meaningful partnerships with community partners. In 2019 there is a new executive position focused on coordinating enrichment activities involving our community partners.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$8000	<p>ATSI students are performing above the state average in comparison with their peers., both academically and in their attendance.</p> <p>The SRC has continued a leadership position for an ATSI student representative.</p> <p>Two of the ATSI students gained a position in the targeted Stage 4 academic classes and one ATSI student is a member of the Talented Soccer Program.</p> <p>There is an ATSI member of staff who coordinates all ATSI activities, as well as coordinating the completion of the ATSI PLPs. This teacher was instrumental in establishing the Fairfield AECG and is the current elected president of this group.</p> <p>ATSI students participated in a broad range of cultural and academic activities at universities, the zoo and museum.</p>
English language proficiency	\$610,000	<p>The largest feeder school for Fairfield High is the IEC.</p> <p>The Head Teacher EALD revised and modified the IEC enrolment processes, leading to smoother movement of students into the high school.</p> <p>These funds were used to employ a Head Teacher EALD and an additional EALD teacher. 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 18% higher satisfaction levels in all aspects of school life, using school and external evaluation data. These same students reported 12% higher levels of aspiration for further education.</p>
Low level adjustment for disability	\$415,000	<p>An additional Learning and Support Teacher and an SLSO have been employed to supply more 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 explicitly link school support with NCCD reporting. and these are collaboratively developed with members of the Learning and Support Team.</p> <p>A review of programming requirements</p>

<p>Low level adjustment for disability</p>	<p>\$415,000</p>	<p>across the school has ensured all adjustments are clearly articulated in the teaching and learning plans that staff develop. The Head Teacher Teaching and Learning, the LaST coordinator and the Head Teacher Welfare worked collaboratively to upskill staff in differentiation and program writing.</p> <p>The staff in the LaST faculty successfully support students with a myriad of individual needs and this has led to the successful integration of students with disabilities across all year groups. Proactive, targeted support has enabled students with diagnosed disabilities to successfully complete their HSC and move directly into post school education programs..</p>
<p>Socio-economic background</p>	<p>\$1,300,000</p>	<p>In a school with very high levels of economic disadvantage and large numbers of students who have experienced interrupted education and/or trauma, many academic and welfare programs are implemented to address these areas in order to maximise student outcomes. Some of these include SHINE program, Our Faces Our Stories, drumming workshops, swimming programs, gardening projects, numerous mentoring strategies accessing community members and a wide range of university partnerships.</p> <p>It is evident that these strategies are successful when looking at the exit data of students from Year 12. There has been a 15% increase in the number of students undertaking further education as a post school option., with a total of 75% of the Year 12 school leavers currently enrolled in higher education courses at TAFE, college and university..</p> <p>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. These are supplemented by support from FoodBank, Oz Harvest and Mission Australia.</p> <p>Additional staff are employed in both the IEC and high school to provide specialised curriculum, welfare and professional learning support to staff and students. These additional staff provide expertise and leadership in technology, differentiated learning, refugee welfare programs, transition, professional learning and leadership.</p> <p>The school's library has continued to transform into a vibrant 21st century learning environment, with a very successful after school homework centre in operation throughout the year. Virtual Reality and Maker Space initiatives were integrated into KLA programs, as well as being available to students at lunchtime. The IEC also conducts</p>

Socio-economic background	\$1,300,000	a homework centre specifically addressing the needs of students who are still developing their English language skills.
Support for beginning teachers	\$53,000	<p>The Head Teacher Professional Learning coordinated the support strategies for the beginning teachers in the school. Targeted professional learning, accreditation guidance, release time, teacher mentors and classroom observations were all implemented to assist beginning teachers hone their skills in the classroom. '</p> <p>A review of this position was undertaken when the school's head yteacher allowance, enabled us to add another substantive head teacher. It was decided to employ a Head Teacher Secondary Studies and this person would be responsible for beginning teachers.</p> <p>A revised induction and orientation program was implemented that had key personnel in the school lead sessions designed to help expand the knowledge and skills or beginning teachers to be able to specifically target the learning and welfare needs of refugee and EALD students.</p>
Targeted student support for refugees and new arrivals	\$100,000	<p>All students exiting the IEC into the high school who wish to undertake the HSC are enrolled in the Bridging Class. This class consists of six courses designed to prepare students for the language, skills and knowledge necessary to undertake the HSC. The Head Teacher EALD leads this initiative and has worked collaboratively with key KLA staff to redesign and implement quality programs and assessment practices that meet the specific needs of these students.</p> <p>The Head Teachers EALD and Student Engagement developed a refugee student leadership initiative where recently exited refugee students from the IEC were trained as leaders to work with both parent groups and primary school students.</p> <p>The school has close partnerships with many community organisations who come into the school to support the refugee students and their families. These include having a regularly nurse on site, STARTTs psychologists doing outreach sessions and CORE Community running a myriad of welfare programs for new arrivals and refugee students.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	549	538	654	639
Girls	420	462	542	510

After the spike in student enrolments in 2017 (due to the federal government's additional refugee intake), the school's overall enrolment numbers remain higher than in previous years. The Intensive English Centre remains our largest feeder school, with intakes being made into the high school at the start of every term throughout the year. .

Student attendance profile

School				
Year	2015	2016	2017	2018
7	92.2	93.3	91.9	90.4
8	86.6	89.1	90.4	90.9
9	88.2	86.8	85.8	89.8
10	85.8	88.1	83.9	83.6
11	84.6	85.3	86	85.2
12	87.3	85.2	86.7	85.8
All Years	87.2	87.8	87.2	87.5
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

Whole school attendance has remained stable at approximately 87%, which is approximately 2% lower than the State average..

Year 8 in 2018 was above the state average by 1.7% and has increased over the past 4 years.

Year 9 demonstrated an improvement in attendance in 2018 by 4% and was above the State average by 2.1%

Year 7, 10 and 12 are the three key year groups that are lower than the State average. and that require a focus to improve.

The attendance goal for Fairfield High School will be to improve the whole school attendance. Weekly meetings with the Home school Liaison Officer and Head Teacher Student Engagement with students whose attendance is below 75%. will help this to occur. Year advisors will continue to chase up attendance if students under 85% and over 70%. and engagement programs such as the LEAP, In League In Harmony, TAFE to help assist with engagement. Improved communication with students and staff regarding attendance and initiatives is a key focus area..

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	3	5	8
Employment	2	7	19
TAFE entry	7	10	18
University Entry	0	0	40
Other	9	12	15
Unknown	0	1	0

There has been a 9% increase in the number of students undertaking further education as a post school option, with 72% of Year 12 school leavers currently enrolled in higher education. Students who leave school prior to the completion of their HSC receive a ROSA that reflects their academic results for years 10 and/or 11. The Head Teacher Student Engagement will be case managing the students at risk of leaving school before the completion of their HSC with an aim to reduce the number of students who leave school without having a job or access to further education.

Year 12 students undertaking vocational or trade training

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

26 students undertook additional vocational subjects including nursing, tourism, property management and plumbing as a part of their HSC course of studies.

Year 12 students attaining HSC or equivalent vocational education qualification

98% of students who completed their Year 12 secondary studies obtained the award of a Higher School Certificate.

The remaining students attained a Certificate of Attainment for the subjects they completed successfully.

There was a 2% decrease in the number of students who received an N Determination in one or more HSC subjects.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	12
Classroom Teacher(s)	52
Learning and Support Teacher(s)	3.7
Teacher Librarian	1
Teacher ESL	5.4
School Counsellor	3.4
School Administration and Support Staff	36.88
Other Positions	52.6

*Full Time Equivalent

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

Additional EALD, Learning and Support, PDHPE and SAS staff have been employed to support the specific needs of our students. There are also additional members of the school's executive team employed to lead whole school programs, such as Head Teacher Student Engagement, Head Teacher EALD and an extra Deputy Principal.

The Intensive English Centre also employs additional staff to support the welfare needs of the students and to have additional executive support.

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

One of the Deputy Principal's supports both established and beginning teachers, coordinating all aspects of gaining and maintaining accreditation, as well as induction and orientation processes.

There is a strong commitment to professional learning with a focus on strategies that will lead to an improvement in student outcomes.

The PDP goals of staff were considered when professional learning activities were being implemented throughout the year, with the aim to maximise the number of staff who receive training that has direct links to their stated aims for development.

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

Mentoring, coaching and professional learning communities are used to develop staff skills and leadership, with a focus on succession planning and sustainability of programs.

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	1,752,949
Revenue	19,624,986
Appropriation	18,941,564
Sale of Goods and Services	225,130
Grants and Contributions	326,231
Gain and Loss	0
Other Revenue	109,458
Investment Income	22,603
Expenses	-16,897,367
Recurrent Expenses	-16,897,367
Employee Related	-15,315,173
Operating Expenses	-1,582,194
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	2,727,619
Balance Carried Forward	4,480,567

Fairfield High School receives a significant amount of funds that are explicitly linked to the needs of the students who attend the school. Most students come from families who do not have access to financial resources that are sufficient to cover all the costs associated with education. As a result, there is a large portion of school funds that are used for Student Assistance. These funds support the students in the areas of uniform, subject fees, excursions and, sometimes, even medical, optical or dental support. This also means that the school receives only a limited amount of voluntary school contributions and specialised subject fees.

There have been funds set aside from some significant infrastructure projects, including outdoor covered learning area for S Block, an outdoor learning space for the Special Education Unit and rejuvenation of the canteen area into an outdoor learning space. An upgrade of the school's CCTV system is being investigated to enhance whole school security.

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	8,359,470
Base Per Capita	287,950
Base Location	0
Other Base	8,071,520
Equity Total	2,504,207
Equity Aboriginal	7,357
Equity Socio economic	1,300,000
Equity Language	624,678
Equity Disability	572,172
Targeted Total	1,410,011
Other Total	5,478,802
Grand Total	17,752,490

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.

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.

Students have consistently demonstrated significant value added in all areas of literacy when comparing year 9 students with their year 7 results.

Students are more competent in Writing and Spelling than Reading, with students in the highest level of Spelling exceeding the state average.

After analysis of these results the following strategies

have been implemented:

- Targeted Literacy and Numeracy lessons twice/cycle for all Year 7 students. Programs have been evaluated by staff & students & changes made, including programming & assessment
- Faculty programming to embed specific areas of need in Writing in Stage 4, reflected in assessments & reporting. Specific delivery & guides in Faculty Literacy Folders
- NAPLAN analysis – Writing was targeted and student writing samples formed the basis of professional learning for all staff

Percentage in Bands:

Year 7 - Reading

Band	4	5	6	7	8	9
Percentage of students	12.1	33.6	31.8	15.0	6.5	0.9
School avg 2016-2018	18.8	29	33.4	13.4	4.5	0.9

Percentage in Bands:

Year 7 - Grammar & Punctuation

Band	4	5	6	7	8	9
Percentage of students	22.2	29.6	18.5	15.7	8.3	5.6
School avg 2016-2018	22	29.8	21.7	15.8	7.4	3.3

Percentage in Bands:

Year 7 - Spelling

Band	4	5	6	7	8	9
Percentage of students	12.0	20.4	21.3	23.1	18.5	4.6
School avg 2016-2018	19.6	17	20.2	23.2	14	6

Percentage in Bands:

Year 7 - Writing

Band	4	5	6	7	8	9
Percentage of students	25.9	39.8	19.4	7.4	5.6	1.9
School avg 2016-2018	30.1	33.9	24.4	8	3	0.6

Percentage in Bands:

Year 9 - Writing

Band	5	6	7	8	9	10
Percentage of students	56.7	20.0	9.3	10.0	2.7	1.3
School avg 2016-2018	51.4	21.3	13.9	9.9	2.5	1

Percentage in Bands:

Year 9 - Spelling

Band	5	6	7	8	9	10
Percentage of students	37.3	14.0	24.0	14.7	9.3	0.7
School avg 2016-2018	34.2	20.1	21.3	14.4	7.2	2.7

Percentage in Bands:

Year 9 - Reading

Band	5	6	7	8	9	10
Percentage of students	27.3	30.7	24.0	14.0	3.3	0.7
School avg 2016-2018	29.1	33.1	23.1	10.9	3.2	0.5

Numeracy skills are being targeted via a dedicated Stage 4 Numeracy program and an individualised, online Maths skills program. Students and staff have reported increased engagement in Numeracy strategies in Years 7 and 8. In 2019, these strategies will be expanded into Year 9.

As many students have experienced interrupted schooling, there is a specific challenge for staff to help students develop their basic numeracy skills. Students are often combining Stage 5 curriculum with Stage 3 and 4 Numeracy skills development to accommodate the lack of basic skills.

In 2019 there is a plan to employ at least one SLSO who is a Maths expert (Mathematics university student) who will support Maths classes by attending class and working with students to provide targeted support. Additionally, this same person will work with Maths students in the top classes to extend their skills and help them with exam technique.

Percentage in Bands:

Year 7 - Numeracy

Band	4	5	6	7	8	9
Percentage of students	5.7	30.5	41.9	16.2	4.8	1.0
School avg 2016-2018	7.3	31.5	34.9	14.7	9.5	2.1

Percentage in Bands:

Year 9 - Numeracy

Band	5	6	7	8	9	10
Percentage of students	10.3	38.4	32.2	12.3	6.2	0.7
School avg 2016-2018	9.2	43	30.4	11.3	4.6	1.5

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.

ATSI students in Year 9 demonstrated literacy and numeracy growth at or above the state average. These students are also in our targeted academic classes, leadership position and represent the school in a variety of sports.

Higher School Certificate (HSC)

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

Some of the 2018 school strengths, as demonstrated by the school's HSC results were:

- Modern History 2018 above SSSG & State average
- English Advanced, English Standard and Visual Arts are all above SSSG
- Biology, Business Services, Business Studies and Food Technology show positive growth from the 2014–18 average
- 10 subjects in 2018 were above the SSSG Average in 2018 – Biology, Business Services, Business Studies, English Advanced, English Standard, Food Technology, Legal Studies, Modern History, PDHPE, physics
- Mathematics showed significant positive growth in 2018

Target areas for improvement:

- Mathematics, Mathematics General 2, Senior Science, Society & Culture and Legal Studies will be reviewed and revised to target these courses for improvement.

Subject	School 2018	SSSG	State	School Average 2014-2018
Ancient History	54.3	59.6	69.5	59.6
Biology	64.3	62.1	70.7	63.7
Business Services Examination	62.5	0.0	70.1	62.1
Business Studies	67.2	60.3	69.3	64.0
Construction Examination	63.7	64.8	67.8	63.7
English (Advanced)	74.9	70.9	77.5	77.2
English (Standard)	61.2	58.6	65.0	64.9
English as a Second Language	60.6	62.1	70.1	63.3
Food Technology	73.1	63.7	70.7	68.4

Hospitality Examination (Kitchen Operations and Cookery)	57.4	63.0	70.3	57.4
Industrial Technology	43.6	61.2	66.2	52.7
Legal Studies	63.8	58.9	71.2	64.5
Mathematics	67.1	76.9	74.8	59.2
Mathematics General 2	51.1	58.7	65.1	47.4
Modern History	72.1	56.3	69.5	66.5
Music 1	72.6	72.8	79.5	74.2
Personal Development, Health and Physical Education	62.2	61.6	69.5	62.2
Physics	58.6	0.0	70.6	61.2
Senior Science	45.6	61.3	68.2	49.4
Society and Culture	66.2	73.1	76.1	67.8
Visual Arts	68.2	72.0	78.0	75.3

Specific Strategies to be implemented in 2019, based on in depth analysis of the 2018 HSC results, include:

- Lesson Intentions/Success Criteria (establishing meaning to lessons)
- HSC analysis (RAP) & reflection upon previous year's successes/areas requiring attention
- Faculty programming in examining area of need/implement strategies
- PEEL – common language of analysis/essay structure, across the school
- LaST member (2 days/week – Sarah Santangelo) devoted to working/planning/reflecting with students
- UTS Tutors – high aspirations reinforced & explicit small group tutorials (many Yr 12 teachers have exchanged emails/met with tutors to ensure they are familiar with current syllabus & expectations)
- NAPLAN analysis – Writing as an area of need. KLAS incorporate practice of modelled/guided/independent
- Teacher led additional workshops, eg. HT T&L conducts full Yr12 Creative Writing Workshop
- Yr 12 Standard English teachers trialling ALARM style feedback/deconstructing essays for peer marking
- PL provided via MyPL, Teachers Federation & external providers to lift success rates
- Professional Learning Community groups researching & trialling teaching strategies targeted specifically at Stage 6
- 2019 – Planned Yr12 Mentor Program

Parent/caregiver, student, teacher satisfaction

In order to get feedback and input from parents the school utilised both the 2018 Tell Them From Me (TTFM) survey and focus group meetings as a part of our community engagement strategy. Some key findings include:

Parents

In general, 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.
- stated they felt welcome at the school, with 50% of these stating they have attended 2 or more school events throughout the year.
- participated in a variety of workshops throughout the year. These included "Technology Tips for Parents", "So you want to know what happens in class?" and "Navigating the HSC", "Virtual Reality" and "Student for a Day". Each session was evaluated and there was overwhelming support for how the workshops were conducted (225 parents in total)
- expressed 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.
- identified the school website, Facebook, letters home, phone calls and parent interviews as positive means of communication..
- expressed concerns for their student's safety and appreciated the school's ability to help them feel secure about sending their children to school.
- expressed positive reactions to the extensive supports provided students after a critical incident, citing the welfare of their students were of paramount concern and that the school appeared to be sharing this concern with them.

Students

In general, students:

- believe that schooling is useful in their everyday life and will have a strong bearing on their future.
- display positive behaviour at school because they value the education they receive and want positive outcomes for their future.
- believe important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives
- feel they have someone at school who consistently provides encouragement and can be turned to for advice.
- feel teachers are responsive to their needs, and encourage independence with a democratic approach.
- state they are intellectually engaged and find learning interesting, enjoyable, and relevant.
- state they are interested and motivated in their learning.
- feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback

that helps them learn.

Staff:

In general, staff:

- believe school leaders in my school are leading improvement and change.
- believe school leaders clearly communicate their strategic vision and values for our school
- discuss with students ways of seeking help that will increase learning
- provide students with a safe, productive and inclusive classroom.
- discuss with students ways of seeking help that will increase learning
- create opportunities for success for students who are learning at a slower pace

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 Personalised Learning Pathways. This same staff member is a founding member and president of the Fairfield AECG. .

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)
- Western Sydney Giants Giants refugee leadership program
- Western Sydney Giants 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.