

# Fairfield High School

## 2019 Annual Report



8550

## Introduction

The Annual Report for 2019 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 94% of the students from a language background other than English.

The school NSW FOEI (family occupation and employment index) for 2019 is 194 which is considerably higher than the average of 100 and the ICSEA (Australian Index of Community Socio-Educational Advantage) is 883 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing



## 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.

### Improvement Measures

- 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)
- 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 )
- A continued improvement in student school attendance Years 7 – 12  
(Key Evidence: a decrease in unexplained absences, late arrivals and fractional truants. An increase in whole school attendance data)
- 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)

### Progress towards achieving improvement measures

#### Process 1: Literacy and Numeracy Program:

- Literacy and numeracy strategies embedded in all Year 7–9 programs
- Intensive literacy & numeracy classes in Years 7 & 8, with programs & resources

Evaluation	Funds Expended (Resources)
<p>Referencing data drawn from NAPLAN and examination of student samples, all KLAs have developed Stage 4 and 5 programs, targeting specific areas of need of our students. In Years 7 and 8, these targeted areas are specific and accumulative in nature, term by term. In Years 9 and 10, the skills are more holistic and build upon the targeted areas in Stage 4. For example, a topic of writing using paragraphs with topic sentences becomes utilising cohesion in a text. These programs accessible to all staff and include specific teaching strategies.</p> <p>Year 7 continued with specific literacy and numeracy lessons, twice a fortnight. All Year 7 students undertook the PAT tests in Writing, Reading and Maths at the beginning and end of the year to track progress. This provided external data as a measurement tool for the same cohort within the same year. Programs have been developed by key personal, targeting the needs of our students. We have also developed and sourced resources that assist our students to grasp key concepts, for example, hands-on equipment in Numeracy lessons, supported by structured activities. PAT results revealed a growth in student results across all three areas, with over 90% of students demonstrating improvement in their Writing.</p>	\$209 825

#### Process 2: Academic Enrichment Program:

- Academic partnerships and an academic mentor to improve academic results in Years 10–12
- Enrichment activities designed to enhance Year 6 into 7 enrolment (including primary links)
- Academic enrichment planning for Years 7–9, beyond 7 & 8 Blue
- Strategies to enhance the academic performance of EALD students

Evaluation	Funds Expended (Resources)

## Progress towards achieving improvement measures

Students have participated in a myriad of academic and mentoring partnerships to help improve their academic results. Partnerships include Australian Business and Community Network(ABCN: *Focus, Innovate, Future Thinkers, Accelerate*); University of Technology, Sydney (*U@Uni Academy, U@Uni Tuition*); Western Sydney University (*Fast Forward*); Macquarie University (*LEAP; UBS Finance Academy*).

Fairfield HS developed a school based mentoring program for Year 12, with 21 students and 10 teachers working together to set goals, achieve targets and plan for the future. This program was so successful that it has expanded for 2020, where 17 staff have volunteered and 45 students are involved.

Enhanced links have been made with local primary schools, where the highly successful, inaugural *Community of Schools Annual Academic Challenge*, had 168 Year 4 and 5 students from 7 local public schools participating in Maths, Science, PDHPE, TAS and Creative Arts. This is part of our broad strategy to attract all local area students to enrol at Fairfield HS as their first preference. Other initiatives included *Year 5 High School Taster Day, Year 6 Welcome Program, Aim Higher, Orientation Week* and the *Teacher/Parent Meet and Greet Afternoon*. The 2020 enrolment numbers for Year 7 reflect the positive outcomes these strategies are having in promoting Fairfield HS as a quality educational setting.

The Head Teacher, Enrichment, developed a professional learning program entitled *Building the Academic Capacity of our High Potential Students*. This used Bloom's Taxonomy and The Williams Model as models to scaffold teaching and learning activities designed to extend the most capable students. 27 staff undertook this training and 94% stated the program was informative, 89% stated that the resource package supported their implementation of these evidence-based teaching strategies and 81% said they gained confidence in their abilities to cater to the learning needs of high potential students.

The academic potential of EALD students has been enhanced by the successful application of students to scholarships such as the *Harding Miller Education Foundation* and the *Malala Yousafzai Foundation*. Additionally, the *FHS Literacy Leadership Program* was developed to bring together 10 new arrival students who demonstrated leadership and academic potential with the New Arrivals Program (NAP) class of Year 3 and 4 students at Fairfield Public School. These students engaged in literacy and language building activities, attended an excursion to the city and created extended writing pieces that were published in the school newsletters. This supported these EALD student's language development and fostered a positive sense of belonging

\$197 825

### Process 3: Attendance & Truancy Policies:

- To be evaluated, modified and implemented, including introducing SMSing & Sentral Parent Portal

Evaluation	Funds Expended (Resources)
Each student is valued as an integral part of the FHS community therefore their attendance is paramount. The Head Teacher Student Engagement uses Sentral to monitor student attendance and ensure students are adhering to the school and Government's policy of 85% and above with their attendance. Fairfield High School engages with the community by sending an instant SMS if their son/daughter is absent, other methods of communication is also implemented such as phone calls and emails. At FHS, we understand that each student is unique and have created attendance programs and offer various programs to ensure students have an inclusive and safe learning environment. These programs include White Lions, Distant Education, TAFE and Fades and Braids Program. This has successfully engaged students with their attendance as they are provided with opportunities to plan and gain skills for future employment or tertiary studies.	\$139 825

## Progress towards achieving improvement measures

### Process 4: Positive Behaviour for Learning:

- Policy, practices and programs developed and implemented

Evaluation	Funds Expended (Resources)
<p>The Positive Behaviour for Learning is driven by the Head Teacher Student Engagement. In 2019, Fairfield High School relaunched the Positive Behaviour for Learning initiative. It was a whole school event celebrating and embracing the new CARE Code – Community, Achievement, Respect and Environment. In 2019, PBL Lessons were developed and programmed accordingly with reference to data extracted from Sentral, research data by the Department of Education, articles and journals providing evidence of the positive impact PBL has upon schools and the wider community. PBL lessons were created and implemented in 2019, by the PBL Team (one staff member from each faculty across the school), where students learned about explicit behaviour expectations, engaged in meaningful discussions with their peers and teachers regarding the PBL Matrix and began to use positive language in their everyday language. Surveys were conducted for evaluation for both staff and students regarding PBL, more than 70% teachers and students were able to identify the CARE Code policy and expectations. 100% of students, teachers and staff were and still are able to identify the colours of the CARE Code, the language, expectations, rewards and consequences depending on behaviour students chose. The data also informed us that attendance increased, students wore their uniform, and staff was monitoring fractional truancy consistently.</p>	\$96 852

## 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.

### Improvement Measures

- An improvement in whole school approaches to assessment, reporting and feedback practices  
(Key Evidence: Assessment and Reporting Policy 7 – 12, Report Writing Handbook, Feedback strategies incorporated into programs, differentiation in assessment tasks & a reduction of N Award warnings)
- Data analysis informs teaching and whole school programs  
(Key Evidence: minutes of faculty meetings reflect data analysis & use of data to inform practice, all staff use Insights & Analysis modules on Sentral)
- the introduction of targeted, collaborative professional learning strategies  
(Key Evidence: Instructional Collaboration, Professional Learning Communities and "Walkthroughs" – all being utilised regularly to lead to improved student outcomes)
- An improvement in the whole school approach to PDPs and Accreditation  
(Key Evidence: revised PDP Policy, templates and processes to support Accreditation at all levels)

### Progress towards achieving improvement measures

#### Process 1: Assessment and Reporting:

- Policies evaluated, modified and implemented
- Staff Handbook – Academic Report Writing
- Differentiation incorporated into all assessments

Evaluation	Funds Expended (Resources)
<p>The DoE policy on Assessment and Reporting was used collaboratively with the executive to review FHS student academic reports in 2018. All reports, including Life Skills and EAL/D, complied with the DoE policy in 2019. The finer details continue to be reviewed eg literacy outcomes in stage 4 and 5, course information and the additional programs section of the reports.</p> <p>Updated assessment handbooks for Years 7 – 12 were developed to include the assessment policy and procedures and the assessment schedule for each of the courses. Assessment booklets are provided to students and staff. The assessment schedules are reviewed annually and updated booklets are produced for the following year.</p> <p>The Academic Style Guide for staff to use when report writing was collaboratively developed. Ongoing professional learning was delivered and staff used the style guide to write professional comments semester 2 2018–2020. After each reporting period, the style guide will be reviewed and published for the next reporting period. This has led to a consistency in reporting to parents and comments are all of a high standard, reflecting on what the student can do and what they need to do to further improve.</p> <p>Explicit differentiation of assessment tasks is underway in the faculties. Coding according to the Quality Teaching and Quality Assessment documents and modification of assessment tasks is continuing and assessment task review is ongoing and is a focus for the future. Feedback from teachers to students using the marking criteria for each assessment task is being improved as a part of the coding exercise – explicit quality criteria.</p>	\$35 000

## Progress towards achieving improvement measures

### Process 2: Quality Feedback:

- Feedback strategies used to inform teacher practice

Evaluation	Funds Expended (Resources)
Professional learning for targeted teachers of the top classes on providing feedback to students was provided using train the trainer model so that all faculties were provided with the learning materials as a result. Quality teaching rounds for the teachers involved created the opportunity for professional dialogue about the teaching of the strategy and feedback to the faculties. This is a continued focus for term 3 2020. Programs for the top classes will have the strategy embedded in stage 4 and 5 programs in 2020. Teachers will be able to adjust their teaching programs by using the feedback to students. This is a continued focus.	\$80 000

### Process 3: Targeted, Collaborative Professional Learning:

- Professional Learning Communities will be introduced and used to develop staff collaboration, learning and evaluative practice.

Evaluation	Funds Expended (Resources)
Professional Learning Communities (PLC's) continued to support the Quality Teaching Framework at FHS, seen as powerful strategy to professionally develop staff and drive school change and student improvement.  PLC's involve staff working in collegial groups to investigate areas that relate to the school strategic directions and to areas outlined in the teacher's own Professional Development Plans. Staff selected topics such as quality feedback, effective EAL/D strategies, numeracy, behaviour management, differentiation and student wellbeing. Staff engaged in action research around these topics and presented their findings at Professional Learning Seminars in semester two 2019. The successful strategies have since been embedded in programs and classroom practice.	\$131 302

### Process 4: PDPs and Accreditation Policies:

- School based policies developed to support all staff achieve professional standards and goals

Evaluation	Funds Expended (Resources)
Throughout 2019 Fairfield High School provided quality professional learning to cater for both teaching and non-teaching staff.  Staff actively engaged in Staff Developments Days, Twilight seminars, Executive Leadership Conferences and Professional Learning Communities. A range of differentiated professional learning was offered in a variety of areas, including mindfulness/wellbeing, explicit teaching of literacy, differentiation, Leadership –Building Capacity, Coding of Assessment and action research.  Our extensive induction programs also provided beginning teachers/ new teachers to the school and casual teachers with additional support and professional learning. The school provides active support in assisting teachers to achieve accreditation. 10 beginning teachers undertaking accreditation in 2019 successfully completed the accreditation process.	\$139 825

### 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.

#### Improvement Measures

- The establishment of staff led projects explicitly targeting improvement in student outcomes

*(Key Evidence: audit of executive and staff leadership of projects., introduction of leadership coaching and improved student outcomes as per specific projects)*

- 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)*

- 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)*

#### Progress towards achieving improvement measures

##### Process 1: Leadership Development:

Leadership density, skills and effectiveness will include:

- leadership coaching,
- leading projects for improved student outcomes,
- PDP goal attainment,
- merit selection skills, *and*
- succession planning

Evaluation	Funds Expended (Resources)
Leadership development is embedded in all school wide programs and practices, with many opportunities being available for staff to lead projects and to apply for promotions positions. Extensive, individualised mentoring occurs with all inexperienced school leaders, supported by collaboratively developed role statements and professional learning. In 2019, we mapped the PDP goals of all executive staff in the school and targeted professional learning and executive conferences to meet as many of the identified goals as possible. Staff who applied for merit selection procedures were routinely provided with lots of support in the development of written applications, sample questions and practice interviews. The numbers of successful applicants who have moved through the merit process, both within and external to the school is a testament to the mentoring these staff received. Succession planning is built into the professional learning and leadership development practices, ensuring stability within the school as well as enhanced opportunities for staff.	\$170 000

##### Process 2: Targeted SEF Improvement Strategy:

- Creation and implementation of a plan to target key elements for improvements from within the School Excellence Framework, supported by the ongoing, embedded evaluation data collection and analysis processes

Evaluation	Funds Expended (Resources)
Collaboration and instructional leadership has played a key role in the	\$20 000



## Progress towards achieving improvement measures

development of comprehensive plans to move the school forward on a continuous improvement cycle. Data is collected after all key events, programs and initiatives, using Survey Monkey, Google Forms, focus groups and informal feedback. This drives all future decisions and has led to improved staff welfare, as they feel their opinions are valued by the leadership teams within the school. It is evident in the School Excellence Framework Self-Evaluation that the school is moving in the right direction and is creating a positive learning environment where students have many opportunities to demonstrate the value-added that Fairfield HS programs are providing.

### Process 3: Communications and Engagement Plan:

- Improve the profile and perceptions of FHS in the broader community
- Strengthen relationships between the FHS and the local primary schools
- Enhance communication strategies within the school and local community
- Continued focus on *Parents as Partners* via open classrooms, information sessions, award ceremonies and improved parent communication

Evaluation	Funds Expended (Resources)
<p>Fairfield High School has strengthened its profile in the broader community by increasing student participation in community events where school captains, SRC, sporting teams and musical performance ensembles have attended to represent the school. Fairfield High School has continued to form/strengthen links with academic and business partners as well as community cultural groups to allow students the best opportunity to form pathways that will enable them greater success upon leaving school. Initiatives include links with groups such as ABCN, Fairfield City Council, the NRL and many more.</p> <p>The school has introduced the Fairfield High School Academic Challenge where 8 local primary schools have accepted an opportunity to bring teams of students to compete against each other. Students have competed in a variety of challenges set up by each faculty of the high school. This has been a wonderful opportunity for students and staff from local primary schools to see the high quality learning activities that Fairfield High School can offer students in future years. The enrolment and transition process has also been overhauled to ensure it is less daunting for students from our local primary schools. Fairfield High School welfare team and the Head Teacher Enrichment have strengthened links with local primary schools that encourage more student transition opportunities and more information being shared to support students as they move to high school.</p> <p>Fairfield High School staff have worked hard to increase the effectiveness of communication with its diverse family and community groups. The school has continued to increase its digital presence through social media and has been using SMS to get information to parents as well. Efforts have been increased to ensure information being sent out is translated and the schools Community Team offers interpreting links so parents can discuss issues in their native language.</p> <p>Fairfield High School Parent and Community Forums continued to be huge events where large numbers of parents and community members have come each term to meet the school executive and discuss school programs, opportunities and issues. The schools presentation, graduation and sports assemblies remain large and positive events where families have the opportunity to share their students' success with them. The school Community Team has continued to build positive parent and community relationships with an emphasis on clear and effective communication, this will be a key strategic area that is built on for 2020.</p>	\$177 430

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$6 839.00)</li> </ul>	<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 including university, Taronga Zoo and Australian Museum visits.</p>
<b>English language proficiency</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>English language proficiency (\$640 294.00)</li> </ul>	<p>In 2019, the EAL/D teachers were timetabled to team teach with subject teachers across a range of curriculum – English, Maths, Science, HSIE and TAS. The EAL/D support was inclusive of differentiating teaching and learning activities, resources and assessment tasks in order to cater for the needs of the EAL/D /refugee students. Green and Red classes in Stage 4 and –5 and –6 classes in Stage 5 received the support as classes hosting the biggest number of Beginner and Emerging, and refugee students. A certain number of Stage 6 classes also received the EAL/D support because of the high academic demands.</p> <p>TELL course was run by the HT EAL/D in Term 3 and Term 4 to upskill and improve different KLA teachers' understanding of the nature of EAL/D and refugee students and how best to support their learning of English as well as learning the curriculum. An additional EAL/D teacher was trained in TELL for the school to continue to deliver the course and improve teacher understanding and teaching practice in classrooms with EAL/D and refugee students.</p>
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$596 322.00)</li> </ul>	<p>The Learning and Support Team have engaged in professional learning in the areas of cognitive, physical, sensory and social/emotional disabilities. These categories reflect the Nationally Consistent Collection of Data (NCCD), which is collaboratively developed by the mainstream, IEC and SEU staff.</p> <p>Personalised Learning and Support Plans (PLaSPs) are reviewed each semester and reflect student observations, support and modified tasks. Adjustments are</p>



<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$596 322.00)</li> </ul>	<p>communicated to all staff in the high school to ensure that teaching and learning meets the students' needs. Integration Funding Support has been accessed to employ more support for students with significant learning needs.</p> <p>The staff in the learning and support faculty have worked collaboratively to identify the individual needs of students and collate data. This is used to inform, create and complete Access Requests, Disability Provisions for the HSC, and the York Assessment of Reading for Comprehension (YARC) testing. Fairfield High School has also employed a Speech Therapist to work with referred students on expressive and receptive communication</p>
<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio-economic background (\$1 300 000.00)</li> </ul>	<p>The Fairfield High School mainstream, IEC and SEU Welfare Teams continue to work with students who have experienced interrupted education and/or trauma. There are very high levels of economic disadvantage within the school community and financial assistance is provided to assist with nutrition, uniform, technology, excursions, therapies and subject fees.</p> <p>Student assistance and support is provided through many academic and welfare programs, which are implemented to address these areas and maximise student outcomes. Some of these programs and activities include the SHINE program, Top Blokes Program, Young Men's Health Forum, Skills to Succeed, R U OK? Days, NRL Youth Advocates, NRL In League in Harmony, Barbershop Program and numerous mentoring strategies accessing community links and a wide range of university partnerships.</p> <p>Students are also supported through the Breakfast Club, Lunch Bunch, and the provision of care packs for students and families in need. Organizations such as Oz Harvest, FoodBank, Got a Pen and Pinchapoo all supplement support in these areas. Additional staff continue to be employed in both the IEC and high school to provide specialised curriculum and welfare support to staff and students. These additional staff provide expertise in welfare programs, learning support, therapies, differentiated learning, transition and professional learning.</p>
<b>Support for beginning teachers</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$61 871.00)</li> </ul>	<p>The appointment of a Head Teacher Secondary Studies supports the ongoing supervision and development of beginning teachers. There is a comprehensive program of support provided via workshops, mentoring, guest presenters, external professional learning and mentoring from experienced staff. Those staff who are in their third year of teaching modelled samples of evidence collected and how to annotate these in order to meet all accreditation required. Many beginning teachers have also taken on</p>

<b>Support for beginning teachers</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$61 871.00)</li> </ul>	roles within the student wellbeing team, providing positive contributions to the wraparound supports provided to students., as required.
<b>Targeted student support for refugees and new arrivals</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Targeted student support for refugees and new arrivals (\$169 059.00)</li> </ul>	<p>The Refugee Leadership Program was designed and run to support new arrival refugee students who have been identified as possessing leadership potential. Through training and facilitation of activities with primary school students, new arrival students will develop writing skills and also develop their capacity to become positive contributors to Fairfield High school and the broader community.</p> <p>Programs such as Fast Forward and LEAP Program continued to provide access to EAL/D refugee students to online tutoring, to get to know a university and to become acquainted with further and tertiary study. These initiatives also help students become more aware of scholarships and further education pathways specifically designed for refugees.</p> <p>Refugee students are supported by EALD staff to assist with more than just English proficiency. Cultural nuances and relevant Australian historical facts are provided within in-class support, to assist new arrivals to more successfully access the required classroom content areas.</p> <p>Allocations are provided within the IEC to provide explicit welfare support to refugee students, working with them on programs and adjusting to Australian school life. These staff also link with external service providers to run programs with targeted students, an example of which is Seasons for Growth run by STARTTS. A community nurse is funded to operate in the school one day a week.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	538	654	639	620
Girls	462	542	510	484

### Student attendance profile

School				
Year	2016	2017	2018	2019
7	93.3	91.9	90.4	89.7
8	89.1	90.4	90.9	88.5
9	86.8	85.8	89.8	86.7
10	88.1	83.9	83.6	86.2
11	85.3	86	85.2	81.2
12	85.2	86.7	85.8	85.8
All Years	87.8	87.2	87.5	85.9
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

### Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	2	10
Employment	2	4	12
TAFE entry	4	8	12
University Entry	0	0	36
Other	0	0	8
Unknown	0	0	22

### Year 12 students undertaking vocational or trade training

32.67% of Year 12 students at Fairfield High School undertook vocational education and training in 2019.

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

90.2% of all Year 12 students at Fairfield High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	13
Classroom Teacher(s)	51.9
Learning and Support Teacher(s)	3.7
Teacher Librarian	1
Teacher ESL	5.4
School Counsellor	3.4
School Administration and Support Staff	29.37
Other Positions	34.4

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	4,480,567
<b>Revenue</b>	19,802,220
Appropriation	19,046,721
Sale of Goods and Services	102,721
Grants and contributions	470,313
Investment income	21,050
Other revenue	161,416
<b>Expenses</b>	-19,669,543
Employee related	-17,162,147
Operating expenses	-2,507,396
<b>Surplus / deficit for the year</b>	132,677

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	1,761,444
<b>Equity Total</b>	2,543,455
Equity - Aboriginal	6,839
Equity - Socio-economic	1,300,000
Equity - Language	640,294
Equity - Disability	596,322
<b>Base Total</b>	8,506,935
Base - Per Capita	327,630
Base - Location	0
Base - Other	8,179,305
<b>Other Total</b>	5,467,839
<b>Grand Total</b>	18,279,673

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.

## 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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

### NAPLAN Online

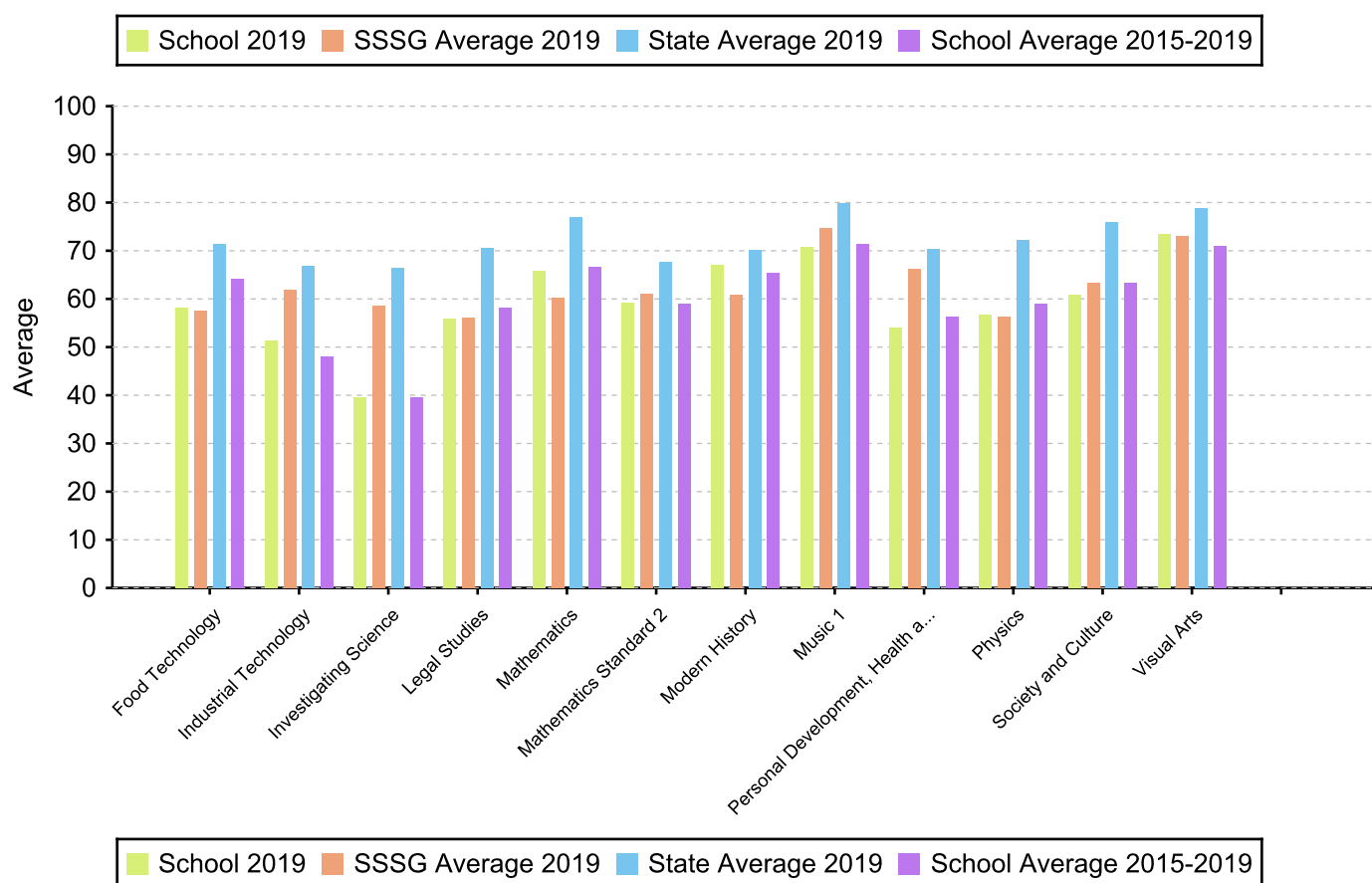
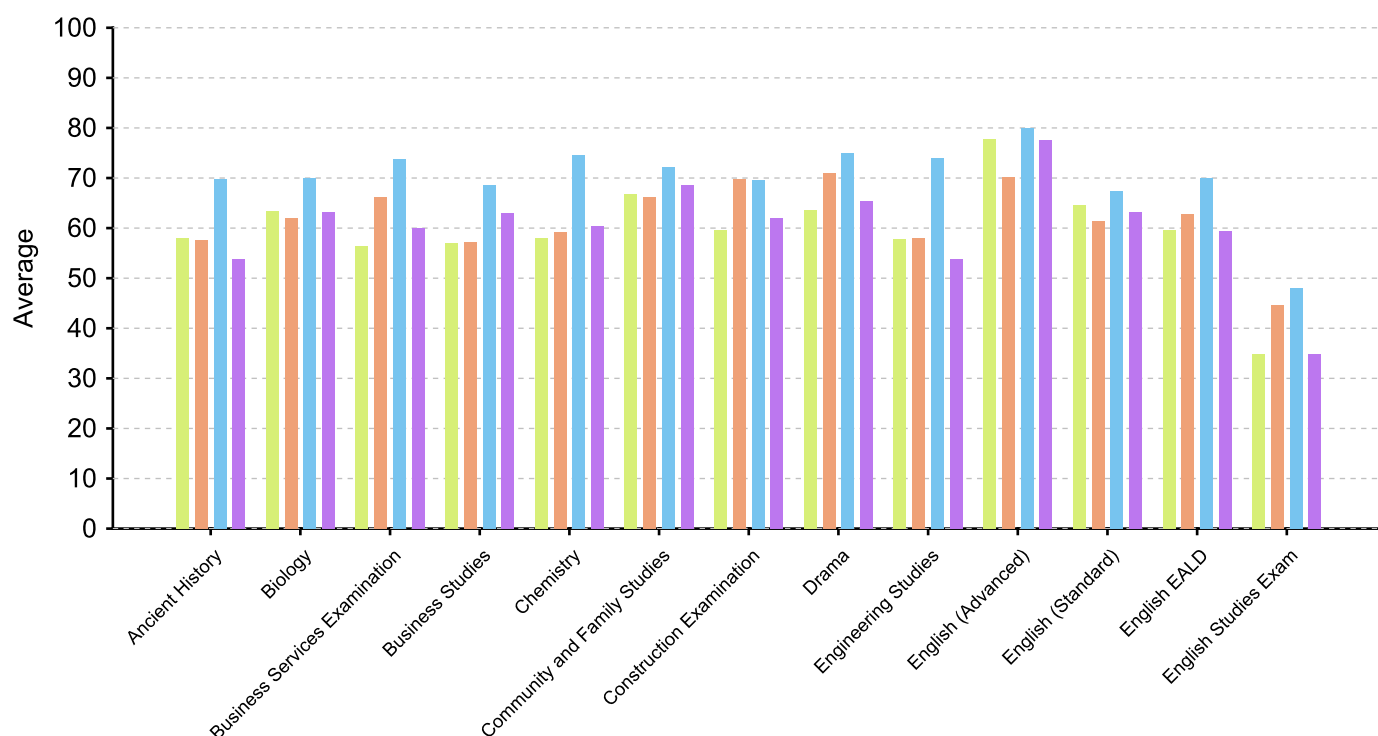
The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from 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](https://myschool.edu.au) website.



## School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



<b>Subject</b>	<b>School 2019</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2015-2019</b>
Ancient History	58.1	57.7	69.9	53.8
Biology	63.3	62.1	69.9	63.2
Business Services Examination	56.4	66.2	73.7	60.0
Business Studies	57.1	57.2	68.6	62.9
Chemistry	58.0	59.2	74.7	60.3
Community and Family Studies	66.7	66.1	72.2	68.6
Construction Examination	59.7	69.9	69.6	62.1
Drama	63.5	71.1	75.0	65.4
Engineering Studies	57.9	58.1	73.9	53.9
English (Advanced)	77.8	70.2	80.0	77.5
English (Standard)	64.6	61.3	67.3	63.3
English EALD	59.5	62.9	70.0	59.5
English Studies Exam	34.8	44.5	48.1	34.8
Food Technology	58.2	57.6	71.4	64.2
Industrial Technology	51.4	61.8	66.8	48.0
Investigating Science	39.5	58.6	66.5	39.5
Legal Studies	55.9	56.1	70.6	58.1
Mathematics	65.9	60.3	76.9	66.7
Mathematics Standard 2	59.1	61.0	67.7	59.1
Modern History	67.1	60.9	70.2	65.5
Music 1	70.8	74.6	79.9	71.4
Personal Development, Health and Physical Education	54.1	66.3	70.5	56.3
Physics	56.8	56.4	72.1	59.0
Society and Culture	60.9	63.3	75.9	63.3
Visual Arts	73.4	73.1	78.8	71.0

## Parent/caregiver, student, teacher satisfaction

In order to get feedback and input from parents the school utilised focus group meetings as a part of our community engagement strategy. Some key findings include:

### Parents

In general, parents:

- felt valued and welcome at the school as a result of the workshops and information sessions they were invited to attend, such as "Technology Tips for Parents", "So you want to know what happens in class?", "Navigating the HSC", "Virtual Reality" and "Student for a Day". Over 200 parents attended the various activities throughout the year, with more than half of these attending at least two sessions.
- want their children to complete the HSC, and to move into further education, such as university, college or TAFE.
- were positive about the way the school communicates with them. There is great appreciation for the personalised phone calls, parent meetings and interpreter services the school utilises, given so many of our families have a non-English speaking background.
- are aware of the school's website and Facebook page and know how to use translation services to read the contents on these sites.
- felt secure about sending their children to school and liked the electronic gates and supervision that is put in place to maximise the safety of all students.
- attended many of the events that were relevant to them and their children, such as Parent Teacher Night, Meet & Greet Year 7 Afternoon, Presentation Day, SRC Inductions, Orientation Day and Subject Information Sessions.

In order to get feedback and input from students the school utilised focus groups, surveys and Tell Them From Me. Some key findings include:

### Students

In general, students:

- expressed a positive sense of belonging that was 5–10% above that of the state average.
- 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.

In order to get feedback and input from staff the school utilised meetings, surveys and evaluations. Some key findings include:

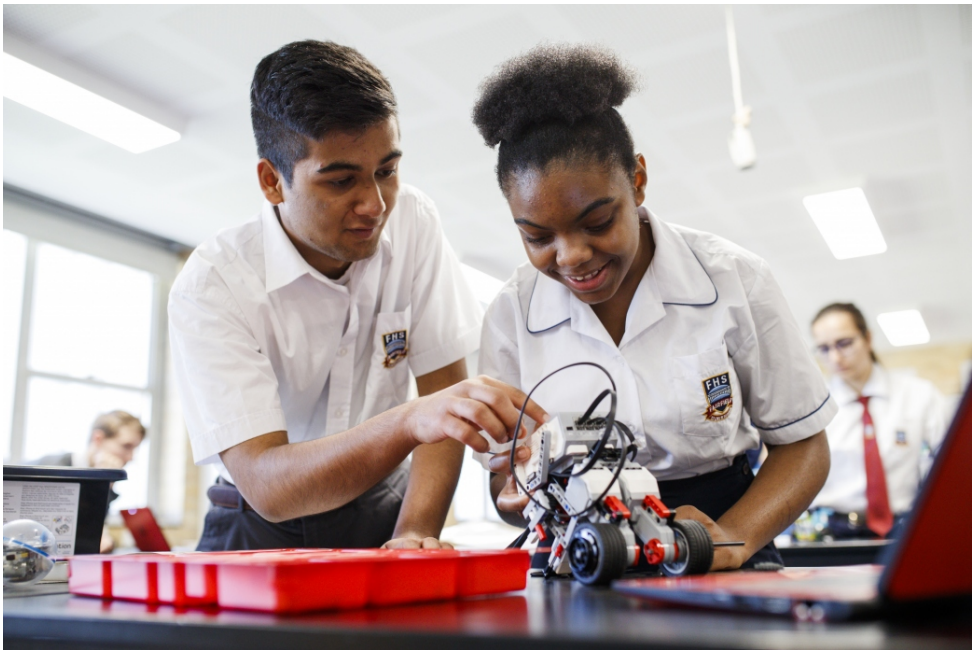
### Staff:

In general, staff:

- participate in all opportunities to provide feedback as they feel their opinions are valued and responded to.
- believe policies in the school are effective as they are collaboratively developed and relevant to staff needs.
- value the communication methods in the school and acknowledge there are ongoing improvements in this area.
- provide students with quality programs that explicitly embed differentiation and literacy strategies.
- are continuously improving the quality of assessment tasks by using Quality Assessment coding techniques.
- create opportunities for success for all students.
- contribute to the wellbeing of students by using Sentral to document all aspects of student attendance, participation and behaviour.
- provide safe, positive classrooms by using Positive Behaviour for Learning, the CARE code and anti-Bullying policies and practices.











# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

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
- 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 Student Representative Council
- 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

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.