

2021 Annual Report

Fairvale High School



8456

Introduction

The Annual Report for 2021 is provided to the community of Fairvale High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement 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.

School contact details

Fairvale High School
Thorney Rd & Maude St
Fairfield West, 2165
<https://fairvale-h.schools.nsw.gov.au>
fairvale-h.school@det.nsw.edu.au
9604 3118

Message from the principal

The 2021 year required an extraordinary level of resilience, energy and patience for teachers, school teams and our community. Students, staff, and their families are to be commended for responding quickly with the transition to online learning once again and the weekly updated guidelines for managing a safe school environment. Whilst most students engaged with online learning, we all agree that this mode of delivery cannot replace face to face teaching.

During the extended lockdowns which affected the Fairfield area for most of Term 2 and part of Term 3, the Department of Education provided our students with laptops, dongles, and online learning resources. Literacy and numeracy programs continued via the online platform, but results were varied and reflected the need for intensive and small group modes of delivery for our EAL/D and Learning Support students. Wellbeing was a priority during 2021 and the staggered return to school for some families after an extended time at home, hindered the full wrap around support that the school could provide. Welfare and professional learning programs were implemented but had limited traction due to COVID restrictions.

The teaching staff were therefore pleased with the HSC results with:

Daania Alameddine achieving first place (1st) in the State for Community and Family Studies.

Tiffany Quach was the School Dux with an ATAR of 99.4 and 13 other Year 12 students attained ATARs of ninety plus. This is a fantastic achievement indeed from this cohort who had a disrupted two years of senior studies.

Our students performed above State average in a number of Key Learning Areas and in all HSC subjects better than 'like statistical schools'. A testament to the quality of our teaching and the aspirations of our students and families.

Our capital works program neared completion at the end of the year with the move into K block taking place in the last week of Term 4, accommodating a new administration area, thirty classrooms and specialist rooms. In 2022 we will see the completion of the Staff Study, Print room and Professional Learning spaces in A block and the completion of the new Hall, PD/H/PE classrooms and canteen in J Block.

Thank you to all our staff, students and families for your contribution to our school vision, aspirations and outcomes.

Dr K. Seto, Principal

School vision

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

Quality teaching and learning in an inclusive environment that combines tradition and innovation. Respect and equitable opportunity of participation in all aspects of school life which promotes life long learners.

Our vision for the school will be achieved by:

The Fairvale community working collaboratively through effective leadership and management, professional learning of teachers, efficient school administration as well as strong discipline and wellbeing structures which support a safe and harmonious learning environment.

School context

Fairvale High School is located in Fairfield West and has an enrolment of 1500 students (co-educational and comprehensive), including 92% of students from language backgrounds other than English. The school is multicultural with the predominant cultural groups being Vietnamese, Arabic and Assyrian. There are 276 (18.5%) students who are identified as coming from a refugee background and seventeen (1%) students of Aboriginal background, with a total of 105 (7%) students in the Special Education Unit. The school has ten Special Education classes consisting of two Autism, three Mild Intellectual Disabilities, one Moderate Intellectual disability, two Behaviour Disorder (BD), one Emotional Disturbance (ED), and one Multi-Categorical (MC) class. The BD, ED and MC classes are situated off site at Canley Vale Tutorial Centre (an annexe of Fairvale High School).

There are 175 teaching and non-teaching staff members including three Deputy Principals. Professional learning for all staff is carried out via the Annual Staff Conference; Beginning Teacher Induction program; and targeted professional learning in line with the school's targets. The school has a FOEI of 164 and receives equity funding to support students from Low Socio-Economic backgrounds. This funding provides human, physical and economic resources to support and strengthen student learning, community participation and well-being. Additional human resources include: Student Learning Support Officers (SLSOs), Community Liaison Officers (CLOs), Transition Adviser, Student Support Officer (SSO), a Speech Pathologist and an Occupational Therapist.

Fairvale High School is a high performing and high demand school with a strong learning culture and high expectations of students. The school community is highly aspirational and upon completing school, 60% of Year 12 students access university and 40% transition to TAFE, private colleges and/or full-time work. Fairvale High offers a broad curriculum including five VET pathways, designated EAL/D classes, timetabled Literacy and Learning Support classes.

Excellent student welfare programs operate with highly successful student leadership programs. The school has learning partnerships with a number of tertiary providers and community organisations, including: Western Sydney University, University of Sydney, University of Technology, University of New South Wales, University of Wollongong, Parks Community Center, FINA Automotive, Australian Brick and Block Foundation, Cabramatta PCYC and TAFE. Extra curricular activities available to all students include: After School Tutoring, Duke of Edinburgh, Cardio Club, Dance, Choir, Band and Guitar Clubs, and a range of team sports. The school has strong links with the local primary schools - Fairvale Public, Fairfield Heights Public, Fairfield West Public and Canley Heights Public. The Parents and Citizens Association plays an active role in the decision making of the school and in supporting the values of the community.

Fairvale High School has excellent facilities including a Dance Space, Visual Arts Gallery, a Construction Trade Training Centre, Hospitality Kitchen, Covered Outdoor Learning Area, Welfare Hub, renovated Science labs, Textile rooms and a Gym/Weights area. The school is currently undergoing a capital works program comprising 30 new classrooms, administration area and a new Hall which will be completed in late 2021.

As a result of a comprehensive situational analysis and community consultation, we have identified three strategic directions for our 2021 - 2024 Strategic Improvement Plan:

Strategic Direction 1 : Student Growth and Attainment

Our purpose is to ensure students grow in their learning and attainment of outcomes through explicit, consistent and research-informed teaching. Our teachers will evaluate student growth through internal and external assessment data which will be used to inform teaching. Through a strong focus on literacy and numeracy the school is committed to ensuring that every Fairvale High student has the best opportunity possible to achieve academic success.

Strategic Direction 2 : Enhancing the Wellbeing of Students

Our purpose is to increase student attendance and engagement and to develop a greater sense of belonging for all students in an inclusive and caring environment.

Strategic Direction 3 : Excellence in Teaching and Leading

Our purpose is to ensure teachers continue to be supported by targeted professional learning, focusing on assessment, feedback and differentiation to strengthen pedagogical practices. We aim to strengthen leadership capacity, fostering a school-wide culture of high expectations and a shared sense of responsibility for ongoing school improvement.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Strategic Direction 1: Student growth and attainment

Purpose

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Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data Informed Practices
- Evidence-based Practices in Literacy and Numeracy

Resources allocated to this strategic direction

Socio-economic background: \$364,750.00

Professional learning: \$8,000.00

Summary of progress

Initiative 1: Data Informed Practices

Instructional leaders led faculties in examining learning programs, external and internal data sources. Following this, they provided faculties with guided sessions on how to provide appropriate adjustments to teaching and learning so that students were better able to access classwork and experience success in expressing their understanding. Data sources include Scout and class teachers' own marking and observations. Teachers were guided in the use of this data to then make changes to how they delivered their lessons and what they delivered.

The numeracy instructional leadership team took advantage of DoE PL in leading numeracy in the school as a springboard for the team's approach to improve numeracy outcomes in different faculties. Using this model, alongside the literacy instructional leadership approach already established in the school, it is hoped that students will see that improved numeracy, much like literacy, is important across a range of subjects and important to them as life long learners. Training for this program began during lockdown and was implemented with the Home Economics faculty once students returned to school. Improvements are yet to be seen and it is hoped will be evident in 2022 external data. The numeracy team have now begun working with the history faculty who already have experience adjusting learning programs for students whose English language acquisition is still developing.

Initiative 2: Evidence-based Practices in Literacy and Numeracy

Instructional leadership was piloted with the Science faculty to upskill staff in the area of literacy improvement for students in extended responses. It involved mentoring teachers around adjusting learning programs, delivery and feedback in weekly sessions. Instructional leaders worked collaboratively with HSC teachers to improve writing by analysing students' pre-lesson writing samples; planning literacy focused lessons; team teaching literacy focused lessons; analysing student post-lessons; and supporting teachers in ongoing literacy development of students. Class teachers found the PL effective in improving student responses as evidenced in improved Biology HSC results with attainment of 69% of top 3 bands in 2021 from 32.9% in 2020. Instructional leadership will focus on the TAS faculty in 2022 and this will be expanded to include another Instructional Leader in numeracy.

Literacy classes were taught in Years 7, 8 and 9 by dedicated literacy teachers using programs based on the National Literacy Learning progressions and the units of work being taught in English, History, Science and Social Science classes. Learning programs were developed by the Literacy faculty in consultation with teachers and HTs of faculties of KLAs. Literacy teacher analysis and evaluation of Year 7 Best Start and Year 7 and Year 9 NAPLAN data was used to identify areas for improvement for each year group and update Literacy class programs. LiteracyPlanet was used for students in EAL/D and Learning Support classes for 40 minutes per week across Literacy and English classes. Reading and writing activities have been embedded in Stage 5 programs to improve literacy and assist in students passing the Minimum Standards test on a first attempt. The English faculty continued to use backward mapping to ensure the English teachers used the literacy continuum in learning programs. A reading program established in 2020 continued into 2021 where students in years 7 - 11 read for the first 10 minutes of every lesson in every class, throughout the year. The 'stop start' nature of 2021 impacted student development, indicating progress is yet to be seen in NAPLAN results. Alongside the literacy classes, groups of 3-5 students participated in the MacqLit program for reading intervention. Students were selected based on their reading age, EAL/D and learning support needs. This program also served to identify students

who may have further learning needs and proved successful in providing more detailed support using data derived from the program.

HSC Minimum Standards Support Sessions were implemented for stage 6 to support students in meeting the HSC minimum standards for numeracy, reading and writing. One numeracy workshop and one literacy workshop were provided and overseen by HT EAL/D & Literacy and HT Learning and Support. Students had access to LiteracyPlanet and Mathletics when working independently, and individualised HSC Minimum Standard case management was used to provide targeted and individualised support. These sessions were run weekly until the student attained the HSC Minimum Standards. The effectiveness of these sessions is evidenced in students exceeding the upper bound target of HSC attainment.

Year 10 observed an amended subject selection presentation to students and parents due to the extended lockdown experienced in the Fairfield LGA. The process was completed online. Parents and students were provided with subject outlines in a handbook and were surveyed on subject choices. Students were supported in their decision making by a targeted interview process where students were interviewed by a member of the senior executive and the HT EAL/D and Literacy to ensure students were placed in the subjects that they would enjoy and experience success. Stage 6 subject selection was guided through the use of Year 9 NAPLAN data; HSC minimum standard data; EAL/D progressions; and Year 10 internal assessment. The success in the guided process is evidenced in fewer subject changes in the preliminary 2022 year.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>HSC Attainment</p> <p><i>Improvement in the percentage of HSC course results in top three bands from 63.3% baseline trending towards the lower bound target 65.1%</i></p>	72.52% of HSC Course results were in the top three bands, exceeding the upper bound target.
<p>Numeracy Top 2 Bands</p> <p><i>Improvement in the percentage of students achieving in top 2 bands to be above the system-negotiated target in numeracy of lower baseline target of 33.9% and upper bound target of 38.9%.</i></p>	18.6% of students achieved in the top two bands in NAPLAN numeracy, indicating progress is yet to be seen toward the target percentage.
<p>Reading Top 2 Bands</p> <p><i>Improvement in the percentage of students achieving in top 2 bands to be above the system-negotiated target in reading of lower baseline target of 16.3% and upper bound target of 21.3%.</i></p>	11.89% of Year 9 students achieved in the top two bands in NAPLAN reading, indicating progress is yet to be seen toward the target percentage.
<p>Expected Growth in Reading</p> <p><i>Improvement in the percentage of students achieving expected growth to be above the system-negotiated target in reading to lower baseline target of 70.4%.</i></p>	Expected growth in reading for students was at 58.49%, indicating progress is yet to be seen toward the target percentage.
<p>Expected Growth in Numeracy</p> <p><i>Improvement in the percentage of students achieving expected growth to be above the system-negotiated target in numeracy to lower baseline target of 81.1%.</i></p>	Expected growth in numeracy for students was at 61.72%, indicating progress is yet to be seen toward the target percentage.

Delivering in one or more statements of the HPGE policy.	The school is achieving delivering in one or more statements of the HPGE policy.
An increase the percentage of Aboriginal students attaining the HSC whilst maintaining their cultural identity.	The number of Aboriginal students attaining HSC whilst maintaining their cultural identity included 3 students in 2021. It is noted that in 2020 there were 2 Aboriginal students who completed the HSC, and a further 3 students in 2019.

Strategic Direction 2: Enhancing the Wellbeing of Students

Purpose

Our purpose is to increase student attendance and engagement and to develop a greater sense of belonging for all students in an inclusive and caring environment.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Improved Student Wellbeing through Engagement
- Positive Behaviour for Learning Program

Resources allocated to this strategic direction

Socio-economic background: \$6,000.00

Summary of progress

Initiative 1 - Improved Student Wellbeing through Engagement

2021 was a challenging year for the Fairvale High School community due to the significant wellbeing impacts of Covid 19. Being identified as one of LGAs of concern, improving the wellbeing of students was a primary focus. Term 1 saw the introduction of a welfare based morning roll call program called Learn to Live (L2L). This program was designed to ensure that all students at Fairvale High School were known, valued and cared for. Having a consistent member of staff meeting with students at the start of their school day was a key strategy that supported our students to have daily success. Staff were involved in professional learning regarding the expectations, goals and plans for L2L. Weekly emails highlighting specific initiatives and morning lessons were emailed to staff to ensure consistency in school wide delivery. The Fairvale High School Year Advisor Student Engagement program continued to compliment this new initiative. Year Advisors continued to use their allocated periods to meet with students in the aim of improving their wellbeing and engagement with school. Unfortunately the analysis of L2L's impact was not measured via a planned student survey due to the impact of Learning From Home Overall, positive student wellbeing, as measured by the Tell Them from Me survey was 67.35%, which was lower than the system negotiated target by 72.9%.

Initiative 2 - Positive Behaviour for Learning Program

Fairvale High School continued with the Positive Behaviour for Learning Program in 2021. The program was filtered down in line with a simple motto of 'catching a student doing something well and rewarding that behaviour'. The four CORE values of being Focused, Aspiring, Inclusive and Respectful were reinforced. Signage and marketing of these four values increased around the school with 100% of classrooms and learning spaces displaying these 4 focus areas. Data collected via Sentral was used to identify areas of behaviour which needed addressing. This allowed for targeted intervention to support behavioural improvement. Professional learning opportunities were provided to new staff to ensure that they were supported in understanding the program and the terminology used in the classrooms. This ensured that all teachers provided consistent explicit language associated with the FAIR values for students. As a result of COVID 19, unfortunately we were unable to conduct a student focus group and receive further feedback from families regarding the success of the program. This action will be moved to 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
A minimum of 79.2% of students attending school 90% of the time or more.	The number of students attending school 90% or more is 73.79%.
Proportion of students reporting a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) to	Tell Them From Me data shows a slight decrease from 2019 to 2021 in Advocacy from 60% to 57%. Expectations for Success has increased from 82% to 83% over the last two years. Sense of Belonging has slightly declined from 65% to 62% over this same period.

<p>be at or above 72.9%.</p>	<p>In 2021 the average Tell Them From Me Wellbeing data (advocacy, belonging, expectations) is 67.35%. This is currently below our system negotiated target of 72.9%.</p>
<p>A consolidation in the element of Wellbeing to the level of Sustaining & Growing as measured by the School Excellence Framework.</p>	<p>All new staff to the school were introduced to the Positive Behaviour for Learning program and the specific language was taught as part of the beginning teacher's professional learning workshops. The explicit teaching of the FAIR core values was also embedded into the Learn to Live morning program ensuring that all students across the school were familiar with the language.</p> <p>Self-assessment against the School Excellence Framework shows the school has consolidated the position as meeting the Sustaining and Growing criteria. The school will continue to work towards achieving the Excelling range in 2022.</p>
<p><i>Student, staff and the community recognise that Aboriginal education is important for all students. The cultural needs of Aboriginal students are explicitly addressed in Personalised Learning Pathways and L2L programs.</i></p>	<p>There is an enhanced understanding that Aboriginal education is important for all students throughout the whole Fairvale High School community.</p> <p>In 2021 the formation of an Aboriginal Education Team was implemented. The Student Support Officer met regularly with Aboriginal Students working on their targeted goals and gaining greater insight into their specific thoughts, opinions and feelings towards schooling.</p> <p>In the Learn to Live Program, Fairvale High School had two targeted weeks supporting Aboriginal Education. NAIDOC week activities were conducted at a faculty level and a National Sorry Day PowerPoint was shared in Term 2 Week 6. In the Tell Them From Me survey 64% of Aboriginal students stated that they 'felt good about their culture'. Only 43% felt that teachers understood their culture and this will be an area of focus for 2022.</p>

Strategic Direction 3: Excellence in Teaching and Leading

Purpose

Our purpose is to ensure teachers continue to be supported by targeted professional learning, focusing on assessment, feedback and differentiation to strengthen pedagogical practices. We aim to strengthen leadership capacity, fostering a school-wide culture of high expectations and a shared sense of responsibility for ongoing school improvement.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Highly Effective Teaching Practices
- Highly Effective Leading Practices

Resources allocated to this strategic direction

Socio-economic background: \$270,000.00

Beginning teacher support: \$35,000.00

Summary of progress

Initiative 1 - Highly Effective Teaching Practices

The focus for 2021 was to develop and deliver high quality professional learning that was tailored to the specific needs of teachers. Staff were given the opportunity, and provided feedback, to indicate what professional learning would support them at Fairvale High School. The areas identified were varied, and included classroom management, assessment processes, differentiation, administrative practices and the management of student wellbeing. From this feedback, the Beginning Teachers Program and the Staff Welcome/Induction programs were refined and continued throughout 2021. The Head Teacher mentor organised Fairvale High School staff to deliver sessions to new and beginning teachers. In addition, The Head Teacher Mentor created a survey and collated data that was used to establish the level of confidence that beginning teachers had pre and post the program. This survey data was also used to indicate the areas for support and professional learning that were required to address these needs. This will form the program of delivery in 2022. In addition, four staff members were trained to deliver VET courses to meet the changing needs of our students.

Due to the delay in the completion of the new school learning spaces, professional learning on the use of technology in the new space has been delayed until 2022.

A school wide audit of Stage 6 assessment tasks began so that a consistent approach to task notification could be established. The senior executive identified areas that were mandatory and planned to deliver professional learning to executive staff. The plan was to conduct an audit of Stage 4 and 5 assessment tasks and all teaching programs for the same purpose. This will now be finalised during 2022.

Initiative 2 - Highly Effective Leading Practices

In 2021, executive staff provided feedback on what professional learning would best support staff to develop as leaders. Staff were also given the opportunity to lead others in areas of expertise. This led to the development of the Aspiring Leaders program which commenced during Term 2 and continued until the pandemic lockdown occurred. A scope and sequence was developed and all staff were invited to participate (both as a presenter and/or as an attendee). Attendance varied between sessions but included approximately 12% of teaching staff. Eight staff members presented during Term 2. Identified areas that were delayed due to lockdown will be covered in 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Consolidating in the themes of	Self-assessment against the School Excellence Framework shows the

<p>Differentiation (Learning Domain - Curriculum) and Feedback (Teaching Domain - Effective Classroom Practice) to the level of Sustaining and Growing as measured by the School Excellence Framework.</p>	<p>school has consolidated in the themes of Differentiation (Learning Domain - Curriculum) and Feedback (Teaching Domain - Effective Classroom Practice) to the level of Sustaining and Growing as measured by the School Excellence Framework. The school will continue to work towards achieving the Excelling range in 2022.</p>
<p>Establish baseline data and identify evidence of balanced assessment strategies in teaching and learning programs</p>	<p>Self-assessment against the School Excellence Framework shows the school is consolidating at the level of Sustaining and Growing in the element of Assessment.</p> <p>Stage 6 assessment task audit completed to determine compliance. A further analysis of Stage 4 and Stage 5 assessment task and all teaching and learning programs is to be undertaken in 2022.</p>
<p>Collect baseline data to establish the level of confidence of beginning teachers to employ evidenced-based teaching strategies resulting in improved student outcomes.</p>	<p>Baseline data indicated that all beginning teachers felt either supported or very supported by the accreditation process, enabling them to improve upon their pedagogical practice.</p> <p>76.9% of beginning teachers felt that the Beginning Teaching program built their confidence in the classroom.</p>
<p>School data demonstrates that there is self identification of potential leaders to effectively lead others in a culture of high expectations and improvement.</p>	<p>School data demonstrated the successful implementation of a process to identify potential leaders who can effectively lead others in a culture of high expectations and improvement.</p> <p>Executive staff surveyed to establish needs of leaders and aspiring leaders. All staff invited to attend and/or present at Aspiring Leaders program sessions. Average attendance was approximately 12% of teaching staff with eight different members of staff presenting during Term 2.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$46,490.60</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Resourcing and PL of teachers using the MacqLit program • Release of HT EAL/D to provide PL for classroom teachers • employment of additional staff for targeted student support <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * increased confidence in students from Refugee Backgrounds and a notion of being prepared to take risks with their language use as noted in teacher observations and work samples. * increased confidence by staff in engaging students in the KLA of Science. * upskilling of EAL/D teachers in the use of MacqLit program and implementation of the program to targeted students. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * further PL for other faculties by Instructional Leaders and continuation of Multi-Lit program. * ongoing support for refugee students with literacy and numeracy. * continuation of wellbeing support for refugee students and their families and offer of assistance to connections with external agencies.
<p>Integration funding support</p> <p>\$76,724.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Fairvale High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around differentiation <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * eligible students demonstrating progress towards their personalised learning goals. * all PLSPs were regularly reviewed and responsive to student learning needs ensuring personalised learning and support within their own classrooms. * staff after PL on differentiation expressed increased confidence to cater for a range of students within the classroom setting. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * expanding the impact of the Learning Support Team to monitor and support students. * increased consultation with parents/carers, teachers, support staff and LST to implement quality PLSPs. * provide additional support for students through the employment of trained SLSOs.
<p>Socio-economic background</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Fairvale High School who may be</p>

<p>\$1,610,750.00</p>	<p>experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Informed Practices • Positive Behaviour for Learning Program • Improved Student Wellbeing through Engagement • Highly Effective Leading Practices • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement Literacy program to support identified students with additional needs • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff to support numeracy program implementation. • additional staffing to implement community engagement program to support the partnerships between school and home. • engage with external providers to support student engagement and retention • employment of additional staff to support community engagement program. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * Year 9 Top 2 Bands NAPLAN Reading and Numeracy above statistically similar school groups (SSSG). * Year 12 students who sat the EAL/D English examination above the State average course marks compared to SSSG and State. * above average HSC results compared to the State in 22 subjects and above average HSC compared to SSSG in 8 subjects. * Value Added results from Year 7 to 9 rated at Excelling. * increased confidence by students in their language use and numeracy ability. * the intensive literacy approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples, teacher observation and NAPLAN data. * NAPLAN results in literacy (all areas) and numeracy achieving above statistically similar school groups (SSSG). * increased connection between home and school and strengthening of partnerships with parents/carers through the use of Community Liaisons Officers and the Student Support Officer. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * continuation of explicit literacy periods in Years 7 to 9 and continuation of numeracy support by instructional leaders to support our trajectory towards achieving targets and enhancing teacher capacity. * continued employment of CLOs to support students and families. * to continue to provide high impact professional learning in literacy and numeracy instruction that improves student outcomes. * to continue to build teacher capacity to use data to inform teaching and learning.
<p>Aboriginal background</p> <p>\$15,472.58</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Fairvale High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities

<p>Aboriginal background</p> <p>\$15,472.58</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • use of MulitLit for our Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * an increase in the literacy levels of our Aboriginal students as demonstrated in writing samples and teacher observations. * Tell Them From Me survey indicated 64% of Aboriginal students felt good about their culture. * 100% of Aboriginal students have connected with the Student Support Officer and formed a committee to have a greater voice in the decision making processes and to enhance the status of Aboriginal culture at FVHS * completion of the HSC credential by the school's three Year 12 Aboriginal students. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * continued engagement of the school's Aboriginal students with student led Acknowledgement of Country at assemblies and special events. * ensuring an emphasis on authentic dialogue with parents/carers of the school's Aboriginal students. * implementing professional learning for all staff on Aboriginal History and Culture to develop enhanced staff knowledge and understanding to implement quality Aboriginal education for all students. * continue to engage in the Fairfield Network Aboriginal Education Collaboration Team to enhance the teaching and learning for our Aboriginal students and increase knowledge of local Aboriginal culture for all students and staff.
<p>English language proficiency</p> <p>\$700,000.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Fairvale High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • additional staffing to implement co-teaching programs to provide intensive support for beginning and emerging students from EAL/D backgrounds • additional staffing to implement co-teaching programs to provide intensive support for beginning and emerging students from EAL/D backgrounds in Industrial Arts classes. • withdrawal lessons for small group (developing) and individual (emerging) support • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * Year 12 HSC students undertaking the subject of EAL/D English achieved above State and above SSSG average. * EAL/D students are more confident and prepared to take risk with their language use as noted in teacher observations and work samples. * teachers in targeted faculties are demonstrating improved confidence in their teaching of EAL/D students. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * providing targeted professional learning to each teacher in the form of mentoring, co-teaching and co-planning by the EAL/D Instructional Leaders.

<p>English language proficiency</p> <p>\$700,000.00</p>	<ul style="list-style-type: none"> * continued in-class and withdrawal support for EAL/D learners provided by specialist EAL/D teachers. * utilising the EAL/D Educational Leader to deepen teacher understanding of effective EAL/D pedagogy.
<p>Low level adjustment for disability</p> <p>\$556,641.19</p>	<p>Low level adjustment for disability equity loading provides support for students at Fairvale High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students • employment of an Occupational Therapist to provide intervention programs that support student needs • providing support for targeted students within the classroom through the employment of School Learning and Support Officers and Community Liaison Officers (Vietnamese and Arabic) <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * the school achieving a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. * SLSOs supporting the physical and intellectual needs of students, including the provision of in-class support. * SLSOs implementing communication with students' parents and carers to ensure appropriate support and liaising with classroom teachers to support the provision of effective differentiation of teaching and learning. * Community Liaison Officers supporting communication between home and school including: translating written communication, interpreting at parent/carer meetings and providing key messages via phone communication. During the lockdown period, CLOs were able to regularly contact and connect with families to support student learning and wellbeing. * the use of Allied Health for Speech Pathology and Occupational Therapy to provide support for individual students. * the Speech Pathology session supported 15 students in total (Year 7 students - 3, Year 8 students - 9 & Year 9 students - 3), focusing on vocabulary, speech and emotional regulation. * the Occupational Therapist focused on the development of fine motor skills and handwriting. Intervention was provided for 27 students in total (Year 7 - 7 students, Year 8 - 10 students, Year 9 - 1 student, Year 10 - 8 students and Year 12 - 1 student). <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * to continue the engagement of Allied Health for Speech Pathology and Occupational Therapy and to expand the impact of Learning Support Team. * to continue to provide additional support for identified students through the employment of trained SLSOs and CLOs.
<p>Professional learning</p> <p>\$143,853.75</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Fairvale High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Professional learning</p> <p>\$143,853.75</p>	<ul style="list-style-type: none"> • Data Informed Practices • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher and program to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in:</p> <p>*Increased capacity of the team of Literacy/EAL/D teachers to embed effective practices in the explicit teaching of reading and writing resulting in improved internal students results.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Personalised and targeted professional learning in the form of mentoring and co-teaching by our Instructional Leaders.</p>
<p>School support allocation (principal support)</p> <p>\$70,501.05</p>	<p>School support allocation funding is provided to support the principal at Fairvale High School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of Business Manager (BM) to oversee temporary contracts, staffing on-boarding process and ECPC delegation. • Oversight of General Assistant duties, contractors, quotes and liaising with AMU. Oversight of the Community Engagement team. • BM serving as a team member of the Building committee overseeing the move from demountables to new spaces including keying and timetabling. <p>The allocation of this funding has resulted in:</p> <p>*Increased support for the Principal in communicating with the community and staff.</p> <p>*Improved systems in managing staffing, mandatory training and Health and Safety procedures.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continuation of the role of Business Manager and refinement of the roles of BM and School Administrative Manager.</p>
<p>COVID ILSP</p> <p>\$629,086.27</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to to identify students for small group tuition groups and to monitor progress of these students. • employing/releasing staff to support the administration and coordination of the COVID program. • Provision of intensive small group tuition for identified Year 12 students who required support for the HSC Minimum Standards.

COVID ILSP

\$629,086.27

The allocation of this funding has resulted in:

- * the majority of students in the program achieving significant progress towards their personalised learning goals. As recorded in Plan2 there was greater understanding of texts (reading) and creating texts (writing).
- * all Year 12 students in 2021 passed the HSC minimum standards external test.

After evaluation, the next steps to support our students with this funding will be:

- * to continue the implementation of literacy and numeracy small group tuition using data sources to support specific student needs.
- * providing additional in-class support for some students to continue to meet individual learning needs in literacy and numeracy.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	775	793	771	775
Girls	670	675	728	733

Student attendance profile

School				
Year	2018	2019	2020	2021
7	94.5	94.5	93.8	93.8
8	94.3	91.4	93.1	92.1
9	93.3	90.7	92.1	90.6
10	91.3	91.3	91.3	89.2
11	91.4	89.6	92.7	89.6
12	91.2	92.4	92.2	91.6
All Years	92.7	91.6	92.5	91.1
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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	0	4
Employment	1.5	2	5
TAFE entry	0	2	6
University Entry	0	0	60
Other	7	6	3
Unknown	0	0	22

Year 12 students undertaking vocational or trade training

45.34% of Year 12 students at Fairvale High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Fairvale High School expected to complete Year 12 in 2021 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)	18
Classroom Teacher(s)	82.5
Learning and Support Teacher(s)	3.2
Teacher Librarian	1.4
Teacher ESL	6
School Counsellor	3
School Administration and Support Staff	25.17
Other Positions	1.2

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	2,148,430
Revenue	20,142,912
Appropriation	19,789,183
Sale of Goods and Services	139,551
Grants and contributions	178,837
Investment income	2,671
Other revenue	32,670
Expenses	-18,933,028
Employee related	-17,550,602
Operating expenses	-1,382,425
Surplus / deficit for the year	1,209,885
Closing Balance	3,358,314

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.

	2021 SBAR Adjustments (\$)
Targeted Total	139,234
Equity Total	2,572,114
Equity - Aboriginal	15,473
Equity - Socio-economic	1,300,000
Equity - Language	700,000
Equity - Disability	556,641
Base Total	15,424,351
Base - Per Capita	387,337
Base - Location	0
Base - Other	15,037,014
Other Total	969,558
Grand Total	19,105,256

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

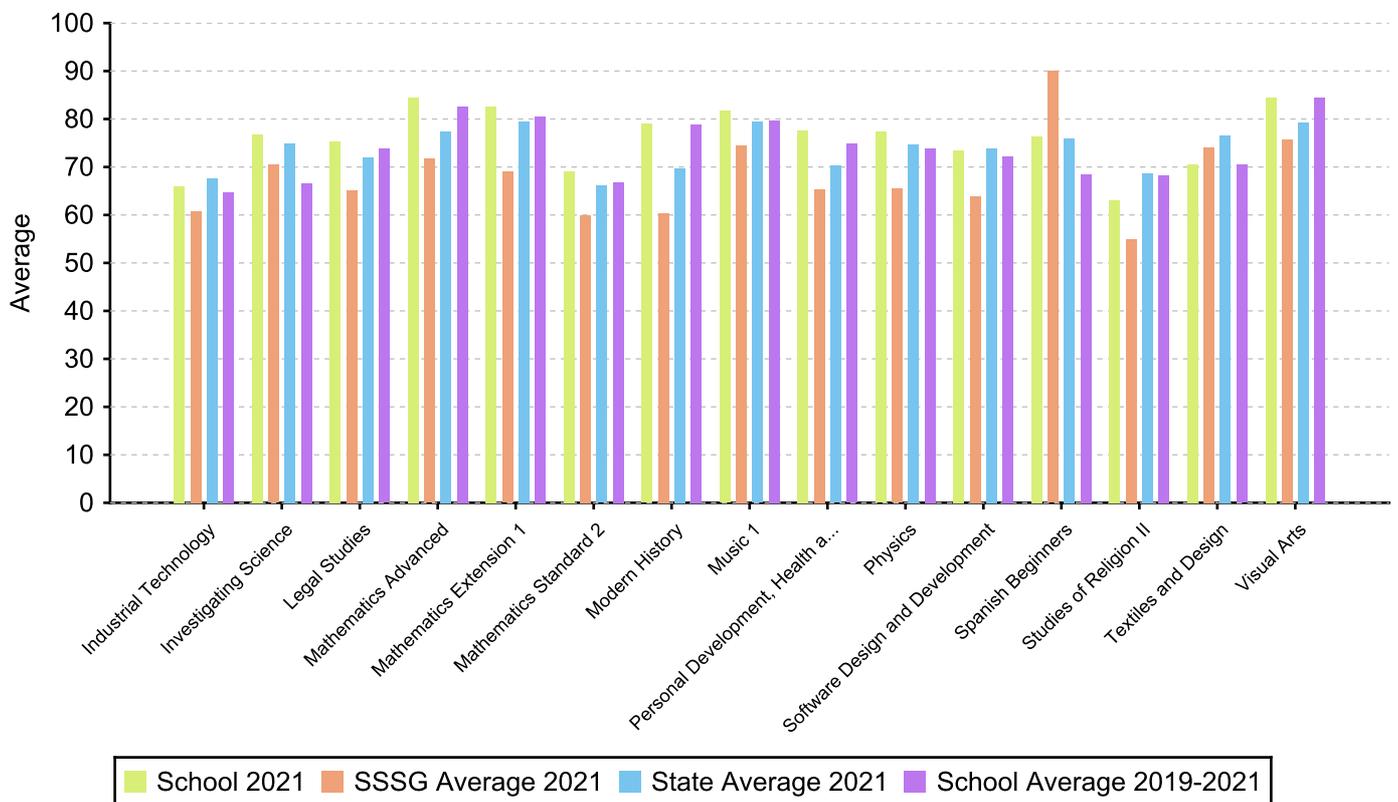
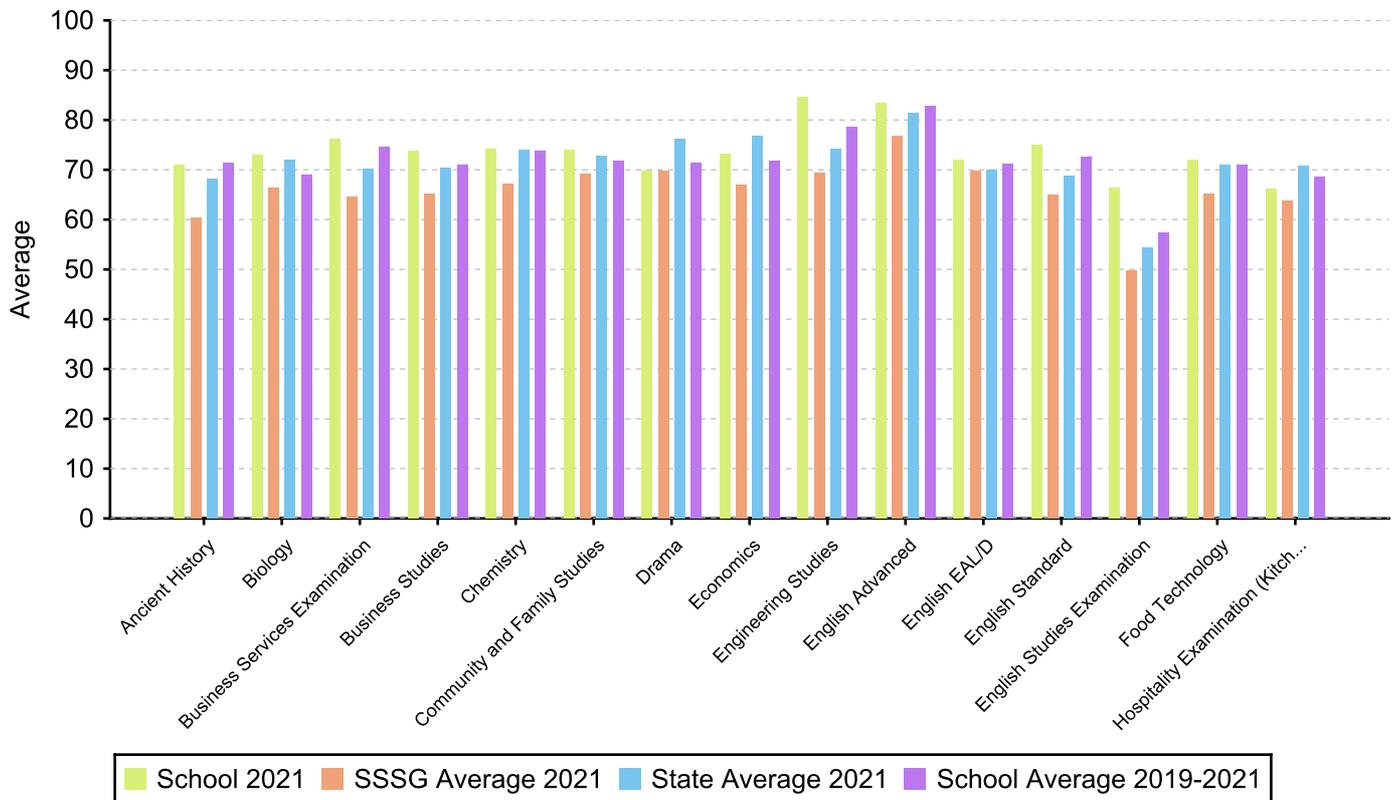
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

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.



Subject	School 2021	SSSG	State	School Average 2019-2021
Ancient History	71.0	60.3	68.1	71.5
Biology	72.9	66.3	71.9	69.1
Business Services Examination	76.1	64.6	70.1	74.5
Business Studies	73.7	65.2	70.4	71.0
Chemistry	74.2	67.3	74.1	73.8
Community and Family Studies	73.9	69.3	72.7	71.8
Drama	69.8	69.8	76.1	71.3
Economics	73.1	67.0	76.7	71.7
Engineering Studies	84.7	69.4	74.1	78.5
English Advanced	83.4	76.8	81.4	82.9
English EAL/D	71.9	69.9	70.0	71.2
English Standard	74.9	65.0	68.8	72.5
English Studies Examination	66.4	49.8	54.3	57.3
Food Technology	72.0	65.2	71.0	71.0
Hospitality Examination (Kitchen Operations and Cookery)	66.2	63.8	70.8	68.5
Industrial Technology	66.0	60.8	67.7	64.7
Investigating Science	76.8	70.5	74.9	66.7
Legal Studies	75.4	65.1	72.0	73.8
Mathematics Advanced	84.5	71.7	77.4	82.6
Mathematics Extension 1	82.6	69.0	79.5	80.5
Mathematics Standard 2	69.1	60.0	66.1	66.8
Modern History	79.0	60.4	69.7	78.9
Music 1	81.7	74.5	79.4	79.7
Personal Development, Health and Physical Education	77.6	65.4	70.3	74.8
Physics	77.3	65.5	74.8	73.8
Software Design and Development	73.4	63.9	74.0	72.2
Spanish Beginners	76.4	90.0	75.9	68.5
Studies of Religion II	63.1	55.0	68.8	68.3
Textiles and Design	70.5	74.1	76.6	70.4
Visual Arts	84.5	75.7	79.4	84.5

Parent/caregiver, student, teacher satisfaction

In 2021, surveys were used to seek the opinions of parents/carers, students and staff about the school. These surveys included: Tell Them From Me, The People Matters Employee Survey and informal surveys of parents/carers via telephone during the lockdown period, and the results indicated:

Parents and caregivers voiced appreciation for the consistent communication channels between home and school, high expectations for learning and support of all students. As a result of COVID and lockdowns there was a reduction in the number of P & C meetings and face to face interviews. The school compensated for this through the use of Community Liaison Officers (CLOs) and the Student Support Officer (SSO) ringing home and conducting interviews with parents and carers over the telephone where the information was recorded on the school's Sentral system.

Students when surveyed believed the motto of being Focused, Aspiring, Inclusive and Respectful (FAIR) clearly exemplified the school's values. At school they want to feel welcomed, safe and included. They see the main goals of the school to be the value of learning, respecting their physical environment and accessing leadership opportunities. Students valued their connectedness to Fairvale High as actioned through belonging to clubs, connecting with the house system and their year groups.

Students articulated that they would feel more supported with greater teacher feedback in the classroom and increased cultural events. They felt that the school was safe and inclusive, with good facilities, a range of subject choices, respectful teachers and varied extracurricular activities. Future improvements pointed to further student voice and extra clubs.

The PMES survey of staff for 2021 revealed an increase in engagement by 20 points plus compared to 2020. The strengths for 2021 were greater understanding of how to do well in one's job, opportunities to use a variety of skills, increased personal accomplishment, and valuing of employee input.

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.

Anti-Racism Policy

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.