2022 Annual Report

Fairfield High School

8550

Introduction

The Annual Report for 2022 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 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

Fairfield High School
The Horsley Drive
Fairfield, 2165
https://fairfield-h.schools.nsw.gov.au
fairfield-h.school@det.nsw.edu.au
9727 2111

School vision

At Fairfield high School we are committed to ensuring that all students develop skills, knowledge and attitudes to be productive, informed citizens who can successfully participate in society. Our multicultural community is valued and their language, academic and cultural needs are incorporated into all school plans and programs.

Each student and every staff member is known, valued, cared for and challenged to develop, improve and excel. The provision of varied experiences to support increased opportunities for success is central to all school decision making.

To achieve academic and social improvement and prepare students for life beyond school we focus on explicit, differentiated teaching, literacy and numeracy development, student wellbeing and differentiating the curriculum to meet the needs of all individuals. At our school we strive to empower students to achieve *creativity, excellence and success*.

School context

Fairfield High School is a comprehensive, secondary school located in south western Sydney, and caters for the academic and emotional needs of approximately 1100 students. A well established Intensive English Centre is located on site as part of the high school community, which caters for newly arrived students from overseas, refugees and international students. The school has seven special education classes that support the learning of students with intellectual disabilities and autism.

The school community is culturally and linguistically diverse with 93.5% of students from a LBOTE (predominantly from Syria, Iraq, Vietnam and the Pacific Islands) and 1% who are from an ATSI background. 40% of students require some level of English as an Additional Language or Dialect support (EAL/D). Approximately 50% of students come from a refugee background.

The school' has approximately 130 teaching staff and 35 non-teaching staff. The school also employs a Business Manager, two additional Deputy Principals, a Head Teacher Enrichment, a Head Teacher Student Engagement, three Community Liaison Officers and extra learning support staff. The staff includes a mix of early career teachers and newly appointed executive staff who are new to their role.

A significant amount of equity funds are used to implement explicit Literacy and Numeracy support, and establish a wellbeing hub that is well resourced with external services to provide access to specialist support for all students, such as a speech therapist, an additional psychologist, a school lawyer funded by Legal Aid and a registered nurse funded through Refugee Health.

Technology is constantly being audited, updated and implemented, in line with new developments and school directions. The school's library is a technology hub, with two computer labs for full classes and students to utilise before school, lunchtime and via the Homework Club. Additionally, Maker Space resources are available for classes and a lunchtime club. Virtual Reality technology is available for staff and Minecraft lunchtime activities meet the needs of students who love engaging with technology in a fun way.

The school has close ties to its culturally and linguistically diverse community. There are strong partnerships with community groups, health services, local clubs, cultural institutions and universities. Students participate in a broad range of extra curricular activities including sports, music, debating, humanitarian causes and student leadership initiatives.

The school is committed to continually improving effective classroom practices with targeted staff professional learning being instrumental in ensuring this. This learning will be directly aimed at meeting identified school targets in the areas of literacy, numeracy, HSC results, attendance and student wellbeing. EAL/D pedagogy, quality feedback practices, the High Potential and Gifted Education policy and improving the school environment are key whole school focus areas, supported by classroom walkthroughs, quality teaching rounds and structured professional learning.

Quality feedback practices will be further refined to support the development of more effective assessment practices, in line with recommendations made in CESE's 'What Works Best' research findings. The aim of this is to have students make more explicit changes in their work to improve their overall academic outcomes.

EAL/D pedagogy will be embedded in all professional learning and whole school focus areas in a meaningful and explicit manner. The development of appropriate resources will support the embedding of strategies in programs, assessment tasks and all teaching practices. Quality Teaching rounds and the implementation of the High Potential and Gifted Education Policy will be used as a framework to deliver EAL/D professional learning and strategies.

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

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose in Student Growth and Attainment is to create a school culture of continuous educational improvement, aspiration and academic success, where teachers reflectively adapt their practice to implement evidence-based teaching strategies and quality assessment practices. A regular evaluation of data and the provision of targeted professional learning will support staff to modify, refine and adapt their teaching and learning strategies so as to effectively address the specific needs of the students.

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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.

- Highly Effective, Explicit Teaching Practice
- Data Literacy, Analysis and Planning

Resources allocated to this strategic direction

Socio-economic background: $527,587.60
English language proficiency: $700,000.00
Aboriginal background: $7,180.09

Summary of progress

Student attainment and growth was supported by targeted teacher professional learning, explicit teaching strategies and the use of data to track the effectiveness of initiatives being implemented.

Initiative 1 - Highly Effective, Explicit Teaching Practice

In 2022, an explicit literacy and numeracy plan was developed, using the triangulation of evidence-based research, qualitative and quantitative data. The literacy and numeracy plans have been designed to directly reflect the specific needs of the students at Fairfield High School. Using NAPLAN data, it was determined that reading skills, vocabulary and ability to read multiple sections of text at once would be the primary focus for 2022. All faculties revised Stage 4 and 5 programs, embedding reading comprehension strategies throughout. Year 7 students all have literacy classes, where there has been explicit reading comprehension strategies taught, to reinforce the teaching and learning that occurs in all subjects.

An analysis of the numeracy data identified the need to increase skill development in measurement and geometry, number sense and algebra, statistics and probability (multiplication and addition). Faculties were asked to identify which programs could best embed numeracy strategies and professional learning time was provided to create numeracy based lesson resources.

The Head Teacher EAL/D led the Collaborative Practice of a structured planning and evaluation cycle between EAL/D staff and the teachers of the classes they supported. This strategy was designed to improve the outcomes for EAL/D students. 'Empowered Hour' and 'EAL/D differentiation' professional learning sessions targeted all KLAs and had a specific focus on Early Career Teachers (ECT). Collaborative teaching involved teachers having allocated planning time to carefully address and plan the content and summative assessments and identify the language and literacy needs required to access this content and achieve outcomes. This professional learning involved building teacher capacity by presenting a range of EAL/D strategies as a way of differentiating how learning content is processed, and how to target different students' language skills such as high challenge-high support, developing effective resources and effective EAL/D strategies that promote students' listening, speaking, reading and writing skills.

Feedback was identified as an initiative that needed to be developed, so an Explicit Feedback Plan was developed, with the implementation of Professional Learning Communities (PLCs) being used to drive this focus area. In 2022, a pilot PLC project was undertaken to model how a PLC can address improving the quality and quantity of feedback in the classroom. This is planned to be expanded in 2023, with feedback resource development and professional learning to occur across all KLAs.

High Potential Gifted Education (HPGE) was a continued focus, promoting engagement and challenge for every student, regardless of background, across intellectual, creative, social-emotional and physical domains. Teachers were provided with professional learning on identifying student potential verses student performance. This professional learning supported teacher's ability to identify potential in all students by looking for the learning characteristics of each domain. As a result, 83 HPGE students have been referred and recorded across all four domains from stages 4 to 6. These HPGE students have successfully participated in HPGE SMART goal workshops, after which the Quality Teaching and Learning (QTL) team engaged them in SMART goal setting interviews to support HPGE student wellbeing and direction.

Initiative 2 - Data Literacy, Analysis and Planning

The Head Teacher Data, Evaluation, Analysis and Planning (HT DEAP) has provided extensive professional learning to FHS executive and staff in their use of data literacy, data analysis, data use in teaching and data use in planning. The collection and analysis of recent and historical data has been compiled and made accessible to all staff. This includes Internal and external quantitative data, and qualitative data from staff and students. All data compiled has allowed the school to navigate the direction of specific programs and teaching and learning needs. Baseline data for all key program areas was collected in preparation for the ongoing evaluation of progress towards the achievement of improvement measures. Systems have been established to collect, collate, review and evaluate data from a variety of sources. This has created a foundation on which to build in 2023 and beyond.

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
Mandatory NAPLAN targets Increase the proportion of students achieving in the top 2 bands in NAPLAN Numeracy to 7.10% or above	10 students (10.64%) in Year 7 were in the top two bands for NAPLAN numeracy. This was a slight increase from 2021. 1 student (0.9%) in Year 9 was in the top two bands for NAPLAN numeracy. This data reinforces the need to explictly focus on numeracy skills development across all KLAs in stages 4 and 5 throughout 2023.
Increase the proportion of students achieving in the top 2 bands in NAPLAN Reading to 5.05% or above	2022 NAPLAN results show the percentage of students in the top two skill bands for reading as 4.7%, which is only 0.35% under the target. 4.90% of Year 7 were in the top two bands for NAPLAN reading, 4.42% of Year 9 were in the top two bands for NAPLAN reading. The year 9 results were up from 2021 by 1.2%.
Mandatory NAPLAN targets Increase the proportion of students achieving expected growth in NAPLAN Numeracy to 66.26% or above	Student expected growth scores could not be calculated in 2022 due to the NAPLAN test not being run in 2020. Data shows that measurement and geometry, number sense and algebra, statistics and probability (multiplication and addition) are the skills that need to be addressed in order to attain sustained growth. Numeracy is measured using NAPLAN data, Check-in assessment data, HSC Minimum Standards data (ILSP), formative assessment (e.g., work samples, exit slips) and Sentral Insights analysis. These data sets will provide a broad range of data to assess growth in 2023.
Increase the proportion of students achieving expected growth in NAPLAN Reading to 55.00% or above	Student expected growth scores could not be calculated in 2022 due to the NAPLAN test not being run in 2020. Data shows that reading skills, vocabulary and ability to read multiple sections of text need to be addressed in order to achieve growth in literacy. Literacy is measured using NAPLAN data, Check-in assessment data, HSC Minimum Standards data (ILSP), formative assessment (e.g., work samples, exit slips) and Sentral Insights analysis. These data sets will provide a broad range of data to assess growth in 2023.
Mandatory HSC targets Increase the percentage of course results in the top 3 bands in the HSC to 32.94% or above	In 2022, 28% of HSC students attained results in the top three bands. We have identified that students have a poor understanding of HSC key words and need to develop skills in breaking down questions and scaffolding responses to questions. Through implementation of the literacy

Mandatory HSC targets Increase the percentage of course results in the top 3 bands in the HSC to 32.94% or above	plan we have focused on structuring of texts using essay structure templates such as PEEL (providing a stage specific template pulling back on the depth of scaffolding at each stage). We are also focusing on breaking down questions, understanding HSC key word/verb definitions (Blooms), key terms (vocabulary), syllabus points. This is achieved through the implementation of a whole school acronym developing skills for breaking down questions, using SKILL: Syllabus point, Key words, Identify links between syllabus points, Look for the marks, Look back over the question.
SEF - Learning: Curriculum: Differentiation Consolidating Delivering **SEF - Teaching: Effective Classroom Practice: Feedback** Consolidating Delivering **SEF - Teaching: Effective Classroom Practice: Explicit Teaching** Consolidating Delivering	Self-assessment against the School Excellence Framework shows the school has demonstrated: • growth in the theme Differentiation within the element Curriculum, moving to Sustaining and Growing • consolidation of Delivering in the theme of Feedback within the element of Effective Classroom Practice • consolidation of Delivering in the theme of Explicit Teaching within the element of Effective Classroom Practice
Increase the proportion of Aboriginal students completing the HSC whilst maintaining their cultural identity	There was 1 Aboriginal student in Year 12, and this student successfully completed their HSC. To help address the needs of all Aboriginal students and to provide them with the support required to remain at school into Stage 6, an Aboriginal and Torres Strait Islander Team has been established.

Strategic Direction 2: Student Wellbeing and Engagement

Purpose

Our purpose in Student Wellbeing and Engagement is to develop a strategic and planned approach to the provision of a positive school environment maximising the meaningful engagement of students in all aspects of school life. There is a school-wide, collective responsibility to create a school where students feel safe and where they can connect, succeed, thrive and learn.

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.

- Positive Student Engagement and Wellbeing
- Planned Approach to Student Wellbeing and Engagement

Resources allocated to this strategic direction

Student support officer (SSO): $96,058.00
Socio-economic background: $428,539.00
Integration funding support: $13,081.00

Summary of progress

Focusing on student wellbeing and engagement is a key strategy to ensure students enjoy school and perform to the best of their abilities. When students have their basic needs met they are more able to engage with learning in a meaningful manner. For this reason there is a significant emphasis on the wellbeing of students.

Initiative 1 - Positive Student Engagement and Wellbeing

In 2022, Positive Behaviour for Learning (PBL) was the vehicle for explicitly teaching expected behaviours. Data from Sentral was used to determine the behaviours that need to improve the most. The PBL team developed a scope and sequence of behaviour themes to focus on each fortnight. Professional learning in 2023 will support the ongoing explicit teaching of positive behaviours.

To help improve engagement, there has been an enhanced focus on attendance, with the appointment of a Head Teacher Attendance to lead this. The Student Welfare Team worked with the HT Attendance to monitor, mentor and follow up student attendance. Positive reward systems were introduced such as 'Attender of the Fortnight' and lucky draws at the end of each term. Merit awards were handed out on a regular basis to students with improved attendance and attendance at 90% and above. Another school initiative was the 'Attendance Games' which was a competition for the Year 7 and 8 cohort. Attendance Letters were also sent home to families of students with attendance that fell below 90%. Additionally, the Perfect Presence Program was a Departmental initiative that started this year. It aimed at increasing attendance and engagement rates of students. Sentral data showed that 60% of students who undertook the program for the whole 20 weeks improved their attendance.

The school's barber shop initiative, Fades and Braids, is an engagement strategy that uses the student's interest in barbering or braiding to provide high interest skills development whilst the facilitators mentor the students in behaviour and academic participation. In 2022, 60 students participated in this program, with 92% showing an improvement in attendance and a reduction in negative behaviour referrals. This program is so successful that plans are in place to run a VET accredited barber program in 2024. In 2023, there is an aim to expand the number of days the barber program operates so that more students can participate.

Student welfare programs aim to help students to Thrive, Succeed and Learn. There were a myriad of wellbeing programs such as 'Skills to Succeed', 'Strength', 'Shine', 'Top Blokes', 'In League in Harmony', 'Breakfast Club', 'Lunch Bunch', 'RUOK Day', 'Harmony Day' all designed to help students to meet their potential. All students had regular opportunities to meet with an identified staff member who could provide advice, support and assistance to help students fulfill their potential. Critical case management continues to occur for students who require access to external support services, with some therapists coming into the school to work with students, such as FLYHT and Speech Pathology. A Pasifika Support Officer was appointed, to work alongside the Refugee Support Officer and Student Support Officer to provide targeted support to students.

Initiative 2 - Planned Approach to Student Wellbeing and Engagement

There was a comprehensive Welfare Plan developed and evaluations were regularly conducted within a culture of continuous improvement. This Welfare Plan identified what wellbeing themes, activities and programs occured for each year group. By having a comprehensive plan, mapping out initiatives, all students have had access to relevant and stage appropriate wellbeing programs.

There are a large number of staff involved in student welfare, so having a clearly articulated plan, supported by comprehensive role statements, ensured a coordinated approach was possible. There were many staff who applied for available welfare positions, indicating staff support the way student wellbeing is addressed across the school.

As a part of the long term planning that occured throughout 2022, it was determined that in 2023 there would be some new welfare based positions created, including a Middle School Coordinator, Peer Support Coordinator and a Behavioural Learning and Support Teacher (BLaST).

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
SEF - Learning: Learning Culture: Attendance Consolidating Delivering **SEF - Learning: Wellbeing: Individual Learning Needs** Consolidating Delivering	Self-assessment against the School Excellence Framework shows the school has demonstrated: • consolidation of Delivering in the theme Attendance within the element of Learning Culture • growth in the theme Individual Learning Needs to Sustaining and Growing within the element of Wellbeing
SEF - Learning: Wellbeing: Planned Approach to Wellbeing Consolidating Delivering **SEF - Learning : Wellbeing: Behaviour** Consolidating Delivering **SEF - Teaching: Effective Classroom Practice: Classroom Management** Consolidating Sustaining and Growing	Self-assessment against the School Excellence Framework shows the school has demonstrated: • growth in the theme Planned Approach Wellbeing to Sustaining and Growing within the element to Wellbeing • consolidation of Delivering in the theme of Behaviour within the element of Wellbeing • consolidation of Sustaining and Growing in the theme of Classroom Management within the element of Effective Classroom Practice
The proportion of students attending school 90% or more is at 62.62% or above	The number of students attending greater than 90% of the time or more is 41.5%. Data collected in 2022 was impacted by COVID isolation rules. There is an ongoing, explicit focus on improving attendance across the school and the appointment of a Head Teacher Attendance has been made in order to drive positive improvement.

Strategic Direction 3: Collaborative Practice and Effective Partnerships

Purpose

Our purpose in Collaborative Practice and Effective Partnerships is to embed systems and practices that facilitate educational dialogue, professional growth and meaningful partnerships. A strong learning community will be created by the provision of research supported professional learning and relevant, planned parent activities to promote positive relationships.

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.

- Positive Parent Partnerships
- Collaborative Professional Practice
- Professional Learning Strategy
- Leadership, Succession Planning and Skills Development

Resources allocated to this strategic direction

Refugee Student Support: $86,181.45
Socio-economic background: $276,877.00
Professional learning: $150,188.50
Low level adjustment for disability: $627,132.57

Summary of progress

Initiative 1 - Positive Parent Partnerships

In 2022 FHS has ensured our community connections are highly visible and support the wide variety of community needs and backgrounds. Our Refugee Support Officer (RSO) & Community Liaison Officer (CLO) positions have been pivotal to engaging the community within the school. Due to the positive impact from these positions a Pasifika Support Officer (PSO) was also employed by the school in 2022 to support students and build links with Pacific Islander families in the community.

Initiative 2 - Collaborative Professional Practice

Collaborative practice occurred between the EAL/D faculty and the English, HSIE and Science faculties. The practice was implemented from Term 1 and was guided by the Collaborative Teaching Framework, which explicitly outlined the processes behind the planning of teaching and learning of the targeted EAL/D classes in those faculties. This planning ensured effective team-teaching between subject teachers, who brought their curriculum knowledge and expertise to the process, and the EAL/D specialist teachers, who brought their knowledge of second language acquisition and effective EAL/D pedagogy to the process.

Initiative 3 - Professional Learning Strategy

In 2022, we used the High Impact Professional Learning School Self Assessment Tool to assess the effectiveness of professional learning opportunities and the impact it has had on teaching and learning. Evaluations were administered following the Professional Learning organised at the school. These evaluations provide valuable data on the effectiveness of these programs and guided future planning. As a team we mapped out the professional learning for the year including but not limited to; staff development days (SDD) and twilight sessions, Empowered Hours, FLAIR sessions, executive conference, Monday professional learning meetings, executive professional learning meetings and staff inductions. Empowered Hour professional learning sessions were offered to staff as professional learning modules run by expert staff within the school. These professional learning sessions were practical sessions, offering participants resources and opportunities to embed strategies into their teaching practice.

The Quality Teaching and Learning (QTL) team participated in evidence based, high quality professional learning relating one of the four feedback strategies: learning intentions and success criteria, questioning, student self-reflection and self-assessment dnd peer feedback. They created resources for each strategy based on data, research and discussion of the Fairfield High School context and their individual students. The teams implemented their ideas each term, regularly discussing successes and failures at fortnightly quality teaching and learning team meetings. Successful strategies were uploaded in a google drive, both as evidence and to be utilised by all staff as a bank of resources. Student work samples, demonstrating improvements in their use of feedback to reflect on and improve work, have also been uploaded onto the drive. In 2023 these strategies will be presented to the whole school through professional learning to be

implemented into all classrooms.

Initiative 4 - Leadership, Succession Planning and Skills Development

The Shadow program continued in 2022 with members of the executive appointing a Shadow Head Teacher, Deputy Principal or Principal. To build on this program an Aspiring Leaders Program was developed to run alongside the FLAIR program to build on the leadership skills of Aspiring Leaders within the school. All roles in the school had either an assistant or shadow, so that there are staff able to take up roles if staff leave the school or relinquish their position. Succession planning has been so successful, that all roles in the school are filled by Expression of Interest processes and, in many cases, multple staff apply for available positions.

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
SEF - Leading: Educational Leadership: Community Engagement Consolidating Delivering **SEF - Leading: Management Practices and Processes: Community Satisfaction** Consolidating Sustaining and Growing **SEF - Learning: Reporting: Parent Engagement** Consolidating Delivering	Self-assessment against the School Excellence Framework shows the school has demonstrated: • consolidation of Delivering in the theme Community Engagement within the element Educational Leadership • consolidation of Delivering in the theme Community Satisfaction within the element Management Practices and Processes • consolidation of Delivering in the theme Parent Engagement within the element of Reporting
SEF - Teaching: Learning and Development: Collaborative Practice and Feedback Moving from Delivering To Sustaining and Growing **SEF - Teaching: Professional Standards: Improvement of Practice** Consolidating Sustaining and Growing **SEF - Leading: Educational Leadership: High Expectations Culture** Consolidating Sustaining and Growing **SEF - Leading: School Resources: Technology** Moving from Delivering to Sustaining and Growing	Self-assessment against the School Excellence Framework shows the school has demonstrated: • growth to Sustaining and Growing in the theme Collaborative Practice and Feedbackwithin the element of Learning and Development • consolidation of Sustaining and Growing in the theme Improvement of Practice within the element of Professional Standards • consolidation of Sustaining and Growing in the theme High Expectations Culture within the element of Educational Leadership • consolidation of Delivering in the theme Technology in the element of School Resources

Funding sources	Impact achieved this year
Refugee Student Support $86,181.45	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Positive Parent Partnerships **Overview of activities partially or fully funded with this targeted funding include:** • the Refugee Student Leadership Program • Fast Forward and LEAP university preparation programs • Seasons for Growth (grief program) facilitated by STARTTS. • the employment of a Refugee Support Officer in the high school • the employment of a school nurse one day a week in the IEC • positive parent partnerships via regular workshops, information sessions and community links to engage with refugee families and orient them to Australian education processes **The allocation of this funding has resulted in the following impact:** * There has been a reduction of Welfare Referrals for students exiting the IEC and moving into the mainstream * Students with aspirations for university have successfully accessed refugee scholarships and pathways to university initiatives * Wellbeing needs of refugee students were addressed so that students were more able to engage in learning, with a reduction in negative referrals in Years 9 & 10 * The Refugee Support Officer (RSO) made 145 entries on Sentral, demonstrating the enhanced wraparound support provided to refugee students. A decrease in disruptive behaviours was evident with 85% of the students mentored by the RSO. * Refugee families learned about Australian schools and education pathways for their children at regular parent meetings. All Year 12 students who had a parent attend these meetings successfully completed their assessment tasks, minimum standards and HSC. **After evaluation, the next steps to support our students will be:** * Increase the number of parents involved in school events so that partnerships can be forged to support student academic progress * Increase leadership opportunities for refugee students * Professional learning on trauma informed classroom practices for staff
Integration funding support $13,081.00	Integration funding support (IFS) allocations support eligible students at Fairfield High School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Positive Student Engagement and Wellbeing **Overview of activities partially or fully funded with this targeted funding include:** • additional Learning and Support Teacher • additional SLSO staffing to assist students with additional learning and health needs **The allocation of this funding has resulted in the following impact:** * The targeted students received intensive support and additional students benefitted from in class support when school was operational. * All eligible students demonstrated progress towards their personalised learning goals. **After evaluation, the next steps to support our students will be:**

Integration funding support $13,081.00	* The continued employment of specialised SLSO support for funded students to assist them to access the curriculum. * Continue to ensure that identified students have a personalised learning and support plan (PLaSP) developed in consultation with their parent/carer. * PLaSPs will continue to be regularly updated and responsive to student learning needs. * All LaST staff will undergo training in Access Requests and the Head Teacher Welfare will continue mentoring and developing these staff to be able to identify, refer and support students requiring additional support whilst integrated in mainstream classes.
Socio-economic background $1,233,003.60	Socio-economic background equity loading is used to meet the additional learning needs of students at Fairfield High School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Positive Student Engagement and Wellbeing • Positive Parent Partnerships • Collaborative Professional Practice • Highly Effective, Explicit Teaching Practice • Data Literacy, Analysis and Planning **Overview of activities partially or fully funded with this equity loading include:** • additional executive staffing in the IEC to support identified students with welfare and social needs • employment of external providers such as a HeadSpace psychologist and speech therapist to support student wellbeing, engagement and retention • employment of CLO staff to support parent and community partnerships and to facilitate programs to assist parents/carers • additional executive staffing to implement programs and initiatives to support students with additional learning needs especially in the areas of attendance, wellbeing, transition and engagement • professional development and support for aspiring leaders in the school through the allocation of a Deputy Principal with responsibility for leadership development • providing students without economic support for educational materials with uniform, equipment funds for extra-curricular activities and other items • employment of a Technology Support Office to provide equity and access of technology for students and for staff to effectively implement cutting edge teaching and learning strategies to improve student learning outcomes • resources to support student engagement programs including a school's Barber Shop and a Talented Football program • an allowance for a Boys Advisor role • employment of additional EAL/D SLSOs to provide in class support to newly arrived migrants and refugee students **The allocation of this funding has resulted in the following impact:** * IEC welfare support has improved the early settlement issues that students often face, with attendance data indicating over 90% attendance data in the first term of enrolment for IEC students. * Exit surveys from the IEC indicated that 92% of students are positive about the wellbeing support provided for students * Students with specific needs (speech, psychological, health) have access to specialist services within school, minimising absenteeism and maximising therapeutic access * Equity of access to resources and activities enabled students to participate fully in school activities. School uniform standards have been outstanding, this is because support is provided to families who require it. This helps support the schools high expectation culture. * The CLO assists in numerous parent meetings, improving communication between families and the school. Parents are more empowered to work in partnership with the school. * The CLO has many local connections and this has a positive impact on the school, assisting students with work experience, part time employment and

Socio-economic background $1,233,003.60	access to local services. * The FHS designed FLAIR - Aspiring Leadership Program has built the capacity of staff to lead programs within faculties and across the school. Staff participating in this program have led initiatives that have had positive impact on student wellbeing and academic outcomes. Four participants have attained promotions positions. * Student access to wifi and technology has helped increase the submission of assessment tasks via online methods. The effective use of technology is a future focused skill, aiding with employability * Four KLAs demonstrated an improvement in the top three bands of the HSC. Advanced English, Physics, Music, Society & Culture and Visual Arts had no students in the bottom band. In Extension 1 Mathematics, all students achieved a Band 6 or a notional Band 6. * FHS 2022 HSC results equalled the highest amount of band 6s since 2016 * The HSC results showed that we received the 3rd highest amount of band 5s since 2016 * NAPLAN results show a significant reduction in the percentage of students achieving below minimum standards in all areas. Year 9 Numeracy showed 8.26% below (previously 14.9%). In year 9 Reading 28.93% were below the minimum standards (previously 37.01%.) **After evaluation, the next steps to support our students will be:** * Expand the FLAIR leadership program, with a focus on leading for improved teaching and learning * Continue to fund external services to support the wellbeing of students * Increase partnerships with parents to improve student attendance and academic rigour * Expand engagement programs for students * Ongoing employment of staff with targeted duties to improve student attendance, engagement, academic results and wellbeing
Aboriginal background $7,180.09	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Fairfield 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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Highly Effective, Explicit Teaching Practice **Overview of activities partially or fully funded with this equity loading include:** • the employment of an Aboriginal Coordinator to support the academic and welfare needs of Indigenous students and the development and monitoring of Personalised Learning Pathways. • professional learning and student assistance to help meet the specific learning needs of our indigenous students. • employment of additional staff to deliver personalised support for Aboriginal students **The allocation of this funding has resulted in the following impact:** * The establishment of a proactve Aboriginal Education Team * Whole staff professional learning in Aboriginal Education * Aboriginal students connected to culture by mural activities with local artist and attending external activities * Aborignal students are represented on SRC and are encouraged to undertake leadership in activities they are talented in, eg. sport, music, public speaking and mentoring * Aboriginal students remain at school to successfully complete their HSC * 100% Aboriginal students have a Personalised Learning Pathway. * 100% of Aboriginal HSC students successfully completed the HSC. * The 2022 TTFM students survey shows that 50% of Aboriginal students have a positive sense of belonging and 51% have high expectations for success.

Aboriginal background $7,180.09	**After evaluation, the next steps to support our students will be:** * Ongoing professional learning for staff in Aboriginal education and initiatives * Increased parent involvement in the development of PLPs for Aborignal students * Create a Yarning Circle with a bush tucker garden on the school grounds * Access local Aboriginal elders, artists and mentors to work within the school
English language proficiency $700,000.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Fairfield High School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Highly Effective, Explicit Teaching Practice **Overview of activities partially or fully funded with this equity loading include:** • additional staffing through the employment of an extra EAL/D teacher to support our newly enrolled exiting Intensive English Centre students. • employment of an additional bilingual SLSO to support communication in the classroom • provision of additional EAL/D support in the classroom and as part of differentiation initiatives **The allocation of this funding has resulted in the following impact:** * NAPLAN reading and numeracy results showed a 50% decrease in the amount of students achieving 'below minimum standard' in Years 7 & 9 combined. * Evaluation of the support provided by EAL/D staff showed that 95% of staff valued the support being provided in class and 85% of staff had accessed EAL/D staff to modify assessment tasks * Assessment protocols were modified to explicitly address the needs of EAL/D students (scaffolding, differentiation and clear language) **After evaluation, the next steps to support our students will be:** * The continued employment of an EAL/D Head Teacher and 5.0 FTE EAL/D teachers to continue the work to build the capacity of all teachers to teach EAL/D students. * Implement a collaborative model across the whole school where EAL/D teachers and teachers across all KLAs work together to develop resources, activities and strategies to improve student learning outcomes for all EAL/D students. * Support all staff with EAL/D professional learning to be delivered by the Network EAL/D Leaders. * Evaluating the new assessment protocols to see if they have led to improved student outcomes.
Low level adjustment for disability $627,132.57	Low level adjustment for disability equity loading provides support for students at Fairfield High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Collaborative Professional Practice **Overview of activities partially or fully funded with this equity loading include:** • 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 SLSO to improve the development of students by implementing speech and OT programs developed by specialists • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students

Low level adjustment for disability $627,132.57	• employment of LaST teachers to provide in class support and co-teach and co-design programs for students with learning difficulties. **The allocation of this funding has resulted in the following impact:** * High quality and targeted professional learning in the areas of cognitive, physical, sensory and social/emotional disabilities which reflect the NCCD categories across the Learning and Support Team, mainstream, IEC and SEU * 171 students have Personalised Learning and Support Plans (PLaSPs) to support identified student needs and include support and the modifications required to learning tasks * 67 students, in both the high school and IEC, accessed the onsite Speech Pathologist for assistance with expressive and receptive communication * Funding for identified students has been accessed to support students with identified additional needs and all of those who were supported successfully completed the academic requirements of their year group **After evaluation, the next steps to support our students will be:** * To continue to employ Learning and Support staff, additional Learning and Support SLSOs and a speech pathologist to effectively support the extensive range of student needs * Ongoing professional learning for staff to continue to learn how to modify class activities to address the needs of students with disability in mainstream classes
Professional learning $150,188.50	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 Fairfield High School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Collaborative Professional Practice **Overview of activities partially or fully funded with this initiative funding include:** • engaging a specialist mentor teacher to work with early career teachers on professional practice and accreditation • extra release time for school leaders to assist staff with developing implementing and monitoring PDP goals as well as providing targeted professional learning opportunities • access to high quality online learning and face to face learning delivered by school staff and external professional learning providers. • Mentoring, coaching and professional learning communities were implemented develop staff skills and leadership, with a focus on succession planning and sustainability of programs. **The allocation of this funding has resulted in the following impact:** * Professional learning in a range of topics linked to the school's Strategic Improvement Plan, supporting achievement of the school's goals and directions. * All staff successfully demonstarted progress towards the achievment of their PDP goals. * Staff attended targeted high quality professional learning linked to their PDPs and to the school's strategic directions * An online FHS Professional Learning Hub was designed and launched, enabling staff to more efficiently access relevant resources * Enhanced leadership capacity of staff * Enhanced consistency of teaching practice and a strengthened high expectations culture **After evaluation, the next steps to support our students will be:** * Continued use of funds to release executive staff to mentor and support staff * Support the PDP needs of staff more effectively by mapping what professional learning needs staff identify * Review access to professional learning for all staff and increase access

Professional learning $150,188.50	where appropriate.
COVID ILSP $755,789.00	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 2022. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy • employing/releasing staff to coordinate the program • leading/providing professional learning for COVID educators **The allocation of this funding has resulted in the following impact:** * The majority of the students in the program achieving significant progress towards literacy and/or numeracy outcomes * 92% of students in the numeracy programs demonstrated significant improvement in understanding and application of percentages and fractions * An increase in the number of students successfully attaining at least one domain in the Minimum Standards in Year 10 * 97% of students in Year 11 & 12 achieved successful attainment of Minimum Standards in reading and numeracy **After evaluation, the next steps to support our students will be:** * To continue the implementation of ILSP with intensive tuition and support given to students in Years 10, 11 and 12, focusing on reading, writing and numeracy Minimum Standard attainment * Explicit teaching of reading strategies across KLAs * Explicit teaching of numeracy strategies across KLAs
Student support officer (SSO) $96,058.00	These funds have been used to support improved outcomes and the achievements of staff and students at Fairfield High School **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Positive Student Engagement and Wellbeing **Overview of activities partially or fully funded with this Staffing - Other funding include:** • Cyber-Bullying workshops for year groups and identified target groups • Anti-Bullying workshops for year groups and identified target groups • Mental Health First Aid facilitator training • Overseeing whole school wellbeing days such as Harmony Day and Are you OK? • Facilitating Skills to Succeed groups for Stage 4 students with anger managment and impulse control issues • Networking with Fairfield SSOs and local services to build capacity, knowledge, skills and resources to address the wellbeing needs of students • Providing individual mentoring to students • Collaborate with Welfare Team, Learning and Support Team and PBL Team to provide information and set up support plans for students **The allocation of this funding has resulted in the following impact:** * Increased connection by students to school as a result of intensive mentoring and enhanced partnerships with parents and carers. * Increased focus by student groups on the range of services available for them to seek support and further mentoring. * 10 Welfare Team staff have been trained by SSO in Mental Health First

Student support officer (SSO) $96,058.00	Aid for Teenagers, providing enhanced support to students. * Enhanced recognition and acknowledgement of key focus days throughout the year, where wellbeing, positive mental health and kindness are promoted * Enhanced opportunities for SRC students to demonstrate skills in the social/emotional domain of the HPGE policy through the leadership of initiatives. **After evaluation, the next steps to support our students will be:** * To support enhanced collaboration between the SSO, Refugee Support Officer and Pacifika Support Officer, in pursuit of strengthening skill sets to best support student needs.

Student information

Student enrolment profile

	Enrolments			
Students	**2019**	**2020**	**2021**	**2022**
Boys	620	658	519	601
Girls	484	511	425	461

Student attendance profile

School				
Year	**2019**	**2020**	**2021**	**2022**
7	89.7	92.5	89.4	85.9
8	88.5	90.8	86.7	84.1
9	86.7	90.7	85.9	81.8
10	86.2	91.6	84.6	81.7
11	81.2	90.6	85.6	79.4
12	85.8	86.5	84.7	81.1
All Years	85.9	90.5	86.1	82.3
State DoE				
Year	**2019**	**2020**	**2021**	**2022**
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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	1.6	6.4
Employment	0	4.8	8.3
TAFE entry	0	10.6	19.9
University Entry	0	0	52.6
Other	10.6	13	6.4
Unknown	0	0	6.4

Year 12 students undertaking vocational or trade training

10.47% of Year 12 students at Fairfield High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

80.1% of all Year 12 students at Fairfield High School expected to complete Year 12 in 2022 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)	50.4
Learning and Support Teacher(s)	3.7
Teacher Librarian	1
Teacher ESL	6
School Counsellor	3
School Administration and Support Staff	25.38
Other Positions	19.6

*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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark[1]	2022 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 **Actual** ($)
Opening Balance	3,057,519
Revenue	19,975,719
Appropriation	19,481,598
Sale of Goods and Services	100,805
Grants and contributions	270,454
Investment income	28,062
Other revenue	94,800
Expenses	-19,330,450
Employee related	-17,157,808
Operating expenses	-2,172,643
Surplus / deficit for the year	645,268
Closing Balance	3,702,788

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.

	2022 **SBAR Adjustments** ($)
Targeted Total	179,581
Equity Total	2,640,185
Equity - Aboriginal	7,431
Equity - Socio-economic	1,300,000
Equity - Language	700,000
Equity - Disability	632,754
Base Total	10,584,780
Base - Per Capita	258,274
Base - Location	0
Base - Other	10,326,506
Other Total	3,902,860
Grand Total	17,307,406

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.
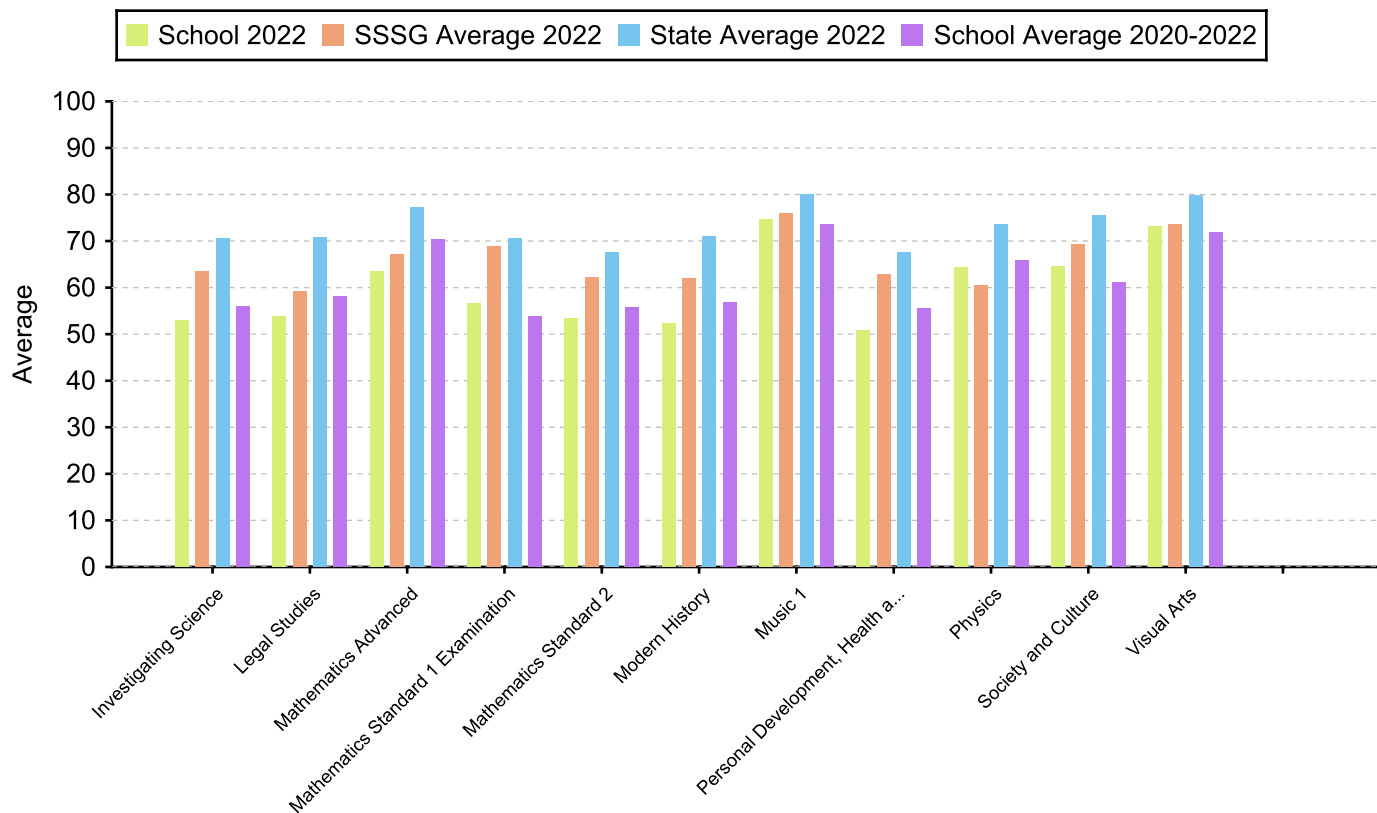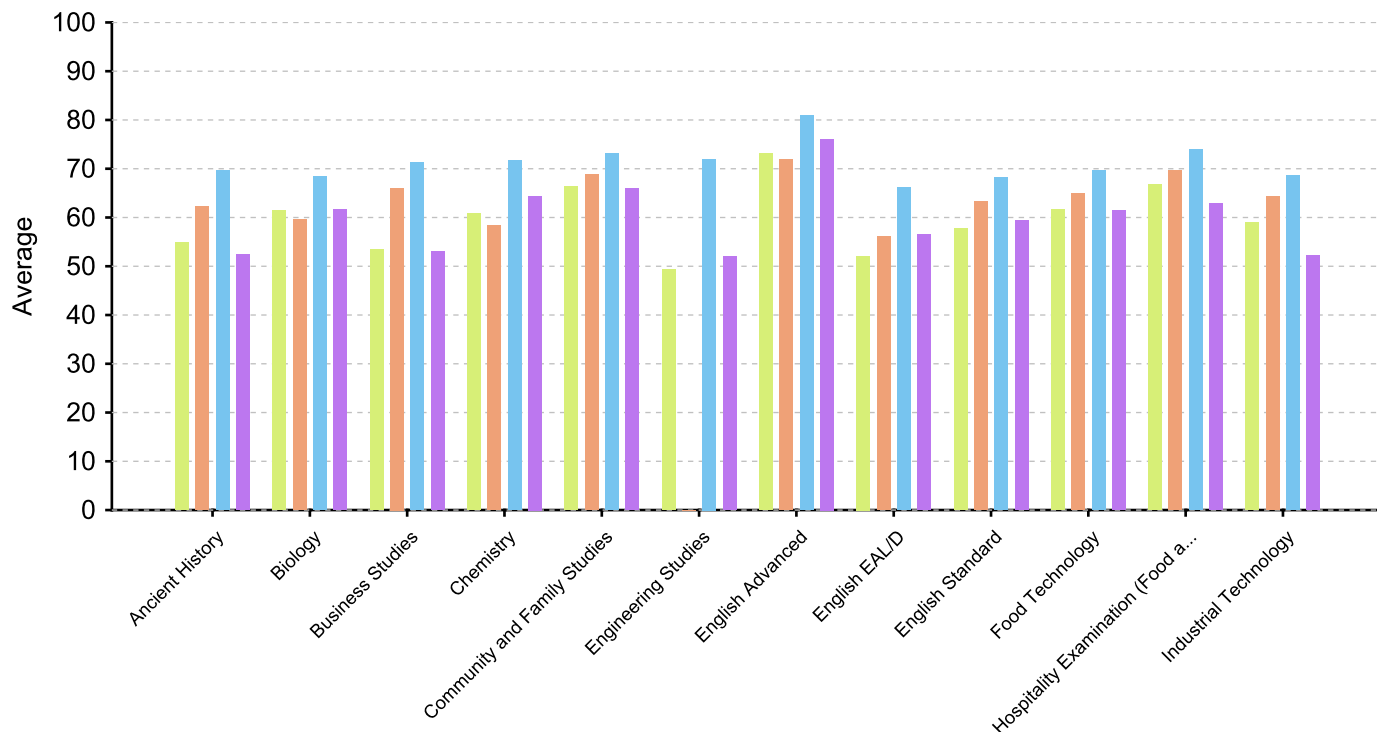
Subject	School 2022	SSSG	State	School Average 2020-2022
Ancient History	54.8	62.3	69.6	52.4
Biology	61.4	59.5	68.5	61.6
Business Studies	53.4	66.0	71.2	53.0
Chemistry	60.9	58.5	71.7	64.4
Community and Family Studies	66.3	68.9	73.2	66.0
Engineering Studies	49.4	0.0	72.0	51.9
English Advanced	73.1	71.9	81.0	76.1
English EAL/D	52.1	56.2	66.1	56.5
English Standard	57.7	63.2	68.1	59.3
Food Technology	61.7	64.8	69.7	61.4
Hospitality Examination (Food and Beverage)	66.8	69.6	74.0	62.8
Industrial Technology	59.0	64.3	68.6	52.3
Investigating Science	52.9	63.4	70.6	56.0
Legal Studies	53.7	59.1	70.8	58.0
Mathematics Advanced	63.4	67.1	77.1	70.2
Mathematics Standard 1 Examination	56.5	68.8	70.5	53.8
Mathematics Standard 2	53.4	62.1	67.6	55.8
Modern History	52.3	62.1	70.9	56.8
Music 1	74.7	76.0	79.9	73.6
Personal Development, Health and Physical Education	50.8	62.9	67.5	55.5
Physics	64.4	60.5	73.5	65.8
Society and Culture	64.6	69.4	75.5	61.2
Visual Arts	73.1	73.7	79.8	71.8

Parent/caregiver, student, teacher satisfaction

In 2022, feedback was sought from staff, students and parents to determine effectiveness of current school practices. Students and staff contributed to the the Tell Them From Me survey, parents and students participated in focus groups to provide feedback verbally, due to the majority of parents not being able to read or write in English to complete formal surveys.

Parent/Caregiver: Parent/caregivers were regularly communicated with regarding school activities, school and DoE news via Facebook, the school website, text messaging and phone calls. The FHS Facebook page has 1800+ community followers subscribed to the page.

The CLO hosts community friendly meetings every fortnight to build the relationship between parents and school and support parents in providing them with all information required for their child to be successful at the school. STARTTS agency staff attend our community parent's meetings and run ongoing sessions about positive youth development.

Each meeting ends with a verbal evaluation and there has been an overwhelming positive response to such meetings. Most parents require an interpreter, so expressing their ideas and feedback verbally is an important strategy for them. Parents have requested presentations on ROSA, HSC, post school pathways, homework, mental health, parenting skills, technology addiction and English language help. All of these have been provided and average about 30 at each event.

Pacific Islander parents have expressed a desire to be more involved in the school, so in 2022 a Pacific Support Officer was employed from term 4 to address the needs of these families. Anecdotal feedback from students and parents has been very positive in relation to this initiative and 2023 will see an increased focus on partnering with these parents.

A FiCT program is also held every fortnight - this is Families in Cultural Transition - parents who are new arrivals are invited to attend, where they learn about the Australian education system, as well as learn about local services, Australian customs and even go on excursions to places such as Parliament, local courts, Service NSW, Legal Aid and Centrelink. Overwhelmingly, parents who attend this program are positive about their introduction to Fairfield High School. Many of these parents continue attending school events and meetings after the FICT program finshed, indicating this is a worthwhile initiative to start partnering with these parents.

In 2023 we will continue to build the attendance of parents at meetings and school events. There will be an effort made to expand the cultural groups that respond to attend school functions. Improved collection of parent feedback will be co-designed by the HT DEAP and CLOs.

Student: In 2022, the Tell Them From Me Survey (TTFM) was rolled out to all students to assess and collect data of various aspects of the school. The TTFM survey indicated that 59% of FHS students reported a positive sense of belonging, 75% of FHS students reported they have positive expectations for success and 53% of FHS students reported a positive advocacy at school.. 50% of students show they have reported a high wellbeing combined with high expectations.

The SRC conducted focus groups and spot polls on what students thought about the school and what they wanted to improve. Overwhelmingly, the most common complaint from students was the condition of the toilets. In 2022, this was addressed by having the student toilets completely renovated and the joy from the students when they saw their clean, bright and refurbished toilet blocks was expressed by many. The SRC also led the improvement in rubbish collection around the school grounds, by asking for more bins in places where students sit during break times. Such positive outcoms from student led initiatives has led to increased numbers of students seeking to be a part of the SRC, In 2023, the SRC will be expanded from 30 to 50 students.

In 2023 we will esstablish systems to collect and collate student feedback more regularly and effectively. TTFM results in the following areas are being targeted to show an increase of at least 10%; sense of belonging (currently 59%), expectations for success (currently 75%) and having a school based advocate (currently 53%)

Teacher: In 2022, the Teacher Tell Them From Me Survey (TTFM) was rolled out to all staff to assess and collect data of various aspects of the school environment, processes and procedures, and teaching and learning. The TTFM survey indicated that 49% of staff agreed that morale was good with 21% neither agreeing or disagreeing. 66% of staff school leaders in my school are leading improvement and change and 62% of staff believe that our school leaders clearly communicate their strategic vision and values for our school.

In 2023 wellbeing activities for staff and streamlining of school procedures will target improving the TTFM data of staff morale to be over 50%, with a reduced number of staff reporting a neutral response. A more meaningful number of respondants will be sought for the People Matter Employee survey. Google Drive will be used to more effectively collect and collate staff feedback about school programs.

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.

Aboriginal Education - School statement

FHS is committed to enhancing the focus on Aboriginal Education across the school. In 2022 an Aboriginal Education Team was formed, as was an online Aboriginal Education Hub for FHS staff to access. FHS staff attend the local AECG the Fairfield Network Aboriginal Team. Aboriginal students participated in a mural project with a local artist, building their cultural knowledge. Staff undertook professional learning in Aboriginal culture, history and local perspectives. The evaluation of this identified 80% of staff felt more confident planning to embed Aboriginal initiatives into their programs and 90% stated they had learned something new about Aboriginal culture.

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.

Anti-Racism - School statement

The school has a trained Anti-Racism Contact Officer and Community Liaison Officers (Assyrian and Pacific Islander) who work closely with students, families and community groups in the interest of individual students and cultural groups. Students and staff participate in the Tell Them From Me survey where Fairfield High School is identified as a culturally safe space.

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.

Multicultural and anti-racism education - School Statement

Fairfield High School staff address the learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning, as well as by a myriad of wellbeing programs. School policies, programs and practices are implemented with respect to the cultural, linguistic and religious diversity of the school community. With the majority of our students coming from a non-English speaking background, multicultural education is embedded in our school culture and practices. There are many opportunities for dance, music and sharing of cultural traditions, promoting inclusiveness and acceptance of differences.