Fairfield High School
Annual School Report
Our school at a glance

Students

Fairfield High School is a comprehensive high school located in the heart of the Fairfield Municipality. Situated in the South Western suburbs of Sydney, the school is located on the fringe of the Fairfield CBD along The Horsley Drive. Fairfield is one of the most densely populated areas in Sydney containing residents from all over the world. The community is amongst the most multicultural communities in Sydney.

There are over 60 different cultures represented in our student population. A significant proportion of the school are seniors as many of the students from the Intensive English Centre (IEC) enter the school into Years 10 or 11.

The IEC is an integral part of our school. Many of the newly arrived students are refugees who continue their education into the high school. The school prides itself on the close working relationship with the IEC. In 2012, a third of students who completed their HSC attended the IEC before enrolling at Fairfield High School.

Staff

All teaching staff meet the professional requirements for teaching in NSW public schools. The staff at Fairfield High School are a mix of young and experienced teachers who have a strong commitment to improving the learning outcomes of all students and to their own professional development.

There is a strong emphasis on improving student literacy and numeracy.

The welfare team continues to be a central link between staff and students. This team provides strong support to all students. The newly appointed Student Support Officer is supporting the school in the development and implementation of an enhanced anti bullying strategy to ensure all students are happy and safe at school.

Student achievement in 2012

Our school measures student performance in the major exams of NAPLAN which is administered to years 7 and 9, and the Higher School Certificate.

In Year 7 in 2012, in Reading 83% of our students achieved above the minimum standard, in Writing 77% of our students achieved above the minimum standard, in Spelling 87% of our students achieved above the minimum standard. In Punctuation and Grammar 73% of our students achieved above the minimum standard and in Numeracy 87% of our students achieved above the minimum standard.

In Year 9 in 2012, in Reading 69% of our students achieved above the minimum standard, in Writing 54% of our students achieved above the minimum standard, in Spelling 67% of our students achieved above the minimum standard. In Punctuation and Grammar 74% of our students achieved above the minimum standard and in Numeracy 84% of our students achieved above the minimum standard.

The Higher School Certificate provided results above the state average in the following subjects; Ancient History, English (Advanced) and Hospitality. Our results have also shown an improvement from the previous year in General Mathematics, English Standard, Modern History, Industrial Technology, Legal Studies, English ESL, Business Studies, Community and Family Studies, and Food Technology. This reflects FHS commitment to achieve school targets identified in the 2012-2014 School Plan to reduce the number of Band 1’s and 2’s achieved in the HSC, via enhanced quality teaching and learning environments.

Our highest ATAR in 2012 was 99.95, achieved by Anna Tran. This was the equal highest ATAR in NSW.
Messages

Principal’s message

2012 represents the second year of implementation of the National Partnerships program. This program has allowed the school to continue and expand a number of innovative programs for our students and parents.

The National Partnerships program provides for a Team of Head Teachers to work across the school in the key areas of Technology, Teaching and Learning, Student Engagement, and Student Support. The program is coordinated by the Head Teacher National Partnerships.

The Work Skills HSC, a key initiative designed to support the school in meeting its target of reducing band 1 and 2 and increasing band 5 and 6 HSC results, continued to grow. In 2012, over 100 students accessed trade training to gain valuable skills that they are able to take with them when they apply for jobs or further TAFE studies. Mr. Warren Dunn, Mrs. Pam Dunn and Mr David Tanner have implemented a meaningful program of skill building for our students. In particular our links with TAFE should grow over the next year to further support our students.

Our internationally recognised Parents Café, continues to grow and provide a range of educational and job related skill activities for our parents. Service providers from the local and wider NSW area now use the Parents Café as a platform from which to run educational programs for our parents and the wider community. Associated with the Parents Café, ‘Café Catering’ is a growing social enterprise initiative that provides a catering service to the school community and allows participants to develop their culinary skills.

The Community Garden is now well established and it has proven to be a valuable resource to the school and community. In 2012, a pizza oven was installed in the community garden by Work Skills HSC students. The garden will continue to develop this year, with an amenities facility and additional garden beds to be completed in 2013.

The weekend staff conferences that were initiated last year have continued to a wonderful professional learning opportunity for our staff. The May Conference held at the University of Sydney and the main focus was developing closer links with our university partners. The August Conference focused on planning for the future and developing a combined vision to inform the planning process moving forward. Both conferences were well attended, with more than 90% of staff attending both conferences.

The ‘Focus on Reading’ program, a shared program with Fairfield Public school, commenced in 2012. 20% of teaching staff were trained in the program and all year 7 classes were allocated a ‘home’ teacher trained in the pedagogy. In 2013, the program will be expanded to include a greater number of staff as well as staff trained as facilitators in the program. Our partnership with Fairfield Primary will be expanded to include Fairfield Heights Public in 2013.

The Special Education Unit continues the successful teaching of our students with a further class added in 2012 and our first students completing their HSC. The Unit has enhanced opportunity for all the students at our school. The Best Buddies program links our students in a very special way and developed skills of our students and teachers.

Our business links have continued to provide great opportunity our students and our business partners, the Stockland group. The GOALS program continued with the additional mentoring activities with Years 10 and 11 provided special skill building activities that were provided by our business mentors for our students. The ‘Our Faces’, a mentoring program for refugee students, program celebrated its fifth year with a special celebration at Stockland head office.
With the assistance of our Student Support Officer we are now able to provide greater welfare assistance for our students and staff. The creation and implementation of our Anti Bullying strategy was completed this year and provides support and resources to address this important issue.

Although it will be mentioned in another section of this report, the success of our school in 2012 is summarized by our HSC results. Not only did one of our students achieve an ATAR of 99.95 - the highest mark possible in the HSC, but our 2012 results exceeded school targets by reducing the number of band 1 results by 50% as compared to 2011. This is the third consecutive year we have reduced the number of students receiving the bottom band by more than 50%. At the same time, we have increased the number of students achieving results in the top two bands by over 25%.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

School Principal – Mr. Robert Mulas

Parent & Community message

Parents of Fairfield High School and Intensive English Centre are eligible to join the parents and citizens meetings. The meeting is on the third Tuesday of the term at the school library from 6:00pm to 7:30 pm. Interpreters in different languages are available to help parents with the language.

Parents enjoy the advice about local problems, rules and procedures and the rights of parents and school students. Speakers are invited to give a presentation to parents.

It is of great benefit for each State school to have a P & C Meeting. This enables parents and citizens to meet together to determine the needs and aspirations of the school community.

Our Award winning Parents’ Café provided another unique forum for parents of targeted groups to meet, learn and discuss issues that are relevant to our parents and community.

P & C Representative – Mrs. Marlyin Nona

Student representative’s message

2012 was an incredible year for the SRC as we held various school and community activities, with the assistance of Mrs. Tyler and Mrs. Dunn. As the New Year began, the SRC was extremely busy with the organisation of the annual Valentine’s Day. The event was a success and raised money for the SRC to be used throughout the year for various events.

The SRC has established strong community relations and supports the community by raising money and awareness for various charities including: Harmony Day, Jeans 4 Genes Day, Legacy Badge Day and K-Mart Xmas Wishing Tree. Also, for the first time, our school participated in the “World’s Greatest Shave,” where both staff and students generously donated money and volunteered to ‘Shave for a Cure’.

The leadership role that each member of the SRC has undertaken requires us to represent the school in many events such as: District SRC meetings, leadership conferences and occasions like Remembrance Day.

To end the year, the SRC participated in an adventure style, team-building day trip to the Pennant Hills Scout Camp. We all participated in the following activities: Crate building and climbing, Mission Impossible, High rope course and Ballista building. All these activities were fun and challenging while helping to develop leadership skills and a cohesive SRC group dynamic.

2012 was a remarkable year and the SRC members all enjoyed the privilege of being part of the student representative body for the school.

School Captain – Miss. Leanne Trinh.
**School context**

**Student information**

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

**Student enrolment profile**

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**Student attendance profile**

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<td>89.2</td>
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**Management of non-attendance**

A designated Head Teacher Student Engagement was employed under the National Partnerships for Low Socio Economic Schools program.

The staff member manages whole day non-attendance as well as truancy within the school timetable. The Head Teacher Student Engagement met with the Home School Liaison Officer (HSLO) weekly to discuss and formulate action plans for students identified as of concern.

Parents and students are informed of attendance requirements by letter.

The Head Teacher Student Engagement works collaboratively with Year Advisors and the Welfare Team to resolve attendance issues relating to particular students.

In 2012, improved tracking and recording of student attendance has meant more accurate student attendance data and a significant improvement in student attendance. Our whole school attendance rate is now higher than state average and close to regional average.

A school target for 2012 to 2014, Fairfield High School is further improvement in attendance and retention with a focus on stage 4 and 6 (senior) students.

**Post-school destinations**

Each year the school seeks information that identifies the destinations of our Year 12 students have taken after leaving the school. Below are the known school destinations from the 2012 HSC Cohort:

- University 43 (41 in 2011)
- TAFE 36 (30 in 2011)
- College 12 (9 in 2011)
- Apprenticeship/Traineeship 5 (5 in 2011)
- Work 15 (10 in 2011)
- Looking for work 22 (5 in 2011)

**Year 12 students undertaking vocational or trade training**

In 2012, 0 students undertook a school based apprenticeship; 1 student undertook a traineeship and 25 students participated in TAFE based Vocational Education and Training (TVET) courses.

**Year 12 students attaining HSC or equivalent vocational educational qualification**

In 2012, 181 students were awarded their HSC at Fairfield High School.
Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
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<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
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<tr>
<td>Head Teachers</td>
<td>17</td>
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<td>Head Teacher Mentor</td>
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<td>Classroom Teachers</td>
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<tr>
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</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Moderate Intellectual</td>
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</tr>
<tr>
<td>Teacher Multi Categorical</td>
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<tr>
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<td>Support Teacher Learning Assistance</td>
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<td>Home School Liaison Officer</td>
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<tr>
<td>Teacher Librarian</td>
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<td>Teacher of ESL</td>
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<td>Careers Advisor</td>
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<td>District Guidance Officer</td>
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<td>Counsellor</td>
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<tr>
<td>IEC Deputy Principal</td>
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<td>IEC Head Teacher</td>
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<td>General Assistant</td>
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The National Education Agreement requires schools to report on Indigenous composition of their workforce. Based on available data, in 2012 there were no indigenous members of the staff at Fairfield High School.

Staff retention

From 2011 to 2012, over 95% of staff were retained. It is anticipated that staff mobility will increase in coming years with the effects of retirement, transfer and promotion becoming more prevalent.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

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<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tr>
<td>Degree or Diploma</td>
<td>70</td>
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<td>Postgraduate</td>
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Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary 30/11/2012

Income

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<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Canteen</td>
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Expenditure

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<td>Extracurricular dissections</td>
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Balance carried forward 1,095,284.88

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2012

Arts

Earlier in the Year, 3 teachers from Visual Arts attended a Stop Motion Animation workshop organised by the University Of Sydney Compass program. Jack McGrath who runs these workshops has become a regular visitor to the school overseeing the Stop Motion Animation program that has continued in the classroom with selected classes over 2 terms. The students completed animations and sets which were exhibited at an exhibition run by the University in November. Mrs. Ekbal Sayed Rich attended this event and accepted awards given to our students on their behalf.

Mrs. Goldsmith Bryant took her Year 11 art class to the Art Gallery of NSW to see the current exhibitions and to learn from the talented students exhibited in Art Express.

This year we have had success across all areas of the Creative and Performing Arts. Naisa our extremely talented Music student, performed at the prestigious School Spectacular. He did himself, family and school proud. A number of staff went along to support Naisa and to enjoy the evening of entertainment provided by the most talented school students in the state.

Earlier in the year the drumming group “Dabke Boys” were entered into a music competition run by ABCN. They did a special performance for ABCN and won an award of $1000 for themselves and the school.

In Visual Arts we had 3 prize winners in an” ABCN’s art for art sakes awards”. 4 prizes were given out in the competition and 3 of those prizes went to Fairfield High School. Each of these prize winners were awarded $500. They were Thi Kim Ngan Vu form Yr 11, Mena Samoel from Yr 11 and Ali Al Saady from Yr 9. Their artworks were collected for exhibiting purposes.

For the past few years Visual Arts has been entering the Fairfax Advertising Competition and has again been highly successful. Bethany Lu of Yr 10 won first prize of $1000 and Laila Jodeh of Yr 9 won 3rd prize of $250. Both recipients have their work used as advertising in the Fairfield Champion. Bethany had an article written about her entry and award with a photograph published in the Fairfield Champion. Both girls were awarded their certificates and vouchers at a ceremony at Stocklands in Wetherill Park.

Lisa Ho in Yr 12 had her HSC work nominated for Art Express.

Caitlan Lacosta was nominated for the Talented Identification Program in Music and attended this course during November. This program culminated in a concert at Homebush where Caitlan performed in singing.

Visual Arts held its annual Art Exhibition in August showcasing the work of all students across all stages and subjects. The Parents’ Café had a special viewing and interacted with the work of their children and others. This year’s exhibition featured a fascinating lightbox installation by year 11 Photography students and some great animated film work from the IEC students.

Teachers and students From Visual Arts worked with Mr. Singh and Mr. Wood from Industrial Arts to create some sculpture work that can be seen at the front of the school in the form of oversized colourful pencils and a large scale rule. We hope to continue these efforts in helping to create interesting and visually pleasing school environments next year.

Sport

The Lansdowne Zone Sporting Trials were held at FHS for a number of sports. This involved students from 6 local high schools (Bossley Park,
Fairvale, St Johns Park, Prairiewood, Canley Vale and Fairfield) to be selected in one team across 6 sports (Basketball, Soccer, Touch, Netball, Tennis and Table Tennis). For Fairfield we had a number of students selected. These students included; Vasemaca Naleba, Nedine Naleba, Zorana Alavanja, Jessie Ruka, Dino Zagic, Daniel Tualaulelei, Michael Bacalla, Mohammad Al Mayahi, Gabriel Khamis, Shannon Teirney, Federico Almeida, Pauli Maafu, Raimond Ezarya, and Lorans Hermiz. Congratulations to students selected in the Zone Teams.

School Cross Country was held and had a number of great results, allowing us to take a large team to Zone Cross Country. A big congratulations goes out to Masudi Elongo who was named 17 Years Boys Lansdowne Zone Age Champion, after a great run coming first overall in the 17+ years 6km run, who then placed 3rd at the Sydney South West carnival, allowing him to compete at the Combine High Schools Champions where he placed 58th.

We took approximately 20 competitors to the Sydney South West athletics carnival, over 2 days with some outstanding results. The U15s 4 x 100m Relay Team finished 2nd overall allowing them to compete at the Combined High Schools Athletics Championship. The team consisted of Langi Suli Ruka, Henry Vo Tran, Ali Al Saady and Sebastian Acosta. As well as being a part of the Relay Team Sebastian had an outstanding meeting coming 1st in U15s Boys Long Jump, High Jump, Triple Jump, Hurdles, 400m and 100m. All the boys will compete in the Combined High Schools Athletics Championships at Sydney Olympic Park on the 6th – 8th September. Good luck boys.

At the Combined High School Athletics Championships our Boys U15s Relay team finished 3rd overall in their heat, but due to the technical aspects of the batten changes were unfortunately disqualified. Sebastian Acosta completed in 6 additional individual events in which he excelled in each event. Sebastian won the U15s Triple Jump and High Jump, placed 3rd in the Long Jump and was a finalist in the 100m, 400m and Hurdles. This allows Sebastian to compete at the Australian All Schools Championship and the Skins Athletics Championships. We wish Sebastian all the best both these meets.

Langi Suli Ruka was selected as part of the U16s Rugby League Tour of France, spent two weeks playing Rugby League over the September/October School holidays. In this tour, Langi will play a number of games against international teams.

The 9th of November saw the 2012 Lansdowne Schools Sports Association Sporting Awards being held at Fairfield High School. This year the format was slightly changed and has seen the inclusion of the Lansdowne Zone Age Champions. This resulted in 4 awards being awarded to Fairfield High School students. These included;

- Masudi Elongo – 17 Years Cross Country Male
- Sebastian Acosta- Vazquez – 15 Years Athletics Male
- Sebastian Acosta- Vazquez – Zone President Award – Athletics
- Langi Suli Ruka – Zone Blues Awards – Rugby League

Public Speaking

It has been an exciting year in the fields of debating and public speaking. Each year group fielded a strong, confident debating team for each of the year groups, all of which participated in the Premier’s Debating Challenge.

It was a valiant effort to each year group travelling to and from various schools and hosting our own debates at FHS.

Once again this year, the Year 7 students participated in a debating workshop that was held in the school library by Mrs. Weber. This consisted of the basic fundamentals of a debate and the main terms and issues that follow. Soon after were a series of mock debates which were assisted by the Year 9 and the Year 10 debating team.

This is the fourth consecutive year that public speaking has been featured with two of our
students representing FHS, was held at Canley Vale High School. Deveena Kumar and Amy Tran of Year 9 took part in the Junior Legacy Public Speaking Competition. Deveena delivered a powerful speech on stereotypes of Western Sydney while Amy informed us about Mario and how he links to gaming. Shortly after, they both presented a two minute impromptu speech on being ‘taken for a ride’. Both girls represented the school proudly and spoke confidently.

Fairfield High School debaters also viewed finals for both public speaking and debating. Accompanied by Miss. Ajla Bajic, the Year 9 debating team made up part of the audience for the finals and later discussed observed strategies which will help them to be victorious next year. We are looking forward to a great year in debating and public speaking in 2013!

**Academic**

In the National Assessment Program, the results across the Years 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.

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

In the Higher School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

**Reading – NAPLAN Year 7**

<table>
<thead>
<tr>
<th>Average score, 2012</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
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<tbody>
<tr>
<td></td>
<td>479.7</td>
<td>492.4</td>
<td>535.2</td>
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**Skill Band Distribution**

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<tr>
<th>Band</th>
<th>5</th>
<th>6</th>
<th>7</th>
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<tr>
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<td>SSG % in Band 2012</td>
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<tr>
<td>State DEC % in Band 2012</td>
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<td>18.7</td>
<td>9.8</td>
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**Numeracy – NAPLAN Year 7**

**Reading – NAPLAN Year 9**

<table>
<thead>
<tr>
<th>Average score, 2012</th>
<th>School</th>
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<tr>
<td></td>
<td>505.9</td>
<td>525.3</td>
<td>568.5</td>
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**Skill Band Distribution**

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<th>Band</th>
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<th>7</th>
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<tr>
<td>School Average 2008-2012</td>
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**Numeracy – NAPLAN Year 9**
### Higher School Certificate

#### HSC: Course Summary Table

<table>
<thead>
<tr>
<th>Course</th>
<th>School 2012</th>
<th>School Average 2008-2012</th>
<th>SSG 2012</th>
<th>State DEC 2012</th>
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<td>Personal Development, Health and Physical Education</td>
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<td>Textiles and Design</td>
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<td>Visual Arts</td>
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</tbody>
</table>

#### HSC: Course Summary Graphs

- [Graph for Course Comparison](#)
Significant programs and initiatives

PSP

PSP funding continued to provide significant time for teachers to work together, plan programs and explore how to best cater for students’ learning in developing teaching and learning which specifically targets the literacy and numeracy needs of student.

• The integration of literacy and numeracy in each faculty area continued to be a focus in 2012. Under the guidance of the Head Teacher Teaching and Learning additional units of work were produced for each subject taught.

• Development of Individual Learning Plans for all students continues. In 2012, we have expanded the use of technology (ipads) in the capture information provided during student planning sessions. This better allows us to record and track student progress towards achieving their goals, more accurately analyse student progress and improve school accountability.

• With the Digital Education Revolution (DER) initiative expanding, Years 9 to 12 now have laptops.

• As a result, the use of laptops for learning in the classroom continues to be a focus of the Connecting 4 Learning program. The development of learning resources for use on the interactive whiteboards now in 75% of classrooms was a priority. In 2013 our commitment to improving quality learning using technology will continue.

• A formal transition from the IEC to High School was successfully implemented in 2012, significantly reducing the disruption to learning for both existing and commencing students that had resulted from a new group entering the school at the start of each term. The program will be expanded in 2013 and includes support before during and following transition to high school.

• Over all literacy and numeracy results have shown some increases in the top bands and some improvements in the bottom bands. Our value added data shows high levels of growth in our students. Data shows many of our students scoring in the performance bottom bands have had little to no schooling before their arrival and that they have missed out on the pivotal basics of primary school, our value added data indicates that we are making positive difference for our students. In 2013, a school target will be to continue to reduce by 50% the band 1 scores in NAPLAN and HSC.

• PSP allows students to engage more in their learning with structures and programs in place that specifically addressed the special learning needs of students in the school. PSP provides a great deal of time to build collaborative teams to build direction across the school that is shared and consistent.

Aboriginal education

Both the Head Teacher Welfare and HT Senior Student Support work closely with the Aboriginal Support person in developing and implementing a program of both cultural and educational activities designed to engage our indigenous students in school life. The school’s cultural program provides students the opportunity to experience aspects of their culture as well as allow all students to experience indigenous Australian culture. In 2012 a variety of programs were implemented to support higher engagement levels for our students of Aboriginal descent. In 2012, FHS enrolled 7 students from year 7-12 who identified as Aboriginal. The programs varied from academic tutorial support, cultural identity, dance and art and university widening participation programs.
Our links with our University partners have once again proved to be invaluable to FHS. Our continued participation in the University Compass Program has been fruitful in providing opportunities for both our junior and senior indigenous students. Four students had the opportunity to hear from Aboriginal university students, experience cultural awareness activities and a range of academic learning experiences such as dentistry, archaeology, environmental science, sport and fitness & engineering. As a result, one junior student has already established an educational goal in her Personalised and Support Learning Plan (PLASP) to attend University when she completes her schooling and pursue the study of science or dentistry.

Two Aboriginal students attended the UTS “How Big Are Your Dreams” aspirations building program. Students had many engagements throughout the year, allowing them to gain knowledge and skills about future pathways in higher education. Another highly successful program that involved the participation of one senior Aboriginal student is the UTS Summer school program. This student studied Midwifery and successfully completed the holiday program in 2013. Consequently, the student has re-established her education goals to complete the High School Certificate.

One student participated in the University of NSW Nurra Gilli Program and was granted on the completion of the program a University placement to study Bachelor of Social Work in 2013. Two Aboriginal students were recipients of the KARI support scholarships to the value of $500 each. These scholarships provided support for their engagement at school.

In 2012 Multicultural Education has spanned many curriculum areas throughout the year. Our students in various years have participated successfully in a number of programs which facilitate cross cultural understanding and equip our students with skills to become effective members in Australian society. These programs included; Multicultural Day, Our Faces, RUA Youth Encounters Program, FMRC Pathways to employment work expo, Refugee Week ‘Restoring Hope’, Bonnie Women’s Refuge Program and Outreach Leadership Forums–Education, Empowerment & Equality.

Our students also worked in conjunction with Macquarie University Research Project. Natal’ya Shcherbak (PhD candidate in Education at Macquarie University) conducted her independent research on ‘Active career choice is a multi-stage formative process’. The research was investigating what contributes to the autonomous career choice of high school students. She was examining what personal characteristics and environmental factors influence and challenge student’s professional choices.

**Mentoring Projects**

During 2012 Fairfield High School and Stockland have continued to build upon strong relationships that provide opportunities for our students. Three Mentoring/Interview Skills days have been held. Business mentors from Stockland have expressed interest in sharing their knowledge and skills about the business world, confidence in gaining employment and presentation. The first session involved 60 Year 10 students, second session 16 Year 11 students and the third session 54 Year 11 students.

Business mentors worked with the students in groups and Stockland facilitated all the sessions. Students worked through different scenarios and prepared for job interviews and the skills required to obtain successful employment. Business mentors outlined their role in Stockland and the educational journey they have been on
to reach their positions. Goal setting, Presentation at interview, and planning for the future were other areas covered. The success of these sessions will enable more skills days to be held in the coming year.

**National partnership programs**

FHS in 2012 continued to be a National Partnership (NP) school. Programs were funded to a total annual cost of $1,000,000 and supported student learning in Literacy and Numeracy, Connected Learning, Student Engagement as well as Parent and Community Engagement.

FHS has continued commitment to Literacy as a school priority by working within the Fairfield Community of Schools framework to build Literacy skills across the middle schools continuum. Ongoing professional learning and dialogue has continued with our neighbouring Fairfield PS as we continue to strengthen the consistency of pedagogical practices and support student transition across the primary and secondary learning environments. Twelve teaching staff completed training in Phase 1 of Focus on Reading and four staff have taken on facilitator roles. In 2012 the introduction of Year 7 Teaming structure further supported student learning. Teaming teachers worked with key personnel across multiple KLAs to improve student Literacy and Numeracy and the use of evaluative data to inform teaching practice.

Technology was identified as a pedagogy priority across the school with the continued roll out of DER laptops. Classroom environments were bought into the 21st century with the installation of 48 Interactive Whiteboards across the school landscape. All executive and other key personnel were issued with iPads for use in learning and administration. Professional learning for staff took place to improve and share technology based pedagogy improving classroom practice and student learning outcomes.

FHS see Student Engagement as being pivotal to student success in their academic and social development. Throughout 2012 student attendance continued to be a whole school focus with the implementation of attendance, student welfare and self-management strategies to improve student attendance rates. The monitoring of the Senior Learning Space and the HSC Work Skills alternate curriculum continues to be an integral to student engagement.

**Parent & Community Engagement**

2012 has seen FHS continue to expand its partnerships with the neighbouring community and beyond the Fairfield local government area. Parental and community engagement initiatives have focused on the triangulation of students, staff and parents/community by strengthening understanding and line of sight for students’ post-school destinations. Partnerships include Sydney University, the University of Technology, University of New South Wales, local TAFEs and other external agencies.

**Focus on Reading (FoR)**

Fairfield High School continued to support student Literacy development through a multi-faceted structure including the introduction Focus on Reading, a new teaming approach and restructured timetable for Year 7. Throughout 2012 twelve teaching staff completed training in Phase 1 of Focus on Reading, embedding the programs’ pedagogies into their daily teaching and learning practices. Year 7 teaming teachers worked with key personnel across multiple KLAs to improve student Literacy and used evaluative data to inform teaching practice.

The Focus on Reading program draws heavily on reports, reviews and research, including research in relation to comprehension, vocabulary development, reading fluency, critical literacy, visual literacy and the use of technology in literacy teaching and learning. Staff involved in the training throughout 2012 represented seven KLAs across the school allowing for strengthened capacity for instructional leadership of literacy at
a whole school level. Training and implementation throughout the year allowed teachers the opportunity to engage in ongoing critical reflection as individual practitioners and provided the platform to examine the growth across a large student cohort. The frameworks underpinning the program supported teachers to provide explicit strategy instruction encouraging students to become active, strategic readers.

Phase One of the training focused on student comprehension. Using evidence, work samples and data teachers mapped student learning progress across the DEC literacy continuum. Students demonstrated increased comprehension of texts as strategies assisted students to respond to, interpret, analyse and evaluate written, visual, spoken and multimodal texts. Students employed the metacognitive processes explicitly modeled by teachers (predicting, visualising, questioning, summarising, making connections, monitoring) enabling deeper understanding and greater access to texts.

Fairfield High School is committed to the ongoing implementation and continued training of Focus on Reading in 2013. Additional staff will be trained in Phase One as current staff within the program move into Phase two of training. To further build density and leadership in Literacy instruction, four staff will become facilitators of the program allowing for further flexibility and contextual alignment to the schools’ culture and student learning.

Connected Learning

In 2012, Fairfield High school teachers were continuing to seek better ways of engaging students in learning. iPads have been purchased for all Head Teachers in faculties, and three of these faculties have now purchased iPads for all of their teachers. Faculties will be purchasing class sets of iPads in 2013. There are many apps available to enhance and complement teaching and learning, and also to support the administrative side: such as roll taking, mark books, timetables, assessments and grading. Teachers are trialing a range of apps to enhance teaching and learning: this includes the recording of student work samples in written, aural and video form. The school will also trial a range of android and dual tablet devices.

The school completed the second stage of installing Dell interactive data projectors around the school. This second round of installations means there is an interactive whiteboard in nearly half the classrooms at Fairfield High School. A presenter/trainer from Dell ran a workshop for the Head Teachers on October 30th, and this was followed by the CAPA faculty receiving more intensive training a week later on using OneNote for creating organised programming files, assessment tasks and student work samples. At next year’s staff conference, the focus will be on technology, with training workshops run on iPad/tablet technology, Interactive Whiteboards, Adobe Connect Video conferencing and Web2 tools.

In 2013, will be the last year for the roll out of DER laptops for Year 9 students. This will mean that the school community will need to develop alternate ways of enabling students to access technology. This is going to be a huge challenge for families, teachers and students. Microsoft has put out a discussion paper to accelerate 1-to-1 learning, where every student brings their own device (BYOD).

Progress on 2012 targets

Target 1

Reduce the number of band 1 HSC results by 50% as compared to the previous year.

Our achievements include:

- The 181 students who sat the HSC received 59 band 1 results in the 2012 HSC (down from 79 band 1 results in 2011).
- This represents 0.33 band 1 results per student who sat the 2012 HSC, down from 0.82 results per student in 2011.
Target 2
Each Year, 20% of staff will receive training in Focus on Reading.

Our achievements include:
- Throughout 2012 twelve (12) teaching staff completed training in Phase 1 of Focus on Reading, embedding the programs’ pedagogies into their daily teaching and learning practices
- This represents greater than 20% of school teaching staff

Target 3
Improve student attendance from 85.9% to 88.0%

Our achievements include:
- In 2011, the student attendance rate was 82.3%. In 2012, the student attendance rate was 90.0%
- This represents an increase in attendance of 7.7% from 2011 to 2012 which well exceeds the school target.

Target 4
Parents of 10% of students will participate in school delivered learning opportunities to develop skills to support their child’s learning.

Our achievements include:
- Year 7 parents attended school delivered learning to assist them to support their children. This was associated with scheduled parent/teacher interviews. 35 parents attended this opportunity
- Over 100 different individuals attended learning opportunities associated with the Parent Café initiative

Target 5
100% of teachers demonstrate improved ability to effectively use and apply the identified technology in their teaching.

Our achievements include:
- Dell interactive whiteboards were installed in over 80% of classrooms during 2012.
- Staff received specific training in the use of this technology to support teaching and learning
- Technology is a major focus of TPL in 2013.

School evaluation
NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of The Work Skills HSC and faculty reviews of the Science Faculty and the Education Support Unit.

The Work Skills HSC
Background
In 2012, the school community was surveyed about the Work Skills HSC (WS HSC). The WS HSC was introduced at Fairfield High School in 2011 to provide students with an alternative HSC pathway. The aim of the program is to cater for students’ different learning aptitudes, career goals and academic abilities.

Staff, parents and students in Years 11 and 12 were surveyed regarding the WS HSC. The majority of respondents were from Year 12, which strengthens the reliability of the collected data, as the Year 12 students have been through this curriculum for two years. It should be noted that approximately one third of the respondents are Work Skills (WS) students. Approximately half of the staff surveyed teach the WS HSC students.

Findings and conclusions
In 2012 the Work Skills HSC (WS HSC) was evaluated. Surveys were issued to the school community to evaluate the WS HSC: a teacher survey, a student survey and a parent survey. The following findings were made:
- The majority of student, parent and staff respondents believe the WS HSC allows students to gain accreditation from
external agencies, to gain practical work skills and provides an enjoyable learning experience. This has given WS HSC students the confidence to pursue further goals.

- Students and staff felt that the WS HSC curriculum has had a positive effect on the level of achievement and student engagement. The majority of students enjoy their chosen subject pathway and are active participants in their subjects. This is attributed to a balance of practical activities, group work, independent learning activities and explicit feedback.

- Data shows parents, staff and students alike feel the WS HSC has a positive impact on the achievement on both WS and non-WS HSC students within the classroom environment.

- The data shows that the teachers of WS HSC keep records of student attainment and students are well informed of their academic progress and this information is clearly reported to parents.

- Staff, parent and student respondents agreed that the WS HSC caters for the individual learning needs of students.

- A clear majority of staff, parent and student respondents viewed the WS HSC as a program that provides relevant work-related skills to be used in future vocations.

- 90.5% of staff, 81.3% of parents and 65% of students felt that the WS HSC was beneficial to improving educational outcomes and encourages participants to be continuing learners.

- 75.5% of students agree or strongly agree that they understood the course requirements to complete a relevant HSC pathway.

- The assessment and tracking of student learning outcomes is used to evaluate and develop teaching programs by gathering work samples.

- The WS HSC activities and events are communicated to the school community.

**Future directions**

Data shows that the WS HSC should be continued in the future with some considerations to the following recommendations:

Data shows that the WS HSC should be continued into the future with the following recommendations:

- Faculties continue to provide a curriculum that is practical and modified to suit the learning needs of students, as well as providing opportunities for students to excel academically;

- The current subject selection process should continue to provide information and prescriptions to assist students with the most appropriate choice of curriculum pathway including subject choice. The use of individual student progress data and Individual Education Plans (IEPs) or equivalent should be used to inform choices during this process;

- Students exiting from the IEC are encouraged to undertake the Senior Transition Program to better prepare students for a successful Stage 6 accreditation;

- The traditional HSC pathway considers alternative learning management systems that cater for a differentiated curriculum for WS HSC, ATAR and non-ATAR students. This could be achieved with a self-paced learning model such as e-Learning, which would increase student responsibility and autonomy;

- Curriculum structures accommodate WS HSC students to attend assemblies and/or meetings and to fulfill compulsory training requirements;
• WS HSC coordinators continue to increase, where possible, resources to plan and facilitate the WS HSC initiative;

• The school explores the introduction of a WS HSC charter that clearly establishes, for students and parents, the expectations, responsibilities and course requirements of the WS HSC program;

• The infrastructure of the school is aligned to the vocational requirements and industry standards to facilitate the development and acquisition of work-related skills for WS HSC students;

• The Homework Centre caters for the needs of both WS HSC and non-WS HSC students;

• Assessment and tracking of student learning outcomes should continue to be used to evaluate, develop and refine teaching programs including the collection of work samples;

• Communication channels are further developed to advertise WS HSC related events.

The Science Faculty

Background

The Science Faculty is characterised by a range of expertise and experiences. It is evident that the staff has a deep knowledge of their subject content and a sound understanding of the requirements of the syllabi. The Science Staff are committed to developing and sharing resources to best meet syllabus requirements and the learning needs of students. Teaching and learning strategies and practices place theoretical and technical concepts in a real world context.

Staff operate in a collaborative and collegial environment. Procedures are well defined and open communication is valued within the Faculty. The Head Teacher is supportive, positive and approachable. Staff is further supported by an efficient and effective SLSO (Lab Assistant).

Findings and conclusions

The Science Faculty has undergone considerable changes in recent years in terms of staffing, resourcing, programming and the implementation of technology. All of these changes mean that staff are better equipped and skilled in being able to provide students with quality learning experiences. A realignment of course content is underway as the Inquiry Based Learning model is integrated into all teaching and learning programs, for example the Year 7 Frog Pond project.

The physical environment has also changed in that all laboratories have undergone major refurbishments. ‘State of the art’ equipment has been installed in the majority of labs and is utilised as part of delivering quality education to students.

School targets are being addressed through a range of strategies such as:

• Lessons incorporate specific literacy and numeracy skills across all course content.
• NAPLAN style assessment tasks (Stage 4)
• Ongoing analysis and review of SMART data to develop skills based learning activities to meet the needs of all students.
• Developing links with tertiary institutions (COMPASS, iScience, USYD, Women in IT and Engineering, UTS, Gifted and Talented, UWS.)

Future directions

It was recommended that the Science faculty continues to:
• maintain existing and acquire new resources,
• develop a professional learning plan that meets the needs of teaching and SASS staff,
• develop their curriculum and maintain a variety of teaching and learning strategies that meet student needs.

The Education Support Unit

Background
The Education Support Unit (ESU) is a vibrant and enthusiastic team who are dedicated to providing all students with engaging and relevant learning experiences. Experienced and new staff are passionate about providing quality teaching experiences. The faculty is actively involved and committed to whole school initiatives, which includes aiming to meet the school targets and the goals of the National Partnerships.

Findings and conclusions
The faculty has played an important role in developing ICT within the ESU Curriculum. The emphasis has been on the development of units of work and strategies which provide opportunities for the effective integration of DER into Stage 5 and Stage 6 into the Education Support Unit subjects. Units of work have focused on encouraging students to be independent learners, teacher guided and student driven through tasks set on laptops, using interactive sites, programs and websites. Some of these are self-paced learning experiences; others offer opportunities for peer collaboration and evaluation. The faculty has made full use of the connected classroom. They regularly use the ITW and Smart Technologies and were one of the first faculties to make innovative use of the facility.

Staff members are highly supportive of students needs and seek to develop authentic rapport and relationships with students.

Future directions
It was recommended that the SEU faculty continues:

• to implement a planned resource acquisition procedure.
• curriculum development and to implement a wide range of teaching and learning strategies that cater for the needs of all students.
• the development of a professional learning plan that meets the needs of teaching staff.
• its focus on the Digital Education Revolution (DER).

Parent, student, and teacher satisfaction
In 2012 the school sought the opinions of parents, students and teachers about the school.

Opinions of students and staff were gathered via the online survey tool; Survey Monkey. Parents completed a hard copy of the survey with the assistance of interpreters.

Their responses are presented below.

• The majority of parents and staff feel that the school communicates effectively with parents and students and parents are aware of and attend Parent/Teacher nights, P & C, Parent Cafe and presentation assemblies. 73.3% of parents indicated that their child usually or always enjoys learning at FHS. 73.3% of parents and 87% of staff believe that the school cares about students and the discipline is fair. 72% of students agreed or strongly that they enjoy their subjects and actively participate in learning activities.

• Whilst the majority of students and parents agree that homework is regularly done, and are aware of the Homework Centre, the majority of student respondents do not attend. This issue will be addressed by a structured program of workshops and tutorials in the Learning Resource Centre.
• Although 100% of parents believe their child has excellent punctuality at school, 25% of teachers indicated that student punctuality was inconsistent. A number of suggestions were put forward by staff to continue to improve punctuality, including moving roll call back to before period 1, using the school loud speaker system, online class roll marking, teachers following through on school procedures and the use of an attendance officer.

• In the area of technology, 100% of parents said that their child uses a computer at home for school work and has access to the internet and a printer, which is a 13% increase on the previous year’s respondents. 87.7% of teachers strongly agree or agree that they are confident to teach Information Communication Technologies (ICT) in their subjects.

• The majority of teachers indicated that their use of technology had increased, with 90% reporting that they use it daily in their classrooms. Whilst there has been an overall improvement in students regularly bringing their DER laptops to school every day in comparison to the previous year, there was a drop in the percentage of Year 12 students using them. Overall, Year 9 students were the largest group of students actively engaging with ICT in their learning, compared to other years. The second round of Dell Interactive Data projectors were installed in 25 more classrooms, bringing the total to 50 across the school. All faculties have trialed iPads and/or Galaxy tablets for teaching and learning.

• In assessing school practices, the majority of respondents agreed that the timetable and semester structure, the curriculum structure, teaching and learning practices, SBSR reporting (computerised student report writing) and welfare processes were working well, and an area that requires review or evaluation was student attendance and punctuality.

• The majority of respondents felt that the school gate and the installation of CCTV cameras around the school improved security and safety in the school.

**Professional learning**

All staff at Fairfield High School have an individual professional learning plan which forms part of their annual Teacher Assessment and Review process.

Whole school literacy, numeracy and ICT remained a high priority in 2012, with a number of activities across the school designed to develop teacher skills in analysing and using data to inform their teaching practice.

Early career teachers are supported by the Head Teacher Mentor. A program of development ensures that these teachers are supported and assisted in all facets of the profession. A focus on attending to the accredited courses continues to support these teachers towards meeting requirements of the accreditation process.

A focus for 2012 included increasing our focus on building capacity and leadership density within our school. This was reflected in our executive conference held in February. Another main priority was training of staff to enable them to better support the school towards meeting goals set as part of our participation in the National Partnerships for low Socio-economic Schools (especially the Focus on Reading initiative).

In May and August of 2012 we held staff professional learning conferences with a focus on strengthening relationships with tertiary institutions and improving teacher engagement with the school vision and forward planning. The conferences were held on Friday evening and Saturday morning and over 90% of staff attended all events.
School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

From 2012 to 2014, Fairfield High School will improve performance of our students in literacy and numeracy as shown through NAPLAN, and HSC results.

2013 Targets to achieve this outcome include:

- Reduce the number of Band 1 HSC results in 2013 to 0.22 Band 1 results per student from 0.82 Band 1 results per student in 2011.
- The gap between school and state average NAPLAN results will reduce by half (Year 9 2013) in Reading to 6.4% from 12.8% in 2012.
- The gap between school and state average NAPLAN results will reduce by half (Year 9 2013) in Writing to 10.5% from 21% in 2012.
- The gap between school and state average NAPLAN results will reduce by half (Year 9 2013) in Numeracy to 4.1% from 8.2% in 2012.

Strategies to achieve these targets include:

- Continued employment of Head Teacher Teaching and Learning driving NAPLAN analysis. Delivery of 2012 results focusing on trends, strengths and areas of weakness.
- Provide additional support to students in the IEC and from NESB to improve their spoken literacy skills, supported by funds from Equity Programs IEC transition project.
- Work Skills HSC to continue in 2013/4 supported through the employment of Work Skills co-ordinators.
- Continue process of supporting senior students to utilise all their time productively by using the Senior Learning Space as a hub of learning.
- All staff introduced to overview of RAP followed by further training in analysis of 2012 HSC results. Faculties to complete item analysis of 2012 HSC results with faculty management plans revisited to reflect data collation from RAP. Executive revisit 2012 RAP and faculty analysis in preparation for HSC examinations.
- Work closely with Fairfield Public School (main partner school) in testing, placing and accommodating students transitioning to HS.
- Professional learning delivered by a 2012 Persuasive Writing NAPLAN marker. Stage 5 English scope and sequence to be rewritten with a focus on content and assessment to reflect NAPLAN persuasive writing task. Faculties present strategies from their Stage 4 early Stage 5 programs addressing key areas at Staff Development Day.
- Focus on Reading program to be continued in the high school, to support and supplement the work in Fairfield Public School.
- Evolve current IEPs to include an interview with each student who has regressed in any one area of NAPLAN. Follow up with collection of other data, share with staff and enter into Academy.
- Professional learning delivered by a 2012 Persuasive Writing NAPLAN marker.
Stage 5 English scope and sequence to be rewritten with a focus on content and assessment to reflect NAPLAN persuasive writing task. Faculties present strategies from their Stage 4 early Stage 5 programs addressing key areas at Staff Development Day.

- TPL is to include additional training in strategies to assist in meeting student Literacy and Numeracy needs. TPL to support integration of Literacy into teaching practice. These will be reflected in faculty plans and TPL plans.
- Utilise a part-time Stage 6 Support Teacher Learning Assistant

School priority 2

Outcome for 2012–2014

From 2012 to 2014, Fairfield High School will develop and embed a common language of instruction and correction into teaching practice.

2013 Targets to achieve this outcome include:

- 100% of staff will develop and implement a Professional Learning Plan that enhances quality teaching and learning as monitored through the TARS and EARS processes
- 100% of staff will participate in regular classroom observation and lesson feedback to evaluate and develop quality teaching practice as prescribed through the schools’ Professional Development Plan.

Strategies to achieve these targets include:

- Evaluate current Professional Learning Plan templates in line with school targets. Strategically target professional learning for all staff in the use of MyPL@edu. Staff complete core units from the Classroom Teacher Program focusing on classroom observation and lesson feedback. Introduce Quality Pedagogy Week each term scheduling classroom demonstration and observation.
- Continue to implement and expand FoR. Continue Year 7 Teaming Structure with teachers undertaking FoR training supported through National Partnerships mentorship.
- FoR facilitator training for key personnel to build sustainability of the program including the introduction of a Focus on Reading Conference.
- National Partnerships Team Working closely with teachers of 7 as Quality Learning Partners.
- Continue whole school Staff Development Conferences.
- Maintain National Partnerships ‘Learning Hub’ as central point for driving whole school transformation and making significant progress towards meeting school targets.
- Create a Professional Learning Centre in the library and develop a Professional Learning Library with texts available for all staff to borrow.
- Maintain Head Teacher National Partnerships to lead delivery of National Partnerships goals and initiatives.
- Employ part time (0.6) Head Teacher Equity to lead delivery of Equity Programs and initiatives including the delivery of TARS and TPL.
- Provide consumable resources to support the work of the various staff employed under National Partnerships program
- Maintain a School Administration Officer (1.0) with the responsibility to provide administrative support to the national partnerships team in implementing the strategies groups.
- Improve signage around school to reinforce key messages to improve
School priority 3

Outcome for 2012–2014

From 2012 to 2014, Fairfield High School will improve attendance and retention by 3.1%.

2013 Targets to achieve this outcome include:

- Reduce the gap between school and state attendance average by 2% representing an improvement from 87% in 2012 to 89% in 2013.
- To increase students’ transitioning from school into further education and training or work from 70% in 2011 to 75% in 2013.

Strategies to achieve these targets include:

- Maintain Head Teacher Student Engagement (0.8) as pivotal in supporting student retention and engagement.
- Maintain Head Teacher Senior Support to address the wide range of student support needs into further education, training and work pathways, supporting staff and parent engagement.
- Introduce new roles of Assistant University Co-ordinators with a view to build sustainability of tertiary programs working in collaboration with Head Teacher Student Support.
- Develop and promote a punctuality policy across the school community to be consistently applied by teaching staff. Devise a set of clear guidelines for staff to address punctuality issues effectively. Targeted roll call for students with continual attendance issues. Investigate ways to develop base line data to use in target setting for partial attendance in 2014.
- Maintain ‘gate duty’ as a successful strategy to monitor uniform and attendance and identify and support students with genuine financial barrier to wearing school uniform.
- Maintain Work Skills HSC to provide an alternative, non ATAR pathway to the HSC whilst gaining practical work skills and accreditation from external agencies.
- Support students moving from Year 8-9 and from Year 10-11 in decision making, when choosing patterns of study, that appropriately reflect their skills, interests and aspirations.
- Continue to staff supervision in the senior Learning Centre to ensure continued effective use of research time and improve support to students’ learning outcomes.
- Develop a ‘quality learning’ space to support innovative quality teaching particularly to senior students
- Provide support to students at risk to engage and reengage with school

School priority 4

Outcome for 2012–2014

From 2012 to 2014, Fairfield High School will increase parent engagement and our links with feeder primary schools and community partners.

2013 Targets to achieve this outcome include:

- Parents of 10% of families from Indigenous, Pacific Communities and Vietnamese backgrounds will participate in school delivered learning opportunities to develop skills to support their child’s learning.

Strategies to achieve these targets include:
• Continue employment of current CLO and Employ additional part-time Community Liaison Officers to include a wider cross-section of cultural groups.

• Revise CLO role statement to reflect changes to trends in cultural groupings. Network with regional CLO’s and external agencies that target Pacific Islander, Vietnamese Spanish speaking communities

• Up-skill CLO through targeted TPL to enhance the planning, implementation and evaluation cycle. Establish regular formal meeting times to strengthen accountability

• Continue and strengthen student homework centre(s) to improve student access to tutorial support and learning resources. Incorporate literacy targeted literacy and numeracy support and support for senior students.

• Extend the Parent Café across a range of cultural groups, participation from the IEC, partner primary schools and high school parents and caregivers.

• Celebrate the multicultural nature of our school community. The 2011 celebration will include greater participation by the school community.

• Continue and strengthen our partnership with ABCN and Stockland through ongoing participation in GOALS, Our Faces, and other mentoring and tutoring programs.

• Devise a cohesive Community Engagement Plan and establish a Community Engagement Team (Senior Executive member, NP Team members, CLOs) to drive the community engagement plan.

• Regularly report to the school community our success meeting school targets and improving school outcomes. This will be done through P&C, newsletters, Parent Cafe, local press, parent/teacher and community meetings, school reports, the Annual School Report, etc.

• Offer explicit learning activities designed to help parents assist their child with learning.

• Facilitate KLA specific learning opportunities for Fairfield Primary School students and combined key events throughout the calendar year (eg. Anzac Day, Education Week, Book Week, NAIDOC Week)

• Implement recommendations from 2012 faculty and program reviews. This will be reflected in relevant faculty and program management plans. Success in meeting these goals will be reported in the ASR.

• Continue systematic review of faculty areas and programs in 2013. Outcomes of reviews will be shared with the school community in the 2012 Annual School Report.

School priority 5

Outcome for 2012–2014

From 2012 to 2014, Fairfield High School will expand access to technology and improve staff ability to effectively utilise technology in their teaching.

2013 Targets to achieve this outcome include:

• 100% of staff will participate in targeted professional learning in the use of technology to increase capacity and enhance teaching and learning measured through periodic student and staff surveys

Strategies to achieve these targets include:

• Maintain Head Teacher Technology as pivotal in improving teaching capacity to utilise ICT to support student learning across all faculties including the Special
education Unit and the Intensive English Centre

• Install an additional 25 ITW boards across school. Provide individual and whole school support provided to staff to integrate ITW technology into teaching and learning programs.

• A focus on specific technologies and their application will be the theme for the May 2013 Staff Development Conference.

• Revisit technology as specific areas to be addressed in the revised Professional Learning Plans that all staff are required to develop and implement in 2013 as monitored through the tightened TARS and EARS processes

• Continue to expand FHS website.

• Continue and expand use of dedicated technology space, ITWs and Connected Classrooms in teaching and learning and TPL.

• All assessment tasks posted on website.

• Increased use of contemporary technology in school administration.

• Targeted teacher professional learning in the use of IWB’s, iPads and educational apps, Adobe Connect Software, Web 2.0 learning tools and relevant software. The strategic training and support in these areas will be delivered for the purpose of integration in the classroom and faculty administration

• Each faculty to implement explicit strategies that improve the ICT skills of students and staff. These will be shown in faculty plans.

• Continue to support the work of the TSO in ensuring Digital Education Revolution continues to run smoothly into its third year.

School priority 6

Outcome for 2012–2014

From 2012 to 2014, Fairfield High School will enhance leadership capacity and density across our school.

All school executive staff will complete the Team Leadership for School Improvement Course.

2013 Targets to achieve this outcome include:

• The number of teaching staff completing the Team Leadership for School Improvement Course (TLSI) will increase from 23 in 2012 to 36 in 2013

Strategies to achieve these targets include:

• The 2013 executive development conference will focus on leadership development.

• Maintain regional contribution towards NP support officer to assist school in administration of program and to ensure we meet accountability requirements

• Make contribution towards NP district moderation process to ensure we meet accountability requirements

• Each Head Teacher is to implement explicit strategies that improve the leadership skills of their staff and leadership density in their faculties. This will be evident in faculty plans.

• TPL plans will include a career development focus and at least 20% of global TPL funding will be spent on career development and leadership development. This will be evident in individual TPL plans and through TPL opportunities accessed.

• Employ Classroom Teacher Equity to facilitate delivery of TARS and TPL agenda.

• A structured mentoring program will assist beginning and early career teachers build their capacity and meet
requirements for accreditation with the Institute of Teachers.

- All relieving positions in the school will be filled by a transparent merit selection process.

- Executive to identify staff members for inclusion in TLSI program (including Quality Learning Partners).

- Create new leadership roles and opportunities within the school (such as projecting into 2014 Year Advisors and transition officer) and revisit executive role statements.

- All staff to complete a Leadership Capability Framework survey for the purposes of creating baseline data to use to measure growth in leadership capability.

- Staff seeking promotions positions within the NSW DEC will be identified and receive mentoring by a member of the senior executive or executive as appropriate.

- Encourage student leadership through participation student led school improvement projects as well as debating, public speaking and peer tutoring.

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Ms. S. Elmir – Teacher

Mr. J. Grech – Head Teacher

Ms. K. Hannigan - Head Teacher

Mrs. G. Jarvis - Deputy Principal

Ms. M. Hayes -Teacher

Mr. R. Mulas - Principal

Ms. K. Rosewell - Teacher

Mr. M. Sargeant - Deputy Principal

Mr. N. Waesch - Head Teacher

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: