



From the Principal

It has been an absolute honour to be relieving principal at Fairfield High School for the second half of Term 2 and for the majority of Term 3. I have been nothing other than impressed by the resilience and shared support that staff and students have demonstrated towards each other during a time of grieving and sadness, in the wake of the passing of one of our Year 10 students. The care and compassion with which staff approached supporting students has been an excellent example of how having student wellbeing at the forefront of all decisions and actions can lead to a more cohesive and positive school environment. I would like to thank all staff for everything you have done, both individually and as a whole, to help navigate the school through a very difficult and challenging time.

Term 3 has seen staff working in teams called Professional Learning Communities. These are collaborative and creative ways to look at research and to implement strategies for targeted areas of teaching and learning. It is so wonderful to see the staff using evidence based approaches to help students improve academically and socially.

We say Farewell to Year 12 at the

end of this term, as they complete their formal studies and move into the Term 4 HSC examination period. I would like to wish all of Year 12 the best of luck for their future endeavours and I look forward to hearing what career paths are undertaken by each individual student. In Term 1, 2019, we will have a Year 12 Morning Tea to celebrate HSC successes and to touch base with each student to hear about what they have been doing since completing school.

Student behaviour is always a high focus area across the school as we work to develop positive student interactions with each other, with staff and in the wider community. I am pleased to note that there has been an increase in the issuing of Bronze Awards throughout Term 3 and there have even been students accruing enough Bronze Awards to be issued a Silver Award from their Year Advisers. This fits in with the school's Positive Behaviour for learning, where all students are aware of the behaviour expected of them within the framework of our CARE Code.

I would like to extend a warm welcome to Ms De Bella, who has been appointed to the position of Head Teacher Enrichment. One of her first tasks as a member of our executive team has been to lead

Upcoming Events

Students and staff return

Monday 15 Oct

HSC

Thursday 18 Oct-9 Nov

Year 8 IHEP program
Monday Oct 29- Nov 30

Parent and Community Forum

Friday Nov 9

Year 6 Orientation Day
Tuesday Dec 4

Presentation Day
Thursday Dec 13

Last day for students
Wednesday Dec 19

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the transition process of year 6 students into year 7. Ms De Bella has also been leading the way to introduce a Student Diary for Year 7 and 8 to use in 2019, which will be a positive strategy in supporting students with completing their homework and assessment tasks.

I am pleased to say that Mr Borg has recovered from his illness and that he is now back at work.

Ms Knapman, Relieving Principal

From the Deputy Principal

Warm welcome:

It has been an amazing first few months at Fairfield High School. I would like to start by thanking the students, staff, executive team and families within our school community for being so incredibly welcoming and supportive as I have settled in. As I write my first contribution to 'The Bridge,' I would like to take this opportunity to say that I have been overwhelmed with positive experiences at this wonderful school and have enjoyed every day. As the deputy principal responsible for Year 7 & 10 I have been busy getting to know the diverse student groups we have at FHS and trying to work with them to rebuild some stability in their daily experience at school. It has been a challenging year so far for many of our students and I am truly impressed with the strength and maturity that they have shown.

First Impressions:

The quality of the teaching and support staff at Fairfield High School has really impressed me. The quality range of academic, sporting, performance and creative activities they provide for students to experience and with the learning and welfare supports in place; I feel that the students who attend FHS are very lucky to have such excellent teachers and support staff. I also feel that we as staff have so many incredible students in our school. As I walk through the very large school grounds each day, I have been impressed by the safe and playful activities that I see from our students. It's great to see the oval, handball areas and basketball courts constantly filled with students being active. I also am incredibly impressed with the facilities in our library. It is obvious that students are loving it

too based on the huge number of them in there each day. I also have been joyfully overwhelmed by the smiles and chats that students share with me each day. My first impressions of Fairfield High School is of a truly remarkable school with an amazingly diverse, strong and happy staff and student body.

Hoodies:

On a more serious note I would like to remind parents and students that **all hoodies are banned** as they are a safety risk. To prevent risk to students the school policy is that if a student is wearing a hooded jumper then that jumper will be confiscated for the remainder of the day. Repeated failure to follow this school rule or repeated refusal to follow staff instructions on this matter can result in a Warning of Suspension.

Parent and Community Meetings:

On a final note, I would love to continue meeting the parents and guardians who send their children to us each day for an education. If there is any reason at all you would like to chat, then please feel free to make an appointment with our amazing front office staff.

I am looking forward to a bright future working with you all in the future.



Mr Erickson, Deputy Principal

I am very happy to be at Fairfield High School. The staff, students, parents and the community have made me feel extremely welcome.

I came to Fairfield High School as deputy principal from a school in the Wollongong area.

Two things the deputy principals have been working on with students are uniform and punctuality. The Fairfield High School Care Code stresses the importance of wearing full school uniform and being punctual to school and class.

If your child is late to school due to an appointment or has an issue with their uniform, please send your child with a note explaining the reason.

Your child needs to go to the office and sign in when late. A uniform pass will be issued before school by a deputy principal.

I look forward to continuing a positive working relationship with the school's community in order to support the learning of our students.



Mrs O'Sullivan, Deputy Principal

Curriculum

From Teaching and Learning

NAPLAN - National Assessment Program Literacy and Numeracy

NAPLAN reports for students in Year 7 and 9 will be arriving in the school before the end of Term 3 and will be distributed to students to share

with their parents and caregivers.

Fairfield HS students completed the NAPLAN tests as the usual pen and paper tests. We hope to transition to the online platform in 2019. All schools are scheduled to be online by 2020.

Any parent who wishes to discuss their child's report can contact Mrs Weber, Head Teacher Teaching and Learning to arrange an interview.

Online NAPLAN trial

All students in Years 7 and 9 in the main high school took part in the School Readiness Test (SRT) in Week 7 of Term 3, as we trial the online platform for NAPLAN. This will greatly reduce the turnaround time for results, which in turn, makes the assessments more meaningful as teachers will be able to program explicitly to address areas of need.

Year 10 students & parents - HSC Minimum Standards of Literacy & Numeracy



Online National Assessment Platform

Home

NAPLAN Online

Technology

Once again in Term 3, Year 10 students have had the opportunity to complete the practice and actual online tests in Reading, Writing and Numeracy. These tests are available for a period of time, four times per year, and students can attempt each test twice a year. They may complete the practice test as often as they choose, but only at school, once the test has been opened for them.

Mrs Weber has been supporting these students. Year 10 students have demonstrated commitment as they strive to achieve the required standard in each testing mode. These tests are **NOT** NAPLAN in nature. They are the Australian Standards with a minimum of Level 3 required in each area. An explanation of the standard can be found at

<https://bit.ly/2xhDNFc>

Intensive Health and Exercise Program (IHEP)

In Term 4, all Year 8 students in the high school,

the Special Education Unit and selected students from the Intensive English Centre, will take part in the exciting program of IHEP. Each period one for five weeks, students will be immersed in activities designed to assist them in their fitness and educate students about the benefits of a healthy lifestyle. Activities will range from Speed and Agility Training to Flexibility and Nutrition. To staff and facilitate the smooth running of these activities, teachers volunteer their time and energy. This will be the fourth successive year of IHEP and Year 8 students from previous years can attest to the skills and motivation they gained from this program.

We are fortunate to have an enthusiastic PDHPE staff, led by Mr Adam Johnson, who have devised IHEP to benefit our students. Our fantastic facilities-Ultimate Soccer fields, weights room, Drama/Dance space for flexibility and extensive fields – are well utilised throughout the program.

The benefits of a healthy body in terms of academic prowess, have been well documented over time. We look forward to the positive benefits of IHEP with our Year 8 cohort.

Ms Webber, Head Teacher Teaching and Learning



Showcasing the teaching & Learning in our Stage 4 Targeted Learning Classes

Year 7 Blue

Timber boxes

Last term, 71 Technology completed a design project called "Year 7 Technology design project; Timber Box" where students were

required to build and design a timber box. Students were provided with materials and instructions given by their teacher, Ms Tran. They were given several weeks to complete this project with all students successfully constructing the timber box with little to no trouble.

This was a great opportunity for students to show their creativity and skills. Most students enjoyed making it.



By Stephanie Berkhout

The Eternal World of Dracula!

This term in English, Year 7 students have been learning about the gothic horror genre. The horror script 7 Blue has been delighted to read is titled "Dracula". The original story was written by Bram Stoker as a novel and was adapted into a play script by David Calcutt. Both versions of the text explored key ideas such as good versus evil and the lure of immortality.

"Dracula" is about an immortal being, a vampire called Dracula who falls in love with a mortal human named Mina. From 7 Blue's perspective we developed a growing interest in this horror script and enjoyed reading it together as a class. Different students took on the responsibility of reading a character's role with dramatic expression, which was thoroughly enjoyed by all.

Aside from reading and analysing the Dracula script, we had fun participating in drama activities like Wink Murder and acting out different improvisation scenarios. Most of us overcame our stage fright by volunteering to act out these scenarios in small groups in front of the class. Playing these drama games not only brought out our dramatic acting skills, but was incredibly entertaining and gave us the

opportunity to see our classmates in a different light.

As part of this term's topic our assessment task is to compose an additional or alternative ending to "Dracula" in the format of a script with dialogue and stage directions. Our class has so many creative ideas that we are currently developing and we cannot wait to express and share them with each other by the end of the term.

By Georgina Tevaga and Allira Maika



Year 8 Blue

Au Restaurant



This term, 8 Blue studied the units 'La nourriture et les boissons' and 'Au Restaurant' ('Food and Drinks' and at 'The Restaurant'), learning different type of vocabulary, fruit, vegetables, ingredients used in a recipe, quantities and packaging. We also prepared a list for buying food in a market situation. To get us ready for the speaking skills assessment we studied the verbs: 'manger', 'boire' and 'prendre' to indicate eating, drinking and having food. We learnt specific expressions that you hear in this

context, like 'Vous desirez?' and 'Je voudrais.' We put all this knowledge to the test when we were placed in groups of three or four and wrote our own dialogue, making sure that everyone had a similar number of lines. Once the transcript was checked by our teacher, we concentrated on perfecting our pronunciation. We then had to work hard to memorise our lines and finally decide on acting out our conversations, deciding where the waiter was going to enter from and where the customers were going to be sitting. During a scripture period people who did not attend, made props for our presentations. We used papier mache, paper plates and plastic cups, so we had food and drinks when we presented our dialogues. We've had a lot of fun doing this as a class and really enjoyed French.

By Pratrisha Asekona Sebial

Health

8 Blue are spending their class time in Term 3 preparing for the school's Intensive Health Education program (IHEP). In order for Year 8 students to get the most out of the program, to be held in Term 4 this year, they are studying the unit of work IFIT. This unit of work is completed in both Health and Physical Education lessons.

The topics 8 Blue have covered include the components of a balanced lifestyle, the benefits of participation in physical activity and the health and skill-related components of fitness.



8 Blue have discussed why physical activity

is important to their health and calculated the time they spend in the categories of rest/sleep, school/work, leisure/recreation and organised physical activity. The class analysed their lifestyles based on these calculations, identifying areas of their life that they need to create more balance and discussing practical ways this balance can be achieved.

The class has also identified the health and skill-related components of fitness required for enjoyment and success in the physical activities they participate in. 8 Blue have explored the difference between health and skill-related activities, developing an understanding of their benefits when participating in physical activity. They have learnt methods of measuring each component, taking ownership of testing procedures and discussing ways to improve upon their results. The class has also developed a series of pre-test results for the IHEP program, including their heart rate, blood pressure and the beep test. They are looking forward to the evaluating the benefits of the IHEP program in Term 4, participating in post-testing and discussing their results towards the end of Term 4.

Mrs Brown

From EAL/D

This term the EAL/D Faculty will farewell Year 12 students who have completed the last year of the English ESL course at the end of Term 3. The students have worked hard with their teachers over the last two years and many have achieved excellent results with their determination to succeed. I know that the Faculty wishes them well in their future endeavours and we look forward to hearing about their ongoing success wherever their path leads. The new stage 6 English EAL/D course commenced this year with a new focus on skills whilst acquiring academic English language. The EAL/D faculty has been networking with other schools to develop strong teaching and learning programs that incorporate the new syllabus outcomes and Term 4 is when the new HSC Syllabus will commence.

A key role for English Additional Language and Dialect (EAL/D) teachers at Fairfield High School is to support the needs of students

requiring extra assistance with Standard Australian English (SAE) in order to access the curriculum across key learning areas (KLA). Our school continues to offer two key learning models to enable support to occur where students need it the most. The courses offered by KLA's such as, HSIE, Science and Mathematics are difficult for students who are still acquiring English as an additional language. One model of success for EAL/D support has been to target students into a parallel class in stage 4 and stage 5. This is especially important for students who are exiting the Intensive English centres. This model of support allows the curriculum teacher to tailor lessons that target the language needs of students. The other model is in-class team teaching support from a specialised trained (EAL/D) teacher. This is where the specialist KLA and EAL/D teacher work together to plan for lesson delivery and devise lessons that are based on acquiring the English language for demanding academic language rich courses offered by our school.

The Our Faces Our Stories program has taken on a new digital direction. The school has teamed up with Sydney Story Factory to assist students to create stories that are going to be digitally animated. This exciting venture undertaken by 12 students from a range of backgrounds is proving to be a worthwhile endeavour with students assisting professional animators to create a short animated film where students create the storyline and storyboard for the film. We look forward to launching their successful films late Term 4, 2018.

Due to the large number of enrolments to Fairfield High the school offered 2 bridging courses to senior students who were unable to enrol into the Preliminary courses Term 2 and three. The course is designed to allow students time to develop academic English language for senior courses in Years 11 and 12. I know that the students have been working hard and that their determination to succeed will be reflected in their ability to cope with the future language demands of their electives. This semester the Year 11 Bridging Course students participated in excursions to Featherdale Wildlife Park, Western Sydney and also to Parliament House in Sydney. Shahad Awatan has written an account of what happened at Government

House.

Excursion to Government House

By Shahad Awtan

When we went to Government House we were so surprised because we had never seen such a huge, wonderful, old building. As refugees, we want to learn about our new country, Australia and in Government House we took a lot of information about Australian history, society and the community.

At the gate to the building, we saw the Aboriginal, Australian and Torres Strait Islander flags. Then we walked into a garden. When we went into Government House, we saw amazing things. We saw old, beautiful furniture and on the roof of the rooms, there are symbols that show what Australia is famous for.

We also found out very interesting information. We found out that every member of parliament had a coat of arms and they would choose and design it. We also found out that women were allowed to be elected into the parliament from 1902.

to: develop confidence, study and research skills, build awareness of university cultures in Australia, and to empower students to make informed decisions about educational pathways. On Friday 7 September, 15 students from the bridging Course made their way across Sydney to Macquarie University for a fun and engaging day to see a university close up and contemplate what it can offer them. Many of the students felt inspired by the prospect of applying to a university or future study via other pathways.



The first Bridging Course students have also been involved in a program with Macquarie University called LEAP Up Term 3. The Fairfield High students have been mentored by volunteer university students to help with their understanding of the different pathways to future studies. The aim of the program is

The EAL/D faculty have settled into their new staffroom located in X Block. The transition to the new staffroom has allowed for the team to engage as a close EAL/D support unit. The contact number is 9727 2111 and our extension number is 570. If you have any concerns about your child's EAL/D support in class or have any questions, please do not hesitate to contact us.

Ms Ogilvy, Head Teacher EAL/D

From CAPA

HSC major works showcase



This term the CAPA faculty joined forces with TAS for our inaugural HSC Major Work Showcase. The amazing exhibition included both completed HSC Timber Major Projects and Visual Arts Bodies of Works. The audience was also lucky enough to listen to a selection of Year 12 Music students performances and eat delicious food catered by our Year 11 Food Tech students. A special Peoples' Choice Award selected from audiences votes were presented to Hanen Al Ubaidi for Visual Arts and to Matyous Serop for Timber. Special platinum awards were also presented to students who made a significant contribution to the courses throughout the year. These included Julien Toranian for Music, Lewis Le and Ahmad Sayadi for Visual Arts and Matyous Serop for Timber. Thanks to all students, staff and parents who attended. We can't wait to see next year's HSC major works showcase.



Ms Castanedo, Teacher Visual Arts

From the Library

Library of the Future Launch



On Thursday 9th August 2018, we had a relaunch of the school library at Fairfield High school. Since 2015, plans were drawn up to take the school library into a library of the future. As such, in 2016 a number of physical changes were undertaken including replacing all the shelving, all the tables and chairs, new carpets and completely repainting the school library.



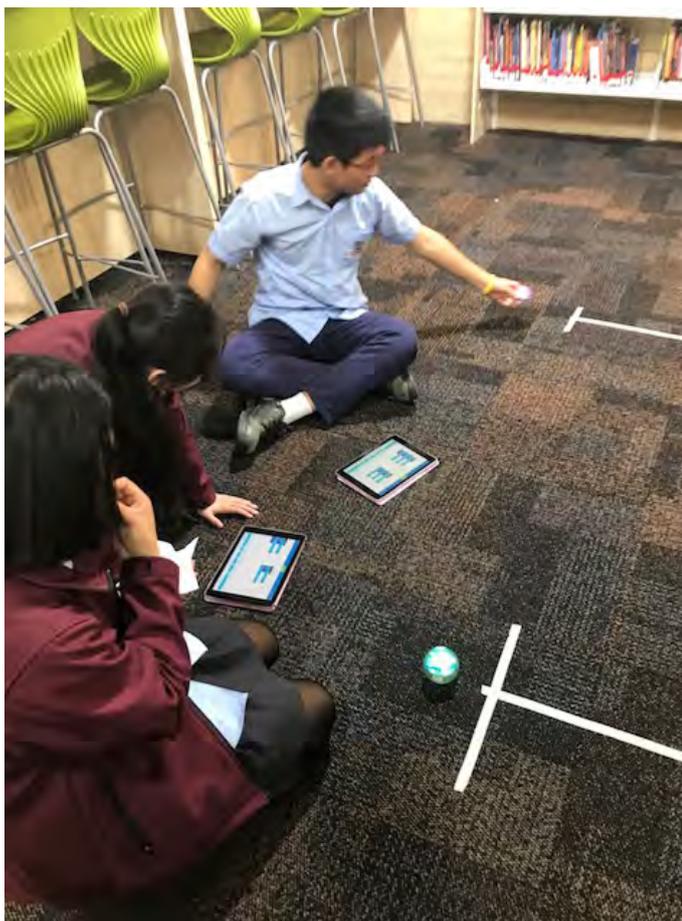
In 2017, a number of ICT changes were introduced. These included the following.

Two large TV screens were purchased which enable teachers to bring their classes to the library and run a class using the TV's as a virtual data projector to display to their class the material on their own personal device.

A brand new data projector with a large screen was purchased for the area outside my office for presentations at staff meetings and by outside presenters.



The old video room was converted into computer lab for which 18 laptops were purchased for classroom use.



In 2017 and 2018 a Makerspace area was introduced upstairs where classes can be booked in to create things. This area will be very useful for say Year 9 Science classes. A Makerspace club operates each Tuesday at lunchtime for students who wish to develop their creative skills. Also a Minecraft club operates every Thursday at lunchtime and this club has proved popular with our students as well. Both clubs are run by Ms. Castanedo.

All these changes were bought together for the official launch of our new 21st Century library on August 9 this year. At the launch we exhibited how virtual reality could be used in the library as well to support the curriculum and we are in the planning stage of introducing virtual reality to the school library in 2019. At the launch there were a number of official guests including the following:

- Ms Lynne Irvine; Executive Director NSW Department of Education.
- Mr Scott Davidson. Director of Educational Leadership Fairfield Network.

- Ms Melanie Hughes from the Australian Independent Schools Association.
- Ms Jennifer Wilson a Librarian from Macquarie University. She also bought her mother who was an "Old Girl" from Fairfield Girls High school from the 1960's.
- Former students from Fairfield High school.
- A number of staff including the deputies. Ms Knapman who filled in for Mr Borg who unfortunately could not be present due to illness.



Overall everyone who attended the launch were suitably impressed with the changes made to the school library and the direction in which the Library is headed. I must thank a number of staff who helped with the launch including Ms. Deb Edwards, Ms Helen Castanedo, Mrs Rosalind Vaughn and Ms Sue Taylor plus a number of students who assisted as well.

Mr Downie, Teacher Librarian

From Maths

Encouraging Collaboration

In 2018, rich learning tasks and opportunities for students to collaborate in their mathematics investigation has been a focus of mathematics classes. Students from Year 11 Mathematics Standard students participated in an activity to evaluate a range of types of surveys, and compared their understanding with that of their classmates. Students were given the opportunity to reflect on and critique the work of their peers and learn from one another's feedback.



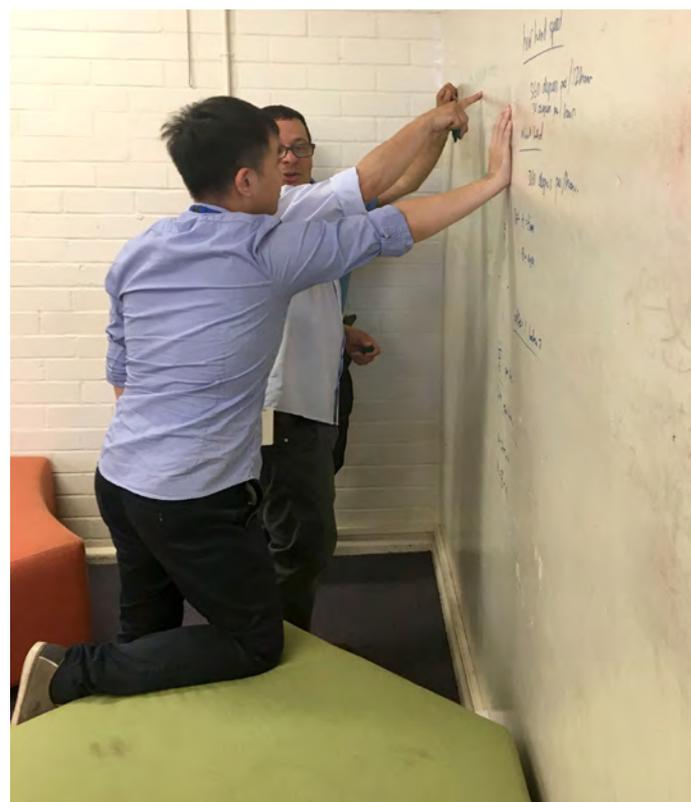
In Year 7, students reviewed the work of John Collins, an expert and world record holder in paper aeroplane making. Students made and tested their own paper aeroplanes, took data on the distance travelled and drew conclusions about the effectiveness of their design.



Year 9 students went on a treasure hunt using their knowledge of angles as a measure of turning to follow a trail around the school. Students used angles to select a direction and find the next clue. They reported the activity fun and engaging and students did a fantastic job of finding the correct path.



An example needs to be set, and teachers have not avoided our responsibility in leading the way in collaborating to share our problemsolving knowledge. Professional learning for teachers has been devoted to investigating challenging problems, sharing our strategies and discussing and recording the best ways to support students to develop these skills. One of the best problems investigated was provided by Mr Kusmierski, who asked "After midday, what is the next time that the hour and minute hands of a clock meet?"



Mathematics Gifted and Talented Day

On July 2, year 8 students Frederick Ha, Sang Hoang, Yosef Samoel and Gonzalo Barrientos Rios competed in the Mathematics Gifted and Talented Day at Bankstown Girls High School. These four boys worked together to solve advanced problems regarding counting techniques, tunnels and networks, maximum areas and compete against other schools in the search for prizes. The day was run by Fairfield High School teachers Mr Watson and Ms Attanayake, and in a very challenging field, the boys came in with 35 points and a commendable finish of 11th out of 21 teams.

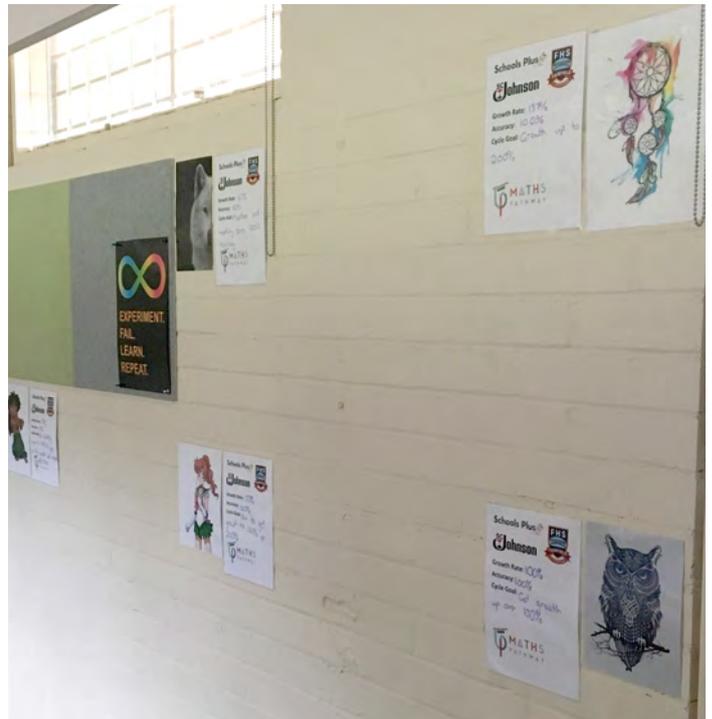


MathsPathway Continuing

Students from Year 7 continue to participate in mathematics tasks specific to their current level of development via the MathsPathway Program. Our focus is on student growth, with Tommy Dong (240%), Balssm Idris (267%), Stephanie Berkhout (204%), Eldina Spijodic (208%) and Minh Dat James Ly(214%) our most outstanding students, progressing at a fantastic rate.



Paul Marqous, Asraa Almajidi, Jacob Clinton, Angelisa Rynett, Zakariyya Abdikani, Haitham Abdulrassaq, Ehp-Thi Htoo, Sarah Hassan all have growth rates over 150%, and should also be commended for maintaining a high standard throughout the year.



Students are guided to set goals, with displays in the room reminding them of these goals and highlighting their achievements.

David Watson, Head Teacher Mathematics

Visit our new school website at
<https://fairfield-h.schools.nsw.gov.au>



Farewell Year 12 SEU Class 2018

We extend our congratulations to the Year 12 graduates who completed their formal schooling this term. We will watch with great interest as they transition to community and work programs in 2019.

Silver Seat Adventures (Adrian Leung)

Since starting high school in 2013, Adrian's favourite place has been the SEU silver seats. You can find him sitting here, unless he is in class studying hard or visiting other areas of FHS. At recess, he eats fruit and during lunch he eats sandwiches and enjoys drinking water or flavoured juice. A lot of Adrian's friends sit with him at the silver seats, including Jayden, Ryan and Nicholas. Adrian hopes to find a new favourite place when he leaves school this year, preferably with a phone charger.



Aiming High in 2019 with Ryan Tran, Jayden Sham & Nicholas De Rosa

We have had fun at FHS. We have made a lot of friends, but we are looking forward to getting a job next year. We really enjoyed the LSCA excursions, gardening, work experience and going to TAFE. Thank you to our friends and all of our teachers.

Source

From TAS



HSC major projects for industrial technology timber products.



In Year 12, students in the industrial technology timber, design and construct a major project with an accompanying folio which documents their designs, planning, research, materials selection, construction techniques, problem solving and evaluation. The folio and major work are marked prior to the HSC and are worth 60% of the final HSC mark. The remaining 40% is allocated to a theory exam sat during the normal HSC exam period in Term 4.

The industrial Technology timber, is a practical based course which is centred on the timber industry and associated furniture products. It is suited to those students who are interested in

a tradebased career in the timber and furniture related industries or to those students who have a genuine interest in gaining practical skills in working with timber.

The Year 12 industrial technology timber products and furnishing class have had a huge year of dedication and craftsmanship, resulting in the students producing some excellent



projects for their HSC major project. Each student designed their project. The students recently displayed their major work projects, open to viewing by the school community. The marked results for their individual projects will contribute to their final HSC industrial technology mark.



Well done Year 12! You have produced pleasing work and we wish you best of luck in the HSC and your future endeavours.

Mr Singh, Industrial Arts Teacher

Wellbeing

From Welfare



It has been a busy term for welfare. We began with the launch of the 5 Ways to Wellbeing on Wednesday the 1st of August. Students and teachers in their respective year groups participated in each of the stall activities:

Year 7 – Connect (photo booth stall)

Year 8 – Be active (goal kicking)

Year 9 – Give (pre-loved goods stall)

Year 10 – Take notice (Quiz and activity stall)

Year 11 – Keep learning (Quiz and activity stall)



In addition, the 5 ways ambassadors have also been involved in presenting the information

about their way at their respective year assemblies and at the week 7 staff meeting.

The R U OK lunches have also continued this term with the assistance of Foodbank and Daystar. Students have the opportunity to share conversations with each other and enjoy a tasty lunch in a welcoming and positive environment.

Ms. Coonan, Ms. Hogan and Ms. Higgins have completed the Skills to Succeed Program with selected students from Years 7 and 8 focusing on understanding emotions, dealing with difficult situations, strategies for self-control and identifying potential problems. It was a very successful program and we look forward to running it next term again.



The welfare team would also like to thank Youth Off The Streets as they donated their time and provided information and guest speakers to Years 7-12 at the Term 3 Year assemblies. Our students enjoyed informative sessions

on Autism, aged care and guest motivational speakers from Gr8ness and Daniel Merza. Youth off The Streets also provided our students with snacks and lunch. Overall it was a great year assembly day.

A big **thank you** to staff and students for donating items for the Exodus Foundation Homeless Packs. Volunteers from Year 10 worked with Ms Coonan and Ms Hogan to organise and coordinate the packs, which have been well received by the Exodus Foundation.

Finishing off Term 3, we are celebrating R U OK? Day with a special big breakfast for all staff and students on Tuesday 11 September. Members and staff from the R U OK? team will be cooking and serving breakfast and snacks from 7:45am. A big thank you to Community First Step, who have again jumped on board offering their support in promoting the important message of checking in with friends, family and those around you.

We look forward to an exciting and eventful Term 4!

Ms Coonan, Head Teacher Welfare



From Careers

ASPIRE is a program that aims to start a conversation with students about what it means to study at university and encourages them to consider their future study and career opportunities and goals

ASPIRE Year 8 Digital Adventures excursion

Year 8 students have been invited to participate in Digital Adventures which is a fun, interactive

day out where 20 students can discover new skills to create their own story about going to university and answer questions such as:

Why do people go to uni?

What's it really like to study there?

Where can a degree take you?



ASPIRE Year 9 CSI Fairfield students crack the case

ASPIRE Career Scene Investigation (CSI) brought Year 9 students from Fairfield High School to UNSW Headquarters to investigate the type of careers a degree can lead to. Experienced practitioners from a range of professions and current UNSW students worked alongside the school students to help them discover the missing pieces that solve the mystery; what degree best suits my interests?

Students watched a re-enactment of a dramatic career scene then joined forces with

the professionals to talk to witnesses, collect evidence and analyse the results to prove that there is more to one career than meets the eye and helped students think more creatively and broadly about future career opportunities

UNSW ASPIRE Year 7 & 8 career workshops



UNSW Aspire ran two career workshops for Year 7 and 8 classes here at school.

Both workshops encouraged students to start considering their future career and study options in an interesting and engaging manner. The sessions ended with students working in groups and presenting their ideas to the class.

WPO Sydney University Excursions

Fairfield High School has a partnership with Widening Participation and Outreach (WPO) to encourage and support students' education, especially in literacy and numeracy, and to

consider further tertiary education after Year 12.

Year 12 Promote Yourself and HSC Exam Prep Workshop.

The combination of these workshops offers students the opportunity to strengthen academic skills for their senior year and beyond.

Part 1 of the workshop, students were provided with take home study skills and techniques that will help put them in the best possible position to maximise their HSC results. Facilitated by successful HSC students and current University of Sydney undergraduates, focus areas include deconstructing and approaching HSC questions, understanding the role of the syllabus, effective note taking, and time management.

Following the HSC Exam Prep Session, students will shift their thinking to what lies beyond the HSC in an interactive scholarship writing session. Promote Yourself assists students in making informed decisions about future pathways and helps them to practise and refine their persuasive writing skills, specifically around the E12 pathway into the University of Sydney, but applicable to other situations.

Year 11 Thinking Ahead and SMASH Essay Writing skills Workshops

All Year 11 students had a fantastic opportunity to participate in some workshops presented by representatives from our partnership with Sydney University Widening Participation & Outreach



SMASH Essay Writing presented students with key tips and strategies, daring them to creatively improve their essay writing skills for the HSC. Students analysed essay samples and ran through key terminology, as well as revising the elements of paragraph structure. Following the SMASH Essay Writing session, students were encouraged to start **Thinking Ahead** to

what lies beyond the HSC in a workshop that analyses the criteria for university scholarships and admission pathways. Students further developed their understanding of the value of extracurricular involvement and learnt how to identify and write persuasively about their leadership skills, personal qualities and attributes.

UTS Science in Focus 13 Aug

At the first high school Science Technology Engineering and Maths (STEM) trivia event at the University of Technology, students heard from a line-up of leading STEM researchers including:

[Noushin Nasiri](#) - Material Science

[Riti Mann](#) - Microbiology

[Maiken Ueland](#) - Forensic Chemistry

[Jean-Baptiste Raina](#) - Marine Ecology

[Cindy Gunawan](#) - Biotechnology

[Annaclaire McDonald](#) - Environmental Science.



They also had the chance to ask the researchers questions, and find out what they can do now to set themselves on a path to a rewarding career in science or maths.

PATHE

WSU PATHE Workshop for Pacific Island students

Earlier this year our Pacific Island students from Years 7-12 participated in PATHE career workshops to encourage them to aspire to

complete higher education. The students enjoyed the engaging workshops.



PATHE is a program under the Office of Widening Participation at Western Sydney University. It stands for Pasifika Achievement to Higher Education. It is an initiative that encourages Pasifika students within and throughout Western Sydney to seek further education and training.

The PATHE ambassadors participate as facilitators across outreach activities for Pacific Islander students at schools, sharing their stories while striving to achieve success.

Year 9 CHASE THE DREAM PATHE CONFERENCE @ WSU

Fifteen Year 9 Pacific Islander students participated in the Chase the Dream Conference. There were Keynote speakers and choices from a variety of course workshops to attend. This day was to inspire Pacific Islander students to consider their career futures and to consider getting a university degree.

Year 10 compulsory work experience term 4 week 8

This is the third year that work experience is **compulsory** for all Year 10 students. This compulsory work experience is in Term 4, Week 8, which is the 3-7 December, 2018. Students are expected to find their own suitable work experience after discussing it with Ms Tyler.

Why should students do work experience? Because it may allow them to:

- Increase their chance of getting a part-time job.
- Decide on suitable courses to study in the

future at school, TAFE college or university.

- Check out a career they are interested in for the future.
- Include work experience information in their resume
- **Year 12 post school options**

All Year 12 students have the opportunity to speak to Ms Tyler the Careers Adviser about their career and study plans for 2019 before they finish school. The options are to study at university, TAFE or college, or to get an apprenticeship/traineeship, where they will work 4 days and study the other day at TAFE, or get a job.

As many students are keen to apply for university I have included some guidelines below:

- UAC processes applications for:
- University Entry-
- Uni Pathway College Entry
- Schools Recommendation Scheme (SRS)
- Educational Access Schemes (EAS)
- Equity Scholarships (ES)
- Calculates the ATAR for NSW HSC students

Applications open in August and on time applications close 28 September, costing \$70. Late applications are accepted but cost \$200

UAC applications

1. **Apply** online using your UAC pin and student number- www.uac.edu.au
2. **List** up to 5 courses in your order of preference.
3. **Pay** processing charge, \$70 by card or at the post office
4. **Print** confirmation and tax receipt.
5. **Complete additional** applications for EAS/ES/SRS.

Educational Access Scheme

Special consideration for students who have suffered some form of disadvantage which affected their schooling through Years 11 and/or 12.

disadvantage lasting 6 months or longer and

beyond a student's control. There are 6 broad categories and 25 different disadvantage codes you can claim. Apply online by 30 Nov to receive eligibility notice before ATAR release.

Additional documentation may be required.

Educational Impact Statement is a statement provided by your school in support of your application

Applicant statement- *you complete this on the downloaded sheets*

Upload documents to your UAC application

School Recommendation Scheme

One way institutions make early offers using criteria other than, or in addition to, the ATAR.

You could be made an offer to university before ATARs are even released!

Online applications, open August 2018. Note, this is a secondary application to your main UAC application.

12 participating institutions- ACU, MU, USYD-E12, UTS, WSU plus regional unis

Not all courses are offered through SRS.

Institutions may use your Year 11 results, your school's rating of your aptitudes and abilities and your EAS application (if applicable) when considering your application.

Conditional and unconditional offers made.

Equity Scholarships

Designed to assist financially disadvantaged students with the general costs associated with going to university.

Most institutions award to applicants who are receiving Centrelink payments and/or who can demonstrate additional types of disadvantage.

Online application form via the UAC website. Note, this is a secondary application to a student's main UAC application.

Supporting documents will be needed and can be uploaded online to your equity application.

TAFE Enrolment

The course guide is online at www.tafensw.edu.au

TAFE enrolments for 2019 will open later this year

Private Colleges

Students contact the college directly to enquire about courses and enrol

Please contact me if you have any questions about the above information

Ms Tyler, Careers Adviser

From the Girls Advisor

Shine Bold - Shine Bright - Shine Strong - Shine Beautiful



The aim of the program is to help Yr 7 and 8 girls to develop their self-esteem, build and establish their confidence, understand their personal value and unlock hidden potential. The program is designed to run in a group setting which makes it a great way to make new friends, to network and build meaningful relationships with their peers.

The program included a variety of activities and an small appreciation gift that encourages enthusiastic participation by the girls.

Cervical Cancer Awareness Program

Cervical Cancer Awareness Program was presented to Yr 11 girls in the auditorium. The presenters delivered effective and engaging presentations on cervical cancer awareness and prevention, and the work of ACCF (Australian Cervical Cancer Foundation) in our region. The presenters used relevant tools and activities during the session to help the girls to engage in discussions about cervical cancer prevention. The girls were encouraged to share their perceptions and ideas regarding the barriers of cervical cancer screening. The session also highlighted the importance of positive choices as the girls prepare for adulthood.



Ms Arunachalam , Girls supervisor



2019 Year 12 Leadership Team

Fairfield High School

School Captains



Mohammad Abawai



Sandra Ang

Vice Captains



Angelina Moeakiola



Anthony Nguyen

SRC Members



Codie Bourke



Adrian Huakau



Gitika Singh

Community

From the Community Engagement Officer

Library of the Future Launch was a wonderful success, our community of schools joined us as we showcased emerging technologies used across our school in teaching and learning.

Parent Time

Thanks to many of our parents who gave up their time to attend our special Parent Time meet up. Parents enjoyed coffee, cake and a chat as they learn more about Fairfield High School and about their child's education.

Our IEC and bridging classes were interviewed by Kyodo Newsagency, a Japanese newspaper, on their experiences of coming to Australia and our education system.



Ten lucky SRC students were selected to be part of an advertisement supported by Community First Step (CFS), our local police and FLYHT. This will be aired in September at Hoyts Cinemas. Before filming the advertisement our students received valuable

information from our local police and service agencies.

We supported White Balloon Day on 5 September, students from our support unit helped to acknowledge White Balloon Day by proudly holding up paper balloon while looking after our environment.



Through ClubGRANTS, Cabra Vale Diggers selected our Eat Healthy and Learn Program. This grant helps our school to provide a healthy breakfast for our students and take home food packs for our families in need.



Wired For Wonder

Thank you to the Commonwealth Bank of Australia for giving 26 STEM students the opportunity to attend Wired for Wonder. Our students were inspired and ready to re-imagine our futures with new emerging technologies. The guest speakers were successful young innovators showing our youth what they can

achieve when we think, innovate and create. The advancement in technology is mind blowing and what is happening is unbelievable, our students were definitely left wired for wonder.



Upcoming events

Parent Time

21 September and 17 November

Parent and Community Forum Term 4

9 November

INVICTUS GAMES

20 - 27 October

Naidoc Day

16 November

Music in the Fields

16 May 2019



Parent Time

Coffee, cake and a chat

Join us in our Common Room

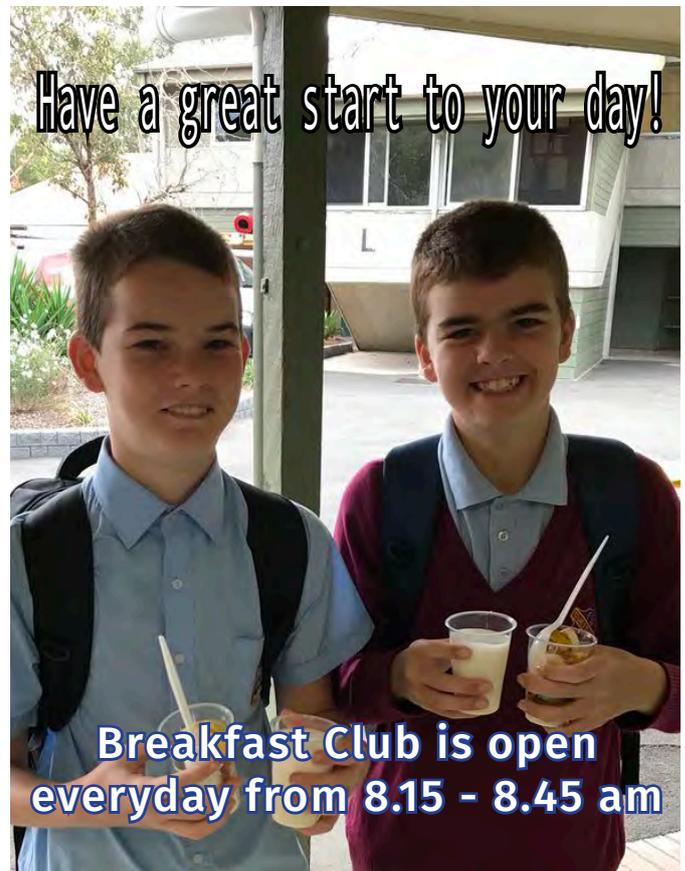
on

21st September and 17th

November

10am- 11am

everyone welcome





Fairfield High School Parent and Community Information Session

Friday 9th November 2018

In our School Library
9.30am - 11.30am

Topics

- PBL - Positive Behaviour Learning
- New SMS messaging service
- 2018 in review
- Fairfield High School 2019

This is an invitation for any parents, family members, carers and our community to come along to the Parents and Citizens meeting that is held every term on Friday Week 4

Young children are welcome

Come and be a voice for our school

Translators will be available

Any enquires please contact Community Engagement Officer
Deborah Edwards on 9727 2111 ext 579



2018 VOLUNTEER FORM

Please complete and return to the School Front Office

Name: _____

Phone: _____

I am available on: Day/s: _____

Times: _____

Mandatory working with children check no: _____

Student's name and class: _____

English: Written _____ Spoken _____

Other languages spoken: _____

**Come and be a part of our school by volunteering to help in our
Breakfast Club, School Library, helping in our gardens or join our
Parent Programs**

Young children are welcome

Any enquiries please contact our Community Engagement Officer
Deborah Edwards on 9727 2111 ext 539

UNIFORM SHOP

2018.... 20% OFF SALE



**DAYLIGHT
SCHOOLWEAR**

MANUFACTURING CO.

**MONDAY 17th SEPTEMBER
TO
FRIDAY 28th SEPTEMBER**

DURING NORMAL SHOP HOURS

- * 20% OFF STOCKED ITEMS
(EXCLUDING WOOLEN JUMPERS ,BLAZERS & BACKPACKS)
- * NO REFUNDS OR EXCHANGES
(UNLESS GARMENT IS FAULTY)
- * NO RAINCHECKS



SALE ON FOR 2 WEEKS ONLY



From the Deputy Principal

Term 3 was yet another successful term at Fairfield IEC with a total enrolment of 240 students. Fairfield IEC continues to successfully accommodate a large number of students and to provide quality educational as well as emotional and social programs to prepare these students for high school or TAFE. At the end of Term 3, there will be 46 students successfully exiting to other settings and I would like to congratulate them on their achievements and wish them all the best as they start a new phase in their lives.

Congratulations to Mr Ward on attaining a promotion as head teacher of Cabramatta IEC and I would also like to extend a warm welcome to Ms Stella Bennett on her appointment as the IEC Relieving Administration Manager and to congratulate Ms Redondi, who takes over the position of executive teacher.

On Staff Development Day this term, all of the IEC staff participated in the inter-IEC conference: *Connect, Engage, Achieve- Implementing the revised Curriculum Framework*. It was a great success and our teachers were provided with many learning opportunities, especially in relation to the revised IEP Curriculum Framework.

There are many organisations who

have expressed interest in visiting the IEC in recent months to learn more about the wonderful educational and social programs that we run in conjunction with our community partners. At the end of Term 2, ABC news reporter Natasha Robinson filed a story about our wonderful IEC initiated program, The Phoenix Choir. It is a community funded program supported by Community First Step to help our refugee students find their voices through song. This program has been a huge success and you can access the report, including our students singing, through the following link: <https://bit.ly/2xqMLPs>

Congratulations to Ms Lightfoot, Ms Peake and Ms Weir and their Term 2 classes, who participated in the Sydney Theatre School Drama program. In this program, the Sydney Theatre Company together with our teachers, taught a drama program which improved students' English language skills and taught them many other very valuable skills. They also attended a live drama performance at the Opera House. What a fantastic experience!

Mr Guy Zangari, the local State Member of Parliament, also visited the IEC in Term 3 to attend our National Rugby League in Harmony event, which was being run as part of our Activities Program. He was

Upcoming Events

Students and staff return

Monday 15 Oct

HSC

Thursday 18 Oct-9 Nov

Year 8 IHEP program

Monday Oct 29- Nov 30

IEC Enrolment Interview

Monday 3 Dec - Friday 7 Dec

Orientation to FHS

Thursday 13 Dec

IEC Graduation Ceremony

Tuesday 18 Dec

impressed by the dedication demonstrated by the presenters as well as the enthusiasm displayed by the students and even made mention of his visit during the sitting of State Parliament.

In Term 3, Fairfield IEC proudly participated in the project *Mapping the Educational Experiences of Refugee Students*, which was conducted by Western Sydney University working in conjunction with the New South Wales Teachers Federation. The aim of the project was to map the educational experiences of refugee students in NSW government schools, to gauge the challenges both they and their families face and to see how well equipped teachers and schools are in regards to meeting these challenges. The team undertook interviews with some of our families, students, teachers and members of the executive. Thank you to all who participated. We will be publishing the results of this study later in the year.

Recently, the Japanese Newsagency, Kyodo, also visited Fairfield HS and the IEC to talk to students, parents and teachers and members of the executive about the excellent programs that we run at the school. Their report will be presented to the Japanese public, in order to inform Japanese society how Australian schools support refugee students. Thank you to all the students and staff who participated.

In Week 5, I attended the inaugural IEC's Got Talent performance at Bankstown Sports Club, where students from a number of IECs performed in front of a large audience. Our talented musicians composed and delivered an excellent and original performance combining music and dance. Congratulations to these students as well as to Ms Redondi and Mr Al-Saffar, who supported them over a number of weeks to prepare for their performance. It is hoped that these students will perform their composition during our Graduation Ceremony this term. Congratulations to Email Disho 2IA, Morise Aek 3IB, Fadi Matti 3IB, Narmin Sheeto 3JA, Fawaz Dahdal B2, Noor Mati 3JA, Perwer Salam 3IB and Ebaa Fakhr 3IB.

Finally, I would like to thank my colleagues for their excellent and professional work while I was on leave, in particular Mr O'Connell, Ms Nona, Mr Ward, Ms van Eerde, Ms Samonte, Ms Urludag and Ms Abdulahad.

G. Avgoustou, Deputy Principal Fairfield Intensive English Centre



Families in Cultural Transition (FICT)

Families from Fairfield IEC recently participated in a program called Families in Cultural Transition (FICT), which aims to assist new arrivals to settle more easily in Australia. It runs over four weeks for two hours per week and is led by Ms Nona.

The main objectives of the program are

- To inform people of free or low cost services such as housing, centrelink, welfare services and educational pathways.
- To help families to communicate with each other more effectively in a new culture.
- To explain the changes that affect people's lives during and after migration, and to help people to adjust to these changes
- To learn about schooling in Australia.
- To give the participants an opportunity to discuss difficult or traumatic experiences in their own language, in a safe and supportive environment.
- To introduce people to other families and other couples who speak the same language and share similar experiences.
- To learn about free and low cost recreational activities in Sydney.
- To have fun in a friendly and safe environment.

Congratulations to Ms Nona on leading this hugely successful program. We had around 30 parents attending each week, all of whom were engaged by Ms Nona and guest speakers on a weekly basis. Thank you to all staff who presented various sessions.



Student Representative Council

The SRC students at the IEC have continued to demonstrate great initiative and leadership skills. At weekly meetings, they have identified areas in which changes can be made at the high school and made effective suggestions.

They have liaised with the high school SRC students and participated in the Lifeline Mufti Day.

Ms Boukas



IEC's Got Talent



On Friday 24 of August, eight talented students from Fairfield IEC participated in a showcase of musical talent at Bankstown Sports Club. This event was organised for the first time as a musical showcase for every IEC in New South Wales.

Our nine band members had been practising rigorously for weeks on an original composition-fusion of Arabic, modern, classical and rock music! Our band featured a violinist, drummer, as well as a percussion and keyboard section. The amazing students involved were Email Disho, Morise Aek, Narmin Sheeto, Fawaz Dahdal, Noor Mati, Fadi Matti, Perwer Salam and Ebaa Fakhr.

The concert featured wonderful performances from IEC students who showed confidence, flair and talent in singing and playing musical instruments. Performances included the theme from *Game of Thrones*, Sia's *Titanium* and of course Fairfield's original piece titled *Arab Rock*. Our item was a crowd pleaser.

This is the first time that IECs gathered for this wonderful showcase and it was a great success. We can only hope that next year's IECs Got Talent is just as exciting!

Congratulations to our performers! Well Done!

Ms Redondi

The Long Forgotten Dream

On Wednesday, 22 August, 2018 senior

level 3 classes went to the Opera House to see *The Long Forgotten Dream*, a play produced by Sydney Theatre Company.

The day began with a train trip into Circular Quay where students stopped to take a few hundred photos of themselves with the Harbour Bridge and the Sydney Opera House. It was the first time that many of the students had been inside the iconic Australian building with the beautiful white sails. Inside, students sat down and watched a question and answer session with the artistic director of STC.

After a short break, the play began. Students watched as an Indigenous Australian family fought about the bones of their ancestor being returned to their traditional country. The setting and use of props were beautiful and the floor was covered in sand. Students couldn't tear their eyes away from the stage and afterwards they all reflected on how nice it was to see life theatre.

The play was a heartfelt and emotional representation of repatriation and reconciliation in Australia. The group loved it so much that some of them bought tickets to go and see it again with their loved ones.

Ms Peake

PYT Fairfield Playlist

On the 9 of August, 2018, 3SA and I were privileged enough to be invited to view a dance theatre piece called *Playlist* presented by the Pilot Youth Theatre at Fairfield. The play was directed by Karen Therese and choreographed by Larissa McGowan. *Playlist* is a play that honours women from all walks of life. It details the struggles and identity crises of four young women growing up in Western Sydney – the performers included Ebube Uba, Mara Knezevic, May Tran, Tasha O' Brien and Neda Taha. The play honours contemporary female pop culture idols and discusses how these artists shape the everyday lives and social and political worlds of the performers. Therefore, many of the themes and musical pieces really resonated with our students.

The original script was derived from a conversational process by the performers that were responses to tasks and provocations. The conversations were recorded and from this, performative and choreographic scenes and images were created. Our class was highly entertained and captivated by every minute of the show. It was clear that our students had never experienced anything quite like that before and it was a mind-opening experience to really delve into the world of creative arts. Seeing a whole production (which included choreography, set design and lighting) come to life was absolutely awe-inspiring.

The rave reviews and feedback from the students came to the forefront when we had the opportunity to become involved in a workshop held by the performers after the show. We also had the chance to engage in choreography routines, which we performed in front of each other alongside the actors, which was a whole lot of fun. In the debrief session, students, both male and female, articulated their understanding of feminism in responses such as “[feminism] is the rebellion against men’s supremacy,” “at the back of every successful man is an even stronger woman,” “in Arabic

countries women are expected to stay home and have babies - here we have opportunities, we just need support.” The students came to the realisation that we, as individuals, should never be apologetic for who we are - which was such a beautiful message in itself. We thank PYT Fairfield for working with our students so intently and inspiring us through their drama initiatives at our school



Ms Aldover