



From the Principal's Desk

2021 A Year in Review

Dear Parents, 2021 has certainly been a difficult year for all of us. We had an extended period of remote learning during Term 3 and part of Term 4, where our teachers had to work really hard to make sure that students could access lessons both online and in written form. Our community is so resilient and I am in admiration of our students, parents and teachers who are so resilient and patient. Hopefully all the restrictions due to COVID will be gone in 2022.

School Improvement and External Validation

This year sees the ending of the first year of the 2021-2024 School improvement Plan. Our strategic directions going forward will continue to be:

1. Student Growth and Attainment
2. Student Wellbeing and Engagement
3. Collaborative Practice and Effective Partnerships

We have made significant progress towards our school directions and targets despite COVID.

The school also undertook external validation which is a process of validating the school's judgement based on the School Excellence Framework. I am happy to report that not only were all the schools' judgements validated but the panel thought that we were performing at a higher level than we had nominated. Well done to Ms Knapman and the team for such a successful and reaffirming outcome.



Year 12

Our Year 12 students have continued to work hard this year despite all the setbacks and issues caused by COVID. By the time this is published our students will have finished the HSC Examinations and will be looking forward to their Graduation and Formal. Unfortunately, we cannot have parents attend but the Graduation will be filmed and available to view. The school has lodged group misadventure appeals with NESA for special consideration for all our students in order for them not to be disadvantaged. I am confident all students will achieve results they deserve.

Upcoming Events

Term 1, 2022

Students return
Years 7, 11 & 12
Tuesday 1st February

Years 8, 9 & 10
Wednesday 2nd February

Swimming Carnival
Monday 7th February

School Photos
Tuesday 15th February
Catch up school photo day
Thursday 18th February

School Cross Country
Thursday 17th March

Last day of Term 1
Friday 8th April

Term 2, 2022

Students return for Term 2
Wednesday 27th April

Queen's Birthday Public
Holiday
Monday 13th June

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Year 6 into 7 Orientation

We were unable to hold our traditional Year 6 into 7 Orientation Day, however, we were able to show our Year 7 students for next year a promotional video of the school and provide them and their parents a small gift from the school. Feedback with the students has been very positive. Thank you to Ms Siddiqi and her team for the organisation of this event.

Attendance and Lateness

Whole school attendance at school is extremely important. Research shows that students who miss school regularly are at a much higher risk of leaving school early and not being able to find employment as well as not reaching their full academic potential. One of the things that the school is focusing on for the next few years especially in 2022 is an improvement in attendance. Students are expected to attend school at least greater than 90% of the time. The Department of Education has set our school a target around improved attendance. Please endeavor to send your child to school every day and only keep your child at home if they are genuinely sick. Together we can give our children the education they deserve. Please also note that school starts at 8.50am each day. Students should be aiming to get to school at 8.30am to make sure they are on time for roll call.



School Improvements

We are continuing to make many improvements to our school environment which will continue next year. The walkways in the school have been replaced and this now provides students with a continuous covered area to walk between lessons in times of rain.

The boys and girls toilets are being refurbished and replaced ready for the beginning of Term 1. The rooms in the back of the library are being updated to provide senior students with a quiet place to study. There will be a major upgrade to three of our kitchens in 2022 with one being upgraded to a fully commercial kitchen. We will also be completing a large amount of resurfacing to reduce trip hazards around the school.



Finally, as we end Semester 2 and say goodbye to a very challenging year, I wish each and every student and their family a safe and relaxing Christmas and New Year break. See you all in 2022.



Principal
Mr Charles Borg



From The Deputy Principal

We have come to the end of another year and just like last year it was full of challenges for our students and community. I would like to publicly thank our staff, students and families for the effort and energy that was put into the continued education of our students during Term 3.

Term 3

I am incredibly proud of the hard work of all our staff during the school's lockdown, in particular I would like to thank my staff in the Community Team and our Technology Support Officer (TSO). Throughout Term 3 when our students were working from home our Community Team made thousands of calls to students and their families to offer support, advice and assistance. Our TSO also organised the delivery of hundreds of our school laptop devices and Wi-Fi devices to be loaned to students during the lockdown.

Intuit Donation

Earlier this year we were honoured to be approached by Intuit with an offer to help support our students' ability to access and use technology in the future. Through a very generous donation from Intuit, we have been able to purchase 50 laptops that are being loaned to students for short term loans when they have assessments. We have also used some of the donated funds to subsidise licenses for our Stage 6 students to access the Atomi online Educational Resources program. Lastly, we will also be using some of the donated funds to try and organise Wi-Fi support for students who have borrowed a school laptop. We have been very lucky to develop a partnership with Intuit and since their initial donation they have worked with teachers, students, and myself to look at areas where we can continue to grow our access and ability to use technology at Fairfield High School. We are hopeful that our partnership with them will continue, and we are incredibly thankful for their support.

2022 ATOMI Learning

Our new partnership with Intuit has allowed us to join the Atomi online learning platform which is aimed at offering our students an ability to do homework and complete extra activities after school to build on the learning that has been achieved in class. Students and staff will be doing tutorials on this in the new year, and we are excited at the educational opportunities and improved results this initiative is designed to support.

Laptop Loans 2022

As mentioned before our Intuit Loan Library is open and if students would like to access these when completing assessments/study in 2022, please approach me for a laptop loan contract. We have also received an amazing donation of 20 laptops from ABCN which will be used by our Welfare Team for long loans for senior students in need.

I would like to wish everyone a safe and relaxing holiday – I feel we have all earned it this year.

I look forward to a bigger and better year of success with you all in 2022.



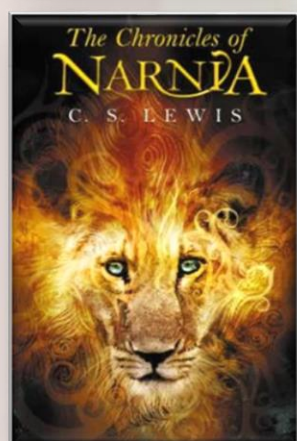
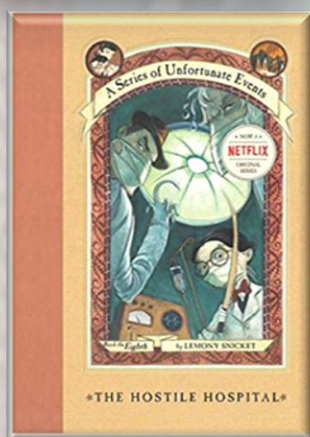
*Mr Erickson
Deputy Principal
Years 7 and 10*

Head Teacher Teaching & Learning

Literacy and Numeracy skills are important for everyone in the community, and these continue to be a priority for our students. Staff in all subjects are working to ensure students are skilled in the important areas of Reading, Writing and Numeracy.

With these skills a priority, FHS **Year 7 students** attend specialist Literacy and Numeracy lessons each week. With reading and fractions our targeted priority for 2022, resources have been purchased to assist the delivery of lessons and engage the students in learning.

Some enticing titles as below will be located in the Literacy Room which is undergoing an exciting make-over; concrete fraction resources that will be utilised by the Maths staff to assist students in grasping an understanding of fractions.



NAPLAN (National Assessment Program - Literacy and Numeracy) for Years 7 and 9 was held earlier this year and results have now been sent home with students. These results indicate an upward trend in Writing skills within our cohort, reinforcing the focus of teacher programming and skills-focus. At FHS, we aim to include Reading in this literacy focus to see student confidence and ability grow in comprehension. Encouraging your child to read at home and visiting the local library to borrow books would assist their enjoyment and scope of available books.

Years 7, 8 and 9 students are currently completing the mandated Department of Education, Check-in Assessment tests in Reading and Numeracy. These results will be analysed by staff considering the period of remote learning and compared to testing conducted earlier this year – NAPLAN for Years 7 and 9; Check-in Assessment for Year 8. Results will provide a focus for 2022 and highlight areas of need for individual students and whole cohorts.

Year 10 and 11 students continue to work towards achieving the online HSC Higher Literacy and Numeracy Standards tests. If students achieve the desired Level 3 in any one of these areas (Reading, Writing and Numeracy) In year 10 or 11, they are not required to sit these tests again as they progress towards the HSC.

Parents can view the information video from NESA:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>

If you require any further information regarding your child in Years 10 or 11 and how the school is supporting them to achieve these standards, please don't hesitate to contact Mrs Weber HT Teaching and Learning.

Student do not need to meet the HSC minimum standard to:

- Study HSC courses
- Sit HSC exams
- Receive HSC assessment and exam results
- Receive an ATAR
- Receive a Record of School Achievement

Only students who meet the HSC minimum standard will receive an HSC credential.



Mrs Weber
HT Teaching & Learning
FHS The Bridge

English Faculty

Good luck to all Year 12 who are embarking on the journey of the HSC exams and life outside of Fairfield High School. You have endured a lot and fought hard to get to this point and I hope those are skills that you will be able to use in most aspects of life in general.

Terms 3 and 4 in English, certainly made life very difficult and our teachers worked extremely hard to maintain the progress and challenge for all our students. We continued our weekly faculty meetings via Zoom and discussed all the important curriculum issues in order to ensure that students were not disadvantaged in their learning too much.

Across Stages 4 and 5, students engaged well with the Matrix activities set by the school, having the opportunity to be assessed by tasks that kept them engaged in their learning. Below are some examples of Matrix activities completed by some of our English students.

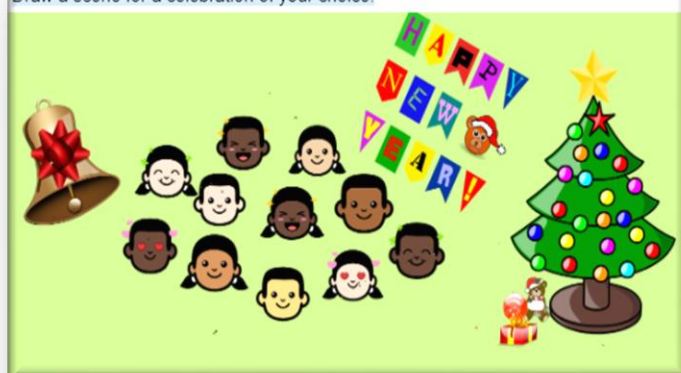
Year 11 now move into the HSC part of the Stage 6 studies of English. There has been some movement between courses as students decide what level of English best complements their strengths and career goals. Two of our highest achieving students have chosen to pick up the extra English unit in Year 12, adding to their study and efforts in Advanced and Extension 1. Good luck to both Noora and Ashour with English Extension 2. I'm sure this course will help showcase your flair for writing and analytical expertise. Our previous Extension 2 students have set the bar high. Here's a snippet of one of their Major Works:

I had, more thoroughly acquainted myself with the architecture of Dante Alighieri's hell, struck by the complexity of allusion and symbolic significance. In the weeks since Mr. Alighieri's admission, I sought out and absorbed the central tenets of the allegory. The underlying reasoning and construction of this version of hell was filled with a grandiose self-righteous damnation of materialism, political ambition, hypocrisy, and treachery. The classical references to notable figures from history and myth was a rich concoction and construct of medieval thought and paradigms, a highly unlikely source of inspiration for the young and rootless scholar, or so it was becoming abundantly clear. His sporadic spouting of the Latin language and his paraphrasing in his own dialect, vaguely reminiscent of the lower east side's drawl and lilt, pointed to a man who had immersed himself in the cantos and realms of the didactic and wholly non-secular tale of woe and revelation.

The Psychotherapy and Cure of Dante Alighieri

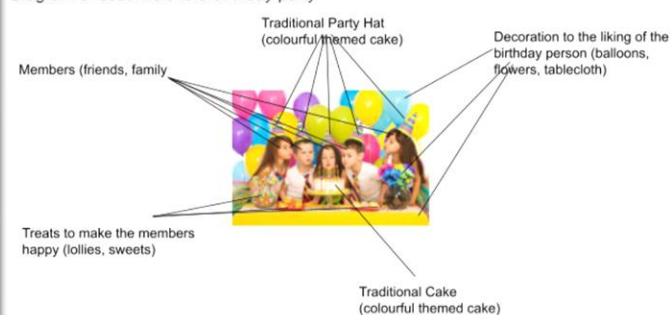
We look forward to a strong end to the year and safely being back in the routine of teaching and learning.

Draw a scene for a celebration of your choice.

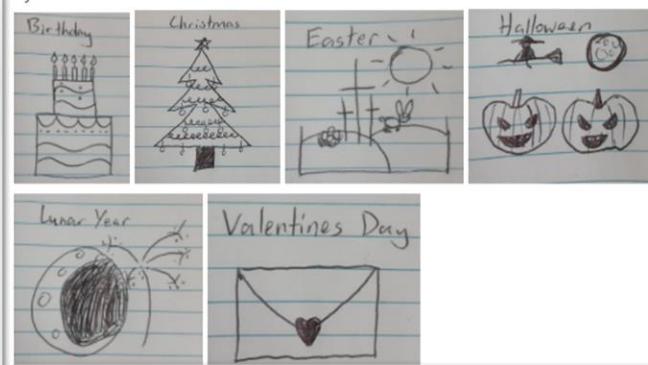


Analysing-Visual/Spatial

Diagram of essentials to a birthday party



Symbols of different celebrations



Until the next issue, Keep reaching for your best.



Mr Bianca
Head Teacher
English



CAPA Faculty

2021 has been an interesting year in the creative and performing arts. We've had an extraordinary amount of social change and events which have inspired the artists of Fairfield High to create and comment on in their own unique ways.

However, we have also been restricted, like so many other areas, in the ways we can express ourselves. Our artists have lacked the normal access to resources, our musicians have been restricted from performing, and our photographers locked down with only one location to film and photograph.

But we are nothing if not creative!

The CAPA students at FHS this year have spent their time working hard to squeeze the most artistic interpretations from the most mundane and everyday experiences. We do what we do best. That is, we set goals, find alternatives, and overcome the ordinary to create the extraordinary.

Photography –

In photography our students have been looking at all the ways to reinvent their artistic process and to get the most out of everyday objects. From lockdown kitchen 'Triptychs', to landscape 'joiners', and the difficult, but enlightening 'selfie' unit, students at Fairfield have been exploring and expanding their knowledge of what it means to be an artist in the digital age.

Music –

Music has seen a significant impact with many restrictions affecting the way we are able to practise and to perform. We were very lucky this year to be able to showcase the talents early on during our school PBL day, with the performers of FHS labelled some of the best entertainment throughout the day. High praise indeed! We have also been working hard behind the scenes preparing for the inevitable return of our performances. To this, the CAPA Faculty has done a complete overhaul of our primary music room, and it now stands as one of the premier music spaces across the state! With more

community performances booked in for 2022, our musicians will benefit from the new state-of-the-art equipment and furniture, including a brand new in-class stage to perform on. We have even left space for a new grand piano that will soon take pride of place in the room.



Visual Arts –

In Visual Arts our Year 10 students have been working frantically on their clay masks, imbuing them with as much detail and personality as possible. Year 7 have been working on some wonderful painted self-portraits as well as learning to mix paints to match their own unique skin colours, and our Stage 6 students have begun the planning of their HSC Bodies of Work. It will be an exciting 2022 for our artists!

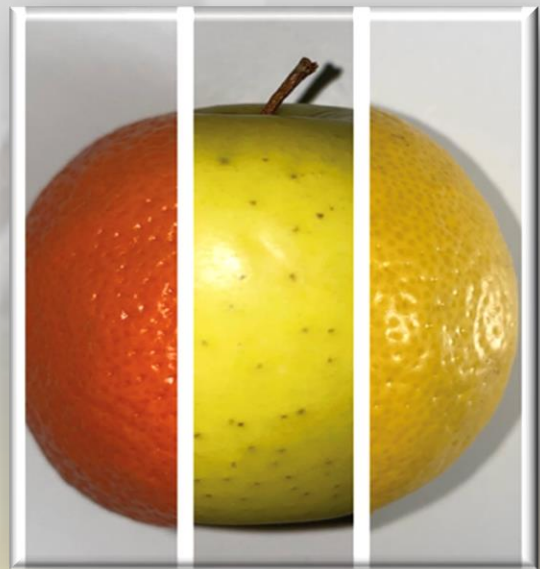




"The Body Selfie" - Yohana Shukri, 2021



"Landscape Joiner" - Stefan Stjepanovic, 2021



"Kitchen Triptych" - Beitnahrayn Youkhanna.

Drama -

This year in Drama, Year 12 engaged in a range of practical and theory-based activities that not only allowed them to exercise some serious performance skills, but also prepared each and every student to confidently take on the HSC.

Students read, studied and performed sections of plays from a range of different genres. A crowd favourite was David Williamson's 'The Removalists'. Students would perform sections of the play to the class and receive peer and teacher feedback. This allowed students to simultaneously deepen their understanding of the texts, as well as build confidence in public speaking and performing.

Students were required to complete a Major Work as part of their HSC, and spent an entire Term brainstorming, creating, rehearsing, and finalising their projects. We had one student put together an immaculate series of costume designs, we had two students construct creative scripts for the stage, and we also had six students write and perform their own unique and powerful monologues.

Year 12 Drama worked hard in creating a safe, constructive and supportive environment for one another, which is key in a successful Drama class. Drama is highly reliant on peer support and student feedback, and these students did a stellar job at securing a collaborative and dynamic space so each individual could creatively flourish.



*Mr Harris
Head Teacher CAPA*

Science Faculty

HSC Science Assessments

All Year 11 Science classes worked hard during the lockdown. They completed their Year 11 studies and began their HSC work while studying remotely. If that wasn't challenging enough, they returned to school and began preparing for the first of their HSC assessment tasks.



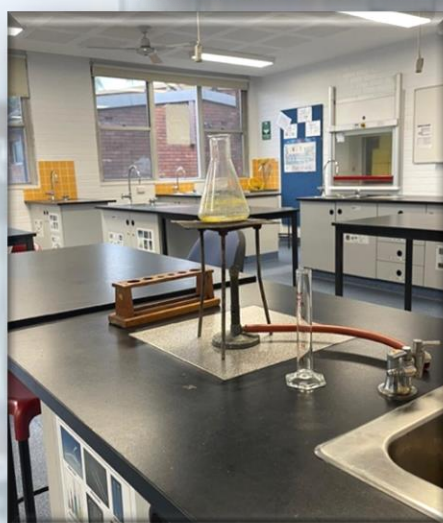
Physics students have been studying advanced mechanics, which is literally rocket science. Their task was to conduct a scientific investigation into the factors that affect the motion of an object undergoing uniform circular motion, such as a satellite orbiting the Earth. They changed the distance from the centre point and the centripetal force on the orbiting body and measured the effect of each on the orbital speed. They completed this task using both linear and angular quantities and wrote a scientific report detailing their findings. The physics students did an excellent job!

Chemistry students have been studying equilibrium and acid reactions. They have analysed the relationship between products and reactants in equilibrium reactions and made predictions as to whether the formation of products or reactants is favoured. The first chemistry assessment involved the synthesis of copper (II) carbonate hydroxide, also known as basic copper carbonate. The students safely followed the procedure, measured reactants and products and assessed the purity and yield of their product. The chemistry students did a brilliant job!

Biology students have been studying the topic of non-infectious diseases and disorders, with a timely focus on epidemiology. They have looked at how diseases can be prevented, treated and managed and how technologies can assist people with disorders. The biology assessment task involved classifying fungal and bacterial growth from water samples. The biology students did a fantastic job!

Investigating Science students have been studying the topic of science and society. They have looked at the processes, tools and products that challenge and influence society and affect belief systems, ethics and societal norms. Their assessment was related to pharmaceuticals and the effect of temperature on the solubility of aspirin tablets. The students related this to real world applications and constructed a scientific report. The investigating science students did an amazing job!

The science faculty is very proud of our 2022 HSC students.



*Mrs Gallagher
Head Teacher Science*

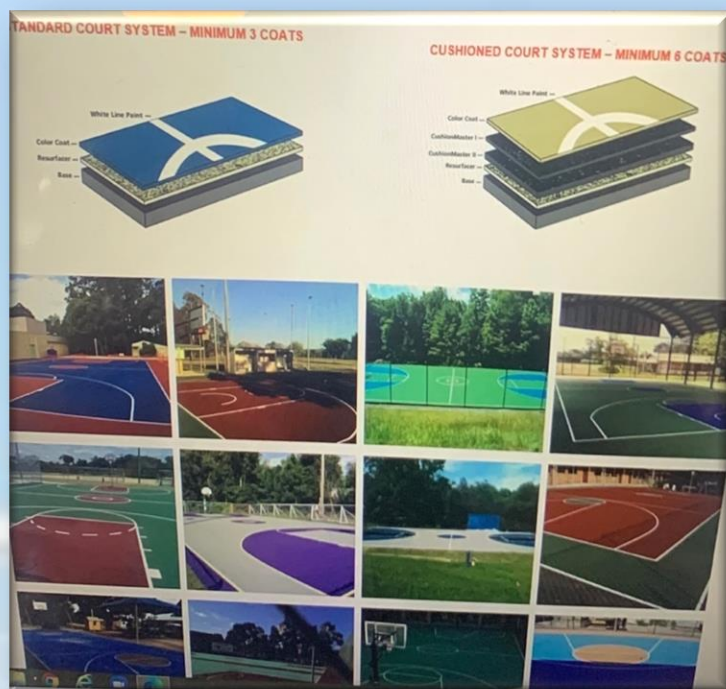


PDHPE Faculty

The future spaces and equipment within the PDHPE space for 2022 is looking bright. Some of the improvements that have been confirmed are a large outdoor fitness and exercise space that will extend off the current weights room. This space will have state of the art outdoor strength and conditioning equipment installed onto a fully functional soft play flooring system that can be utilised by all of our students in both PE and Sports classes to improve their strength, power, speed, and muscular endurance. The space will feature a functional multi exercise station as well as some individual strength specific stations. This space will be a great addition to our already fantastic resistance training room.

The second improvement will be a total resurface of our basketball courts with a 6-layer cushioned court system with multi-purpose liner marking for basketball, netball, and volleyball. This system not only looks great but will also minimise injury due to the layered shock floor system.

Finally, we have been lucky enough to secure some brand-new representative sport uniforms for soccer, league, netball, basketball, and volleyball. Attached is a diagram of some of these uniforms. They will look fantastic on our representative sports teams as they compete against other schools.



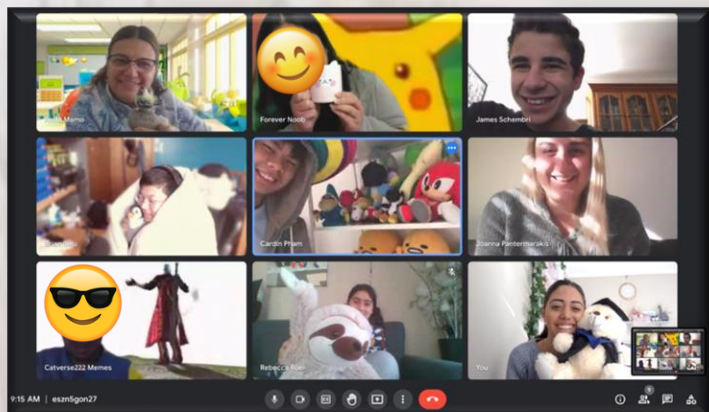
Mr Johnson
Head Teacher PDHPE



SEU Faculty

SEU Online Learning

The students in S5 were eager to engage in a live stream with Taronga Zoo where they learnt about desert dwellers and exotic animals. This directly correlated with our topic in geography called Biomes. They were extremely excited and made sure to have their fluffy animals ready to watch. The students were able to learn from an outside educator to create a sense of excitement and differentiation from their day-to-day learning.



Each morning at 9am the students would meet to ask questions about their assigned activities and to share more of what they had completed. The students were able to share their work on Google Classroom video chat, whilst reading out their narratives and peer assessing each other as they read. The students were encouraged to engage in conversations with their peers to promote a healthy learning experience from their homes. Some of the work that the students completed online were too great not to share.

Main idea sentence:

The Group A touring car class consists of 7 manufacturers: Holden, Ford, Nissan, BMW, Mercedes, Volvo and Jaguar.

The following cars are the Holden Commodore SS Group A VN, the Nissan Skyline GT-R R32, the BMW M3 E30, the Ford Sierra RS500 Cosworth, the Mercedes 190E AMG Cosworth, the Volvo 240T and the Jaguar XJS V12.

The rules are no car should have more than 600 horsepower, no illegal car modifications, and no unsportsmanlike racing.

Adding Detail Sentence 1:

The Holden Group A SS has a 5.0L Holden 308 pushrod V8 with 530 horsepower with a 5 spd H pattern and RWD and it is the last Holden to use the legendary 308 5.0L engine.

The Nissan Skyline GT-R R32 has a 2.6L Twin Turbo RB26 Inline 6 with 625 horsepower with a 6 spd manual and an ATEZZA ETS 4WD system and HICAS 4WS system, it won 4 consecutive touring car championships from 1990 to 1994 which earned the nickname: Godzilla.

The Ford Sierra RS500 Cosworth has a 2.0L turbo 4cyl engine with 480 horsepower and RWD and has a rich touring car legacy that started out in 1987.

The BMW M3 E30 has a 2.3L 4cyl engine with 400 horsepower and RWD with a 5 speed getrag manual transmission and it is the first 3 series BMW to wear the M badge.

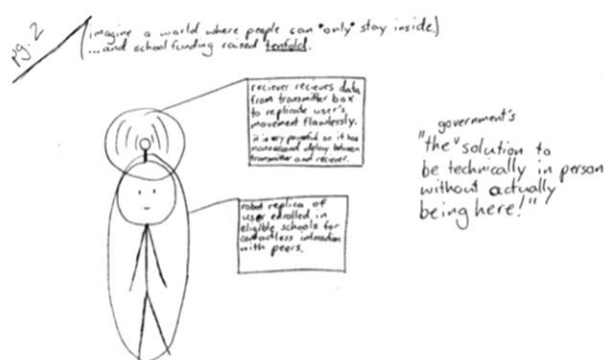
The Mercedes 190E AMG Cosworth has a 2.6L 4cyl with over 400 horsepower and a 5 spd manual and RWD, it rivaled the BMW M3 E30 and it was the most outrageous Mercedes of the time.

The Jaguar XJS V12 has a mighty 5.3L V12 with 451 horsepower and a 5 speed Hollinger transmission RWD, it won the Bathurst 1000 in 1985 by John Goss and Armin Hahne of TWR.

The Volvo 240T has a 2.4L turbo 4cyl with 380 horsepower and a 5 speed transmission and RWD, it won the touring car championship in 1986 backed by the Volvo dealer team.

by Jake Schembri

7. Design a new mode of transport to school. Make it as creative and inventive as possible!



by Brian Sieu

12. Oh no! Your teacher is missing on the first day of school. Write a creative narrative about what happened to them.

Natasha was waking up on her bed and she looked at her alarm clock, seeing that she ended up sleeping through her alarm! She panicked and started rushing to brush her teeth, dress appropriately and pack appropriate equipment. When she went outside to get to her car, she saw a teenager lose control of his bicycle and accidentally bust her headlights, rendering the car utterly unusable.

More panic ensues as she doesn't want to arrive late as she runs like the wind to her local bus/train station. She arrives out of breath and just when she sets foot on the bus/train, she realizes that she had forgotten her Opal Card, oh no!

She runs faster than ever as she arrives back home to grab her Opal Card and runs back, desperately wanting to at least arrive at school. She barely catches a train and taps on as she sits on a nearby seat, finally able to see her beloved student.

But it was not over yet, as the bus pulls back on the station, she comes out and taps off from the train, a deep stressful realization hits her as she sees herself stranded in the middle of Town Hall! At that point it seemed like it was over, but she had a trump card! She frantically went on her phone and called for an Uber who can drive her all the way to Fairfield, the driver surprisingly accepts that odd request and she hops on and stresses as she checks the time to be 1:20PM!

Finally arriving at her destination, she rushes to the gates and opens it and as she was about to bolt for the staff room, she sees the students coming out from their classes, the school day had just about ended.

Defeated, she walked out of the gates somberly without being spotted and went home and cried in her bed, as she had failed her promise to celebrate coming back to school in person on the first day of school.

The next day, she arrives at school on time, forcing a smile on her face. When she opened the door to her classroom, we all shouted "Welcome back Miss Ponce!", she was taken aback. She thought that the students would be severely disappointed in her for not arriving on time. "So, have you had a rough day yesterday?" Brian enquired. "Erm...yes I have, why do you ask?" she responded.

"I staged everything, I worked with school officials and transport officials to deliberately mislead you in wacky ways. Infact, that day was actually supposed to be the *teacher's* first day back at school! All I did was contact everyone in the SEU to organize the *ending* of the school day. I even managed to convince the bloody government to misinform you of the first day back as well as organize & inform everyone of the temporary public holiday, excluding you of course."

Natasha was stunned, she couldn't believe she was blinded by everything by her iron will to arrive at school, only for it to be a prank.

"Sorry for playing with your feelings, but I couldn't just pass up the opportunity to make history with the most collaborative prank in Australia, especially since I managed to involve the government. Today is actually the first day *students* arrive. I guess you've forgotten that."

After a massive lecture she had given to Brian for pranking her in such a manner that made her upset, she felt better and asked if the class wanted to have a fun day of learning, all agreed.

She gave it her all, and the students enjoyed it to the fullest extent.

P.S. this story took all of my soul and wellbeing to make in such short notice. i hope you like it. oh, and you called my parents and i got grounded (fictionally of course).



Ms Ponce
SEU Teacher

Narrative written by
Brian Sieu

HSIE Faculty

The HSIE faculty would like to acknowledge Sarah Al Jameel for her outstanding effort in entering the Simpson Prize Award Competition.

Sarah Al-Jameel NSW

To what extent have the Gallipoli campaign and the Western Front overshadowed other significant aspects of Australians' experience of the First World War?

The Gallipoli Campaign and Western Front were the baptism of fire that laid the core foundation of Australia's identity through the Anzac Legend. This essay will argue that the Gallipoli Campaign and Western Front to a large extent overshadowed other significant aspects of Australia's experiences in the Great War. The Anzac's metanarrative gives us a cross-cultural binding as well as a reputation that continues to prosper. Consider this compelling casualty rate in the Western Front of 44,766,111, despite the population of 5 million Australians; this excessively high death rate is the Australian men who were obliged to sacrifice their lives on foreign lands. The two theatres of the war are the main focus as the Anzac legend originated and shaped the national portrait of Australia as a nation. It is evident that the Gallipoli campaign and Western Front had a vital role in the experiences of Australians however, it is equally significant that we acknowledge other substantial experiences such as the conscription debate, the role of women, and enemy aliens, contributing to the overall representation of Australians during WW1. The Gallipoli Campaign and Western Front often dominate Australia's perception of the war; however, it should not overshadow the other Australians experiences during the conflict.

The Gallipoli campaign and Western Front shaped the identity of Australia through the emergence of the Anzac Legend during World War 1. The Anzac Spirit refers to the characteristics that defined the typical Australian Digger during WW1 and this entails qualities such as courage, endurance, initiative, discipline, bravery, and mateship. The Frontline heroes showed their true colours during the Battle of Somme where their unique character was revealed against the odds, as they ultimately sacrificed their lives. Amongst the traumatic events in the Western Front, soldiers encountered diseases, unsanitary conditions, and death on a

regular basis. The Battle of Somme (1916) was fought on the river of Somme in France and where Australians suffered more than 24,000 casualties. Charles Bean claimed the Pozieres village (France) was "more densely sown with Australian sacrifice than any other place on earth." These heroic acts of the ANZACs have not only embodied the Anzac spirit but also left a legacy that is still radiating throughout Australian society. Soldiers fought to complete the metanarrative, for the nationhood and posterity of Australia. Another huge contribution of Australian larrikins is memorised in the Battle of Lone Pine. The Battle of Lone Pine (1915) was a hard-fought battle between the Anzacs and the Ottoman Empire at Gallipoli, where the tough circumstances fostered the development of robustness and loyalty, qualities core to the Anzac spirit. This is supported by the fact that many were acknowledged with "seven Australians awarded the Victoria Cross... the highest number ever awarded to an Australian division for one action." Australian Diggers exhibited characteristics that have established the Australian national portrait as we consistently see these qualities throughout our society. The Gallipoli campaign and Western Front play a great role in our society as they lay the foundation for the Anzac Legend and ultimately, our identity. For this reason, it to a great extent, overshadow other significant aspects of Australian experiences in WW1.

One momentous Australian experience that is overshadowed by the Gallipoli Campaign and the Western Front was the conscription debate at the Homefront. Conscription is the compulsory military service for men at the age of 18. During WW1, the debate arose as a result of the high casualty rate and the low enlistment numbers. Fortunately, Hughes' gallant attempt to enforce conscription for young men was unsuccessful. Daniel Mannix, a Catholic archbishop, captured the view of many Australians by stating "peace can be secured without conscription. For conscription is a hateful thing." The influence of religion forbade many to vote yes, with several who believed that conscription would be the end to a "free Australia". However, there was a flip side, as many people were for conscription. These groups felt that conscription would make individuals "do their bit". This debate was

controversial as it trickled into Australian society, dividing the population through popular beliefs and values. If conscription succeeded, it would have strongly influenced the operations of Australia's military today. It is true that the Gallipoli campaign and Western Front dominated and overshadowed these Australian experiences of WW1, however, it is important to remember the conscription debate that affected Australian experiences of the First World War.

The Australian national identity would not be complete without the perspective of women, and it is unfortunate that their contributions are often overshadowed by the Gallipoli campaign and Western Front. The Spanish Flu was a silent killer that spread all over the world in 1918 which infected approximately five hundred million people worldwide. In source 6, it depicts a wounded soldier with two nurses assisting him to walk outside the flu ward. Women contributed greatly to WW1 as nurses, doctors, and surgeons especially with the absence of men at the Homefront. The ethics of Australian women has emulated through the years and is now the legacy that has nourished Australian society. Like the men in battle, women were in a battle for egalitarianism. Women, like Vida Goldstein, were inspirational as they advocated for women's rights and opposition to the war in Australia. Through Goldstein's righteous actions, she "gained a truly international reputation." Goldstein had deployed several organisations which promoted women's employment rights, federal vote, equal pay, and several others that enabled them to become independent and economically stable. Consequently, women's rights in Australia were progressing as Vida fought for females to become educated, employed and liberated. Women envisaged the national portrait of Australia through their contributions during WW1, in particular through their role in opposing to the war as well as their fight against the Spanish Flu. It is unfortunate that these aspects were greatly overshadowed by the Gallipoli campaign and Western Front in WW1.

Another aspect that was overshadowed by the Gallipoli Campaign and Western Front was the treatment of enemy aliens. Enemy aliens were a group of people who belonged to countries in which Australia was at war with. Australians were suspicious of the aliens and viewed them as a threat to national security, as they were potential suspects of espionage. Thus, many enemy aliens were treated poorly as they were isolated in prison camps. "Many enemy aliens were German, and

many were placed in internment camps in Australia..." This was an outcome of the undying loyalty to Australia's war effort against Germany. It was ironic that very few Germans were an actual threat to national security, and this violated many of their basic right to life. Australians' wartime treatment of "the enemy within the gates" was atrocious as Germans were treated like prisoners. Enemy Aliens are an untold and hidden part of the WW1 story as it is a dishonour to the national portrait of Australia on the world's stage. Nevertheless, it is significant to acknowledge these experiences. Conclusively, the Gallipoli campaign and Western Front have to a great extent overshadowed the Homefront's experiences with Enemy Aliens.

It is evident that the Gallipoli campaign and Western Front have greatly overshadowed Australian experiences of the Great War. The experience at Gallipoli and the Western Front led to the direct emergence of the Anzac Legend, which are qualities that continue to bear importance today as they are a core to our identity. However, it is important to acknowledge other aspects during WW1 as they also contribute to the Australian experience. Aspects like the conscription debate that divided Australian society, the women who served their country, the disgusting treatment of the enemy aliens should all be acknowledged. Decisively, it is evident that the Gallipoli Campaign and Western Front have to a great extent overshadowed other significant aspects of Australian experiences during WW1.



Sarah Al Jameel
Year 9 SRC



Mr Le
HSIE Teacher
Boys Advisor

Year 7

Congratulations Year 7 of 2021 for successfully completing your first year of high school. All Year 7 students are to be highly commended for their achievement and for successfully completing this term and all online education modules as a result of the changed learning environment (remote learning).

2022 SRC Representatives for our cohort are:

1. Kelly Vuong
2. Mariama Camara
3. Peri Smayil
4. Adrian Nguyen

Congratulations to these students for taking up SRC roles for 2022. These students should be commended for their devotion and eagerness to help their peers and voice the year groups concerns in the SRC meetings.

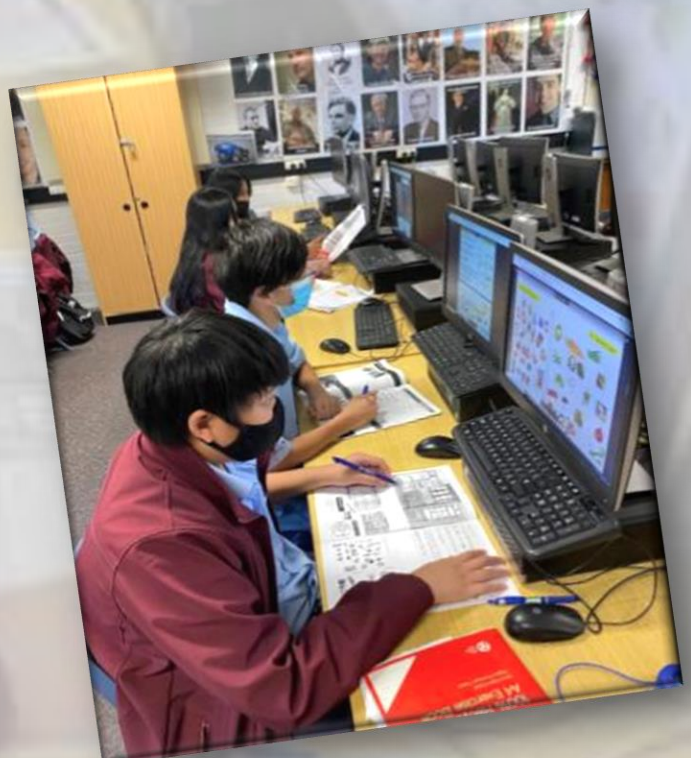
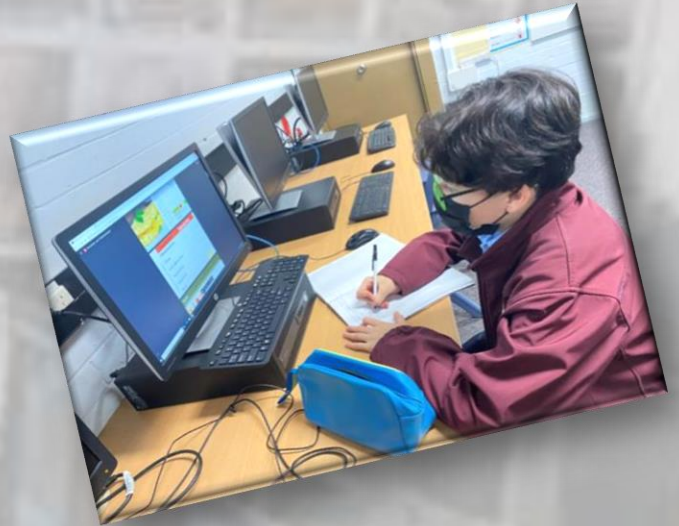
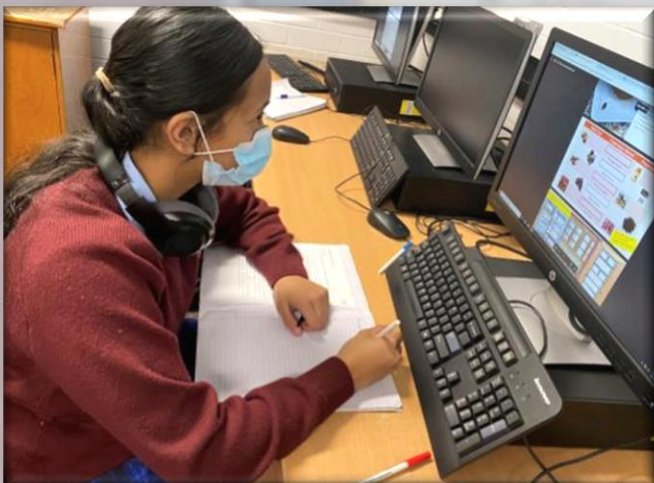
In addition to this, Ms Devarkonda has been the Year 7 Assistant Advisor for this term. She has also assisted with welfare matters and the organisation of the year group noticeboard in S Block during Ms Marinkovic's absence.

Planning for 2022:

Please consider the following as we move closer to the 2022 school year:

- Good sleeping habits
- Respect – of your friends, family members, teachers and the environment
- Healthy eating habits
- Having fun during the summer holidays

Year 7 Students in action



ILSP Faculty

COVID Intensive Learning Support Program

The NSW Government has announced that it will continue to boost student learning through targeted small group tuition for another year, through an additional \$383 million investment. This will build on the 2021 COVID Intensive Learning Support Program (COVID ILSP) to help improve educational outcomes for government and non-government students whose learning has been most impacted by the pandemic.

This year at Fairfield High School, students were supported in small tuition groups for literacy, numeracy, and other key learning areas during and after school. These small tuition groups worked on bridging the learning gaps that occurred during remote learning in 2020. The sudden move to remote learning this year, as a result of COVID19, means that Fairfield High School will once again, run the COVID ILSP in 2022



On behalf of Year 7, I would like to thank Ms Marinkovic for all her hard work with the cohort and running the Zoom well-being sessions. Also, special thanks to Ms Hogan, for her ongoing support regarding welfare matters, the Head Teacher Welfare, Ms Picone and Deputy Principal, Mr Erickson for their support and for successfully guiding us throughout this year. Lastly, I would like to acknowledge all the Year 7 students, including the Year 7 support unit students for their continuous effort to succeed. I wish you all a very safe and happy Christmas.

Congratulations Year 7, good luck for next year and most importantly.....

Happy Holidays!

Mr Singh,
Year 7 Advisor, 2021



Ms Marinkovic
Science Teacher
ILSP & Homework Centre Coordinator

Wellbeing Team

During remote learning the Staff Wellbeing Team came together to try and boost the morale and engagement of the Fairfield High School staff. The following events took place: -

- Fairfield Wheel of Fortune
- Trivia challenges
- Dress up events
- RU OK? Week
- Weekly check-in conversations.

Many staff joined these Zoom activities and enjoyed connecting with each other whilst working from home. It was a wonderful opportunity to get to know other members, their families, and pets.

Staff also had fun changing their Zoom backgrounds to entertain each other. Staff connected over their common interests. They shared suggestions for movies, TV shows, games, recipes and online shopping sites. It was also a great way to celebrate staff birthdays and look out for each other during such a trying time.

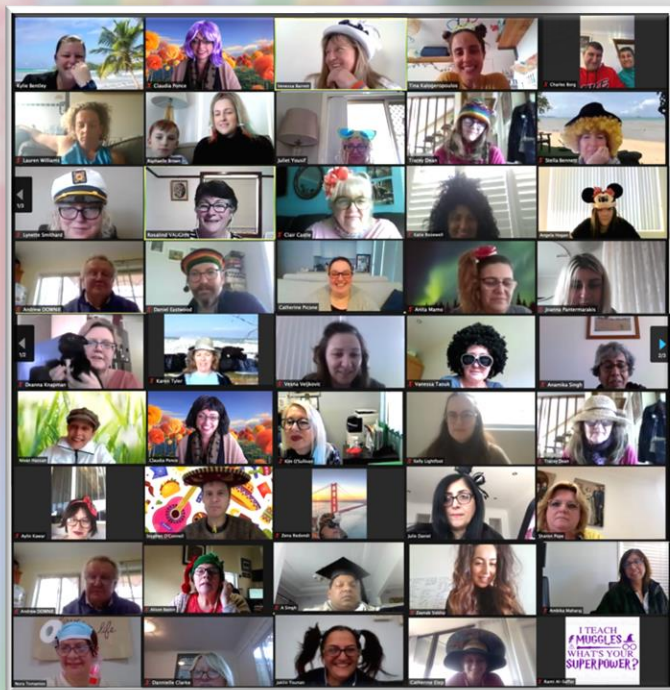
We look forward to continue getting to know all staff members in our community with future events. We also welcome other staff members to come and join the staff Wellbeing Team.

Have a lovely holiday break! Ms Clarke, Ms Knapman, Ms Bentley, Ms Brown, Ms Hogan, Ms Picone, Ms Stibbard, Ms Bennett, Mr Al-Saffar, Ms Gillingham, Ms Ponce and Ms Kalogeropoulos.

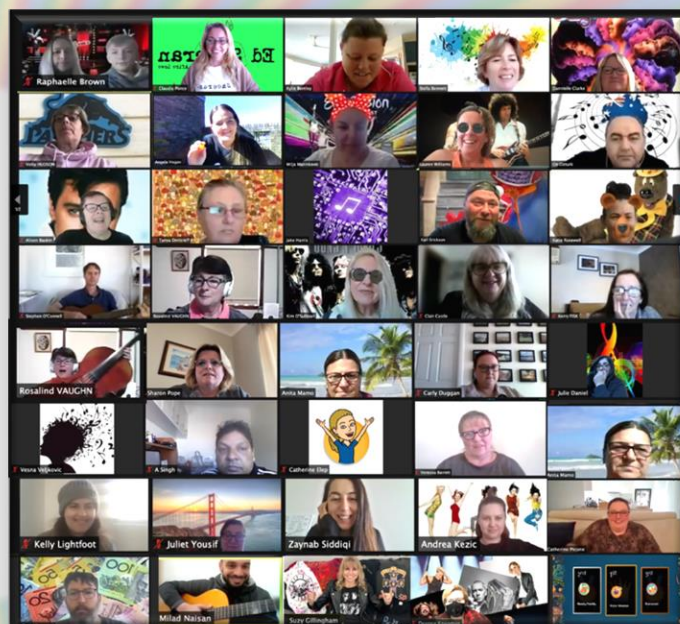
RU OK? day



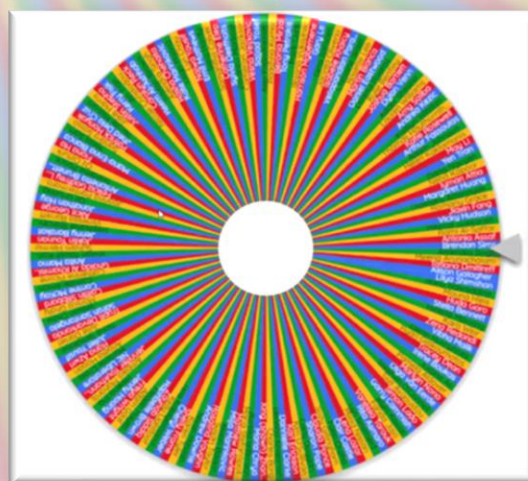
Bad Hair Day



Music Trivia



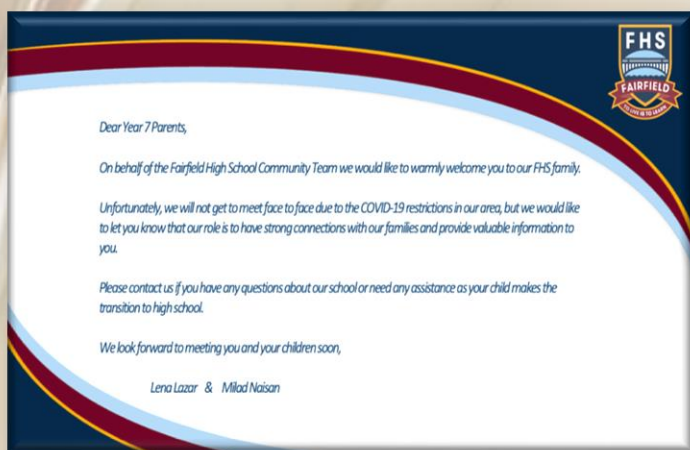
Wheel of fortune



Community

At FHS we are grateful to have an amazing group of parents and community members that we have been able to collaborate with during the year. To welcome our new families and students the Fairfield High School Community Team have organised packs to be sent home with a small gift for parents and information for our Year 7 (2022) students.

If any parents or community members have enquiries or need assistance, please contact the Community Team on 9727 2111.



Mr Milad Naisan
Refugee Support Officer

Ms Lena Lazar
Community Liaison
Officer

Breakfast Club

Located in E Block

Open Monday – Friday

8.15am – 8.45am



Social Distancing rules apply!

The Breakfast club plays a very important part in the start of our students' day.

These lovely ladies come in early every morning to provide our students with a delicious breakfast, whilst making sure they follow all Covid-19 safety procedures.

Why is eating breakfast important?

Children who have eaten **breakfast** concentrate better and have a longer attention span, helping them to learn and study better. They can also perform better physically after eating breakfast as there is more energy available to their muscles.

Does breakfast help with studying?

Research shows that pupils and students who eat breakfast perform better in exams. For the best breakfast, include slow-release carbohydrates, such as whole rolled porridge oats, whole grain bread or low-sugar muesli, as they provide slow-release energy.

Our students are important to us, so we supply them with a healthy breakfast on a daily basis.

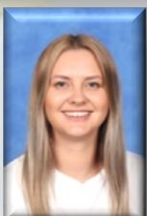
Thank you to our wonderful staff for going above and beyond in making sure our students are looked after so that they can have a good start to their day.

Department Door Decorating Contest



Year 12 2021 Graduates

Congratulations to our year 12 class of 2021. The graduation was held on Wednesday the 8th of December. They have faced many challenges as a year group and this year will be a special one for all to remember. The teachers and staff will miss you all and we are proud of you. We hope you enjoy the well-deserved celebrations and the school formal. We wish you all the best for the future.



Ms Kezic
PDHPE Teacher
Year 12 Advisor



Mr Dela Cruz
Music Teacher
Year 12 Advisor Assistant

FHS Uniform shop

FAIRFIELD HIGH SCHOOL

2022

UNIFORM SHOP

Uniform Shop Location

The Uniform Shop is located out the front of the School. (Near Driveway)
DoE require you to QR code in and sighting of Double Vaccination for entry.

Online Order:

<https://daylightsportswear.com/fairfield>

Orders placed online can be collected from the Uniform Shop, once notified via text message or Email.

School Holidays Trading and Extend Hours for January/February 2022

Tuesday 18 th Jan 2022	9:00am – 2:00pm
Thursday 20 th Jan 2022	9:00am – 2:00pm
Friday 21 st Jan 2022	9:00am – 2:00pm
Tuesday 25 th Jan 2022	9:00am – 2:00pm
Thursday 27 th Jan 2022	9:00am – 2:00pm
Friday 28 th Jan 2022	8:00am – 1:00pm
Monday 31 st Jan 2022	8:00am – 1:00pm
Tuesday 1 st Feb 2022	8:00am – 1:00pm
Thursday 3 rd Feb 2022	12:30pm – 4:00pm
Friday 4 th Feb 2022	8:00am – 11:00am

Uniform Shop Normal Trading Hours During School Term

Tuesday	: 8.00am – 11:00am
Thursday	: 12.30pm – 4:00pm
Friday	: 8.00am – 11:00 am

**Subject to change due to Covid-19
(Following DoE Guidelines)**



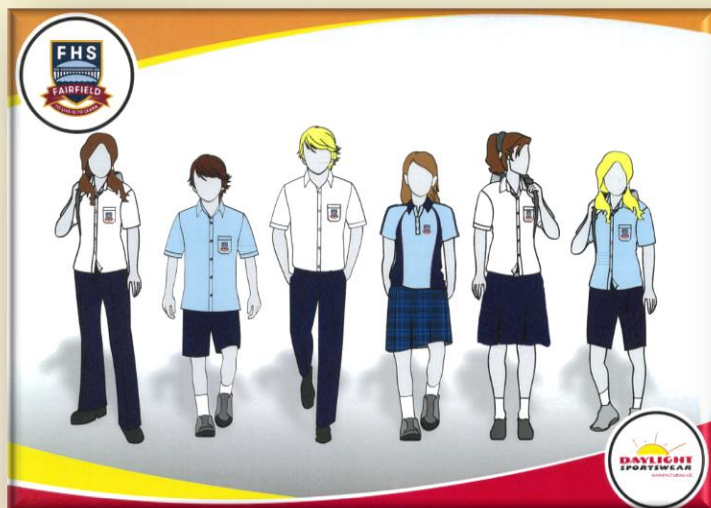
Fairfield High School UNIFORM SHOP Price List

ITEM	PRICE
Girls	
Junior Girls Blouse	38.00
Senior Girls Blouse	38.00
Junior Girls Long Sleeve Blouse	38.00
Senior Girls Long Sleeve Blouse	38.00
Girls Shorts	40.00
Junior Tartan Skirt	50.00
Senior Navy Skirt	40.00
Girls Pants	45.00
Boys	
Junior Boys Shirt	38.00
Senior Boys Shirt	38.00
Boys Shorts	38.00
Boys Trousers	48.00
Unisex	
Junior Jacket	70.00
Junior Winter Jacket	76.00
Senior Jacket	70.00
Senior Winter Jacket	76.00
Jumpers	
Junior Woolen Jumper	72.00
Senior Woolen Jumper	72.00
Sports	
Sports Shorts	32.00
Trackpants	45.00
Sports Polo	38.00
Long Sleeve Sports Polo	38.00
Others	
Cap	10.00
School Tie	20.00
Eco Bag	01.00

**WE ACCEPT MASTERCARD, VISA, AND EFTPOS
NO CHEQUE PAYMENTS**

** Prices are subject to change without notice*

Contact : Angelina on 0431325799 or angielimbu@yahoo.com.au



School Canteen

CANTEEN MENU

BREAKFAST

BACON ROLL	\$4.00
EGG ROLL	\$4.00
BACON & EGG ROLL OR WRAP	\$4.50
BREAKFAST MEAL DEAL EGG & BACON ROLL OR WRAP & A SMALL FLAVOURED MILK	\$6.50
TOASTED BANANA BREAD & A SMALL FLAVOURED MILK	\$6.00

TOASTED SANDWICH

CHEESE	\$3.50
HAM & CHEESE	\$4.00
HAM, CHEESE & TOMATO	\$4.50

COLD FOOD

FRESH FRUIT SALAD	\$4.50
YOGHURT & BERRIES	\$4.50
YOGHURT & MUESLI	\$4.50
FRUIT FRUIT AVAILABLE DAILY	\$1.00

SANDWICH BAR

CHICKEN LETTUCE & MAYONNAISE	\$4.50
CHEESE & TOMATO CHEESE & TOMATO	\$4.00
SMOKED HAM HAM, CHEESE & TOMATO	\$4.50
CHICKEN SCHNITZEL HOMMUS & TABOULI	\$4.50
SALAD LETTUCE, TOMATO, CUCUMBER, BEETROOT, ONION & CARROT	\$4.50
EGG EGG, MAYO & LETTUCE	\$4.00
FALAFEL LETTUCE, TOMATO, CUCUMBER & HOMOUS	\$4.50
TUNA TUNA, MAYO, CUCUMBER & SPANISH ONION	\$4.50
VEGETARIAN GRILLED EGGPLANT, LETTUCE, SUNDRIED TOMATO & ROAST CAPSICUM	\$4.50
BREADS WHITE, WHOLEMEAL, MULTI-GRAIN WRAP OR ROLL	EXTRA \$1.00

PIZZA

MARGARITA CHEESE & TOMATO	\$5.00
VEGETARIAN OLIVES, EGGPLANT & ROAST CAPSICUM	\$5.50
HAWAIIAN HAM & PINEAPPLE	\$5.50
BBQ CHICKEN BBQ CHICKEN WITH ONION & CHEESE	\$5.50

TURKISH HOT BREAD

CHICKEN SCHNITZEL CHICKEN SCHNITZEL, PESTO, ROAST CAPSICUM & CHEESE	\$5.50
CHICKEN DELIGHT ROAST CHICKEN, PESTO, SUNDRIED TOMATOES & CHEESE	\$5.50
MEDITERRANEAN DELIGHT OLIVES, ARTICHOKE, ROAST CAPSICUM & FETTA	\$5.50
VEGETARIAN DELIGHT EGGPLANT, SUNDRIED TOMATOES, ROAST CAPSICUM & CHEESE	\$5.50
HAM DELIGHT SMOKED HAM, SUNDRIED TOMATOES & CHEESE	\$5.50
CAESAR DELIGHT CAESAR DRESSING, CHICKEN SCHNITZEL, CHEESE & BACON	\$6.00
SCHNITZEL TABOULI HOMMUS, CHICKEN SCHNITZEL & TABOULI	\$6.00
SWEET CHILLI SWEET CHILLI TENDERS, MAYO, TOMATO, LETTUCE & CHEESE	\$6.00

OUR FOOD IS FRESHLY MADE ON THE PREMISES

PASTA

LASAGNA HOMI MADE BEEF HOMI MADE VEGETARIAN	\$6.00
PENNE VEGETARIAN CHAR GRILLED VEGETABLES & SALSA	\$6.00
PENNE BOSCAIOLA HAM, MUSHROOM & CREAM SAUCE	\$6.00
SPAGHETTI BOLOGNESE	\$6.00

total canteen solutions

PLEASE BE ADVISED WE APPLY A SURCHARGE TO EFTPOS CARD TRANSACTIONS

TURKISH HOT BREAD

CHICKEN SCHNITZEL CHICKEN SCHNITZEL, PESTO, ROAST CAPSICUM & CHEESE	\$6.00
CHICKEN DELIGHT ROAST CHICKEN, PESTO, SUNDRIED TOMATOES & CHEESE	\$6.00
MEDITERRANEAN DELIGHT OLIVES, ARTICHOKE, ROAST CAPSICUM & FETTA	\$6.00
VEGETARIAN DELIGHT EGGPLANT, SUNDRIED TOMATOES, ROAST CAPSICUM & CHEESE	\$6.00
HAM DELIGHT SMOKED HAM, SUNDRIED TOMATOES & CHEESE	\$6.00
CAESAR DELIGHT CAESAR DRESSING, CHICKEN SCHNITZEL, CHEESE & BACON	\$6.00

TURKISH COLD

SCHNITZEL TABOULI HOMMUS, CHICKEN SCHNITZEL & TABOULI	\$6.00
SWEET CHILLI SWEET CHILLI TENDERS, MAYO, TOMATO, LETTUCE & CHEESE	\$6.00

HOT DISHES

SPECIAL FRIED RICE	\$5.50
BUTTER CHICKEN WITH RICE	\$6.00
LEAN BEEF PIE	\$4.50
LEAN SAUSAGE ROLL	\$4.00
SPINACH & RICOTTA ROLL	\$4.50
OVEN BAKED WEDGES	CUP \$4.50 TRAY \$5.50

CANTEEN MENU

SALADS

GREEK SALAD TOMATO, CUCUMBER, ONION, CAPSICUM, OLIVES & FETTA	SML \$5.00 LRG \$6.00
CHICKEN PASTA SALAD ONION, MAYO, CHICKEN, CARROT, RED PEPPER & PARSLEY	\$5.00 \$6.00
TUNA PASTA SALAD TUNA, CAPSICUM, ONION, CARROT, PARSLEY & PASTA	\$5.00 \$6.00
PESTO PASTA SALAD PESTO, OLIVES, SUNDRIED TOMATOES & CARROT	\$5.00 \$6.00
POTATO SALAD POTATO, PARSLEY, SPANISH ONION & MAYO	\$4.50 \$5.00
CHICKEN CAESAR CHICKEN SCHNITZEL, COS LETTUCE, CAESAR DRESSING, BACON & CROUTONS	\$5.50 \$6.50
TABOULI SALAD PARSLEY, TOMATO, WHEAT GERM & DRESSING	\$5.00 \$6.00
THAI NOODLE SALAD GRILLED CHICKEN, VERMICELLI NOODLE, CUCUMBER, MINT, CORIANDER, CAPSICUM & CARROT	\$5.50 \$6.50
EASTERN DELIGHT TABOULI, HOMMUS, CHOICE OF SCHNITZEL OR FALAFEL WITH CRUNCHY PITA BREAD	\$5.50 \$6.50

BURGERS

GOURMET BURGER FRESH BEEF, ONION, BBQ SAUCE, BEETROOT, TOMATO & LETTUCE	\$5.50
CHICKEN CAESAR BURGER GRILLED CHICKEN, CAESAR DRESSING, BACON & COS LETTUCE	\$5.50
CHEESE BURGER FRESH BEEF PATTY, CHEESE, FRESH TOMATO & TOMATO SAUCE	\$5.50
PERI PERI PORTUGUESE BURGER CHICKEN BREAST, PERI PERI SAUCE & LETTUCE	\$5.50
CHICKEN BURGER FRESH CHICKEN PATTY, LETTUCE & MAYO	\$5.50

DRINKS

WATER 500ML WATER	\$2.50
LOW SUGARED CANS	\$2.80
JUICE 500ML ORANGE, MANGO & PASSION FRUIT	\$4.80
FLAVOURED MILKS	
300ML CHOCOLATE, STRAWBERRY	\$2.80
500ML CHOCOLATE, STRAWBERRY	\$4.50
ICE BREAK 500ML	\$4.80
FLAVOURED MILK SHAKES CHOCOLATE, STRAWBERRY, VANILLA & CARAMEL	\$4.80

OUR FOOD IS FRESHLY MADE ON THE PREMISES

total canteen solutions

PLEASE BE ADVISED WE APPLY A SURCHARGE TO EFTPOS CARD TRANSACTIONS

Fairfield High School is excited to announce our new parent messaging application **School Stream**, available for **android** and **IOS**. Please follow the guide below to install School Stream on your device and start receiving notifications



إنه لمن دواعي سرور فيرفيلد هاي سكول، الإعلان عن التطبيق الجديد لمراسلة الأهالي سكول ستريم، والمتواجد في أندرويد و آي أو أس. نرجو التقيد بالدليل أدناه لكي تستطيعوا تنزيل سكول ستريم على أجهزكم

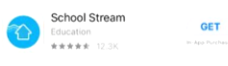
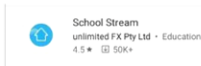
android

iOS



- 1) Open "Play Store"
- 2) Search "SchoolStream"
- 3) Download app

- 1) Open "App Store"
- 2) Search "SchoolStream"
- 3) Download app



- 4) Open the school stream app
- 5) Search "Fairfield High School"
- 6) Tap "Login"
- 7) Click "I accept"
- 8) Select "phone" and enter your number
- 9) click "Get Code" and enter it

Change Default Language

Go to **Settings** -> **Language Translation** -> select your preferred language

Notifications

Select only required grades so you are not receiving unnecessary notifications by tapping "Year Level" then slide the grade you want to remove to the left and tap "Remove"

android

iOS



- 4) افتح "Play Store"
- 5) ابحث عن "SchoolStream"
- 6) Download app حمل التطبيق

- 4) افتح "App Store"
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- 4) the school stream app افتح تطبيق
- 5) "Fairfield High School" ابحث عن
- 6) "Login" اضغط على
- 7) "I accept" انقر على
- 8) "phone" اختر and enter your number و أدخل رقمك
- 9) "Get Code" انقر على ثم اضغط على أوفر

Change Default Language إختيار لغتك المفضلة

ثم اضغط على لغتك المفضلة -> **Language Translation** -> **Settings** اختر

Notifications

اختر فقط السنوات التعليمية التي تريدها حتى لا تصلك إشعارات غير ضرورية ، و ذلك بالضغط على "Year Level" ثم دغ السنوات التي لا تريدها تنزلق من خلال جرها إلى ناحية الشمال ، ثم اضغط على كلمة "Remove"

Fairfield High School rất sôi nổi được loan báo cho phụ huynh một áp dụng gửi tin mới của dòng học đường, có thể dùng cho Android và IOS. Xin theo chỉ dẫn dưới đây để gắn ráp hệ thống dòng học đường vào thiết bị của quý vị và bắt đầu nhận được thông báo của trường

android

iOS



- 4) Open "App Store"
- 5) Search "SchoolStream"
- 6) Download app

- 4) Mở ra "App Store"
- 5) Tìm kiếm "SchoolStream"
- 6) Hạ Tải app ứng dụng

- 4) Mở ra the school stream app
- 5) Kiểm "Fairfield High School"
- 6) Đập vào "Login"
- 7) Bấm "I accept"
- 8) Chọn từ "phone" và nhập vào số phone
- 9) Bấm "Get Code" và đăng nhập vào

Thay Đổi ngôn ngữ ngầm định

Đi vào **Settings** -> **Language Translation** -> lựa chọn ngôn ngữ ưa thích

Thông Báo

Chỉ cần lựa chọn tầng lớp đòi hỏi như vậy thì sẽ không cần nhận được những thông báo không cần thiết. Chỉ cần đập vào "Year Level" sau đó trượt qua lớp không muốn chọn ở bên tay trái và đập vào từ "Remove"



Clean your hands regularly



Stay home if you're sick



Contact your GP or HealthDirect on 1800 022 222 if you're concerned



Cover your mouth when coughing or sneezing

E-Cigarettes

What you need to know as parents.

If you, or a parent you know, is concerned about the risks of electronic cigarette use in teenagers, the following information provides you with the facts.

WHAT ARE E-CIGARETTES?

Also known as cuvies, stigs and vapes an e-cigarette is in simple terms a device that heats a flavoured liquid (popular flavours include; strawberry, watermelon, peach and creme brulee) to an aerosol which can be inhaled. The device can be disposable (often allowing for up to 600 inhalations) or it can be reusable by refilling the device with e-liquid or a pod (containing e-liquid). Recent data shows an increase in use of e-cigarettes over the past three years, with one in five students aged 16–17, trying e-cigarettes.

HOW DO THEY WORK?

E-cigarettes produce an aerosol by using a battery to heat a liquid. This liquid is sometimes called “e-juice,” “e-liquid,” “vape juice,” or “vape liquid.” The liquid used in e-cigarettes is made up of flavours, chemicals and often contains nicotine.

Users inhale e-cigarette aerosol into their lungs. Bystanders can also breathe in this aerosol when the user exhales it into the air.

WHAT DO THEY LOOK LIKE?

E-cigarettes come in a variety of shapes and sizes. They can be as small as a USB and even look like one, they can also look like pens, highlighters or cigarettes.



WHY ARE THEY UNSAFE/RISKY/DANGEROUS?

E-cigarette liquid is made up of different chemicals. These chemicals can include:

- Nicotine (although illegal without a prescription in Australia, many disposable devices that youth are using contain nicotine.)
- Flavorings such as diacetyl, a chemical linked to a serious lung disease
- Volatile organic compounds
- Cancer-causing chemicals
- Heavy metals such as nickel, tin, and lead

Studies have also shown that kids who use e-cigarettes are more likely than their peers to go on to smoke cigarettes.

Effects of nicotine on youth:

- Nicotine can harm the developing teenage brain.¹ The brain keeps developing until about age 25.
- Using nicotine as a teenager can harm the parts of the brain that control attention, learning, mood, and impulse control.¹
- Each time a new memory is created or a new skill is learned, stronger connections – or synapses – are built between brain cells. Young people’s brains build synapses faster than adult brains. Nicotine changes the way these synapses are formed.
- Using nicotine as a teenager may also increase risk for future addiction to other drugs.¹

WHAT CAN I DO AS A PARENT?

The KEY is talking about e-cigarettes with your child, preparing yourself with the facts and role modelling with a smoke and e-cigarette free environment. KEY considerations for talking about e-cigarettes:

K: Know the facts or where to find them from a reputable source

E: Engage on the topic in a relaxed and easy way. Use the cues around you, a note home from the school, a person using a device, a story on the news as the way into the conversation and the way to keep talking about it ongoing.

Y: You know your child, communicate with them in ways that work for you and allow you to provide them with the right information to make healthy decisions.

Important note – if you are concerned that your child may be experiencing nicotine withdrawal please speak to your pediatrician or doctor.

For advice on existing evidence based methods to quit call the Quitline on 13 7848 or find online support here: www.cancercouncil.com.au/cancer-prevention/smoking/quitting-smoking/

More information on e-cigarettes can be found here:

www.cancercouncil.com.au/cancer-prevention/smoking/electronic-cigarettes/



THE CRITICS' CHOICE

The health effects of tobacco smoking and e-cigarette use

Effect of tobacco smoking on your health:

- Smoking is the main cause of **preventable** death and disease in Australia!
- Smoking is linked to **40+ diseases**, including lung cancer, liver cancer, emphysema and eye and mouth diseases.
- When you smoke, extremely harmful chemicals enter your body and can reach your heart, brain and go everywhere your blood flows.
- Smoking affects how you look and feel.

Effects of e-cigarette use on your health:

- E-cigarettes contain chemicals that **haven't been tested for safety** when inhaled into the lungs.
- E-cigarette makers don't list all their ingredients and it can be hard to find out what they are. Some e-cigarettes contain nicotine even when they are labelled "nicotine free".
- Nicotine is **highly addictive** and can harm your brain development.
- Studies have shown that young people who use e-cigarettes are **more likely to smoke** and become addicted to cigarettes in adulthood.

Smoking can:

- Stop your lungs growing properly and make you less fit.
- Give you tooth decay and sore or bleeding gums.
- Make you wheeze or trigger an asthma attack.
- Cause addiction to the drug nicotine.

Using e-cigarettes can:

- Make you wheeze or trigger an asthma attack.
- Make you moody, anxious and irritable.
- Expose your lungs, body and brain to harmful chemicals.
- Cause addiction to the drug nicotine.

Smoking and e-cigarettes affect your brain:

Your brain is particularly sensitive to the effects of nicotine. Your brain is still developing until you are about 25 years old, so if you use nicotine your brain may not be able to properly develop. This means that you are more likely to develop anxiety and mood disorders.

What does all this mean for you?

Smoking or using e-cigarettes:

- is bad for the health of your body, lungs and brain
- costs a lot of money and can mean you miss out on doing fun activities
- exposes you to addictive and unknown substances
- gives you yellow teeth and unhealthy gums.

By choosing not to smoke or use e-cigarettes you are setting yourself up for a healthier and happier life!



NSW Police Force

With your help, a safer community.

DRIVING OFFENCES IN SCHOOL ZONES

Disobey 'No Parking' Sign



Fine =
\$191*
& Lose 2 Points

'KISS & DROP' ZONE
ONLY stop to
drop off or pick up
Stay within **3 meters**
of your car
Stay less than **2 minutes**



Section 168 Road Rules 2014

Disobey 'No Stopping' Sign



Fine =
\$344*
& Lose 2 Points

DO NOT STOP
for ANY reason



Section 167 Road Rules 2014

Child or Passenger Not Restrained

Fine =
\$344*
& Lose 3 Points



Sections 265, 266, 267 Road Rules 2014

Driver Uses Mobile Phone When Not Allowed by Law

Fine =
\$457*
& Lose 5 Points



Section 300 Road Rules 2014

For more information see: **Road Rules 2014** <http://www.rms.nsw.gov.au/roads/safety-rules/road-rules/index.html>
*Fines are current as of May 2020. Fine amounts change regularly. For up-to-date fine amounts see: <http://www.rms.nsw.gov.au/roads/safety-rules/demerits-offences/index.html>

Disobey 'No Parking' Sign



Fine =
\$191*
& Lose 2 Points

Section 168
Road Rules 2014

- ONLY stop to drop off or pick up
- Stay within **3 meters** of your car
- Stay less than **2 minutes**

'KISS & DROP' ZONE



Fine =
\$344*
& Lose 3 Points

**Child or Passenger
Not Restrained**
(Not wearing a seat belt
or not in a child seat)

Sections 265, 266, 267
Road Rules 2014

Fine =
\$457*
& Lose 5 Points

**Driver Uses Mobile Phone
When Not Allowed by Law**
DO NOT talk, text or
view your phone while

Section 300 Road Rules 2014



Fine =
\$344*
& Lose 2 Points

DO NOT STOP
for ANY reason

Section 167 Road Rules 2014

For more information see: **Road Rules 2014**
<http://www.rms.nsw.gov.au/roads/safety-rules/road-rules/index.html>

*Fines are current as of May 2020. Fine amounts change regularly.
For up-to-date fine amounts see: <http://www.rms.nsw.gov.au/roads/safety-rules/demerits-offences/index.html>



IEC Deputy Principal's Report

Term 4 2021

Term 3 of 2021 was an extremely challenging period for all the students and staff at Fairfield IEC as well as the community in general as the Fairfield local government area quickly became the epicentre of the COVID-19 outbreak in July. All schools were disrupted, and a strict lockdown was imposed on the community. This resulted in us going into remote learning, which is always a very difficult thing to do, especially when there is a lack of technology and internet as well as limited English language skills. Our students, staff, and community, however, were able to work together to overcome the difficulties and challenges that came with the lockdown and remote learning, and I wanted to take this opportunity to thank and congratulate them all on their resilience. Staff and students met regularly on Zoom to discuss various matters, keep in touch and to support each other.

Fairfield High School provided laptops and dongles to all our students so that they could participate in Zoom lessons and meaningfully engage with Google Classroom. Our teachers and SLSOs worked tirelessly to ensure that all students were connected and knew how to navigate the Google Classroom platform.

They were greatly assisted by the Fairfield IEC Remote Learning Guide as well as through individual calls made by our fantastic SLSOs and Head Teacher Welfare, Ms Nona. In addition to the regular Zoom classes delivered by the teachers, there were regular check-ins done to support the wellbeing of the students, organised by Ms Nona and STARTTS. These sessions were extremely successful, and they continued to be delivered through Zoom throughout Term 4 when we returned to face-to-face teaching.

To encourage our students to maintain their physical activity during the lockdown, the IEC organised for a set of sporting equipment comprising a badminton set, table tennis bats, skipping rope, frisbee and basketball to be couriered to the students. STARTTS also sent a very generous supply of art and craft products to all our students in order to assist with their creative development. Thank you to Stella Bennett, IEC School Administrative Manager, and Deborah Banks from STARTTS for organising the delivery of these items.

With the easing of the COVID-19 restrictions, it was great to see all our students in person once schools returned to face-to-face teaching on 25 October 2021. Even though students came back to school, it was done under some strict conditions. Hygiene protocols, limited interaction with other cohorts, mandatory

Upcoming Events

Term 1, 2022

Students return
Years 7, 11 & 12
**Tuesday 1st
February**

Years 8, 9 & 10
**Wednesday 2nd
February**

Swimming Carnival
Monday 7th February

School Photos
Tuesday 15th February
Catch up school photo
day
**Thursday 18th
February**

School Cross Country
Thursday 17th March

Last day of Term 1
Friday 8th April

Term 2, 2022

Students return for
Term 2
Wednesday 27th April

Queen's Birthday Public
Holiday
Monday 13th June

vaccinations for all onsite staff and the wearing of masks ensured that students and staff remained safe. Once again, our students and staff worked cooperatively to achieve high educational outcomes.

All IEC students will receive a progress report at the end of Term 4, although it will be slightly modified to take into consideration the period of remote learning in Term 3.

In Term 3, it was also great to welcome back Mr O'Connell, Head Teacher IEC, after spending six months in the role of EAL/D Education Leader. During this time, Mr O'Connell did an outstanding job writing comprehensive policies and developing some excellent teaching resources to assist teachers with their support of EAL/D students. Congratulations also to Ms Redondi, who relieved as Head Teacher in Terms 1 & 2. She did an outstanding job, and I would like to thank her for her professionalism and dedication and for providing excellent support and certainty during a difficult period.

Congratulations to all the Fairfield IEC teaching and non-teaching staff who have been working in other schools as well as Fairfield IEC as part of the IEP Contingency Strategy. All our staff have been involved in co-teaching or assisting with other EAL/D programs, remotely during Term 3 and face-to-face in Term 4, at Fairfield High School, Fairvale High School, Prairiewood High School, Westfields Sports High School, Bossley Park High School and St Johns Park High School. These members of staff have done a fantastic job in supporting students and staff at each of these schools. All the principals, head teachers and teachers at these schools have commented in glowing terms about the invaluable contribution that the IEC teaching and non-teaching staff have made to the education of EAL/D students at their schools and were very appreciative of the support the schools received. The Contingency Strategy has been so successful across the whole of Sydney that the Department of Education has agreed that it will continue until the enrolment numbers in all IECs are restored to their pre-pandemic numbers with the resumption of the Humanitarian, Refugee, and International Students programs.

At the end of Term 4 2021, there will only be a small number of students exiting from the IEC. I would like to take this opportunity to congratulate the students who successfully completed their education in the IEC and are now transitioning to

Fairfield High School, other local high schools, TAFE or to the world of work. These students are undoubtedly leaving the IEC with new knowledge and skills that they can now apply to their new settings. We were happy to welcome several new enrolments in Term 4 from Afghanistan, Samoa, Thailand and Vietnam and look forward to enrolling many more students in 2022. The IEC is certainly prepared!



We are currently working towards the refurbishment of the IEC garden area to create an inviting outdoor learning space for our students. This is an exciting project that we hope to complete by the end of 2021 and will include a new grassed area, modern seating, a covered outdoor learning space and large vegetable pods for students to grow their own vegetables. I would like to thank Mr O'Connell and Ms Bennett for leading this project and coordinating all the tradespeople to ensure that it is completed by the end of Term 4 2021. In addition, we have purchased new laptops, additional teaching and learning resources as well as new outdoor seating for the B Block playground to enhance students' comfort during recess and lunch. There will be lots of photos of the new learning space in the next edition of The Bridge.

Our newly established Elaine McGowan Learning Centre is now fully operational and has become a very popular venue for our teachers to use with their classes as well as for teacher professional learning opportunities. Please see the separate report with photos in this edition.

Fairfield IEC has also been very busily working on the production of an easy to access community website, which will feature important community as well as school and settlement-related information for our parents and other members of the community. The website will feature crucial information translated into our main community languages, including Arabic, Farsi, and Vietnamese. This exciting website is

expected to be unveiled early in 2022 and we will cover it in more detail in the next edition of The Bridge.

Congratulations to Ms Elep on her appointment to the permanent staff of Fairfield IEC. Ms Elep is a highly skilled and competent teacher who will be an asset in the IEC.

I encourage you to look at our website at <https://fairfield-i.schools.nsw.gov.au/>

Thank you to Mr O'Connell for ably relieving as Deputy Principal and Ms Redondi for relieving as Head Teacher while I was on leave for three weeks in Term 4. Finally, I would like to thank the entire IEC executive team, Mr O'Connell, Ms van Eerde, Ms Nona, and Ms Bennett for their ongoing professionalism, dedication and support of the IEC students and staff throughout the year, all the IEC teaching, non-teaching and counselling staff as well as the senior executive team from Fairfield High School; Mr Borg, Ms Knapman, Ms Clarke, Ms O'Sullivan and Mr Erickson.

I wish everyone all the best for the festive season and look forward to welcoming all staff and, as the international borders start to reopen, lots of new students to Fairfield IEC in 2022.

Official Opening of the Elaine McGowan Learning Centre

The Elaine McGowan Learning Centre, named in memory of the late IEC staff member and former Relieving Head Teacher, Elaine McGowan, who sadly passed away in 2020, was officially opened on 22 June 2021 during an emotional ceremony held just days before the recent lockdown.



The Elaine McGowan Learning Centre was established to maximise the learning outcomes of current and future Fairfield IEC students. Its establishment encourages students to read widely, research, and also provides many more opportunities for innovative learning. It was therefore fitting to name it, the Elaine McGowan Learning Centre, in honour of the late Elaine McGowan, whose active encouragement of students to engage with reading not only highlighted her own passion for reading but also confirmed her belief that reading actually improves writing and speaking skills in students.



During her time in the IEC, Elaine ably fulfilled many roles and duties, including classroom teacher and relieving Head Teacher and Deputy Principal. Besides being an excellent teacher, Elaine's interest and support of colleagues and students was an essential part of what made her such a wonderful person to work with and which helped make Fairfield IEC such an amazing place to study and work. But, most of all, Elaine was a passionate, dedicated and excellent educator who cared deeply for her students' academic achievement and their emotional and mental wellbeing. It was Elaine's commitment to her students' academic development and her involvement in developing reading programs to support their reading skills as well as enjoyment of reading, that inspired us to name this learning space in her honour. Although Elaine left the IEC four and a half years ago, her impact is still very much felt. We hope that through this learning space, Elaine's legacy will carry on.



We are very proud of the fact that this amazing learning space is also the result of the great collaboration between the IEC and Fairfield High School. The actual transformation, from a space that had, for many years, stored and displayed artefacts of Fairfield High School's past, to the current modern learning centre, is the result of the creativity and hard work of Stella Bennett and Vanessa Taouk, with the support of the IEC and Fairfield High School executive teams.

The Elaine McGowan Learning Centre is now equipped with a wide range of suitable novels, poetry anthologies, short stories, subject-specific resources for research, wide reading materials, EAL/D related teacher references, the most advanced borrowing software and the latest technology to assist with students' learning. Staff have embraced this learning space and students will now begin to benefit by being able to borrow books and to use the space to complete their work during lunch.

We were delighted to be able to share this significant and moving occasion with Elaine's two daughters, Alana and Lyndal, who made the special trip to officially unveil the beautiful commemorative plaque made by Mr AJ Singh from the TAS faculty. Joining us were also some of Elaine's other relatives, friends, former colleagues, members of the Intensive English Programs executive and current IEC and Fairfield High School staff. We were honoured that the former IEP Adviser, Ms Christine Tiekle, also came out of retirement to attend the

ceremony. The school was very fortunate to be able to hold the official opening before COVID-19 restrictions were introduced when it was still permitted to have invited guests onsite. Some of our guests sent these congratulatory messages following the ceremony:

A huge thank you for a beautiful event. It was such a wonderful tribute and celebration and done in style! Please pass on my appreciation to all who were responsible for putting the day together. I was so glad to be there and the Elaine McGowan Learning Centre is such wonderful space!



Thanks so much for inviting me to the opening of the Learning Centre. It was just so good - and very moving too, especially with Elaine's family being part of the ceremony.

I wanted to also take this opportunity to acknowledge and thank the following people whose contribution was significant in making this project a reality:

- Alana and Lyndal, Elaine's daughters, for attending the ceremony, unveiling the plaque and cutting the celebratory cake;

- Stella Bennett, FIEC SAM, and Vanessa Taouk, FIEC SAO, for being the driving forces behind the design and layout, choice of furniture and for being the creative producers of this project;

- Charles Borg, Fairfield High School Principal as well as the senior executive team of FHS for their financial and moral support;

- Clair Castle, FHS Business Manager, for enabling and supporting the project through her coordination of various tradespeople and the relocation of the museum;

- Olga van Eerde, IEC Head Teacher Engagement, for being the IEC executive team's representative on the project team and for her creative contributions to the design and sorting of existing resources;

- Zena Redondi, FIEC teacher, for the purchase and organisation of new and quality resources;

- Lyn Chau, FIEC SASS, for the cataloguing and covering of the new resources;

- Andrew Downey, FHS librarian, Sue Taylor and Rosalind Vaughn & Alison Baskin for their assistance with the accessioning, cataloguing of resources and training and advice provided;

- A J Singh, FHS TAS teacher, for constructing the beautiful commemorative plaque;

- FHS general assistants for their help throughout the overall operation;

- IEC SAS staff, Huda Goro, Lilya Shimshon, Hana Nasreddine and Mouna Hleis;

- Justin Stepho, FHS Technology Support Officer, for his assistance and advice with technology;

- Stephen O'Connell, FIEC Head Teacher, for his coordination and advice of technology hardware;

- Nelio Sam, FHS CAPA teacher, for agreeing to be the official photographer;

- All the guests who attended the official opening.

The photos below capture some of the most poignant moments of the ceremony.



*Mr Avgoustou
Deputy Principal
Fairfield IEC*

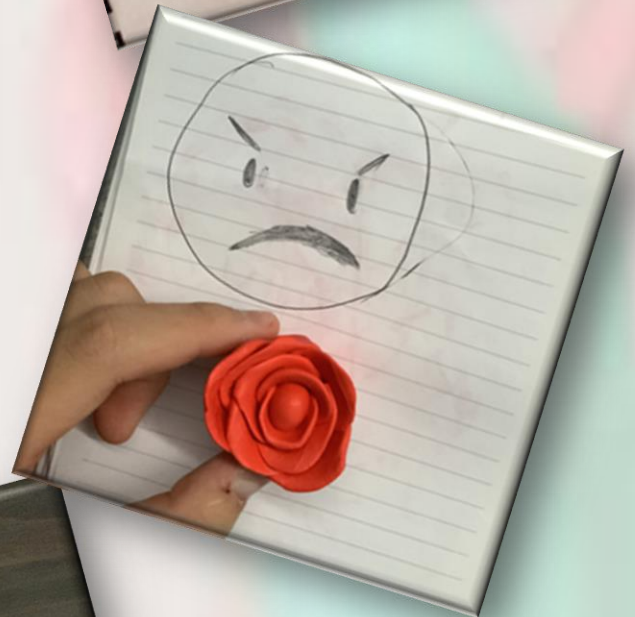


NSW Service for the
Treatment and
Rehabilitation of
Torture and Trauma
Survivors



Student Welfare Programs-Express yourself

Throughout the remote learning period, STARTTS organised online wellbeing activities in small groups based on research that highlights the importance of creative activities and the need to practise new skills to manage feelings in a healthy and safe way during a pandemic. The activities focused on providing opportunities to try out new ideas and ways of thinking through drawing, visuals, videos, and shared interests. All of the IEC students were enthusiastically engaged in one-hour weekly sessions via Zoom.



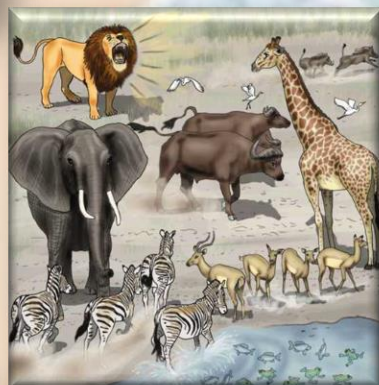
Deborah Banks
STARTTS

Reading Program

Giving students access to a world of words is one of the best ways to improve their vocabulary and enhance their spelling skills. Learning new vocabulary will help students get a deeper understanding of what they're reading. Students can write down any words they don't understand and can look up the meanings in Google translator. Students enjoyed reading digital stories for one hour a week with their English teacher. Students also utilised multiple ESL resources provided by the Department of Education.



I like to read



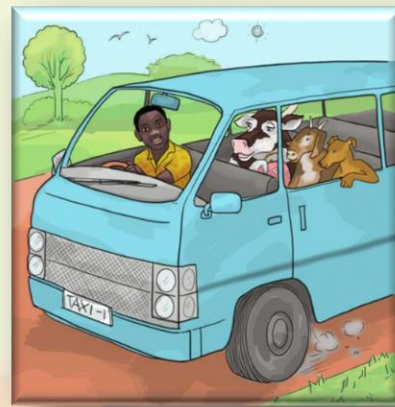
Counting animals



School clothes



Weather book



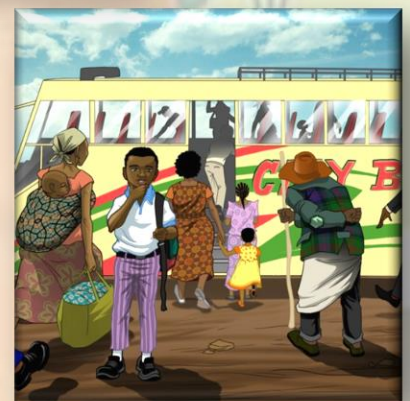
Goat, Dog, and Cow



Sakima's song



The Honeyguide's revenge



The day I went to the city



Ms Nona
Head Teacher
Welfare

Core Community Competition

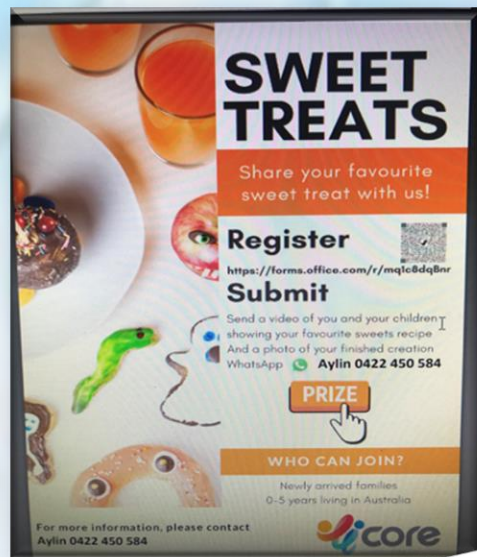
Celebrating Students' Birthdays



To celebrate their birthday, students receive a birthday card and a lolly pop on their birthday signed by the DP. The cards were designed by students. These small gestures of appreciation boost self-esteem and self-value.

During the remote learning period, we celebrated students' birthdays via Zoom.

Core Community organised a 'Sweet Treats' competition for students during remote learning. Joanna Alqas Toma won the fourth prize of this competition. She made beautiful and delicious donuts from scratch, as can be seen in the photo below. Joanna Alqas Toma is a newly-arrived refugee student from Iraq. She left her country when she was five years old for Lebanon and after three years left to go to Jordan, where she stayed for four years. Joanna enrolled at our school in July this year and has been an engaged and enthusiastic student who participated in all activities. Congratulations to Joanna!





Presentation Ceremony Academic Awards

Each year in Term 4, Fairfield High School and Fairfield Intensive English Centre students are nominated to receive awards on Presentation Day. These awards are given at a special assembly, which is held to recognise the wonderful academic achievements and efforts of the many students at this school.

There were many different categories for awards given to students. The categories for IEC students receiving awards were:

- High Achievement-Adrian Vu
- Most Consistent Effort-Raniah Alqas Mousa
- Most Improved-Yousif Abdulla and Sreyneth Noy

Congratulations to all students who were recognised.



My Wellbeing Program:

My Wellbeing is a group program for newly arrived refugee students, which aims to help students to achieve the following:

- Cope with changes and the privilege of being part of the Australian community;
- Address the issues surrounding bullying;
- Value the importance of mental health support
- Educate students in hygiene.



My wellbeing Program is facilitated by the Refugee Support Officer, Milad Naisan, who has received special training in the delivery of this program. It ran in Term 4 and the class teacher reported that the students benefitted from having a safe space to share their experiences of settling into a new country, and that their feedback throughout the program was positive.

This program has been very successful. The cohort from Term 4 were able to demonstrate that they had applied the strategies taught to them. One student even reported that he is teaching the strategies he learnt, such as breathing techniques, to his family!

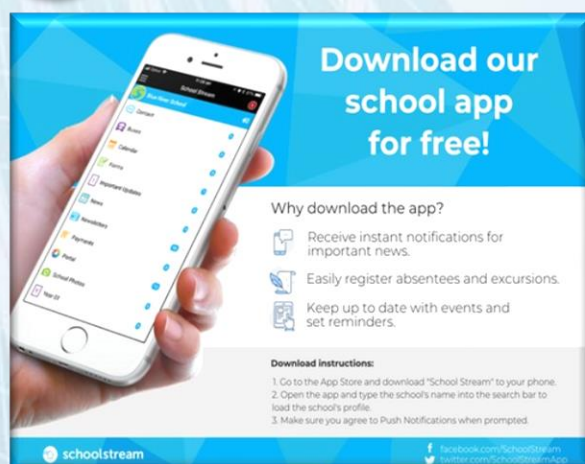


Keep up to date with the latest news from Fairfield High School and Fairfield IEC through our Social Media Channels

www.facebook.com/fairfieldh1



[Twitter.com/fairfieldh1](https://twitter.com/fairfieldh1)



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