2008 Annual School Report
Airds High School

NSW Public Schools – Leading the way
Our school at a glance

Airds High School is an award winning comprehensive, coeducational high school in the Campbelltown School Education Area. It is a School which offers every student a place to learn, lead and achieve their personal best.

Principal's message

Airds High School is committed to personal and academic achievement and offers a wide academic and vocational curriculum. There is a strong emphasis on effective leadership at all levels including the classroom, and training and development of all staff is seen as integral to delivering high quality lessons for all students. The school fosters a strong sense of personal best in the classroom, on the sporting field and in the cultural and performing arts. Every student is encouraged to strive to achieve and this is recognised at every level across the school. The school is part of the Priority Schools Funding Program (PSP) and Priority Action Schools Program (PAS) and has a four-class support unit.

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

Lauretta Claus
Principal

School Council message

In 2008 the School Council continued to monitor school maintenance and is pleased that new roofing on Blocks 1 & 3 should stop the flooding of the upstairs music and art rooms. We are continuing with requests to have the fencing around the school completed. The council continues to work with the school staff, SRC, P & C, Pacific Islander, and Aboriginal Representatives meeting every month to discuss staff and students needs and to address these requests.

Vicki Williamson
Secretary School Council

School context

Student enrolment profile

Student attendance profile

Retention to Year 12
Post-school destinations

Airds High School takes great pride in the accomplishment of its Year 12 students and surveys them at the start of the year following their HSC to determine their destinations. Of the 39 students who sat for the HSC in 2008, contact has been made with 34. Of these 34:

- 16 are in tertiary study, including 4 studying at university
- 2 have secured traineeships
- 12 have secured full or part-time employment
- 4 are seeking employment

The school continues to track the destinations of all students, with the Careers Adviser continuing to assist past students with their applications for work or further study.

Staff information

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>7</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>29</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>4</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>49.63</strong></td>
</tr>
</tbody>
</table>

Staff retention

In 2008 there were some changes to staffing at Airds High School. There was the promotion of Mr Murray Balfe to the position of Head Teacher Welfare at Wyong HS and the transfer of Mr Simon Suters to Elizabeth Macarthur HS. Ms Cath Angel was successful through merit selection in her appointment as HT HSIE replacing Mrs Tregear who retired while Mrs Maria Ayrton was successful through merit selection in her appointment as HT Maths. Mr Stephen McGuire was the successful Deputy Principal applicant replacing Mrs Janice Dolstra who was promoted to Principal Narrandera HS at the end of 2007.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 95.8%.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>94</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>6</td>
</tr>
</tbody>
</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>693 653.36</td>
</tr>
<tr>
<td>Global funds</td>
<td>358 034.46</td>
</tr>
<tr>
<td>Tied funds</td>
<td>411 128.84</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>92 588.27</td>
</tr>
<tr>
<td>Interest</td>
<td>50 519.96</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>61 796.78</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1 667 721.67</td>
</tr>
</tbody>
</table>

Expenditure

- Teaching & learning
  - Key learning areas: 71 449.30
  - Excursions: 11 763.82
  - Extracurricular dissections: 30 492.99
- Library: 0.00
- Training & development: 0.00
- Tied funds: 594 488.44
- Casual relief teachers: 0.00
- Administration & office: 99 042.96
- School-operated canteen: 0.00
- Utilities: 85 330.60
- Maintenance: 38 711.59
- Trust accounts: 55 843.09
- Capital programs: 41 905.57

**Total expenditure** 1 029 028.36

**Balance carried forward** 638 693.31

A full copy of the school's 2008 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2008

In 2008 of the school was involved in a range of academic, cultural and sporting events that assisted the development of individual student’s skills and further developed our community of schools.

Achievements

Sport

This year has seen a change in the way sport has run for many years. We began the year with a grade sport competition where our students were given the opportunity to compete in a range of sports against other students in the Fisher Zone. However, due to the lack of commitment from various teams, the zone committee with negotiations from principals came to a conclusion that grade sport would not continue. We continued the year instead though with other various sporting options for the students to choose from. The following outlines the achievements of our sporting talents at Airds High School in 2008.

Swimming Carnival 22 of our students represented our school at the Zone Swimming Carnival, which was fantastic. Our school came 4th out of the 6 schools in the zone. Katelyn Ferederer was 12 Years Girl Zone Age Champion and went on to break many of her own personal records at the Sydney South West carnival at Birrong.

After our school Cross Country Carnival we had many students go on to compete at the Zone Carnival at Mt Annan Botanical Gardens. Well done to Saligh Jappie who was 18 Years Boy Zone Age Champion. Nine of our students came in the top 8 placings in their age group, which was excellent. Of these students, Trevor Wickey, Jonathon Schaeffer, Jason Fretwell and Saligh Jappie went on to compete at the Sydney South West Area Cross Country Carnival. Trevor and Saligh were representatives at the CHS carnival.

Our athletics carnival was very successful, despite the rain. At the Zone Carnival, Kobi Smallwood, Jaline Graham, Alyshia Chesterfield and Saligh Jappie were all Zone Athletics Age Champions. Our school came 3rd out of the 6 schools in the zone. Once again a great achievement, considering the small size of our school compared to the others. 15 of our students went on to represent the zone at the Sydney South West Area Carnival. Our highest place getters were Alyshia Chesterfield and Adi Turaganivolo.

Evan Faiaoga, Year 11, represented the Sydney South West Region in the Open Boys Volleyball Team. Evan also received a Zone Blues Award for his achievements. Saligh Jappie represented the zone in the Open Soccer Team, while, Nicholas Leiataua, Nigel Fiti and Mark Tamotu represented the zone in the Open Rugby League Team. Mark Tamotu has also been a star in boxing. He won all 4 matches for his weight category in Newcastle and he then went on to fight in Darwin to trial for the Australian team. Michelle Gaolo and Maretia Mila were both chosen to represent the Sydney South West Area for Rugby Union.

The Boys Knockout Hockey Team won the first round against Sefton High School. The boys unfortunately only just lost in the 2nd round 1-0 to Leumeah High.

The Girls Knockout Soccer Team won the first round against Eagle Vale High, then went on to play against Elizabeth Macarthur High in the second round, but unfortunately lost.

The Girls Knockout Touch Team played against Ambarvale in the first round and then went on to play against Campbelltown in the second round losing in a close tussle. The Boys Knockout Touch Team played against Ambarvale in the first round and unfortunately lost.

The Girls AFL team competed in a round robin day against other schools in the area. They won 2 games and drew 2 games. The Boys AFL team unfortunately didn’t win a game, but all put in a lot of effort.

The Under 13’s Rugby League Team this year were defeated in the West Leagues Cup in a tough game against Sarah Redfern High. The Under 15’s Rugby League Team had a very close game against Sarah Redfern, unfortunately just losing 26-20.

In 2008 our Boy Encouragement Award went to Zachary Jessen and our Girl Encouragement Award going to Katelyn Ferederer. The Sportsman of the Year was Saligh Jappie and the Sportswoman of the Year was Alyshia Chesterfield.

In 2009, Airds High School, along with all the other high schools in the Fisher Zone, will be running integrated sport. Year 7 and 8 sport will run on Wednesdays during periods 3 and 4, and year 9, 10 and 11 sport will run during periods 3 and 4 on a Monday. The school will also be introducing reports for Sport, so that students and parents are able to have written feedback on progress and attendance for each semester.

Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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

**Literacy – NAPLAN Year 7**

**Numeracy – NAPLAN Year 7**

**Literacy – NAPLAN Year 9**

**Numeracy – NAPLAN Year 9**

**School Certificate**

Year 10 students sat for formal examinations in English literacy, Mathematics, Science, Australian History, Geography, Civics and Citizenship and Computing Skills. Results were reported in six bands, with Band 6 representing the highest achievement and Band 1 the lowest.

The majority of School Certificate (SC) courses are assessed at the school level with results reported in grades. Grade A indicated excellent
achievement down to Grade E indicating elementary achievement.

Eighty-four students from Airds HS sat for the SC in 2008. Students achieved their best results in Australian Geography Civics and Citizenship and in English. They had least success in Australian History, Civics and Citizenship and Mathematics.

In English literacy 2% of students achieved Bands 1 & 2 compared with 23% in 2007. 89% of students achieved Bands 3 & 4 compared with 57% in 2007, with 8% of students achieving Bands 5 & 6, a further growth from 6% in the previous year. These results indicate a significant shift up into higher bands.

In Mathematics 56% of students achieved Bands 1 & 2 compared with 69% in 2007. 42% of students achieved Bands 3 & 4 compared with 27% the previous year. Still only 1% of students achieved Bands 5 & 6.

In Science 31% of students achieved Bands 1 & 2 an increase on 2007. 60% of students achieved Bands 3 & 4 compared with 72% the previous year. 7% of students achieved Bands 5 & 6 which did indicate some growth from 1% in 2007.

In Australian Geography, Civics and Citizenship 2% of students achieved Bands 1 & 2 compared with 28% in 2007. 69% of students achieved Bands 3 & 4 a slight growth from 63% the previous year. 6% of students who achieved Band 5 & 6 remained the same as 2007.

In Australian History, Civics and Citizenship 48% of students achieved Bands 1 & 2 which is still far too high. 49% of students achieved Bands 3 & 4 compared with 63% in 2007. 2% of students achieved Band 5 & 6 which was slight growth from 2007.

The progress of students in all four exams was significantly higher for lower and middle groups than the higher groups with a dramatic improvement in English and Geography.

In 2008 Year 10 students also sat for the Computing Skills exam. 1% of students achieved the lowest band compared to 0.8% state wide. 71% of students achieved the competent band compared to 63% in 2007. 27% of students achieved highly competent bands compared to 23% the previous year.

Whilst there has been some significant improvement in some subject areas, the school will continue to provide a wide range of support programs for students with learning difficulties. Furthermore the school has implemented a whole school writing strategy to improve student’s extended written responses in these external exams.

Higher School Certificate

In 2008 thirty nine students sat for the HSC. Student performance in the 2008 HSC was reported in achievement Bands 1–6 (Band 6 identifying highest achievement) and using marks and results in courses that can be compared across the state using percentages in bands and average course marks.

Students achieved their best results in Food Technology, Information Technology, Metals and Engineering Studies, Business Studies and English (Standard). In the courses containing small numbers of candidates, results were difficult to interpret against the state average.

It was pleasing to see individual students achieve a Band 5 in both Legal Studies and Visual Arts, though overall, there are still a significant number of students below state average.

The school will continue to place increased attention on course selection procedures and the provision of advice to students in relation to appropriate curriculum. The pattern of results achieved in 2008 clearly shows an improvement, in value added when compared with previous year’s results.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and
Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

### Percentage of Year 7 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>78.6</td>
</tr>
<tr>
<td>Writing</td>
<td>75.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>71.2</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>67.1</td>
</tr>
<tr>
<td>Numeracy</td>
<td>78.9</td>
</tr>
</tbody>
</table>

### Percentage of Year 9 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>63.0</td>
</tr>
<tr>
<td>Writing</td>
<td>66.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>76.0</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>62.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>73.7</td>
</tr>
</tbody>
</table>

### Significant programs and initiatives

#### Aboriginal education

2008 has been extremely valuable on many fronts for Aboriginal Education. Our Indigenous students were given many opportunities, by a variety of agencies, to further their knowledge and understanding of their culture and the many possibilities life in this country can offer. They worked with NAISDA, the Department of Health, Campbelltown Art Gallery and the Aboriginal Employment Service to identify future interests and work opportunities.

Our dancers and performers again joined with other groups to continue work at the regional art gallery in presenting the stories of the local Indigenous people. The performances were superb and the theatre filled to capacity with our supportive Indigenous representatives.

The Indigenous Garden has been opened by the community and is really beginning to take shape at the front of the hall and promises to be a great addition to our already wonderful grounds. Students chose and planted particular species of interest to them and are able to lead the community knowledgeably through the garden.

In the 2008 school year our students worked hard to explore their great potential. They danced, sang and acted, played and performed and participated fully in a range of school and after school programs, as well as achieving improved outcomes in the classroom. Most importantly, Indigenous students had continuing dialogue with our staff to update information about their particular learning styles and needs. This has and will continue to improve the support we can offer to all our Indigenous students. Our school successfully nominated in 2008 to undertake the Accelerated Literacy Program Training. This will be invaluable in our work with all Indigenous students in classrooms.

A public viewing of the movie “Kanyini” was arranged at Tharawal to familiarize the community with this resource, which the Values Team used in a variety of ways at Airds HS to assist students understanding of the suffering perpetrated on the Stolen Generation. Year 7 participated in an Indigenous Cultural program over two days as follow up to this movie, which was extremely successful in improving cultural understanding for both staff and students.

Ms Bamato Dohnal, our Enrichment Teacher continued to work on a language program with Year 5 & 6 students at John Warby and Briar Road PS and increased the student’s cultural awareness through an appreciation of the Dharawall language.

We also gained valuable new staff at Airds High School supporting our Indigenous students both in the classroom and around the school. Ms Andrea Cameron is our new AEO and a variety of community members and ex students have roles as In Class Tutors. We have also introduced the study of the didgeridoo in Stage 4 with this funding. We had Koori Radio working from the Indigenous Garden to develop and present programs for broadcast. Many students participated in and contributed to this fun activity.

The Careers Adviser Ms New assisted 6 Indigenous students from Year 10 to organise and present their applications for AES Traineeships with the regional banks. Two students have successfully begun their traineeships. Staff have also attended training and development for the Canadian Indigenous program – Guiding Circles – and will be implementing this great program with Year 9 during Careers workshops.

All Year 10 and 11 attended the Indigenous Job Market which introduced a variety of careers and scholarships available for consideration. Airds High continues to prepare senior Indigenous students for the post school experience. Our record for engaging such students in ongoing study or work is excellent.

Ten junior students from Airds High School participated in an AES program after school with Sam Walpole and Gavin Mate at the Airds Enterprise Centre. Their contribution to the Minto
Indigenous Job Fair was superb and they were busy selling their ‘products’ in and around school.

One important result at a regional level was the successful nomination of Blake Rix from Year 9 at Airds High School for the 2008 Aboriginal Student Achievement Award for ‘Culture, Courage and Commitment’. Blake and his family and many community members and staff attended the awards ceremony on 26 November 2008 at the Liverpool Catholic Club. This was a great result for a student who modelled outstanding behaviours and attitudes over the past year.

2008 was a year for Airds High to consolidate past initiatives and review the current and future needs of our students and put in place the required infrastructure, training and support for the school to further our achievements. 2009 will benefit from the experience and see continued improvements in programs and results.

Multicultural education

In 2008 the school continued to develop opportunities for our students to explore and celebrate the cultural diversity which is very much the fabric of our school community. The Multimedia Competition allowed students from our community of schools to design and present a multimedia project that reflected their understanding of multiculturalism and how we respect these many cultures. This competition was led by Matthew Buckley and Carol Jones and the Values Team.

Other programs

Priority Schools Funding

In 2008 PSP funded a range of programs designed to improve student and community literacy, numeracy and engagement in school.

PSP continued to fund an after school homework centre to allow students to get tutoring after school with their homework and assessment tasks. It was staffed with a variety of teachers from different KLA’s. This has increased the submission rate of assessment tasks across all KLA’s. The Homework Centre also supported the school’s focus on our students accessing technology as many of our students do not have computer access at home. In 2009 the school will introduce an additional afternoon for students.

In 2008 PSP monies were directly targeted to improve student understanding and acquisition of numeracy skills. Implementation of the “Counting On” program and working with our partner primary schools to develop our teacher’s skills with Stage 3 & 4 numeracy was a key element.

The need of many of our Stage 4 students to receive additional one on one support in the classroom to improve their basic skills was a key focus for PSP funds in 2008. The employment of both a literacy and numeracy teacher’s aide meant more students received invaluable assistance in the classroom.

PSP funds were also used to employ a Community Liaison Officer four days a week.

Counting On

Counting On is a program that has been implemented at Airds High School targeting low achieving students in Years 7 and 8 in 2008. The program pre test and post test Year 7 and 8 students. It focuses on addressing the student learning needs in the four basic operations of Mathematics. It operates on a team approach involving the Mathematics faculty, the support teachers and the District Mathematics Consultant. Both the teachers and the students saw the Counting On programs as making a positive impact on the student’s mathematics learning and their attitude to Mathematics. Counting On will continue to be implemented in 2009.

Technology

Airds High School has embraced technology and has made great progress in this area. The school now has 6 Interactive White Boards (IWB) which are being widely used in the delivery of quality lessons in a range of subjects. The school also had extensive internet cabling completed allowing greater access to the school network and internet for students and staff. The school has upgraded all 3 computer labs so students have access to a greater number of computers to extend the learning in the classroom.

The Staff Development Day in Term 3 was devoted to technology. Session 1 allowed faculties to present how they use technology as a teaching tool. A faculty and individual staff survey was conducted to provide an audit of current practices, concerns and perceived needs in the area of technology. This provided feedback for the Technology Committee to assist with the implementation of new policies and procedures to maximise the use of ICT in our classrooms. Session 2 involved staff looking at key Teaching & Learning websites which were then evaluated by the Technology Committee who then produced a data base of relevant websites. In session 3 each KLA was given the opportunity to analyse current curriculum and how ICT can be incorporated into programs. This will then lead to a scope and sequence of ICT across the curriculum.

The technology coordinator developed a 4 year ICT Strategic Plan and 4 Year ICT Management Plan with 3 focus areas:
For our students we will promote, develop and provide the ICT environment and initiatives that facilitate, foster and improve teaching and learning to meet individual student needs.

For our Staff we will ensure they all have the ICT skills, resources and access that enhance their ability to deliver quality teaching programs.

We will work with our Community to promote and enhance a socially cohesive school community that supports the use of ICT.

The development of the new school website were each faculty was given time to format and update information to promote the faculty and provide information for students, parents and the community. This is still a work in progress.

www.airdshighschool.com.au

VET

Senior students are encouraged to undertake Vocational Education and Training (VET) courses both here at school and at TAFE. These courses give them the opportunity to gain dual accreditation: an industry recognised qualification and a HSC, thus increasing their employability skills. In 2008 we had a total of 80 senior students studying VET courses. Of these, 10 students studied two VET courses at school. This high participation rate highlights the popularity of such “hands-on” courses.

At school, students opted to study Hospitality, Business Services, Metals and Engineering and Information Technology in Year 11 and Year 12 students continued their studies in Hospitality, Metals and Engineering, Retail and Information Technology. These courses are taught by our staff, who are accredited to teach VET subjects at school. This accreditation is a very stringent process, including industry experience and Certificate IV in Workplace assessment.

Several students studied at TAFE and OTEN in TVET courses in 2008, students studied in Real Estate, Business Services, Automotive, Hospitality and Retail. One student opted to study Health Care Assistance at Campbelltown Hospital, a private provider.

One student in Year 12 completed a School Based Traineeship in Business Services and two Year 11 Students began a School Based Traineeship in Business Services as part of the Aboriginal Education Strategy. Another student in Year 11 undertook a School Based Apprenticeship in Automotive. Students who undertook either a School Based Traineeship or a School Based Apprenticeship attend the relevant course at school if the course is offered, or at TAFE or OTEN. These students must work a minimum of 100 days per year in a related industry. Alan Ellis won a Regional VET award for his TVET course in Automotive.

The Regional BVET Project Officer for 2008, Melissa Waaka, worked with students at our school. One of her roles was to mentor Pacific Islander students studying a VET course at school to ensure they completed a successful workplace. Melissa also organised an industry visit for Year 11 Hospitality students to the Sydney Fish Markets Cookery School in December. The students and accompanying teachers participated in one of the classes and were up skilled in the preparation of seafood.

2008 saw the planning of the refurbishments of the kitchens for Hospitality classes. Representatives of the Department of Education and Training as well as the Department of Commerce liaised with the Principal and the Head Teacher TAS to ensure the planning process was well underway. Work began in January 2009 and is expected to be completed by the end of term 1 2009.

Progress on 2008 targets

Target 1

To improve the literacy and Numeracy outcomes for all students

Strategies to achieve this target include:

- Continue with whole school Literacy and Numeracy Days
- Staff development and improved understanding of NAPLAN and the implementation of the school Numeracy Plan
- Maintain our “Community of Schools” project - a middle schooling initiative to heighten staff awareness of Stage 3 & 4 numeracy needs.

Our achievements include:

- Literacy and numeracy growth for all our Indigenous students from Year 7 SNAP and ELLA with Year 9 NAPLAN literacy and numeracy
- A student achieving a Band 9 in the Year 9 NAPLAN
- In Stage 4 the explicit assessment of literacy outcomes in all faculty Stage 4 reports

Target 2

To reduce the suspension rate through the successful implementation of PBIS

Strategies to achieve this target include:

- The explicit teaching of social skills through extended Roll Call
• Maintenance of a range of support programs for students at risk
• Review of these support programs and the post suspension program

Our achievements include:

• Significant reduction in school suspension data. In 2007 the school had 194 short and 32 long suspensions in 2008 this was dramatically reduced to 116 short and 17 long.
• Student survey in 2008 over 85% of the student population could identify the school rules.

Target 3

To reduce the number of Bands 1 and 2 and increase the number of Bands 4, 5 and 6 in SC and HSC.

Strategies to achieve this target include:

• Further development of the school’s Enrichment Program – enhancing student’s study skills and exam preparation
• Maintenance of Senior Study and Senior Task Force

Our achievements include:

• The School Certificate English results indicated a dramatic shift upwards from the bottom two bands to higher bands.
• Increased participation in Gifted and Talented activities for our students including the Tournament of Minds.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations of the Teaching and Learning Faculty and the curriculum we offer in Stage 4 & 5.

Educational and management practice

The development of Teaching & Learning Faculty and HT T&L role statements, to replace the Welfare and Administration Head Teacher positions.

Background

A significant review of the current welfare structure of the school was undertaken to replace the traditional HT Welfare and Administration faculty roles which had been funded under the Priority Action Schools Program. This review required a change to the role of the Welfare team, the supervision of Welfare by the Deputy Principals and the development of whole school roles to manage the Daily Organisation, exams and student attendance, which in the past had been managed by the Administration Faculty.

Future directions

The Executive Conference will be the forum to evaluate the success of these management structure changes and present any revisions that may be necessary.

Curriculum

Introduction of a new Stage 5 pattern of study to include VET.

Background

To ensure the validation and adequate teaching time is given to Careers Education so that our students can meet the requirements of the School to Work program, it was decided that the current Stage 5 pattern of study needed to be changed.

Findings and conclusions

This process required checking the current hours being covered with the elective course in Stage 5, developing and writing new 100 hour elective alternatives to suit our student population.

In 2009 Year 9 has 2 X 200 hour electives and 1 X 100 hour elective. In 2010 this cohort will continue with their 200 hour electives and their 100 hour elective will be replaced with a Careers lesson and more face to face teaching time for the core subjects, in preparation for the School Certificate.

Professional learning

Professional Learning at Airds HS is coordinated by a team who survey staff professional learning needs at the beginning of the year and then develop a plan that caters for these needs and assists in meeting the school targets.

In 2008 the Professional Learning Team spent considerable time revamping the Staff Meeting structure and the format of the Strategic Committees, as both play a crucial role in the professional learning of all staff at the school.

School development 2009 – 2011

Targets for 2009

Target 1

To improve student literacy and numeracy outcomes in 2009 with a focus on:

Minimum standards;
About this report

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

Lauretta Claus, Principal
John Kennedy, Deputy Principal
Steve McGuire, Deputy Principal
Jeff Miezio, PAS Deputy Principal T&L
Cath Angel, HT HSIE
Margaret Cumines, HT TAS
Fleur Pearce, Rel HT PE
Vicki Williamson, Secretary School Council

School contact information

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Web: www.airdshighschool.com.au
School Code: 8493

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


Target 2

To reduce the suspension rate and improve student attendance and engagement:

By the end 2009 school suspension rate reduced from 84 to 70 girls.
By end 2009 school suspension rate reduced from 141 to 130 boys.
SWAT commendation ratio 30:1 currently 60:1.
By the end of 2009 87% Year 7-10, attendance 88% for Year 11-12 attendance.
Closer links with primary schools through an array of activities.

Strategies to achieve this target include:

• Review of PBL at school and professional development of staff in how PBL supports student learning in the classroom
• Greater use of ICT across the school
• Successful implementation of the Teaching & Learning faculty
• Gifted and Talented Strategy
• Maintenance of Senior Study and Task Force

Our success will be measured by:

Reduction in class time lost through suspension
Improved attendance by all cohorts