Our school at a glance

Airds High School is a public 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.

Students

Airds High School has an enrolment of approximately 445 students. It has a multicultural mix with 22% Aboriginal students, 32% Pacific Islanders, and 54 cultures represented across the school population.

Staff

All teaching staff meets the professional requirements for teaching in NSW public schools. The school has 46 permanent staff and 14 supplementary staff under EQUITY and National Partnership programs.

Significant programs and initiatives

Airds High is committed to improving the literacy outcomes of students and thus Accelerated Literacy and Prioritising Grammar are major focus areas for staff Training and Development. The upskilling of staff in Gifted and Talented education should ensure all students along the academic continuum will have their needs met. Targeted stage classes also support the transition of students into high school and to work readiness.

Student achievement in 2012

For the second year in succession Yr 9 students NAPLAN results have shown the greatest growth across the SEG and above state average growth in all areas.

Messages

Principal’s message

Airds High School is committed to personal and academic achievement and offers a broad academic and vocational curriculum. There is a strong emphasis on effective leadership at all levels including the classroom. Training and development of all staff is seen as integral to delivering high quality lessons to 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.

The school is part of the Priority Funded Schools Program (PFSP) and Priority Action Schools Program (PASP) and has a 5 class support unit. This funding support will continue for 2013 and will be identified under the Equity portfolio. In 2011 Airds HS become part of the National Partnerships Low SES Communities. Airds High school is renowned for its organisational structure and focus, which strongly aligns school resources with clearly articulated values and learning platforms.

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.

Maxwell Foord

P & C and/or School Council message

It’s hard to believe that 2012 has come to an end. The year seems to have flown by and has been filled with so many exciting opportunities for everyone involved with Airds High School. I would like to thank all the amazing staff at Airds for their tireless commitment to every one of our students throughout the year. Their caring and supportive attitude gives all of our students the opportunity to reach their full potential during their time at high school. Without their dedication, commitment and endless hours of hard work, our school would not be the wonderful place that it is.

Unfortunately we are losing a number of our staff members at the end of this year, many of whom are moving onward and upward to improved positions within the education system. I would like to thank these members of staff for all their hard work here at Airds High School and wish them every success in their future endeavours.

I was privileged enough to be able to attend both the Sports Presentation and the Annual Presentation Night at Airds HS recently. It was truly wonderful to see so many of our students being rewarded for their achievements in so many different areas throughout the year. Congratulations to all the award recipients and I hope this will encourage you all to continue to strive to achieve your personal best.
On behalf of the P&C, I would like to congratulate our captains Adi and Katelyn and vice-captains Paul and Yasmine for 2013. It was decided at our last meeting that the P&C will pay for the badges and blazers for the captains and vice-captains each year. This ongoing commitment enables us to show our support and recognition of the student’s achievement in gaining these important leadership roles.

I would like to thank the small but very dedicated group of P&C members I have had the pleasure of working with this year. Your support of the school has been invaluable and all your efforts are very much appreciated. I hope to see you all back again next year so we can continue to be a voice for the parents and wider community, and do as much as we can to support the school as it works to educate our children.

It would be great to see some new faces at our P&C meetings next year, so I would like to encourage all parents and community members to come along and become involved in building an even better school and future for our children.

I look forward to seeing everyone back at school for what is sure to be an exciting 2013.

Melanie Cutts
P&C President

Chaplaincy Program Report

Rob Hodgson holds the position of Pastoral Care Worker at Airds High School.

The role of the Pastoral Care Worker is to provide welfare support & pastoral care to the school community; and has a focus on meeting the needs of students, staff & families. The tasks and issues can be very diverse within a school that is central to the community, and this is where early intervention can be achieved. Strategies include student contacts, staff liaison and family support. And referrals and connections with other services or stakeholders is also an important aspect to this role. Some of the programs and activities supported in 2012 include P&C, School Council, assemblies, newsletter, support unit activities, sports groups, study groups, parent groups, social skills, camps and excursions.

Rob has a background and qualifications in the welfare sector; (Diploma in Youth Work, Diploma in Community Welfare Work) and TAFE Teaching credentials. He is a Justice of the Peace for NSW. The program is available to the whole school community and families have the option to participate or request no contact.

This program commenced in Term 2, 2008 and is funded by the Commonwealth Department of Education Employment & Workplace Relations (DEEWR) under the National School Chaplaincy and Student Welfare Program (NSCSWP). The sponsor (employer) is GenR8 Ministries a combined churches organisation responsible for administering the Federal Government funding. The supervision of the Pastoral Care Worker is shared by the School Principal and the Sponsor within DEEWR and DEC guidelines.

Rob says “Airds High School is a caring school community with a strong P&C involvement and caring staff, who are always committed to providing great opportunities for students. It is a privilege, to be part of this wonderful team in serving this school community. And I would like to thank everyone for their continued support during 2012.”

PICLO Report

Pacific greetings to all parents, staff, and students, we have come to the end of what has been an amazing year, there have been so many wonderful accomplishments by Pacific students and I wish all our graduating students of 2012 every success as they venture into their incredible futures.

Congratulations to student Elijah Lilomaiava for his nomination by the NSW Council for Pacific Communities for the Australia Day Awards January 26th, 2013, well done Elijah we know you will do Airds HS proud.

The Pacific student forum was held again in 2012 and we heard from fantastic speakers who came and shared their inspirational and at times humorous stories of their life’s journey. Joseph Ratuvou ex Airds HS student and now Senior youth worker for Youth Off the Streets (YOTS) gave a real and moving account of his life as a young Polynesian. He spoke about the importance of making the right decisions, decisions that would improve your future and of those around you. Joseph who knew most of the students older siblings said it was great to see the
students taking steps towards being great leaders in the community. Joseph is currently running a successful program for young Polynesian dads where young dads get to learn the all important life skills that come when you become a parent.

Danny from MTC Solutions also gave an encouraging and inspirational story of his life as a young man looking for his identity and finding himself in all the wrong places. Many of our students could relate to what Danny had to say and were appreciative of his honesty and openness. Some students after listening to Danny’s story have said that they needed to make some changes and they felt that all young Polynesians needed to hear his story. It was a great day which we ended with Cultural activities including tie dying T-shirts, Maori poi making and creating coconut cream from a real coconut using the traditional handmade coconut grater.

PolyFest 2013

In 2013, Team Pacifica is holding their inaugural PolyFest which will be hosted by Ingleburn HS on Thursday 18th April 2013. This will be a large Pacifica Cultural Performing Arts competition celebrating the various dances, songs and cultural performances from the Pacific Islands. The aim of the event is to host a large gathering of families, community members, mentors and businesses where young Pacific people can celebrate and embrace their cultural heritage and expand their knowledge and acceptance of other cultures. We are extremely excited to announce that Airds HS will be competing in this competition, we are fortunate to have a strong Pacific representation at Airds HS who are very keen and looking forward to the event. The competition is open to all ages and all nationalities all participants must be attending Airds HS in 2013. We are very fortunate to have tutors who are well experienced in the field of Polynesian Performing Arts, Ta ane Tupola will be teaching the Tongan section, Te Kete Kahurangi founder Awhina Waapu will be leading the Maori Culture section, Victor Tutuila ex De la Salle college student performer and choreographer along with Anna and Adam Mata-Leifi will teach the Samoan section and Nane Nicholls of Tropical Dance Hula group will be teaching the Cook Island section.

Parents are encouraged to participate or assist as much as possible, your encouragement and support during this time is very vital and important to the students and to the school. We are very fortunate to be a part of this event and we look forward to having fun as we learn not only about other Pacific cultures but also about ourselves.

Polyfest Meet n Greet

Mr Latulipe and I along with our Polyfest student leaders Anna Mata-Leifi and Paul Vaai were invited to a Polyfest meeting held at James Meehan HS. It was wonderful to see so many students taking on their leadership roles so well including our own student leaders. We were treated to a presentation of the great work that is going on at James Meehan and we heard how the Polyfest has bought the students together and improved relationships around the school and local community, we were treated like royalty as we were given a taste of Polynesian hospitality and what to expect from the Polyfest performing students from James Meehan HS and I have to say we have a very high bar to rise up to, but, I know Airds HS can be just as good if not better, we have great tutors and with students who are keen and committed. ‘We got this.’

The Multicultural garden is going along great, the plants have had it tough during the hotter days, luckily, we have a sprinkler system supplied by our own water tanks, thank you to the families who continue to come and water and maintain the garden including our GA Luis Ortega. The Multi-Cultural garden looks lovely, I always make it a point to look at the garden whenever I drive pass and every time I do it brings a smile to my face.
Friends of Airds Annual Morning Tea
acknowledge and thank all Parents, Community members, Businesses and Corporate companies who have supported and assisted Airds HS in some way during the year, this is our way of saying thank you for all you have done for Airds HS without your support we would not be able to do what we have been able to do over the year so many students have benefitted from your generosity, time and commitment whether it be Col Watego’s commitment to the ‘Boysown’ program or Mr Ferderer and his ‘stopwatch’ at swimming carnivals to the ‘lolly lei ladies’, and countless more, too many to mention, from us all at Airds HS ‘Thank you’.

Mrs M. Varu

Student representative’s message

The Student Representative Council (SRC) is comprised of the School Captains, Vice Captains, Year Group Representatives, Support Unit Representatives, SRC Advisor (neutral member of staff), Deputy Principal and Principal.

In 2012, the SRC held numerous fundraising activities which raised money for nominated charities and families within the school community. We sold roses for Valentine’s Day, held mufti days and collected an entry fee at the School Values Showcase Night. We participated in many community events such as the Airds-Bradbury Community Forum and we hosted the Campbelltown/Macarthur Inter-School Group (ISG)SRC Meeting in Term 1. A team was also entered into the 24 Fight Against Cancer Macarthur in October where numerous students walked laps of the Campbelltown Athletics Track in Leumeah to raise awareness and funds for children and adults dealing with cancer in the local area.

Mr Wallace joined the team as the SRC Assistant Co-ordinator in the middle of the year with the vision for him to overtake the role from Miss Simms as the SRC Co-ordinator in 2013. He was quickly implementing his and the students ideas with the introduction of the 30 minutes 30 days (3M3D) Challenge in Term 4. The challenge involved students participating in fitness sessions on a Tuesday, Wednesday and Thursday afternoon for 5 weeks in the school gym with the assistance of many teachers. Donations were collected from each student and donated to Obesity Prevention Australia.

In 2013, Mr Wallace and the SRC are continuing with the theme of having a nominated charity that they will support but we will be looking to up skill the SRC students’ leadership and team building skills through running workshops.

School context

Student information

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

Student attendance profile

The enrolment of boys has remained steady over the past three years; however, the same cannot be said about the girls with a 5% decrease per year over the past couple of years. This is a reflection of the cohort of students arriving from local primary schools. The total school population has further declined with fewer students progressing through local Primary schools and the commencement of the redevelopment of the local area, resulting in relocation of many families to NSW Housing outside the suburb of Airds.

Management of non-attendance

Management of poor and non-attenders presents a major challenge. Whilst students make every attempt to arrive at school on time, many have external carer commitments which inevitably lead to lateness. A substantially number of programs were implemented to encourage student attendance and provided for engaging and stimulating learning experiences. In 2012 chronic non-attenders contributed greatly to the overall attendance statistics. Despite HSLO referrals these were outside our control. Large numbers of suspensions also added negatively to the attendance data. An attendance committee was formed for 2012 to will work with all members of the school community to make a difference to the learning and attendance outcomes of our students.

Year 12 students undertaking vocational or trade training

Senior students are encouraged to undertake Vocational Education and Training (VET) courses both here at school and at TAFE (TVET). These
courses give them the opportunity to gain dual accreditation: an industry recognised qualification and a HSC, thus increasing their employment opportunities.

_Yr 12 graduation 2012_

In 2012, we had a total of 67 senior students studying VET courses at school and 39 students at TAFE. Of these, 26 students studied two VET courses at school with 1 of these students also undertaking a School Based Traineeship, taking in 3 VET course altogether. Another 9 students studied 2 VET courses at school and one at TAFE. This high participation rate highlights the popularity of such “hands-on” courses.


Students must complete 70 hours of mandatory work placement over the 2 years of the course. Work placements for these courses are sourced through Macarthur Workplace Learning Program, our School Business Community Partnership Brokers.

The students studying a TVET course at TAFE undertook courses such as Accounting, Animal Care, Automotive - Airbrushing, Automotive - Detailing / Dismantling, Children’s Services, Construction, Hairdressing, Primary Industries – Horticulture, Transport and Logistics, Hospitality (Food and Beverage) and Business Services. The courses range from 120 hours over 1 year, 240 hours over 2 years. Ms Fitas-Dennaoui, our Careers Adviser liaises with the TVET Unit at the Miller TAFE campus (South Western Sydney Institute of TAFE) and advises our students on TVET options. Students attend TVET at South Western Sydney Institute of TAFE, mostly at the Campbelltown campus, but some students attend Ingleburn, Liverpool and Macquarie Fields campuses.

Ms Atlasic, took over the position as Careers Adviser at the beginning of Term 4 and will continue on with this role for 2013.

Construction, Hospitality, Metals and Engineering, Information Technology and Retail Services are Industry Curriculum Framework (ICF) Courses. The HSC exams are optional in these subjects, without affecting their HSC result; however, students who want an ATAR may not opt out of the exam, depending on their HSC subjects. In 2012, 55% of HSC VET students opted not to sit for the HSC exam in their subject following our Registered Training Organisations (RTO) official procedures to withdraw from the exam. There are no HSC exams in VET Board Endorsed courses.

In 2012, Ms Vongsouvanh and Ms Kane completed their Certificate II Hospitality Commercial Cookery Stream and their Certificate IV in Workplace Assessment. All school based VET courses are taught by our staff, who are accredited to teach VET subjects at school. This accreditation is a very stringent process, including appropriate Gap training, industry currency experience and Certificate IV in Workplace Assessment and Training.

One student in Year 12 completed a School Based Traineeship in Business Services as part of the Aboriginal Education Strategy. Students who do a School Based Traineeship / Apprenticeship must study the appropriate VET course and complete 100 days of paid work per year with an employer who will take them on as a trainee or apprentice.

An application for Airds High School to have a Trade Training Centre for Construction in conjunction with 2 other schools was successful. The Trade Training Centre will be located in the old school hall which would be refurbished to meet industry standards. The Trade Training Centre will start to be built in the beginning of 2013.

In 2012, the Work Ready Program was embedded into Careers. This gave the opportunity for all Year 10 students to complete the Work Ready Program for work readiness, not just the VET students.
Year 12 students attaining HSC or equivalent vocational educational qualification

In 2012, 43 students attempted their HSC with 43 students being successful. Information concerning student work, TAFE and university placement is noted above.

Staff information

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

Staff establishment

<table>
<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>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>6</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>27.6</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>5</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
<td>2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>6.8</td>
</tr>
<tr>
<td>Total</td>
<td>52.4</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Airds High School Indigenous workforce is comprised of: an AEO; DP Aboriginal Ed for the ‘Community of Schools’; a Teacher’s Aide Support and a School Learning Support officer. The school is also well supported by local Aboriginal workers and services.

Staff retention

Airds High School has had a substantial changeover of staff in the past three years. In fact, 60% of the staff have transferred, gained promotion or retired since 2008. This has created many challenges with all new staff being graduates or re-trainees thus leadership density across the school has been greatly depleted. Certainly some positive aspect of this is their high level of willingness and enthusiasm to make a difference, their preparedness to adopt school practices and learn from T & D opportunities.

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>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>25</td>
</tr>
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</table>

Financial summary

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

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>347083.04</td>
</tr>
<tr>
<td>Global funds</td>
<td>253782.22</td>
</tr>
<tr>
<td>Tied funds</td>
<td>578607.60</td>
</tr>
</tbody>
</table>
School & community sources 34346.82
Interest 12990.93
Trust receipts 36150.31
Canteen 45815.10
Total income 1308776.02

Expenditure
Teaching & learning
   Key learning areas 29868.11
   Excursions 6565.26
   Extracurricular dissections 32807.08
Library 0
Training & development 35.00
Tied funds 459537.76
Casual relief teachers 18212.72
Administration & office 87585.71
School-operated canteen 53063.33
Utilities 54087.06
Maintenance 22890.96
Trust accounts 27989.38
Capital programs 7913.08
Total expenditure 800555.45
Balance carried forward 508220.57

Fisher Zone Swimming Carnival
On the 5th of March we had a number of students represent the Airds High School at the Fisher Zone carnival at Bradbury pools. We were lucky enough to have a beautiful sunny day with many of students swimming well. We had 3 students who were successful in making it to the regional carnival. Congratulations to Emily Moore, Katelyn Ferderer and Aidan Ferderer. Katelyn Ferderer received runner up in the 16 years age group for Age Champion. Aidan Ferderer was named Fisher Zone Age Champion on the day for the 14 years boys. Well done to all our swimmers on the day.

Regional Swimming Carnival
Aidan Ferderer had an outstanding day making it to the State Championships for 4 events.

<table>
<thead>
<tr>
<th>Event</th>
<th>Time achieved</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 – 14 years 400m</td>
<td>5.04.19s</td>
<td>PB</td>
</tr>
<tr>
<td>14 years 100m Butterfly</td>
<td>1.18.99s</td>
<td>PB</td>
</tr>
<tr>
<td>14 years 100m Freestyle</td>
<td>1.05.58s</td>
<td>PB</td>
</tr>
<tr>
<td>14 years 200 Freestyle</td>
<td>2.24.38s</td>
<td>PB</td>
</tr>
</tbody>
</table>

Aidan did extremely well at the CHS Championships this year. He had 4 events to compete in over 2 days. The Championships started on the 1st of April and continued to the 3rd of April. Aidan placed 21st in the 14 years 100m Butterfly with a time of 1.19.26s, 19th in the 100m Freestyle with a time of 1.06.07s, 19th in the 200m Freestyle with a time of 2.23.52s (personal best time for Aidan) and 13th in the 400m Freestyle event with a time of 5.04.39s. Well done Aidan this is an outstanding achievement and to be in the top 21 of all the 14 years old in NSW is fantastic result.

School Cross Country Carnival

School performance 2012

Sport

Swimming Carnival
Our swimming carnival was held on the 13th of February at Bradbury pools. The weather held out for us and we were all grateful for this. We had a number of records broken on the day. Overall a fantastic day enjoyed by all.
The day was a beautiful day with not a cloud in the sky. It was absolutely perfect conditions for our carnival and our keen runners. In the Boys race we had Dylan Mahon come in first with a speedy time of 8.06s, Aidan Ferederer came in second with a time of 8.21s and in third place was Jake Taylor with a time of 8.40s. Our girls race was taken out by one of our year 7 students Zaria Stone with a time of 10.31s, second place went to Kimberley Gimbert with a time of 10.41 and third place went to a surprise package Jayde Bugatto with a time of 11.16s.

Athletics Carnival
On the 25th of May we held our School’s Athletics Carnival at Campbelltown Sports Stadium. It ended up being a dry day and we actually seen some sun. This was exciting as the day before was grey, wet and miserable. Our students were lucky enough to use state of the art facilities which have seen many talented athletes compete at the same venue. It was great to see some parents at the ground supporting their children and hope we see you again at the fisher zone carnival.

NSW Representation
Congratulations to Jackie Faiaoga for making the Open Girls NSWs Volleyball team. The Sydney South West team played so well over the tournament they actually won the State Championships and are now State Champions. Jackie played so well at the State Championships she won the coaches’ medal and most valuable player for the tournament. Jackie’s coach Alison Thorp told Mr Foord that she is one of the best centres she has seen at a school level. This is the third year in a row that Jackie has made the NSWs team for Volleyball. This is an outstanding achievement Jackie. We will certainly miss you next year. Later on this term Jackie will be heading off to New Zealand to represent NSW. We wish you all the best.

CHS Cross Country
First week back of term 3 was quite a busy start to the term for one of our year 9 boys, Aidan Ferederer. He spend the first two days at the athletics carnival with outstanding results which seen him proceed to Regional.

Then on that Friday he was off representing Airds High School at the state Cross Country Carnival. He placed 72nd in the 14 years age group. We are very proud of you Aidan and to be placed in the top 100 runners in NSW is a pretty awesome achievement. Keep up the great work Aidan!

Year 7 Gala Day
The Fisher Zone Gala Day consisted of 4 sports. The students had the choice of playing either soccer, touch, netball or volleyball. All our Airds teams performed outstandingly well on the day and put a tremendous amount of effort into each and every game. Airds students competed against Ambarvale High School, Eaglevale High School, Leumeah High School and Sarah Redfern High School.

Year 8 Gala Day
The year 8 Gala Day was held on the 3rd of September at various locations depending on what sport was chosen. There were many standout teams on the day. Our boys’ soccer team made it to the grand final where they went into extra time and then penalty shoot outs. Unfortunately the boys’ went down by one goal and received runners up.
Blues Presentation

Congratulations to all our deserving award recipients for all your hard work and dedication to sport over the year 2012. This year has seen Airds High School have more students representing Fisher Zone teams across all sports. This is fantastic to see and I hope it keeps up for 2013. Airds High School also had our highest number of students receiving Zone Blues Awards, which is the highest honour you can achieve.

Fisher Zone Blues Awards 2012
- Saterlee Van-Stralen – Tennis
- Mitchell Porter – Basketball
- Katelyn Ferederer – Water Polo
- Aidan Ferederer – Cross Country
- PJ Mati-Leifi – U15s Rugby League
- Jackie Faiaoga – Volleyball

2012, what a year we have had. Our students have stepped up this year and really have made an effort to represent Airds in the Fisher Zone region. I am very proud of all those students that have received awards this year and I hope they continue their success in sport in 2013.

Academic

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

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

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

and/or

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

Reading – NAPLAN Year 7

![Graph showing percentage of students in reading bands](image)
Progress in reading

The school growth for NAPLAN 2012 for Year 9 ‘All Students’ in:

- Reading – was higher than the State and School Education Group; 3rd out of 7 schools

The school growth for NAPLAN 2012 for Year 9 ‘Aboriginal Students’ in Reading – was significantly higher than State and School Education Group; 3rd of 7 schools.

Progress in Spelling

- The school growth for NAPLAN 2012 for Year 9 ‘All Students’ in:

  Spelling – was significantly higher than State and School Education Group; 1st out of 7 schools

The school growth for NAPLAN 2012 for Year 9 ‘Aboriginal Students’ in Spelling – was slightly higher than State and School Education Group; 3rd of 7 schools.

Grammar & Punctuation – NAPLAN Year 9

- The school growth for NAPLAN 2012 for Year 9 ‘All Students’ in:

  Grammar & Punctuation – was significantly higher than State and School Education Group; 1st out of 7 schools

The school growth for NAPLAN 2012 for Year 9 ‘Aboriginal Students’ in Grammar & Punctuation – was significant higher than State and School Education Group; 3rd of 7 schools.
The school growth for NAPLAN 2012 for Year 9 ‘All Students’ in:

- Punctuation and Grammar – was significantly higher than State and School Education Group; 2nd of 7 schools.

The school growth for NAPLAN 2012 for Year 9 ‘Aboriginal Students’ in Punctuation and Grammar – was significantly higher than State and School Education Group; 2nd of 7 schools.

**Numeracy – NAPLAN Year 9**

The school growth for NAPLAN 2012 for Year 9 ‘All Students’ in Numeracy was significantly higher than State and School Education Group; 3rd of 7 schools.

The school growth for NAPLAN 2012 for Year 9 ‘Aboriginal Students’ in Numeracy was significantly higher than State and School Education Group; 3rd of 7 schools.

**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 achieving at or above minimum standard (exempt students included)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>74.4</td>
</tr>
<tr>
<td>Writing</td>
<td>54.6</td>
</tr>
<tr>
<td>Spelling</td>
<td>74.4</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>82.1</td>
</tr>
<tr>
<td>Numeracy</td>
<td>75.6</td>
</tr>
</tbody>
</table>

### Percentage of Year 9 students achieving at or above minimum standard (exempt students included)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>66.2</td>
</tr>
<tr>
<td>Writing</td>
<td>46.4</td>
</tr>
<tr>
<td>Spelling</td>
<td>80.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>67.1</td>
</tr>
<tr>
<td>Numeracy</td>
<td>89.2</td>
</tr>
</tbody>
</table>

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO.

**Rosa**

All Yr 10 students transitioned to Stage 6 and thus no Rosa certifications were attained in 2012.
ENGLISH

HSC results in English Standard were slightly above the school average from recent years and English continued to be one of the strongest subjects. Advanced English results were the most impressive for the cohort with the highest average. Standard English are closing the gap with similar school groups. Overall, Advanced English was the strongest HSC subject in the school and Standard was the closest course to state average and compare favourably to similar year groups from recent years.

SCIENCE

HSC results for Biology and Chemistry were lower than expected. No specific data was noted for Chemistry with such a small cohort, Biology maintained the average of the past 4 years.

HSIE

The HSC subject – Ancient History, Business Studies, Geography and Legal Studies were undertaken during 2012. Ancient History continued at the same level of success as throughout the 2008-2011 period. Business Studies improved its achievements, with an improvement against SSG and State levels. Legal Studies, traditionally a demanding and difficult course did not meet the average achievements of the past 4 years. These conceptually difficult and literacy dense subjects often test students with LBOTE backgrounds but the content is usually very engaging and students continue to enjoy and engage with all the HSIE subjects.

PDHPE

Disappointing results from this cohort in 2012 even though it was only a relatively small group. We were very hopeful of at least achieving a band 4 or 5 from a couple of our students but our highest result was only a band 3.

It is essential that future students learn to put in extra work at home if they hope to achieve the best possible results for themselves. There is far too much content in this course to allow quality results to be attained during normal school hours.

VISUAL ARTS

For the past year the goal for Visual Arts has been to support our students by creating an atmosphere of high expectations by eradicating band 1 and 2 results in the HSC and encouraging our students to strive to achieve. This has been achieved for the past 2 years with our students gaining good results in the HSC, evident through students being accepted into tertiary institutions to continue their studies in Visual Arts. With high levels of commitment from both staff and students, we hope to continue this improvement over the coming year.
Priority Action Schools /Priority Funded Schools Programs

In 2012 PSP and PAS funded a range of programs designed to improve student and community literacy, numeracy and engagement in school. The PAS program allowed for the employment of a Deputy Principal and a Head Teacher. Deputy Principal - Teaching and Learning. The role aims to improve student engagement in learning, higher expectations and improved learning outcomes in the classroom. The role will be to oversee and implement whole school teaching and learning with a focus on literacy, numeracy, technology, middle schooling & engagement.

Head Teacher Teaching & Learning - The role focused on maximising student access to curriculum via class room setting and assessment process through Quality Teaching by training and developing staff to develop and implement quality literacy and numeracy teaching and learning strategies.

Support Class in action

The provision of School Support Learning Officers to provide Literacy and Numeracy support to Year 7-9 students who are priority 1 & 2 students in school based data and developing independent learners through strategic support allowing students to access the curriculum.

The use of STLAs to provide guidance and support to teaching staff regarding effective modifications and adjustments to assist students in the classroom. STLAs targeted student performing below literacy & numeracy benchmarks & improved their learning outcomes.

STLA’s completed professional development in implementing ‘Multilit’ which has enhanced the reading and literacy skills to a targeted Year 7 Group. This included withdrawal lessons and whole class strategies. They also helped students learn and apply comprehension strategies using the CSI – Comprehension Strategies Instruction resource.

The ‘Counting On’ numeracy support program delivered by STLAs operated in all Stage 4 Maths classrooms. A withdrawal program occurred for Stage 4 students identified as below National Benchmark levels who received 10 hours of additional support during end-of-semester activities.

All staff completed 4 hours of Professional Development with the Counting On program and the use of the resources.

STLA’s provided guidance and support to Maths and Support teaching staff regarding effective modifications and adjustments to assist students in the classroom.

The implementation of the ‘Awareness Motivation’ program (AM). The program aims to decrease inappropriate behaviours and develop a sense of belonging within the school community. It has increased self-esteem and improved engagement in the targeted students involved in the program.

Funding was used to purchase a variety of resources to support literacy & numeracy including Accelerated Literacy resources, TORCH reading assessment, staff & parent hand out material, Counting On resources and PAT Maths assessment material. Resources where purchased for the

MULTILIT is a reading program and MULTILIT extension is a reading program along with workbooks for participating students as well as AM program workbooks to support the Awareness Motivation program.

Law firms Encouraging and Assisting Promising Students (LEAPS) program - 15 Targeted Year 9 Students are mentored by a practicing lawyer and go on fortnightly excursions to their workplace in the city. The target group incorporates students from across the learning spectrum, including extension and at risk students.

A new curriculum stream was introduced for students in years 9-10 whereby they were able to opt into a broad range of enriching, high engagement electives, based on student survey requests and teacher’s (who volunteered to teach outside their Subject Area) areas of interest. Subjects include a Stream Watch
The program catered to our Gifted and Talented students, with a vertically aligned class “Brain Gym”, where the academically gifted students (and also hard working students) were targeted. Students have been working on developing their understanding of the brain and learning styles. They have been exposed to higher order rich tasks, Socratic questioning, thinking tools and graphic organisers. Students have to apply and synthesise this knowledge in Personal Interest Projects. Survey data indicated a high level of appreciation among the student body, and the program is being expanded further in 2012.

PSP also funded an after school homework centre to allow students to get tutoring after school with their homework and assessment tasks and give them access to computers/internet and printers. 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. As part of the school’s enrolment process students are also identified as to who requires homework support and parents are encouraged to sign off attendance at the homework centre as part of the enrolment process.

PAS funding was used so that a full time teacher could be timetabled to supervise senior students in the senior study. This means that there are no free periods for senior students, they have ready access to computers and printers for their assessment tasks and there is close monitoring of attendance and work completed. The teacher is also responsible for the development of study resources and organising study seminars for all senior students.

**Engaging, Educating and Empowering Youth through Football United**

The program is designed to utilise Football United Program (FUN) to optimise the retention of students at risk of disengaging from school due to issues with attendance, truancy, lateness and social and family dysfunction. The project provides youth with weekly Coaching, vocational and Life skills and a partnership with primary schools.

FUn provided leadership development for youths empowering them as coaches and coordinators of Football programs, as well as coordinating weekly football activities for children, planned and delivered by these coaches.

This project aims to build the capacity of the school, its local primary schools and broader community by empowering youths, with a particular focus on Indigenous youth, through leadership and coach training to deliver weekly community based football programs. This was achieved through:

1. Free easily accessible, weekly football programs for an average of 60 children per week delivered by HS students within the High School, after school for local Primary School children.

2. An extensive youth leadership program developed and delivered with the Indigenous Unit at TAFE, combined with coaching accreditation will empower youth’s as leaders of weekly activities that will be run.

3. Collaborate with local primary school, teacher’s to design the program catered to cultural, logistical and local needs.

4. Facilitate special experiences and mentoring for youth including workshops in Sydney CBD, camp and excursions to high profile football matches.

FUn has provided senior staff members as the Coordinator and Head Coach to assure smooth running of the program. They run the weekly program in the school and collaborate on a weekly basis with the teacher. Underpinning this is an ongoing annual project plan inclusive of the...
weekly program, youth education and training, interschool’s tournaments and special experiences. This is developed with staff from all stakeholders and managed ongoing by FUn.

Engagement & Retention – 10CC Class

The program is a vocational program designed to optimise the retention and engagement of students who have been targeted as at risk of not completing their School Certificate due to issues with attendance, truancy, lateness and social and family dysfunction.

Students from years 9 and 10, who are not applying themselves to the stage 5 course, were targeted. The rationale behind the program is to instill a work ethic in students, many of whom come from families with multi-generational unemployment, and some from indigenous backgrounds.

The program intends to facilitate the attainment of their accreditation equivalent to the School Certificate by re-engaging these at risk and disengaged students, to prepare them for their chosen career paths or further education.

The program will meet the needs of this group through the development of a home classroom and a home room teacher. This will provide a stable environment with intensive educational support, structured links to vocational studies and work preparation initiatives.

The Stage 5 class is run using a KLA based structure, although the content has been differentiated and contains vocational and life skills based concepts.

Students in the class will be able to achieve the following, dependent on student interest:

* Completion of the ROSA at Airds High School whilst participating in the program. This would permit enrolment into Year 11 (preliminary course) at Airds High School.
* Apprenticeships through TAFE.
* Entry to the workforce

Teachers from other faculties will be brought in to teach their specialised subjects, where needed, and dependent on the classroom teacher’s strengths. These teachers will ideally already have a good rapport with the students.

The classroom is well resourced and contains an interactive whiteboard and dedicated, networked computer. All of the students have their own laptops; however, there is also a bank of student laptops for use in the classroom should the need arise.

The attendance for the 17 students in the stage 5 class increased by an average of 2%

Survey Data Students:

Greater enjoyment in learning 88%, More class work completed this year than last 88%, Feel more successful 86%, Truant less 86%, At school more than last year 90%, Less N-Warnings than last year 88%, Less trouble than last year 88%, More merits this year 83%, Enjoy the special programs (Football United, Burnside, etc) 90%

Aboriginal education

Airds High School is proud of the diverse and dynamic communities within our school. Aboriginal students represent 22% of the total student population and our school has continued to ensure that Aboriginal Education is
strategically planned for and individual student needs are catered for through a range of innovative programs and strategies.

Airds High has supported and sustained a number of positions within the school that support Aboriginal students and community. In 2012 these positions included:

- Aboriginal Education Officer
- School Aboriginal Education Coordinator
- Deputy Principal Aboriginal Education
- Norta Norta Tutor – Individual Sponsorship Years 11 and 12
- Norta Norta Tutor Years 7 – 10
- School Learning Support Officer – Aboriginal identified position

The Norta Norta program is funded by the Aboriginal Education Training Directorate and provides students with intensive curriculum support. In 2012 our school was selected to participate in a state-wide evaluation of the Norta Norta program and received positive feedback on the processes being utilised, along with suggestions for improving the program in 2013. Scott Miranda (Years 11 and 12) and Lisa Chesterfield (Year 7 – 10) fulfilled the roles of Norta Norta tutors. Senior students were provided with individual study times with to support and ensure successful completion curriculum tasks.

Community of Schools and community engagement initiatives were strengthened through the celebration and acknowledgment of culturally significant days. The Airds CoS implemented a collaboratively planned Reconciliation Assembly. The assembly was well attended by students from the feeder primary schools and community members. Torres Strait Islander performer Ryka Ali educated students on the cultural traditions and stories of people from Thursday Island. NAIDOC week activities included the creation of artworks by Aboriginal students and Mr Clements, which acknowledged the anniversary of the tent embassy protest. Uncle Fred Reid entertained and educated all students, staff and community at the annual NAIDOC week assembly. To add to the NAIDOC week events we held our yearly NAIDOC week parent and community dinner, which was well represented by both parents and staff.

Quality post school options and career pathway opportunities were provided to many of our students throughout the year. The University of Western Sydney continued to support Year 10 and 11 students through the University Mentoring Experience. Students participated in mentoring sessions and visits to the Macarthur campus of UWS to participate in lectures from a range of faculties.

School to Work transition for Aboriginal students in Year 12 was supported through the Wests Tigers School 2 Work (S2W) Program. Students were provided with study sessions, HSC preparation workshops and one-to-one mentoring from West Tigers players and attended some of the home game matches as guests of the Wests Tigers. Airds High School partnered with Macarthur Workplace Learning Program (MWLP) to host and attend the ‘Healthwise’ Careers Pathways Day at AB Central. The success of the day was well publicised by the media and involvement of our students was acknowledged and celebrated.

Airds High partnered with the National Aboriginal Sporting Chance Academy to provide 20 students with an opportunity to attend a week-long camp at the National Centre for Indigenous Excellence in Redfern. Students participated in a range of experiences including career pathways planning, mentoring by Aboriginal athletes, University experiences, Qantas career development, NIDA workshops and AusSwim certifications.

Two students were accepted to participate in the Learn Earn, Legend program in Canberra. Tjaden Wood and Brodie McKenzie participated in the residential program that provided them with insight into the roles of Parliamentarians. The program included the boys travelling to Canberra by plane, shadowing a variety of cabinet ministers over the week and participating in mentoring experiences.

Aboriginal student leadership was supported through regular meetings and Campbelltown Local AECG ‘Inspiring Leadership’ workshops. The workshops were hosted at Airds High School and were attended by other high schools within the region. The day focused on enhancing the leadership capabilities of students and developing the knowledge and understanding of the NSW AECG.
Engagement and retention programs included the continuation of the iKINNECT program. The program provided in school and after school support to identified Aboriginal students in Year 7. The Race to the Top program was implemented for a number of boys in Years 9 – 11 to support attendance and retention. The Race to the Top program was delivered off-site and involved a number of male Aboriginal mentors from the community.

Community involvement and interagency partnerships is an integral part of the Aboriginal Education portfolio at Airds High School. Our school values the ongoing partnerships that have been formed with community organisations such as Tharawal Aboriginal Medical Service, Aboriginal Employment Service (AES), Koori Radio and Campbelltown Local AECG.

In 2012 Aboriginal Education was strategically planned and aligned to the National Aboriginal and Torres Strait Islander Education Action Plan (NATSIEAP) domains. There were a number of key strategies that assisted in ‘Closing the Gap’ in the Airds Community of Schools. Aboriginal Education was supported through a number of initiatives in 2012.

To strengthen authentic and transparent community consultation and engagement a community forum was held to identify and enhance school practices in Aboriginal Education across the CoS. It was satisfying to see 81 Aboriginal parents and community attend this important and inaugural forum. To add to consultation processes Airds High increased its attendance and participation in Local AECG meetings and consultation feedback processes. As a result of the ongoing relationship between the CoS schools and local AECG, Partnership Agreements have been collegially developed with students, staff, community and the local AECG.

Interagency approaches continue to be integral in providing high-quality multi-faceted school experiences for Aboriginal students. In 2012 partnerships between schools and government and non-government organisations (NGO’s) supported a range of initiatives. To cater for the limited extra-curricular activities available within the local community the schools developed a strong partnership program with Tharawal Aboriginal Medical Service which supported community engagement and healthy lifestyle options for student and community. Average weekly attendance for Aboriginal students at the program is 42. The program is run by school staff on a volunteer basis and focusses engagement through Sport.

Professional learning for staff is pivotal to improving the outcomes for Aboriginal students. The Airds CoS developed and implemented a community and staff cultural competency professional learning activity that included staff visiting schools and community in Western NSW. The innovative approach to Professional Learning supported building the knowledge and capacity of both staff and community who attended. Community and school relationships were strengthened as a result of the initiative. The initiative was designed in collaboration with the local AECG and involved Airds High School, Briar Road Public School, John Warby Public School and Briar Road Public School. There were a total of 15 participants visiting towns and schools in Dubbo, Gilgandra and Coonabarabran. Community took a leadership role within the tour and highlighted some of the significant events and locations which have impacted upon them and their lives. School partnerships and collegiality amongst CoS staff was strengthened through the process and 100% participants indicated that the Professional Learning initiative has greatly impact on knowledge and understanding of Aboriginal community, culture and education.

To further strengthen the cultural capacity of staff 15 staff participated in the Connecting to

Ginger bread houses made in Interest electives

Community of Schools Aboriginal Education - Airds High School

In 2012 Aboriginal Education was strategically planned and aligned to the National Aboriginal and Torres Strait Islander Education Action Plan (NATSIEAP) domains. There were a number of key strategies that assisted in ‘Closing the Gap’ in the Airds Community of Schools. Aboriginal Education was supported through a number of initiatives in 2012.
Country program with on the last two staff development days of 2012. Staff completed community and Campbelltown Local AECG delivered training and development that increased cultural knowledge and understanding of local Aboriginal community. The Airds CoS also created implemented an Induction program for newly appointed, new scheme and new to school community staff. In 2012 18 staff from the community of school participated in workshops that developed knowledge of the NSWTI Accreditation process and understanding the context of our local community.

Recognition and celebration of Aboriginal culture continues to be evident in school panning and organization. The Airds CoS co-developed a range of cultural appreciation activities which educated all students and staff and recognised significant events such as Reconciliation Week and NAIDOC week. The venue of events was shared between the CoS and supported transition to high school.

To support and encourage success at educational transitional points an Airds CoS Transition program was developed. 22 Aboriginal students from Year 6 participated in the program each week. The transition program was implemented for the entire duration of Term 4 and culminated in an overnight transition camp to Wooglemai Environmental Education Centre.

In 2012 the Airds Community of Schools were successful in applying for additional funding from NSW DEC State Training Services to support the career development of a permanent Aboriginal staff member. The position was advertised internally and a panel of Principal’s selected Jason Sampson as the Aboriginal Community Development Coordinator. The position is a 12 month position and supports schools, students and community.

Technology

Airds High School has embraced technology and has made great progress in this area. The school installed another 6 Interactive White Boards (IWB) at the beginning of the Year which means the school now has 39 IWB’s which are being widely used in the delivery of quality lessons in a range of subjects. The installation of IWB’s has increased the use of technology in lessons by 94% & has made it easier to engage students with 94% of staff indicating this.

The Digital Education Revolution continues with Parents and Carers of Year 9 students attending a Parent Information Session in February and Year 9 students receiving their laptops. As part of this process Year 9 students participated in workshops for the Educational use of the laptops. The purpose of these workshops was to ensure that students are using the laptops to their full potential to access technology for use in lessons. A requirement of the DER program in 2012 was a stock take of all of the Year 12, 11 & 10 laptops. This involved all students using their laptop at school for a minimum of 30min and the school gaining information on the amount & type of use of the laptops. 2012 was also a milestone in the DER program as it was the first ever transfer of ownership of DER laptops to leaving Year 12 students.

In term 1 2012, 2 staff members underwent training to gain accreditation as Microsoft Peer Coaches. Using the Peer Coaching model, staff were then coached to help them develop and improve units of work looking at the quality teaching framework, and the effective use of ICT.

Four staff members attended the Inspire Innovate Conference during 2012. At this conference, innovative technologies were demonstrated and the staff were shown how to use such technologies to help engage and enhance the learning outcomes of students. This training was then dispersed throughout the school to other staff so that our students have been afforded the most rewarding and enriching experiences in the classroom.

The T4L rollout of computers continued in 2012. These 19 new computers were placed in classrooms to give both staff and students access to faster and more powerful machines, capable of handling advanced video editing projects. Through these new computers we seek to extend...
our Gifted and Talented students, and encourage them to express their creativity through multimedia projects.

The school website also underwent an update during 2012. Members of the school community can now access information via the school website about students’ subject assessment schedules, fees, equipment and any other relevant information.

Throughout the year staff continued to receive training in the effective incorporation of technology in the classroom. The Digital citizenship program was introduced in Term 4 this is part of the Digital Education Revolution NSW. The program contains lessons on aspects of digital citizenship and a Mystery Matters interactive game on social networking for students. It also includes resources for parents on digital citizenship and how they can support children at home. There are also links to relevant videos and online resources to support positive digital citizenship which are of interest to anyone.

A SASS Technology Workshop was conducted in Term 4. The members of the SASS team learnt how technology was used in the high school; useful websites to assist with their job and also developed some technology skills themselves.

Frasil Education

Airds High School in conjunction with Frasil Education & Toshiba are involved in a pilot program which was launched on Wednesday 28th November.

Frasil Education transforms how students in schools engage with the curriculum and change the way they learn. For example, using Frasil Education, the teacher is delivering the same part of the curriculum to each student at the same time, but each student receives the information according to their individual choices of aesthetics, navigation, linguistics, cultural preferences, assistive tools and screen readers. In real time and in response to each student, the teacher can communicate with each student independently, using each student’s choice of communication.

The program is designed to support students by enhancing the delivery of the School to Work program as well as the school curriculum in a way that meets the abilities and learning styles of each individual student.

The Hon. Andrew Constance MP, Minister for Ageing, Disability and Homecare presented students with Toshiba notebooks as part of the program.

We are very excited that this the pilot program will continue into 2013 and will now also involve Year 7 students.

National partnership programs

The 2012 Priority Schools Programs survey

Priority Schools Programs provide additional funding, staffing and consultancy services to identified schools.

The results of the survey determine which schools will be supported by Priority Schools Programs for each new funding period. This support represents significant additional resourcing for schools and includes a school grant, staffing supplementation and access to specialised regional consultants and partnership officers.

The survey provides Up-to-date information which is confidential and accurate and provides rigorous statistical analysis that gives a highly accurate result.

As a result of the survey Equity Funding and staffing was provided for 2013 to support students at Airds High School in literacy, numeracy and engagement in learning.

Girls Zone Program

The Girls Zone Program for Years 7-9 commenced at the beginning of Term 3 and ran until the end of Term 4 2012 on a fortnightly basis. Students were selected on a criteria based on attendance, positive and negative behaviour and recommendations from the respective Year Advisers and Deputy Principals.

The aims of the Girls Zone Program were:

- To engage female students in Years 7, 8 and 9 to become safer, respectful learners
- To empower female students Years 7, 8 and 9 to use power in relationships appropriately, develop self confidence
and self-esteem and for them to comfortable in their own skin

- To educate female students Years 7, 8 and 9 on a range of health and well-being issues so they can become informed citizens and make important life decisions.

The girls participated in a variety of activities ranging from team building activities, self-esteem and confidence building and positive decision-making skills in order to fulfil these aims.

A number of agencies were involved in the Girls Zone Program. These included:

- Uniting Care Burnside
- WILMA Women’s Health Centre
- Youth Connections
- Traxside

The students also enjoyed two excursions; one to Cataract Scout Park where they challenged themselves in a variety of activities and the other to Bulli Beach where they completed team building activities and social skills.

In 2013, the Girls Zone Program is being run during Interest Elective periods. An anger management and goal setting program will also be implemented for selected students in Year 9 and 10.

Links to Learning

The Links to Learning Program is run at Airds High School by Macarthur Diversity Services. This program is based on students who come from culturally and linguistically diverse backgrounds (CALD). This program uses strategies to re-engage and motivate young people to reach their full potential both academically and personally.

There are 16 students in the Links to Learning program which takes place every Tuesday periods 1-5 throughout terms 1-4. The program has four themes:

- Term 1 – Teamwork and Communication
- Term 2 - Tolerance and Respect
- Term 3 – Change
- Term 4 – The Future and Me

Along with the themes above the students in this program also attend four excursions and go on one camp in order to complete the program.


iTrack Mentoring Program

The iTRACK program is an on-line mentoring program that is run through The Smith Family and it aims to support and inform students who are beginning to formulate their post-school plans. It involves 10 students taking part for two school terms. It partners students with mentors from the business community to increase their potential for a successful transition from education to employment.

The objective of the program is:

- To provide opportunities for students to develop appropriate relationships with supportive adults outside the school and family environments.
- To provide information to students about workplace, study and career opportunities in order to enhance their school to work transition.
- To increase students’ skills in the use of ICT
- To enable students to gain an increased sense of responsibility and commitment
- To offer adults an opportunity to be involved in the community and contribute to youth development.

Links to Learning - Burnside

This program is run by Uniting Care Burnside. It is a creative program operating under the Community Grants Program of the Department of Education and Communities. Programs are developed for young people considering leaving school early and are not in education or training programs.

This program helps young people to remain in, or return to school, and/or access post school employment or training courses by:

- Improving skills in reading, writing and maths
- Developing communication skills
- Increasing confidence and self esteem
• Setting education, training and career goals
• Developing work skills

**School Café (Maz’s Café)**

As part of the 2012 School to Work Plan the school is in the process of establishing a School Café, (Maz’s Café in remembrance of Marilyn Bowen) which will involve Barista training for our students. In doing this we aim to achieve the following targets:

• Promote and facilitate effective strategies to improve student retention and attendance.
• Implement high quality programs to support students and their families throughout school at recognised transition points.
• Support KLA’s in the delivery of a curriculum relevant to the needs of every learner.
• Engage with communities, interagency, business and tertiary sectors to maximise learning opportunities and student life choice.

The school has currently achieved:
• The design and setup of the café area within the canteen
• Design of café logo for signage and uniforms
• Barista training for 3 staff and 8 students

**Progress on 2012 targets**

**School priority 1**

**Outcome for 2012–2014**

Increased levels of Literacy and Numeracy achievement for every student consistent with state directions.

**2012 Targets to achieve this outcome include:**

• Increase percentage of Yr 9 students reaching minimum standards by 2% from 2010 Yr 7 NAPLAN results- Literacy strands
• Increase percentage of Yr 9 students reaching minimum standards by 2% from 2010 Yr 7 NAPLAN results- Numeracy

• 100% of staff embedding Accelerated Literacy & Prioritising Grammar into teaching programs
• Implementation of modified Personal Learning Plans for 100% of at risk students and Gifted and Talented students in Yr 7 by end of 2012.

**Strategies to achieve these targets include:**

• Employ HT T & L to coordinate T & D in Literacy and Numeracy. Employ 2 x SLSOs to support T & L team and implement student support.
• Identify the targets and teaching strategies from NAPLAN and the full range of school based and external data to improve, monitor and track students’ progress in literacy and numeracy.
• Embed targeted professional learning programs to build whole school capacity to improve student literacy and numeracy outcomes i.e. Accelerated Literacy, Prioritising Grammar

**Achievements**

• Yr 9 students achieved above expected growth in all areas of the NAPLAN assessment.
• Staff employed to assist in student learning
• Continued to embed AL and Prioritising Grammar into programming and lesson delivery.

**School priority 2**

**Outcome for 2012–2014**

Effective implementation of the Aboriginal Education and Training Policy and the Aboriginal and Training Strategy is reflected in all priority areas.

**2012 Targets to achieve this outcome include:**

• Decrease gap between ATSI and Non ATSI students in all NAPLAN strands by 5%.
• Maintain above state average ASTI growth in NAPLAN in all areas.
● Decrease gap between ASTI and Non ASTI growth in HSC.
● 100% of all ASTI students to have PLPs.

**Strategies to achieve these targets include:**

● Provide support to staff to develop and maintain quality personalised learning plans for all Aboriginal students.

● Support the implementation of quality, evidence based teaching, learning and reporting programs for improved outcomes for Aboriginal students. Train all staff in 4MAT (2012) catering for all learning types. Faculty programs 4Matted on common proforma. 2013 8 Ways overlaid on 4MAT programs.

● Promote and support enhanced cooperation with Local Education Consultancy Groups as the peak community based advisory body for Aboriginal education.

● Facilitate inclusive school environments that encourage and build productive family and community partnerships.

**Educational and Management practice**

**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 2012 our school carried out evaluations of PBL: school values system and the Support Unit.

**Support Unit Background**

The support unit has seen significant staff turnover in recent years, with many permanent positions being filled by NST. The Head Teacher felt it was appropriate to undertake a complete review of the faculty using the following five targeted areas; Attitudes, Assessment and Reporting, Leadership, Organisation and Teaching Programs. The team conducting the review comprised of Principal, Deputy, Head Teacher, Federation Representative, 4 teachers (including NST and experienced staff), SAM and a SAS.

**Findings and conclusions**

A number of different methods were used to gather information including; surveys (staff, students and parents), probing questions, documentation review, teaching program review, work samples, faculty and whole school budgets, use of resources including access to support staff, interviews and observations. All the data collected verified that the support unit was valued and respected by their peers, their students and the community. The teaching and learning cycle was delivering favourable student learning outcomes, although there was inconsistency across individual classroom teachers, particularly in the area of Teaching Programs. A list of recommendations was made by the team in regard to the above five mentioned targeted areas and this was discussed with the Head Teacher and other KLA members.

**Future directions**

The Head Teacher and Support Unit staff working in consultation with the Deputy Principal (teaching and learning) would implement the recommendations provided by the School Self Evaluation team. The recommendations would be prioritised and the KLA Plan modified to reflect the outcomes of the review. Areas of responsibility are to be delegated, resources will be allocated and an appropriate timeframe is to be developed, progress will be monitored and reviewed on a yearly basis as part of the KLA Plan.

**School Values Background**

**Background**

The implementation of the ‘Positive Behaviours for Learning’ (School Values) program has continued in 2012. In 2011 an official re-launch was held in September. This was followed up by a Values Showcase in 2012. The evening provided students and staff with the opportunity to display and showcase academic and extra-curricular achievements.

Further work was undertaken in 2012 to embed the schools values of “Safe Respectful Learners” into the fabric of the school.

**Findings and conclusions**

Welfare data which is recorded on a daily basis by whole school staff is collected and analysed by the School Values team to inform the PBL or School Values focus each week. This focus point is then launched to the school community via the
weekly school assembly by the School Captains and leadership team. The 2011 PBL 20 minute workshop sessions were terminated and staff were required to embed the values terminology into their classroom practice.

**Future directions**

A primary goal of the PBL (School Values) team in 2011 was to utilise existing data collection tools within the school by up skilling staff on the correct usage of these tools. This practice continued in 2012 with greater success. Staff are now required to ensure that positive behaviours by students are noted and recorded on Sentral to ensure that students are regularly acknowledged for the positive choices they make to contribute to our school values. This will be further developed and embedded in 2012.

**Professional learning**

EQUITY and National Partnerships funding have supported a range of training and development activities for all staff throughout 2012, both within the school and externally. Staff Development Days (SDDs) have had focus sessions on Gifted and Talented training with the UNSW. During 2012 all new staff have begun the Accelerated Literacy training which will see them undertake 42 hours of activities to ensure every student in every class can access the texts that are being studied and create appropriate written responses. This training will be completed during 2013. This training will ensure that every teacher at Airds High School has the ability to support the needs of students with poor literacy skills.

The determination to improve our students’ outcomes in literacy and numeracy has also been supported by the continuation of the Literacy and Numeracy Committee (LANCOM). Each KLA has a nominated Faculty Literacy and Numeracy Coordinator (FLANC) and these people are able to facilitate and coordinate the programs and activities undertaken at a whole school level. Thorough analyses of the school’s NAPLAN data have informed the discussions and decisions relating to areas of greatest need in the student population and correspondingly any Teacher Professional Learning requirements.

The Teaching and Learning faculty have developed personal learning plans for all students who have most difficulty in the areas identified in NAPLAN testing. This information assists all staff to make the necessary adjustments to learning activities to ensure the success of all students.

**School planning 2012—2014**

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

**School priority 1**

**Outcome for 2012–2014**

Engagement Retention -10CC class

2013 Targets to achieve this outcome include:

- Increase attendance rate by 1% from current 80% to 81%.
- Maintain the number of students engaged in alternative pathways in Stages 5 & 6 at 15
- Increase parent engagement in school activities from 15% to 20%.

Strategies to achieve these targets include:

- Employment of second DP to support whole school administration, learning and welfare programs.
- Promote and facilitate effective strategies to improve student retention and attendance.
- Promote and support initiatives to address the implications of the New School Leaving Age legislation. Employment of a Stage 5/6 transition teacher.
- Implement high quality programs to support students and their families throughout school at recognised transition points.

**School priority 2**

**Outcome for 2012–2014**

Football United

2013 Targets to achieve this outcome include:

- Increase percentage of Yr 9 students reaching minimum Reading standards by 2% (81% to 83%) from 2011 Yr 7 to 2013 Yr 9 NAPLAN
- Increase percentage of Yr 9 students reaching minimum Grammar & Punctuation standards
by 2% (65% to 67%) from 2011 Yr 7 to 2013 Yr 9 NAPLAN

- Increase percentage of Yr 9 students reaching minimum standards by 2% from 2011 Yr 7 NAPLAN results - Numeracy

- 100% of staff implementing Accelerated Literacy & Prioritising Grammar into teaching programs

**Strategies to achieve these targets include:**

- Identify the targets and teaching strategies from NAPLAN and the full range of school based and external data to improve, monitor and track students’ progress in literacy and numeracy.

- Provide and purchase a range of rich, authentic literature and reference material for literacy programs

- Provide and purchase a range of rich, authentic literature and reference material for numeracy programs e.g. Mathletics.

- Embed targeted professional learning programs to build whole school capacity to improve student literacy and numeracy outcomes i.e. Accelerated Literacy, Prioritising Grammar

**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.

Mrs Catherine Angel: HT HSIE, ASTI program

Mr Andrew Ryder: Rel HT English

Ms Vicki Williamson: School Council

Ms Melanie Cutts: P&C President

Mrs Nicole Tate: Sport Organiser

Mr Julie Fuller: Relieving DP

Mr Jeff Miezio: PASP DP

Mr Stephen McGuire: DP

Mr Maxwell Foord: Principal

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