School Context Statement

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.

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.

Our high school has a six class Support Unit. Airds High School is renowned for its organisational structure and focus, which strongly aligns school resources with clearly articulated values and learning platforms.

In 2014 Airds High School celebrated its 40th anniversary. This milestone was acknowledged through an Open Day, School Fete and Formal Dinner. All three events were well supported by the community.

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.

Stephen McGuire

P&C Message

2014 was a very successful year for the Airds High School P&C. We had a significant increase in the number of members at the beginning of the year and also an increase in the number of people regularly attending our monthly meetings. It was wonderful to see more parents and community members becoming involved with our school. Hopefully we will continue to grow and be able to do more and more for the staff and students here at our school.

The P&C held a number of fundraising events this year, all of which were successful and will help us to provide resources for the students. We held a Mother’s Day Stall and a Father’s Day Stall, both of which were very popular with the students. They seemed to really appreciate being able to get gifts easily on both occasions and at very affordable prices. Both stalls were well patronised and a profit was made each time, although there were some products left over after both stalls. These products can be sold again this year and the Mother’s Day and Father’s Day stalls are definitely something I would like to see continue.

The School Fete in 2014 was a great opportunity for the P&C to be involved in the 40th Anniversary celebrations as well as raise some funds. The Pancakes and Drinks stall was very successful, as was the Trash and Treasure stall. With both stalls running on the day we were able to raise over $800, which was an excellent result and made all the hard work worthwhile. Thank you to all the people who helped to organise our stalls leading up to the event, as well as all the people who gave up their time on the day of the fete to help run the stalls. It was wonderful to see so many volunteers there keen to help and be a part of what was really a wonderful day for our school.

At the end of the year we held a Christmas raffle which raised some more money for our P&C. We must thank Debbie Tailby and Lisa Chesterfield who spent many, many hours before the fete collecting prizes from local businesses for the Chocolate Wheel. These prizes weren’t all used at the fete and the P&C was lucky enough to be given some of them to use in our raffle. This meant we had no outlay for prizes and therefore all ticket sales were profit. Thank you to Debbie, Lisa and Steve McGuire for allowing us to bring a little bit of Christmas cheer to some of our community members.

I would like to congratulate Steve McGuire on what I consider to be a very successful first year as principal of Airds High School. It has been a real pleasure working with you both as a staff member and as a parent. You have brought about many positive changes over the past 12 months, always with the best interests of our students in mind. Thank you for all the hard work, time and
commitment you put into our school – it is very much appreciated.

Finally, I would like to thank all our members for their hard work, support and dedication throughout 2014. It was an extremely busy year at the school with so much going on to celebrate our 40th Anniversary, and it was wonderful to see our community becoming increasingly involved. It has been a real pleasure and honour to work with you all and know that we are all striving towards a common goal – improving the educational opportunities and outcomes of our students. The school greatly values the support you offer to the staff and students through your time and effort so willingly given. I am looking forward to another great year in 2015 where we continue to grow and achieve great things for Airds High School.

Melanie Cutts
P&C President – 2014

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. Referrals and connections with other services or stakeholders is also an important aspect to this role. Some of the programs and activities supported in 2014 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 2014.”

Student Representative 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 2014 the SRC also included Aboriginal representatives from each year group to encourage leadership roles within our Aboriginal Student cohort.

During 2014 a series of programs were developed and implemented to build students’ leadership skills. This has included tutoring students to help them develop their public speaking skills, empowering students by encouraging their contribution to whole school policies and the school plan, and building on student leadership skills through enabling them to organise whole school events such as Valentines Day, school Discos and Airds High Schools’ 40th Anniversary Celebrations. In 2014 students’ self esteem and confidence has increased which can be seen through a 50% increase in students nominating to be on the SRC and a 40% increase in Aboriginal students nominating to be apart on the Junior AECG between 2013 and 2014. There has furthermore been a 35% increase in Disco attendance between 2013 and 2014. This represents a growth in students abiding by our School Values of being “Safe, Respectful, Learners” as Discos
were introduced as a means to reward positive student behaviour.

In 2015, the SRC are continuing to improve their leadership and organisational skills by running whole school and community events, and by always striving to improve schooling life for the entire Airds community.

Mr Matthew Wallace

**Student Information**

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

**Student Enrolment Profile**

Airds High School has an enrolment of approximately 424 students. The school is becoming increasingly multicultural in its composition. Indigenous students make up 22% of the school’s population, Pacifica students 32% and a further 52 cultural groups are represented.

The enrolment figures remain virtually unchanged from 2013 with both female and male enrolments remaining steady. The continuing redevelopment of the local area has not seen any decrease in enrolment numbers.

**Student Attendance Profile**

School attendance rates are below state levels with Years 10 and 11 being of most concern. All year groups had chronic non-attenders who negatively affected the overall attendance rates. Despite HSLO referrals, many of the causes for poor attendance remain outside of our control. Male students make up 56% of students and males across all years had lower attendance rates than females. A Head Teacher Welfare has been appointed and will lead a Welfare team focusing on increasing attendance rates in 2015.

**School Retention Rates**

The significant decline in retention rates from Year 9 in 2011 to Year 12 in 2014 can be directly attributed to the relocation of many of our students due to the redevelopment of the local area by NSW housing.
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.

In 2014, we had a total of sixty-seven senior students studying VET courses at school and eleven students at TAFE. Of these, twenty-nine students studied two VET courses at school, nine students studied three VET courses. This high participation rate highlights the popularity of such “hands-on” courses.

At school, students in Year 11 opted to study Certificate II in Construction Pathways, Certificate II in Hospitality Kitchen Operations, Certificate II Metals and Engineering, Certificate II in Retail Services and Certificate II in Sports Coaching. Year 12 students continued their studies in Certificate II in Construction Pathways, Certificate II Metals and Engineering and Certificate II in Sports Coaching. These courses are taught by our trained VET staffs, who are accredited to teach VET subjects at the school. This accreditation is a very stringent process, including industry experience and Certificate IV in Workplace Training and Assessment.

Construction, Hospitality Kitchen Operations, Metals and Engineering 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 2014, 90% of HSC VET students opted not to sit for the HSC exam in their subject following our Registered Training Organisation’s (RTO) official procedures to withdraw from the exam. Only two students from Certificate II in Metal and Engineering sat for their VET HSC Exam. There are no HSC exams in VET Board Endorsed courses such as Sports Coaching.

Students must complete 70 hours of mandatory work placement over the two 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, Human Services, Transport and Logistics, Tourism and Business Services. The courses range from 120 hours over one year, 240 hours over two years. Ms Fitas, our Careers Adviser looks after both the TVET, SBAT and the Year 10 Work Ready Program. The Careers Adviser liaised with the TVET TAFE campuses (South Western Sydney Institute of TAFE) and advises our students on TVET options. Students attended TVET at South Western Sydney Institute of TAFE, mostly at the Campbelltown campus, but some students attend Ingleburn, Liverpool and Macquarie Fields campuses.

Ben Ling in Year 12 was a finalist in the Regional VET Awards for Sports Coaching and came equal 1st in the Public Schools NSW Ultimo RTO 90072. He was awarded a prize and certificate by our Regional RTO in September.

In 2014, the Work Ready Program continues to be taught into Careers Work Studies. This gives the opportunity for all Year 10 students to complete the Work Ready Program for work readiness, not just the VET students.

Working with the School Gardening committee and the Airds Community and Campbelltown TAFE, in 2015 a VET Horticultural course will be running in the school for selected Year 11 students. The course will run one day a week for a year, with the students receiving a Certificate II in Horticulture. This will help the school and Airds community to establish a productive garden of vegetables and fruits. There will also be landscaping and a quiet area for the community to sit.

Year 12 Students Attaining HSC or Equivalent Vocational Educational Qualification

In 2014, 34 students attempted their HSC with 32 students being successful in gaining a HSC, the other two students received a RoSA. Information concerning student work, TAFE and university placement is noted above.
Workforce Information

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

All teaching staff meets the professional requirements for teaching in NSW public schools. The school has 60.88 permanent staff and 10.3 supplementary staff under EQUITY and National Partnership programs.

Workforce Composition

<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>Assistant Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>6</td>
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<tr>
<td>Classroom Teacher(s)</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
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<tr>
<td>School Counsellor</td>
<td>2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>13.782</td>
</tr>
<tr>
<td>Total</td>
<td>60.882</td>
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</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Airds High School supports the DEC initiative to strengthen the Aboriginal population in our workforce through the employment of an:

- AEA (Aboriginal Education Assistant)
- ACDC (Aboriginal Community Development Coordinator)
- ASLSO (Norta Norta in-class tutor)
- ASLSO (designated SLSO in our Support Unit)

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>
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<tr>
<td>Postgraduate</td>
<td>33</td>
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</table>

Professional Learning and Teacher Accreditation

Professional learning was focused on improving classroom practice. All staff completed Professional Learning Plans (PLP) as part of their Teacher Annual Review Schedule (TARS) or Executive Annual Review Schedule (EARS). Through the preparation of PLP appropriate professional learning was identified and negotiated for each individual member of staff.

Airds High School became a pilot school for the Process Communication Model (PCM). Wayne Pearce facilitated a three day workshop training 12 members of our staff. The entire executive team and three of our SAS staff successfully completed the training. This training will now be embedded into the professional learning calendar at Airds High School.

Two thirds of the staff at Airds High School are Early Career Teachers and they continue to either gain accreditation or maintain accreditation. The challenge with such an inexperienced staff is finding suitable mentors. To address this issue a number of induction programs have been implemented. School delivered Professional Learning is structured to meet the Professional Teaching Standards and the individual needs of staff based on their PLP.

Beginning Teachers

In 2014, Airds High school welcomed Ms Naomi Green to our Support Unit and Ms Jacqui Drakefield to our TAS faculty. Of the 49 teaching staff at Airds High School 33 are New Scheme Teachers (NST).

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>
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<tbody>
<tr>
<td><strong>Income</strong></td>
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<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
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<tr>
<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
<td>137,503.19</td>
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<tr>
<td><strong>Total income</strong></td>
<td>2,524,397.56</td>
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</table>
Expenditure

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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<tr>
<td>Key learning areas</td>
<td>48,400.21</td>
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<tr>
<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Library</td>
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<td>Training &amp; development</td>
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<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<tr>
<td>Administration &amp; office</td>
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<tr>
<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
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<td>Maintenance</td>
<td>42,226.07</td>
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<tr>
<td>Trust accounts</td>
<td>53,721.76</td>
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<tr>
<td>Capital programs</td>
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<tr>
<td>Total expenditure</td>
<td>1,454,290.21</td>
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<tr>
<td>Balance carried forward</td>
<td>1,070,107.35</td>
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</tbody>
</table>

A full copy of the school’s 2014 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 2014

Sport

Swimming Carnival

Our swimming carnival was held on the 27th February at Bradbury pools. The weather was fantastic and we were all grateful for this. Congratulations to all the students who competed on the day. Our standout performer on the day was Aidan Ferderer who broke six school records. Aidan made it to the National Championships for Open Water swimming.

Cross Country Carnival

On the 9th May Airds High School held their annual Cross Country Carnival. The overall winner for the boys was Aidan Ferderer, closely followed by Jake Taylor. The girls race was very close with many race leaders throughout. The overall winner in the end went to Brooke Pepper in Year 7. Congratulations to all students who participated in the event.

Athletics Carnival

Our athletics carnival was held on the 19th May. The weather was nice to us and provided us with a clear warm day. It ran smoothly all day and many records were broken with special mention to Leon Longbottom for his record breaking high jump. I would like to thank all the staff for their support on the day, without your effort the day would not go ahead.

Knockout Teams

We have had various staff members associated with many knockout teams this year. Our students have had a variety of sports that they could trial for and represent the school in. We had students representing Fisher Zone in boys and girls soccer, boys and girls hockey, netball, volleyball and rugby union. Students also represented at Region Sydney South West in volleyball, rugby union and girls hockey.

Swim & Survive Program

All students from Year 7 were involved in the Swim and Survive program. This is one of the most important skills that all individuals can learn and could one day save their life or the life of someone they love. The program aims to develop student’s skills in floating, sculling, movement and swimming strokes, survival and PFD, underwater skills, safe driving, rescue skills and water safety knowledge. This was a compulsory activity for Year 7. As students are at different levels of swimming abilities the program caters for all levels. This year we had students in five different levels, from those who cannot swim to students who are quite confident in the water. Staff attending the Swim and Survive week had all been trained by the Royal Lifesaving Society and achieved a Bronze Examiner level, which means students from Airds High School are very lucky to be trained by skilled teachers in the swimming field.

Academic Achievements

NAPLAN

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 these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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 and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 7 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

**Reading**

Year 7 students’ results are above the SSG, with more students in Bands 7 and 8 and an overall decrease in Band 4. There were no LBOTE students in the lowest band. Trend data shows a marked increase over the last 4 years. Girls, ATSI and LBOTE students have had the greatest improvements in reading. The cohort was above State in scaled growth.
Year 7 numeracy results have steadily increased over the last 4 years.

**NAPLAN Year 9 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)**

**Reading**

Year 9 results in Reading showed more students in Bands 7 and 8, with boys being equal to State student growth.

**Writing**

Year 9 boys had 62.9% at greater than or equal to expected growth, and they were considerably higher than State. Year 9 Aboriginal students had 72.7% above expected growth and were 59.1 points above State and DEC Aboriginal students.

**Year 9 Spelling**

**Year 9 Reading**

**Year 9 Writing**
Grammar and Punctuation

Year 7 and 9 students showed growth in grammar and punctuation. 58.1% of year 9 girls achieved greater than expected growth.

NAPLAN Year 9 – Numeracy

Year 9 showed a small growth in number, patterns and algebra. Year 9 girls scored above state in expected growth. All Aboriginal students had growth in their overall numeracy results, and were above state average for Aboriginal students. 68.2% of LBOTE students achieved growth in numeracy.

Minimum Standards

The Federal Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 7 & 9. The performance of our students in the National Assessment Program – Literacy and Numeracy (NAPLAN) is compared to these minimum standards. The percentages at or above these standards are reported below. Results are shown with exempt students (students with significant disability) excluded. Results with these students included rates in lower figures.

Record of School Achievement (RoSA)

Student achievement for the RoSA is assessed and grades are awarded based on course descriptors. Year 10 students received grades for mandatory subjects as well as their chosen electives. Year 11 students were awarded grades to reflect student outcomes in their courses of study.

All Year 10 students transitioned from Stage 5 to Stage 6 and thus no RoSA certifications were attained in 2014.

ESSA

The 2014 Essential Secondary Science Assessment (ESSA) results continued the trend of positive growth. Again, our overall results have moved into higher bands, with zero students receiving a band 1, fewer students in band 2 (down 4%), and a record number of students receiving a band 4 or above (>20%). The Science Faculty is striving to further improve these results.
with an aim of 75% of students receiving a band 3 or above.

Higher School Certificate (HSC)

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).

ENGLISH

In 2014 there were a total of 15 students undertaking the English Standard and English Advanced courses. It was extremely pleasing to see all students in the challenging Advanced English course achieve a Band 3 or higher. More than 40% of the students undertaking the English Standard course achieved a Band 3, a huge improvement on previous years which is excellent. Our challenge is to ensure that students are able to access the curriculum and enable them to achieve in the higher bands.

HSIE

HSIE HSC results reflected a wide range of student achievement across various bands. The HSC subjects –Ancient History, Business Studies, Geography and Legal Studies and Modern History were undertaken during 2014. Particularly pleasing were the Modern History results, where achievements indicated a vast improvement against SSG and State levels. 60% of Modern History students achieved a Band 3 or above. Geography, Legal Studies and Ancient History, all traditionally demanding and difficult courses did not meet the average achievements of the past four years, although it is encouraging to see an increase in students achieving Band 3 results. 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 that are offered at Airds High School, their study of which contributes to their development as active and informed global citizens.

PDHPE

We had another small group of only three students this year to sit the HSC for this course. We were hoping to achieve at least one band 5 but, unfortunately, one of our students just missed out by the smallest margin.

It is always difficult to gauge what methods are effective in the delivery of the course content with such a small cohort of students attempting the course. It is still obvious; however, that the level of effort needs to be maintained at a very high level both at school and at home if results are to improve in the future.

CAPA

During 2014, the HSC subjects that were undertaken for Creative and Performing Arts included Visual Arts and Music. We had six students undertake studies in Music 1, and eleven students study Visual Arts. Overall in Music, students scored marks ranging from Band 3 to Band 5. This showed a marked improvement from the previous year. In Visual Arts, marks ranged from Band 1 to Band 4. Although in-school assessment marks were lower than previous years, students showed improvement in their HSC examination.

For 2014, our HSC Music students continued to excel, by achieving the highest results across the school. We hope that this trend continues into 2015, and that our students results reflect their dedication and efforts.

In 2014, CAPA was also involved in a number of community based initiatives including the Transforma Sculpture project, workshops with Campbelltown Arts Centre, tutoring of local primary school students in Music and numerous exhibitions for whole school and community events. These projects have helped raise the CAPA profile and have afforded our students with opportunities to express themselves creatively with the assistance of industry professionals.
With high levels of commitment from both staff and students, we hope to continue to build on the Creative and Performing Arts profile, and help our students strive to achieve their full potential.

TAS

The HSC subjects undertaken in TAS by the 2014 cohort were Food Technology, Construction and Metal and Engineering. Three students undertook studies in Metal and Engineering, nine in Construction, and seven in Food Technology. Results in Food Technology ranged from Band 1 to Band 2. Although students in school assessment marks were pleasing, their results in the HSC examination were disappointing. In Construction, students chose not to sit for the optional HSC examination. In Metals and Engineering, two students chose to sit the HSC exam.

With the opening of the Trade Training Centre for Construction, students have been afforded the opportunity to build on their expertise in this area. They have been able to work on a number of projects around the school which has reinforced their learning, and helped improvement the school environment.

In 2014 the TAS staff have continued to work on their programs to ensure that our students are offered rich and engaging lessons. Food Technology and Hospitality students have also been involved in catering for various school and community functions throughout the year, and have been able to demonstrate their professionalism and skills in this area. This real life experience has helped our students engage in their learning at higher levels.

SCIENCE

Both Biology and Senior Science courses were offered for the HSC in 2014 with pleasing results. Our faculty demonstrated its strength in assisting Year 12 students to perform their best as most students’ best HSC results came from their Science unit.

Biology celebrated 40% of students gaining a band 4, the best elected subject result in 2014, and an impressive feat in one of the most popular subject choices in the HSC. Senior Science had not been offered in recent years, and we look forward to seeing positive growth in this subject.

MATHS

The courses ‘General Mathematics 1’ and ‘General Mathematics 2’ were new syllabus subjects for 2014. The more demanding General Mathematics 2 was identified by students as the appropriate for supporting the need for ATAR recognition and for success in post-secondary areas. This pathway may have been problematic for some students more suited to the General Mathematics 1 course and this experience has been noted and decision-making for HSC Mathematics courses will require much more rigorous vetting of student ability, other courses and future directions and ambitions. Most students were very pleased with their results and were keen to further develop their skills and knowledge in this area in post-school endeavours.

Other Achievements

Excellence in Public Education Awards

We had two successful nominees – Ms Stoddart in the Early Career Teacher category and Mrs Bain in the School Administrative and Support Staff category. Both ladies work extremely hard to make our school a better place and both are very worthy recipients. They were presented with their prestigious awards at Sydney Town Hall at the DEC “Come Together – A Celebration of Excellence” event. Kasey-Faith Venn performed the National Anthem as part of their VIP experience at this event. Also winning an award was Ms Nicole Tate for Excellence in Year Advising, outstanding recognition of all of her hard work and dedication.

Significant Programs and Initiatives – Policy and Equity Funding

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 2014 these positions included:

Aboriginal Education Assistant (from Term 3)
School Aboriginal Education Coordinator
Norta Norta Tutor – Individual Sponsorship Years 11 and 12
Norta Norta Tutor Years 7 – 10
School Learning Support Officer – Aboriginal identified position
Aboriginal Community Development Co-ordinator

The Aboriginal Education Team consisted of the staff members listed above along with a Deputy Principal. This team worked in conjunction with the Aboriginal Education Committee which developed and carried out action plans based on the priority domains from the Aboriginal and Torres Strait Islander Education Action Plan (ATSIEAP). Our staff were also professionally developed in the area of Aboriginal Education from our DEC colleagues from Aboriginal Education and Community Engagement. Most of our professional learning centred around personalised learning plans for our students and how we can best plan and cater for the individual needs of our Aboriginal students. Cultural perspectives also formed the foundation of our professional learning agenda.

The Norta Norta program is funded by the DEC and provides students with intensive curriculum support. Leon Latulipe (Years 11 and 12) and Nancy Hooley (Year 7 – 10) fulfilled the roles of Norta Norta tutors. Senior students were provided with individual study times to support and ensure the successful completion of curriculum tasks. Students in Years 7-10 were provided with in-class support from Nancy Hooley.

Aboriginal student leadership was supported through regular meetings and Campbelltown Local AECG workshops. Aboriginal Education continues to be a strong focus across our CoS (Community of Schools). Workshops focused on enhancing the leadership capabilities of students and developing the knowledge and understanding of the NSW AECG. The culmination of the work of this group was the CoS Camp at Wooglemai which strengthened the work of the Junior AECGs across the CoS and further developed the capacity and leadership skills of the students from each school. Airds High School has a Junior AECG representative from each year group which is a voice at the SRC.

The NAIDOC Day assembly and events at Airds High were an important highlight of our school calendar. It was an opportunity for our whole school community to celebrate with pride, and recognise the achievements of our Aboriginal students and staff. NAIDOC was also part of our CoS initiatives with Aboriginal students from across all of our schools participating in a series of games and workshops, reinforcing cultural pride and identity.

Reconciliation Week was recognised through our annual Flag Ceremony. Parents, students and staff shared their thoughts and feelings about the importance and significance of Reconciliation Week on a short film that was viewed by staff, students, parents and community at this event.

A number of our Aboriginal students participated in extra-curricular programs. Wendell French and Kasey-Faith Venn were successful in the Aboriginal VIP (Vocal Identification Program), culminating in a live performance at the Casula Powerhouse. Brianna Syron excelled in the debating field, achieving 3rd place in the ‘Speak Up’ Competition at Parliament House. Our senior students - Killara Bell-Stewart, Zac Dunn, Aiden Ferder and Victoria Peagam participated in the ‘Great Debate’ at Parliament House but were unfortunately defeated by the competition winners, Tempe High School.

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), NSW DEC Aboriginal Education and Community Engagement Team, Australian Indigenous Mentoring Experience (AIME) and Campbelltown Local AECG.

Action Plans and PLPs have been evaluated and re-developed to re-engage students and provide necessary support to create successful, confident and informed ATSI students. Culturally based programs such as Sista Speak along with targeted tutorial programs such as Norta Norta have also been utilised as part of the engagement process. As a result, ATSI students have been supported
by strong partnerships between the school, family and community to increase engagement in education.

**Sista Speak**

The Sista Speak program was established in Dubbo in far west NSW by a group of Aboriginal women, teachers and community leaders. It was found to be the most successful program for their young ladies and has since trained women all over NSW in order for the program to be delivered in other low socio-economic communities. Sista Speak is run in partnership with the community of schools of Airds High School, Briar Rd Public School and John Warby Public School. Campbeltown AECG and Marica Women’s Refugee have worked together to start the Sista Speak program. It was trialled in 2013 with tremendous success meeting all outcomes and continued the success in 2014.

The program aims to increase Aboriginal women’s self-esteem to give them the capacity to make positive choices in regards to education and improving their lives. To communicate effectively when connecting between education and further career prospects in turn furthering improved economic independence. It inspires young Aboriginal women to think about a range of career options available to them, using the resources from outside agencies.

Sista Speak promotes an active lifestyle, healthy eating and personal hygiene. It aims to promote the effective partnership between NSW DEC and local communities to deliver a program to Aboriginal women in Years 5 – 10.

**EnvironMENTALS Sustainability Group**

The EnvironMENTALS sustainability group is comprised of representatives from the Science, TAS/CAPA, Teaching and Learning faculties, Campbeltown Council, parents and students. The group meets formally approximately twice a term to discuss strategies and create action plans to increase sustainability awareness across the school and in the community.

During 2014 we participated in schools National Tree Day, National Recycling Week, came runner up in ABC Recycling Challenge and registered in the International Eco-Schools program.

As part of our action plan a student group of between 6-12 students met weekly during 2014 to work on gardening or recycling projects. The students learnt to recognise weeds, work safely, use composting techniques and applied for grant money to help support their projects.

In 2015 the group has continued to meet weekly and have been supported by the implementation of a TAFE Horticultural course that now runs each week on a Tuesday. Through these programs our Community Vegetable Gardens are now re-established and plans are under way for the revitalisation of the garden surrounds.

**Positive Behaviour Learning Program**

In 2014 the PBL team consisted of a new team leader and members from Support, Science, Maths, TAS and HSIE. The target for the year was to focus on positive awareness versus the negative. During Term 2 the PBL team ran an inter-KLA contest on positive awards. Data was collected each week on a KLA basis to recognise the winning faculty in positive encouragement for their students. This initiative led to a wider use of merit awards for students and encouraged staff to use Sentral to record all their positive awards. The PBL team also developed commendation week with staff sending letters of commendation home to parents twice a term.

Airds High School celebrated 40 years of quality education within the Airds-Bradbury community. The PBL team focussed on the open day displaying past and present history, students were given an “Open Day Passport”, that needed stamping at every site within the school, to encourage student participation. Awards were given to the students with the most stamps in each year group.

In Term 4 a SWOT survey was conducted during staff meetings and data was gathered to assist with compiling the targets for 2015. Each staff group was led by a member of the PBL team to help guide staff through the survey process. Evaluation of the current awards program was conducted and also investigation into reward systems in use in other high schools. The decision was made that our current system was the way to go but need to encourage students to be more pro-active themselves and take pride in their achievements.
The PBL team also met with team coach Kim Osborne to receive mentoring and further guidance in developing future programs for the school.

**Gifted and Talented Program**

The Gifted and Talented program at Airds High School aims to support the school motto ‘Strive to Achieve’ by providing opportunities for students who have the potential to achieve beyond the norm. The whole school has been professionally developed in the understanding and implementation of differentiated learning within the curriculum. However, the school also aims to provide experiences, challenges and opportunities for each discrete year group.

The GAT program also tapped into externally provided opportunities specifically designed for high achievers including Fast Forward. The Fast Forward Program is a career driven concept by the University of Western Sydney and aims to prepare students for the future by running workshops and one on one mentoring sessions surrounding work choices, study methods and time management.

Students from all years within the GAT Program were encouraged to participate in a large number of external competitions particularly in areas of student personal interest or skill eg Tournament of Minds. Personal Learning Plans (PLP) were developed for each student in the program and these were made available to all staff to ensure that all staff were on-board with the program.

For the third year running, the Airds High School Year 9 GAT cluster group ran ‘The Gifted and Talented Middle School Challenge’. This tournament is run once a term and is an Airds High School initiative involving local Primary schools that aim to develop students’ creative and critical thinking skills. The selected students from our four feeder primary schools participate in set challenges rotating their way through KLA based quiz questions, problem solving activities and team building experiences. The Year 9 Airds High School GAT students plan and implement all activities on the day.

The program aims to build team work within the cluster group, foster leadership in presenting tasks to primary students and further develop creative and critical thinking skills. It provides students a hand on approach to both teaching and learning, builds strong links between feeder schools and the outside community and provides great levels of higher order thinking and deep understanding. The high school students take great pride in exhibiting their skills for the enrichment of other students. Bradbury Public School was the overall winner of the challenge. Congratulations to them.

Data collected on the Gifted and Talented group indicated that their academic performance outstripped that of the rest of their year group at an increasing rate over the year.

**Technology**

In 2014 Airds High School has continued to advance in their use of Information Communication Technologies in the classroom. From our initial trial in 2013, Airds High School now has a full class set of iPads up and running. These have proven to be a very engaging tool, especially in Science, where students have been able to access innovative programs to further their understanding of the new Science syllabus.

2014 also saw the installment of the High Performance Lab. This lab consists of 24 advanced model computers which have allowed students to create work of a much higher standard. The lab is currently being utilised by the senior Computer Applications and IDT class. Along with the installation of the High Performance Lab, two more computer rooms were also updated with new machines. This has increased the speed of the classroom computers and has enabled students to create work of a higher quality.

In 2014, Airds High School offered Computer Applications as a subject for students to study for the first time. Students undertaking this course have been able to build on their skills and have assisted the Computer Coordinator with the installation and maintenance of technology around the school. Through hands on, real life activities, student engagement levels have increased and student ownership of school technology has also improved.

Throughout the year, staff have also continued to develop their ICT skills by undergoing professional development. This has included workshops on how to use iPads, Google apps, and other Web 2.0 applications. As a school we are always striving to effectively incorporate
technology into the classroom to increase engagement and help students achieve set outcomes to the highest standard.

**School Planning and Evaluation 2012—2014**

**School Evaluation Processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2014 two evaluations were completed; one related to an educational and management practice (Attendance) and the other related to curriculum (Mathematics Faculty). The processes used include:

**Mathematics Faculty**

**Background**

The Mathematics Faculty has seen significant staff turnover in recent years, with many permanent positions being filled by ECT. The Head Teacher felt it was appropriate to undertake a complete review of the faculty using the following six targeted areas; Leadership, Resources, Organisation, Student Achievement, Teaching Programs and Teaching Practice. The team conducting the review comprised of Deputy Principal, three Head Teachers, one teacher, School Administration Officer (SAM) and Community Liaison Officer (CLO).

**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 Mathematics Faculty 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 were made by the team in regard to the above six mentioned targeted areas and this was discussed with the Head Teacher and other KLA members.

**Future Directions**

The Head Teacher and Mathematics staff working in consultation with the Deputy Principal 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.

**Attendance**

**Background**

The suburb has an unemployment rate of 35% compared to the overall Campbelltown City area of 7.5%; the unemployment rate for the 15-25yr age group is 51%. There are a large number of people surviving on disability pensions or other government benefits. The area is currently in the process of a housing redevelopment, which is placing stress on the community.

School attendance has been identified as the focus area for this school self-evaluation. The school has determined attendance as a major focus area to help improve the educational and social outcomes of students. The school is determined to improve the performance in this area as the school attendance rate has consistently been below regional and state attendance.

The team conducting the review comprised of Deputy Principal, three Head Teachers, two teachers, Senior Executive Assistant (SEA), Pacific Islander Community Liaison Officer (PICLO) and Norta Norta School Learning Support Officer (SLSO).

**Findings and Conclusions**

From the analysis of the school attendance data it was found that the school attendance rate for 2013 was 81.3%, this was lower than the regional rate of 91% and the state rate of 89.9%. The school attendance rate has been consistently lower than the regional and state rates for the past four years.

Year 11 had the lowest rate of attendance at 71.15%; however, there were four with attendance rates below 30% and one below 45% which had a negative impact on overall rates. All
year groups had chronic non-attenders who negatively affected the overall rates. (Work placement can have an impact on attendance rate)

ATSI students make up 22% of total students and attendance rates are consistent with non-indigenous students except for Year 12 where three non-attenders and one expulsion adversely affected the rate of attendance, lowering significantly the rate to 34% overall for Year 12 ATSI students.

Male students make up 56% of total students and males across all years had lower attendance rates than females. Lowest male attendance was Year 10 where 76% of total Year 10 absentees were male.

Highest rates of attendance were Years 7 & 8 and lowest Years 10 & 11.

From the attendance summary by year group, attendance rates steadily declined each term from the start of the year for every year group. Term 1 to 4: Yr7 – 5%, Yr8 – 1.5%, Yr9 – 5%, Yr10 – 7%, Yr11 – 3%, Yr12 – 1%.

Future Directions

Update Welfare & Discipline Policy to reflect current good practice in school attendance (refer to “Student Attendance in Government Schools – Procedures” document).

Implement programs to encourage and improve attendance. Need an effective follow up procedure for these students.

Casual teachers need to be given a paper copy (hard copy) of the roll & then it is transferred to SENTRAL when teacher returns.

A consistent procedure is required to ensure attendance concerns are being translated to a HSLO referral.

A new whole school reward scheme for good attendance and for those improving their attendance, this should be embedded into our Positive Behaviours for Learning (PBL) platform.

**School Planning 2012-2014:**

**School Priority 1**

Increase levels of literacy and numeracy achievement for every student consistent with state directions.

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**Outcomes from 2012–2014**

- Increase levels of literacy and numeracy achievement for every student consistent with state directions.
- Diminish the gap in literacy and numeracy achievement between Aboriginal and non-Aboriginal students.
- Strengthen literacy and numeracy learning through the effective use of the full range of diagnostic assessments.
- Improve outcomes through targeted strategic early intervention for students experiencing difficulty in literacy and numeracy at key transition points.

**Evidence of achievement of outcomes in 2014:**

- Establishment and implementation of personalised learning plans (PLP) to improve literacy and numeracy outcomes for all at risk students, Aboriginal students and GAT students.
- Reduced literacy and numeracy achievement gap between Aboriginal and non-Aboriginal students. (Year 9 Numeracy results)
- Base line testing of all Year 7 students, new enrolments and targeted students using PAT and TORCH assessments.
- Consolidation of MULTILIT, Counting On and TOWN assessment.

**Strategies to achieve these outcomes in 2015:**

- Employ three SLSOs to support T & L team and implement student support.
- Individual student progress is monitored and assessed against literacy and numeracy continuums.
- Personalised learning pathways are collaboratively developed and regularly monitored to ensure the achievement of students match or better the outcomes of benchmark data.
- Target students earlier for peer reading and start earlier in the year and organise groups in Years 7, 8 and 9.
School Priority 2

Effective implementation of the Aboriginal Education and Training Policy and ensure that the ATSIEAP 2010 – 2014 is reflected in all priority areas.

Outcomes from 2012–2014

- Aboriginal students are supported by all staff to become successful learners, confident and creative individuals who are active and informed citizens.
- Aboriginal student learning outcomes will match or better the outcomes of the broader student population.
- Aboriginal students are supported by strong partnerships between schools, families and communities to increase engagement in education.

Evidence of achievement of outcomes in 2014:

- All Aboriginal students have a quality PLP which is reviewed annually by staff, the individual student, AEO and family.
- Improved Aboriginal student attendance and retention rates, as a result of successful transition programs at key transition points.
- Increased partnerships established through genuine consultation with Aboriginal Education Consultative Groups and Local Aboriginal Communities.
- Employment of In Class tutor (NAPLAN component) and a teacher for individual sponsorship component of Norta Norta.

Strategies to achieve these outcomes in 2015:

- Engaged and authentic learning experiences are enhanced through student feedback and self-regulation.
- Learning programs and curriculum delivery is developed in consultation with parents and the community.
- Greater flexibility to allocate resources according to locally determined priorities is evident.

School Priority 3

Strengthen leadership and management capacity of school staff, executive and senior executive to drive school improvement.

Outcomes from 2012–2014

- Enhanced leadership innovation that makes use of the full range of opportunities that facilitate positive learning cultures across the community of schools.
- Increase staff capacity to meet the needs of a significantly culturally diverse and changing community.
- Promote student leadership roles.

Evidence of achievement of outcomes in 2014:

- Employment of an Aboriginal Community Development Coordinator (ACDC) between Airds High School and Briar Road Public School.
- Employment of CLO, PICLO and Pastoral Care worker.
- Student leaders now perform the role of master of ceremony for all formal assemblies and official ceremonies.

Strategies to achieve these outcomes in 2015:

- Local leadership capacity and teaching expertise are strengthened through flexible strategies for teacher or school leader exchange to build shared expertise across community of schools.
- Classroom based professional learning is targeted and focused.
- Strong processes ensure effective supervision and differentiated professional development within the accreditation framework; differentiated professional learning supports all staff.
Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Tell them from me Survey

In 2014, the school again sought the opinions of students through the survey “Tell them from Me” (TTFM). The survey provided valuable feedback on what students think about school life, how engaged they are with school and the different ways that teachers interact with them. The results of the survey will be used to help improve how things are done. It was anonymous to protect student privacy. Results highlighted areas that created anxiety in students and how intellectually engaged and motivated students were. It gave valuable insight into behaviours that cause students to make negative choices that impact their learning.

In 2014, the school sought the opinions of staff in a pilot survey “Focus on Learning”. The survey allows staff to anonymously reflect and comment on the Eight Drivers of Student Learning. Areas covered include; Leadership, Collaboration, Learning Culture, Data Informs Practice, Teaching Strategies, Technology, Inclusive School and Parental Involvement.

Parents and caregivers have regular opportunities to provide feedback and opinions about the school through P&C meetings, parent-teacher night and school events such as sports carnivals, Flag Ceremony and Presentation Assemblies. The school newsletter and website provide a means of communication keeping parents, caregivers and the community informed of news and events. 2014 saw Airds High School launch its own information App. This App is able to be installed on any smart phone and it has proven to be very popular amongst our community.

Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

Strategic Direction 1
Creative, innovative and resilient learners

Strategic Direction 2
Exemplary teaching and sustainable leadership capacity

Strategic Direction 3
Dynamic educational community culture
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 Robyn Jones: SASS/Senior Executive Assistant
Mrs Robyn Bain: SAM
Ms Melanie Cutts: P & C President
Mr Rob Hodgson: Pastoral Care Worker
Mr Matthew Wallace: SRC Co-ordinator
Ms Sarah Zalewski: GAT Co-ordinator
Mr Nathan Halliburton: Sport co-ordinator
Mr Matthew Wallace: Computer co-ordinator
Mrs Pauline Coogan: VET Co-ordinator
Mrs Julie Fuller: DP Aboriginal Education Co-ordinator
Mrs Narelle Barker: Relieving HT English
Mr Josh O’Neill: Relieving HT HSIE
Mr Matthew Wallace: Relieving HT TAS/CAPA
Mr Stephen Wagner: Relieving HT PDHPE
Mr Jeff Miezio: Deputy Principal
Mrs Julie Fuller: Deputy Principal
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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: