

2021 Annual Report

Airds High School



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Introduction

The Annual Report for 2021 is provided to the community of Airds High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Airds High School

Briar Rd

Campbelltown, 2560

<https://airds-h.schools.nsw.gov.au>

airds-h.school@det.nsw.edu.au

4625 5811

Message from the principal

As I have previously stated, in uncertain times, the role of a school is not only to facilitate and pursue academic excellence, but also to motivate and empower its students to be life-long learners, critical thinkers, resilient individuals and productive members of an ever-changing global society. I truly believe that this last year has taught us many things about ourselves and the role we play in our communities and families to foster positivity and growth outcomes.

Throughout 2021, we have had the pleasure of being announced as a *Connected Community High School* identifying our proud heritage and link to our Aboriginal and Torres Strait Islander students and community. Our great school has always been renowned for embracing learning challenges and we proudly have been recognised for our efforts and the announcement of joining other community schools in the state of NSW reinforced this viewpoint. In reapplying for my position as an Executive Principal, I had the equal privilege of reassessing my pride and deep commitment to Airds to provide quality education with my dynamic team of educators.

Airds High Connected Community High School has a very solid foundation within its dynamic and innovative structure to support quality teaching and learning for all of its stakeholders. In alignment with our school's strategic direction of *Quality Teaching and Connectedness* around attendance, we have worked diligently with our families to ensure they understand and take joint responsibility for children attending school both punctually within school hours and daily. We have made a committed effort to inform our families and community if, their child is not attending classes to ensure that we are working as a partnership to meet our children's educational outcomes.

It is our continued mission is to provide quality learning experiences that ignites passion, capacity and determination to become successful learners and to achieve their best in all aspects of schooling and life beyond school. Though 2021 was challenging with the COVID global pandemic, Airds High Connected Community School can proudly state that we did provide highly inclusive academic, social and cultural curriculum in a remote platform. Our Executive staff, Teachers, Clontarf Academy staff, Support Teachers, Covid Tutors, School Counsellor and Office Administration, can all celebrate in the knowledge that we had our students learning and families' wellbeing front and foremost in our remote online teaching response. Proudly, our community of staff, students and families worked as one to achieve some outstanding attainments from students transitioning from Preliminary to their Higher School Certificate and to Year 7 immersing themselves into our online well-being programs. Together, I can proudly announce that it was the joint efforts of our community, teaching and support staff who encouraged, supported and inspired students to achieve their personal best and feel positive about their education and learning.

2021 was a very positive year at Airds High School with many successes of student being recognised for their leadership and public speaking, academic competitions and sporting successes as exemplified by our State wide Vocational Training Award for Hospitality won by one of our Aboriginal identified students. Airds High School Student Representative Council flourished during 2021, with many students taking the lead in well-being *Zoom meetings* paving the way for a change in student leadership and ease of co-ordinating and assemblies modelling their highly skilled public speaking.

In the sporting arena, our students continued to demonstrate commitment, skill and fairness in a wide variety of events regardless of the COVID disruptions. Our students demonstrated great skill, aptitude and commitment individually and to their teams.

It is my belief that 2021 was the year that Airds High School demonstrated its tireless commitment to ensure that our students, their families and community felt connected, supported and valued. With another year of face-to-face restrictions, ingenuity and the desire to be heard continued through social media and online meeting platforms. It is a testament to our community and their resourcefulness, that we continued to use a blended model of traditional and non-traditional teaching and learning methods and return to school without the duress and fuss purported in other educational settings.

Parents and visitors frequently compliment us on the warm, accommodating and inclusive school atmosphere that we model throughout the entirety of our school. We encourage all our students to develop high expectations about themselves, their work and their behaviour, which is an expression of our three school values- *Being a Safe, Respectful Learner*. These values are embedded in our school and are reinforced during assemblies, Study Skills (SSK) lessons and Year Meetings. Our parents are a strengthening power in helping shape the future of our students.

Finally, I would like to thank our Deputy Principal's, Executive and all our staff for their incredible hard work and ongoing commitment to student learning and wellbeing. Thank you also to our parents and community for their partnership in making a collective and powerful difference for our students. I am extremely honoured and privileged to be leading such an inclusive, dynamic and caring collective of individuals of teachers, support staff and students of Airds High Connected Community High School.

Stephen McGuire - Executive Principal

Message from the school community

It has always been a priority to develop and sustain productive relationships with our community to maintain an inclusive environment for high academic, social and cultural engagement.

The *Community Feast of Unity Project* was launched in 2018 to benefit community engagement centred on the improvement of student learning and wellbeing outcomes. The aim for 2021 was to further develop and broaden an increased connection between home and school, enabling student learning to develop. Using the '*Strengthening Family and Community Engagement in Student Learning Resources-School Assessment Tool*' as a project guide, this connectivity was expected to grow with our fourth Parent/Community Conference which unfortunately did not run due to COVID19 lockdown.

As with the previous year, a detailed plan of community events to be hosted at Airds High School during 2021 included the expertise of outside facilitators to demonstrate and lead activities such as cake decorating, craft and learning activities linked to key learning areas of our school. Parents and community were a part of the concept and construction of these workshops and feedback was pivotal in ensuring that all participant's needs would be met. Unfortunately, for another year, COVID-19 ended both our ability to bring in outsiders and our community to our school premises.

Maintaining the strict guidelines and protocols of the Department of Education, our school managed to meet with our community in a socially distanced manner at various neutral locations from coffee shops to our local *AB Central* at Airds. We kept open lines of communication and set modified goals to work as a team collectively to support both the community and our school. Our Parents and Community (*P and C*) meetings had to occur off site, the community wellbeing room previously used for weekly meetings instrumental in providing an area where parents feel safe to enter Airds High School and liaise with other community members and teachers could not be opened. Regardless the parents and community showed initiative and continued to meet in other venues such as at the outdoor seating at the *AB Central* to maintain their positive connection between teachers and school. Despite the effects of the pandemic, the qualitative data collected from questionnaires was very positive in reflecting the ongoing commitment both the community and school have towards each other.

The official positions of President (Trish Carney), Vice President (Lisa McCoy) and Secretary (Melanie Cutts) continued as leaders of the *P and C*, stating that the school has provided them with many opportunities to help them grow in confidence and they wanted to keep working for the school regardless of the difficulties with the pandemic.

We are extremely proud of our community involvement and achievements of 2021 in a very challenging and different global front. Fundraising initiatives increased during Term 1 with the autonomy of our parents and community successfully organising *Bunnings BBQ* events further unifying their good will and school spirit without teacher support. Parents and Community of 2021 continually supported student-based initiatives and felt confident in advertising the positivity of our school as a learning environment using social media conventions.

We would like to thank our wonderful community of Airds High School for their continued dedication and support.

Ms Megan Mitchell - Deputy Principal

Message from the students

Airds High School has a variety of leadership programs to support and guide students in using their voice to lead the way for the future as we believe student voice is a vital component of the growth of our great school. Airds High School offers formal and informal leadership initiatives which enables students to strengthen their skills necessary for successful future leaders. Inclusive opportunities for leadership include Captaincy, Sports Captaincy, Ambassador roles for students in years 10-12 as well as Student Representative Council (SRC) for all other grades. All roles are supported through teacher student mentoring, public speaking practice and support, as well as guidance through interview process. Upon success, students are formally inducted where they are taught public presentation etiquette and leadership skills. Airds High School also offers programs such as the *MMM program* for our male students and *GEM* for our female students aiming to grow and build confidence, resilience and leadership amongst themselves and the school.

Despite the unprecedented obstacles of the COVID pandemic, 2021 was a successful year for student leadership under the guidance of Ms. Borrego, Ms. Mitchell, Ms. Bernard and Mr. Marks with the leadership bodies contributing in a number of ways.

The year began with Airds High Schools annual Valentine's Day where money was raised for SRC Badges and conferences for further develop leadership skills and potential. Male students in the MMM program had their opportunity to experience the wilderness while the females in the GEM program engaged in healthy living workshops aiming to support the unique challenges faced in 2021.

Our Captaincy and Leadership process adapted and modified itself well to the challenges of 2021 COVID lockdown using technology. We proudly followed process inducting a leadership team for our next year, demonstrative of their resilience skills to lead in challenging times with clarity and vision. We also employed another teacher leader, Mr. James Poole for our student leadership and voice portfolio and look forward to seeing his energy and enthusiasm work collaboratively with our elected student leaders.

We are proud of the vast leadership opportunities available at our great school of Airds and continue to look for continued opportunities to develop, grow and immerse all of our students with opportunities to voice their leadership.

Finally, we would like to thank our teacher leaders and student leaders for their diligence, collaboration and professionalism in working together to provide great opportunities for the students of Airds High School.

2021 Leadership Team



Student Leaders having a discussion.

School vision

Airds High School is committed to the provision of a safe and stimulating learning environment that develops confident, resilient and responsible citizens. Providing a culture of exemplary evidence based teaching practices and processes throughout the whole school setting, helps to create student empowerment to become socially responsible life long learners. Every student, every teacher will be challenged to continue to learn and improve every year.

To achieve academic success and prepare students for higher education, training and work, we use explicit teaching strategies to build strong foundations in Literacy and Numeracy with a focus on academic attainment.

To ensure we meet high educational standards, our school's vision is underpinned by high expectations of our staff and students, and strong connections to our parents, community and partner organisations.

School context

Aboriginal community. Aboriginal and Torres Strait Islander students make up 28.7% of the schools population, a significant Pacifica student population and a further 52 cultural groups are represented. The school has a FOE index of 170 and our EALD is 31.7%. Whilst the majority of the schools funding will be used to support initiatives developed in the 2021-2024 Strategic Improvement Plan, some of the funds will be used to support other activities not embedded in the plan to support the diverse range of student cultural and learning needs.

Airds High school is committed to continually improving effective classroom practice with staff professional learning being the key focus ensuring both student Literacy and Numeracy levels are improved through improved data collection, analysis and its application to drive and underpin the use of quality.

Airds High School is a co-educational comprehensive high school, years 7 - 12, in the Campbelltown Network of South Western Sydney. The school is committed to personal and academic achievement offering a broad academic and vocational curriculum, thus catering for students of all ability levels. The school enrolment of 516 students inclusive of our Support Unit of 69 students caters for students with a range of intellectual disabilities including Moderate and Mild Intellectual Disability, Multi-Category and Autism.

The school's staffing entitlement in 2021 is 53 teaching staff and 21 non-teaching staff. The school also employs two additional Deputy Principals, a Business Manager a Head Teacher Administration, a Head Teaching & Learning, an additional Head Teacher Support, 6.2 School Learning Support officers, 1.8 Aboriginal identified Student Learning Support Officers and 0.4 School Administration Officer from school funds to support overall school, staff and student administration.

Whilst we only have three of our executive members being at the school for more than five years, we do have a young and dynamic executive team who work collaboratively with our school vision. This dynamic energy is inclusive of our ratio of early career teachers to experienced teachers of 7.14%, and last years turnover of staff being 12.37% to varied promoted positions.

The school is becoming increasingly multicultural in its composition and has an active strategic approach in its teaching practice for all students.

There will be a focus on Higher School Certificate performance and attainment inclusive of staff professional learning and deeper analysis of quality work samples of our student population to develop individual and group support programs. Each key learning area will foster and develop ways of deepening and connecting to the knowledge base of our students and their respective cultural groups.

The school continues to successfully build and work in close partnership with the Community of Schools and our local AECG to develop innovative practices to support students and the community. With a focus on student learning attainment and achievement, valued community connections and improved teaching practice, the school continues to build a vibrant and energetic learning community.

Airds High school aims to provide educational experiences that are relevant and challenging in collaborative and engaging classrooms. Students are encouraged to reach their potential and encouraged to take responsibility for their own academic and social emotional learning with the intent to make valuable contributions toward Australian society.



NAIDOC activity.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure students engage and grow in learning through explicit, consistent, collaborative evidence based teaching and learning practice. Through the use of quality targeted professional learning and student assessment data, teachers will evaluate, refine and provide feedback of their effectiveness using evidence-based practice.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Professional Teaching and Learning Strategies:
- Highly effective and skilful teaching practices

Resources allocated to this strategic direction

Socio-economic background: \$672,821.03

English language proficiency: \$95,668.93

Low level adjustment for disability: \$361,851.31

Professional learning: \$4,808.00

Aboriginal background: \$92,842.47

Summary of progress

Significant steps were taken towards achieving these goals with school funds utilised to establish a Teaching and Learning team focussed on delivering both a learning environment for students requiring additional support and as a resource hub for staff. This strategic use of additional funding and refinement of professional skills and capabilities aligned to identified areas of need allowed for staff to be guided through student plans, understanding data and differentiating teaching and learning practices. The continued funding of a Head Teacher Teaching and Learning and additional funding for Learning Support Teachers and Student Support Learning Officers enabled this to occur. Whilst Covid-enforced remote learning throughout Terms 3 and 4 became a physical barrier to providing direct access for students to utilise face to face support, it did allow for the team to analyse data and consolidate their practice. The return to on-site learning in Term 4 allowed for a review and staff pivot to relaunch the learning centre with new goals for 2022.

The *School Support Strategy Numeracy* (SSSP) provided the underpinning of Professional Learning (PL) with a specific focus of additive strategies to the Numeracy team as a focus for whole school numeracy improvement. A focus of withdrawing students and classes targeted towards achieving minimum standards and of identifying student's potential applying the High Potential Gifted Education (HPGE) lens was pivotal in Term 1 and 2. During remote learning, school leaders and delivery specialists did provide PL with faculties unpacking syllabus for numeracy demands as a baseline for evidenced based practice in their teaching. The Numeracy team reviewed the progressions of learning and identified the gaps in student learning to share their analysis with whole staff and integrate resources into their teaching programs. The decline in student engagement during the remote learning of Terms 3-4 allowed for the Numeracy team to pivot across this time to work with individual faculties to introduce these Progressions and utilise these to explicitly deliver numeracy skills.

The implementation of the *Literacy Boost* targeted intervention reading strategy was determined to be not be deliverable during the COVID-remote learning period. The focus of the *Science Research Associates* (SRA) reading laboratory could not be physically utilised enforcing the team to pivot and focus on identifying the middle bands identified in previous NAPLAN data and aligning it to school based English tasks. The return to school in Term 4 did not provide sufficient time for the planned 2021 data collections to occur and these were shifted to Term 1, 2022 where the team focussed on developing broader resources to launch with a focus on Year 9 for 2022 (academic year). The *Literacy Boost* program focussed on aligning its implementation and strategic direction of increasing literacy skills through the immersion of reading both literally and inferentially.

The Literacy and Numeracy teams achieved their targets of underpinning the significance and need to understand the need for collaboration of shared knowledge of curriculum, data and feedback. Whilst the school Literacy and Numeracy platform progress was significantly impacted by remote learning in Terms 3 and 4.

The team achieved its target of examining current data skills practices and refining these collections. The return to school in Term 4 did not provide sufficient time for planned 2021 data collections to occur and these were shifted to Term 1 2022. The school instead participated in 'Check-in' assessments in Term 4. Whilst there has been an introduction to the impact and use of data to drive teaching and learning, the team remains behind in target on developing Professional Learning to accessing, analysing and using collected data effectively as tools of feedback. They have pivoted to a

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>NAPLAN Top 2 Bands Reading</p> <ul style="list-style-type: none"> Improvement in the percentage of students in the top two bands to be in reading above the school's system-negotiated baseline of 5.89%. 	<p>In 2021 NAPLAN, 1.4% of Year 9 Students placed in the Top Two Bands. There has also been an increase of 4% in students in the Middle Two Bands and a decrease of 5% in the Bottom Two Bands. In 2022, we intend to improve our screening practices to more frequently assess students in reading using standardised testing. Strategically this will identify a larger number of students who have the potential to achieve the Top Two Bands by providing extra individualised support to maximise their potential. We intend to continue working across the school, with all year levels to improve literacy integration concurrently providing targeted strategic support to build teacher capacity in this space. These strategies will assist us to meet the future baseline.</p>
<p>NAPLAN Top 2 Bands Numeracy</p> <ul style="list-style-type: none"> Improvement in the percentage of students in the top two bands in numeracy to be above the school's system-negotiated baseline of 3.98%. 	<p>In 2021, no students achieved the top two bands for Numeracy in NAPLAN. Due to this, we have pivoted and implemented a new strategy in Year 9 with a targeted focus on NAPLAN and applying a problem-solving focus to the learning within the classroom.</p>
<p>HSC Attainment Top 3 Bands</p> <ul style="list-style-type: none"> Improvement in the percentage of HSC course results in the top three bands from the lower bound negotiated target of 24.7% or above. 	<p>In 2021, 37.9% of all students scored in the Top 3 Bands exceeding our target of 28.6%. We have also improved our Aboriginal and Torres Strait Islander student's attainment in the Top 3 Bands to 32.0% doubling our 2020 results and tenfold our 2019 results.</p>
<p>HSC Attainment</p> <ul style="list-style-type: none"> Increase the percentage of Aboriginal and Torres Strait Islander students attaining the HSC whilst maintaining their cultural identity to above the system-negotiated target baseline. 	<p>In 2021, 25% of Aboriginal and Torres Strait Islander students attaining their HSC whilst maintaining their cultural identity has exceeded our system negotiated target baseline of 24.6%. A growth of 6% from the 19% of 2020 cohort of graduates further highlights students in 2021, further engaged and immersed themselves both with their cultural learning and curriculum support, providing a platform for success in HSC attainment.</p>
<p>NAPLAN Expected Growth Reading</p> <ul style="list-style-type: none"> Improvement in the percentage of students achieving expected growth to be trending towards the school's lower bound system-negotiated target in reading of 58.2%.. 	<p>In 2021 NAPLAN, all Year 9 exceeded the expected growth in Reading surpassing State and SSSG Levels, this included our students in Support, Aboriginal and Torres Strait Islander students and EAL/D students. Our Average Scaled Growth Score of all students was 40.1 which was a significant increase on previous years. Whilst Our Aboriginal and Torres Strait Islander students showed an Average Scaled Growth of 25 which again surpassed state and SSSG levels (18.5 SSSG and 23.5 State). This differential has highlighted a need to place a stronger emphasis on improving our Aboriginal and Torres Strait student's growth in reading. To this end, in 2022, we intend to increase student enrolment in all support initiatives such as Macqlit, Reinforced Reading and COVID Intensive Learning Support Program to 50%.</p>
<p>NAPLAN Expected Growth Numeracy</p> <ul style="list-style-type: none"> Improvement in the percentage of students achieving expected growth in numeracy to be at the school's lower bound system-negotiated target in numeracy of 58.9%. 	<p>In 2021, the percentage of students achieving at, or above expected growth was 40%. In addition to this, 47% of students achieved below expected growth from Year 7 to 9. From this, we have implemented a new strategy in Year 9 with a targeted focus on NAPLAN and applying a problem-solving focus to the learning within the classroom.</p>

Strategic Direction 2: Data Informed Practice

Purpose

Our purpose is to ensure that we are building a culture of effective evidence based teaching and learning strategies, with a focus on data and collaborative teaching practice to inform and support the learning for all students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data informed practice
- Effective Classroom Practice

Resources allocated to this strategic direction

Professional learning: \$14,872.88

Socio-economic background: \$274,467.51

Summary of progress

We foster an environment where students are actively engaged through a range of effective and innovative pedagogies. At Airds High School, it is our aim to have effective pedagogy underpinned by extensive data analysis to inform teaching practices. Our ratio of Beginning Teachers to Experienced Teachers has increased this last year and though this has encouraged innovative and effective teacher strategies. Further professional learning and engagement with our extensive data collection is needed to inform future practice.

Self-assessment against the *School Excellence Framework* (SEF) shows the school currently performing at delivering in the element of data skills and use. The leadership team is comprehensively analysing student progress and achievement data for insights into student learning and discussing this with staff. Whilst all staff are contributing to gathering and analysing data, they are not using this data effectively to evaluate student understanding of lesson content.

The interruption of onsite learning and introduction of remote learning did hinder the progress of extrapolating rich data to inform planning, identify interventions and modify teaching practice as student engagement and their wellbeing with school became a priority.

Through the strategic use of resources such as *CESE: What Works Best* and tailored Professional Learning activities, teachers created and delivered a curriculum underpinned by High Expectations as a priority. Airds High School emphatically states it is a key priority to maintain high expectations of our students and staff. In 2022, we endeavour to set high expectations in all aspects of teaching utilising targeted teams in the school to develop data collection and dissemination protocols as its underpinning and guidance, to enhance the capacity of staff to deliver data informed teaching.

The specific learning needs of Teachers being able to clearly understand, develop and apply a full range of assessment strategies and analyse the data respondent to these strategies, in determining their teaching directions, monitoring and assessing student progress and achievement will also be a focus for 2022 Professional Learning.

After evaluation, the next steps to support our students will be to capitalise on staff knowledge and refine data analysis for direct diagnostics and impact of teaching in individual classrooms. Delays in implementing Data Informed Strategic initiatives in Term 3 have required this work to be postponed to 2022. Professional Learning and collaboration within and across Faculties is essential to enable staff to maximise student achievement in our school context.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Data Skills and Use Understanding how DATA is important and how it may be used to	Delay in implementing initiatives in Term 3 have required this work to be postponed to 2022. To date there has been an increase of a third of staff who are able to confidently interpret and use data to diagnose barriers, reassess their teaching and learning programs to challenge students to

<p>drive improved student learning outcomes.</p> <ul style="list-style-type: none"> Professional knowledge and practice- -<i>Teachers interpret and use data to diagnose barriers to learning and to challenge students to improve their performance.</i> 	<p>improve their performance. Observations of staff utilising learning intentions and success criteria (LISC) in their lessons to establish learning goals for all students has increased in the remote learning period but needs reestablishment in face-to-face teaching moving forward.</p>
<p>Effective Classroom Practice</p> <ul style="list-style-type: none"> Using effective classroom strategies, school growth is at delivering in the <i>Explicit Teaching</i> theme in the School Excellence Framework <p>Developing a concrete understanding of why Data is important to drive improved student Learning outcomes in classroom practice.</p> <ul style="list-style-type: none"> All staff in their classroom practice will begin investigating/unpacking how they are analysing, utilising, interpreting and applying the data in assessment tasks in their KLA's to meet the needs of their students knowledge. All Stage 6 teachers in their classroom practice will begin investigating/unpacking how to identify key skills, content, and application of knowledge needed to develop student awareness of what it looks like to be successful in assessment in their KLA. 	<p>Teachers contributing to the gathering and analysing of data became sporadic with the off-site learning period as student engagement in analysing their own growth waned towards the end of the remote learning period. To date, staff have been at a delivering level with their knowledge of comprehensively analysing student progress and in responding with prompt response to student work.</p> <p>For continued growth in effective classroom practice, teachers need to regularly review learning with each student both in class and work submitted, ensuring clarity for students with their understanding of how to improve. Airds High School intends to pivot and focus its professional learning on effective classroom practice in seeking feedback both in classroom instruction and assessment of, and for learning of student content. The interpretation and application of applying this data in assessment tasks in their Key Learning Areas to meet the needs of their student's knowledge will continue to develop once teachers are challenged through professional and collegial dialogue and practice.</p> <p>Delayed initiatives in Term 3 and 4 have required that work be postponed to 2022.</p>

Purpose

Our purpose is to introduce, refine and expand key initiatives embedded in quality teaching practice with a focus on student learning outcomes and connectedness. We look to have a continued focus on student connectedness and inclusivity to learning embracing all cultures, student voice and community.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Quality Teaching and Connectedness
- Attendance and Wellbeing
- Learning Wellbeing and Connectedness

Resources allocated to this strategic direction

Socio-economic background: \$113,930.00

Professional learning: \$2,120.00

Aboriginal background: \$112,500.00

Summary of progress

Due to the impact of remote learning on our community, the intended focus on growing further connectedness and student learning outcomes with our Partner Primary Schools and broader community underwent rapid change, as staff pivoted to support the needs of students learning from home. This was a significant challenge as staff could not form a steering committee between a community of our schools to discuss key themes of strategic learning of literacy, numeracy and cultural strategies, as each school was focussed on responding to the pandemic needs and its educational response. The team focussed on connection activities to reinforce the positive link between students, to our school as a whole and to their teachers. There was mixed participation across the grades of the school with younger grades showing more interest in our wellbeing lessons (SSK). Significant time was given to prioritise wellbeing support by individually case managing students and their families who were suffering due to COVID restrictions and lockdowns. Our return to school in Term 4 and our roll over to our 2022 academic year, did not provide sufficient time to reinvigorate whole school practices and the focus remained on supporting students who were most at risk.

As with all of NSW, our transition of Year 6 students from our Partner Primary Schools for a 2022 academic start had to be flexible due to the restraints of the remote learning restrictions. Successfully, our transition team pivoted to a continuous remote platform of *High School Meet and Greets with Games of Trivia* to meet the need of creating inclusivity. Partner Primary Schools reported student felt a connection with our school and in alignment with transition goals and outcomes, students reported they felt prepared to attend.

Administrative practices around student attendance were focussed on in Term 1 and 2 with the establishment of an Attendance Officer (Deputy Principal) who led and managed all aspects of attendance in alignment with the *Campbelltown Attendance Strategy (CAS)*. Whilst our focus of 'High Expectations' culture in the Schools Excellence Framework, with attendance, continued to grow during Terms 1 and 2, it was stilted in the lockdown as students disengaged and attendance waned. Staff demonstrated their understanding of consistent practices around reporting and worked with their line managers to ensure school processes were consistent and in alignment with Department of Education policy and guidelines. A review of roll marking procedures and practices by staff ensured that school data accurately reflected whole school attendance. Parents and community were informed at all times of attendance issues and were invited to be a part of the reengagement strategy for students of non-attendance risk. Positive extrinsic rewards were utilised as a catalyst to launch our *100% Attendance Strategy* with students' and in Terms 1 and 2, our target was only .04% off being met. Continued fortnightly data checks around attendance were analysed throughout 2021, allowing all staff to valuable provide feedback to their team leaders ensuring that school data accurately reflected school attendance.

Succession leadership and teacher building capacity building did occur in the format of after school sessions led by our APLAST during Terms 1 and 2. These sessions were well attended onsite but delivery was less effective when we moved to an online platform during our remote learning period. Moving forward, we intend to pivot and offer another series of on-site workshops as there is genuine interest in teachers developing their leadership capacity and communication skill sets within this arena.

One of the strengths of the remote learning lockdown was the professional time spent on revalidating and embedding the student wellbeing framework into school processes as evidenced with the Personalised Learning Pathways (PLP)

review. The faculty time created in the online remote learning model with not travelling, allowed for staff to engage with the Aboriginal Education Policy forming a deep understanding of how it may be implemented authentically and richly into their Key Learning Faculty areas (KLA). The Aboriginal Education Team comprised of membership of each KLA, was able to review, refine and restructure the student PLP process and have it reviewed by our local *Aboriginal Education Consultative Group (AECG)* and pilot its implementation.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Educational leadership.</p> <ul style="list-style-type: none"> • School growth is at delivering in the <i>High Expectations Culture</i> theme in the School Excellence Framework. • School growth is at delivering in the <i>Performance Management and Development</i> theme in the School Excellence Framework. <p>Succession leadership and teacher capacity building.</p> <ul style="list-style-type: none"> • Initial discussions around the professional learning and creation of a leadership capability framework for our school executive and their roles of building capacity within their teams. • Researching leadership frameworks as a conceptual underpinning for building executive capacity and growth around systems, processes, feedback and effective communication. 	<p>There is improvement from <i>delivering</i> towards <i>sustaining and growing</i> in the <i>School Excellence Framework (SEF)</i> demonstrated within the school community, that all students are making learning progress. However, our school growth of partnerships with parents and students in supporting clear improvement aims and planning for learning, remains at the delivery level in the <i>High Expectations Culture</i> theme.</p> <p>We have surpassed delivering in the <i>Performance Management and Development Teaching</i> theme of the SEF with teachers and non-teaching staff proactively seeking to improve their performance. The school continues to support collaborative performance development and efforts to continuously monitor improvement.</p> <p>Professional Learning Feedback evaluations and observations indicate an increase in Teacher dialogue around pedagogy and high expectations. The collaboration and sharing of online resources during our remote learning period has reinforced Early Career teacher's desire to improve their delivery within the classroom. Cross fertilisation of teacher strategies to engage students became the norm, with many teachers able to access valuable time to converse with their peers and share resources.</p> <p>Due to remote learning circumstances and the success, we were having with teacher dialogue, professional learning activities scheduled for growth of executive, their performance management and researching leadership frameworks has been held over to 2022.</p>
<p>Attendance and Wellbeing</p> <ul style="list-style-type: none"> • Increase the percentage of students attending school more than 90% to meet or exceed the school's lower band target of 51.2% • Development of framework and investigation of Campbelltown Attendance Strategy around wellbeing, behaviour and attendance improvement plans for targeted students. • <i>Tell them from Me</i> wellbeing data (expectation for success, advocacy and sense of belonging) increases to be at or above the lower bound systems negotiated target. 	<p>Whilst there has been some improvement to 42.57% and an increase of 0.92% to SSSG schools, Airds High school did not increase the percentage of students attending school at the lower bound target of 51.2%. Nor, was there an increase in the percentage of Aboriginal and Torres Strait Islander students attending school more than 90% from school baseline.</p> <p>Our accumulative attendance rate grew 0.20% in the culmination compared to Semester 1 the previous year validating our attendance strategy in alignment with the Campbelltown Network Attendance strategy (CAS).</p>
<p>Learning Wellbeing and Connectedness</p> <ul style="list-style-type: none"> • Increase the percentage of students reporting a positive sense of wellbeing to 70.20% to meet the school's lower bound target. • Enhanced, positive relationships with the school community evidenced and increased from baseline data of 2020. 	<p>Overall, our SCOUT data indicates a sense of Wellbeing advocacy, Expectation of success and Sense of belonging has declined for students and is beneath the NSW Government norms. The remote learning experience did not support our students feeling of connectedness to their learning.</p> <p>The <i>Wellbeing Expected for Success</i> trend data in <i>Tell them from Me (TTFM)</i> has increased over the past 6 years but did decline slightly in 2021 indicating the need for students to have onsite learning to reinforce their expectations of learning success.</p>

Learning Wellbeing and Connectedness

- Increase the percentage of students reporting a positive sense of wellbeing to 70.20% to meet the school's lower bound target.
- Enhanced, positive relationships with the school community evidenced and increased from baseline data of 2020.

Both SCOUT and the TTFM sets of trend data indicate an ongoing opportunity for the development of strategic awareness for students to feel connected to Airds High School and to their concept of future life success.

28% Aboriginal students in the *Tell Them from Me* survey agreed that teachers understood their culture and 34% strongly agreed that they felt good about their culture at Airds High, indicating that we are growing our cultural engagement of learning for our Aboriginal students.

In the *Tell Them from Me*, *Intellectual engagement* was at the Government Norm of 46%, with 29% student *interest and motivation* above the Government Norm of 28%. Effort declined by 10% indicating that remote learning did have an impact on student viewpoint and their learning connectedness.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$100,276.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Airds High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Additional staffing to assist students with additional learning needs • Staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • Employment of staff to provide additional support for students who have high-level learning needs • Implementation of targeted programs to differentiate teaching and learning programs • Intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in:</p> <p>All eligible students demonstrating progress towards their personalised learning goals. All Personalised Learning Support Plans (PLSPs) were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To formally incorporate integration funding decision making into the learning and support meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student Personalised Learning Support Plans (PLSPs) to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$1,066,818.54</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Airds High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice • Professional Teaching and Learning Strategies: • Highly effective and skilful teaching practices • Quality Teaching and Connectedness • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Professional development of staff through the SSS Numeracy program to support student learning • Employment of additional staff to support the SSS Numeracy and LitBoost program implementation. • Additional staffing to implement SSS Numeracy and LitBoost programs to support identified students with additional needs • Resourcing to increase equitability of resources and services • Employment of additional staff to support SSS Numeracy and LitBoost programs implementation. • Supplementation of extra-curricular activities such as the GEM mentoring day for girls empowerment and advocacy, • Resourcing to increase equitability of resources such as technology (computer accessibility) and services <p>The allocation of this funding has resulted in:</p>

<p>Socio-economic background</p> <p>\$1,066,818.54</p>	<p>Literacy NAPLAN (Reading) results achieving top two bands and achieving above state and statistically similar schools (SSG). The allocation of funding to the literacy program, Litboost has resulted in the strategic approach of using student centred work samples to guide and model the framework, operations and delivery of the reading support intervention. Professional learning was provided to English staff administering this program, allowing time for a corporate marking approach and the sharing of their professional insight with bench marking against the literacy progressions. Our accumulative attendance rate grew 0.20% in the culmination compared to Semester 1 the previous year validating our attendance strategy in alignment with the Campbelltown Network Attendance strategy (CAS). The allocation of this funding has resulted in a review of the processes of monitoring attendance and the systems of tracking student wellbeing linked to their learning and engagement in the classroom.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will involve regular monitoring of students as they transition back into their classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority. To further support the impact of the literacy and reading initiative, the Litboost and MAQLIT programs will be introduced in 2022, to Year 8 and the data of the program will be shared across faculties to reinforce a whole school literacy approach. The Numeracy team have pivoted for 2022 and intend to implement a new strategy in Year 9 with a targeted focus on NAPLAN using data in applying a problem-solving focus to the learning within the classroom. A need to up-skill staff using DATA will be a key initiative and an additional support officer will be required. Our accumulative attendance rate grew 0.20% in the culmination compared to Semester 1 the previous year validating our attendance strategy in alignment with the Campbelltown Network Attendance strategy (CAS). A continued focus on this review of processes and applying the qualitative data in alignment with the quantitative data may provide some direction for re-engagement strategies of students attending all of their classes.</p>
<p>Aboriginal background</p> <p>\$205,342.47</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Airds High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Professional Teaching and Learning Strategies: • Quality Teaching and Connectedness <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional staff to deliver personalised support for Aboriginal students • Employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in: An increase of greater than 60% in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of having our Aboriginal Education Officer (AEO) present at all PLP meetings creating a welcoming and informal setting. Tell them from me Data indicated 28% Aboriginal students in the Tell Them from Me survey agreed that teachers understood</p>

<p>Aboriginal background</p> <p>\$205,342.47</p>	<p>their culture and 34% strongly agreed that they felt good about their culture at Airds High, indicating that we are growing our cultural engagement of learning for our Aboriginal students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Engaging a literacy and numeracy focused Aboriginal identified position to deliver differentiated and personalised support to Aboriginal students.</p>
<p>English language proficiency</p> <p>\$95,668.93</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Airds High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Professional Teaching and Learning Strategies: • Highly effective and skilful teaching practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students with this funding will be: To capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners, the next step is to transfer this practice across all key learning areas (KLA's). Ongoing professional learning will identify language and cultural demands across the curriculum.</p>
<p>Low level adjustment for disability</p> <p>\$361,851.31</p>	<p>Low level adjustment for disability equity loading provides support for students at Airds High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Professional Teaching and Learning Strategies: <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Engaging two learning and support teachers (LASTs) to work with individual students and in a case management role within the classroom/whole school setting • Employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • Employment of a third Deputy Principal to case manage and support teachers and students within the classroom and whole school setting <p>The allocation of this funding has resulted in: An increase of students achieving at or above expected growth in NAPLAN results in reading. The school's value-add results have also improved. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: To further expand the impact of the learning support team, the school will provide additional support for identified students through the employment</p>

<p>School support allocation (principal support)</p> <p>\$27,046.12</p>	<p>School support allocation funding is provided to support the principal at Airds High School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Payment of overtime for support of finances with Principal <p>The allocation of this funding has resulted in: Increased capacity to balance and audit our programs to ensure that funding sources are managed and aligned correctly to specified areas. The Principal relies heavily on the Business Administrative Manager (BAM) and the Department of Education financial suites to audit and oversee programs for equity and transparency of the allocation of funds. The BAM is the joint leader with the Principal of the school's finance committee. All faculties and programs report their financials to the BAM for ratification and balance.</p> <p>After evaluation, the next steps to support our students with this funding will be: For the Senior Administrative Manager (SAM) to collect financial information linked to specific strategic directions of the 2022 School Improvement Plan, to ensure clarity and transparency for the broader Executive and staff to accurately use funding to support activities and initiatives</p>
<p>COVID ILSP</p> <p>\$362,358.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of teachers/educators to deliver small group tuition • Releasing staff to analyse school and student data to identify students with low literacy and numeracy skills for small group tuition groups. • Providing targeted, explicit instruction for student groups in literacy/numeracy - focusing on writing, reading and number patterns. • Providing intensive small group tuition for identified students who were needing to re-engage with KLA curriculum affected by the remote learning restrictions. • Development of resources and planning of small group tuition <p>The allocation of this funding has resulted in: The majority of the students in the programs achieving significant progress towards their personal goals. This intensive approach of having a varied system of COVID funded activities has improved engagement in learning for many student groups. Evidence can be seen in a combination of reading assessment, writing samples, teacher observation and data results. The percentage of students attaining the lower bands decreased with students attaining middle to higher bands in all testing significantly increasing from 2020 to 2021. The allocation of this funding has resulted in an increase of students achieving at or above growth in all areas of our data apart from Numeracy during 2021. The allocation of this funding has been vital in measuring positive student feedback with the strategic interventions implemented and in increasing the capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results.</p>

COVID ILSP

\$362,358.00

After evaluation, the next steps to support our students with this funding will be:

Continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school Learning and Support team will continue to revise processes, involving the regular monitoring of students as they transition back into classroom learning. The funding will aim to provide additional in-class support for some students to continue to meet their personal learning goals and to 'value-add' growth to our student data in external tests.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	263	258	260	266
Girls	175	169	210	212

Student attendance profile

School				
Year	2018	2019	2020	2021
7	85.7	85.5	83.1	84.1
8	84.4	80.9	76.9	80.5
9	85.1	78.2	66.5	76.8
10	73	67.4	76.4	67.8
11	76.7	69.9	70.5	76.5
12	79.8	81.2	77.2	83.2
All Years	80.7	77.1	75.7	78.2
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	9	4
Employment	0	23	71
TAFE entry	0	3	7
University Entry	0	0	14
Other	0	2	4
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

27.47% of Year 12 students at Airds High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

68.6% of all Year 12 students at Airds High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	7
Classroom Teacher(s)	35.2
Learning and Support Teacher(s)	2.2
Teacher Librarian	1
Teacher ESL	0.4
School Counsellor	2
School Administration and Support Staff	15.08
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	1,583,948
Revenue	10,065,464
Appropriation	9,846,790
Sale of Goods and Services	158,802
Grants and contributions	48,250
Investment income	222
Other revenue	11,400
Expenses	-9,609,569
Employee related	-8,261,301
Operating expenses	-1,348,269
Surplus / deficit for the year	455,895
Closing Balance	2,039,843

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 SBAR Adjustments (\$)
Targeted Total	100,276
Equity Total	1,730,399
Equity - Aboriginal	205,342
Equity - Socio-economic	1,067,536
Equity - Language	95,669
Equity - Disability	361,851
Base Total	6,909,362
Base - Per Capita	127,784
Base - Location	0
Base - Other	6,781,577
Other Total	501,914
Grand Total	9,241,950

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

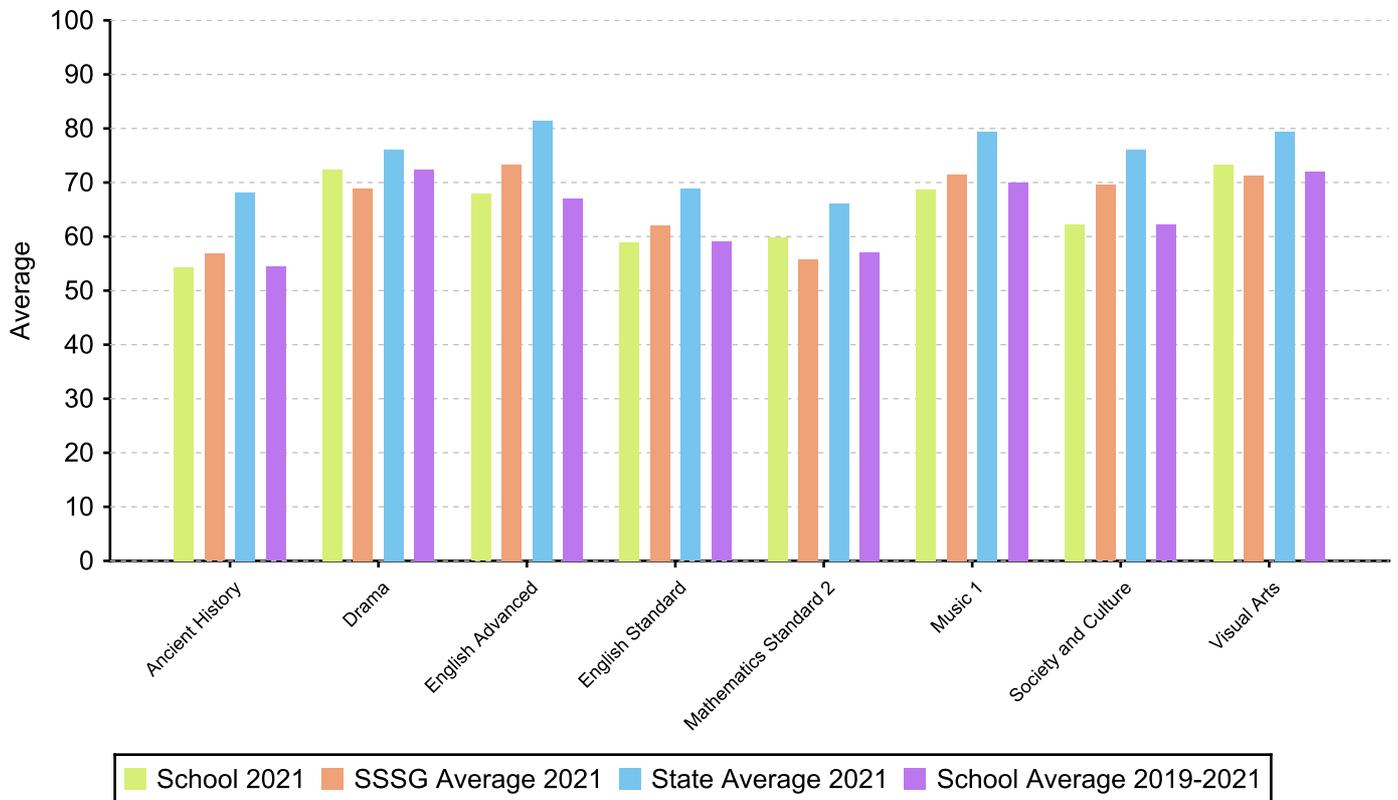
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2021	SSSG	State	School Average 2019-2021
Ancient History	54.3	56.8	68.1	54.4
Drama	72.4	68.9	76.1	72.3
English Advanced	67.9	73.4	81.4	67.1
English Standard	58.9	62.1	68.8	59.0
Mathematics Standard 2	59.9	55.8	66.1	57.0
Music 1	68.7	71.4	79.4	70.0
Society and Culture	62.2	69.6	76.0	62.2
Visual Arts	73.3	71.2	79.4	72.1

Parent/caregiver, student, teacher satisfaction

The annual *Tell Them from Me* (TTFM) survey data for Airds High School reflected both an increase and slight decrease in drivers of student outcomes, most likely related to the ongoing COVID restrictions.

Student performance increased with a value add of 18.82% Expected Growth in NAPLAN Reading and an improvement in the HSC Top 3 Bands 17.56% and HSC Top 2 Bands 3.42% respectively. Whilst our NAPLAN Expected Growth in Numeracy declined, we have collected meaningful data to pivot our approach moving forward.

Whilst our ratio of Beginning Teachers to Experienced Teachers has declined by 4.15% in the last five years, there has been the establishment of a unique teaching environment of keen, dynamic and highly passionate teachers applying innovative and cutting-edge strategies to their programs and teaching. As demonstrated by the upward trend data of 24% of students indicated school work was *High Skill High Challenge*, 11% of *High Skill Low Challenge* and 53% *Low Skill High Challenge*. This data indicates a slight shift in the ongoing opportunity for further differentiation at the higher end and consolidation at the lower end.

What was interesting to note was that our accumulative attendance rate grew 0.20% in the cumulative comparison of Semester 1 the prior years, validating our attendance strategy in alignment with the Campbelltown Network Attendance Strategy (CAS), reinforcing that an intensive approach to attendance monitoring did provide positive outcomes.

During online learning at home for Term 3 and part of Term 4, Airds High School students followed their regular timetabled periods (slightly shortened) and had a mix of online Zoom and set tasks via Google Classroom. Attendance was marked each period and students were required to regularly complete wellbeing check-ins. These were monitored by the Wellbeing Team and intervention strategies were implemented as required.

Overall, our SCOUT data indicates a sense of Wellbeing advocacy, Expectation of success and Sense of belonging has declined for students and is beneath the NSW Government norms. This trend data indicates an ongoing opportunity for the development of strategic awareness for students to feel connected to Airds High School and to their concept of future life success.

A deeper dive by the Senior Executive and Executive indicated advocacy at school has increased with a steady to neutral growth of positive teacher student relations. Positive learning culture expectations of success and overall aspirations for continued studies all flourished, with the expectation for success being above the NSW Government norms.

Whilst, 40% of our parents and community have attended meetings or events more than two or three times this year they have also have felt overall less welcomed in the school. We attribute this feeling to the ongoing remote learning restrictions of not having community movement within our school.

In 2021, the division of Staged assemblies and Year group meetings was introduced and unanimously accepted as an improvement in disseminating ages appropriate messages around learning and behaviour.



Year 9 students in Literacy lesson

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.