

# Irrawang High School Annual Report



2016



8562

## Introduction

The Annual Report for **2016** is provided to the community of **Irrawang 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 school 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.

Mr. Paul Baxter

Principal

### School contact details

Irrawang High School

Mount Hall Rd

Raymond Terrace, 2324

[www.irrawang-h.schools.nsw.edu.au](http://www.irrawang-h.schools.nsw.edu.au)

[irrawang-h.School@det.nsw.edu.au](mailto:irrawang-h.School@det.nsw.edu.au)

4987 4686

### Message from the Principal

Irrawang High School promotes excellence in academic, cultural and sporting performance and also provides a wide range of creative and performing arts opportunities. As a school community, we have students' academic success and their well-being as a dual focus for our actions every day. I have high expectations of our staff and students in both those areas. We focus on working together, being kind and working to our potential every day to provide quality teaching and learning for every student. The school has implemented a range of strategies to support the education of gifted and talented students and a range of learning intervention programs to support students learning. Significant equity funding allows the school to implement a number of successful initiatives that assist the well-being and support of students and families. The school has five support classes. A strong transition program is in place with our partner primary schools. The schools Positive Behaviour for Learning expectations are Respect, Responsibility and Personal Best. There is an extensive support staff that includes an Aboriginal Education Worker, Community Liaison Officer, Defence Transition Mentor, Literacy and Numeracy Learning Support teachers and School Chaplain. The school enjoys the strong support of an active P&C and the local business community. Irrawang High School is an integral part of the Lakeside Learning Community and works closely with the Youyoong Local AECG.

The school underwent External Validation within the Schools' Excellence Framework. During this reflective process the school community examined our progress against the milestones set out in the Strategic Plan and evaluated other programs running in the school. We were able to provide comprehensive evidence to evaluate our practices against the School Excellence Framework. The entire process was a worthwhile exercise and enabled us to reflect upon our achievements, consolidate the programs doing well and plan for the areas identified for improvements.

We have continued to do well academically with increasing numbers of students achieving Band 5 and 6 results in the HSC and positive student growth results in NAPLAN literacy and numeracy reflect the school's focus on whole-school and intervention programs that support student learning. The school has had numerous sporting and cultural activities with our Drum Corp highly sort after in the local community to perform at various events. I look forward to 2017 being another productive year for both students and staff of Irrawang High.

## School background

### School vision statement

Irrawang High School's purpose is to support its students to build successful futures. In developing a positive learning culture to create successful and effective learners, individuals and citizens, it balances its focus on the social, personal and academic development of each student, including programs to overcome local aspects of disadvantage and expand students' opportunities. Its leadership and management are directed to achieving a supportive, respectful, caring culture and environment which is inclusive of all people within our community, and in which excellence is valued and rewarded. It aims to assist students to develop as responsible learners, leaders and citizens whose impact on and contributions to their global community are positive; who are able to become productive and contributory participants in their community and the world.

### School context

Irrawang High School is situated in the lower–Hunter region in Raymond Terrace. It is a comprehensive, co–educational school of around seven hundred and twenty students. We are one of two high schools in the town, and mainly draw our students from Irrawang and Grahamstown Public in Raymond Terrace, and both Medowie and Wirreanda Public in Medowie. A significant proportion (just over 10%) of our students is from an ATSI background, and a few students have Asian, New Zealand or Pacific Island backgrounds. Their homes range from semi–rural to suburban, and include a significant area of commission housing. Our students are drawn from a variety of socio–economic backgrounds, a small majority being considered disadvantaged, including having limited educational levels. The unemployment level in the Hunter region is higher than the national average, particularly for younger adults. Many parents and caregivers travel to Newcastle and the coalfields and vineyards for work. A major employment centre near Raymond Terrace is the RAAF Base at Williamstown. The school runs many programs to assist and support students and families, and is well known for its welfare and support offerings. We also cater strongly for creative and performing arts students, with a varied and successful range of activities and programs. The school runs special gifted and talented students' (GATS) classes and activities, and support programs which result in a higher than expected proportion of its HSC students going on to university courses. It also offers several vocational and training courses (VET) in its senior curriculum. Three special education support classes cater for students with special needs. Specialist language and agriculture facilities have been developed in the school in recent years. The school is staffed by dedicated and hard–working teachers who show practical concern for their students across the range of school programs and activities. It has developed an effective partnership with Newcastle University which assist the development of both staff and students.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

#### 1. The results of this process indicated that in the School Excellence Framework domain of **Learning...**

Irrawang High School is **delivering** in the following elements:

**Learning Culture and Well–being** – the Positive Behaviour for Learning (PBL) program is providing a basis for development in these areas, but is not yet consistently implemented across the school. The school has a strong well–being team with effective leadership and school–wide acceptance and support.

**Assessment and Reporting** – the school is further developing its practices using formative assessment to evaluate and meet student needs.

In the area of **Student Performance Measures**, the school is **working towards delivering**. Despite some positive data in student growth and ATSI students' performances in NAPLAN, both HSC and some aspects of NAPLAN results remain lower than desired.

In the area of **Curriculum and Learning**, the school is **sustaining and growing**. Strong links with primary schools and the university, innovative programs such as Project REAL and the Middle School Program, and the extensive work done by faculties to introduce new curricula have contributed to this development. Well-resourced classrooms have enabled varied and relevant teaching strategies to be adopted across the school.

2. The results of this process indicated that in the School Excellence Framework domain of **Teaching** ...

The school is **delivering** in the following areas:

**Collaborative Practice** – Professional Development Portfolios (PDPs), Professional Learning Rounds PLRs), formal and informal mentoring and collaborative practices within and between faculties are contributing to a greater sharing among staff to foster increased professional awareness and development.

**Effective classroom practice** – while PBL is improving classroom management, this continues to be an area needing further improvement. Regular evaluation of programs and strategies is becoming more entrenched, and the application of technology in lessons and assessment is improving.

**Data skills and use**– staff are becoming more familiar with sources of external and internal data, and more skilled in analysing this data and using it to inform planning.

**Professional standards** – much work has been done to increase staff knowledge of the standards and the processes of accreditation. This is being incorporated into staff PDPs.

The school is **sustaining and growing** in the areas of:

**Learning and development** – formal professional learning and informal development practices are combining to foster continuing staff development. There is a growing awareness of and effort towards continuing professional development. PDPs, and the school-wide work done to improve literacy outcomes for students, have been vehicles to further these developments.

3. The results of this process indicated that in the School Excellence Framework domain of **Leading** ...

The school is **delivering** in the following areas:

**Leadership** – school and community leadership opportunities have been limited. The school is seeking ways to increase the involvement of the community in its planning and evaluation processes.

**School planning, implementation and reporting** – staff and the community are yet to engage fully with the school planning and the planning process.

The school is **sustaining and growing** in the areas of:

**School resources**– the school has invested heavily in extra staff for specific needs of students and the school, and in resources, especially technology, for learning. It has increased learning spaces available to Higher School Certificate (HSC) students. The budget has been carefully and equitably applied to the wide-ranging needs of the school community.

**Management practices and processes** – the school has developed a variety of feedback sources to gather community feedback, and has maintained a vibrant website and Facebook presence. Parental access to students' information through the website has encouraged a greater extent and immediacy of parental contact with the school.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

Student Outcomes: Developing positive learning elements for successful 21st century learners and citizens

### Purpose

Students need to be equipped for membership and success in a rapidly–changing world which is increasingly a truly global community. Aspects of economic, social and educational disadvantage in a significant section of the community can be overcome through educational success and mastering the essential elements of learning to increase their expectations and opportunities. Students will gain the skills, knowledge and attributes which will enable success in their work, relationships and community membership as responsible citizens. This will be achieved through the development of quality curriculum and assessment, including VET courses, and the application of effective teaching and learning and assessment practices that build educational aspirations and responsibility among our students.

### Overall summary of progress

The Middle School program developed a positive attitude to school and a smooth transition for these students, as reflected in student and parent surveys. Their NAPLAN results indicated positive growth above the school and state average in both Writing and Grammar/Punctuation, while the proportion achieving above expected growth was greater than that achieving below in all areas of the tests. Year 9 students, especially our Aboriginal and Torres Strait Islander (ATSI) students, achieved higher mean scores and average growth in the NAPLAN numeracy tests than their fellow students in the state and in similar schools. The Numeracy Withdrawal Program has had a very positive effect on both student confidence and achievement, and on strategies used in mainstream Maths classes. There was less progress in Literacy, as staff changes caused some programs to be stalled. The introduction of the Lexia Reading program later in the year has begun to have a positive effect on the skills and confidence students involved.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> <li>The long–term average of the percentage of apparent retention to the HSC will improve by 5%</li> <li>The percentage of students entering university will reflect state averages for comprehensive, non–selective schools</li> <li>an increase in engagement and participation is reflected in a decline in behavioural referrals, especially in years 8 to 10</li> <li>average attendance rates will improve by 2% per year</li> <li>The percentage of students enrolled in and completing VET or TVET, or other vocational courses in the senior school will increase</li> <li>Attendance, retention, engagement and performance in VET courses will increase. Student achievement in practical aspects of Technological and Applied Studies (TAS) courses will improve</li> <li>40% of students will attain average scaled growth or above in Year 9 NAPLAN testing</li> <li>All students graduating from Irrawang High School will be engaged in further learning, training or work within 12 months of leaving school</li> </ul>	<p><i>Let's Write</i> and <i>Cars and Stars</i> not evaluated due to being deferred. Lexia program measured student growth since start of program mid–year – strong growth in skills and abilities, producing improved positivity and confidence..Year 8 numeracy withdrawal students progress measured – evidence of more positive attitude to Maths and improving basic skills and understandings. See evaluation re Middle School Program above.</p>	<p>\$102,000 to employ a withdrawal teacher for the Numeracy Withdrawal Program; \$6,895.87 for resources and printing for the withdrawal program, and to extend strategies and concepts from this program across the faculty .</p> <p>Literacy: \$986 for Reading and assessment kits; \$774 for Lexia Software licence to work with targeted students; \$102,000 to employ literacy support staff.</p>

## Next Steps

A Lifting Student Learning Outcomes (LSLO) team will be formed. The role of the LSLO team will be to target improvement in Literacy and Numeracy for all students. Key strategies will include:

- The development of a whole school literacy plan
- Additional staffing to support continuation of the LEXIA (Literacy) intervention strategy
- Additional funding to support continuation of the Numeracy Intervention program
- The implementation of QUICKSMART Literacy and Numeracy to further support students identified from data needing literacy and numeracy intervention.
- Further development of formative assessment strategies

## Strategic Direction 2

Teacher Quality: Fostering a professional learning community striving to develop excellent teaching and leading elements

### Purpose

To improve student outcomes, and for the school community to further improve, staff need to continually grow and develop. By supporting the further development of professional attitudes and learning among staff with innovative and instructional leadership and development, including working with our partner primary schools, the school will be better able to assist the development of its students. Staff and students will work together, informed by best practice research and experience in education, to become highly effective leaders and learners. Processes to support continuing reflective learning and data-driven planning will support continuing improvements in elements of teaching within the school, ensuring world-class teaching. Staff will be supported to maintain currency with the BOSTES, and with Vocational Education and Training requirements.

### Overall summary of progress

All beginning and New Scheme teachers were supported with mentoring and development activities throughout the year. All staff were trained further in the Professional Standards in preparation for their inclusion in the accreditation process from the start of 2018. PDPs and the school's Teacher Development processes were revised and refined to increase their effectiveness and align them more closely to the school plan and to the Professional Standards. Training in data analysis was extended, and staff were able to show this in returns to the Principal later in the year. Relevant professional learning, and maintenance of mandatory training in required areas, were provided for all staff throughout the year. All VET teachers maintained their industry currency during the year to enable the school to continue to offer these courses to our senior students.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>All beginning teachers achieve Proficiency in the Australian Teaching Standards</li><li>All teachers participate in a minimum of 25 hours of professional development each year.</li><li>VET teachers complete the required hours of VET training each year.</li><li>All teachers achieve and maintain accreditation with AITSL/BoSTES</li><li>All VET teachers maintain industry currency.</li><li>All teachers participate in Professional Learning Rounds</li><li>All staff are trained in data analysis, and regularly collect, analyse and use available data from a variety of sources to inform planning in learning and teaching elements, and differentiation of their classroom practices</li></ul>	<p>All staff satisfactorily completed PDPs. Review led to planning for increased participation in TPL in 2017. Staff involved in PLRs formally evaluated their participation and agreed to continue in 2017. Review decided to mandate PLR for all HTs in 2017 to drive the program across the school.</p>	<p>\$62,558 for Staff Professional Learning, including training and mentoring both within and out of school and the PLR program ; \$4,949 for VET Training, including maintenance of staff competencies within their specific area ; \$ 3,987 for Printing, catering etc associated with Teacher Professional Learning.</p>

### Next Steps

Clarify standards and purposes of Professional Learning Rounds with clear links to Professional Teaching Standards. Key Strategies will include:

- Providing opportunities for all Head Teachers to be involved in PLR, to develop their capacity in leading their staff in this.
- Develop processes and strategies to increase staff sharing of teaching and management strategies within and across faculties.
- Structuring meetings (Faculty and Executive) to focus on

professional development issues. Increase staff analysis and use of student data for planning and delivering learning. • PDPs allied to school plan, teaching standards and individual staff development needs. • Seeking ways to increase involvement of all stakeholders in school planning and evaluation processes



## Strategic Direction 3

School Environment: Creating a supportive culture of high expectations for respectful, responsible participation by all

### Purpose

Students and staff work more effectively in a caring, supportive environment in which respect, responsibility and striving for personal best lead all members of the community to work together for the betterment of all. A culture of valuing all members, recognising and acknowledging achievement in the varied areas in which the school works, and working together to create better individuals and a better community, will create a culture which will support student and staff learning and development. The school will employ strategies and practices which support the cognitive, emotional, social, physical and spiritual wellbeing of its students. Linking the school, including learning activities, within the wider community will enhance learning and foster the development of good community participation.

### Overall summary of progress

The continued implementation of the PBL program continued to have a positive effect on the school's culture. During the year, the number of commendations outstripped the number of negative referrals for the first time in the school's history. The proportion of students causing problems in the school was significantly reduced from 35% in 2014 to 21%. The appointment of a Head Teacher to monitor and support attendance led to an improvement in individual students' attendance, and in that for year cohorts as well. It also increased the positive working relationship between parents and the school. Through the Tell Them From Me surveys, the school was able to see an improvement in positive attitudes to learning and participation in school in most year groups. In particular, Year 10 students showed a much higher proportion with positive school behaviour, and with interest and motivation in learning, than in previous results.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>Improved engagement is evidenced by: Suspension rates are reduced by 5%; Referral rates are reduced by 5%; N–Award Warnings are reduced by 5%; Average attendance rates improve by 2% for all years.</li><li>All teachers use the school's commendation processes to acknowledge positive behaviours and learning practices</li><li>Student and community participation and feedback are included in all evaluation of and planning for learning, teaching and leadership</li><li>All ATSI PLPs are easily available in a common site, and are considered by teachers to differentiate class planning</li><li>Attendance and retention of ATSI students are improved by 3%</li><li>Student and community surveys and feedback indicate a trend of increasing satisfaction with the school</li></ul>	PBL classroom strategies mapped and initial ones developed. Data indicates steady improvement in student behaviours. PBL team continued to take advantage of training opportunities. ATSI data report developed to indicate trends –	\$78,780 to employ a CLO to extend school–community links; \$47,320 to employ an Executive Support Officer to assist the school with planning, reporting and gathering and analysing information from the school and its community; \$3,000 for further PBL training; \$13,000 for the PBL program, including posters, commendations and awards and the associated ceremonies; \$7,500 for SMS functions to keep parents and community informed.

### Next Steps

PBL and Aboriginal Education (AET) teams are implementing action plans based from data to enhance systems and practices that support staff and student wellbeing. Key strategies will include:

- PBL consistency guide revised to increase the impact on student behavior and learning.
- Extending PBL practices into classrooms, especially to emphasise the link to improved learning.
- Explore strategies to increase community involvement and participation in

students' learning and school development. • ATSI students increased integration across school, including expansion of learning and use of Aboriginal language. • ATSI student evaluations to develop individual aspirations and accountability. • Enabling student feedback

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	Year 9 ATSI students in the school performed very well in the NAPLAN tests as a result of the work of the school's Aboriginal Education Worker (AEW) and other tutors (including the Norta Norta program). In Numeracy in particular, 75% of our students achieved above expected growth, and had greater growth than their fellow ATSI students in the state of similar school groups. The presence and acceptance of ATSI culture was further enhanced across the school by a range of cultural and sporting activities, including the introduction of an Aboriginal language class, Harmony Day and NAIDOC Week activities..	\$49,590.62
<b>Low level adjustment for disability</b>	The school employed 3.5 Student Learning Support Officers (SLSOs) to work closely with students, both in and out of classes. They also worked closely with staff and parents to support designated students. This support included assistance with school work, organisation, homework and social skills. These staff are supported with relevant training opportunities throughout the year, including completion of Department of Education requirements. They also assisted in the selection of specialist equipment to assist students to work around their disabilities to increase their participation and achievement in school activities.	\$36,335.76
<b>Socio-economic background</b>	The significant proportion of our students who come from a low socio-economic background was supported by a range of activities and programs. These included: literacy and numeracy support; breakfast club; financial support (eg. excursions, uniform); senior students' mentoring program; parent and community activities and workshops (including parent numeracy workshops) and the weekly Homework Centre.	\$39,444.73
<b>Support for beginning teachers</b>	Beginning teachers were provided with mentors (Head Teachers and/or experienced staff) who ran structured programs to assist their familiarisation with and development of knowledge and skills in curriculum delivery and student management strategies. They were provided with opportunities for relevant professional learning both within and outside of the school. Newer Head Teachers were supported through regular mentoring and assistance from the Principal and Deputy Principals.	\$38,217.42

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	390	360	347	352
Girls	392	365	353	353

The school's population has plateaued this year, following a steady reduction as the local school-age population declined, and the capacity of local private and specialist schools increased. Positive programs and achievements seem to have arrested this decline this year.

### Student attendance profile

School				
Year	2013	2014	2015	2016
7	90.9	92.4	91.5	91.2
8	89.4	87.8	86	88.1
9	84.3	87.4	86.8	86.5
10	81.8	81.8	84.5	84.5
11	83.7	80.8	82.2	86.3
12	88.8	83	80.6	85.7
All Years	86.3	85.7	85.8	87.3
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

### Management of non-attendance

The school has improved the attendance rates of students in most years, and overall. This has been partly due to improved supervision and reporting arrangements, and to the appointment of a Head Teacher Administration with responsibility to work with students, parents and the community on student attendance.

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	1	1	2
Employment	2	4	56
TAFE entry	1	2	10
University Entry	0	0	30
Other	1	1	1
Unknown	0	1	1

Students enter a wide range of post-school options, though some have to look further afield for employment opportunities. There is a higher-than-expected proportion of students going on to university studies, given the nature and educational limitations of a significant proportion of our drawing area.

### Year 12 students undertaking vocational or trade training

In 2016, 52% of our Year 12 students studied VET courses as part of their HSC. These courses included those studied at the school (eg. Primary Industries, Hospitality) and some studied at TAFE (eg. Automotive, Electrotechnology). Of the students who enrolled in VET courses at the start of the year, 93% completed these courses to the end of Year 12.

### Year 12 students attaining HSC or equivalent vocational education qualification

Of the seventy five students who completed Year 12 in 2016, 80% attained a HSC. 20% of the students achieved a ROSA. All of these were part-time students who were completing appropriate courses for their needs and circumstances. 9% of the students who enrolled at the start of Year 12 left before completing their HSC – most of these went into work and/or TAFE, while a small number left for medical and personal reasons.

## Workforce information

## Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	36.1
Learning and Support Teacher(s)	2
Teacher Librarian	1
School Counsellor	2
School Administration & Support Staff	14.28
Other Positions	4.2

\*Full Time Equivalent

Once again, there were only three members of staff who claimed Aboriginal heritage. These were the Aboriginal education Worker (AEW) and the Norta Norta tutors who worked with her to assist our ATSI students.

## Teacher qualifications

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

## Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	8.5

## Professional learning and teacher accreditation

The staff of Irrawang High has a good mix of experienced and developing teachers. Almost 67% pre-date new accreditation requirements, and have been working towards the introduction of accreditation for all staff in the near future. Just over 21% of staff are accredited, and just over 12% are enrolled, working towards accreditation. Considerable training and mentoring was offered to staff to increase their familiarity with the requirements and processes of accreditation.

During 2016, all staff completed mandatory training modules in first aid, child protection, anaphylaxis and the code of conduct. Further training was provided in PBL principles and practices. Much training was provided for staff in faculties experiencing, or about to experience, new syllabus documents in their courses. This was supported by in-school workshops, in which they put this new syllabus knowledge to practice,

developing new programs, units and assessments. VET staff completed training to maintain their qualifications for delivery of these courses in the school.

Further training in strategies to assist students' literacy development was included among staff and faculty meetings during 2016. This included explanation of the Lexia program, and the use of vocabulary lists to improve students' writing.

Staff were also given further training in data analysis, and the use of data to assist planning and differentiating for their students. This mainly centred around the Results Analysis Package in the Board of Studies' site, and SMART data. The school executive had some intensive training in the Excellence Framework, particularly in the requirements and practices involved in validation.

All staff were provided with training for the re-introduction of the *Millennium* program as the school's main administrative platform. This will be augmented with further training during the introductory months of 2017 as the school moves over to this program.

Staff were also provided with updates and refreshment training in Work Health and Safety (WHS) standards and requirements. This led to the school reviewing its plans and practices for reporting and managing WHS

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to <insert date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

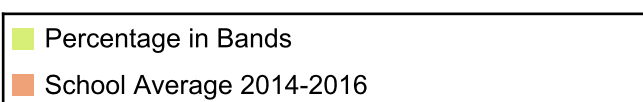
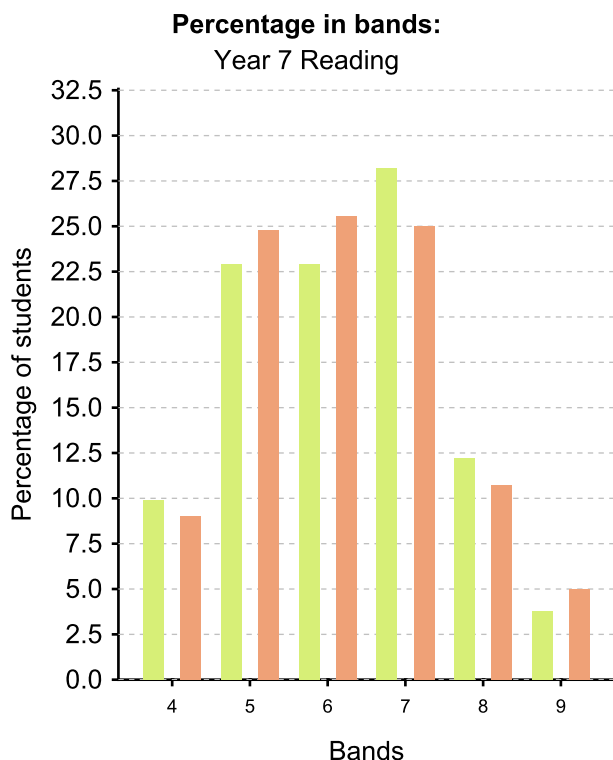
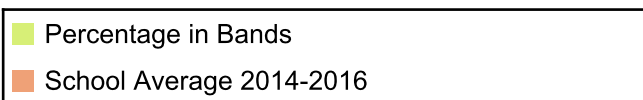
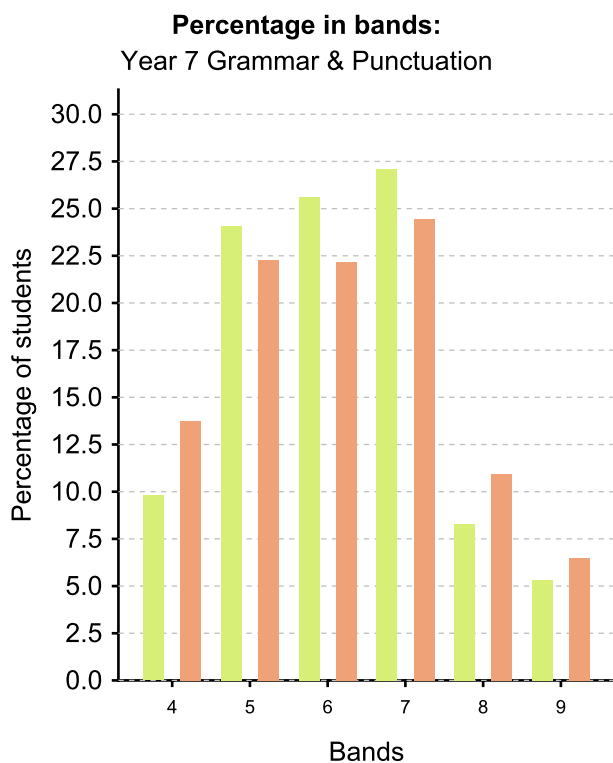
Income	\$
<b>Balance brought forward</b>	<b>613 171.85</b>
Global funds	683 278.25
Tied funds	1 143 167.76
School & community sources	237 578.45
Interest	18 137.96
Trust receipts	57 056.20
Canteen	0.00
<b>Total income</b>	<b>2 752 390.47</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	132 893.54
Excursions	99 315.41
Extracurricular dissections	66 237.17
Library	0.00
Training & development	2 474.17
Tied funds	1 006 598.43
Short term relief	149 278.32
Administration & office	134 268.39
School-operated canteen	0.00
Utilities	126 102.71
Maintenance	79 316.83
Trust accounts	38 784.34
Capital programs	40 796.28
<b>Total expenditure</b>	<b>1 876 065.59</b>
<b>Balance carried forward</b>	<b>876 324.88</b>

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

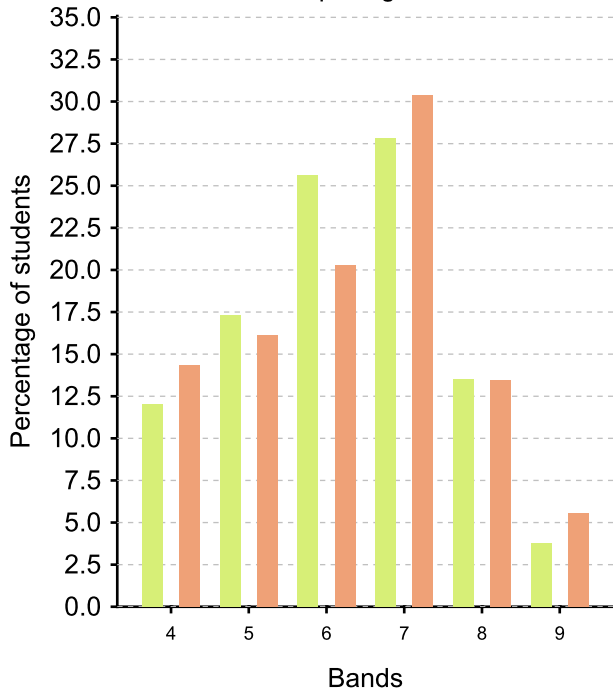
## School performance

### NAPLAN

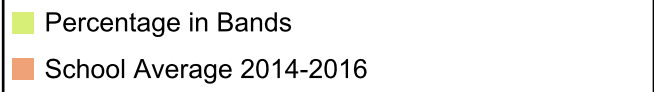
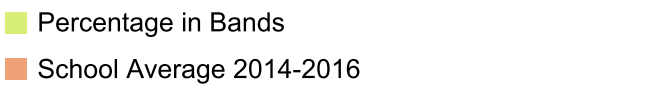
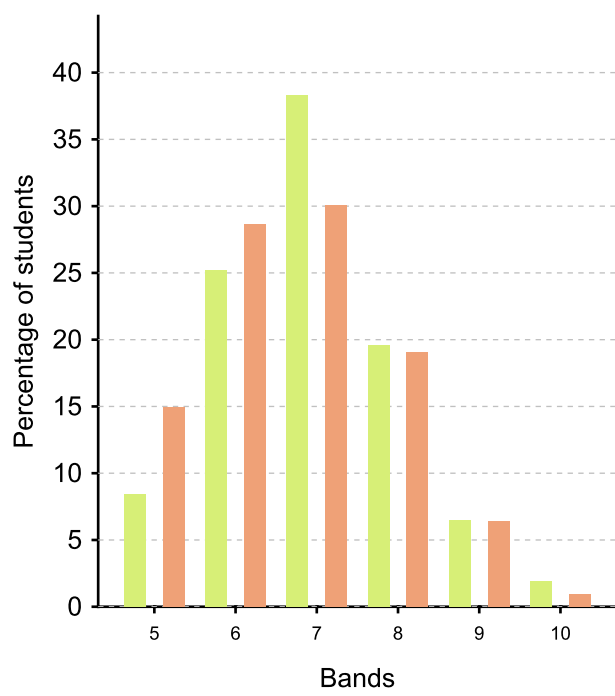
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



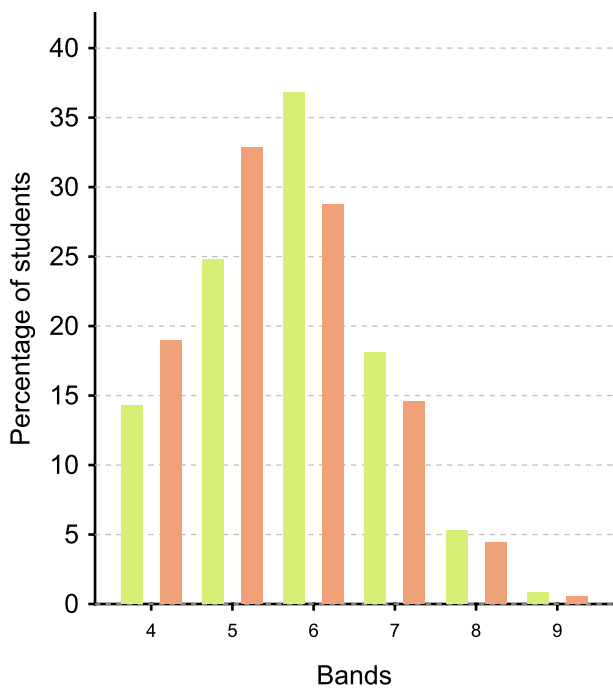
**Percentage in bands:**  
Year 7 Spelling



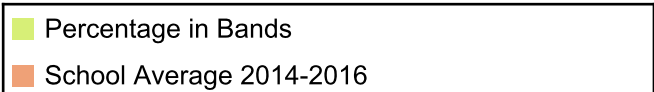
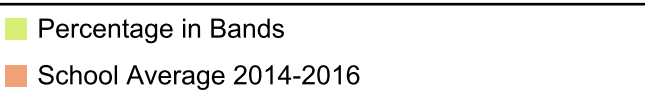
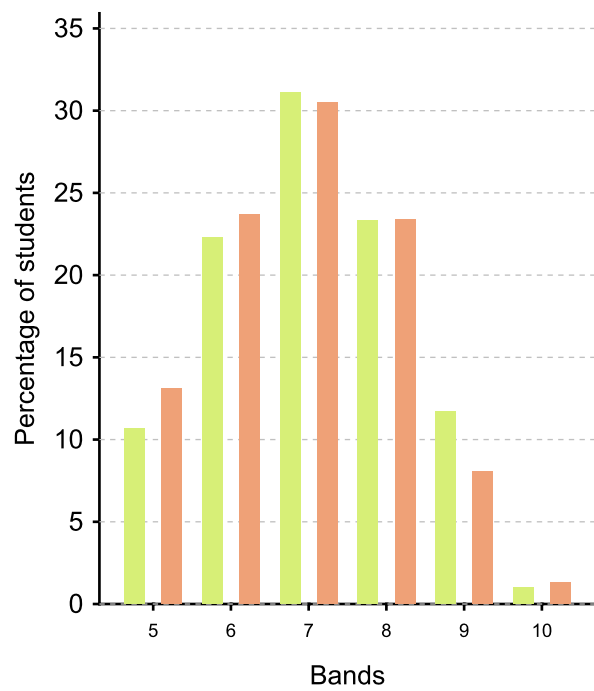
**Percentage in bands:**  
Year 9 Grammar & Punctuation



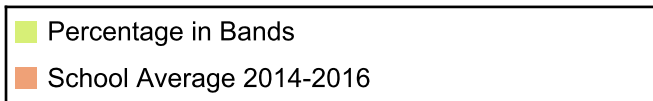
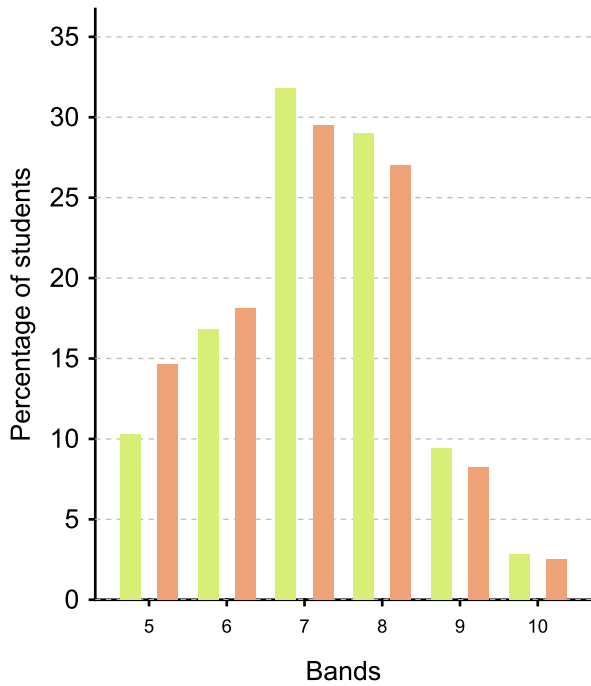
**Percentage in bands:**  
Year 7 Writing



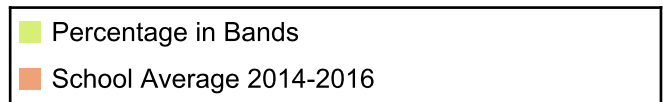
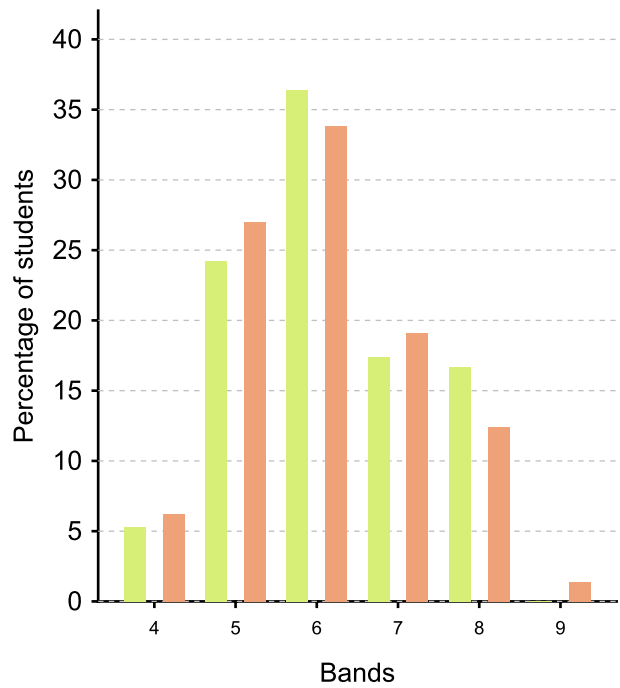
**Percentage in bands:**  
Year 9 Reading



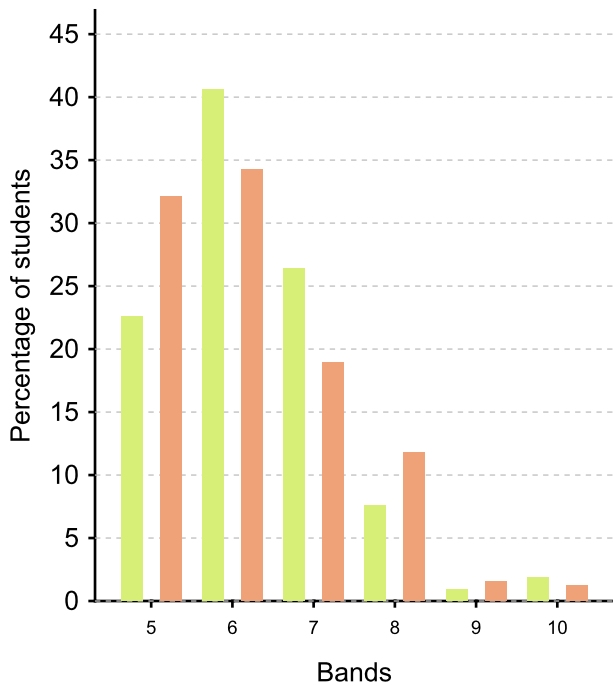
**Percentage in bands:**  
Year 9 Spelling



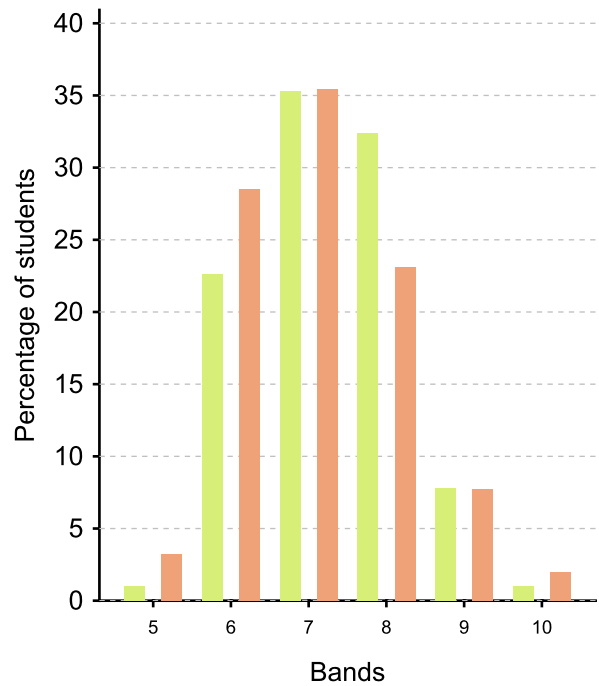
**Percentage in bands:**  
Year 7 Numeracy



**Percentage in bands:**  
Year 9 Writing



**Percentage in bands:**  
Year 9 Numeracy

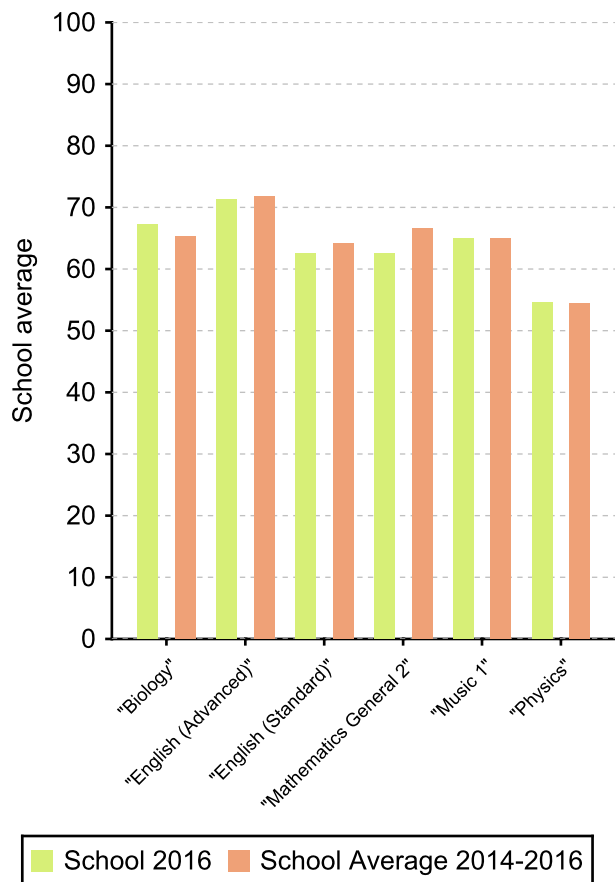


The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data..



## Higher School Certificate (HSC)

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



## Parent/caregiver, student, teacher satisfaction

The school used both external and internal surveys to gather the opinions of students, staff and parents throughout the year. Once again, the Middle School Program for Year 7 received very positive responses. Due to staff changes, the program focused mainly on Maths and Science this year, though some aspects were retained in English and Human Society and Its Environment (HSIE). While female students were a little more positive than males, the great majority of students liked all aspects of the program, and indicated that it met their educational and social needs. A large majority reported their levels of engagement and achievement to be high. They were very positive about teachers' high expectations and level of support for both the group and individual students within it. Some critical comments, including the level of noise at times, are being considered by staff involved in the program. The school is also considering ways to provide extra support and training to staff involved following their expression of a desire for these in their responses.

The Year 12 Exit survey again provided positive feedback to the school regarding its work with our senior students. Girls working towards an ATAR were more positive than other groups, while girls who were

not working towards an ATAR were the least positive. There was a high level of satisfaction with their overall senior experience, and with the degree to which their teachers were supportive and helpful. Students were honest and forthright in noting their weaknesses as students, providing the school with more information to assist future cohorts to develop more positive learning and participation habits. Students expressed appreciation for the new study spaces the school had had built during 2015. A significant proportion noted that distractions caused by fellow students had a negative impact on their learning experience and achievements. This factor is under consideration among teachers of senior classes for future years. A review of course selection processes for senior students is being undertaken as a result of comments from a number of students.

During 2016, the school used the *Tell Them From Me* surveys with students in Years 7 to 11 to assess students' attitudes and thoughts about their school experiences. These surveys had not been used since 2013, prior to the introduction of PBL, and provided a measure of change and the impact of this program across the school. All years except Year 8 showed an increase in valuing of education and their homework habits. All years except Year 11 had increased their ratings of motivation and interest in learning. It was noted that effective learning time had increased across the school since 2013, and that the incidence of bullying had declined in three of the five years. There were also significant increases in students' overall ratings of their positive relations with teachers, the development of a positive learning climate and teachers' expectations of their students' success. These increases were considerably greater in Irrawang High than across the state in general.

The school also gathered information informally from members of the community during school activities such as parent-teacher evenings, Parents and Citizens Association (P & C) meetings, AECG meetings and activities and the school's extensive transition program. In all of these discussions, there was a strong degree of appreciation of and support for the school, and an expressed belief that the school was developing positively. The school's website, augmented by its Facebook page, was seen to be an effective way of informing and involving parents and the community. Parents were appreciative of the opportunities to contact the school through its website, and for their students to call on the help of their teachers through email and other platforms made available to them.

The school's P & C continued its strong support for the school. It provided financial support to teaching and learning programs, and sporting programs, during the school year. This was made possible through profits from the school's canteen, which was well supported by staff and students, especially its moves to provide healthier food choices under the *National Healthy School Canteens Guidelines*. The P & C also worked closely with the principal towards air-conditioning for the multipurpose centre, though this has not yet been realised. The P & C continues to be a valuable community voice in the school, providing both valuable support and important feedback to the principal, staff

and students.

## Policy requirements

### Aboriginal education

The school continued its commitment to Aboriginal Education by continuing to fund the position of AEW. This was enhanced by the presence of the Norta Norta tutors, who again provided valuable assistance to our ATSI students. As part of an active Aboriginal Education group operating within the school plan, these staff were able to provide positive assistance to ATSI students to improve their attendance, participation and achievement, as well as further develop the presence and acceptance of Aboriginal culture in the school. They actively involved the local Aboriginal community, including the AECG, in a range of school activities. This included the successful introduction of an Aboriginal Language class in the school during the year, which increased the use of the Worimi language in school activities, especially through its use in the Acknowledgement of Country on school occasions. NAIDOC Week celebrations once again provided an opportunity to highlight the successes and needs of the Aboriginal community.

Personal Learning Plans for ATSI students were developed with community and parent support, though there is a need to improve this process in future to ensure that it occurs early enough in the year for staff to incorporate these plans into their class planning.

The success of these measures in improving ATSI students' achievements can be seen in their NAPLAN results. Irrawang's ATSI students achieved higher mean scores in the NAPLAN numeracy tests than their fellow students in the state and in similar schools. The average scaled growth of the ATSI group was also above that of state and similar schools in the Numeracy section of the NAPLAN tests. In both Reading and Numeracy, the proportion of students who achieved greater than expected growth increased again in 2016. 75% of ATSI students achieved more than expected growth in this year's NAPLAN Numeracy tests.

### Multicultural and anti-racism education

The school's Anti-Racism Contact Officer was trained early in the year, and contributed to the school through both reactive activities (assisting the few staff and students who made complaints of racist mistreatment) and proactive strategies. The latter included working within the school's PBL framework to educate staff and students on matters of multiculturalism or racism. She also cooperated with the school's AEW to ensure that Aboriginal staff, students, parents and community members were treated with the respect and acceptance due to them from the school community.

Programs, especially within HSIE, English and Personal Development Health and Physical Education, continued to incorporate multicultural and anti-racist perspectives. New junior texts were chosen specifically in junior English to focus on aspects of terrorism and

the plight of refugees. The school's Harmony Day activities, involving students and community members, focused attention on tolerance and acceptance in our multicultural society.

### Other school programs

#### CREATIVE and PERFORMING ARTS:

The school again conducted and participated in a variety of performance and exhibition activities, providing students with many opportunities to develop their performance and artistic skills.

The Art Club and Vocal Ensemble groups were reformed, guided by Grant Wylie and Leena Ryan respectively. These helped students to further develop their skills and to participate in school-based and community activities and events. As well, Leena Ryan developed a Senior Vocal Ensemble which extended students' opportunities to perform both in school and in the wider community.

Dance and Drama Ensembles were reformed and expanded by Megan Witchard. As well as the Junior, Senior and Stage 5 Dance Ensembles, a Tap Ensemble was formed in 2016.

Both Junior and Senior Drum Corps were reformed by Head Teacher CAPA, Adele Robinson, and put their regular practices to good effect in school and community performances, including events in Newcastle. The Senior Drum Corps also performed at the opening of the state PBL conference.

The faculty continued the practice of recognising and rewarding outstanding student performance through the CAPA Stars of the Month program. This operated across all years, and featured students on the CAPA Facebook page each month.

The CAPA faculty again provided students with opportunities to participate in a variety of excursions and performances. These included Call Back, On Stage, Art Express, Lake MacQuarie Art Gallery, Newcastle Foreshore and a Year 12 Drama visit to a performance of their set text, *Sto!e* at the Riverside Theatre.. Students also attended several excursions in which they performed – Newcastle Show, Starstruck, King Street Heritage Festival (Raymond Terrace), Hunter Region Dance Festival, Raymond Terrace Marketplace Education Week Performances (this year coordinated by Irrawang High), McHappy Day, Marketplace Christmas Parade. The annual CAPA Roadshow presented items to local primary schools. Students again led the local ANZAC Day march at Medowie, with Monique D'Arcy, Annabel Bisley, James Lawrence, Miller Tomlin, Sam Chaffey and Matt Chaffey representing the school.. Two drama teams entered the Theatre Sports School Challenge. One of these teams reached the semi-finals. Year 11 Music students attended the annual HSC Music Study Day at the Newcastle Conservatorium of Music.

The Annual CAPA Tour this year went to the Great

Barrier Reef and the Gold Coast, taking student performers in dance, drama, drum corps, music and photography. Students not only performed to often large groups, but also conducted workshops with schools, and participated in educational visits to selected sites in the region.

CAPA students also performed at a variety of school events held throughout the year. The school's Spring Fair saw performances by dance, drama and drum corps, and by vocal groups. An inaugural Night of Percussion was held, featuring the drum corps. The Annual CAPA Performance Night featured works and performances by students in Dance, Drama, Music and Art. Students from Dance, Drama, Music and the Drum Corps again performed at the school's Presentation Day, and both Junior and Senior Drum Corps performed at the school's Harmony Day event. Students also performed in dance, drama, music and drum corps at formal Year Presentation Assemblies, as well as working with the lighting, sound and stage management for these events. As well as junior performers and exhibitors participating in the school's annual GATs Expo, this year the Stage 6 Performance Night was incorporated into this event.

The CAPA faculty also hosted Kadul, a Torres Strait Islander performer who presented to Year 7, and all Music elective students from Years 8 to 12. Music students in Stage 5 were able to appreciate and learn from a touring rock band hosted by the school, culminating in the presentation of a free lunch-time concert to the school.

The CAPA faculty successfully accelerated students through Years 11 and 12 in Drama. Three students (Monique D'Arcy, Christina D'Arcy and Ellie Martin) were successful in their auditions as ensemble dancers for *Hairspray*, the Arena Spectacular. Dance, Drama and Drum Corps students were successful in auditioning for the region's annual gala performance event *Starstruck* at the Newcastle Entertainment Centre. Five talented students were selected to participate in a five-day workshop at Hunter Central Coast Drama Works. One HSC student (Sarah Swainson) was nominated for HSC Drama On-Stage for her individual performance. Three HSC Dance students were nominated for Callback to perform their pieces during the 2017 tour. These students were Kyah Dawson, Jessica Swan and Danielle Ryner.

The second Annual Art Exhibition was held at the Raymond Terrace Public Library, where forty pieces of exemplary artworks by students across all years were on display. Additionally, this year the Local Management Group (LMG) of schools also exhibited at the public exhibition.

Running as a cross-faculty GATS project, the school again entered the Archibull Project. Students from CAPA and Agriculture learnt about aspects of beef production in Australia while decorating their life-size cow for the competition.

Irrawang High hosted a combined Drumline rehearsal with staff from the Newcastle Conservatorium of Music,

and staff and students from schools in the region.

This year, the faculty initiated a new student leadership position, appointing a Year 12 student – Monique D'Arcy – to work with the CAPA faculty to coordinate the many and varied activities within its broad scope. This position has been very successful in assisting the faculty, and in developing the potential of the selected student, as well as benefiting the many students who participate in CAPA offerings and activities throughout the year.

The faculty trialled collegial marking of Trial HSC Music and Dance performances. Working together with Hunter River and Tomaree High Schools, Ian Massey and Megan Witchard worked with colleagues to share expertise, and to broaden their own appreciation of students' performances.

Irrawang High is proud of the work of the dedicated staff and students in its CAPA faculty, and takes this opportunity to acknowledge their tremendous efforts and contributions to the school.

## SPORT

The school was involved in a range of sporting challenges and events again this year, with several outstanding achievements.

The annual competitor's-only swimming carnival saw an increase in competitors. This carnival was run by Miss Duma and senior Sports Coaching students to gain competencies towards their training course.

Ten students attended the Port Stephens Zone Swimming Carnival. Unfortunately, no students qualified to attend the Regional Swimming Carnival.

Thirty Seven students attended the Port Stephens Zone Cross Country Carnival with seven students (Jackson Maher, Nathan Swan, Samantha Newell, Kirra Terranova, Leyton Eveleigh, Luke Tiedeman and Jacob Zok) qualifying to attend the Regional Cross Country.

Fifty six students attended the Port Stephens Zone Athletics Carnival with fifteen qualifying for the Region Athletics Carnival. These were Alana Bednar, Macey Elvidge, Kirra Terranova, Leila Inglis-Monk, Courtney Cotton, Nathan Ferguson, Bradley Marshall, Jack Warden, Dylan Petith, Joshua Ferguson, Max Turpin, Jack Caban, Riley-Blunt and Jamaica Hayes- Musu. Two Students then qualified for NSW Combined High Schools Athletics. These were:

- Bradley Marshall of Year 10 qualified to compete in the 15 Years Boys Triple Jump, 400 metres and 200 metres Hurdles.
- Elizabeth Kelly of Year 8 qualified to compete in the 14 Years Girls 90 metres and 200 metres hurdles.

A record number of students (two hundred) and twenty-five staff members participated in the Premier's Sporting Challenge.

Irrawang High School participated in 21 NSW Combined High Schools Sports Knockout

competitions.. In these, nine teams progressed to the second and third rounds.

Jacob Rabai of Year 10 was selected in the NSW under-16 Rugby Union Team. In Term 4 he gained selection in the NSW open School Boys' Rugby Union side to tour South Africa in Easter 2017.

Mitchell Swan of Year 10 was selected to umpire at the NSW Primary Schools' Australian National Championships. He performed at such a high standard that he was selected to umpire the final.

Jack. Caban of Year 12 was selected in the Australian Youth Open Futsal team to compete in the USA.

Mia Gillespie of Year 7 became state champion in Mujiae Tae Kwondo in form and point sparing. She is currently world Champion in the I 0-1 1 year's age group for these events.

Alyssa Weeks of Year 7 gained 7th place in the State and 20th in Australia in BMX racing. Will Weeks of Year 9 place 40th in Australia despite a fall in one of the races in BMX racing.

Georgia Almond of year 7 was part of the Warabrook Cheer Squad team that was Grand Champions in the Level under 14 Years International Cheer Games in Hawaii and placed 2nd overall in the Under-18 event at the same Championships.

Mrs. Pulsford coached the NSW All-Schools Tennis Team in Canberra. This Team became the Australian All-Schools Champions.

Miss Jean Duma held the position of Hunter Region Swimming Convenor and Manager.

## GIFTED AND TALENTED STUDENTS

The school has continued to develop its varied program for GAT students, both within and additional to class activities. Some of the highlights of the program during 2016 were:

The **Year 4 Bridge Building Competition** (facilitated by Neil Everingham – TAS staff – and Clair Wotton – HSIE) involved Year 4 students from feeder primary schools and Raymond Terrace Public. Primary students worked on their bridges over a period of time. The bridges were tested at the enrichment exhibition in Term Three.

The **Year 5 and Year 6 Primary Enrichment program** (coordinated by Clair Wotton – HSIE) involved top Year 5 and 6 students who were interviewed for the program. Successful feeder primary schools students visited Irrawang High over three days in 2016 (two days for Yr 5) and engaged in a variety of enrichment activities/projects across a range of Key Learning Areas (including Mathematics, ICT/STEM, HSIE, Science). Students' work was displayed at the enrichment exhibition in Term Three. Several staff were involved

throughout the program, including Sarah Bailey (Mathematics), Dave Graham (Computing), Clair Wotton (HSIE), Kate Connor (HSIE), Tony Gordon (TAS), Taylor Ross (Science) and Grame Larkman (Science), Jenny Garner (Maths) and Ashley Burgess (Maths).

In the **Tournament of The Minds**, students were given the opportunity to work on a long-term (six weeks) team project that was then presented at Newcastle Grammar School. Students also performed their plays at our school's Enrichment Afternoon, along with other Tournament of The Minds students from feeder primary schools. These students were assisted by M. Fitzsimmons (English), J.DePlater (Mathematics) and C.Wotton (HSIE).

A Newcastle University workshop, **RoboGals**, provided students with an opportunity to experience design, coding and construction of Robotics. This program was conducted with selected female GAT students from Stage 4 and 5 and was coordinated by Justin Tonks.

The **7E/7M Enrichment Day** included students of 7E and 7M and GAT students from Years 8, 9 and 10. Students participated in a range of activities over a two day period. These included robotics, construction of rockets, a virtual treasure hunt/virtual goggles. This program was run by David Graham (Computing), Tony Gordon (TAS) and Sarah Bailey (Mathematics).

Students participated in an **Orienteering challenge**, facilitated by Kate Connor (HSIE). Students used mathematical, geographical and physical education skills to complete the orienteering challenge.

Our **Enrichment Exhibition** showcased a variety of projects at the Enrichment afternoon. These included Higher School Certificate Drama and Artworks, a Primary enrichment work display, Tournament of the Minds performances, Irrawang High students work of a high standard, Year 4 Bridge Building competition, and a STEM group technology display. This activity required a lot of coordinating – the following staff made it possible: Dave Graham (Computing), Clair Wotton (HSIE), Sarah Bailey (Mathematics), Adele Robinson (CAPA – Music), Grant Wylie (CAPA – Visual Arts), Megan Witchard (CAPA – Dance and Drama), Tony Gordon (TAS), Neil Everingham (TAS), Megan Fitzsimmons (English), Jenine DePlater (Mathematics) and Lue Fagan (CEO).

Year 11 GAT students attended a regional competition '**Discover Model United Nations**'. Students participated in a mock United Nations at Francis Greenway High School in March 2016. Students performed to a high standard and were selected to attend the State Finals at the University of NSW. These students were supported by Catherine Donnelly and Kate Connor (both from HSIE).