

Irrawang High School Annual Report



2017



8562

Introduction

The Annual Report for **2017** 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

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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 everyday. I have high expectations of our staff and student 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 continued its focus on improving student outcomes, quality teaching and creating a positive school environment. Irrawang High School has had a very successful 2017. Enrolments have increased from 2016 which has resulted in a school cohort around 750.

The school continues to excel in the performing arts and 2017 saw an overwhelming increase in school knockout sport participation and success. The Drum Corp, school dance groups and being a finalist in "the Archibull" are some highlights in the performing arts areas. The school's Facebook page is evidence of the many curricular and extra curricular opportunities offered throughout the year across all key learning areas.

The relationship with our partner schools continues to grow and students moving from Years 6 to 7 are well supported with a strong transition program in place with our partner primary schools.

The school's Positive Behaviour for Learning (PBL) expectations are Respect, Responsibility and Personal Best. The school is continuing to see improving PBL data, reflecting an increase in student engagement and consistency in support strategies and ethos towards a positive school culture.

Positive student growth results in literacy and numeracy reflect the school's focus on whole school and intervention programs that support student learning and quality teaching. Much staff professional learning has occurred in this area and will expand in 2018. I look forward to 2018 being another productive year for both students and staff of Irrawang High.

Paul Baxter

Principal

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 small number of 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 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. 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.

1. In the School Excellence Framework (SEF) domain of **LEARNING**, Irrawang High is **Delivering** in the elements of:

Learning Culture – staff monitor learning and attendance, and use varied strategies to address issues in both areas. The collection and analysis of information to support student progress is expanding, and is especially strong in the primary–to–high school transition process.

Assessment and Reporting – the school effectively collects and reports on students' progress, and is strengthening its use of assessment for learning, and its procedures to increase consistency and clarity for students.

Curriculum and Learning also sees the school **Developing** – the integration of technology into learning is increasing. A wide range of extra–curricular offerings is provided, and there is considerable cooperation with other schools and organisations. The school has updated resources for the introduction of new syllabus documents and is strengthening effective practices in identifying and addressing student needs, and in involving parents in supporting these students.

The school is **Working Towards** the element of **Student Performance Measures** – despite some positive data, especially in student growth and proportions above national minimum standard in NAPLAN tests, some aspects of both

HSC and NAPLAN results remain lower than desired.

We are **Sustaining and Growing** in the element of **Wellbeing** – The Positive Behaviour for Learning program has led to the development of a strong focus across the school. This is supported by an active and positive wellbeing team, and by strong, directed leadership from the principal and senior executive.

2. In the SEF domain of **TEACHING**, the school is **Delivering** in the following elements:

Effective Classroom Practice – the PBL program is assisting both staff and students to develop more positive classroom practices. Continued professional development is assisting staff to increase their implementation of more Quality Teaching strategies, and strategies for future-focused learning in their classes.

Data Skills and Use – staff are familiar with sources of external and internal data, and are becoming more accepting of and more skilled in its use to assist planning for and supporting learning.

Collaborative Practice – teachers cooperate within, and, to a lesser extent, across faculties, to develop more effective learning strategies. The school is working to strengthen professional learning rounds, and the participation in cross-faculty sharing and planning (eg. in literacy and numeracy strategies across the school).

Professional Standards – staff have been further prepared for the universal application of the Teaching Standards from 2018. The school is establishing processes and practices to support all staff to implement their accreditation requirements, and, where relevant, to work towards higher-level accreditation. A significant number of teachers are already working beyond their classrooms to support broader school programs.

In the element of **Learning and Development** the school is **Sustaining and Growing** – Staff are involved in planning their own professional development. A school focus on improving literacy and numeracy skills in classrooms has been complemented by increased sharing among staff.

3. In the SEF domain of **LEADERSHIP**, the school is:

Delivering in the element of **Leadership** – the school is increasing the ways in which parents and the community can engage, and provide feedback on school policies and practices. Such feedback has shown increasing support for the school from its parents and community. A new senior executive team has begun the review of processes for more effective succession planning.

Delivering in the element of **School Planning, Implementation and Reporting** – there is increasing understanding of, support for and commitment to the school's expectations and strategic directions among staff and parents. The school's planning and monitoring processes are being strengthened, and the application of evidence to evaluation and planning is also increasing. The school is seeking ways to increase the participation of students and the community in its planning and evaluation processes.

The school is **Sustaining and Growing** in the elements of:

School Resources – the allocation of staffing, funds and physical resources is determined by students' needs. The school employs additional staff to ensure that it can deliver its planned goals for all students. Physical learning spaces are being updated, and available technology is increasing with the introduction of several banks of student laptops located across the school,

Management Practices and Processes – students and the community have several opportunities to provide feedback on school practices and procedures. Processes to keep parents and the community informed have been strengthened through the school's website, app and social media platforms and SMS use.

Our self-assessment process will assist the school to refine our school 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/sef-evidence-guide>

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 proportions of Year 9 students achieving above average scaled growth ranged from 50% (in both Spelling and Grammar) to 70% (in Reading and Numeracy). While the apparent retention of students to the end of Year 12 was slightly lower in 2017, it remained within the average range for the school. The majority of students who left before completing Year 12 went to work or further study at TAFE. Despite a lower completion rate for VET courses in 2017, this remained above the long term average.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">The long-term average of the percentage of apparent retention to the HSC will improve by 5%The percentage of students entering university will reflect state averages for comprehensive, non-selective schoolsan increase in engagement and participation is reflected in a decline in behavioural referrals, especially in years 8 to 10average attendance rates will improve by 2% per yearThe percentage of students enrolled in and completing VET or TVET, or other vocational courses in the senior school will increaseAttendance, retention, engagement and performance in VET courses will increase. Student achievement in practical aspects of Technological and Applied Studies (TAS) courses will improve40% of students will attain average scaled growth or above in Year 9 NAPLAN testingAll students graduating from Irrawang High School will be engaged in further learning, training or work within 12 months of leaving school	<p>\$107,000 salary Numeracy Withdrawal teacher; \$8,250 resources and printing for withdrawal program and numeracy initiatives across the school.</p> <p>\$1,250 fro Reading program materials and resources; \$800 Lexia software licence for targeted students; \$105,000 fro literacy support staff.</p>	<p>The school has maintained the percentage of HSC students entering university studies. Apparent retention to this level maintained the long-term average.. Enrollments in school VET courses was not as high as in past years, but Stage 6 students continued to study VET courses at TAFE, sometimes as part of school-based traineeships. More than half of Year 9 students achieved average growth in Reading, Spelling, Grammar and Numeracy sections of the NAPLAN tests.</p>

Next Steps

Evaluations of curriculum and structural matters will refine school offerings and organisation to increasingly support senior students to raise retention and completion rates. Enhanced development of student skills for learning through programs such as Elevate will assist students to cope with the demands of academic study and enable more to complete school, and to have greater success. Staff professional learning in future-focused learning will also enable the school to provide more support to our students. Updating of learning spaces, especially the school library, will assist staff and students in this focus. Further training in delivering effective learning in reading and writing skills will improve student results from Years 7 to 12.

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 early-stage teachers were supported and mentored to enable them to complete requirements for accreditation with NESAs. Professional development opportunities created within and outside the school enabled all staff to meet their targeted professional development hours, including the extension and maintenance of VET teaching accreditation with AITSL. More research and planning were conducted to improve the effectiveness of the professional learning rounds. Further training in data analysis assisted staff to use student data to assess and improve teaching and assessment, and to increase the directing of lessons to students' needs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">All beginning teachers achieve Proficiency in the Australian Teaching StandardsAll teachers participate in a minimum of 25 hours of professional development each year. VET teachers complete the required hours of VET training each year.All teachers achieve and maintain accreditation with AITSL/BoSTESAll VET teachers maintain industry currency.All teachers participate in Professional Learning RoundsAll 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	\$72,720 for professional learning, including school-based courses and attendance, travel and relief for participation on off-site activities; VET Accreditation training; resources and relief for development of Professional Learning Rounds program.	All teachers working towards NSW Education Standards Authority (NESA) accreditation levels were supported and assisted to achieve their annual goals. Mentoring, staff workshops and the provision of professional development opportunities assisted this process. School-based professional learning activities and Department of Education training modules enabled all staff to achieve their professional learning targets. The school supported VET staff to maintain and extend their accreditation to teach these courses. Professional Learning Rounds were refined to reflect more specific teaching/learning strategies. Further training in data analysis, especially using the School Measuring and Reporting (SMART) and the Results Analysis Package (RAP) packages, assisted staff in their analysis of students' performance to inform their planning and delivery of effective learning.

Next Steps

The school will continue to develop targeted professional development activities for individuals and groups within the staff. Strengthening of the Professional Learning Rounds, with an emphasis on Quality Teaching, will further develop staff expertise and cross-faculty sharing. Fine-tuning the processes of staff professional development portfolios will increase the effectiveness of professional development through more targeted and better supported development activities. Professional learning in the Instructional Leadership model will assist leaders at all levels to work more effectively towards improved teaching and learning in the school. The emphasis on future-focused learning will be

increased.

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 Positive Behaviour for Learning (PBL) program, which has extended into the community, has seen an increase in the proportion of students who demonstrate positive values around the school. The change from Gotchas to Like-its, and staff's increased use of these and of commendations has fostered a culture of aiming high, and has reinforced high expectations both in the school and the community. Student and community feedback has been mostly positive, reflecting increasing satisfaction with the school's progress and direction.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">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.All teachers use the school's commendation processes to acknowledge positive behaviours and learning practicesStudent and community participation and feedback are included in all evaluation of and planning for learning, teaching and leadershipAll ATSI PLPs are easily available in a common site, and are considered by teachers to differentiate class planningAttendance and retention of ATSI students are improved by 3%Student and community surveys and feedback indicate a trend of increasing satisfaction with the school	<p>\$80,150 to employ Community Liaison Officer (CLO) to maintain and extend links with local community and businesses; \$47,800 to employ an executive support officer to assist with planning, reporting and analysing data from staff, students and community; \$12,000 for the Positive Behaviour for Learning (PBL) program for resources and training and recognition items; \$9,500 to support ATSI attendance and achievement; \$8,00 for SMS functions to keep parents and staff informed of school activities.</p>	<p>There was an increase in the proportions of staff using the school's Like-Its and Gotcha processes, and in the numbers of students who were recognised through these, encouraging more positive behaviours and learning engagement across the school. Staff, student and parent feedback, both formal and informal, indicated high levels of satisfaction with the school's offerings and its directions. ATSI students were supported through the Aboriginal Education Worker (AEW) and her team to develop stronger habits of attendance and work.</p>

Next Steps

Regular evaluations of the PBL program are leading to further extensions and refinements of the program, and of staff training, to increase its effectiveness in reducing negative behaviours and increasing the focus on positive learning behaviours across the school. Increasing engagement with the local Aboriginal community is improving the processes and effectiveness of the school's working with its ATSI students, including the development and use of Personalised Learning Plans.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$99,181 – much of this was used to employ the Aboriginal Education Worker to support ATSI students across the school.	The mean scores of Year 9 ATSI students in NAPLAN tests was similar to that of ATSI students in the similar school group. Their average scaled growth in most literacy areas of the tests increased. (Note: no growth figures available for Writing). Considerably more of these students achieved above expected growth in Reading than in previous years. ATSI students were strongly supported by specialist staff within the school (working in conjunction with the AEW) and by strong connections with the local Aboriginal community. The school supported participation in community events to assist the understanding and acceptance of Aboriginal culture across the school.
Low level adjustment for disability	\$236,784	The school employed 4.8 Student Learning Support Officers (SLSOs) to assist students both in class and around the school. They worked closely with staff and parents to provide targeted support for selected individual students, including assistance with organisation, homework, basic academic skills and social skills.
Socio-economic background	\$673,925	The school continued to provide support through the homework centre (Snack-and-Study) and morning breakfasts. It provided banks of lap-tops for class use to overcome inequalities in home provision of technology. Considerable support was provided for students' needs and involvement through the provision of uniform items and assistance with fees and extra-curricular costs. Targeted literacy and numeracy support programs were continued to raise students' skills in these areas.
Support for beginning teachers	\$26,900	Senior executive, Head Teachers and experienced staff provided both formal and informal support for early-stage teachers. Such support included developing familiarity with curriculum, teaching strategies to maximise learning, and strategies with which to manage student learning and behaviour. These teachers were also given a range of professional learning opportunities both within the school and externally. Newer Head Teachers were supported with regular mentoring and assistance by members of the senior executive.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	358	344	349	359
Girls	364	349	350	358

Student enrollment in the school is affected by the proximity of selective and private high schools, and by variations in the local population. 2017 has seen an increase in enrollments as the school continues to improve its performance and image locally. Around 11% of students were from an ATSI background, and a small proportion of students was from homes where English is a second language.

Student attendance profile

School				
Year	2014	2015	2016	2017
7	92.4	91.5	91.2	91.6
8	87.8	86	88.1	87.9
9	87.4	86.8	86.5	85.4
10	81.8	84.5	84.5	84.5
11	80.8	82.2	86.3	82.5
12	83	80.6	85.7	87.7
All Years	85.7	85.8	87.3	86.7
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

Student attendance was managed during 2017 by the appointment of a Head Teacher Administration (Attendance) who worked with students and their families to reduce absenteeism. Aboriginal networks and organisations were also used in this regard. Staff reporting of period-based attendance enabled the collection and use of up-to-date attendance data to target areas of greatest need. The school's Positive

Behaviour for Learning (PBL) program also assisted the education and recognition of attendance and its importance among students.

Attendance rates for the great majority of students were high, though a small number of poor attenders in each year lowered the average attendance of each cohort. Rates of truancy from individual periods were reduced, especially in the senior years.

Post-school destinations

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

Year 12 students undertaking vocational or trade training

Almost a quarter of the students in Year 12 were enrolled in, and completed, a recognised Vocational Education and Training (VET) course at school. These were distributed between Hospitality operations and Primary Industries. As well, a further 21% completed VET courses at local TAFE colleges, including Automotive Studies, Aged Care, Beauty, Hairdressing, and similar trade courses.

Year 12 students attaining HSC or equivalent vocational education qualification

90% of Year 12 students in the 2017 cohort achieved an HSC, the other 10% working towards a Record of School Achievement (ROSA). Of the latter, all were part-time students who studied courses appropriate to their needs and circumstances. During the twelve months of their final year, almost a quarter of students left the school before completing Year 12. The majority of these students left to take up work or apprenticeships. Many continued TAFE studies after leaving school.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	10
Classroom Teacher(s)	40
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	2
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	2
School Administration & Support Staff	14.28
Other Positions	1.8

*Full Time Equivalent

Four members of the staff identified as being from an ATSI background this year. The teaching staff ranged from first-year-out to staff teaching beyond the usual retirement age, providing a good mix of experience and youth across the school, though the proportion of pre-accreditation teachers is approaching half. A significant number of new staff transferring in from other schools, or taking up temporary positions, added fresh insights and experiences to the teaching staff. The school also funds additional positions, such as the Aboriginal Education Worker, Community Liaison Officer, and the Numeracy Withdrawal Program

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	3.5

Professional learning and teacher accreditation

All staff participated in professional learning associated with school and state priorities, and with individual teachers' needs and stages of development. Staff working towards or maintaining accreditation with NESA were supported to complete their requirements, and pre-2004 teachers were supported to understand the requirements and processes of accreditation prior to their entry to these in 2018.

Teachers also completed mandatory training in child protection, work, health and safety and the code of conduct. Professional learning continued to be provided for faculties introducing new syllabus documents in 2017 and 2018. Further training in literacy strategies to improve students' writing and reading skills was also provided through staff and faculty workshops.

Staff were given on-going support in using *Millennium* for all course and student administrative matters. Further training in collecting and using data, using programs such as the Results Analysis Package (RAP) and School Measurement and Reporting Toolkit (SMART), was also provided.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The school has maintained the level of its general contributions at the same level for several years, in consideration of the background of the majority of our students.

Significant expenditure was made on banks of laptops to be stationed around the school for class use. There was also an increase in spending on texts and curriculum resources, as well as staff training, to meet the needs of the introduction of new syllabus documents, especially in Year 11 2018.

Some funds were retained to continue the refurbishment of the Library, and to complete the provision of lap tops for class use around the school.

Receipts	\$
Balance brought forward	876,476
Global funds	297,909
Tied funds	744,009
School & community sources	90,344
Interest	7,214
Trust receipts	6,951
Canteen	0
Total Receipts	1,146,426
Payments	
Teaching & learning	
Key Learning Areas	52,961
Excursions	39,906
Extracurricular dissections	17,830
Library	416
Training & Development	160
Tied Funds Payments	490,264
Short Term Relief	63,202
Administration & Office	66,661
Canteen Payments	0
Utilities	84,812
Maintenance	23,153
Trust Payments	13,883
Capital Programs	0
Total Payments	853,251
Balance carried forward	1,169,651

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	2,233,654
Appropriation	2,059,462
Sale of Goods and Services	-219
Grants and Contributions	173,314
Gain and Loss	0
Other Revenue	0
Investment Income	1,097
Expenses	-1,608,806
Recurrent Expenses	-1,608,806
Employee Related	-831,069
Operating Expenses	-777,737
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	624,849
Balance Carried Forward	624,849

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

The school's finances are managed through the executive, with the assistance of the School Assistant Manager (SAM) and under the control of the Principal. Financial matters are reported to and discussed with the Parents' and Citizens' Association (P&C), who contribute a substantial amount to the school's finances each year through the canteen.

Extra spending has been directed this year towards the modernisation of the school library to facilitate future-focused learning through making it a more flexible and technology-based learning centre.

As noted previously, significant funds were spent this year on providing laptops for class use, and on refurbishing the Library. Funds have also been retained towards the electrical upgrade necessary to enable the school to make full use of its increasing technology,

and to enable the air-conditioning of the hall.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	6,670,552
Base Per Capita	112,175
Base Location	0
Other Base	6,558,378
Equity Total	1,159,890
Equity Aboriginal	99,181
Equity Socio economic	784,889
Equity Language	0
Equity Disability	275,819
Targeted Total	1,033,064
Other Total	297,881
Grand Total	9,161,388

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.

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

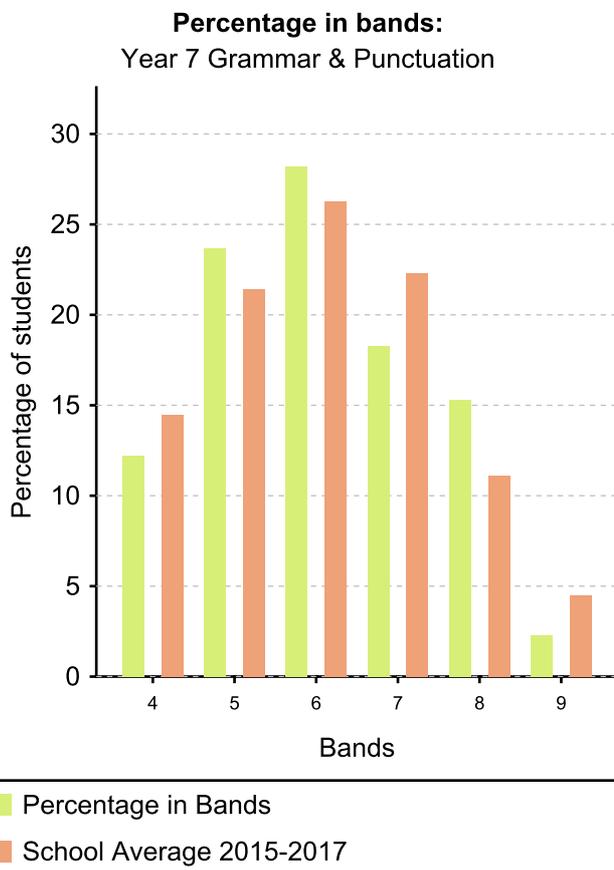
NAPLAN

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.

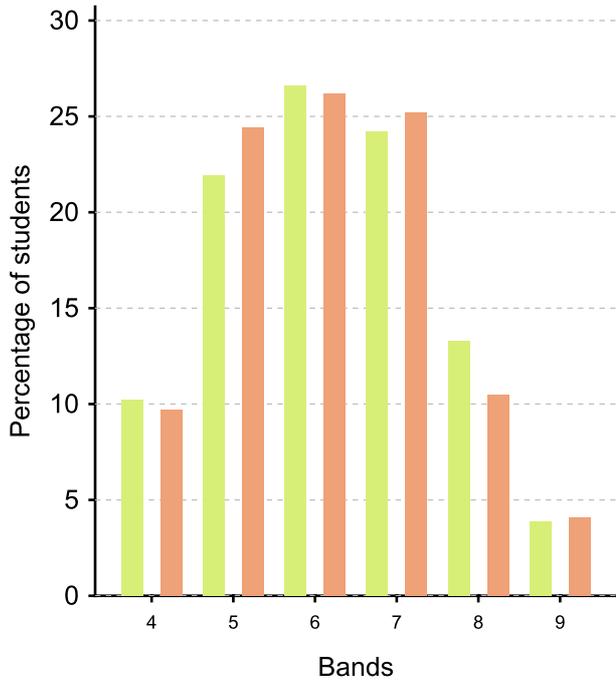
In Year 7 literacy tests, Irrawang High students achieved results above those of students in the similar school group in Reading and Grammar. A significantly higher proportion of students were at or above proficiency in Writing, Spelling and Grammar, though there was also an increase in the percentage of students below national minimum standard in all areas of the tests. The average scaled growth of Year 7 students in Reading and Spelling was higher than for the previous cohort, as was the proportion of students who achieved above expected growth in Reading and Spelling. The proportion of students in the top bands in

Reading, Spelling and Grammar was higher than for the long-term average.

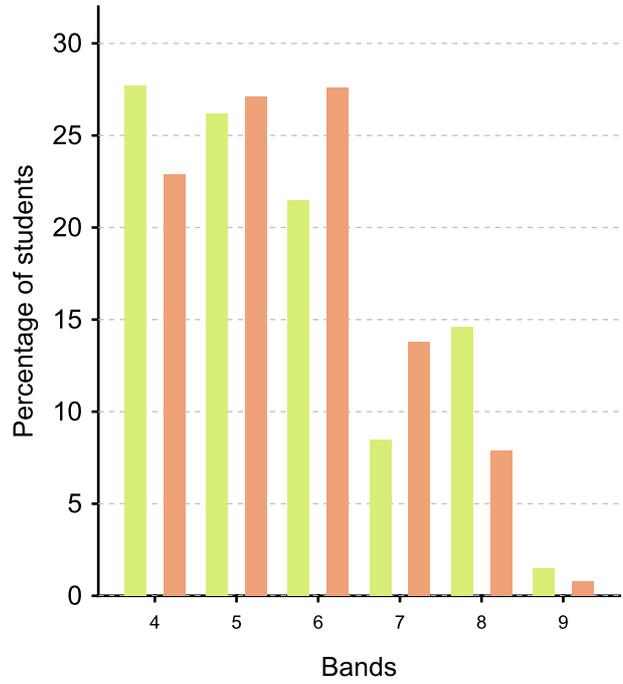
Among Year 9 students, a greater proportion achieved proficiency in Writing than in the previous few years, and a lower proportion were below national minimum standard in Reading, Writing and Spelling. Average student growth improved in Reading and Grammar, and a significantly higher proportion of students achieved above expected growth in Reading this year.



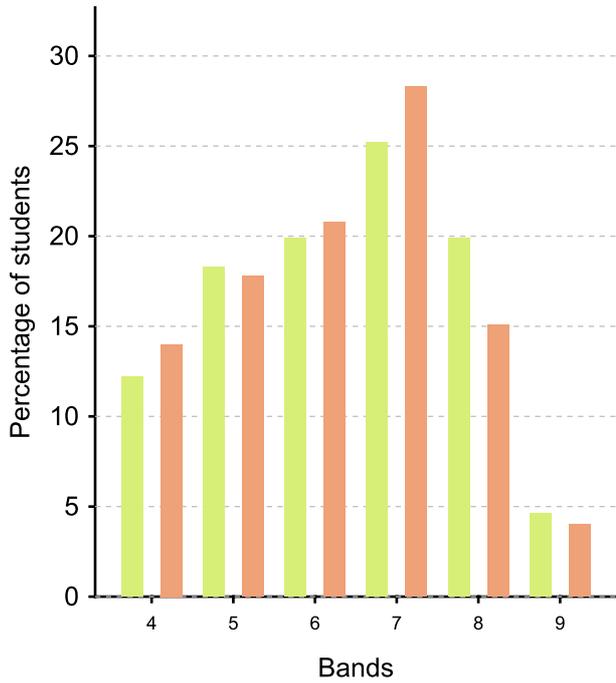
Percentage in bands:
Year 7 Reading



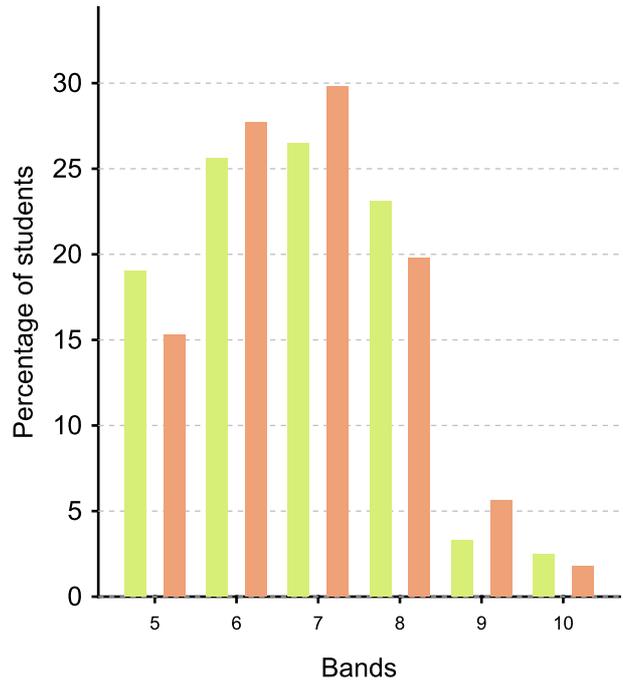
Percentage in bands:
Year 7 Writing



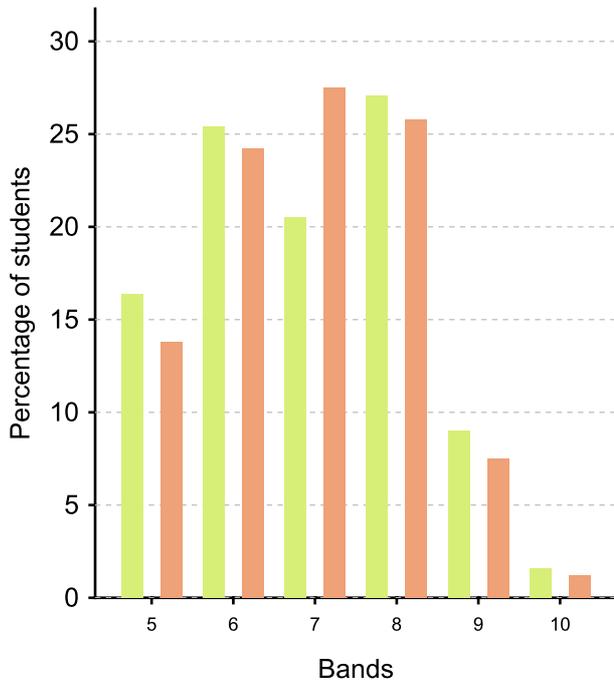
Percentage in bands:
Year 7 Spelling



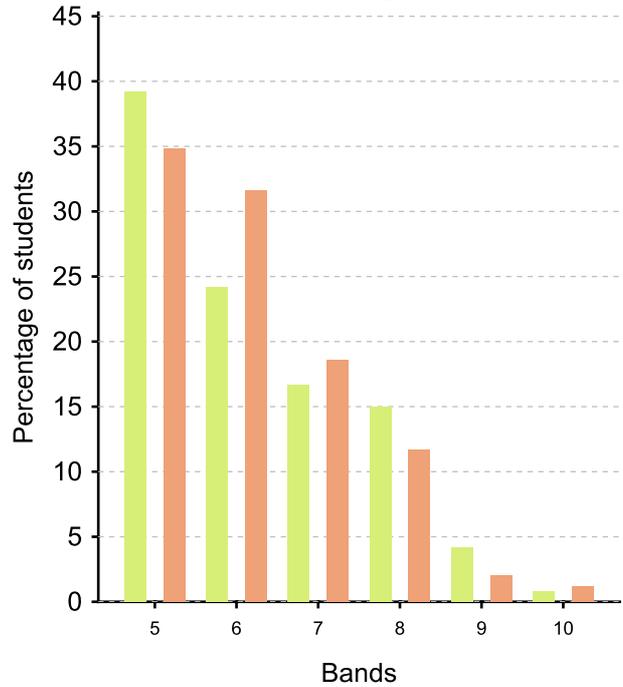
Percentage in bands:
Year 9 Grammar & Punctuation



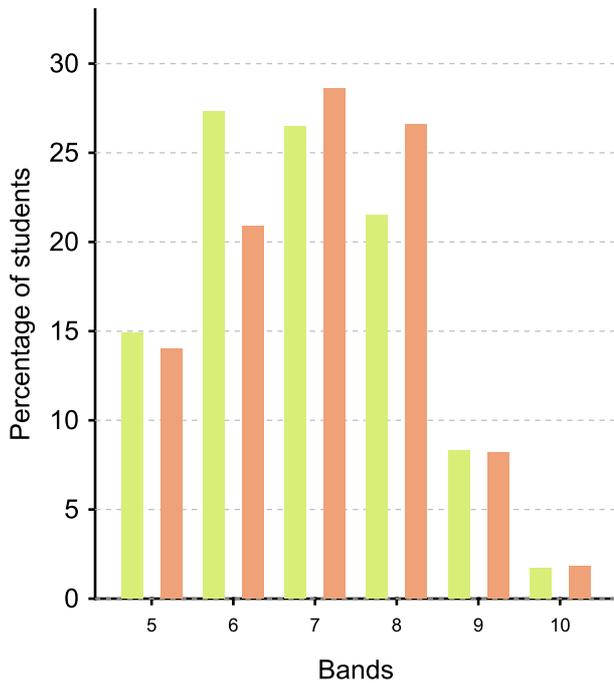
Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Writing



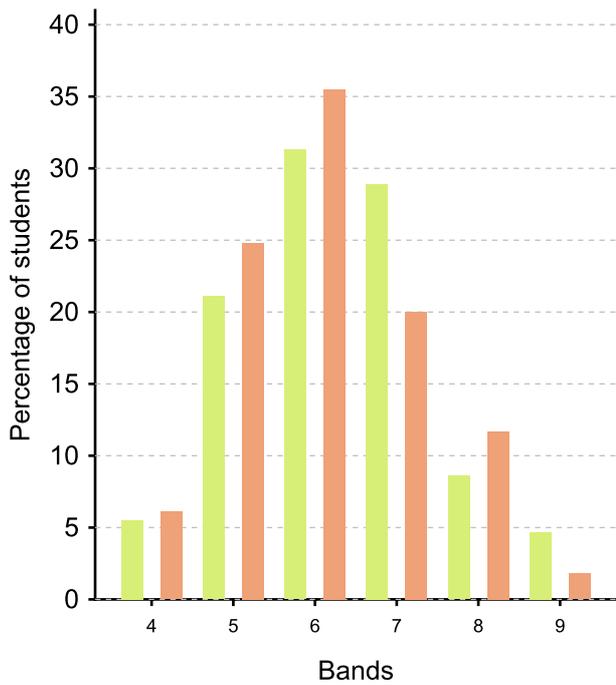
Percentage in bands:
Year 9 Spelling



Year 7 students achieved a Numeracy mean above that of students in the similar school group. There was a continued increase in the average performance of these students in numeracy over the last few years. The average scaled growth of students in numeracy also continued to increase, a result of the school's Numeracy Intervention Program. This was also seen in the continued increase in the proportion of students who achieved above expected growth in Numeracy.

There was a smaller proportion of Year 9 students below national minimum standard this year. The average scaled growth in Numeracy continued to be the highlight of Year 9 growth data, having been consistently higher than other areas of NAPLAN since the start of the Numeracy Intervention Program. It was also again above the average scaled growth achieved by students in the similar school group. Since they were in Year 7, the school has lifted the average scaled growth of students in Numeracy from below to above the average scaled growth of the state as a whole. A significantly lower proportion of students in the cohort was below national minimum standard in Year 9 than when they were Year 7 two years previously.

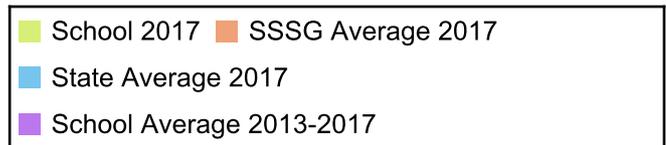
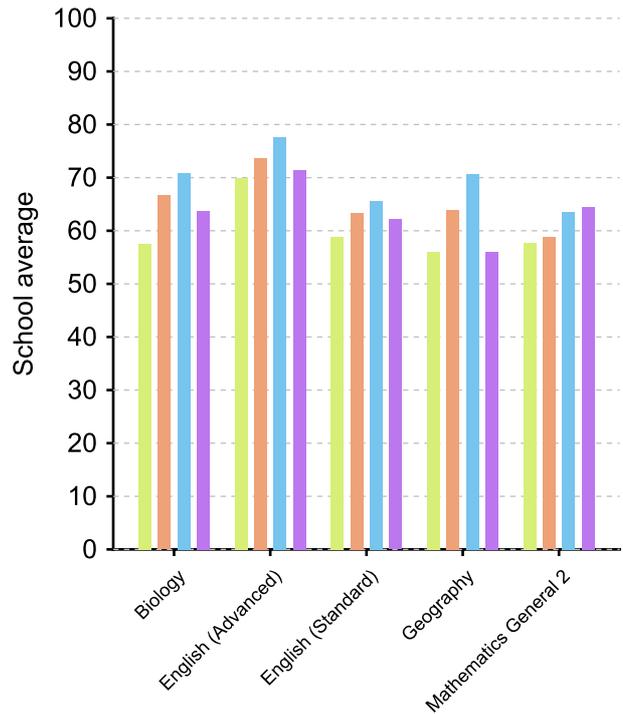
**Percentage in bands:
Year 7 Numeracy**



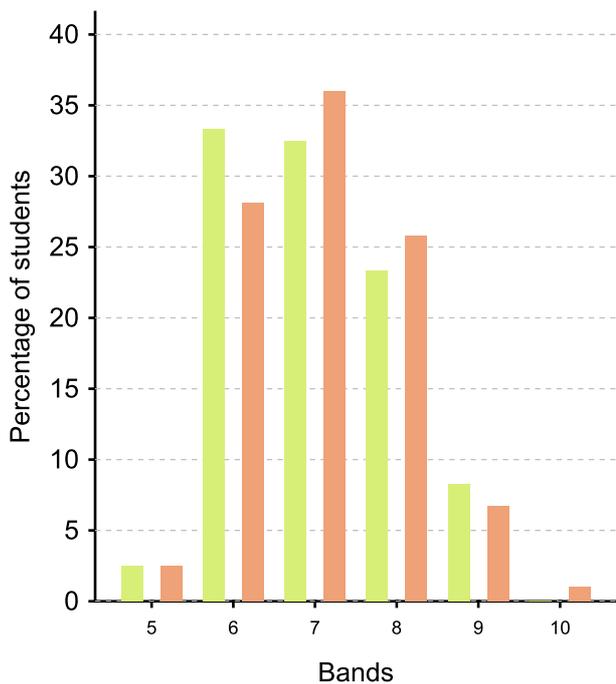
Year 7, there were significant increases in the proportion of students who achieved results in the top two bands in Writing, Spelling and Grammar, and a small increase in Reading. Among Year 7 ATSI students, there were significant increases in the percentage of students in the top two bands in Reading, Spelling, Grammar and Numeracy.

Higher School Certificate (HSC)

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

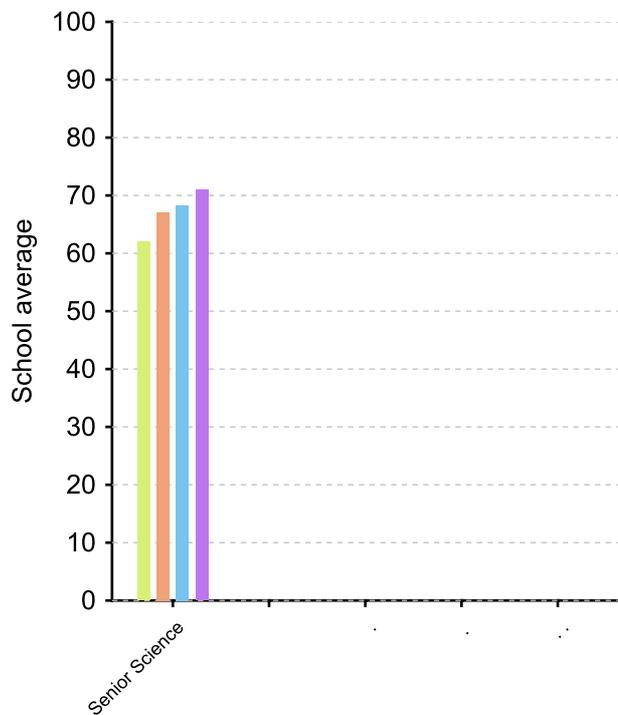


**Percentage in bands:
Year 9 Numeracy**



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

The proportion of Year 9 students in the top two bands in Writing increased, almost doubling since 2016. In



Six courses improved their state comparisons (Z Scores) in this year's HSC. A further twelve courses had results in 2017 that were above the long-term average for those courses in the school.

Parent/caregiver, student, teacher satisfaction

A range of evaluation instruments was used to gather feedback from staff, students and the community about the school. Parent responses gathered during the "Welcome to Parents" gathering early in the year, and at Parent/Teacher activities during the year provided positive feedback. The school's extensive transition program received very positive responses, especially from parents whose students have special needs, or are working above their expected stage level. Parents expressed strong satisfaction with the way their students had been settled into the school and were supported by staff.

In a survey conducted during Parent/Teacher afternoon, well over 90% of parents agreed or strongly agreed that Irrawang High has a good relationship with its community. There was a high level of satisfaction with the school's communication with parents and the community, recognising the variety of means used to conduct this communication, including the school's app. Almost 90% of parents were positive about the school's effective communication of matters relating to their students' school experiences.

Around 90% of parents thought Irrawang was a good school, and a similar proportion were positive about the direction of the school's development. The school's support for students' wellbeing and learning was also rated highly by parents. 90% were positive about their students' level of satisfaction with attending Irrawang High, while 87% noted that the school had a positive learning culture.

Students in Years 7 to 11 completed the *Tell Them From Me* surveys late in Term 1. Students having a positive sense of belonging in the school rose in most year groups from previous surveys. Students with positive homework habits increased in all years, and has risen consistently since 2013, though their rating of their efforts at school changed only slightly. Stage 6 students expressed a much stronger level of intellectual engagement, which was reflected in their reduced incidence of truancy compared to previous Year 11 groups. The percentage of students who indicated an expectation of completing Year 12 also rose in most years. Students' rating of their positive relations with teachers rose above that for the state, while their rating of the schools' positive learning culture now equaled that around the state.

While Year 12 do not participate in the *Tell Them From Me* surveys, owing to the proximity of these to their Half-Yearly Examinations, they completed the school's exit survey late in Term 3. Two thirds of the students were very satisfied with their senior school experience, acknowledging the strong support of staff and the positive relations they had with them. They appreciated the dedicated spaces the school had developed for their use. Students were mostly positive about the school's organisation and structures provided for their learning, and about support programs organised to assist them with preparation for their HSC exams.

The school's Parents and Citizens Association continued their strong support for the school, providing considerable financial assistance for academic, sporting and cultural activities throughout the year. It also provided valuable feedback on school activities and directions, in which it was very supportive. Informal feedback from members of the local AECG was also positive, praising the school for its work in recognising and fostering Aboriginal culture and working with Aboriginal students, parents and community.

Staff were given the opportunity to complete Tell Them From Me surveys late in Term 3. They noted that mutual sharing and support between staff members had improved and that the school was more consistent in setting high expectations. The use of assessment to inform planning and support for students continued to be a positive. Staff indicated the effects of professional development in an increased recognition of unproductive teaching/learning strategies. Staff were also more confident in using, and assisting students with, technology in the classroom. The practice of differentiating learning within the classroom for students with special learning needs was seen to be more widespread across the school, associated with an increase in the close monitoring of individual students' progress. Regular contact with parents to engage their support in working with students with special learning needs was also greater in the 2017 survey.

Policy requirements

Aboriginal education

The position of AEW was funded by the school again this year, recognising the value of this position to Aboriginal students, and to the school generally. Together with Aboriginal Support Staff, this has provided valuable academic, social and personal support to students, and has meant that the school has been able to participate in a variety of cultural and sporting activities which have assisted the recognition and acceptance of Aboriginal culture in the school and its community. Active involvement in the Aboriginal Education Consultative Group (AECG) and Junior AECG has assisted the school, and individual students, with further support, and helped to develop leadership and citizenship qualities and values among the school's ATSI population.

Aboriginal students were also supported within the school's Numeracy Withdrawal Program and the Reading Support program. The combination of these programs, working in conjunction with the AEW, has enabled our ATSI students to increase their average attendance, and to achieve NAPLAN results similar to those of ATSI students in the similar school group. Year 9 ATSI students increased their average scaled growth in most literacy areas of NAPLAN. There was a significantly greater proportion of them who achieved above expected growth in Reading.

Multicultural and anti-racism education

The school's Anti-Racism Contact Officer (ARCO) was

provided with training for the role. Staff and students were prepared for her use through PBL lessons addressing discrimination and equity issues in the school. The ARCO worked with the school's PBL team to educate staff and students on matters of racism, discrimination and equality, and to provide information for settling complaints or disputes arising from these. The ARCO also worked with the school's AEW and her team to ensure that Aboriginal staff, students and community members were treated with respect and dignity. It is pleasing to note there were few and small issues which the ARCO had to address throughout the year.

HSIE, English, PD/Health/PE courses continued to address issues of race and discrimination through texts and themes. The school's Harmony Day celebrations, involving staff, students and members of the community, focused attention on acceptance and respect in our multi-cultural society.

Other school programs

CREATIVE and PERFORMING ARTS

The Creative and Performing Arts (CAPA) Faculty once again provided many and varied opportunities for students to perform and develop, and represented the school well in the local community and further afield. Monique Darcy of Year 12 took up a new post as CAPA representative on the school leadership team, reflecting the importance of CAPA to the school, and providing a school-wide voice for their activities to both staff and students.

Several clubs and groups were reformed again this year to help students to develop their skills and experiences in a variety of creative arts. The Ceramics Club (a new initiative with Stage 5 students run by K. Bangle) and the Art Club, under G. Wylie, were run by staff in their free time for students to enjoy these art forms and to create some interesting works. A display of ceramic teapots in the local community was one result of these groups. The Vocal Ensemble was reformed, again drawing on the time and goodwill of staff (A. Robinson and L. Ryan) to enable students to develop solos and ensemble pieces for school and community performances. M. Witchard again ran Dance and Drama Ensembles, the former now incorporating students from all stages across the school, and including a new initiative, the Hoop Ensemble.

The school's Drum Corps has continued to develop and to make an impression in both the local and wider community. Auditions added new students to the corps, which performed at several local events: the Anzac Day march in Medowie; the King Street Heritage Fair (which was the first public outing for the junior corps); Showcase and Education Week celebrations; Harmony Day celebrations; the Senior Drum Corps opened the Night of Percussion at the Newcastle Conservatorium of Music; the Raymond Terrace Marketplace Christmas Parade; Showcase and other CAPA events; the school's annual Presentation Day ceremony; and Year Recognition Assemblies. The corps ran percussion workshops with Wallsend South Public School this year as well.

The faculty continued to recognise and reward outstanding student performance through the Stars of the Month program, this year increasing this recognition through the school's Student of the Week program as well. A Year 8 student (Alex Hall) was accelerated into Year 10 Music classes in recognition of his advanced skills and knowledge in the course.

The school again entered the Archibull Project, a cross-faculty endeavour with Agriculture. This year, primary students were also involved through our participation in the junior division of the competition. Our entry was highly commended, reflecting the efforts and creativity of the staff and students involved.

We also maintained our strong representation in Starstruck, the regional extravaganza featuring talent from across the Hunter Region. Dance, Drama and the

Drum Corps all participated in the performances this year. A Year 12 student, Annabelle Bisley, was a featured performer in the launch at Kotara's Westfield Shopping Centre. Annabelle, also performed with Christina and Monique Darcy in the Tap Ensemble, and with Monique in the Jazz Ensemble. Matt Burke was included in the Boys' Dance Ensemble.

Selected dancers also took part in: Harmony Day celebrations; Hunter Region Dance Festival, in which all Irrawang High dance ensembles were featured over the week of performances; Education Week performances in the local community, and in the LMG's Showcase nights; CAPA Annual Stage 6 Night, where students performed their HSC pieces; Raymond Terrace Marketplace Christmas Parade; the school's annual Presentation Day ceremony; the Stages 4 to 6 CAPA Performance Night in Term 4, and Year Recognition Assemblies.

Drama students were also very active again this year. Teams were entered in the Theatre Sports Challenge for Hunter, Central Coast and Sydney schools. The Stage 5 (Intermediate) team were semi-finalists in this year's competition. Robert Lewis of Year 10 was selected to participate in the State Drama Camp during Term 2. Drama students also performed in a variety of other events throughout the year: Year Recognition Assemblies; Education Week at Raymond Terrace Marketplace; Showcase, with local primary schools; annual Stage 6 CAPA Night, at which students performed their HSC exam pieces; the school's Annual Presentation Day ceremony and the Stages 4 to 6 CAPA Performance Night in Term 4.

A variety of musicians from all stages of the school also performed frequently throughout the year. Selected students performed at their respective Year Recognition Assemblies and many participated in Showcase concerts with our local primary schools. These included solo items, instrumentalists and ensembles. They performed in the Raymond Terrace Marketplace during Education Week, and at both the Stage 6 CAPA Performance Night, where students performed their HSC exam pieces, and the CAPA Performance Night held to demonstrate the talents of students across all years. Musicians also performed in the Marketplace Christmas Parade.

Visual Art students also had several opportunities to demonstrate their achievements. As well as working on the Archibull Project, their works were displayed in the Raymond Terrace Marketplace during the Education Week displays, and in the school's Stage 6 CAPA Night, where their HSC works were displayed, and the Stages 4 to 6 CAPA Evening as well. Nicola Green of Year 9 was selected to attend the State Art Experience. G. Wylie again organised the gallery in the Artspace of the Raymond Terrace Library, where exemplary artworks were on public display. This year the display was expanded to include works from local primary schools, and from Hunter River High as well.

Several successful excursions were run, again expanding our students' experience of the creative and performing arts. These included: Stage 6 Dance students visit to *Call-Back*, to see performances of the

previous year's outstanding HSC students from across the state; the Drama excursion to *On Stage*; visits to selected art galleries by Visual Art groups; HSC Music Day at the Newcastle Conservatorium of Music; a visit by outstanding CAPA students from Stages 4 and 5 to a matinee performance of *Starstruck*; Year 9 Visual Arts excursion to Newcastle Art Gallery, and to participate in observations and drawings of street art; HSC Dance students participation in the Sue Healey workshop in Newcastle; Year 7 art students' visit to Newcastle foreshore and art gallery as part of their "The Scape" unit.

The highlight of the year was, once again, the annual CAPA Tour. This year, the theme "Beyond the Black Stump" took students from all years and all creative and performing arts fields into regional Queensland for nine days. This included performances at the Qantas Museum in Longreach, Dreamworks on the Gold Coast, and in selected regional public schools. The tour visited selected points of interest in Augathella, Blackall, Barcaldine, Miles and Longreach. Head Teacher A. Robinson was accompanied by M. Withchard and J. Tonks for the trip, putting in much time and effort in organising and conducting another very successful tour.

CAPA students also gained experience in production through working with sound, lighting and as stage crew for the tour, during the Showcase performances, and for other performances within the school and local community, including Presentation Day.

The faculty took part in collegial HSC Trial exam marking with Hunter River and Toronto High schools in Music, and with Hunter River High in Dance.

The annual Roadshow again went out, this time to Mt Kanwaray and Medowie Public Schools, to show the range of talents and opportunities that are developed and provided in Irrawang High.

SPORT

2017 was a year of increased participation in sport, with the school increasing its entry into competitions and its offerings of lunch-time activities for students.

Irrawang was involved in Combined High Schools' (CHS) Knockout in the following Sports: Girls' and Boys' Rugby League; Girls' and Boys' Touch Football; Girls' and Boys' Soccer; Girls' Netball; Girls' Hockey; Boys' Cricket; Horse Sports.

Gala Day participation by the school included: Girls' Rugby League; Zone Touch Football; Callaghan Cup Rugby League; Terry Kachel 7s Rugby League; Hunter Boys' and Girls' Netball; Zone Netball.

Hunter Representatives for 2017 were: Nathan Swan in AFL; Jacob Rabai and Liam Bower in Rugby; Jack Fleming for Hockey.

Our NSW CHS representatives during 2017 were: Jacob Rabai, Rugby; Jack Fleming, Hockey.

Forty Seven students competed in Regional Athletics

this year, with forty two entered in the Regional Cross Country. In Regional Swimming we entered three competitors.

Five lunchtime sporting competitions were run in 2017: Dodgeball; Futsal; Basketball; Touch Football and Netball. These competitions were only possible because of the hard work and time given by members of the PDHPE staff, and were greatly appreciated by students.