

Irrawang High School

Annual Report

2018



8562

Introduction

The Annual Report for **2018** 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.

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. There is a continual focus in having 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 2018. Enrollments have increased from 2017 which has resulted in a school cohort around 840. The school continues to excel in the performing arts and 2018 saw a high participation rate in school knockout sport and success. The Drum Corp, school dance groups and again 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 extracurricular 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 2019.

We are indeed, a school which benefits from enormous community support –to all of the community, businesses and families who support our programs and hence our students. I will acknowledged the fantastic support this school community has provided to the many worthy charities and fund raising campaigns it has supported in 2018 including Buy a Bale, Beanies for Brain cancer, Legacy, Red Shield , Stewart House, Movember and the Cerebal Palsy alliance. It amazes me, the generosity of this community, this school community has raised over \$18,000 towards these worthy causes in 2018. Again another testament to this strong sense of community.

I look forward to 2019 being another productive year for both students and staff of Irrawang High. The Annual Report for 2018 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.

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 15%) 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 (56%) 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 assists 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.

The School Excellence Framework continues to be utilized as an effective tool to reflect on, celebrate and refine targets. The SEF highlights how the strategic allocation of resources towards a target can bring rewards. The completion of our SEF Assessment 2018 has indicated, that as a school, we have progressed along the framework in a positive direction. It has enabled the school to formulate school improvement, as indicated within the Strategic Directions section of this report.

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 changing world which is increasingly a 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 whole school literacy and numeracy plan is continuing to work on the Stage 4 and 5 continuum of learning in writing. The change from the literacy continuum to Learning Progressions will be incorporated further in 2019 with the provision of data from PAT testing occurring in Year 7. The growth in Year 9 NAPLAN placed our school in the Delivering domain. The Stage 4 literacy and numeracy readiness programs have directly contributed to supporting student outcomes. Professional learning on differentiation and the provision of time for teachers to input strategies into programs has provided classes with a differentiated curriculum. The Ngarralbaa Aboriginal Education team has strengthened opportunities to work with families, community and staff that is contributing to improving student outcomes. The Senior Study Mentor program and Elevate sessions continue to have a positive impact on the learning and the requirements of attaining a HSC credential.

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">NAPLAN results show increasing proportion of students above minimum standards; increasing proportion of students with above-average growth in Year 9.	\$160 000	Maintained growth in all domains vs SSSG and better than average growth in all domains vs State average.
<ul style="list-style-type: none">In HSC results, more courses improve their Z Scores and Average Growth performance.		Increase in proportion of courses that improved growth performance but because of small group sizes unable to utilise all data sets for comprehensive analysis.
<ul style="list-style-type: none">Faculty programs incorporate school-wide literacy strategies 7-10	\$10 000	Teaching programs illustrate that staff know their students and how they learn and there was evidence of differentiation in the teaching and learning component of programs.
<ul style="list-style-type: none">Faculty programs indicate further incorporation of 21st Century skills.	\$27 000	Faculties have implemented CANVAS as the digital learning platform and a Future Focused learning team has been established. There was evidence of the 21st Century skills in teaching and learning programs.
<ul style="list-style-type: none">TTFM surveys indicate higher levels of engagement and valuing of schooling outcomes among students in Years 7 to 11.		There was 6% increase in students indicating higher levels of engagement and higher expectations for success.
<ul style="list-style-type: none">Student, parent and community surveys indicate high levels of satisfaction with students' and school' progress and development		The majority of students, parents and community responses in TTFM are indicating improving outcomes in levels of satisfaction with student progress and development.

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">Attendance and retention rates of ATSI students are improved	\$67 000	Attendance for majority of students has improved, overall attendance has fallen due to a small number of students. Retention and re enrolment data is trending in a positive direction.
<ul style="list-style-type: none">ATSI achievements in Year 9 NAPLAN equal or exceed those of non-ATSI students	\$50 000	Achieved growth in all domains, overall achievements below non ATSI students but the gap has been closed in all domains.

Next Steps

2019 will see a continued focus on literacy and numeracy programs being implemented in every classroom and staff will be provided with professional learning on differentiation and . Data will be collected from pre and post PAT testing and this evidence base will inform teaching practice. Future focus learning will continue to build and inform quality 21st century teaching and learning across the school. Elevate and the Senior Study program will support learning in Stage 6 and the Ngarralbaa Aboriginal Education team will continue to strengthen with a Clontarf academy being established for the start of 2019.

Strategic Direction 2

Teacher Quality: Fostering a professional learning community for the development of 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 (in particular the Australian Professional Standards for Teachers), 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 NESA, and with Vocational Education and Training requirements.

Overall summary of progress

Staff have continued to work collaboratively to ensure educational outcomes are maximised for students. Through targeted and individual professional learning opportunities all staff at Irrawang High School have had opportunities to be self-reflective on their current pedagogical practices through the professional learning they have started with Dan Haesler exploring the concept of a Growth mindset.

Staff PDP's are completed to a high quality, with specific and detailed links to the professional teaching standards. Both in school and external professional learning has been monitored by an effective team, who promote participation in targeted PL, ensuring staff have access and skills in future focused learning.

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 Standards	Staff PL – Beginning teacher funds \$30 000	Staff induction, effective utilization of PL and support of HT T & L has seen all beginning teachers achieve proficiency in accreditation.
<ul style="list-style-type: none">All staff participate in professional development, equally divided between in-school and externally and the impact will be evident and observable in teaching practice and programs.	Staff PL – \$48 000	Staff survey indicates that 95% of staff value the time to have professional dialogue with colleagues and 63% would like more time be given to on line or in school workshops. 98% indicated they were willing to share ideas and practice.

Next Steps

Quality Teaching Rounds will be undertaken with all staff provided the opportunity to be involved over the next three years. This will provide an opportunity for staff to experience an authentic model whereby more time will be given to allow for professional dialogue and the sharing of good practice. The Future Focused Learning team will continue to provide opportunity to implement and embed a growth mindset approach to reflect upon quality teaching needed for the 21st century learner. The aim will be to develop a professional learning scope and sequence to allow staff to share professional knowledge and experience.

The Head Teacher Teaching and Learning will continue to develop and strengthen staff induction processes and support beginning teachers in the ongoing development of their pedagogical practice.

Student data from numerous sources including HSC, NAPLAN and TTFM will continue to monitor the investment of professional learning on the positive impact on student outcomes.

Strategic Direction 3

School Environment: Creating a supportive culture of high expectations among all members of the school for respectful, responsible participation in the school and community

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. By valuing all members of the community, recognising and acknowledging achievement in the varied areas in which the school works, and working together to create better individuals and a better community, we 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

Irrawang High School

is a Positive Behaviour for Learning school. The school utilizes the PBL framework approach of providing universal, targeted and intensive support strategies for students and staff. The school utilizes data to identify areas of behaviour that need addressing and systems and practices provide a program of strategies that reinforce positive values in behaviour in classrooms with a corresponding improvement in learning across the school.

At Irrawang

High School, we aim to build high expectation relationships between students, staff, parents/carers and community members through community PBL and in partnership with our partner public schools. The PBL program is proving that positive behaviour leads to better student learning.

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"> Proportion of students necessitating behavioural intervention is further reduced 	\$15 000 – Breakfast Club	There has been a decrease in the number of students requiring behavioural intervention across all year groups per capita.
<ul style="list-style-type: none"> Proportion of staff awarding commendations, and percentage of students receiving them, increase 	\$5 000	There was an increase in the proportion of students receiving Likes (frequent rewards) and a slight decrease in commendations as a result. Overall the number of students being formally recognised for PBL values has increased.
<ul style="list-style-type: none"> Suspensions and negative referrals of students in Millennium are reduced 	\$15 000 – Breakfast Club \$6 000 PBL training for Staff	Suspension data has been decreasing particularly for continued disobedience.
<ul style="list-style-type: none"> Increase in proportion of students indicating a sense of belonging at school in TTFM surveys 		The proportion of students reporting a sense of belonging when compared to previous years decreased over the year, however positive teacher student relations increased from 5.7 to 6.2.
<ul style="list-style-type: none"> Increasing proportion of students indicating engagement in TTFM surveys 		An increase in the proportion of students indicating improvement in student engagement with a 5% growth in student positive growth orientation.
Increase the proportion of staff involved in the PBL team and ensure all new staff are inducted and are familiar with the PBL	\$2 000 PBL training	Increased participation of staff in 2018. All new staff provided with professional learning and inducted into the PBL processes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
process of behaviour management.		Increased participation of staff in 2018. All new staff provided with professional learning and inducted into the PBL processes.

Next Steps

PBL Committee will continue to meet weekly and drive regular evaluations of the PBL program which is leading to the school moving towards implementing Tier 2 classroom strategies which will require staff training. The data, systems, practice PBL approach is reducing negative behaviours and increasing the focus on positive learning behaviours across the school.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$117 000 – Employment of an Aboriginal Education Worker and an Aboriginal SLSO.	The average scaled growth in all domains of literacy and numeracy increased with Year 9 students. 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.
English language proficiency	\$26 000	The school employed 0.2 staff to provide literacy and numeracy support for identified EALD students.
Low level adjustment for disability	\$397 000	The school employed 6.0 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	\$731 000	The school continued to provide support through the homework centre (Snack-and-Study) and morning breakfasts. It increased the number of 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. The number of classes in each year group of Stage 4 was increased by one to maintain smaller class numbers to increase teacher student engagement.
Support for beginning teachers	\$22 000	Beginning teachers were supported with either a reduced face to face teaching load or through having time available to meet with a mentor to plan and reflect teaching practices.– Professional learning was also accessed by a number of beginning teachers that aligned with their PDPs. Senior executive, Head Teachers and experienced staff provided both formal and informal support for early-stage teachers.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	344	349	359	427
Girls	349	350	358	401

Enrollments at Irrawang High School has been on a steady increase over the last three years. However, in 2019, we have seen a sharp increase in enrollments, particularly in year seven. This increase, from 2018, reflects the demographic development of our zoning. Looking at enrollment data from all of our partner primary schools, it is expected that our enrollment will increase further over the coming years.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	91.5	91.2	91.6	88.3
8	86	88.1	87.9	85.6
9	86.8	86.5	85.4	83.3
10	84.5	84.5	84.5	78.8
11	82.2	86.3	82.5	75.7
12	80.6	85.7	87.7	81.9
All Years	85.8	87.3	86.7	83
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

Student attendance was managed by all staff, in particular the Head Teacher Administration (Attendance) who worked with students and their families to reduce absenteeism. Aboriginal networks and organisations were also used in this regard. The Learning Support Team works closely with the HSLO, departmental and external agencies to promote school attendance.

The school's Positive 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.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	16
Employment	2	27	33
TAFE entry	8	12	13
University Entry	0	0	18
Other	7	14	18
Unknown	3	7	2

Year 12 students undertaking vocational or trade training

In 2018 Irrawang High School delivered two frameworks, Hospitality and Primary Industries. Vocational Education provides an avenue for students to gain the experiences required to undertake further training and apprenticeships.

Year 12 students attaining HSC or equivalent vocational education qualification

In the cohort of students in Year 12 in 2018, 95% of students attained a HSC or equivalent vocational education qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	43.9
Learning and Support Teacher(s)	2
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	15.08
Other Positions	1.8

*Full Time Equivalent

6% of the workforce at Irrawang High School identify as Aboriginal and/or Torres Strait Islander.

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	4

Professional learning and teacher accreditation

Professional learning is based around the goals set through Performance and Development plans of staff as well as the school plan. Time is provided within the school structure for staff to work on their own professional development. All meetings have a professional learning component where professional learning is based around leadership development. In 2018 six staff gained proficiency in teaching, three staff were beginning teachers.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	624,849
Revenue	10,976,730
Appropriation	10,647,766
Sale of Goods and Services	6,418
Grants and Contributions	316,705
Gain and Loss	0
Other Revenue	1,042
Investment Income	4,799
Expenses	-11,000,713
Recurrent Expenses	-11,000,713
Employee Related	-9,690,034
Operating Expenses	-1,310,679
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-23,983
Balance Carried Forward	600,866

The school Finance Committee oversees the development of the school budget drafted by the Principal in line with departmental policy. Priority areas are those in the school plan and where there is targeted funding. Head Teachers and Program managers are responsible for the monitoring of spending with the Business Manager and School Administration Manager providing regular updates on spending. The P&C are provided information regarding the yearly budget and any large projects or planned large expenditure.

In 2018 Equity Aboriginal money was used to employ an Aboriginal Education Officer and a Aboriginal Student Learning Support Officer to support students in class, provide a language program, to fund NAIDOC, Brospeak and Sistaspeak and the Ngaralbaa Celebration and Awards Ceremony.

EALD funding provided students with a teacher to support them each fortnight.

Equity disability funding was used to employ Learning and Support and in class support staff to cater for students with specific literacy and numeracy learning needs.

The majority of socio-economic funding expenditure allowed for the employment of additional teaching and support staff.

Financial summary equity funding

The equity funding data is the main component of the

'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	7,363,706
Base Per Capita	145,681
Base Location	0
Other Base	7,218,026
Equity Total	1,184,946
Equity Aboriginal	114,590
Equity Socio economic	730,548
Equity Language	24,510
Equity Disability	315,298
Targeted Total	1,185,594
Other Total	305,483
Grand Total	10,039,730

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

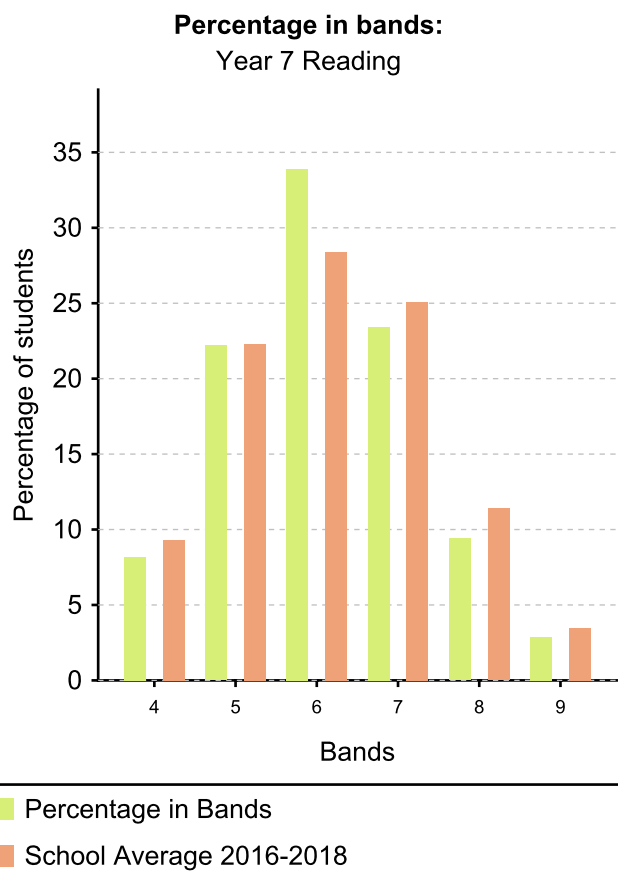
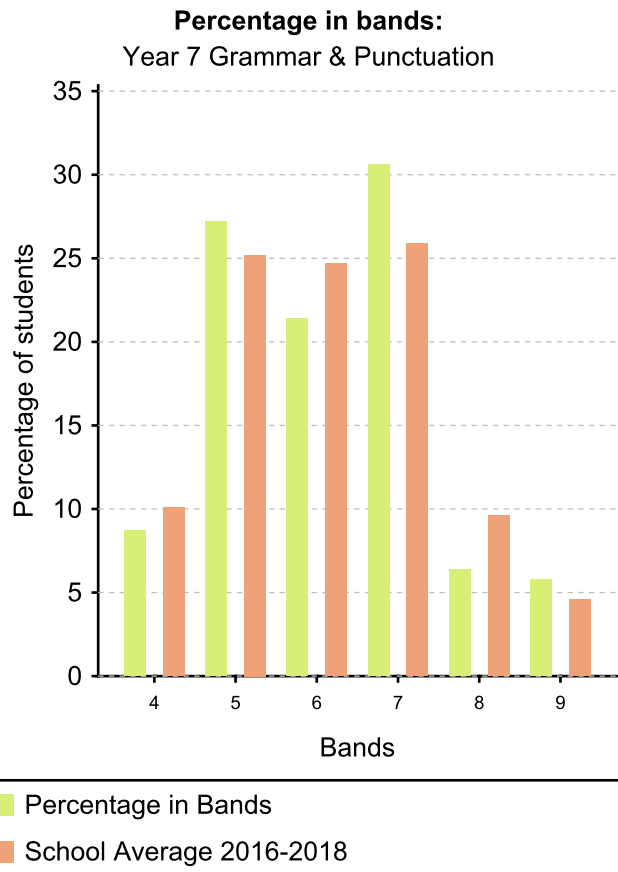
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

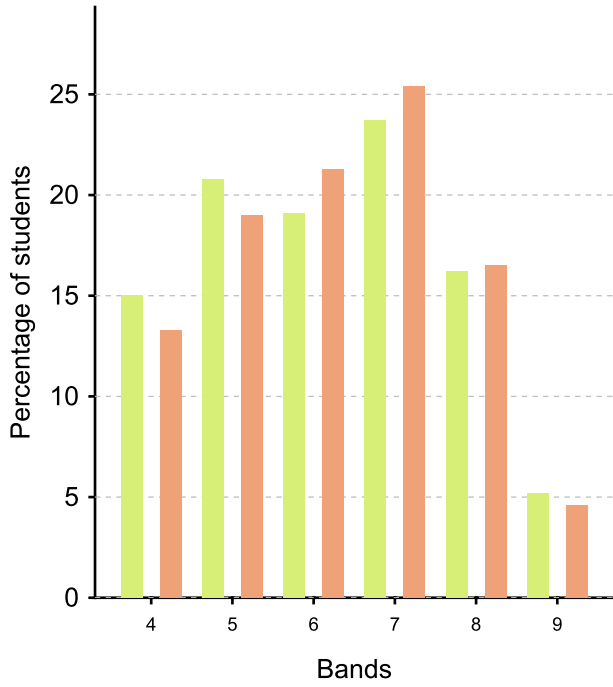
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Good performance was sustained in all areas in 2018 with the school having positive growth in the Value Add from Year 7 to Year 9. There was a significant increase in Value Add across school performance. The modest improvement is not reflective of an overall improvement

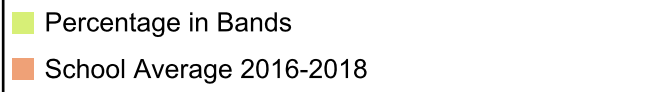
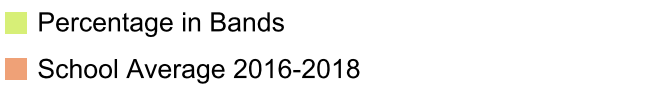
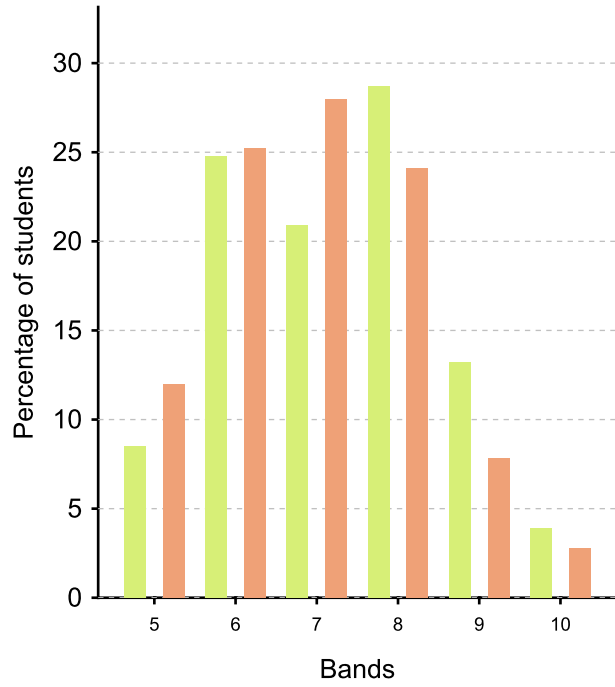
in performance. Irrawang High School is continuing to work hard with writing as the key focus and is pleased to see positive trends in all literacy domains.



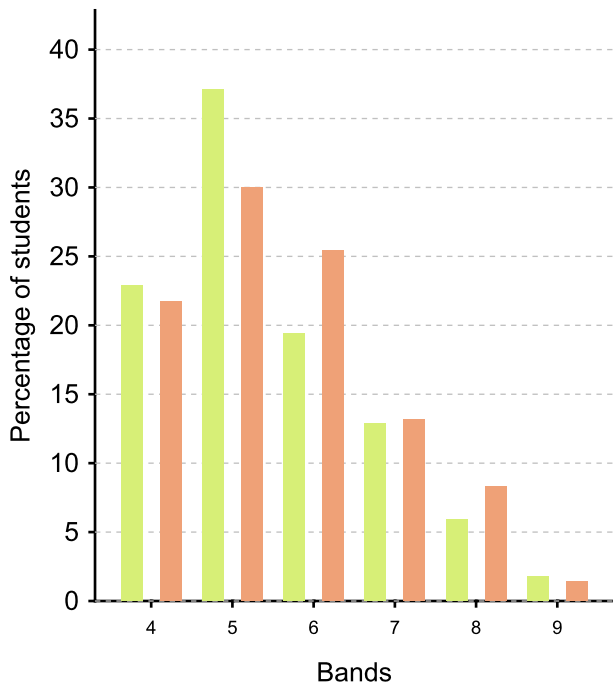
Percentage in bands:
Year 7 Spelling



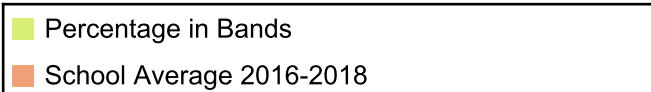
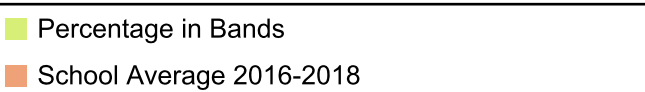
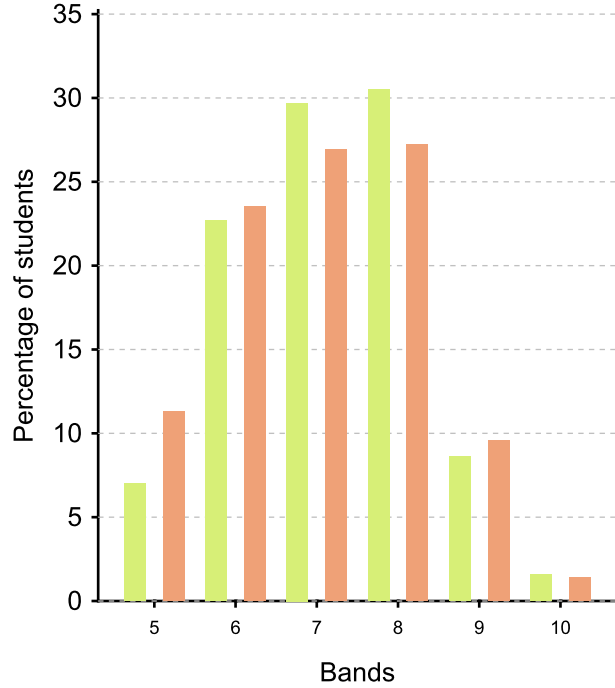
Percentage in bands:
Year 9 Grammar & Punctuation



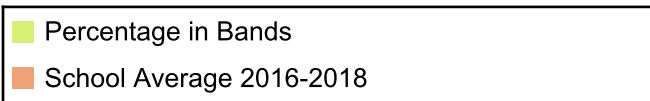
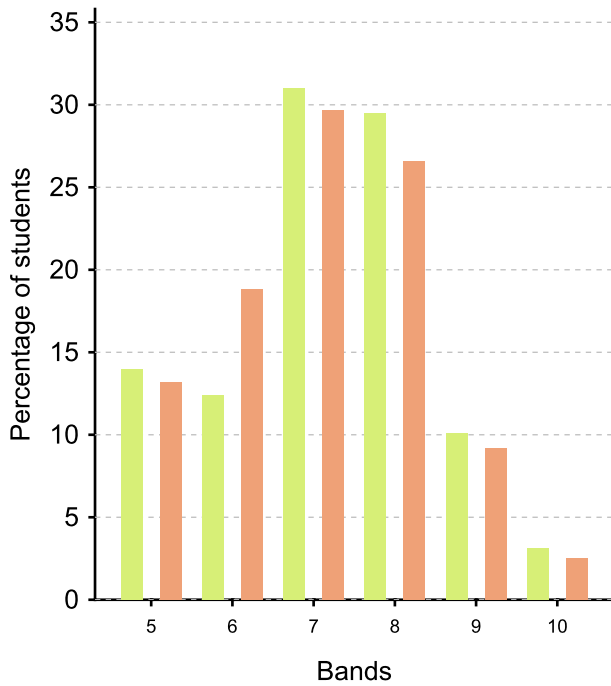
Percentage in bands:
Year 7 Writing



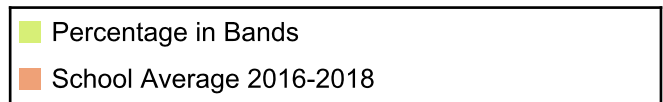
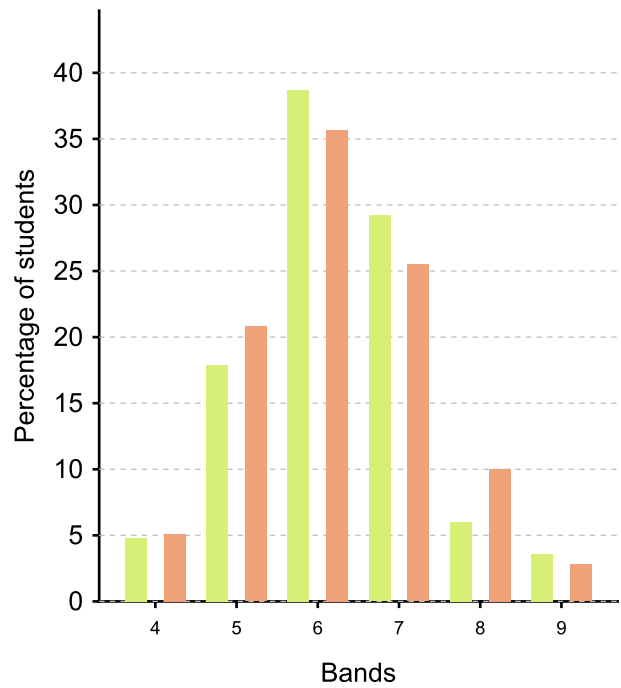
Percentage in bands:
Year 9 Reading



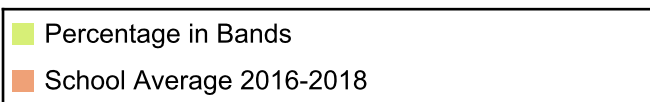
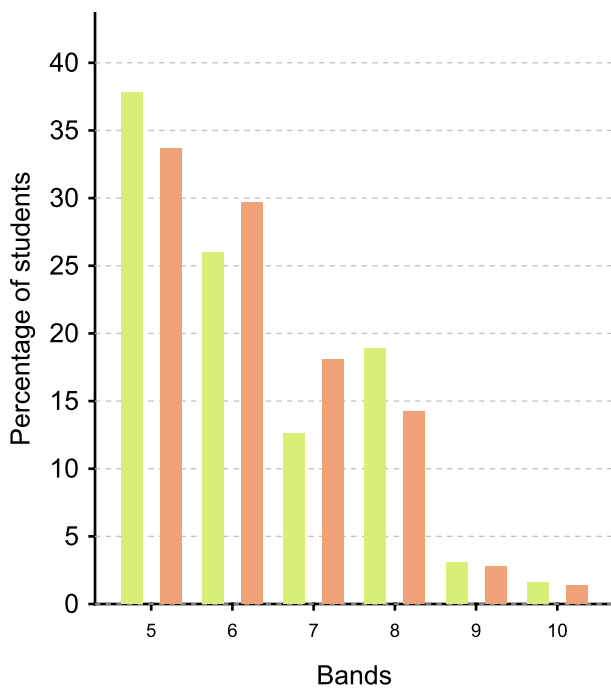
Percentage in bands:
Year 9 Spelling



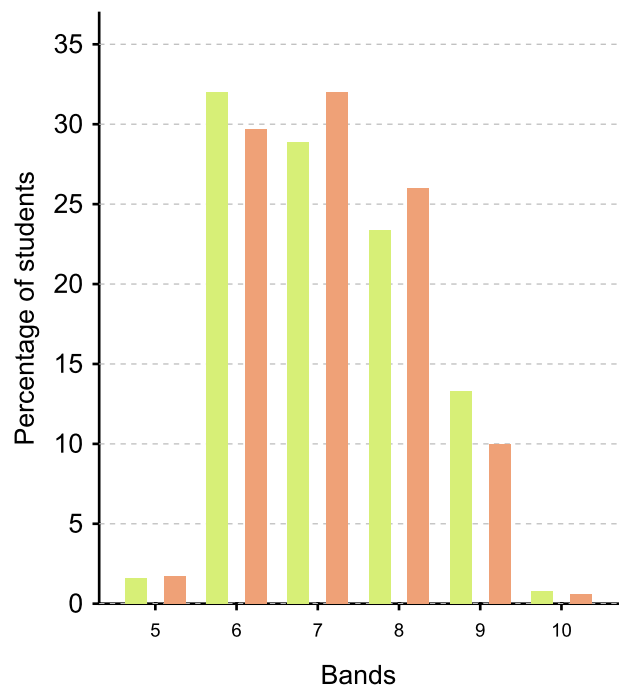
Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 9 Writing



Percentage in bands:
Year 9 Numeracy



Numeracy data within NAPLAN again indicates that the performance of students has been consistent and continued show good growth over the last few cohorts. 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.

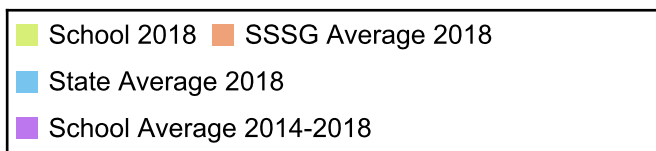
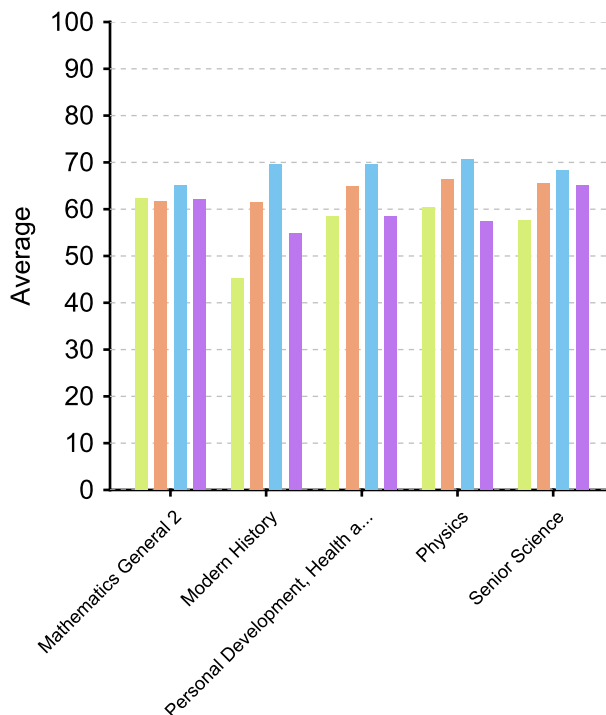
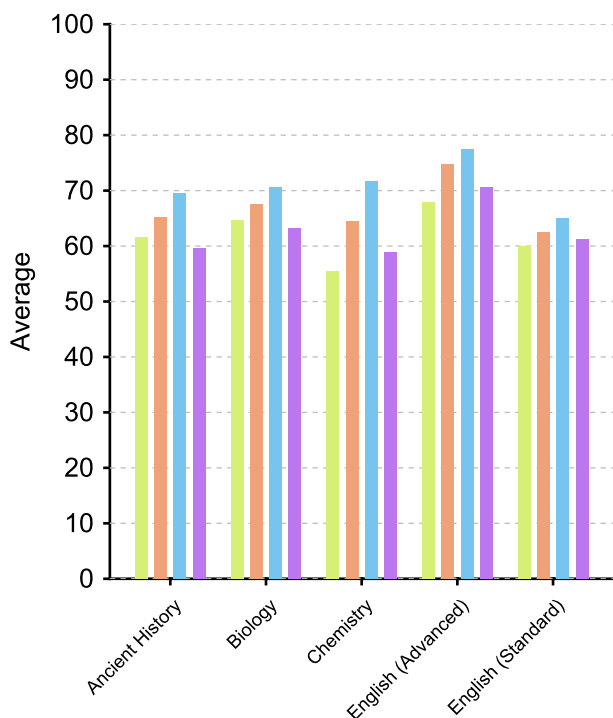
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed

NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

11.43% of results were in the top 2 bands for reading and numeracy across all students and 4.3% of results were in the top 2 bands for reading and numeracy for Aboriginal students.

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 participated in the Tell Them From Me parent/caregiver, student and staff survey's in 2018. The results from these survey's indicated growth in most areas. The most significant results were students feel they have a strong sense of belonging, strong advocacy at school and have developed positive relationships within the school. Parents felt that the school is inclusive and assists students form positive connections within the school. Staff also felt that school is inclusive and differentiates learning to meet student need.

The ongoing employment of a Community Liaison Officer and the commitment to providing regular information via Facebook and the school website keeps the community well informed about everything that is going on at Irrawang High School.

Policy requirements

Aboriginal education

Irrawang High School has a strong Aboriginal Education focus with cultural activities, knowledge and respect embedded across the school to improve outcomes for Aboriginal students as well as educating all stakeholders about Aboriginal Australia. Cultural activities were strategically planned to increase engagement and assist the school in developing positive connections with students and families. Staff have the opportunity to be involved in the Ngarralbaa Aboriginal Education team and participate in

Professional Learning like the Connected to Country program delivered by our partners the Youyoong AECG.

In 2018 Irrawang HS held a NAIDOC day for all students. Cultural workshops were held for students, staff and families. The Junior AECG is an active leadership group within the school and a voice for Aboriginal students. The Ngarralbaa Awards Ceremony in Term 4 recognises the success in education of our students and is a great community event to share these student success with family and community.

Multicultural and anti-racism education

Harmony Day is a key event for recognising and celebration to multicultural fabric of our school. The students are respectful of differences and the school inclusive in all aspects. Students and staff from many cultures provided an insight into their culture through costume, dance and celebration customs at key events. Participation in No Bullying Day, the proactive approach to racist incidents and the Positive Behaviour for Learning lessons taught to students reinforce the school expectations of Respect, Responsibility and Personal Best. One of the key school values is Respect. There is an expectation that all people show respect to others at all times.