

Irrawang High School

2019 Annual Report



8562

Introduction

The Annual Report for 2019 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.

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Message from the principal

The Annual Report for **2019** is provided to the community of Irrawang High School as an account of the school's operations and achievements throughout the year.

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 2019. Enrolments have increased from 2018 which has resulted in a school cohort around 956. The school continues to excel in the performing arts and 2019 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 2020.

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 2019 including Giving Tree for Rural Aid, Beanies for Brain cancer, Legacy, Red Shield , Stewart House and Movember. It amazes me, the generosity of this community, again another testament to this strong sense of community.

I look forward to 2020 being another productive year for both students and staff of Irrawang High. The Annual Report for 2019 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

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.

The school was established in 1983 and attracts students primarily from Medowie, and Wirreanda Public Schools in Medowie and Irrawang and Grahamstown Public Schools in Raymond Terrace.

Irrawang High School has an enrolment of 958 students (Years 7–12), with 18% of students having an Aboriginal Torres Strait Island background. The school promotes excellence in academic, cultural and sporting performance and also provides a wide range of creative and performing arts opportunities and involvement in sport. The school has implemented a range of strategies to support the education of gifted and talented students. Significant equity funding allows the school to implement a number of successful initiatives that assist the wellbeing and academic education of students and support for families. The school has five support classes. A strong transition program is in place with our partner primary schools. The schools Positive Behaviour for Learning expectations are Respect, Responsibility and Personal Best. There is an extensive support staff that includes an Aboriginal Education Worker, Community Liaison Officer, Defence Transition Mentor and School Chaplain. The school enjoys the strong support of an active P&C and the local business community. Irrawang High School is an integral part of the Lakeside Learning Community and works closely with the Youyoong Local AECG.

Further information is available on the school website <http://www.irrawang-h.schools.nsw.edu.au/> and facebook page.

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our school plan and annual 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/school-excellence>

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.

Improvement Measures

- NAPLAN results show increasing proportion of students above minimum standards; increasing proportion of students with above-average growth in Year 9.
- In HSC results, more courses improve their Z Scores and Average Growth performance.
- Faculty programs incorporate school-wide literacy strategies 7–10
- Faculty programs indicate further incorporation of 21st Century skills.
- TTFM surveys indicate higher levels of engagement and valuing of schooling outcomes among students in Years 7 to 11.
- Student, parent and community surveys indicate high levels of satisfaction with students' and school' progress and development
- Attendance and retention rates of ATSI students are improved
- ATSI achievements in Year 9 NAPLAN equal or exceed those of non-ATSI 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 transition to Learning Progressions will be further embedded in 2020 with the provision of literacy sprints being implemented for students in every year group. 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, writing and formative assessment and the provision of time for teachers to input strategies into programs has provided classes with a differentiated curriculum. The Ngaralbaa 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

Process 1: 1. Project/Independent-Based Learning.

Evaluation	Funds Expended (Resources)
Students have designed, developed and produced project based work and held two exhibitions in 2019. Parents and community were invited to the exhibitions and students were able to demonstrate what they had learnt and achieved through project based learning. The school will continue to provide the professional learning for staff and additional funds to acquire the resources to support project based learning in 2020.	\$90,000 on technology (Laptop pods) \$22,000 on Professional learning \$3,000 on Additional resources

Process 2: 2. Aboriginal Education.

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
<p>ATSI students at or above average growth in writing, spelling, grammar and punctuation and numeracy domains, overall achievements below non ATSI students but the gap has been closed in all domains. ATSI students attendance improved by 7% in 2019 when compared to the previous year.</p>	<p>ATSI Staffing \$190,000 ATSI Resources \$10,000</p>

Process 3: 3. Literacy and Numeracy enhancement program – LASTS select students for and conduct LEXIA Reading program

Numeracy Withdrawal and Extension programs – support teacher employed to organise and conduct withdrawal program; Maths staff organise and conduct enhancement program with small groups.

Evaluation	Funds Expended (Resources)
<p>NAPLAN results have seen student achievement maintain growth in all domains vs SSSG and better than average growth in all domains vs State average.</p>	<p>\$60,000 Additional Staffing and Professional Learning for Numeracy \$220,000 Additional staffing and Professional Learning for Literacy</p>

Process 4: 4. Incorporation of "21st Century Learning Skills" across KLAs:

- Critical Thinking
- Creative Thinking
- Collaborating
- Communicating

Evaluation	Funds Expended (Resources)
<p>Increasing engagement levels in digital learning. Growing confidence within staff to support 21st century teaching and learning. Utilization rates of resources indicating a need for further investment in hardware and software.</p>	<p>\$120,000 – Technology Hardware \$15,000 – Professional Learning \$30,000 – Software</p>

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 NESAs, and with Vocational Education and Training requirements.

Improvement Measures

- All beginning teachers achieve proficiency in the Australian Teaching Standards
- 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.

Progress towards achieving improvement measures

Process 1: 1. NESAs Accreditation – Professional Learning Program (including PDPs) linked to school plan and to staff accreditation in Professional Teaching Standards and VET competency requirements;

Evaluation	Funds Expended (Resources)
All staff completed a Professional Learning Plan and the school provided a Professional Learning program that meet the Departments mandatory requirements and provided Professional learning time for individuals to complete learning that linked to school plan and the staff's PDP.	\$85,000

Process 2: 2. Great Teaching Inspired Learning

Evaluation	Funds Expended (Resources)
Staff Induction and staff handbook have been updated. A professional mentoring process was implemented with the deployment of a HT Teaching and Learning. Beginning teachers were provided with mentor and coaching support in 2019. All staff requiring support for AITSL maintenance or proficiency were successful in obtaining the required status.	\$56,000

Process 3: 3. Quality Teaching

Evaluation	Funds Expended (Resources)
An additional staff member was trained to implement the QTR throughout the year. The QTR was successfully run in each term of 2019 involving 24% of the staff.	\$20,000

Process 4: 4. Professional Learning and Leadership

Evaluation	Funds Expended (Resources)
Future focused strategies evident in faculty programs and student achievement was successfully exhibited through two showcase events in 2019.	\$15,000

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.

Improvement Measures

- Proportion of students necessitating behavioural intervention is further reduced
- Proportion of staff awarding commendations, and percentage of students receiving them, increase
- Suspensions and negative referrals of students in Millennium are reduced
- Increase in proportion of students indicating a sense of belonging at school in TTFM surveys
- Increasing proportion of students indicating engagement in TTFM surveys

Increase the proportion of staff involved in the PBL team and ensure all new staff are inducted and are familiar with the PBL process of behaviour management.

Progress towards achieving improvement measures

Process 1: 1. Positive Behaviour for Learning (PBL)

Evaluation	Funds Expended (Resources)
The school successfully completed a PBL SET in 2019 and has continue to review, monitor and implement a PBL action plan. Will move into Tier 2 PBL processes in 2020 after 4 years of successfully embedding Tier 1 into school.	\$20,000

Process 2: 2. Student wellbeing

Evaluation	Funds Expended (Resources)
The proportion of students reporting a sense of belonging when compared to previous years has remained stable. The ability to maintain two year advisers per group has a growth in the retention of student numbers and an increase in positive recognition of student behaviour by staff in 2019.	\$6,000

Process 3: 3. Staff well-being

Evaluation	Funds Expended (Resources)
Increased participation of staff in PBL processes in 2019. All new staff provided with professional learning and inducted into the PBL processes.	\$14,000

Process 4: 4. Community Partnerships

Evaluation	Funds Expended (Resources)
The data collected from Facebook indicates an increase in users and page views with 98% positive response to school communication.	School Newsletter and Facebook site.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$190,000	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	\$27,000	EALD students were provided with learning support and have shown positive growth in literacy and numeracy in 2019.
Low level adjustment for disability	\$193,000	The school employed 5.0 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	\$843,000	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	\$55,000	All beginning teachers were supported with mentoring and coaching. All staff needing to update AITSL maintenance or proficiency were successful in 2019.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	349	359	427	457
Girls	350	358	401	448

Student attendance profile

School				
Year	2016	2017	2018	2019
7	91.2	91.6	88.3	90.2
8	88.1	87.9	85.6	85.9
9	86.5	85.4	83.3	88.7
10	84.5	84.5	78.8	80.7
11	86.3	82.5	75.7	84.9
12	85.7	87.7	81.9	84.7
All Years	87.3	86.7	83	86.3
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Management of non-attendance

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

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

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	2	18
Employment	1	17	31
TAFE entry	4	8	16
University Entry	0	0	14
Other	3	13	17
Unknown	1	8	4

Year 12 students undertaking vocational or trade training

22.58% of Year 12 students at Irrawang High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

85.3% of all Year 12 students at Irrawang High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	48.3
Learning and Support Teacher(s)	2
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	16.97
Other Positions	1.8

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	600,866
Revenue	12,360,587
Appropriation	11,955,052
Sale of Goods and Services	64,469
Grants and contributions	337,209
Investment income	3,756
Other revenue	100
Expenses	-11,955,430
Employee related	-10,622,796
Operating expenses	-1,332,634
Surplus / deficit for the year	405,158

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

Financial summary - Equity loadings

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

	2019 Approved SBA (\$)
Targeted Total	1,542,287
Equity Total	1,404,301
Equity - Aboriginal	167,471
Equity - Socio-economic	875,832
Equity - Language	29,341
Equity - Disability	331,658
Base Total	8,039,466
Base - Per Capita	201,653
Base - Location	0
Base - Other	7,837,813
Other Total	504,249
Grand Total	11,490,302

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

School performance - NAPLAN

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

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

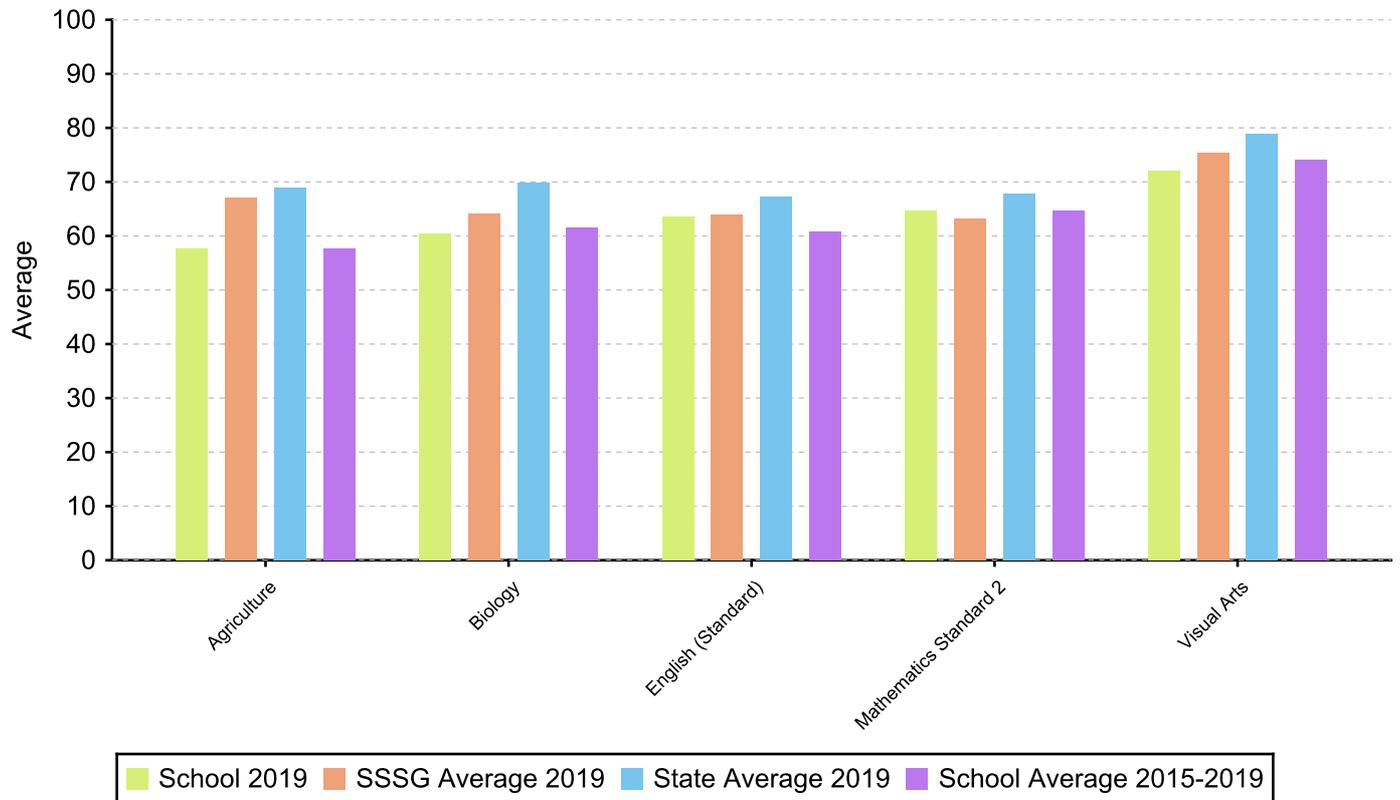
NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. 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](https://myschool.edu.au) website.

School performance - HSC

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

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



Subject	School 2019	SSSG	State	School Average 2015-2019
Agriculture	57.6	67.0	69.0	57.6
Biology	60.4	64.1	69.9	61.6
English (Standard)	63.5	64.0	67.3	60.8
Mathematics Standard 2	64.7	63.2	67.7	64.7
Visual Arts	72.1	75.3	78.8	74.2

Parent/caregiver, student, teacher satisfaction

The school participated in the Tell Them From Me parent/caregiver, student and staff survey's in 2019. 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 Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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