**School context**

Irrawang High School, situated in the lower-Hunter region in Raymond Terrace, is a comprehensive, co-educational school of around eight hundred and fifty students. We are the second high school in the town, and draw our students mainly from Irrawang Public and Grahmstown Public in Raymond Terrace, and both Medowie Public and Wirreanda Public in Medowie. A significant proportion (just over 10%) of our students is from an ATSI background, and a few students have Asian, New Zealand or Pacific Island backgrounds. Our students are drawn from a variety of socio-economic backgrounds, the majority being considered disadvantaged. The school was included in the Federal Government’s National Partnership (Low SES) Program from 2010 to 2013. The major employment centres near Raymond Terrace are the RAAF Base Williamtown and Tomago Aluminium. The unemployment level in this area is higher than the national average. Many parents and caregivers travel to Newcastle city and the coalfields and vineyards for work.

The school has an array of 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 for these students. The school runs special gifted and talented students’ (GATS) classes and activities, and offers several vocational and training courses in its senior curriculum. We have specialist language and agriculture facilities.

**Principal’s message**

Irrawang High School is a comprehensive, coeducational school. We focus on learning and provide quality education for both mainstream and support class students. The school promotes high expectations in all aspects of school life. Many opportunities are provided for students to succeed. We reward students who work hard to achieve their personal best. We celebrate excellence.

Our strong student management and welfare systems promote a safe and harmonious environment. Students are encouraged to respect each other as they work cooperatively to meet the school’s high expectations. We challenge students to gain knowledge, understanding and skills. We support students to contribute positively to our society.

There is a focus on literacy and numeracy, and students have a broad range of opportunities to enjoy and excel in sports, the creative and performing arts, and in citizenship endeavours.

The school has achieved very credible results in the performance and cultural areas.

I am impressed by the levels of participation of students in school activities and commend them for their efforts to build and promote the inclusive, caring and compassionate ethos of our school. I am appreciative of the efforts of the teachers, executive and support staff for their willingness to contribute to the teaching and learning and more importantly, work cooperatively to modify practices and implement strategies that improve our core business of teaching and learning and service delivery of a progressive education for students. As well the support and wisdom of our P&C Association and Canteen Committee is recognised and valued.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Mr. C. Elliott

**P & C message**

The Irrawang High School P&C Association meets on the 4th Monday of each month at 6:30pm in the MICA Room, Irrawang High School. It provides an opportunity for parents and guardians to become a member and take an active role in the school and/or to keep up-to-date with school information.

One of the P&C sub-committees operates the school canteen. We are very fortunate to have a profitable canteen as the profits from this are forwarded to the school. All the students at Irrawang High benefit from this.
In 2013 the P&C contributed $34,000 towards teaching and learning programs, the Breakfast Club and several barbecues for the school to use in community activities.

Our P&C is fortunate to have representation at both Regional meetings and State Conferences as this keeps us up-to-date on educational issues and activities within the state.

On behalf of the Irrawang High P&C I extend an open invitation to parents, guardians or community members to attend a meeting and observe or participate.

To the P&C committee and sub-committees thank the school community for their valuable time and support.

Cassandra Collins - P&C President

**Student Representative’s Message**

This year the Student Representative Council (SRC) maintained its strong commitment to representing the student body at events commemorating Anzac Day and the servicemen and women who served the Australian community. This includes the Anzac Day ceremony at school and we would like to take this opportunity to thank the RAAF for their continued involvement in this event. On 25th April the S.R.C. was represented by volunteers who were responsible for program distribution and other roles in order to assist members of the public who participated in the event. Mark Hodgson and Jyana Catic (school captains) acted as chairpersons. Tabatha Tyne (vice captain) was also involved in the official part of the ceremony as was Matilda Phillips from Year 11. There were many positive comments about their involvement in the proceedings and how well they had all represented the school.

Our commitment to the R.S.L and members of the defence forces (both past and present) meant we volunteered to assist with Legacy Day held in September. Students from Years 7 to 11 were well represented. The other main fundraiser this year was the Salvation Army Red Shield Appeal.

In 2013 there were 29 representatives from Year 7 to Year 12. Six students from Year 12 were among this group (Mark Hodgson, Jyana Catic, Tabatha Tyne, Shikani Meere, Jessica Stevanovic and Jarren Horne) and we would like to thank them for their commitment in a year in which they also had to prepare for the H.S.C. and their future career. They were excellent role models for the representatives from other years.

At various times throughout 2013 they were very active in both year assemblies and formal events, for example Presentation Night. They were also involved in cultural activities such as Showcase both as performers and volunteers.

Jyana Catic, Marc Hodgson and Ms E. McCready

**Student information**

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

**Student enrolment profile**

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>500</td>
<td>1000</td>
<td>1500</td>
</tr>
<tr>
<td>2008</td>
<td>500</td>
<td>1000</td>
<td>1500</td>
</tr>
<tr>
<td>2009</td>
<td>500</td>
<td>1000</td>
<td>1500</td>
</tr>
<tr>
<td>2010</td>
<td>500</td>
<td>1000</td>
<td>1500</td>
</tr>
<tr>
<td>2011</td>
<td>500</td>
<td>1000</td>
<td>1500</td>
</tr>
<tr>
<td>2012</td>
<td>500</td>
<td>1000</td>
<td>1500</td>
</tr>
<tr>
<td>2013</td>
<td>500</td>
<td>1000</td>
<td>1500</td>
</tr>
</tbody>
</table>

**Student attendance profile**

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>88.8</td>
<td>89.8</td>
<td>89.1</td>
<td>90.6</td>
<td>90.9</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>84.6</td>
<td>89.2</td>
<td>87.9</td>
<td>84.8</td>
<td>89.4</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>84.3</td>
<td>86.1</td>
<td>87.9</td>
<td>85.2</td>
<td>84.3</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>86.7</td>
<td>87.1</td>
<td>88.3</td>
<td>83.6</td>
<td>81.8</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>82.3</td>
<td>86.5</td>
<td>85.9</td>
<td>84.5</td>
<td>83.7</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>85.5</td>
<td>87.0</td>
<td>87.6</td>
<td>81.5</td>
<td>88.8</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>85.9</td>
<td>85.5</td>
<td>87.7</td>
<td>87.7</td>
<td>85.1</td>
<td>86.3</td>
</tr>
</tbody>
</table>
Liaison Officer (HSLO) is an integral part of this team, and provides valuable support and assistance to students and parents. The school’s program of rewarding good attendance also provides encouragement and support for students to improve their school attendance.

During 2013, the school introduced a system of Short Message Service (SMS) notifications to parents whose students were absent without notification. This helped to reduce truancy, and to increase parent explanations of their students’ absences.

Post-school destinations

Fifteen students from the 2013 cohort were offered first-round university placements. Courses included: Nursing; Biotechnology; Teaching; Science; Business; Communication and Media; Arts and Social Sciences.

A further six students are starting bridging courses (eg. Newstep) to secure university places in the future.

Thirty Five students qualified for Dual Accreditation, gaining certification from both the Board of Studies and TAFE in their HSC courses. Many of these students, and some who did not study TVET courses during their senior years, have continued or commenced TAFE courses in 2014.

A significant proportion of students have begun traineeships or apprenticeships with firms ranging in area from Tomago to Cessnock, and Newcastle to Nelson Bay.

Year 12 students undertaking vocational or trade training

35 students (41.7% of the 2013 HSC cohort) undertook vocational or trade training courses as part of their studies. Many of these courses are provided by the school; students study other vocational or trade courses at Newcastle TAFE.

Year 12 students attaining HSC or equivalent Vocational educational qualification

74 students gained their HSC in 2013. Of these, 33 (40.7%) also gained an ATAR; leaving 59.3% with a non-ATAR-HSC. There were also 10 students (11.9%) who achieved a Record of School Achievement.
Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>N/A</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>11</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>45.3</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>N/A</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>2.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>N/A</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>2</td>
</tr>
<tr>
<td>School Administrative &amp; Support</td>
<td>8.9</td>
</tr>
<tr>
<td>Total</td>
<td>73.7</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce. In 2013, 4.0% of the school’s workforce was indigenous.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>8.2%</td>
</tr>
<tr>
<td>NSW Institute of Teachers</td>
<td>24.6%</td>
</tr>
</tbody>
</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
</tr>
<tr>
<td>Global funds</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>School &amp; community sources</td>
</tr>
<tr>
<td>Interest</td>
</tr>
<tr>
<td>Trust receipts</td>
</tr>
<tr>
<td>Canteen</td>
</tr>
<tr>
<td>Total income</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td>Total expenditure</td>
</tr>
<tr>
<td>Balance carried forward</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Art Department

- The reinvigorated Art block continued to encourage student voice and engagement by providing a unique space for a variety of activities including a large independent working space for talented and motivated Art and Photography students, as well as large scale group works under the direction of Sophie Mill, who continued to be the Artist in Residence in 2013. The Artist in Residence Program culminated in a large scale mural, representing an aerial view of Port Stephens waterways, with student creative input on every panel. Students from both IHS and Wirreanda Primary School (WPS) worked on the combined project for over 3 months and the completed mural is now a mounted feature at Wirreanda Public School.
- The 3rd Annual Art Exhibition, showcased a variety of art mediums displayed throughout the Art block which was set up for a week as an Art Gallery, with separate spaces for grouped art works. Opened by Richard King from Radio
Station 2HD, the event was attended by special guests including representatives from local government and partner primary schools. Outstanding art works from years 7 to 12 were featured, as were the talents of Drama students as ‘performance artists’ and New Age music composed by Joshua Ede of Year 8.

- A successful grant application to Port Stephens Council, to design a Mural to be placed on the Pump house at Raymond Terrace, resulted in a combined effort from Art Teacher Mr David Atkinson and the Artist In Residence. The “Silhouettes of Youth” Mural was designed and created by talented students from both IHS and Grahamstown Primary School (GPS) and will be erected in Term 1 2014.
- An ‘After School Art Club’ was initiated by Art Teacher Ms Rhiannon Dawson, to provide a weekly supportive creative environment for Aboriginal and Torres Strait Islander (ATSI) and Islander students, as well as talented and disengaged students from Years 7 to 10. Their completed “Positive Message Circles” were featured at NAIDOC Week celebrations. These students also began working on a Community Cultural Mural, with advice and inspiration from both Worrimi Elders and an excursion to the Murook Cultural Centre. This mural is due for completion in 2014.
- Art Teacher Ms Lexie Peterson facilitated numerous excursions for Art students, including the Year 12 Visual Arts class attending the ART EXPRESS Exhibition in Sydney and the Year 7 ‘Cityscapes’ Visual Arts excursion to the Newcastle Foreshore.

**Creative And Performing Arts (CAPA) Collaborative Activities**

- **STARSTRUCK 2013** - over 65 students from IHS were involved including 32 dancers and 35 drummers; featured dancers were Year 10 students Rachael Crnjанovic and Brooke Weston in auditioned ensembles. The Senior Drum Corps was a featured ensemble in the show and both Junior and Senior Drum Corps provided pre show and interval entertainment to the crowds. Students from the Senior Drum Corps were interviewed and a performance recorded by ABC Radio prior to this annual event.
- **SHOWCASE 2013** celebrating Education Week; saw again over two thousand guests and over 500 performers participate in the themed “Shine” two night extravaganza. An Art Competition was initiated for Primary School students to design the artwork that would be the logo for Posters, Programs and Tickets, judged by IHS Art staff, the successful students coming from Wirreanda Public School. These nights included an array of performances from IHS and our partner primary schools – Irrawang Public, Grahamstown Public, Medowie Public and Wirreanda Public. All genres of performances were showcased including: Bands; Choirs; Dance; Drama; Musical Ensembles; Vocal solos. Each evening culminated in a Finale that featured all performers, plus for the first time, auditioned vocal soloists from partner primary schools.
- Inaugural and successful ‘Stage 6 Celebration Evening’ held mid Term 3 which highlighted all individual and group HSC student works from Dance, Drama, Music, Photography, Industrial Technology (Timber) and Visual Arts.
- **CAPA TOUR** to Canberra; a 3 day tour in late Term 3, which featured talented students from Junior and Senior Dance Ensembles, Junior and Senior Drum Corps and auditioned vocalists. The ‘show’ taken on tour was an hour’s duration that highlighted all the talents from our school. Performance venues included ‘The Musical Offering’ which was a celebration for Canberra’s Centenary at the Arboretum, as well as Centre Stage at ‘Floriade’. Students were also involved in educational visits to the Arboretum and Parliament House.
- **CAPA Annual Performance Evening** held in Term 4; which showcased the talents of Art, Dance, Drama and Music students from Years 7 through to 11. Artworks were displayed and performances included a variety of vocal solos and duets, small Music ensembles, elective Drama items, Dance duets and ensembles, and a feature was the return of ex-students from
• Selected students from Senior Drum Corps led the Anzac Day Dawn Parade at Medowie.
• Senior Drum Corps performed live on 2HD Breakfast Show.
• Numerous workshops conducted with primary aged students across the Region and Interstate by Senior Drum Corps
• Due to the growing interest within the student body, a Junior Drum Corps was formalised and is now led by Senior Drum Corps members.
• Performances at School, Community, Regional, State and Interstate level by Junior and Senior Drum Corps.

Music Department

• Performances by Senior Music students including; Port Stephens Library, Raymond Terrace Primary School
• Teacher Exchange with Grahamstown Public School - Mr Gareth Ross and Mr Ian Massey provided CAPA expertise for activities in the primary school.
• Upgrading of performance and technological equipment in music and school hall led by Mr Gareth Ross.
• Year 7, Elective Music Students and ATSI students attended an in school performance ‘Didgeribone’
• Music teacher Mr Ian Massey and IHS staff member Ms Leanne Hines involved in Maitland Gilbert and Sullivan Musical Society productions.
• Music teacher Ms Adele Robinson involved in Newcastle Police-Citizens Youth Club (PCYC) Brass Band as Assistant Conductor and player.

Sport

• Fourteen students attended the Port Stephens Zone Swimming Carnival with one student, Emily Allanson, qualifying to attend the Regional Swimming Carnival.
• Sixty four students attended the Port Stephens Zone Cross Country Carnival with twenty two students qualifying to attend the Regional Cross Country. One student, Christopher O’Neil, qualified for the NSW Combined High Schools Cross Country.
Christopher finished thirty second in his event.  
- Fifty three students attended the Port Stephens Zone Athletics Carnival with twenty eight qualifying for the Regional athletics Carnival. One student, Christopher O’Neil, then qualified for NSW Combined High Schools Athletics, where he finished seventh in his event.  
- Forty eight students and thirty six staff members participated in the Premier’s Sporting Challenge.  
- Year 9 student Lachlan White participated in the NSW Combined High Schools Sailing Regatta and won both the catamaran and maricat divisions. Lachlan then finished 2nd overall for the whole championships. At the Hunter Region Annual Sports Awards, Lachlan was awarded a Special Mention for his outstanding achievement.  
- Irrawang High School participated in a number of NSW Combined High Schools Sports Knockout competitions.  
- Jacobi Patrick of Year 7 gained first place in the NSW Country Championships in Gymnastics, and was named Port Stephens Junior Sportsperson of the Year 2013.  
- Jack Caban of Year 9 represented Northern NSW in Futsal and was selected in Australian Under 16 team to tour Brazil in November 2014.  
- Adam Northam of Year 8 represented NSW in the Australian Junior Darts Competition in Western Australia.  

Several members of staff were appointed roles with the Hunter School Sports Association and carried out various responsibilities over and above their teaching roles in 2013.  
- Miss Jean Duma – Swimming Team Manager and Swimming Convener  
- Mr Mike Wilkins – Swimming Team Manager  
- Mrs Melissa Pulsford – Girls Tennis Team Manager, and Girls & Boys Tennis Convener.  

Additionally, Mr Michael O’Brien was presented with the Combined High Schools’ Sport Silver Life Award for his services to water polo. He has been the NSW Open CHS coach, the NSW Under 15 coach, and the School Sport Australian Boys’ coach in past years.  

**Academic achievements**  

**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.  

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)  
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)  

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).  

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.  

**NAPLAN Year 7 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)  

**Reading:**
Writing:

Year 7 Writing

Spelling:

Year 7 Spelling

Grammar and Punctuation:

Year 7 Grammar & Punctuation

NAPLAN Year 7 – Numeracy

Year 7 Numeracy
NAPLAN Year 9 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Reading:

Writing:

Spelling:

Grammar and Punctuation:
Higher School Certificate (HSC)

In the Higher School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

Record of School Achievement (RoSA)

In 2013, 13 Preliminary (Year 11) students left school with a RoSA.

35 students left school with a RoSA at the end of Stage 5 (Year 10).
**Significant programs and initiatives**

**Aboriginal education**

Seventy-nine Aboriginal students were enrolled at Irrawang High during 2013. These students participated in a range of cultural activities, and were supported by a variety of programs and strategies across the school.

The proportion of ATSI students gaining their HSC or ROSA increased from 30% in 2012 to 42.1% in 2013. When equivalent destinations are included (TAFE; WEA; work) this increases to 73.7%.

Again, the Aboriginal Education Officer (AEO), Sheridan Noble, has made a significant contribution to these students, and to the school as a whole. She continued individual and small-group support to students, providing valuable support for their personal, social and academic development. Student and parent surveys indicate that the AEO has a strong, positive impact on their sense of cultural identity, social and personal support, development of their Personal Learning Plans, and their classroom participation and performance.

The AEO also:

- Coordinated visits of elders and members of the Worimi Local Aboriginal Lands Council, to participate in school activities.
- Continued to run the *Sista Speak* program with a girls’ group.
- Worked with outside agencies and personnel to continue to develop the schools dance group, which performed on several occasions.
- Led a group of our students to support the Irrawang Public School NAIDOC Week celebrations by assisting staff and community leaders in running activities with students there.
- Continued to provide valuable individual and small group support to ATSI students, assisting them with academic, personal and social matters. This support has been very important in increasing students’ achievement, attendance and participation in the school.

The appointment of an in-class tutor for part of the year, supported through Norta-Norta funding, provided valuable academic and social support to students. During his time here, students improved their attendance and participation in class, and maintained a higher standard of work and completion of assignments. He assisted students’ development of important academic skills and strategies, such as research and organisational skills.

The improvements in ATSI growth in the NAPLAN tests, especially in Numeracy, are in part a result of this tutoring support.

Training of three more staff in the Stronger-Smarter program increased the number of teachers in the school now trained to seven. This expanding group is becoming increasingly involved in driving the school’s Aboriginal Education plans, and organising further professional learning for staff in working with ATSI students.

The appointment of an Aboriginal School Liaison Officer (ASLO) provided valuable support to students and their families, improving attendance and working with the Learning Support Team (LST) to implement extra support for students in the school. The use of early intervention strategies has seen an improvement in ATSI attendance, participation and achievement this year, despite a small minority continuing to distort the attendance figures for the year. Twelve percent of students had perfect attendance during Term 2 and 3, with one of these having one hundred percent attendance for the year.

The proportion of parents participating in the development of students’ Personal Learning Plans (PLPs) increased. Almost 60% of ATSI students had a parent-supported PLP in 2013. Members of the Aboriginal Education Focus Group were trained in conducting PLP interviews, and shared the task of organising and conducting these interviews this year. The focus group is also working on strategies to ensure that the integration of students’ PLPs into classroom learning is further increased.

The Junior Aboriginal Education Consultative Group (AECG) continued to meet and to support cultural activities conducted throughout the year. This group further increased ATSI student participation in school activities, and helped to raise the profile of Aboriginal students and culture across the school. They took part in the Youyoong AECG Cultural and Heritage Education Leadership camp held at Murook Cultural Centre.

NAIDOC Week was celebrated by:

- A special assembly was conducted, at which local elders spoke movingly of their experiences as Aboriginal people in our community, and of what being Aboriginal meant for them.
Representatives of the local Land Council also attended, together with representatives of Kapunda and of Port Stephens Council. In keeping with the theme of celebrating the fiftieth anniversary of the Yirrkala Bark Petitions, several students presented their own bark petitions for their right to a good education, personalised with their own messages of the importance of education to themselves.

- The Bush Garden was opened with a public launch.
- A Community Meeting was held in the Common Room, enabling school and community members to meet and share with local elders and other ATSI people.
- The Touch Football Competition was again held, drawing strong participation and much interest.
- A program of public art was conducted, with students creating chalk art works in the school’s assembly area, and some spray paint works as well.
- A Bush Tucker lunch was provided by Buudja Bush Tucker catering. They also gave a presentation on local and non-local traditional bush tucker foods and resources.

A group of students was led by Visual Art teacher Ms Rhianon Dawson to create a Community Cultural Mural in conjunction with some of the Worimi elders. This group spent some time at the Murook Cultural Centre to develop a greater understanding of local ATSI culture, and will complete the mural early in 2014.

Students in Years 8 to 11 participated in the Aboriginal Health and Medical Research College (AH&MRC) and Hunter New England Health (HNEH) “Staying Strong” program. They developed resilience strategies, learning how to stay strong against peer and community pressures in dealing with drugs, alcohol and diseases. A result of this participation was the writing and recording of a song in partnership with the group Last Connection, a ‘Deadly Award’ winning Rhythm and Blues group.

A group of students also attended the HNEH Aboriginal Health Expo held at Broadmeadow PCYC. They participated in a range of interactive stalls run by different health professionals to give them an experience of what is involved in these varied roles.

Several students participated in the school’s Rock and Water program. These students attended a performance of the drama ‘My Girragundji’ at Newcastle Panthers Club. The play considered the issues of growing up, through the eyes of an Aboriginal boy, exploring culture and traditions in a contemporary format.

One Year 8 student participated in the Galuwa Scholarship Camps.

Faculties have continued their progress in embedding Aboriginal Education into course programs, supported by professional learning sessions run during school development days.

**Multicultural Education**

Teachers develop and enhance student understandings of a multicultural society through reflections and knowledge in Key Learning Areas (KLA’s). Engagement in Languages, the Arts, Human Society and Its Environment (HSIE), and Technology and Applied Sciences (TAS), particularly embrace multicultural perspectives which support our students’ developing awareness and appreciation of our diverse communities.

As well as integrated lesson activities, examples of multicultural participation across the school include special Languages Other Than English (LOTE) culture days and a variety of activities celebrating our ATSI community.

**Respect and Responsibility**

Irrawang High supports the Raise Responsibility System which maintains three key principles of Positivity, Choice and Reflection. Teaching the model to students enhances an environment of student choice in a proactive manner and through reflective questioning students can be personally motivated to aim for democracy, respect and responsibility. Students are asked to assess their own behaviour in the context of these principles.

The school is preparing to introduce the Positive Behaviour for Learning program (PBL) in 2014, with a timetable of preparation and staff training in place to support this move.

**Positive Behaviour for Learning at Irrawang High School**

Positive Behaviour for Learning (PBL) is an initiative to promote and maximise academic achievement and behavioural competence. At
Irrawang High School, PBL is a school-wide strategy that is designed to help all students to achieve important social and learning goals. We know that when good behaviour and good teaching come together, our students excel in their learning.

As part of our PBL program we have established several clear values and expectations framed around the three universals of **Respect, Responsibility & Personal Best**. These expectations are the basis for the behaviour that we expect in all areas of our school, and we explicitly teach these expectations to students. Rewards are frequently given to students as positive reinforcement for their great behaviour.

PBL strategies will be used to improve school morale, classroom teaching time and student success, by applying consistent consequences and positive reinforcement for all students. By detailing expected behaviour and teaching in a positive way, we will provide a common language for everyone in our school, including students, teachers, administration staff and our parents and caregivers.

We believe that by helping students practise good behaviour, we will build a school community where all students have an environment where they respect themselves and others, accept responsibility to learn, strive for their personal best and enjoy their school experience.

This regard for learning builds on the NSW Department of Education and Communities’ Quality Teaching framework. The Quality Teaching framework is concerned with pedagogy that improves students’ outcomes. The Quality Teaching framework also sets out to build teachers’ own professional reflection on pedagogy and has come to inform many aspects of classroom practice and student support that relate to student behaviour and engagement.

PBL will operate as a systemic umbrella for a broad range of programs in schools, including values education, anti-bullying and learning support teams. The elements of PBL can be applied across all years of schooling and all curriculum areas.

**National Partnership Programs**

The Low Socio-economic Status School Communities National Partnership program has allowed the whole school to increase the focus on quality teaching and learning as the key to improved student learning outcomes. Focus areas include literacy and numeracy, Middle School strategies, Aboriginal education, attendance, retention, senior students, GATS, and community engagement.

Research indicates that teacher effectiveness is one of the most important factors impacting on educational attainment. Students at Irrawang High School have access to well prepared and highly effective teachers who create and sustain high quality educational programs.

The Quality Teaching strategies, such as explicit teaching of literacy and numeracy strategies and focus on implementing interactive technologies in the classroom, in-conjunction with active analysis of School Measurement And Reporting Toolkit (SMART) data to drive class plans, has resulted in clearer visions of 21st Century learning for our students.

Test data is not the sole or primary measure of teacher effectiveness. Rather, effectiveness is defined by teachers’ experience, knowledge, skills and classroom performance as well as their individual contributions to student learning and development and their joint efforts to improve learning within the school.

2013 was the final year in which Irrawang High benefited from the National Partnerships program. From Semester 2 2013, the school was added to the Improving Literacy and Numeracy National Partnership (ILNNP). Under this program, the school: evaluated its progress and developments across the school in these key areas; extended training and development activities; extended specialist programs with withdrawal groups of under-achieving students. ILNNP planning also focused further attention on raising the achievements of our ATSI students, with more professional learning in strategies and approaches fostering ATSI students’ participation and achievement.
Complementary Programs

Senior Mentoring

Senior students at Irrawang High School continue to be involved in a senior mentoring program to assist them in their final year of education at school. The Stage 6 Program involves providing support for the senior students through a process of Senior Mentoring. This process is aimed at providing support for each Year 12 student to maximise their learning and to improve their average value-added by 5% for all courses.

As part of the process, staff members of Irrawang High School have volunteered to act as mentors to the Year 12 students. The staff mentors take on a variety of roles in supporting the students’ learning practices, study techniques, and providing emotional support if needed. Students have also been assigned to tutor groups with peers who have similar goals in their HSC year. In the tutor group, the students are able to seek assistance from their peers or teachers for homework, class work or assessment tasks.

Students are also encouraged to attend advertised study days, university open days and career expos. The school has used some National Partnership funds to subsidise these activities.

In 2013, 27 staff supported 48 students (49.5% of the cohort) towards their HSC through this program.

Transition

Irrawang High School’s successful Transition Program involves both the transition and orientation of Stage 3 students from our partner primary schools; Irrawang, Grahamstown, Medowie and Wirreanda Public as well as a small group of students from Raymond Terrace Public School. The program is also designed to include students and families from out of zone, and extra support for Defence families transferring to the area is always provided by our Defence Transition Mentor.

The Transition Program is not only designed to encourage a smooth transition from Year 6 to Year 7, but also focuses on activities to encourage positive engagement of students in a variety of activities including:

- Interactive visits to our Science Labs by Primary students
- Inter School visits by IHS staff to Primary campuses
- Ongoing visits to IHS for students who may be anxious about the Transition to high school
- Extra support for students with learning and support needs throughout Transition
- Annual ‘Open Evening’ for Stage 3 students and families
- Access for Year 6 students to our ‘Homework Centre’ held every Monday from 3.30pm – 5.30pm
- ‘Enrichment’ activities for Years 4 – 6 within the GATS programs

Gifted and Talented Students

The established GATS Program continues to grow every year. The school has continued its implementation of a selective GATS class in Year 7, and the extension of this strategy through the next three junior years of school. 2013 also saw a variety of enrichment and extension opportunities for students from Year 4 to Year 12.

Some of the opportunities offered in 2013 overlapped with our transition program. They included:

- **Year 4** students from 5 partner primary schools completed an engineering project with Mr. Everingham, to produce and test load-bearing bridges.
- About 30 Gifted and Talented **Year 6** students visited the school for a 3D day.
- Students were given the opportunity to work with the 3D printer, and both they and their teachers were captivated by this technology.
- **Year 5 and Year 6** Gifted and Talented students participated in three days of enrichment, with Year 5 beginning early Term 3.
- Two teams entered in the Newcastle University Robo Cup, with selected **Year 7** and **Year 8** students participating in the search and rescue division and the dance division. A
A representative from Newcastle University came to mentor students in developing their robocups.

- **Year 8 and 9** students entered the schools division of the Hunter Electric Vehicles challenge for the first time. They gained sponsorship, raising over $1000, and designed and raced an electric pushbike that achieved speeds of up to 40km/h.
- **Year 7 and Year 10** took part in entered an Orienteering competition in June.
- **One Year 8** Mathematics student is competed in a whole-term Mathematics Challenge in which he achieved a distinction.
- Over 70 students from **Year 7 to Year 12** participated in the Australian Mathematics Competition. We achieved a number of credits and two distinctions.
- Selected **Year 8** students were involved in an Engineering Day, with guest speakers from the Newcastle University.
- Four teams of six students from **Stage 4** and **Stage 5** were selected to travel to East Hill Boys High School and participate in the Mind Marathon during August.
- One Mathematics team and one English team from **Stage 4 and Stage 5** entered in the Tournament of the minds.

### Defence School Transition Program

The Defence School Transition Mentor (DTM) supports young people from Australian Defence Force (ADF) families in secondary schools throughout Australia. The purpose of the program is to facilitate the best possible educational outcomes for children of ADF members through on-site, direct and flexible assistance to students, parents, teachers and other support services.

The program also:
- Assists young people from ADF families to integrate into the school community.
- Coordinates appropriate welcoming and farewelling strategies and functions.
- Encourages students to explore options and to make the most of their opportunities.
- Assists students to manage the challenge of transitions.
- Refers students where necessary to appropriate student support services.
- Identifies individual issues and needs.
- Monitors day-to-day social and emotional well-being.
- Supports students at school during times of parental absence from home.
- Links students and families to school and community programs.

In 2013, eighty two students in our school were from ADF families, and all were part of DTM programs.

The students are also offered various mentoring programs, including the Plan-It Youth Mentoring Program, which is a school-to-work network program. This program helps to promote self-discipline, develops leadership skills, and builds self-esteem in ADF students.

### Career Education

Career Education at Irrawang High School incorporates career counselling for all students on demand, timetabled work education lessons for all students in Years 9 and 10, the possibility of timetabled classes in Year 11 and 12 (Work Studies), career counselling appointments for students with or without parents and carers, assistance with subject selection and transition from school to work or further study. All students in Year 10 complete at least one week of workplace learning and a mock panel interview as part of the work education course. Industry visits, guest speakers and career information expo’s are also a big part of the career education program at the school. We are extremely lucky at Irrawang High School to be supported by a business and industrial community who continually support and provide opportunities for our students to gain an extensive and diverse education.

The strong relationship between the University of Newcastle and Irrawang High School has seen an increase in the number of programs initiated to broaden our student’s horizons and to consider all options when deciding on a career path. The University of Newcastle’s Aim High program offers activities for students of all ages at IHS. It also provides programs for students in our partner primary schools. In 2013 University in the
Classroom provided students in English, Music and Food Technology the opportunity to have a lesson conducted by current university students who are studying in those specialisations. Three Year 9 boys attended ‘Live It’ a three day camp at the university and three Year 9 girls attended the ‘Girl’s Choices’ camp at the end of 2013. The Science and Engineering faculty at the university supported Year 7 and 8 students as part of the Science and Engineering Challenge and the Science and Engineering Show for all Year 7. A group of year 7 and 8 GATS students were involved in Robocup partly sponsored by the University of Newcastle’s Equity and Diversity unit. Science Students in Year 11 and 12 were subsidised to attend Experiment Fest by the university. A resilience and study skills session for ATAR students in Year 11 and 12 was also provided as part of the Aim High program.

As well as those programs the university was also present for our Year 10 course market. They came to talk about the university application process with Year 12, students attended the annual Schools Visit Day on campus for interested Year 12 students and also provided a university campus tour for 50 interested Year 10 students.

Other guests to the school as part of the Career education program in 2013 included The University Roadshow: incorporating Charles Sturt University, Southern Cross University and the University of New England, Defence Force Recruiting, The Aboriginal Employment Service, Wollotuka, Port Stephens Council Human Resources Department to talk about applying for jobs and resume writing, and several visits from representatives from the Hunter Institute of TAFE.

Healthy Schools, Healthy Futures

In the final year and a half of the Healthy Schools Healthy Futures Program we have used seed funding to train key staff and use them to establish a Positive Behaviour for Learning Team, training all staff in the school to incorporate Positive Behaviour For learning as part of their daily practices. In 2013 four teachers were trained including two executive. We plan to train another three staff in 2014 with funding from the Healthy Schools Healthy Futures Program.

The employment of a nurse from Hunter New England Health for one day a week has enabled the school to provide support to students in matters of physical, emotional and mental health.

School Chaplaincy Program

This school program is funded by the Federal Government.

The School Chaplain works in conjunction with the welfare team to provide structured support for all students, including high-risk students and students in crisis. The aim is to provide formal and informal educational, emotional and spiritual support to students and teachers (in class and in the playground) both generally and also through times of crisis or grief.

The role of the school Chaplain includes:

- Partnering with the local primary schools to implement the ‘Boys for Success’ mentoring program.
- Coaching students in their personal development (including implementation of behavioural intervention strategies).
- Providing practical and technical aid during school excursions, weekly sport, formal assemblies and performances.
- Facilitating engaging and educational lunchtime programs for students.
- Teaching all Year 7 and Year 8 classes one period per cycle.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used in Irrawang High included:

- Staff participation in Focus Groups, which provided a basis for evaluations and analysis of information to assist planning, implementation and monitoring of school plans, and review of progress. Focus Groups were also a platform for leadership development and professional learning.
• Team Leadership for School Improvement training for group leaders and executive staff to further develop skills and strategies of leadership, planning and evaluation.

• Regular reviews of available data on attendance, retention, participation and achievement to guide planning and development. This included external data (such as NAPLAN and HSC results) as well as school-based data (class results; attendance and retention; participation rates; Year 7 assessments; etc)

• Use of parent, student and community surveys to provide information to assist evaluating and planning for school development.

School planning 2012—2014: progress in 2013

SCHOOL PRIORITY 1
Engagement & Attainment
Outcomes from 2012–2014 Plan
• Increase retention of students from partner primary schools by 2%
• Increase the apparent retention of students through the senior years
• Maintain or better the average attendance rate of 88.1%.
• Increase in ATSI attendance, retention and achievement, and ATSI community participation in the school.
• Increase by one level on the Middle Years 5-9 Transition Planning Matrix Pedagogy strand, from Level 3 to Level 4

Evidence of progress towards outcomes in 2013:
• Apparent retention to the HSC declined to 52.8%
• Overall attendance rate increased from 87.3% to 88.3%
• Middle Years development focused on preparing for the introduction of Positive Behaviour for Learning (PBL) in 2014.
• The school moved from Level 3 to Level 4 on the Middle Years Planning Matrix
• Community members’ participation in volunteer literacy and youth mentoring programs remained strong. The withdrawal literacy group, and the Plan-It Youth program, were again well supported by parent and community members, to the benefit of many students from Years 7 to 10.

Strategies to achieve these outcomes in 2014
• Continue extensive transition/orientation programs with partner primary schools to assist retention of Year 6 students; maintain the position of transition coordinator, with release time, to oversee and conduct the many transition activities and programs; further develop and strategize transition program activities which emphasise the Medowie primary schools and Stage 2 students and their parents, through academic and cultural joint activities (such as debating; expand exchange teaching and learning opportunities with partner primary schools by sharing pedagogy through classroom visits; provide three student scholarships for Year 6 into 7).

• The Middle School Focus Group, led by a Deputy Principal, will develop and implement consistent middle years practices across years 7 – 10 including: Leading professional learning for staff on teaching and learning in the middle years to support students’ literacy, and numeracy achievement and improve engagement and retention; the implementation of Project REAL pedagogies to build staff capacity to facilitate engagement in the middle years; the implementation of the Positive Behaviour for Learning (PBL); the use the Quality of School Life Survey in Term 2, 2014 as a measure of student engagement in Years 7-10.

• Continue the appointment of the AEO to further support ATSI attendance, participation and achievement.

• Use of Norta-Norta staff to assist further improvements in ATSI students’ achievement.

SCHOOL PRIORITY 2
Curriculum and Assessment
Outcomes from 2012–2014 Plan
• All staff participate in further professional learning around the Quality Teaching framework
• Average Value Added in all HSC courses improves by 5%.
• The school improves its proportion of students in the top two bands in NAPLAN results and reduces the proportion in the lowest bands (in both Literacy and Numeracy).

Evidence of progress towards outcomes in 2013:
• Average Higher School Certificate (HSC) Value Added improved in 50% of courses offered at the 2013 HSC
• NAPLAN results showed improvement in some areas of literacy, though Writing continues to be an area of concern. Students in the lower bands showed good improvement on the school’s long-term average.
• Numeracy results in NAPLAN maintained a solid proportion of students in the top bands.
• ATSI students performed above both regional and state averages in scaled growth in Numeracy.

Strategies to achieve these outcomes in 2014:
• Continuation of junior withdrawal groups for intensive support in both literacy and numeracy learning, and of whole-school data-based planning for and teaching of literacy and numeracy, through the ILNNP program.
• Further training in analysing and using data to inform planning, teaching and assessment of literacy and numeracy skills.
• Implementation of the Focus on Reading program, with continued support from Wirreanda Public School; trialling strategies in English classes for introduction with classes across the curriculum.
• Head Teacher Administration to support Tutor Group and classroom staff in managing and improving attendance.
• Senior Mentoring will support students’ attendance and academic efforts.
• Staff will share expertise in senior teaching strategies and improving HSC results through professional development activities.
• Lesson Study strategies to continue to enhance teaching strategies, especially related to numeracy skills.

• Further training in and implementation of Newman’s Error Analysis, especially in Mathematics classes.
• Counting On to be integrated into Maths/Numeracy lessons.

SCHOOL PRIORITY 3
Inclusive School Communities
Outcomes from 2012–2014
• Student and parent involvement, participation and satisfaction with the school will improve from 81.7% to 83.7% as measured by the statements of Effective Practice in the Parent/Community Survey.

• Improved image of the school and promotion of its successes through the role of the Community Engagement Officer (CEO):
  ▪ Provide parents with effective strategies to assist their child in the learning process.
  ▪ Promote the school in the community, establish partnerships and engage with and increase participation with parents.
  ▪ Build the collective expertise of the school and the community.
  ▪ Engage parents, community and business members in our school and our students’ learning.
  ▪ Increase student participation in community service activities.
  ▪ Connect our school and other agencies in new and positive ways.
  ▪ Recognise student excellence, for example, in attendance, academic excellence and community participation.
  ▪ Explore options for greater electronic communications between school and parents/community.
  ▪ Build the capacity of the school staff to work with external organisations.
• Increased parental participation in school-based workshops on student learning strategies and providing parental support.

Evidence of progress towards outcomes in 2013:
Student and Parent Satisfaction measures increased to over 82%.
The school continued to enjoy RAAF base support, especially for its ANZAC Day and Presentation Night ceremonies.

Aboriginal community involvement was strong, and continues to increase. The Worimi Land Council, Kapunda and individual Worimi elders continued to participate in school activities and to support student activities within the school. The Murook Cultural Centre was again a valuable source of learning and experience for ATSI and non-ATSI students alike.

The CEO successfully built on the collective expertise and engagement of the school and community, increasing partnerships and promotion of the school:

- One hundred and eight news stories and magazine articles were published in local media.
- Organised and facilitated a Radio 2HD broadcast from the school in May to advertise to the greater Newcastle area the benefits and programs currently in place at school.
- Established Community and Business Partnerships with local business, service agencies and clubs, and government agencies (local and state).
- In particular, the CEO has developed and maintained an on-going and successful partnership with Port Stephens Council in areas of staff coming to IHS for portfolio presentations, Human Resource expertise for resumes, funding for EV Bike Challenge. Developed links with MarketPlace Raymond Terrace as a very generous sponsor of the school, and with Tomago Aluminium and Raymond Terrace Bowling Club. Facilitated and organised students to attend integrated living in Raymond Terrace for one term
- Facilitated the donation of four Kip McGrath Scholarships per year for students in the Areas of Literacy and Numeracy
- Coordinated the Woolies’ Earn and Learn Program with solid school and community participation enabling hundreds of dollars in resources to be ordered for the school.
- Updated and maintained the school’s website which now receives approximately 5000 hits per month
- Secured $900 grant for sun shades for school
- Assisted with $3000 grant from Hunter Water for mural creation.
- Facilitated and organised new signage around the school.
- Organised catering for all functions in the school hall, homework centre, special morning teas, and parent workshops. Organised special guests for Annual Art Exhibition and Showcase Volunteers Luncheon
- Organised weekly breakfast club which feeds approximately 100 students every Tuesday morning and secured sponsorship with Woolworths for free bread weekly.
- Organised Parent Workshops to develop parent support for numeracy intervention activities.
- Helped facilitate the SMS attendance program which is now used daily for attendance issues and as a message system to alert families to various activities at school. Anecdotal evidence suggests that attendance has increased markedly since the introduction of SMS in Semester 2.
- Anecdotal evidence suggests that attendance at Parent/Teacher night was up by 200% from last year after three SMS reminder messages had been sent out.
- Facilitated the introduction of the free school app

Strategies to achieve these outcomes in 2014:

- Continue to fund the employment of the CEO position to further strengthen school-community partnerships and the promotion of the school in its community.
- Continue to fund the employment of the AEO to further improve ATSI retention and achievement and the participation of the ATSI community in the school, with particular emphasis on the participation of parents and community in the PLP process.
- Establishment of a scaffold to ensure faculty information is regularly updated in the school’s website.
- Continuation of the parent workshops developing parental skills, strategies and confidence in supporting student learning, especially in the areas of numeracy and literacy.
Professional learning

All staff participated in professional learning activities throughout 2013, including:

**Literacy/numeracy:** data analysis; class planning; teaching and assessment strategies. The school began workshops to increase familiarity with both the literacy and numeracy continua. Ground work was done, in conjunction with local primary schools, towards introducing Focus of Reading in 2014. Further professional learning was conducted on Newman’s Error Analysis, especially within the Mathematics Faculty. The ILNNP program and its application in our school was explained to staff.

**Positive Behaviour for Learning (PBL):** Staff familiarity with this program was developed in a series of workshops, outlining the philosophical approach and the practicalities of the program’s application in Irrawang high.

**Technology:** further applications of technology in classrooms were investigated, including more advanced use of Smartboards, and applications for tracking students’ participation in lessons.

**Child Protection:** Staff updated their training in DEC policies and practices in this area.

**National Professional Standards for Teachers:** all teachers were familiarized with the new standards and the implications for staff review, promotion, future employment and salary. The application of the standards to continuing professional development was stressed.

**Middle School:** staff had a renewed look at aspects of students in the middle years, and some general approaches and attitudes which can cater for their needs and development.

As well, thirty two staff participated in professional learning to implement new National Curriculum documents in English, Mathematics, Science and History.

A further fifteen staff participated in professional learning activities to maintain their accreditation with the NSW Institute of Teachers.

While much professional learning and development was conducted at little or no cost within the school, much use was also made of experts in various fields, and of off-site activities which benefitted staff professional development within the school’s focus areas.

### TPL EXPENDITURE 2013

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Quality</td>
<td>$13,054.69</td>
</tr>
<tr>
<td>Beginning Teachers</td>
<td>$1,046.40</td>
</tr>
<tr>
<td>Technology Applications</td>
<td>$2,504.91</td>
</tr>
<tr>
<td>Literacy/Numeracy</td>
<td>$1,709.36</td>
</tr>
<tr>
<td>Syllabus Implementation</td>
<td>$12,362.31</td>
</tr>
<tr>
<td>Career Development</td>
<td>$5,472.81</td>
</tr>
<tr>
<td>Student Welfare and</td>
<td>$4,848.89</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$40,999.37</strong></td>
</tr>
</tbody>
</table>

Parent/caregiver satisfaction

In 2013, the school again sought the opinions of parents, students and teachers about the school. Student and parent involvement, participation and satisfaction, measured by the Effective Practice: Community Engagement Survey, increased to over 82%.

The involvement and participation of ATSI family and community members almost doubled during 2013.

Parent participation in Year 7’s Welcome barbecue was just over 50%. Similarly, parent participation in parent/teacher afternoons increased during 2013. The use of SMS notifications for some of these events improved notifications to parents, and assisted the increase in their participation.

Small numbers of parents also participated in workshops held to further increase parent understanding and confidence to assist their students in numeracy, and in homework strategies.

Several community members were trained in and became regular supporters of the literacy withdrawal program, assisting students with the development of their skills in reading and writing. A similar number participated in the Plan-It Youth program, where their experience and support was of great assistance to Year 10 students in the program.

Visits to the school’s website increased from almost nine and a half thousand in 2012 to almost twenty six thousand in 2013. The introduction of a free school app was well received, and has been taken up by a significant proportion of parents in our community.
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Mr. Col Elliott: Principal
Mr. Chris McCord: Deputy Principal
Mr. Mick O’Brien: Deputy Principal
Mr. Justin Tonks: Head Teacher Welfare and Careers Teacher.
Ms. Adele Robinson: Head Teacher CAPA
Mr. Bill Turner: Head Teacher PD/Health/PE
Mrs. Luella Fagan: Community Engagement Officer
Ms. Sheridan Noble: Aboriginal Education Officer
Mrs. Sonia Todd: School Administration Manager
Ms. Kate Smailes and Mr. David Brown: Teacher representatives
Mark Hodgson and Jyana Catic: Student Representatives
Mrs. Cassie Collins: Parent Representative

School contact information

Irrawang High School
Mount Hall Road
Raymond Terrace
NSW, 2324
Ph.: 02 4987 4687
Fax: 02 4983 1027
Email: irrawang-h.school@det.nsw.edu.au
Web: Irrawang-h.school.nsw.edu.au
School Code: 8562

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: