Our school at a glance

Students
The school has maintained steady enrolment numbers over the last five years with 888 students for 2011; 438 boys and 450 girls.
89.5% of students attended school on average each school day. This was an increase of 2% over the previous year as a result of the concentrated efforts of the school’s attendance team. (Details on page 3).

Staff
The school had 67.6 teaching positions allocated in 2011. This included 12 executive staff, 51 classroom teachers and 5.6 specialist teachers. The teaching staff was supported by 17 administrative and support staff. All teaching staff meet the professional requirements for teaching in NSW public schools. (Details on page 4).

Significant programs and initiatives
The school ran a number of programs to give students extra educational support throughout 2011. Some of these were:
- Student wellbeing programs
- Academic and vocational courses
- TAFE Certificate courses as part of the Higher School Certificate (HSC)
- Nationally accredited Vocational Education and Training (VET) subjects for Year 11 and 12
- Distance Education courses
- Extensive programs to support Aboriginal students – Norta Norta
- Scripture program for Years 7 and 8
- Youth Pathways program for students at risk
- Plan-it Youth program
- Defence Force Mentor program
- Student personalized learning plans
- Students with disabilities programs
- Peer tutoring program
- Targeted individual literacy program
- Homework Centre
- National Partnerships (NP)
- Beacon Foundation
- NSW Premier’s Volunteering and Service Learning Project
- Project R.E.A.L

Student achievement in 2011

Literacy – NAPLAN Year 7
The performance of students in literacy is reported in six bands which indicate increasing student performance. In 2011 Irrawang High had larger than state average percentages in Bands 4, 5 and 6, and less than the state average in Bands 7, 8 and 9. Closest Bands to the state average were Bands 4, 6 and 9.

Numeracy – NAPLAN Year 7
The performance of students in numeracy is reported in six bands which indicate increasing student performance. In 2011 Irrawang High had larger than state average percentages in Bands 4, 5, 6 and 8, and less than the state average in Bands 7 and 9. Closest Bands to the state average were Bands 6 and 8.

Literacy – NAPLAN Year 9
The performance of students in literacy is reported in six bands which indicate increasing student performance. In 2011 Irrawang High had larger than state average percentages in Bands 5, 6 and 7, and less than the state average in Bands 8, 9 and 10. Closest Bands to the state average were Bands 7 and 9.

Numeracy – NAPLAN Year 9
The performance of students in numeracy is reported in six bands which indicate increasing student performance. In 2011 Irrawang High had larger than state average percentages in Bands 5 and 6, and less than the state average in Bands 7, 8, 9 and 10. Closest Bands to the state average were Bands 7 and 8.

School Certificate
The School Certificate (SC) results for 2011 indicated positive value-adding to student results in relative performance comparison from their Year 5 results in four areas, and remaining static in one area. Of particular note is the significant positive value-adding to students in the areas of History and Geography.

Higher School Certificate
Students achieved their best results in Senior Science, Visual Arts, Music, and English (Advanced). Across the range of subjects, forty Band 5 & 6 results were achieved.
**Messages**

**Principal’s message**

It is my pleasure to present the 2011 Irrawang High School Annual Report.

2011 was a very productive year with many school and student achievements across a range of endeavours.

In 2011, our priorities focused on:

- improving literacy and numeracy for all students
- improving student attendance, retention and engagement with an emphasis on quality teaching and learning
- improving outcomes for Aboriginal students
- developing effective school and community engagement and partnerships
- developing teacher and leadership capacity

I am continually impressed by the number of innovative programs offered to better equip our students for the future.

The work undertaken in our school and the subsequent achievements are the results of the outstanding partnerships we have with our partner primary schools, the P & C Association and the wider community to ensure that our students are the focus of our work. I have valued the wise counsel provided by these people.

Much credit is due to the P&C Association for the substantial funding they have injected into the teaching and learning programs over many years.

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.

Colin Elliott - Principal

**P & C message**

The 2011 school year has been another productive one for the P & C. Profits from the running of the canteen were handed over to the P & C, who forwarded the funds to the school to put towards various programs and teaching resources. Some of the money distributed over the year went towards major projects around the school such as concreting, gardens and shade structures.

The small but dedicated team, strive to represent the wider community on various panels and committees so we can have a positive input into the direction of our school and future education needs within our community.

Within our committee we are very fortunate to still have representation at a regional and state level. This allows our P & C to stay in touch with matters that affect not only our school but the broader community and this helps us to provide a greater school life for our students. Being a member of the P&C over the past few years has been a rewarding experience and I urge all parents and caregivers to consider attending a meeting to better understand what it takes to keep Irrawang High School working towards a productive environment for all students.

Sherri Luke – P&C President

**Student representative’s message**

2011 has been a very successful year for students at Irrawang High with a high level of participation taking place in a variety of academic, sporting, performing arts and cultural activities. The Student Representative Council has proved very active with another passing year with involvement in the running of Anzac Day ceremonies, presentation nights, the Red Cross Blood Bank, continual support of Legacy and White Ribbon Day by helping with fundraising among the community.

As a group within the school community everyone is working together to better the environment we learn in making it an overall enjoyable and worthwhile experience, through the continual support and peers, leaders and the teaching staff.

Amy Waterhouse and Mitchell Hedges – School Captains
School context

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>490</td>
<td>496</td>
</tr>
<tr>
<td>2008</td>
<td>470</td>
<td>495</td>
</tr>
<tr>
<td>2009</td>
<td>444</td>
<td>450</td>
</tr>
<tr>
<td>2010</td>
<td>451</td>
<td>436</td>
</tr>
<tr>
<td>2011</td>
<td>438</td>
<td>450</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>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance rate</td>
<td>1.00</td>
<td>0.95</td>
<td>0.90</td>
<td>0.85</td>
</tr>
<tr>
<td></td>
<td>0.75</td>
<td>0.70</td>
<td>0.65</td>
<td>0.60</td>
</tr>
<tr>
<td></td>
<td>0.50</td>
<td>0.45</td>
<td>0.40</td>
<td>0.35</td>
</tr>
<tr>
<td></td>
<td>0.25</td>
<td>0.20</td>
<td>0.15</td>
<td>0.10</td>
</tr>
<tr>
<td></td>
<td>0.05</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Management of non-attendance

The school’s Attendance Team, managed by the Head Teacher Administration, meets daily and actively plans ways to encourage students to come to school regularly and on time. Through identification of their problems, staff aim to support and assist students. The appointment of the Home School Liaison Officer also provides support to students and their families.

Retention to Year 12

<table>
<thead>
<tr>
<th>School</th>
<th>SC05- HSC07</th>
<th>SC06- HSC08</th>
<th>SC07- HSC09</th>
<th>SC08- HSC10</th>
<th>SC09- HSC11</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>47.1</td>
<td>46.5</td>
<td>48.1</td>
<td>44.2</td>
<td>51.0</td>
</tr>
<tr>
<td>2008</td>
<td>49.8</td>
<td>47.7</td>
<td>48.4</td>
<td>51.0</td>
<td>51.7</td>
</tr>
<tr>
<td>2009</td>
<td>60.8</td>
<td>60.3</td>
<td>61.0</td>
<td>62.7</td>
<td>64.4</td>
</tr>
</tbody>
</table>

Post-school destinations

There were 101 students in Year 12 at the start of 2011. During the year, 16 students left the school to enter gainful employment or pursue other forms of education, with 80 students sitting for the 2011 Higher School Certificate (HSC).

18% of students moved directly into employment. 24% moved onto further education at University, and 35% to TAFE. 18% began Traineeships and Apprenticeships and the destinations for 5% of students are unknown.

Year 12 students undertaking vocational or trade training

40% of Year 12 students undertook vocational or trade training in 2011.

Year 12 students attaining HSC or equivalent vocational educational qualification

100% of Year 12 students attained the HSC or equivalent vocational educational qualification in 2011.
Staff information

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

Staff establishment

<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>Head Teachers</td>
<td>10</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>51.0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>2.2</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>17</td>
</tr>
<tr>
<td>Total</td>
<td>87.6</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. The Indigenous composition of the Irrawang High School workforce is 4.3%

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</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: 30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
</tr>
<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                         |
| Key learning areas                  | 112337.74 |
| Excursions                           | 67084.28  |
| Extracurricular dissections          | 74166.07  |
| Library                              | 4287.24   |
| Training & development               | 1510.49   |
| Tied funds                           | 737255.16 |
| Casual relief teachers               | 149004.31 |
| Administration & office              | 165896.18 |
| School-operated canteen              | 0.00      |
| Utilities                            | 125811.77 |
| Maintenance                          | 50879.02  |
| Trust accounts                       | 42682.95  |
| Capital programs                     | 3885.50   |
| Total expenditure                    | 1534800.71|
| Balance carried forward              | 735536.49 |

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2011

Achievements

Arts

- The January school holidays saw staff and students complete a fabulous revamp of the Music rooms, incorporating the talents of local artists to paint murals reflecting the musical styles of our students.
- Star Struck performers included students from IHS in the Star Struck Choir, 32 dancers, 16 actors and the Drum Corp providing outside entertainment. Two vocalists made it into the second round of auditions for solo positions.
- Showcase 2011 saw 300 vocalists, dancers, actors, and musicians from the five schools of the Lakeside Learning Community, present two evenings of excitement and intrigue to an audience of more than 1800 people.
- Dance Ensembles participated in a number of events throughout the year including:
  - Showcase, where Year 10 Dance Class performed “True Colours” and the combined Year 10 and 11 Dance Group performed “Burlesque”.
  - The Junior Ensemble created and performed “The Journey”.
  - “Insomnia” was the Year 11 Dance Class Core Performance piece.
  - Twelve students attended the Dance Festival.
- Drama students were busy with six students being selected for the Hunter Regional Drama Festival, fifteen students performed as jurors for the Local Primary Schools’ Law Week court procedures. Year 10 students enjoyed a Day of film with staff and students from TAFE and four students were selected to attend Film Workshops at the University of Newcastle.
- The Drum Corp conducted a number of performances including the following:
  - Irrawang Public School Easter Fair
  - Star Stuck
  - Showcase
  - Local primary school transition workshops
  - Special guest events within the school
  - Opening of the new school hall at Wirreanda Primary school
  - The placement of a time capsule at Medowie Primary School
  - Drum workshops at Clarence Town Primary School and Singleton High School
  - Numerous community and regional events
- Irrawang Cheer Squad performed with the Drum Corp at Wirreanda, Medowie, Grahamstown and Irrawang Public Schools, as well as maintaining a rigorous training program throughout the year.
- Year 7 Music and Indigenous students attended a didgeribone performance.
- Opening of the first Art Exhibition for 2011 saw art works displayed by students from Years 7 – 12. This event was attended by Cr Bob Westbury, Mayor of Port Stephens and supported by many of the students’ family and friends.
- HSC Arts Night showcased the talents of the Year 12 students with static displays of the major works of the Visual Arts students and performances by the Music students.
- Music students Tyler Blair of Year 10, and Rebecca Northam of Year 9, competed against four local high school students at Lathams Music Performance Day and took out the award for the Most Popular Performance.

Sport

- Twelve students represented the school at the Port Stephens Zone Swimming Carnival, with three students going on to compete at Regional level. One student, Tori Hughes qualified for the Combined High Schools Swimming Championships at Homebush.
- Eighty-two students qualified for the Zone Cross Country Carnival held at Dungog. Nine students placed in the top six for their age group and qualified for the Regional Cross Country Carnival.
- For the first time in nine year our school attended the Hunter Schools’ Tennis Knockout. Four students attended, winning their first two rounds, only being narrowly defeated in the third.
- Eleven students participated at the Regional Athletics Carnival, with three students (Tegan Alsford of Year 12, Danny Johnson and Jack Jones of Year 9), qualifying for the Combined High Schools Athletics Championships at Homebush. Danny Johnson achieved the Boys 15 Years Age Champion and the Outstanding Male Athlete of the meet.
• The U13’s, U14’s, U15’s and U16’s rugby league teams competed in the Knights Knockout competition, and the Under 14’s team competed in the Buckley Shield Competition.
• Dylan Heaton of Year 7 competed in the Australian Junior Motocross Championships in South Australia, placing first in two of the three qualifiers, with an overall third place in the 12-14 years 85cc division.
• Defence Transition Mentor Glenda de Witt, took out the NSW Preliminary Dressage Champion 2011 at the NSW State Dressage Championships held in September, 2011.
• Ms Jean Duma (PDHPE) was appointed for the fourth year as the Hunter Region Swimming Team Manager.
• Mrs Melissa Pulsford (PDHPE) was appointed for the eighth year as the Combined High Schools Girls (CHS) Tennis Manager, and for the eleventh year, she was selected as both the Boys and Girls Tennis team convenor for the Hunter Region.
• Mr Michael O’Brien (Acting Deputy Principal) was appointed the Combined High Schools Knockout Convenor for Water Polo.

Other

• Education Week awards:
  ▪ Mr William Turner and Mr Neil Fara – Excellence in Teaching.
  ▪ Mrs Sherri Luke and Mrs Libby Dingle – Outstanding Contribution by School Community Member.
  ▪ Mrs Sonia Todd, Mrs Andrea Collins, and Mrs Ann Giles – Outstanding Contribution by Non-Teaching Member of Staff.
  ▪ Chelsea Noble and Edwin Spindler – Excellence in Student Achievement.
  ▪ Mrs Glenda de Witt – School Achievement for Plan-It-Youth mentoring program.
• Defence Technical Scholarships awarded to Mathew Crnjnovic of Year 12, and Joshua Dumsa and Callum Spice of Year 11.
• Brooke Armstrong of Year 9 and Ben Caban, and Callum Spice of Year 11, attended the Defence 2020 Youth Challenge held in Sydney.
• Cayden Luke of Year 12 was awarded the prestigious Hunter VET School Student of the Year, in the vocation of Electro-technology Certificate II. Cayden was supported by Mr Elliott and Mr Tonks as well as his parents, at a formal presentation dinner held in Newcastle.
• Senior Scholarships:
  ▪ Academic – Christopher Ham
  ▪ Citizenship – Alexander Ham
  ▪ CAPA – Hayley Daniels
• Junior Scholarships:
  ▪ Academic – Dakota Skara
  ▪ Citizenship – Kirra Terranova
  ▪ CAPA – Abi Chambers
• Thirty-nine Year 8 students attended the annual Science and Engineering Challenge at the University of Newcastle with both the boys and girls teams doing very well on the day, with the Irrawang High Boys building largest catapult ever made in the history of the Challenge and being placed second in that event.
• Jade Seymour of Year 10 attended a 16 day course at Houston Space School, Texas where she had an amazing NASA experience. Jade was then invited to assist with NSW Space School to promote the experience with other students.
• Forty-one students took part in the 2011 Science Competition.
• Thirty-nine Year 8 students attended the annual Science and Engineering Challenge at the University of Newcastle with both the boys and girls teams doing very well on the day, with the Irrawang High Boys building largest catapult ever made in the history of the Challenge and being placed second in that event.
• Eighteen Year 12 students attended the Experiment Festival at the Newcastle University, participating in hands-on activities in the areas of Physics, Chemistry, and Biology, supported by professionals in each field.
• The new Trade Training Centre opened in the agriculture area, providing students with wonderful new facilities and equipment, especially of benefit to our senior Primary Industries students.
• The ESSA testing had its first year of operating on-line. Dedicated Science and Technology staff ensured the success of the day with each student being able to access the technology required for this externally assessed examination.
• The Beacon Foundation ran a number of programs for Year 10 students including; Charter Signing, Business Breakfast, Speed Careerering, and Polish.
• The Beacon Ambassador for 2011 were Timothy Higgingbottom, Marc Hodgson, Jyana Catic, and Jelesa Whitchurch.
• Over 130 Year 10 students experienced life in the ‘real world’, attending Working Experience with many local businesses.
• Members of the SRC conducted the school’s ANZAC Day ceremony which was chaired by students Amy Waterhouse and Erika Hughes of Year 11. School Captains Edwin Spindler and Chelsea Noble were invited to represent the school as key note speakers at the Raymond Terrace ANZAC Day ceremony.
• Students from the SRC assisted the Salvation Army with their Red Shield Appeal in the Raymond Terrace CBD and raised in excess of $1000.
• Members of the SRC were invited to be Whale Watch Youth Ambassadors, and represented the school on the first Whale Watch cruise of the season.
• An active SRC saw three representatives attend the Regional SRC Conference in Maitland, and four representatives participate in the World Vision Leadership Conference at Newcastle Town Hall. The SRC also continued to organise three Blood Bank visits to the school.
• Members of the SRC assisted with Newcastle Legacy Annual Badge Day.
• Teachers Mr Ian Massey and Mr Steve Call surrendered their long locks in a ‘Shave for a Cure’ as Year 12 students raised over $1100 for the Cystic Fibrosis Foundation, in support of fellow Year 12 student, Jed McDonald.
• Seventy-one students from Year 7 attended the Great Aussie Bush Camp in Term 2.
• School Captains, Chelsea Noble and Edwin Spindler were invited by Her Excellency Professor Marie Bashir, Governor of NSW, to visit NSW Parliament House where they participated in a leadership program.
• Fifteen students from Year 7, along with sixty student students from the Lakeside Learning Community, attended a one day program, organised by Ms Robinson, to promote and support our Gifted and Talented students.
• Seven Year 7 & 8 students attended the Tournament of the Minds creative thinking challenge at Newcastle University.
• Fifty Year 8 students and two English staff members travelled to Sydney to visit the Jewish Holocaust Museum.
• 60 students from Years 7 & 8 participated in the ‘Stronger Students, Stronger Schools, Stronger Communities’ anti-bullying program run by the YMCA, with teachers Ms Hollie Sherriff and Ms Sarah Bailey.
• Eight Year 10 students attended the Hunter Homeless Connect Day at Broadmeadow PCYC.
• Amy Waterhouse and Emma Cummings competed in the Lions Youth of The Year Quest. Both girls presented themselves in a very professional and dignified manner, with Emma winning the Public Speaking section of the Quest and being selected to go on to participate in the Zone Final in 2012.
• Six students and teacher Judy Bee, participated in a cultural visit to the United States of America in conjunction with a group of students from Dubbo as a part of the G’Day USA Cultural Exchange.
• ‘Financial First Steps’ presented by the Managers of Raymond Terrace and Nelson Bay Westpac Banks to Year 10 Maths students.
• The Plan-it-Youth Mentoring Program supported eight Year 10 students.
• Fifty students from Year 12 attended the annual Careers Expo in Newcastle.
• Ten Indigenous students were supported by Kapundi and attended the Indigenous Job Market.
• Newcastle University supported the school in many ways, with twenty Year 12 students attending the University Open Day, representatives attending Subject Selection Nights, and the Access and Equity Unit assisting with the Engineering Smart Show for Year 8 held at school.
• Ethan Bramble, Joshua Streets, and Summer Brown, of Year 9, attended LIVE IT! at Newcastle University as an initiative of the Equity and Diversity Unit to support students with further education.
• Peer Support students from Year 10 assisted Year 7 students with the Jump Start program.
Special Awards for 2011

- Gold Awards for 100% Attendance
  - Jessica Aston (Year 7)
  - Brock Bowden (Year 7)
  - Ethan Brien (Year 7)
  - Brittany Hayne (Year 7)
  - Angus McElwaine (Year 7)
  - Claire-Louise Bury (Year 8)
  - Taylor Mercuri (Year 8)
  - Karlee Mercuri (Year 11)
  - Matthew Pankhurst (Year 11)
- ADF Long Tan Awards for Leadership and Teamwork
  - Caydon Luke (Year 12)
  - Amy Waterhouse (Year 11)
  - Marc Hodgson (Year 10)
- Academic Awards
  - Dux of Year 7 – Kyah Dawson
  - Dux of Year 8 – Daniel Bradley
  - Dux of Year 9 – Amelia Baylis
  - Dux of Year 10 – Christopher Ham
  - Dux of Year 11 – Brodie Thomas
  - Dux of Year 12 – Lisha Gahlain
- Citizenship Awards to Acknowledge Consistent Participation in School and Community Life
  - Jacob Pengilley – Senior Boy
  - Jasmine Latimore – Senior Girl
  - Jarren Horne – Junior Boy
  - Jyana Catic – Junior Girl
- Aboriginal Awards
  - Citizenship Award for An Aboriginal Student to Acknowledge Consistent Participation in School and Community Life – Jed McDonald (Year 12)
  - Cultural Award for An Aboriginal Student to Acknowledge Consistent Participation in Aboriginal Cultural Activities – Jayce Patrick (Year 9)
  - Academic Excellence from An Aboriginal Student – Kyah Dawson (Year 7)
- Awards for All Round Commitment and Excellence
  - Brittany Hayne (Year 7)
  - Eliza Cummings (Year 8)
  - Katherine Dean (Year 9)
- Science Faculty Encouragement Award
  - Lachlan McDermott-Schumacher
- Reuben F Scarf Award to the Most Committed Student
  - Mitchell Edwards (Year 10)
- Craig Baumann Award for Mathematics
  - Alexander Ham (Year 10)
- Excellence in Performing Arts (Drama, Dance and Music)
  - Joy Hadfield (Year 12)
- Caltex Medallion for All Round Excellence in Academic and Service Fields for a Senior Student
  - Joy Hadfield (Year 12)
- University of Newcastle Award for Academic Excellence in Year 12
  - Lisha Gahlain (Year 12)
- University of NSW Award for Academic Achievement
  - Lisha Gahlain (Year 12)
- Raymond Terrace Rotary Award for Highest Score in 2010 HSC
  - Kelsey Philpott-Robinson

Academic

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

and/or

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

Year 7 ATSI students have improved by 48 scale scores from the 2010 data in the test aspect of Spelling.
Year 7 ATSI students are 26 scale scores above the state average in the test aspect of Grammar & Punctuation.
Year 9 ATSI students are 20 scale scores above the state average growth in the test aspect of Reading.

Progress in numeracy

Year 7 and Year 9 Numeracy data mirrors that of State wide trends and the school is working in a focused manner on the implementation of teaching and learning strategies based on Newman’s Analysis to expand and develop student understanding and interpretation of mathematical terminology.
School Certificate

**Percentage of students in performance bands: School Certificate English**

**Percentage of students in performance bands: School Certificate Science**

**Percentage of students in performance bands: School Certificate Mathematics**

**Percentage of students in performance bands: Australian History, Civics and Citizenship**
School Certificate relative performance comparison to Year 5 (value-adding)
Higher School Certificate

Higher School Certificate relative performance comparison to School Certificate (value-adding)
Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

The table below outlines the percentage of Year 7 students at Irrawang High School achieving at or above the minimum standard in 2011. Data indicates there are a greater number of students achieving minimum standards compared to 2010, in all areas.

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

The table below outlines the percentage of Year 9 students at Irrawang High School achieving at or above the minimum standard in 2011. Data indicates there are a greater number of students achieving minimum standards compared to 2010, in the areas of Writing, Spelling, and Numeracy.

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>
**Significant programs and initiatives**

**Aboriginal education**

102 Aboriginal students were enrolled at Irrawang High School in 2011. Students were able to access a variety of both in school and external support services and to improve educational outcomes.


Two staff were trained in the Stronger Smarter program. Five staff are now trained in the Stronger Smarter program at Irrawang High School. The school continues to adopt the Stronger Smarter philosophy in improving educational outcomes for all Aboriginal students attending Irrawang High School. A further two staff will be trained in 2012.

The junior Aboriginal Education Consultative Group (AECG) was re-established in 2011. The new AECG enjoyed increased student participation and profile across the school community.

The CEO of Worimi Local Aboriginal Lands Council Mr Andrew Smith visited the school to workshop at “Gathang” language workshop. Six students participated in the workshop along with a year seven class who sat in and observed.

The Aboriginal Education Officer, Sheridan Noble continued to facilitate a number cultural awareness program for Aboriginal students. Sixteen students participated in an aboriginal dance group during the Bularrwonga Festival in partnership with the Youyong Aboriginal education consultative group and Worimi local Aboriginal Land Council in March 2011 at Murrook Cultural Centre in Williamtown to dance. The dance group was also able to perform at local public schools during NAIDOC Celebrations and at Port Stephens family support service NAIDOC week celebrations.

Year nine student Jayce Patrick was nominated and was successful in gaining selection to dance with the Aboriginal State Dance Group with Bangara Dance group in the 2011 Schools Spectacular.

Staff were trained at Kurri Kurri TAFE as facilitators two females in Sista Speak and two males in Bro Speak.

Irrawang High continues to enjoy the support of Kup-Poon-Dee Community Service located in Raymond Terrace. Kup-Poon-Dee staff ran a number of cultural and mentoring programs for students in years in 7-12 on Monday afternoons throughout the school year.

Two year ten students were able to be enrolled in commercial flooring and plastering apprenticeship whilst attending Irrawang High School. Both students were able to gain employment when they completed these training programs.

2011 saw increased participation from families for this year’s Personalised Learning Plan process. The school will continue to build on encouraging more families to become involved in the process.

The Aboriginal dance group attended Irrawang Public School NAIDOC week celebrations and in Raymond Terrace community celebrations. The school hosted a group of dancers from the Torres Strait islands to hold workshops with students from both Irrawang High School and Irrawang Public school as a part of the school’s transition program. An Aboriginal transition day was held at Irrawang High School with fifteen students attending from Medowie Public School, Grahamstown Public School and Irrawang Public School.

Four year nine and ten students participated in a partnership program between TAFE and Kup-Poon-Dee. Each student received a certificate of recognition in “Media for the Mob”.

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16
Ten students attended the Aboriginal job expo held at Broadmeadow race course during term four.

VI fast three on three national healthy lifestyles program. Eighteen students participated in this program during term four 2011.

Students who completed the Higher school Certificate and School Certificate in 2010 were invited to attend the Hunter Region Aboriginal Education Pathways group awards at Murrook cultural centre in Williamtown during term one 2011.

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.

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.

National partnership programs
The National Partnerships Program has allowed the whole school to increase the focus on quality teaching and learning as the key to improved student learning outcomes. Programs include literacy/numeracy, quality teaching and learning, Aboriginal education, attendance, retention, and community engagement to name a few.

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 a high quality educational program.

The Quality Teaching strategies, such as explicit teaching of literacy via TXXXC and Project-Based Learning, in-conjunction with active analysis of SMART data to drive class plans, adopted by staff can be seen in the value-added results from the School Certificate (see page 13).

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.

Other programs
Senior Mentoring
As part of the National Partnerships Scheme, senior students at Irrawang High School are involved in a mentoring program to assist them in their final years of education at school. The Mentoring Program involves a process aimed at supporting each student to maximize their results by developing Individual Learning Plans (ILP’s) for each student.

Transition
Irrawang High School’s successful Transition Program involves the transition and orientation of Stage 3 students from all our partner primary schools: Irrawang, Grahamstown, Medowie, and Wirreanda Primary as well as students from Raymond Terrace Primary school. The program is also designed to encourage leadership roles with certain activities for students from Irrawang High School, across all years. The program includes activities such as:
- Interactive visits in the Science labs.
- Inter School visits.
- Debating and Public Speaking competitions.
- “Boys for Success” – a boys mentoring program.
- NAIDOC Week Celebrations.
- Twilight Showcase and Musical.
- Writers Camp.
Homework Centre

The Irrawang High School Homework Centre commenced in August 2010. The homework centre is located in the school’s library and is conducted on a Monday afternoon from 3.30pm to 5.30pm. Students receive light refreshments during the afternoon. The homework centre is staffed by a classroom teacher and student support learning officer.

The aim of the homework centre was to provide additional support for students with homework tasks, improving literacy and numeracy skills and access to technology located in the school’s library.

Attendance data indicates a 25.5% increase in student participation in the Homework Centre. Monitoring processes show that students are primarily accessing the centre for support in completing assessment tasks, with a smaller core group of students regularly seeking support for general homework and study practices.

The school has received very positive feedback from students and their families. Staff appreciate the homework centre as it allows for additional resources to assist students complete assessment work where they may have had difficulties in completing tasks at home.

Project R.E.A.L.

Project REAL (Relaxed, Enjoyable, Alternative Learning) is a History and Geography program designed by staff and students in 2010. The program was initiated to better utilise new technologies (such as laptops and interactive smartboards) to improve student results in the School Certificate course.

The program is designed to allow for ‘student voice’ in the classroom. Student voice allows greater class dialogue regarding how students learn best in their classrooms. All participants shared access to class blogs, providing 24 hour learning support. All assessment tasks were completed during allocated periods to allow students to further develop their writing and analysis skills. All lessons include group work, as a means of developing their skills in collaborative learning.

Highlights of the year for participating staff were the mature and positive manner displayed by all Project REAL students. The Year 10 class recorded the school’s best History and Geography results and value-added data (4.69%) and these students should look forward to continued success in their HSC studies.

Defence School Transition Program

The Defence 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 outcome for children of Australian Defence Force members through on-site, direct and flexible assistance to children, parents, teachers and other support services.

The DTM offers continued support to students who have a parent/s on deployment and also additional support with any welfare issues that may arise. The students are offered various mentoring programs, including Plan-it Youth Mentoring Program (which is a school-to-work transition program) and also links to the community. The program helps to promote self-discipline, develop leadership skills and to build self-esteem in ADF students.

School Chaplaincy Program

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 the playground) both generally and also through times of crisis and 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.
- Running engaging and educational lunchtime programs for students
This school program is funded by the Federal Government.

**Healthy Schools, Healthy Futures**

The Healthy Schools, Healthy Futures (HSHF) Project is a joint research initiative between the School of Medicine and Public Health at the University of Newcastle and Hunter New England Area Health. It is being conducted in Department of Education and Communities as well as Catholic Schools across the Hunter and New England region.

We are hoping to introduce strategies to support young people in developing better ways of “bouncing back from bad stuff” and improving skills that allow young people to achieve improved competence, confidence and good health in adulthood.

In particular, HSHF aims, through Intervention, to:

- Increase the internal and external resilience characteristics of students.
- Decrease the prevalence of health risk behaviours (including tobacco, alcohol and marijuana use; poor nutrition; physical inactivity; and safe sexual practices (Year 10 students only)).

The work has already started with data being collected from students, staff and parents as well as School environment surveys to identify all the great things already happening in your school to support these aims.

As well as this, we will be establishing a Core Team and holding Workshops to develop clear plans to implement the project.
Progress on 2011 targets

Target 1
For Year 9 NAPLAN literacy and numeracy results to increase the percent of students in the top two bands and decrease the percent of students in the bottom two bands.

Our achievements include:

- Year 9 NAPLAN data for Overall Literacy in 2011 indicates that 11.5% of students achieved results in Bands 9 & 10; 43% achieved results in Bands 5 & 6.
- Year 9 NAPLAN data for Numeracy in 2011 indicates that 10% of students achieved results in Bands 9 & 10; 45% achieved results in Bands 5 & 6.
- Study of class plans and programs indicate that most staff are using SMART data to inform their literacy and numeracy strategies.
- Analysis of faculty programs, class planning, and class room observations indicate that teachers are beginning to embed the Quality Teaching Framework in the teaching and learning of literacy and numeracy.

Target 2
Improve the average attendance rates of all students in 2011.

Our achievements include:

- 2010 had an attendance rate of 87.5%. 2011 data indicates an achievement of 89.5% attendance rate, which indicates an overall increase of 2% in attendance in 2011.
- Staff Development Day training resulted in all staff marking rolls electronically.
- Anecdotal records show higher instances of students returning absentee notes and more targeted follow up with phone calls to investigate prolonged absences.

Target 3
To achieve a 2% increase in Bands 5 & 6 across all courses in the School Certificate and HSC examinations.

Our achievements include:

- In the HSC, three courses met or exceeded their target. Anecdotal evidence indicates that strategies used, such as HSC tracking by course, have assisted improvement in students’ achievement in courses, even though the cohort did not meet previous standards.
- Longitudinal analysis of HSC data indicates that comparisons of band achievements need to be made over time to avoid the short-term effects of cohort differences. This is taken into account in planning and working towards future targets.
- In the School Certificate, while no courses exceeded their previous average band performances by the targeted 2%, History achieved above its average performance in these top bands; while Geography and English maintained strong achievement.

Target 4
To increase the number of Aboriginal and Torres Strait Islander (ATSI) students entering year 11 and completing year 12 or equivalent.

Improved attendance, retention, and engagement of ATSI students.

Our achievements include:

- At the commencement of Year 11 in 2010, there were 11 ATSI students. 7 of those students went on to complete Year 12 or the equivalent, which indicates a 64% retention rate. The rate for 2010 was 37.5% which is an overall increase of 26.5%.
- Data from 2010 indicated attendance rates of ATSI students of 81%. 2011 data indicates 84.1%, which is an increase of 3.1%.
- 22% of PLP’s were completed with 100% parent participation. This compares with 0.25% parent participation in 2010.

Target 5
Increased retention of students from School Certificate to complete year 12 or equivalent.

Our achievements include:

- 2008 School Certificate to 2010 Higher School Certificate retention rate was 49.7%. Data indicates 58.3% of Year 10 students in
2009 have continued on to complete Year 12 or equivalent. This is an overall increase of 8.6%.

- Mentoring of Stage 6 students with the development, implementation and monitoring of individual action plans to ensure successful completion of senior high school. Student surveys have indicated this process helped them to participate more effectively in Senior School.
- Developed a more flexible curriculum structure to suit the needs of Stage 5 and 6 students allowing for broader choices in subject areas.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of Increased Attendance and Retention, Literacy and Numeracy, and Aboriginal Education.

Educational and Management Practice

Increased Attendance and Retention

Intended Outcome: Increased student attendance and numbers of students completing Year 12.

Targets:
- Improve the average attendance rates of all students by 1% in 2011.
- 51% of students from School Certificate completing Year 12 or equivalent.

Background

Our fundamental belief is that all students should attend school and engage with learning to acquire the skills they need for life. Analysis of historical data showed school attendance and retention patterns were below and declining compared with State and Regional averages. Programs and incentives were introduced to reverse this trend and students were encouraged to attend school every day and stay in school to complete their education.

Findings and conclusions

- This year’s analysis of attendance data has highlighted the following patterns:
  - Term 2 displays the greatest percentage of absenteeism.
  - Year 10 and Year 11 have a significantly higher percentage of absenteeism, with Year 12 rising in Term 2.
  - Overall, girls have more absences than boys.
  - Year 12 boys have significantly fewer days absent than all boys, and Year 7 and Year 10 boys have significantly greater days absent than all boys.
  - Year 7 and Year 9 girls have fewer days absent than all girls, and Year 11 and significantly, Year 12 girls, have greater days absent than all girls.
  - Year 7 and Year 9 girls have significantly fewer days absent than all boys.
  - Year 11 and Year 12 girls have significantly greater days absent than all boys.
  - Additional to Whole Day attendance patterns, Partial attendance rates show an additional 4.5% absentee rate. Staff feedback and data analysis has highlighted concerns regarding fractional truancy, whereby students may not be attending all timetabled lessons or are arriving late to school or particular lessons. Anecdotal records indicate that a large proportion of Partial attendance events occur on Thursdays.
  - Positive student feedback and anecdotal records reflects the success of the Tutor Groups support for ATAR students. Student surveys have indicated the Senior Mentoring programs has assisted them to participate more effectively in Senior School.
  - Proactive communication between parents and school about absenteeism is beginning to become embedded in the school culture.
  - All staff are using the electronic system to mark rolls, for roll call and each separate period.
  - Feedback from students, parents and the wider community has been overwhelmingly positive regarding the celebration of high attendance.
  - Staff of senior students are proactively and systematically supporting students in Tutor Groups.
  - Inauguration of Beacon Business Breakfast, 10 new businesses participating in Speed Careering, all Year 10 students make an oath to continue with further education or to
actively seek work and sign the Beacon Charter.

- Increased staff and student awareness of VET, TVET and SBAT options available to students.

Future directions

- Analysis of data has highlighted partial and fractional truancy as an area of concern and as such, a process of case management will be established to support students with high rates of absenteeism.
- Systems will be developed to support staff to incorporate proactive plans to improve attendance and retention in their class level planning.
- Actively mentor Junior School students with strategies for studying, building resilience, and anti-bullying during Tutor Groups.
- Investigate the feasibility of implementing an automated electronic messaging system.
- Work with Partner Primary school and their communities to reduce the negative perceptions of Irrawang High.

Curriculum

Literacy and Numeracy

Intended Outcome: That student improvement is evident in their overall literacy and numeracy achievements.

Targets:

- NAPLAN Overall Literacy 2011 for Year 9 – 19% of students in Bands 9 & 10, 37% of students in Bands 5 & 6.
- NAPLAN Numeracy 2011 for Year 9 – 14% of students in Bands 9 & 10, 37% of students in Bands 5 & 6.

Background

Mastering the basics of English literacy and numeracy is essential for participation in contemporary Australian society. Past results of external examinations indicate that I.H.S. has had an over-representation in the lower achievement Bands, and an under-representation in the higher achievement Bands. Recent results are beginning to show an emergence of an upward achievement trend which the school is aiming to build on.

Findings and conclusions

- Study of class plans and programs indicate that most staff are using SMART data to inform their literacy and numeracy strategies.
- Analysis of Faculty programs, class planning and class room observations indicate that teachers are beginning to embed the elements from Quality Teaching Framework in their teaching and learning of Literacy and Numeracy.
- Staff referrals and analysis of 2010 NAPLAN results identified students who would benefit from targeted intervention and support. Increased support from parents and community volunteers has facilitated student numbers increasing from 26 in 2010 to 54 in 2011. Analysis of student and parent feedback forms and lesson evaluation data has indicated a more positive attitude to school work and increased engagement with the learning process. Students in the top two bands were targeted through class plans for extension and top-graded class.
- All staff received initial professional development in Newman’s Analysis.
- Attendance data indicates a 25.5% increase in student participation in the Homework Centre. Monitoring processes show that students are primarily accessing the centre for support in completing assessment tasks, with a smaller core group of students seeking support for general homework and study practices. Increased parent input and support has reflected the growing success of the Homework Centre. Greater student engagement has resulted from enhanced staff-student relationships and familiarity for students with previous experiences in the Year 7 Literacy class with the presence of the SLSO working in that class.
- The LMG for I.H.S. and Partner Primary schools have conferred to target Writing and develop a Writing Rubric for consistent use across all schools in 2012.
- Implementation of Class Planning proforma and TARS measurement proforma to include specific Literacy and Numeracy focuses.
- Raised staff knowledge and understanding of the Quality Teaching Framework.
- Greater staff awareness of the support systems available within the school.
The Homework Centre has established mini education plans to support regularly participating students. All faculties support the centre with the provision of every assessment task for every year, which are held on file and are immediately accessible. Three regular staff members attend the centre, with support from other staff members, often in conjunction with faculty wide assessment programs. Students are able to access resources that may not be readily available to them at home. During 2012, the school will investigate ways to commit to continuing the Homework Centre beyond 2013.

- Exchange visits and team development define focused target for partnership.

**Future directions**

- All staff will embed specific literacy strategies (eg. TXCC, Read-Discuss-Write, into their lesson programming.
- Targeted focus group to address the adaptation of the Newman’s Analysis Framework to use within Literacy programming for use in class planning across all KLA’s.
- Further support parents with strategies for assisting their child with homework and study skills.
- The Homework Centre will build upon it’s strategies by incorporating targeted learning outcomes and assisting with the development of differentiated assessment tasks.
- The Lakeside Learning Community LMG will develop and comprehensive Writing Rubric for Stages 3 & 4.

**Other evaluations**

**Aboriginal Education**

**Intended Outcome:**

- To foster strong students, strong results and strong futures for Aboriginal students and close the gap in educational outcomes.
- To improve attendance, retention and engagement of all Aboriginal students.

**Targets:**

- NAPLAN Overall Literacy 2011 for Year 9 – 11.25% of students in Bands 9 & 10.
- NAPLAN Numeracy 2011 for Year 9 – 4% of students in Bands 9 & 10.
- 70% of ATSI students entering Year 11 complete Year 12 or equivalent.
- Improve the average attendance rates of ATSI students by 2% in 2011.

**Background**

- The vision we have, as driven by state and federal government policies, aims to “work in partnership with families and communities [to] better support the education of Aboriginal students. These partnerships ... can establish a collective commitment to hold high expectations for Aboriginal students and foster learning environments that are culturally safe and supportive.” (From the Aboriginal and Torres Strait Islander Education Action Plan 2010-2014).
- Irrawang High School has appointed an Aboriginal Education Officer (AEO), who has begun the process of developing and fostering stronger relationships between the school and the Aboriginal community and although there has been an increase in parent involvement, continued growth in this area is needed.

**Findings and conclusions**

- Initial training was given to all staff and was received with enthusiasm. Two staff members attended the Stronger Smarter professional development courses.
- Planning meetings have identified links with HRHS will come to the fore in 2012.
- Parent and community feedback has celebrated the achievements and performances of the Cultural Dance Group, especially as a part of the opening of Showcase 2011.
- Further engagement with the Junior AECC would enhance the emerging relationships.
- 22% of PLP’s were completed with 100% parent involvement.
- Although 2011 Overall Literacy and Numeracy NAPLAN results did not reach planned targets, ATSI students showed considerable growth in both Reading and Spelling and improved growth in Grammar.
- I.H.S. ATSI students demonstrated better average growth than other ATSI students in both state and region in all aspects of the Literacy NAPLAN results.
• ATSI attendance rates have increased from 81% in 2010 to 84.1% in 2011.
• 2011 saw focused attention on developing co-ordinated PLP’s with the AEO, teachers, students and parents. This year’s emphasis was on parent participation and all meetings were more streamlined to reflect the long-term goals of the students and their families.
• Continuation of in-class tutor program.
• With the formation of Focus Groups in 2012, the school will explore ways which they are able to commit to extending the long-term sustainability of positive outcomes for all ATSI students.

Future Directions
• Review In-Class Tutor program and current ATSI student support programs.
• Extend the use of PLP’s through incorporation into class plans.
• Provide further training for staff in implementing strategies to assist ATSI learning in the classrooms.
• Further explore the impact of community and parental support via participation in Brother and Sister Speak programs.

Parent, student, and teacher satisfaction
In 2011 the school sought the opinions of parents, students and teachers about the school. The school set the following targets, which resulted in some notable achievements:

“Students and parent involvement, participation and satisfaction with the school has increased, as measured by increased attendance at school functions, and increased opportunities for students to demonstrate ownership of their learning environment and process.”
• High attendance at the Beacon Business Breakfast.
• 10 new businesses participated in Speed Careering.
• Significantly high publication rate of weekly media releases.
• Increased attendance at Art Exhibition, HSC Performance Night, and Showcase production.
• The addition of testimonials to the school website. To View go to:

http://www.irrawang-h.schools.nsw.edu.au/testimonials
• Increased student participation and engagement as displayed at the Beacon Charter signing.
• Student evaluations/ surveys have indicated a strong appreciation of teacher support offered in Year 12, and shows increasing support for learning across faculties.

Professional learning
Teachers are involved in professional development training sessions that support their learning. Data analysis has helped teachers realise its impact on instruction and their own learning. There is a positive energy amongst teachers towards professional learning and a structured environment where staff and students can work together. All members of staff, including ancillary, participated in professional learning activities throughout the year.

Further development in these areas has been made possible through use of National Partnerships relief and School Development Days, which have targeted professional development in the main areas of the school’s NP plan. This has included cross-faculty workshops in both literacy and numeracy teaching. There is openness to new ideas and strategies for improvement of instructional practice.
School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

Engagement and Attainment

2012 Targets to achieve this outcome include:
- Increase retention of students from partner primary schools by 5%.
- Demonstrated evidence of Quality Teaching Framework elements embedded in Teaching and Learning programs, practices registrations and assessment.
- Student and parent involvement, participation and satisfaction with the whole school have increased as measured by school satisfaction surveys.

Strategies to achieve these targets include:
- Establish a process of case management of students with high absenteeism.
- Continue celebrating and rewarding attendance above 95%.
- Mentor stage 6 students in the development, implementation and follow up of individual action plans to ensure successful completion of senior high school.
- Provide student scholarships for Year 6 into 7(three) and Year 10 into 11(four).
- Continue extensive transition programs with partner primary schools to assist retention of Year 6 students.
- Work with partner primary schools and their communities to reduce negative perceptions of Irrawang High to increase retention by 5% from partner primary schools.
- Facilitate “Showcasing CAPA” with partner primary schools.
- DP & Head Teachers regularly monitor the progress and performance of teachers via ‘mini obs” to encourage continual evaluation and revision of their classroom practice.

- Extend professional development to further build the capacity of teachers to use SMART data analysis to continuously apply evaluation strategies to their classroom practices to improve student outcomes.
- Continue with a contribution towards student participation into state wide competitions in English, Mathematics, Science, and HSIE.
- Assist HSC students with exam preparation.
- Provide parents with effective strategies to assist their child in the learning process.
- Support student welfare by increasing accessibility to health services.
- 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.
- Increase student participation in community service activities.
- Connect our school and other agencies in new and positive ways.
- Explore options for greater electronic communications between school and parents/ community.

School priority 2

Outcome for 2012–2014

Leadership and Management

2012 Targets to achieve this outcome include:
- Improve the average whole day and partial day attendance rates of all students by 1%.
- Over 50% of students achieve above expected growth in all HSC courses.
- Middle school students achieve at or above state average value-added in the top two bands.

Strategies to achieve these targets include:
- Continue implementation of a quality monitoring and follow up attendance program with communication via newsletters, personal letters, phone calls, LST meetings, parent and student interviews and HSLO intervention.
- Implement processes to address partial truancy.
- Investigate the possible introduction of TEXTing parents to follow up absenteeism.
- Training new staff in utilising the attendance management software.
- DP NP to continue the focus on leading professional learning for staff on teaching and learning in the middle years to improve students' literacy, numeracy achievement, engagement and retention.
- Purchase appropriate resources to facilitate contemporary teaching and learning.
- Increased learning and retention outcomes in middle years will be maintained, including an extension of Project REAL into Maths, English and Science faculties, and embedding processes developed to further improve teacher capacity for effective learning.
- Use the Team Leadership for School Improvement (TLSI) program to improve and sustain results identified in key areas of school.
- Provide executive support for teaching & learning and assisting in the transition of merging the Industrial Arts and Home Science faculties.

**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
Mrs. Kate Smailes: Teacher Representative
Mrs. Luella Fagan: Community Engagement Officer
Mrs. Dawn Clifford: School Administration Manager
Amy Waterhouse and Mitchell Hedges: Student Representatives
Mrs. Sherri Luke: Parent Representative

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