Our school at a glance

Students

Irrawang High School is committed to a broad, balanced and relevant curriculum rivaling the best that other schools can offer in specialised areas such as sport, performing arts and technology, whilst continuing to offer the best features of a local comprehensive high school. Teachers and support staff, professional development and resources are all geared towards providing a balanced and challenging educational experience.

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

The school’s enrolment numbers have dropped recently, which can be attributed to the transient nature of our families with the local RAAF Base Williamtown, mining industries and affiliated commercial businesses all affected by the economic world climate. In 2012 our enrolment numbers were 852 students; 429 girls and 423 boys. 85.1% of students attended school on average each school day. (Details on page 4)

Staff

The school had 68 teaching positions allocated in 2012, which included 63.4 classroom teachers and 5.6 specialist teachers. Additionally there were 12 executive staff. The teaching staff was supported by 14 administrative staff and 10 student learning support staff. All teaching staff meet the professional requirements for teaching in NSW public schools. (Details on page 5)

Significant programs and initiatives

The school ran a number of programs to give students extra educational support throughout 2012. 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 mentoring program
- Defence Force Mentor program
- Student Personalised Learning Plans (PLPs)
- Students with disabilities programs
- Peer tutoring program
- Targeted individual literacy program
- Homework Centre
- National Partnerships (NP)
- Beacon Foundation
- Project R.E.A.L

Student achievement in 2012

Literacy – NAPLAN Year 7

The performance of students in Literacy is reported in six bands which indicate increasing student performance. In 2012 Irrawang High achieved close to state average percentages in Bands 4, 5, and 6. Growth in Bands was recorded in the areas of Reading in Bands 6, 7, and 8; Spelling in Bands 5, 6, and 8; and overall growth in all Bands in the area of Grammar and Punctuation.

Numeracy – NAPLAN Year 7

The performance of students in Numeracy is reported in six bands which indicate increasing student performance. In 2012 Irrawang High achieved growth in Bands 5, 6, 7, and 9.

Literacy – NAPLAN Year 9

The performance of students in Literacy is reported in six bands which indicate increasing student performance. In 2012 Irrawang High achieved close to state average percentages in Bands 6, 7, and 8. Growth in Bands was recorded in the areas of Reading in Bands 6, 8 and 10; Spelling in Bands 6 and 9; and Grammar and Punctuation in Bands 5, 8, and 10.

Numeracy – NAPLAN Year 9

The performance of students in Numeracy is reported in six bands which indicate increasing student performance. In 2012 Irrawang High achieved growth in Band 5, with stable performances in Bands 9 and 10.
Higher School Certificate


Across the range of subjects, the number of Band 5 & 6 results increased from the previous year from forty to forty-five.

Messages

Principal’s message

Our intention in 2012 was to continue the great work in our pursuit of excellence and extend its scope in areas already enshrined in our school plan. Parent and community engagement was one area we focused more on - applying the same 'best practice' principles that apply across the plan to help our school achieve excellence. There was also a focus on putting a framework in place that underpins teaching and learning practices and the culture of the school to achieve excellent outcomes for students. Ultimately we wanted everyone singing from the same song sheet, so to speak.

I can’t stress enough the importance of our hardworking teachers and the learning environment they created in 2012. If instructional leadership from me was one of the foundations of our plan, then teachers were the bricks and mortar. Our central goal of our plan remains the same, and it’s worth restating: giving the staff the capacity to concentrate on the core learning priorities.

Our plan talked about 'the what', 'the who' and 'the how'. What do these terms mean?

'The what', 'the who' and 'the how' are the strategies that we are implementing consistently across the school focusing on the core learning priorities.

What are the core learning priorities?

We wanted all staff to focus on the core learning priorities - 'the what'. These are:

- Reading,
- Writing, including spelling, grammar and punctuation,
- Numeracy,
- Retention, attainment and transition of students at key junctures of schooling, and
- Closing the gap between the attendance and outcomes of Indigenous and non-Indigenous students.

Teachers have been focusing on what really makes the difference - quality teaching and learning - 'the how'. That is, how you get the best outcomes for students by focusing on quality teaching in response to students’ specific needs and context. Our aim has been to ensure that every day, in every classroom, every student is learning and achieving within a safe, supportive, inclusive and disciplined learning environment.

We have continued to build productive partnerships with students, staff members, parents and our community - 'the who'

Another term mentioned in our plan is ‘capacity’. What does this mean?

By focusing on the core learning priorities; quality curriculum; student achievement and improvement; pedagogical practice; teacher feedback; and quality assessment, teachers have been provided with professional development and resources to boost their pedagogical practice and the use of evidence-based decision making in their classrooms. We have driven the improvement plan forward with an investment in improving the skills and knowledge of our staff- 'capacity'.

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. Col Elliott - Principal
P & C message
The Irrawang High School P&C Association meet on the 4th Monday of each month at 7pm 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 runs 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 2012 the P&C contributed $30,000 towards teaching programs, learning programs, the library and nine classroom air conditioners. New netball uniforms were also purchased for the girl’s netball team.

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 you for your valuable time and support.

Cassandra Collins - P&C President

Student representative’s message
As the student leaders for the last term of 2012, and prior to that with our Student Representative Council (SRC) obligations and school community commitments, we were in an optimum position to view what really goes on at Irrawang High School. The four of us have been able to view first-hand the level of dedication that students across all years had displayed in regards to their academic, sporting, performing arts and cultural activities. The Creative and Performing Arts (CAPA) performance night is a prime example of the dedication put in by students all over the school – from dance, drama and music classes.

The SRC had again proved itself as active and pivotal within our school community through the continued support of programs such as Legacy, the Red Cross Blood Bank and the Salvation Army, while again displaying its involvement in the running of ANZAC ceremonies both in school and at the local Raymond Terrace service with now-captains Jyana Catic and Marc Hodgson presenting the “Theme of ANZAC”.

The main thing that we – the four leaders – have learned from this experience is how important it is that everyone works together in order to enhance not only the productivity and effectiveness of this learning environment, but of the reputation of Irrawang High School itself. We are extremely enthusiastic to further this teamwork with the school staff and students in the coming year and we thank the school for this worthwhile and exciting opportunity.

Marc Hodgson and Jyana Catic – 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>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>470</td>
<td>444</td>
<td>451</td>
<td>438</td>
<td>420</td>
</tr>
<tr>
<td>Female</td>
<td>495</td>
<td>450</td>
<td>436</td>
<td>450</td>
<td>425</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th>School</th>
<th>Year</th>
<th>SC06-HSC08</th>
<th>SC07-HSC09</th>
<th>SC08-HSC10</th>
<th>SC09-HSC11</th>
<th>SC10-HSC12</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>7</td>
<td>46.5</td>
<td>48.1</td>
<td>44.2</td>
<td>51.0</td>
<td>48.7</td>
</tr>
<tr>
<td>SEG</td>
<td>8</td>
<td>47.7</td>
<td>48.4</td>
<td>51.0</td>
<td>51.7</td>
<td>50.7</td>
</tr>
<tr>
<td>State</td>
<td>9</td>
<td>60.3</td>
<td>61.0</td>
<td>62.7</td>
<td>64.7</td>
<td>63.4</td>
</tr>
</tbody>
</table>

Management of non-attendance

The school’s Attendance Team meets daily and actively plans to encourage students to come to school regularly. Through identification of their problems and challenges, staff aim to support and assist students. The Department’s Home School Liaison Officer (HSLO) also provides support to students and their families in regards to improving student attendance.

Retention to Year 12

<table>
<thead>
<tr>
<th>SC06-HSC08</th>
<th>SC07-HSC09</th>
<th>SC08-HSC10</th>
<th>SC09-HSC11</th>
<th>SC10-HSC12</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>46.5</td>
<td>48.1</td>
<td>44.2</td>
<td>51.0</td>
</tr>
<tr>
<td>SEG</td>
<td>47.7</td>
<td>48.4</td>
<td>51.0</td>
<td>51.7</td>
</tr>
<tr>
<td>State</td>
<td>60.3</td>
<td>61.0</td>
<td>62.7</td>
<td>64.7</td>
</tr>
</tbody>
</table>

Post-school destinations

There were 151 Year 12 students enrolled at Irrawang High School in 2012. Thirty-eight students left during the year to pursue alternative educational environments or to enter work and two students transferred schools.
Twenty students received main round offers to enter University, with an additional five students receiving second round offers.

Anecdotal evidence indicates the majority of the remainder of Year 12 students entered work, TAFE, apprenticeships, or traineeships. There are a small percentage of students who had not indicated to staff what their plans were for post-school options.

**Year 12 students undertaking vocational or trade training**

Seven Vocational and Educational Training (VET) courses were offered and supported in 2012, with a total of forty-seven students (42%) accessing these courses. Eight students participated in school-based apprenticeships and training.

**Year 12 students attaining HSC or equivalent vocational educational qualification**

Sixty-one students (54%) gained an ATAR with their HSC, thirty-six students (32%) gained their HSC, and sixteen students (14%) received a Record of School Achievement.

**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>63.4</td>
</tr>
<tr>
<td>Teacher of 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>24</td>
</tr>
<tr>
<td>National Partnership Staff</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>117</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%

**Staff retention**

Staffing remained stable for 2012, with four teachers and two support staff retiring at the end of 2011. Two staff gained employment via promotion at other schools. Our school gained three part-time School Learning Support Officers.

**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>87%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>13%</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>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>720,326.47</td>
</tr>
<tr>
<td>Global funds</td>
<td>566,977.66</td>
</tr>
<tr>
<td>Tied funds</td>
<td>675,746.27</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>295,964.23</td>
</tr>
<tr>
<td>Interest</td>
<td>31,409.14</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>45,621.24</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>2,336,045.01</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td>127,004.60</td>
</tr>
<tr>
<td>Key learning areas</td>
<td></td>
</tr>
<tr>
<td>Excursions</td>
<td>58,577.80</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>84,182.47</td>
</tr>
<tr>
<td>Library</td>
<td>3,043.87</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>565.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>759,698.81</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>156,828.42</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>157,714.46</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>132,042.15</td>
</tr>
<tr>
<td>Maintenance</td>
<td>36,839.55</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>51,600.52</td>
</tr>
<tr>
<td>Capital programs</td>
<td>71,772.88</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>1,639,870.53</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>696,174.48</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School P&C. Further details concerning the statement can be obtained by contacting the school.
School performance 2012

Achievements

Arts

- During Term 2 and 3 staff and students reinvigorated the Art Block in order to encourage student voice, engagement and provide a supportive learning environment for students. Once completed, the space provided highly motivated Art and Photography students the opportunity to work independently, with minimal teacher supervision, and showcase their efforts in a Gallery befitting their achievements.
- The Drum Corps conducted a number of performances throughout the year, including:
  - Star Struck 2012 “The Time Machine”, included performers in the Star Struck Choir, Dance, and Drama Groups, and the Drum Corps who provide outside entertainment.
  - Showcase 2012 saw over two thousand guests and over five hundred performers participate in a themed “Reach for The Stars” two night extravaganza. These nights included our partner primary schools: Wirreanda, Medowie, Grahamstown, and Irrawang Public schools.
  - Dance Ensembles participated in a number of events throughout the year including:
    - Hunter Schools Dance Festival – Senior Ensemble performing “Ebb and Flow”
    - Thirty-two students participated in Star Struck.
  - Showcase:
    - Year 10 – “The Scientist”
    - Year 11 – “Ebb and Flow”
    - Junior Dance Group – “A Drop in the Ocean”
    - Year 10 – “Black and Gold”
    - HSC Works – HSC Core Performance
    - HSC Works – HSC Core Composition
    - Soloists – “Never Let Me Go” and “Let It Be”
  - Year Assemblies
  - Presentation Night
- CAPA Roadshow – travelling to Medowie Public School and Raymond Terrace Public School. This included students performing music, dance and drama items.
- The CAPA Performance Night was held in Term 4 and involved showcasing the talents of Music, Dance, Drama and Art students from Irrawang High School, from Years 7 through to 12. Items included:
  - Vocal solos, vocal duets, and vocal solos with dance soloists as a united performance.
  - Elective drama group items.
  - Rock bands and instrumental trios.
  - Art works on display.
  - Flash Mob – A Dance and Drama performance entitled “Shakespeare”.
- Supporting performance opportunities for Music elective students was integral to student success which included numerous lunchtime concerts in the school quad, and Performance Evenings for Year 9 and Year 12 Elective Music classes held in the Music Rooms.

- Year 9 student Nicole Pascoe was selected to participate in a two Day workshops with the indigenous Bangara Dance Company.
- Year 10 student Jayce Patrick starred in the ABC3 TV show, “Move It Mob Style”, as a result of the previous year’s participation with the Bangara Dance Company.
Year 7 Music and Indigenous students attended a didgeribone performance, a combination of the Trombone and Didgeridoo.

Six students from Irrawang High School attended an exclusive Watercolour Master Class with the descendants of renowned Australian Indigenous artist Albert Namatjira, at the Lock-Up Cultural Centre in Newcastle.

Art teacher, Mr. David Atkinson published a book “Our Culture Is Alive” which depicts the story of the mural he painted for the school foyer. The story embraces the local indigenous culture and the evolution of Raymond Terrace.

The 2nd Annual Art Exhibition saw art works displayed in the newly refurbished Art Gallery in the Art Department, with special guests Mr. Craig Baumann MP, Cr. Bob Westbury – Mayor of Port Stephens, and Mr. Peter Gesling – GM of Port Stephens Council. Art-in-residence, Sophie Mill opened the exhibition as guest speaker for the night.

During the first week of Term 3, Year 9 students from both Art and Music classes held a Twilight Expo in the music foyer which showcased a variety of performance repertoire and artwork.

Junior and Senior Support Classes performed a spectacular rendition of “Party Rock Anthem” at the Annual IOTAS Concert held at Panthers, with Riley Briggs of Year 9 taking out the Karaoke competition. Many thanks were given to Music teacher, Miss Hailey Stafford.

Science teacher, Ms Leanne Hines and music teacher, Mr Ian Massey were thrilled to perform in the musical, “Little Women,” produced by the Maitland Gilbert & Sullivan Musical Society (MGASMS).

Sport

Mrs. Melissa Pulsford received a “Silver Badge” for ten years of active service to the Hunter Secondary School Sports Association.

Fourteen students represented the school at the Port Stephens Zone Swimming Carnival.

Six students qualified to compete in the Zone Cross Country. Year 11 student, Chris O’Neil qualified for the Combined High Schools Cross Country.

Irrawang High students attended the Zone Athletics Carnival with twelve students qualifying for the Regional Athletics Carnival.

Three students qualified for the NSW Combined High Schools Athletics Carnival.

Forty-three students and twenty-four staff members participated in the Premier’s Sporting Challenge.

Eight students were selected for the Port Stephens Sharks team, a part of the Newcastle Rugby League Competition.

Year 8 student Jack Caban was selected to play for Australia as Goal Keeper, in the Under 14 Futsal team in Barcelona, Spain.

Year 9 student, Maddison Rattray won her place at the National Karate Championships.

Four students from Year 11 volunteered to assist primary aged students with disabilities access and participate in exploring cricket skills and activities with Rotary International in association with Dream Cricket, the Bradman Foundation, and Cricket NSW.

Other

National Partnerships Scholarships

- Senior Scholarships:
  - Academic – Christopher Ham and Kassie Hayne
  - Citizenship – Jyana Catic and Alexander Ham
  - CAPA – Hayley Daniels

- Junior Scholarships:
  - Academic – Dakota Skara
  - Citizenship – Kirra Terranova
  - CAPA – Abigail Chambers

Irrawang High School hosted the Education Week Awards for the Lakeside Learning Community, and Hunter River High and their partner primary schools.

Education Week Awards:

- Mrs. Marilyn Taylor – Outstanding Contribution by School Community Member.
- Mrs. Paula Hemmings – Outstanding Contribution by a Non-Teaching Member of Staff.
- Amy Waterhouse and Emma Cummings – Excellence in Student Achievement.
- Lakeside LMG Collaborative Literacy Project – Local Management Group Achievement.
• Gifted And Talented Students (GATS):
  - Seven students represented the school at the “Tournament of the Minds” at Newcastle University. There were two teams who participated in fields of Language and Literature, and Applied Technology.
  - Seven students from Stage 4 achieved excellent results in the National Partnership School Writing Competition. Our own Annabel Bisley was the overall winner in the Poetry section with Dakota Skara taking out Highly Commended. The Narrative section was won by Irrawang High student Sarah Swainson with Amy Weston a close runner up.
  - Sixty Year 8 HSIE students participated in the “Night of the Notables” where each student chose an eminent person from history. The students created a display which outlined many details of their chosen person’s life and dressed up to represent this person on the evening. The students displayed significant independent learning skills and impressed all those in attendance including parents and caregivers, teachers, and local council representatives.
• Year 7 Extension Class participated in “Murder Under the Microscope” which is a program to intrigue the minds of students and some of the teachers and other school staff. This year, 7E registered as IRRASCOPE12. Along with eight-hundred teams from Australia and New Zealand.
• Thirty-eight students participated in the Australian Mathematics Competition, with ten students receiving Credits.
• The Year 12 cohort of twenty Biology, nine Chemistry and seventeen Physics students attended the Newcastle University 2012 Experiment Festival. The day was a great success as our students joined with other schools in the Lower Hunter to experience hands on group work in areas to be tested in the Higher School Certificate. Our students were also encouraged by the university staff to consider the many opportunities in the science courses offered at the university. The students also completed experiment journals which provided valuable study information for the Higher School Certificate.
• Twenty students from Years 7, 8, 9 and 10 sat for the I.C.A.S. Science Competition in 2012. This provides the participating students and Irrawang High School with valuable information on our performance in science as compared to other participating schools. Of our students 90% received a Participation Certificate and 10% received a Credit Certificate.
• Student Representative Council (SRC):
  - The SRC once again facilitated the school ANZAC Day Ceremony and were invited to participate in the Raymond Terrace ceremony where the 2013 Captains presented their address “The Theme of ANZAC” and fellow SRC members supported and assisted the RSL team.
  - Participated in the Salvation Army’s Red Shield Appeal raising $1706.30.
  - Supported the Blood Bank on several occasions throughout the year.
  - Assisted Legacy in their annual appeal and raised $1941 for the organisation.
  - Year 7 and 8 SRC representatives assisted Year 7 Year Advisor, Miss Hollie Sheriff, in the organisation of Harmony Day, and Ms Adele Robinson in the implementation of the Year 6 – Year 7 Transition Night.
• Work Experience – Year 10 work experience students from Irrawang High School were placed in a wide range of occupations from trades to music therapists and retail, helping them gain first-hand knowledge and experience of the world of work. As usual, Port Stephens businesses, schools and employers were extremely supportive of the program. The support from the new Sandvic plant at Heatherbrae was exceptional with six students placed for work experience in fields such as heavy vehicle mechanics, boilermakers, electricians and fitter machinists.
  - Over forty students attended a very interesting and informative briefing session on the benefits of Defence Force Careers presented by Cpl Glenn Smith and Sgt Matthew Scott.
• Beacon:
  - Beacon Co-ordinator, Miss Jean Duma, and the Beacon Ambassadors Samatha Thompson, Jack Jones, Tim McLaughlin, and Payten Dickson as well as one-hundred
and sixty Year 10 students signed the Beacon Charter.

- Twenty-two students attended an Open Day at Komatsu, with one-hundred and fifty other students from seven local schools.
- The Ambassadors organised a cake stall for “Red Threads Day”, raising $539.55 for the Salvation Army’s Red Shield Appeal.
- Twenty-five students gained invaluable skills to prepare them for the world of work after participating in the Polish program.
- The Ambassadors and Miss Duma visited Parliament House Sydney on a special invitation from Mr. Craig Baumann, MP for Port Stephens. Later Mr. Baumann presented the Ambassadors with a NSW State Flag for our school.
- The annual Beacon Breakfast.
- Fifteen Community and Business representatives participated in the Year 10 Portfolio mock interviews.

**Parent Workshops:**

- Navigating Teenage Depression.
- Navigating the HSC

- In Terms 3 and 4, The Koala Café ran and sold meals prepared by Year 11 Hospitality students. Staff members completed evaluation forms to provide crucial feedback to the students on their mastery of skills.

**Harmony Day** – Organised by Miss Hollie Sheriff, Year 7 Year Advisor, and included activities including: anti-bullying speeches, a concert involving dancing by the Junior Dance Ensemble, singers, Star Struck Choir, and Drum Corps, as well as a poetry reading. Principal Mr. Col Elliott addressed the participants and all welcomed Uncle Andrew Smith, Manager of Murrook Cultural Centre, and Liz Brady from the Red Cross. The day followed with activities for Year 7 – 9 students based on the theme “Sport: Play, Engage, and Inspire”.

- Ninety-four students attended the Great Aussie Bush Camp.
- Fifty Year 7 – 9 students participated in the Stronger Smarter program facilitated by the YMCA focusing on building skills through a range of anti-bullying and leadership focused activities.

- Year 9 student Max Druce travelled to Lao PDR to help with the Mines Victims and Clearance Trust for poverty alleviation.
- Defence Technical Scholarships were awarded to Luke D’Arcy of Year 11, and Joshua Dumsa of Year 12.
- Targeted Literacy Intervention teacher, Margaret Grimshaw implemented Scrabble competitions for Year 7 and 8 students as well as inter-school competitions with Hunter River High School.
- Two Year 10 students, Shannen Nicou, and Summer Brown, were selected and sponsored to attend the Rotary Youth program, “Rypen for Enrichment”.
- Fifteen students entered the 2012 Science International Competitions and Assessments for Schools.
- Eleven students from the Support Classes participated in the Combined Hunter Support Classes Athletics Carnival. A number of the students excelled in their events with four students gaining first place, one second place, and one third place.
- Year 7 and Year 8 Languages Other Than English (LOTE) students were invited to take part in a cultural day which immersed them in true Italian culture from pasta making and eating with a range of traditional foods to a game of Bocce and an Amazing Race that took the students all over “Italy,” from Milan to Rome, having to answer regional and cultural questions to gain a greater understanding of the country, cities and people.

**Special Awards for 2012**

- Gold Award for 100% Attendance
  - Chloe Ashton (Year 7)
  - Lincoln Hunter (Year 7)
  - Luke Keating (Year 7)
  - Jessica Ashton (Year 8) – Second Year Awarded
  - Jarod Clarkson (Year 8)
  - Jacob Zok (Year 8)
  - Rachael Burr (Year 9)
  - Claire-Louise Bury (Year 9) – Third Year Awarded
  - Taylor Mercuri (Year 9)
  - Porticia Cole (Year 9)
- ADF Long Tan Awards for Leadership and Teamwork
  - Brianna White (Year 12)
• Tabatha Tyne (Year 11)
• Timothy McLaughlin (Year 10)

• Academic Awards
  • Dux of Year 7 – Rebecca Bond
  • Dux of Year 8 – Lachlan White
  • Dux of Year 9 – Mikaela Kent
  • Dux of Year 10 – Katherine Dean
  • Dux of Year 11 – Christopher Ham
  • Dux of Year 12 – Brodie Thomas

• Citizenship Awards to Acknowledge Consistent Participation in School and Community Life
  • Marc Hodgson – Senior Boy
  • Tabatha Tyne – Senior Girl
  • Zachary Skinner – Junior Boy
  • Jemima Lye – Junior Girl

• Indigenous Awards
  • Citizenship Award for an Aboriginal Student to Acknowledge Consistent Participation in School and Community Life – Jayce Patrick (Year 10)
  • Cultural Award for An Aboriginal Student to Acknowledge Consistent Participation in Aboriginal Cultural Activities – Benjamin Williams (Year 7)
  • Academic Excellence from An Aboriginal Student – Rhiannon Muddle (Year 8)

• Awards for All Round Commitment and Excellence
  • Chloe Ashton (Year 7)
  • Amy Weston (Year 8)
  • Eliza Cummings (Year 9)

• Science Faculty Encouragement Award
  • Brooke Gardiner (Year 7)

• Reuben F Scarf Award to the Most Committed Student
  • Samantha Thompson (Year 10)

• Craig Baumann Award for Mathematics
  • Jack Pankhurst (Year 10)

• AUSGRID Brighter Future Awards
  • Mathematics – Brooke Anderson
  • Science – Jack Pankhurst
  • Environmental Studies – Elizabeth Todhunter

• Excellence in Performing Arts (Drama, Dance and Music)
  • Liam Tooth (Year 12)

• Caltex Medallion for All Round Excellence in Academic and Service Fields for a Senior Student
  • Brodie Thomas

• University of Newcastle Award for Academic Excellence in Year 12

• Raymond Terrace Rotary Award for Highest Score in 2011 HSC
  • Lisha Gahlain

**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 Higher School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).
Literacy – NAPLAN Year 7

Percentage in bands:
Year 7 Reading

Percentage in bands:
Year 7 Writing

Percentage in bands:
Year 7 Spelling

Percentage in bands:
Year 7 Grammar & Punctuation
Numeracy – NAPLAN Year 7

Percentage in bands:
Year 7 Numeracy

<table>
<thead>
<tr>
<th>Bands</th>
<th>School Average 2008-2012</th>
<th>State DEC % in Band 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
</tbody>
</table>

Literacy – NAPLAN Year 9

Percentage in bands:
Year 9 Reading

<table>
<thead>
<tr>
<th>Bands</th>
<th>School Average 2008-2012</th>
<th>State DEC % in Band 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>

Percentage in bands:
Year 9 Writing

<table>
<thead>
<tr>
<th>Bands</th>
<th>State DEC % in Band 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>
Year 7 (Girls – 66 students) have improved by 36 scale scores from the 2011 data in the test aspect of Grammar & Punctuation.

Year 7 (Aboriginal – 11 students) are 17 scale scores above the state average in the test aspect of Reading.

Year 9 (Boys – 74 students) are 20 scale scores above the state average growth in the test aspect of Grammar & Punctuation.

Progress in Literacy

Year 7 (Girls – 66 students) have improved by 36 scale scores from the 2011 data in the test aspect of Grammar & Punctuation. Year 7 (Aboriginal – 11 students) are 17 scale scores above the state average in the test aspect of Reading.

Year 9 (Boys – 74 students) are 20 scale scores above the state average growth in the test aspect of Grammar & Punctuation.

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 cross-faculty integration of effective numeracy strategies in classroom teaching practice.

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.
Higher School Certificate relative performance comparison to 2010 School Certificate

This table indicates student growth (value-adding).

2012 Higher School Certificate relative performance comparison to 2010 School Certificate

HSC: Relative performance from Year 10 (value-added)
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 (NAPLAN) 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 2012. Data indicates there are a greater number of students achieving minimum standards compared to 2011, in the areas of Writing, Spelling, Grammar & Punctuation, and Numeracy.

<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 2012. Data indicates there are a greater number of students achieving minimum standards compared to 2011, in the areas of Reading, Grammar and Punctuation, 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

Ninety-seven Aboriginal students were enrolled at Irrawang High School in 2012. Students were able to access a variety of both in-school and external support services to assist them to improve educational outcomes.

Ten students completed the HSC in 2012 and a total of five staff are now trained in the Stronger Smarter program. The school continues to adopt the Stronger Smarter philosophy in improving educational outcomes for all Aboriginal students attending Irrawang High School. Two staff were trained in Bro Speak at Kurri Kurri TAFE.

The Junior Aboriginal Education Consultative Group (AECG) was re-established in 2011 and continued to grow in 2012. The AECG enjoyed increased student participation and raised profiles across the school community.

Worimi Local Aboriginal Lands Council representative Jonathan Lilley visited the school to speak with Year 8 HSIE students about our local history, customs and white settlement of our surrounds and the impact on local people. This group of students then followed up this meeting by visiting Murroo to further experience our local culture and heritage.

The Aboriginal Education Officer (AEO), Sheridan Noble, continued to facilitate a number of cultural awareness programs for Aboriginal students. The Connecting to Country Group saw a girls group and community elders participate in basket weaving and painting, while a boys group participated in learning to play the didgeridoo.

Twelve students were selected to participate in the Aboriginal Culture Camp by achieving over 85% attendance at school. The students engaged in talks about tools and weapons, culture and heritage, bush tucker, boomerang and spear throwing, visited Aboriginal sites and explored the sand dunes on quad bikes exploring important Aboriginal sites.

Partnerships between Awabakal and NSW Cricket saw a community member come to the school for two weeks to facilitate an Aboriginal Art Program.

Year 9 student Nicole Pascoe was successful in gaining selection to dance with the Aboriginal State Dance Group with Bangara Dance Company and also received a “Two Ways Together” scholarship of $1000 through Aboriginal Education Hunter/ Central Coast, along with Daniel Wynne of Year 12.

Irrawang High School continues to enjoy the support of Kup-Poon-Dee Community Services located in Raymond Terrace. Kup-Poon-Dee staff ran a number of cultural and mentoring programs for students in Years 7-12.

During 2012 fifty-six PLP’s were completed with increased participation from families and teaching staff. Fifteen staff were inducted into the PLP process and trained to lead meetings and collate information from the student, parent/carer and staff surveys into the PLP. Our expectations are for all staff to utilise the plans to inform their teaching and learning and class level planning. Staff have welcomed the digital storage on the school network and ease of access.

The Aboriginal Dance Group, in partnership with Kup-Poon-Dee, saw four students travel to Canberra to participate in the production of a film documenting Aboriginal Dance for a time capsule placed at Parliament House. The group also opened the annual Showcase and Presentation Night evenings.

NAIDOC week saw many celebrations both at school and within our local community. The celebrations were organised and driven by the Junior AECG students, and Year 12 students who had completed their schooling returned to the school to support them. Local Worimi elders participated in a Flag Raising ceremony at school, and Port Stephens history talk for Year 7 to 10 students. The Dance Group performed at our school’s celebrations as well as at the University of Newcastle. A Touch Football competition was held for the whole school which saw eight teams participate. Links were made with Irrawang, Wirreanda, Medowie and Mount Kanwary Public schools.

Two students engaged in TAFE courses through KaPOW, senior students participated in Sydney University’s Open Day, and eighteen students participated in the Aboriginal Job Expo held at Newcastle Jockey Club.

Students who completed the Higher School Certificate in 2011 were invited to attend the Hunter Region Aboriginal Education Pathways Awards at Murroo Cultural Centre where one of
our students performed to an appreciative audience.

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 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/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 high quality educational programs.

The Quality Teaching strategies, such as explicit teaching of literacy strategies and focus on implementing interactive technologies in the classroom, in-conjunction with active analysis of 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.

Complementary Programs

Senior Mentoring

As part of the National Partnerships program, senior students at Irrawang High School are involved in a mentoring program to assist them in their final years of education at school. The Senior Mentoring Program involves a process aimed at supporting each student to maximise their learning and aim for a 10% increase to their results. Staff act as Mentors to Year 12 students, reflecting on their learning practices and styles and study skills.

Transition

Irrawang High School’s successful Transition Program involves the transition and orientation of Stage 3 students from our partner primary schools: Irrawang, Grahamstown, Medowie, and Wirreanda Public as well as students from Raymond Terrace Public 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 to our Science labs.
- Inter School visits.
- Debating and Public Speaking competitions.
- NAIDOC Week Celebrations.
- Twilight Showcase and Musical.
- Writers Camp.

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 outcomes 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 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

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).
Progress on 2012 targets

Target 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.

Our achievements include:

- Activities that showcase the school’s diverse and specialist subject offerings, quality teaching programs and student career prospects as per the Local Management Group (LMG) parent survey results have the greatest impact on Year 7 enrolment.
- Following school-wide development in 2010-2011, Head Teachers manage SMART analysis in faculties, and staff apply this information to formulate Class Plans. Collegial support and mentoring of staff has been initiated and further expansion and development is planned for 2013.
- A survey of one-hundred and thirty-five parents/community members including 5.2% Aboriginal and Torres Strait Islander (ATSI) indicated strong satisfaction (as measured by answers rated “strongly agree/agree”) with the school in the statements of effective practice around “Sense of satisfaction with the school”.

Target 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.
- HSC students achieve at or above state average value-added in the top two bands.

Our achievements include:

- A process of case management of students with high absenteeism resulted in a 95% success rate in improving case-managed student attendance and 100% positive feedback from students and parents.
- A total of ten HSC courses gained greater improved value-added growth than the year before, while five of these courses gained positive value-adding. One course, Senior Science, has achieved positive value-adding every year since 2008. Seven courses have recorded a 5% improvement in the long term value-added growth average.
- ATAR workshops and information provide information and support to senior students and their parents. Students have taken advantage of this to monitor their ATAR progress throughout the year. Teachers noted the HSC Expectations tracking helped maintained focus on continuing student improvement.
School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Organisational Effectiveness, Inclusive School Communities, and Engagement and Attainment.

Organisational Effectiveness

Intended Outcome:
- Commonwealth and State planning and reporting requirements are met for NPLSES by Irrawang High School.
- To increase accountability within the School’s strategic plan 2012-2014.

Targets:
- An annual internal review is carried out to evaluate the effectiveness of 2012 practices.

Background
2012 saw the implementation of a structured framework to include the whole school community in the collection of varied forms of evidence and analysis of data to make formative and summative reports of findings to generate and propose future directions for the school. This framework was initiated to meet the need for greater school community ownership of and participation in the development of the programs driving whole school development.

What we did – Strategies
- Thirteen Focus Groups were established as identified from the 2012 School Plan.
- Key strategies were categorised and used to extrapolate data and evaluate effectiveness of practice and outcomes, with a view to future recommendations and comments on sustainability beyond National Partnership funding.
- The leaders of each group – Activators – were supported in this review process by the Team Leadership for School Improvement (TLSI) program.
- The Focus Groups included every staff member in the wider school community including: Deputy Principals, Head Teachers, Class Teachers, and School Administrative and Support Staff (SASS) and School Learning Support Officer (SLSO) staff members. The groups met each term to discuss the strategies, develop action plans, review data and form evaluations.
- The culmination of the Focus Groups saw a presentation of evidential data gathered, summations and recommendations at the TLSI graduation.

Findings
- This initiative has produced a high volume of anecdotal reports of success, with staff having a greater understanding of the NP strategies and ownership of results.
- This program has solidified a growing culture of change within the school with a renewed vision of 21st Century education.
- Some strategies had more relevance to differing Priority Areas than had been assigned in the School Plan which has led to movement in the 2013 Plan.
- Commonalities and repetition of targets and strategies were identified.
- Areas of inconsistencies and/or limited effectiveness due to lack of shared knowledge have been explicitly identified and addressed.

Changes in systems and practices
- The Focus Group evaluation framework has been adopted as best practice within the school and further development to solidify the frameworks supporting the process have been incorporated into the School Plan and school practice to ensure accountability, transparency and sustainability.

Future Directions
- 2013 will see the appointment of a 0.8 position to action the ongoing internal review and assist with the facilitation of Team Leadership for School Improvement (TLSI) model to improve and sustain results identified in key areas of school improvement focus, and facilitate the transition process off National Partnerships funding support.

Inclusive School Communities

Intended Outcome:
- Increased whole school community involvement and participation in the school.
- Relationships with families, students and wider community will foster a shared
responsibility to increase student opportunities to learn and achieve goals.

Targets:
- Student and parent involvement, participation and satisfaction with the school has increased as measured by the school satisfaction survey.

Background
The school was concerned that by the perceived image of Irrawang High School within the community was not as positive as desired and that this perception was a factor affecting enrolment at the school. Raising the image of the school and promoting the successes of the school were highlighted as a key role for the Community Engagement Officer (CEO).

What we did – Strategies
- 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, e.g. attendance, academic excellence & 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.
- 75% of parents attending parent teacher nights respond to survey regarding the learning and study practices of their child.
- Extend participation in the Beacon Foundation Program

Findings
- A survey of strategies employed within the school showed there were at least ten formal whole school opportunities offered across the year to parents to be involved with their child’s learning. Examples included – learning based workshops, parent teacher evening, literacy program, faculty based business learning opportunities
- A review of the role of the CEO showed the position successfully implemented all the school plan strategies attached to the role, building the collective expertise and engagement of the school and community, increasing partnerships and promotion of the school. Following is a summary of the position’s achievements:
  - An increase of 90% of published positive news stories in local media (one hundred and eleven news releases have been published in one form or another in the past year).
  - Forty-six new community partnerships have been established and maintained with the school – this is a nine fold increase from 2010 and includes partnerships with local business, service agencies and clubs, government agencies (local and state), business associations and volunteer programs.
  - A 90% increase in opportunities for parents to engage in activities related to their child’s learning and three new business partnerships were established to directly support student learning (Maths, Science and PDHPE).
  - Two new student community service opportunities were provided for students and support for student recognition of achievement was provided from a local business network organisation.
  - Updated and maintained the school website resulting in a doubling of “hits’ per month (from seven-hundred to one thousand five-hundred).
  - An active member of the newly established community partnership focus group.
  - As a result of extensive evaluation the allocation of staff resources and financial costs to the school, it was determined not to extend the participation in the Beacon Program beyond 2012.
- Conversely a cross faculty staff survey indicated there was a lack of knowledge of many of the community partnership activities that are occurring within the school and how much input the community was having in school planning/reviews.
Changes in systems and practices
Although the 2012 community engagement strategies, particularly the role of the CEO, have shown dramatic improvement in school promotion, increased community partnerships and further opportunities for parents and the community to engage in learning opportunities for students there were some areas highlighted by the parent/community and staff survey that need consideration. These are:

- Faculties are not providing regular updated information for the school website nor are parents/community using the website to capacity to inform them of the school, due in part to a lack of knowledge of the website as a source of information and an inconsistent approach from faculties to the structure of content required in faculty sites. These concerns may be addressed by a “public” promotional campaign around the school website and the implementation of a common scaffold / structure for information from faculties.
- Staff are not all fully aware of the role of the CEO particularly in encouraging community participation in the school. This may be addressed by raising the profile of the CEO and the position’s achievements in the school through presentation of statistics and achievements at staff and executive meetings.
- Staff and parents indicated a poor response to parents/community being involved in school planning and decision making. This could be improved by developing the scope of the community engagement team to include parents/community members and including community representation on the NP LSES Evaluation Team and promoting this in the school and wider community.
- Parents also highlighted that while communication with and from the school had improved there was still room for improvement particularly around (in descending order):
  - Regular communication on student progress
  - Homework
  - Quality of teaching provided
- The current target is difficult to measure whether it has been achieved. A new target which is benchmarked against evidence from the recent parent/community survey (i.e. parent/community satisfaction with the school) will improve from 81.7% to 83.7% as measured by the statements of Effective Practice in the 2013 Parent/Community survey.
- Subsequent surveys need to ensure ATSI students / families / community represented at 10% of respondents.

Future Directions
- Current strategies should be kept – particularly the CEO position. However new strategies should be included specifically around the areas highlighted in the conclusion, for example:
- Use and promotion of the school website as a portal for information for the whole community as well as the online gateway to the school, particularly as a tool parents can find about school programs and activities occurring.
- Support to faculties to maintain and update faculty areas on the website.
- Promotion of the role of the CEO in the school
- Inclusion of community representation on the community focus group and NP Evaluation team and promotion of this fact to staff and community.
- Investigate ways to increase the school’s communication channels with parents about their child’s progress, particularly earlier notification via teacher / parent phone calls / interviews / written notifications. Possible parent / teacher evenings held in Term 1 and Term 3 (particularly for senior students) prior to reports being sent out.
- Promote and raise the profile of the homework centre as a strategy which supports parents/carers with their children’s homework.
- Investigate with parents ways in which further homework support maybe provided.
- Raise the profile of the quality of teaching which takes place in the school with the community.
- Issues to do with sustainability
- The future capacity of the school to fund a CEO post NP LSES:
  - Continue with CEO position at 0.8 and fund from alternate sources e.g.:
  - Funding savings from other areas
Approach the P&C to consider using part of the canteen funding to support CEO salary

Support from business community

Maintain / expand global funding

Local Schools Local Decisions

Expand the committee to include community representation (P&C, SRC, and AECG) that would allow sharing of the CEO roles.

Share the funding of the CEO position at IHS with partner schools.

- CEO’s hours matched to funding available and the Community Engagement Focus Group are increased in capacity to take over selected functions as directed by the CEO on the basis of most important need.

- The Community Engagement Focus Group further increase in capacity, with the assistance of the SASS staff to continue with a further reduced group of functions based on need.

Engagement and Attainment

Intended Outcome:

Δ Increased student attendance and numbers of students completing Year 12.

Targets:

- Improve the average attendance rates of all students by 1% in 2012.

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.

What we did – Strategies

- Monitoring of attendance was increased with the implementation of a quality monitoring and follow-up program with communications with students and parents via newsletters, personal letters, phone calls, Learning Support Team (LST) meetings, parent and student interviews, and HSLO interventions.

- Staff were trained in utilising the attendance management software – “Millennium”.

- The school continued to celebrate and reward attendance above 95% with merit certificates and BBQs.

- Staff mentoring focused on facilitating study skills and preparation for senior students and improved pastoral care roles through the establishment of Tutor Groups aligned with Roll Call.

- Fostered greater links with local industry and developed work experiences and long-term strategies for students through participation in the Beacon Foundation Program.

- Mentored Stage 6 students with the development, implementation and follow-up of individual action plans to ensure successful completion of senior high school.

- Developed flexible curriculum structures to suit the needs of Stage 5 & 6 students allowing for broader choices in subject areas.

- Appointed a VET co-ordinator to work across I.H.S. and HRHS.

- Increased the number of students in School-Based Apprenticeships and Traineeships.

- Collaborated with HRHS to broaden curriculum options and explored flexible learning opportunities to improve Stage 6 student access to their first choice subjects.

- Provided a total of seven student scholarships for students progressing from Year 6 at Partner Primary Schools into Year 7 at I.H.S. and Year 10 students continuing on to Year 11 at I.H.S.

- Provided responsive and comprehensive transition programs to increase retention of students from Partner Primary Schools.

- Co-ordinated “Showcase” with Partner Primary Schools.

- Provided funding for regional Gifted and Talented Students (GATS) programs.

Findings

- This year’s analysis of attendance data has highlighted the following patterns:
  o Term 2 displays the greatest percentage of absenteeism.
  o Year 10 and Year 12 have a significantly higher percentage of absenteeism, with Year 11 rising in Term 2.
  o Overall, girls have more absences than boys.
o 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.

o 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.

o Year 7 and Year 9 girls have significantly fewer days absent than all boys.

o Year 11 and Year 12 girls have significantly greater days absent than all boys.

o 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.

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.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school.

Their responses are outlined in the previous section of this report under Inclusive School Communities.

Changes in systems and practices
- 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.

- Continuation of Beacon Business Breakfast, ten businesses repeating their commitment to 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.
Professional learning

Teachers are involved in professional development training sessions that support their learning. Data analysis has assisted teachers in developing and implementing differentiated learning in their classrooms and increased focus on information technology has seen greater use of the interactive technologies available to engage students in the teaching and learning process.

All members of staff, including support staff, participated in professional learning opportunities throughout the year. Some of these activities have included:

- Policy and procedure review
- Managing serious incidents
- Aboriginal Education and Personal Learning Plans (PLPs)
- Brain research and student learning
- Partnering with parents
- Team Leadership for School Improvement (TLSI)
- Focus Group development and implementation
- National Partnership Evaluation and Planning
- Technology in the classroom
- Workplace Health and Safety

Further professional learning in many diverse areas has been made possible through the use of National Partnership relief which has targeted specific focus on quality teaching and learning practices.
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

Literacy & Numeracy

2013 Targets to achieve this outcome include:

• Increase by 50% Year 7 – 10 writing skills from an average Band 2 to a Band 3 by the end of 2013, as measured by the LMG writing rubric.
• Raise NAPLAN Year 9 Numeracy average scaled growth from 33.7% to 45%.
• Year 9 cohort to achieve 60% of students above expected growth in Numeracy.

Strategies to achieve these targets include:

• Employ a part-time Literacy Co-ordinator (0.6) from within the school to collaborate and provide professional learning for all faculties around embedding literacy strategies, based on analysed NAPLAN data needs, into programs and assessment evidenced in the TARS/ EARS process.
• The Literacy Co-ordinator will facilitate professional learning for faculties to employ the LMG editing code/ writing rubric within their KLA’s.
• Implement NAPLAN style literacy and numeracy activities in Years 7-9 tutor groups on a weekly rotational basis.
• The Numeracy Focus Group to co-ordinate and implement a professional learning plan across all KLA’s on the integration of effective numeracy strategies into classroom teaching practice, as evidenced in the TARS/ EARS process.

School priority 2
Curriculum & Assessment

2013 Targets to achieve this outcome include:

• In the HSC, all courses improve their value-added by 5%.
• 75% of HSC students achieve outcomes in line with the Irrawang High School HSC Tracking tool.

Strategies to achieve these targets include:

• Use HSC Expectations Tracking process to embed teacher capacity for effective learning with HT monitoring and support, to ensure sustainability.
• Appoint a Senior Mentor Co-ordinator who provides professional learning and resources to HSC Tutor Group teachers to:
  o Mentor Stage 6 ATAR students in the development, implementation and follow up of individual action plans to ensure successful completion of senior high school.
  o Support senior students through the implementation and assistance with study days (both local and metropolitan), study hall, resources such as study guides, and parental workshops such as Navigating the HSC.
• Sustain appointment of VET coordinator to work across HRHS and IHS and:
  o Develop a flexible curriculum structure to suit the needs of Stage 6 students allowing for broader choices in subject areas.
  o Continue student participation in school based Apprenticeships / Traineeships.
  o Identify the range of post school destinations for Stage 6 students through use of Student Tracking Tool.
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
Mrs. Kate Smailes: Teacher Representative
Mrs. Luella Fagan: Community Engagement Officer
Mrs. Sonia Todd: School Administration Manager
Marc 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 out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports by visiting: