Our school at a glance

Students

Enrolments have remained steady for the past five years with a slight increase to 901 in 2010; 451 boys and 450 girls. 88.1% of students attended school on average each school day. This was an increase of 2.8% 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 65.8 teaching positions allocated in 2010. This included 14 executive staff, 52.4 classroom teachers and 5.6 specialist teachers. The teaching staff was supported by 14 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 2010. 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 including work placement
- 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 personalised learning plans
- Students with disabilities programs
- Peer tutoring program
- Targeted individual literacy programs.
- Homework Centre
- National Partnerships (NP)
- Beacon Foundation
- NSW Premier’s Volunteering and Service Learning Project
- Project R.E.A.L

Student achievement in 2010

Literacy – NAPLAN Year 7

The performance of students in literacy is reported in six bands which indicate increasing student performance. In 2010 we had larger than state average percentages of students 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 5 and 7.

Numeracy – NAPLAN Year 7

The performance of students in numeracy is reported in six bands which indicate increasing student performance. In 2010 we had larger than state average percentages of students in bands 4, 5, 6 and 8 and less than the state average in bands 7 and 9. Closest band to the state average was band 8.

Literacy – NAPLAN Year 9

The performance of students in literacy is reported in six bands which indicate increasing student performance. In 2010 we had larger than state average percentages of students 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 8.

Numeracy – NAPLAN Year 9

The performance of students in numeracy is reported in six bands which indicate increasing student performance. In 2010 we had larger than state average percentages of students in bands 5, 6, 7 and 8, and less than the state average in bands 9 and 10. Closest band to the state average was band 7.

School Certificate

Our School Certificate (SC) results for 2010 were above the state average in bands 1, 2, 3 and 4 and below the state average in bands 5 and 6.

Higher School Certificate

Students achieved their best results in English Advanced and Extension, Legal Studies, Visual Arts, CAFS, and Engineering Studies. A high percentage of student achievements in Bands 4 or higher were also gained in Biology, Drama, Geography, Music, PDHPE, and SDD. Students achieved 6 Band 6’s and 60 Band 5’s.
Messages

Principal’s message

Irrawang High School is a comprehensive, co-educational high school that is proud of its traditions. This Annual School Report shows also that it looks to the future, confident that it is a dynamic and innovative school. The school has many dimensions and strengths: academic achievement, integrated technology, strong sporting traditions, performing and creative arts opportunities, a strong vocational curriculum effective welfare / discipline strategies, an inclusive curriculum and a quality teaching approach that enables the school to cater for all students. We try to be innovative in dealing with issues and challenges in all areas of school life and work constantly to be responsive to student, staff, parent and community feedback.

Irrawang High School's students, teachers and parents make up a diverse learning community. Respect, trust and quality relationships are fundamental to learning. By putting these qualities into practice, students and staff ensure that together we achieve success, and successfully solve our problems.

This year has seen the completion and commencement of some exciting projects for our school. They include:-

- Completion of the Language Teaching Centre
- Upgrading of all science laboratories
- New carpet in the main teaching block
- Upgrade of electricity supply to the school
- Commencement of building the Trade Training Centre for Primary Industries
- Installation of electronic whiteboards in all classrooms
- Completion of resurfacing the basketball courts, backboards and new fence
- Installation of a new hall floor
- Purchase of additional computers in the library
- Improved school signage and front of school landscaping
- Completion of wheelchair access from quadrangle to canteen and oval.

Our school has been given the opportunity to participate in the National Partnership Low SES program. These additional funds, over the next four years, will enable us to provide appropriate professional development and resources for our committed staff to implement programs associated with literacy and numeracy, attendance and retention, quality teaching, transition points, Aboriginal education and community partnerships.

Much credit is due to the P&C 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

P & C message

During the 2010 school year the school has again been strongly supported by the P & C. The canteen has provided us with good profits that then get passed on to the P & C which in turn allow this money to be used by the school for various teaching and learning programs. The P & C also helps out with the costs associated with other projects within the school, and small donations to some students to help with sporting and academic endeavours.

The P & C consists of a small number of dedicated members who strive to represent the wider community on a number of committees and panels, this allows us to provide positive input into our school and future education in our area.

We are fortunate to still have representation at the annual P & C Conference and Regional meetings. This has kept us in touch with what is happening in the wider state organisation and still be a relevant part of the school community.

Sherri Luke – P&C President

Student representative’s message

The Student Representative Council (SRC) was very active in 2010 and we have helped run the Armistice Day and ANZAC Day ceremonies, and we continue to support Legacy by helping with fundraising in the community. Fundraising for the Year 12 Formal was a joint effort with the year advisors and the SRC promoted the Red Cross
and their visits by the Blood Bank van. As a group we have tried to help make the school a better place in which we can learn, and still enjoy our time through leadership conferences, our Aboriginal representatives and with programs such as Chix for Change.

Edwin Spindler and Chelsea Noble – 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></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>456</td>
<td>490</td>
<td>470</td>
<td>444</td>
<td>451</td>
</tr>
<tr>
<td>Female</td>
<td>464</td>
<td>496</td>
<td>495</td>
<td>450</td>
<td>436</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></th>
<th>SC04- HSC06</th>
<th>SC05- HSC07</th>
<th>SC06- HSC08</th>
<th>SC07- HSC09</th>
<th>SC08 - HSC10</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>42.5</td>
<td>47.1</td>
<td>46.5</td>
<td>48.1</td>
<td>44.2</td>
</tr>
<tr>
<td>SEG</td>
<td>49.1</td>
<td>49.8</td>
<td>47.7</td>
<td>48.4</td>
<td>51.0</td>
</tr>
<tr>
<td>State</td>
<td>61.1</td>
<td>60.8</td>
<td>60.3</td>
<td>61.0</td>
<td>62.7</td>
</tr>
</tbody>
</table>

Post-school destinations

The information below describes the destinations of year 12 students who left Irrawang High School in 2010.

There were 94 students in year 12 at the start of 2010. During the year, 12 students left the school leaving 82 who sat for the Higher School Certificate (HSC).

40% of students moved directly into employment. 40% moved onto further education which includes University, TAFE or other. 2% took up a Traineeship. The destinations for 18% of these students are unknown.

Year 12 students undertaking vocational or trade training

50% of Year 12 students undertook vocational or trade training in 2010.

Year 12 students attaining HSC or equivalent vocational educational qualification

100% of Year 12 students attained HSC or equivalent vocational educational qualification in 2010.
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>11</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>52.4</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>14</td>
</tr>
<tr>
<td>Total</td>
<td>87</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. The Indigenous composition of Irrawang High School workforce is 2%.

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.

Expenditure

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td>121 643.39</td>
</tr>
<tr>
<td>Key learning areas</td>
<td>65 764.40</td>
</tr>
<tr>
<td>Excursions</td>
<td>80 635.55</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>80 635.55</td>
</tr>
<tr>
<td>Library</td>
<td>2 593.50</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>974.55</td>
</tr>
<tr>
<td>Tied funds</td>
<td>574 991.80</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>179 264.15</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>167 158.44</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>94 913.96</td>
</tr>
<tr>
<td>Maintenance</td>
<td>39 058.33</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>43 229.35</td>
</tr>
<tr>
<td>Capital programs</td>
<td>21 954.68</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>1 392 182.10</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>705 116.51</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2010 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 2010

Achievements

Arts

- 73 students were involved in Star Struck, (25 drum corps, 16 choir and 32 dancers). 4 dancers were selected to perform in the selected dance ensembles. The drum corps provided pre-performance and interval entertainment.
- The Hunter Schools Dance Festival was held at Newcastle Panthers. The Senior Ensemble performed “Over The Rainbow”, organised by Kirstie Thomson of Yr 12, and the Year 9/10 Dance Group performed “All That Jazz”, organised by Gabrielle Tamsett of Year 10.
• Years 9 and 10 dance classes performed at their year assemblies as well as the annual presentation evening.
• The Drum Corps conducted a number of performances including the following:-
  ✓ State and Regional performances to Aboriginal communities and NAIDOC week
  ✓ Star Struck
  ✓ Performance night
  ✓ Education Week
  ✓ Charity Work
  ✓ Work shopped with Grahamstown Public school and performed as a combined Drum Corps
  ✓ Work shopped with drummers at Singleton High school.
• IRRAWANG Ice Cheer Squad performed their routines in conjunction with the Drum Corps as they toured the local Primary Schools, as proud ambassadors of Irrawang High School.
• Tyson Redman, Year 11, was a member of the Hunter/Central Coast Regional Wind Ensemble and Regional Big Band, and toured Japan with the Band in April.
• HSC Photography and Digital Media Course participated in an excursion to Lake Macquarie Art Gallery to view an exhibition by Japanese photographer, Shoichi Aoki.
• Years 9, 10 and 11 Visual Arts and Photography classes visited the Newcastle Regional Art Gallery to view the Artexpress Exhibition and participated in a guided tour of the best Year 12 artworks from 2009 HSC students.
• Music Elective Performance Nights for students in Years 9, 10 and 12, combined with exhibitions of art works from Visual Art Elective classes.
• Stage 6 Music Elective students perform assessment pieces at the Terrace Gardens Nursing Home.
• Lakeside Learning Community of Schools production of Twilight Showcase saw over 300 primary performers highlight their talents on our stage. Students from Grahamstown, Irrawang, Medowie and Wirreanda Primary Schools came together and presented a wide array of performances – including choirs, bands, dancers, jump rope athletes, violinists and drummers. The success of the event is also due to the very professional Student Production Team from Irrawang High School, consisting of SRC Representatives and members of the Drum Corps, who used their extraordinary skills in many areas to produce the event.
• The Lakeside Learning Community of Schools produced “Joseph and the Amazing Technicolour Dreamcoat”, which involved choirs, dancers, actors and musicians as well as back stage roles with students assisting with ticketing, lights, costumes and makeup. It was a hugely successful production which entertained many from the local community.

Sport
• Mr Michael O’Brien (Deputy Principal) was appointed the 17 years NSW All Schools Water Polo Coach. The team toured Great Britain and played matches with some English school teams and also travelled to New Zealand for the Annual Trans-Tasman test series.
• Mrs Melissa Pulsford (PE staff) was appointed for the seventh year as the Combined High Schools Girls (CHS) Tennis Manager. As well, for the tenth year, she was selected as both the Boys and Girls Tennis team convenor for the Hunter Region.
• Ms Jean Duma was appointed for the third year as the Hunter region swimming team manager.
• Mr David Kennedy (Maths) was selected in the NSW Country Rugby union team.
• 24 students competed at the Zone Cross Country at Dungog with Scott Graham, Kiana Denham, Rachael Burr, Amy Waterhouse and Lisha Gahlain qualifying for the Regional Cross Country. Amy Waterhouse went on to represent the Hunter at the NSW CHS Cross Country Championships.
• The U13’s, U14’s, U15’s and U16’s rugby league teams competed in the Knights Knockout competition. The U16’s made the quarter final of this competition.
• The Buckley Shield rugby league team won their first round but were unfortunately beaten in the second round of the knockout competition.
• The rugby union boys competed in the ‘WYBURD’ Shield for Year 9 and Year 10. This
team made it to the third round of the State knockout competition.

- 11 students represented Irrawang High School at the Hunter Regional Athletics Carnival.

- Students who were Hunter Region CHS representatives:
  - Brittany Hepburn – softball
  - Tori Hughes – swimming
  - Brandon Donkin, Daniel Johnson, Mitchell Johnson, and Joshua Parsons – athletics

- Jelea Whitchurch, Year 9, qualified as a rugby league referee for 6-9 year olds.

- Brandon Donkin, Year 12, placed 4th in Triple Jump at the Australian Athletics Championships.

- Timothy Hitchcock, Year 9, was placed 3rd in Australia for Novice Dressage and 5th in Australia for elementary Dressage at the NSW Public School Dressage Event.

Other

- Mrs Jennifer Noone received a Vice-Chancellor’s School Teacher Award from the University of Newcastle.

- Ms Liz McCready was 1 of 4 teachers to be awarded the Premier’s Scholarship for Students and Teachers to celebrate the ANZAC Spirit and Tradition and visited Korea and Japan.

- The Plan-it Youth Program involved 8 Year 10 students.

- Kathryn Kohler and Kelsey Philpott-Robinson competed in the Lions Youth of the Year Quest. Both were successful at the Zone Finals and Kelsey won the Regional Finals.

- Over 250 students participated in the CSIRO Fabulous Physics Show.

- 30 Year 10 students participated in the Science and Engineering Challenge with one team of 4 students winning the plane design section.

- Chix for Change is a program for girls in years 7 to 10 which helps their self esteem, self confidence and self respect. Run by the senior girls in the school, it breaks the traditional barriers between the year groups.

- A Careers Expo was held at the Newcastle Jockey Club and an Indigenous Careers Expo was also held in Newcastle.

- Education Week Awards –
  - Adele Robinson and Laurita Laverick - Excellence in Teaching,
  - Chris Voigt, Helen Jones and Denise Davidson - Outstanding Contribution by a School Community Member,
  - Lynne Agland, Jan Alexander and Cheryl Beerwald - Outstanding Contribution by a Non-Teaching Member of Staff,
  - Kathryn Kohler and Kelsey Philpott-Robinson - Excellence in Student Achievement,
  - Margaret Grimshaw - School Achievement for innovative approaches in Targeted Literacy Intervention Program.

- Mrs Sharon Chambers awarded Life Membership of the NSW P & C Association.

- The school welcomed exchange students – Anette Drange from Norway and Julien Le Dreau from France.

- Daniel Bradley and Jacob Peterson, Year 7 and Courtney White and Ashleigh Shoults, Year 8 attended the Gifted and Talented Mathematics Day at The Hunter Valley Grammer School.

- Year 7 students attended the Year 7 camp at the Great Aussie Bush Camp.

- “Boys for Success” ten boys selected from across Years 8, 9 and 10 attained skills of being a positive peer student mentor to selected Year 5 students within each of our partner Primary schools.

- Over 30 Year 12 students attended the HSC Study Day held at Singleton High School

- 45 Senior Students (Year 12 and Year 11) travelled to Sydney University to attend a series of intensive lectures on the HSC – Mastering the Exams.

- Year 10 students involved in the Beacon Foundation actively participated in building closer community ties by visiting local industries.

- Technology integration with 32 interactive whiteboards in classrooms throughout the school.

- Jade Seymour, Year 9, selected for the Girls Choice Science Summer School held at the University of Newcastle. Jade also attended the NSW Space School.
Christopher Ham and Hayley Daniels, Year 9, accepted at the Science Summer School at the University of Sydney.

Year 9 and 10 students participated in National Tree Day and planted trees with students from Irrawang Public School.

17 students attend Building Better Bystanders Camp in recognition of displaying exceptional leadership qualities and high standards of social responsibility.

Amy Waterhouse and Jasmine Latimore of Year 10, address leading educators from around the state at the State Equity Conference in Sydney, discussing their experiences and involvement with the student voice program, Project R.E.A.L.

Senior Scholarships:
- Citizenship: Karlee Mercuri and Jason Schmitt
- Academics: Jasmine Latimore and Ashleigh Northam
- Performance: Jade Todd

Junior Scholarships:
- Citizenship: Brittany Hayne (Grahamstown Public School)
- Academics: Amy Weston (Wirreanda Public School)
- Performance: Danielle Ryner (Medowie Public School)

Year 9 & 10 students register for the NSW Premier’s Volunteering Challenge.

30 senior students volunteered to assist in the canteen, helping the canteen supervisor and parents.

216 students from Years 7 – 11 participated in the Australian Mathematics Competition. Paul Hammond of Year 10, received a Distinction, 27 students received a Credit and 79 students received a Proficiency Certificate.

Christopher Ham, Marc Hodgson, Jarren Horne and Alexander Ham, all of Year 9, attend LIVE IT! at the University of Newcastle as an initiative of the Equity and Diversity Unit to support boys and further education.

Three students received the Australian Defence Force Long Tam leadership and teamwork awards.

Grant Moylan, Caydon Luke and Sebastian Wallman were awarded a Defence Technical Scholarship ($1,000.00).

Caydon Luke, Briar Atana and Edwin Spindler attended a Regional SRC Conference. Ben Kelly was elected as the Regional SRC Aboriginal Contact.

Year 12 Physics, Chemistry and Biology students attended Experiment Fest at the University of Newcastle.

Members of the SRC assisted with Newcastle Legacy Annual Badge Day.

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)

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

Percentage of students in bands: Year 7 reading

- Percentage in band 2010
- School average 2008 - 2010
- State average 2010

Percentage of students in bands: Year 7 spelling

- Percentage in band 2010
- School average 2008 - 2010
- State average 2010

Percentage of students in bands: Year 7 writing

- Percentage in band 2010
- School average 2008 - 2010
- State average 2010

Percentage of students in bands: Year 7 grammar and punctuation

- Percentage in band 2010
- School average 2008 - 2010
- State average 2010
Progress in literacy

Significant improvements identified from the NAPLAN results indicate our ATSI students’ average growth was higher than all students in our region.

Progress in numeracy

The school introduced a whole staff initiative 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-literacy

Performance band

- Percentage in band 2010
- School Average 2006 - 2010
- State average 2010

Percentage of students

1 2 3 4 5 6

Performance band

Percentage of students in performance bands:
School Certificate Science

Performance band

- Percentage in band 2010
- School Average 2006 - 2010
- State average 2010

Percentage of students

1 2 3 4 5 6

Performance band

Percentage of students in performance bands:
School Certificate Mathematics

Performance band

- Percentage in band 2010
- School Average 2006 - 2010
- State average 2010

Percentage of students

1 2 3 4 5 6

Performance band

Percentage of students in performance bands:
Australian History, Civics and Citizenship

Performance band

- Percentage in band 2010
- School Average 2006 - 2010
- State average 2010

Percentage of students

1 2 3 4 5 6

Performance band
School Certificate relative performance comparison to Year 5 (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.

**Percentage of Year 7 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>90.7</td>
</tr>
<tr>
<td>Writing</td>
<td>83.2</td>
</tr>
<tr>
<td>Spelling</td>
<td>84.5</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>78.3</td>
</tr>
<tr>
<td>Numeracy</td>
<td>91.9</td>
</tr>
</tbody>
</table>
Percentage of Year 9 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

The school’s appointment of an Aboriginal Education Officer (AEO) has begun a process to develop and foster a stronger relationship between the school and the Aboriginal community. Significant to the development of growing cultural awareness and student support is the implementation of the Stronger Smarter Indigenous Engagement program. Key points of focus have already included:

- In-class tutors
- Increased NAPLAN Results
- Attendance/Staying on at school
- Personal Learning Plans (PLP’s)
- NAIDOC Week
- Indigenous Job Market
- University Pathways
- Mentoring

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, Human Society and Its Environment, the Arts, and Home Economics particularly embrace multicultural perspectives which support our students’ growing 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.

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, Grahambtown, 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 a light refreshment during the afternoon. The homework centre is staffed by a classroom teacher and student support learning officer.

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

Since its inception in term three there were 248 individual student visitations from years 7 to 10. On average 16 students attending each Monday afternoon. Of those students who attended the homework centre in 2010, 21% were from 10, 14% from year 9, 28% from year 8, and 37% from year 7.

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 designed 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 allocated periods to allow students 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. Their academics results are a reflection of this effort. Two students were invited to attend a State Conference at the Marriot in Sydney and report on their reflections of the project. The Year 10 class recorded the school’s best History results and value-added data (4.69%) and these students should look forward to continued success in their HSC studies.

In 2011 there will be a Year 11 Ancient History (40 students), Year 10 History and Geography and Year 9 Geography Project REAL class.

**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.
Progress on 2010 targets

Target 1.
Improve overall literacy levels for year 9.
Improve overall numeracy levels for year 9.

Our achievements include:

- Overall Literacy in Year 9 achievement was; 47.8% of students in bands 7 & 8, and 12.8% of students in bands 9 & 10.
- In Numeracy Year 9 achieved; 53.3% of students in bands 7 & 8, and 7.8% of students in bands 9 & 10. These results are marginally short of the targeted outcomes.
- Literacy periods operated successfully with all staff up-skilled on specific literacy and numeracy strategies.
- Teachers from different KLAs visited partner primary schools engaging in discussions with Stage 4 teachers.

Target 2.
Improve the average attendance rates of all students by 2% in 2010.

Our achievements include:

- Achieved 2.8% increase on the daily attendance rates.
- Implemented a quality monitoring and follow-up attendance program.
- Trained staff in using the attendance management software.
- Celebrated and rewarded students who achieved 95% attendance.
- Focused on greater staff responsibilities through roll call tutor groups.

Target 3.
Improve attendance, retention and engagement of Aboriginal students.

Our achievements include:

- Appointed an Aboriginal Education Officer (AEO).
- Developed and implemented personal learning plans, focusing on setting goals.
- Introduced the Stronger Smarter program to all staff to develop an increased cultural awareness of Aboriginal students.

Target 4.
Improve School Certificate and Higher School Certificate results in terms of raw and value-added terms.

Our achievements include:

- Greater staff confidence and expertise in the integration of technology in the classroom.
- Development and implementation of Senior Mentor program.
- Demonstrated evidence of Quality Teaching Framework elements embedded in teaching and learning programs, practices, registrations and assessments.
- Survey and observations indicate an increased teacher understanding of the Quality Teaching Framework and increased student engagement in their learning.
- An increased level of student intellectual engagement with greater levels of student-directed learning opportunities.

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 2010 our school carried out evaluations on student attendance and school community satisfaction.

Educational and management practice

Background

In recent years daily student attendance has shown a steady decline. As a part of the school’s focus on Quality Teaching Practice and Professional Commitment to communication, engagement, empathy and understanding, the school sought to investigate the impact of attendance on student learning.

Research revealed that students at or above 92% attendance increased their value-adding in core...
subjects four times greater than students who attended 80% or less.

Findings and conclusions

- The attendance of female students in year 11 is noticeably less than that of males.
- For all other years male and female attendance show some small variation, with junior girls’ absence rates lower than the junior boys.
- Year 7 attendance is relatively better than all other year groups. This is the result of the school’s implementation of improved monitoring/communication processes in 2010. The school intends to continue and expand this program into 2011.
- All years except year 10 show an improvement in attendance compared to 2009.
- Continue to provide support and monitor students to improve their attendance.
- Assist in a smooth transition from junior to senior schooling.
- To ensure that each student is known well by at least one adult who helps the social-emotional learning that impacts the student’s academic success.

Future directions

- Continue with the 0.4 relief for the Head Teacher Administration to monitor and work with students, parents and staff on improving student attendance.
- Investigate the reasons for relative lower attendance on Thursday’s and Friday’s.
- Increase the allocation of School Administration Officer (SAO) support time from 0.4 to 0.6.
- Investigate texting student absences to parent/caregivers to improve explanation of absences.
- Restructure roll calls into tutor groups to provide a more proactive and supportive approach to improving and monitoring student attendance.
- Reallocate SAO support time to ensure that this time corresponds to Fridays and Thursdays.
- Increase the role of the AEO in improving and supporting Aboriginal student attendance.
- Continue to improve the flow of attendance information to students, parents and staff.

Curriculum

Background

The school image should be one of high quality, balanced educational provision in an attractive, well resourced environment. The school staff should be open and accessible and be willing to address the concerns of parents, and the school community should have confidence in public education.

Findings and conclusions

Parental and student responses to surveys indicated particular key areas of interest in regard to teaching and learning, general school life, and transition. They can be defined as: the quality of the teaching and learning; varied learning styles and environments; technology; discipline; bullying; facilities; curriculum; environment; peers, family and friends; extra-curricular; empathy, social and emotional support; and belonging and valuing.

Future directions

- To ensure that each student is known well by at least one adult who helps the social-emotional learning that impacts the student’s academic success.
- To ensure students are interested and engaged in their learning.
- That the school strongly supports student’s social emotional learning and academic development and that their voice and active participation influence school-wide decisions.
- Senior executive, head teachers and faculties engage students and families in reciprocal and ongoing discussions regarding student progress toward meeting school standards and expectations, including information on students’ academic, attendance, and behavioural strengths, weaknesses and next learning steps.
School executive and faculties help families to understand student performance, and engage in sufficient and timely communications with families to enable them to collaborate with the school to support student learning.

School executive, faculties, and other support staff consistently communicate high expectations, including attendance and academic performance to students and families in ways that explain how students and families can meet these expectations.

**Parent, student, and teacher satisfaction**

In 2010 the school sought the opinions of parents, students and teachers about the school via a survey regarding their perceptions of Irrawang High School. Their responses are outlined on page 17.

**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 development 2009 – 2011**

**Targets for 2011**

**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.

Strategies to achieve this target include:

- Consolidate staff skills and professional learning to evaluate SMART (School Measurement, Assessment & Reporting Toolkit) data to further build the capacity of staff to improve literacy and numeracy outcomes & inform teaching and learning programs.
- Further increase the capacity of teachers to explicitly teach literacy and numeracy strategies using the Quality Teaching Framework.
- Indentify and provide targeted individual intervention for those students not meeting minimum standards and/or in top two bands.
- Provide further staff professional learning to increase the understanding of using Newman’s Analysis, and apply this approach to other courses/skill areas.
- Increase exchange visits and team development activities with partner primary schools to increase knowledge and understanding of Stages 3 & 4 syllabus outcomes and literacy/numeracy teaching and learning strategies across the middle years’ stages.

Our success will be measured by:

- Achievement in Year 9 NAPLAN 2011, overall literacy improvement; 19% of students in bands 9 & 10, and 37% of students in bands 5 & 6.
- Achievement in Year 9 NAPLAN 2011, overall numeracy improvement; 14% of students in bands 9 & 10, and 37% of students in bands 5 & 6.
- Explicit teaching of teaching of literacy/numeracy is evident in teaching programs.
• Stronger effective partnerships with partner primary schools through the development of literacy and numeracy programs.

**Target 2**

**Improve the average attendance rates of all students in 2011.**

Strategies to achieve this target include:

• Implementation of quality monitoring and follow up attendance programs.
• Training staff to utilize the attendance management software.
• Celebrating and rewarding attendance above 95%.
• Improve staff responsibilities through the introduction of roll call tutor groups.
• Foster industry links and develop work experiences and long term goal setting strategies for students through participation in the Beacon Foundation Program.

Our success will be measured by:

• Improvement of 1% in the average attendance rates of all students in 2011.
• All staff are committed to roll tutor groups.

**Target 3**

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

Strategies to achieve this target include:

• Continue the focus on leading professional learning for staff on teaching and learning in the middle years to improve students’ literacy and numeracy achievement, engagement and retention.
• Provide further professional learning and mentor support for teachers in the development of Information Communication Technology (ICT) strategies to support student learning and to develop communication networks.
• Extend professional development that builds the capacity of teachers to continuously apply evaluation strategies to their classroom practices to improve student outcomes.
• Provide more opportunities for teachers to observe each other and evaluate one another’s instruction to raise the overall quality of teaching.
• Increase and formalize the recognition of outstanding teachers and teaching practice within the school and build the capacity of teachers and classroom management that supports an engaging and productive learning environment through the introduction of an effective mentoring program.

Our success will be measured by:

• Increased students’ level of intellectual engagement with their learning programs evident in improvements in value-adding in NAPLAN, SC, and HSC results.
• Reduction in referrals, suspensions, truancy, and Non-satisfactory determination notifications and increase in whole day attendance.
• Demonstrated evidence of Quality Teaching Framework elements embedded in teaching and learning program, practices, registrations and assessment tasks.
• Surveys and observations indicate increased teacher understanding of Quality Teaching Framework and increased student engagement in their learning.

**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.**

Strategies to achieve this target include:

• The implementation of the Stronger Smarter Indigenous engagement program.
• Development of annual cultural camps linked to attendance.
• Develop a cultural dance program
• Support the local and school’s junior Aboriginal Education Consultative Group (AECG) in their endeavours.
• Co-ordination across the Local Management Group (LMG) to increase parent participation.
Implementation of Personal Learning Plans (PLP’s) through teacher mentor regular meetings with students and parents to meet personal goals set.

Increase cultural awareness amongst staff to improve classroom offerings for Aboriginal students.

Our success will be measured by:

- 70% of ATSI students completing year 12 or equivalent.
- Improved attendance of ATSI students by 2% in 2011.
- All ATSI students have PLP’s in place with effective parent involvement.
- Recognition, celebration and identification with Aboriginal culture.
- Year 9 NAPLAN 2011, overall literacy improvement for ATSI students – 11.25% of students in bands 9 & 10.
- Year 9 NAPLAN 2011, numeracy improvement for ATSI students – 4% of students in bands 9 & 10.

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

Strategies to achieve this target include:

- Mentor Stage 6 students in the development, implementation and follow up of individual action plans to ensure successful completion of senior high school.
- Develop a flexibly curriculum structure to suit the needs of Stage 5 & 6 students, allowing for broader choices in subject areas.

Our success will be measured by:

- Increased retention rates to 51% from year 10 to year 12.

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.

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Sonia Todd: SASS Staff and Parent Representative
Kate Smailes: Teacher Representative
Edwin Spindler: Student Representative
Chelsea Noble: Student Representative
Caydon Luke: Student 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: http://www.schools.nsw.edu.au/asr