Our school at a glance

Irrawang Public School is located on the traditional lands of the Worimi people. This land once formed part of pioneer farmer and artist James King’s property “Irrawang”. This comes from an Aboriginal term meaning “water view”. Since commencing in September 1968 with an enrolment of 176 students the school has grown with its surrounding community. The school is set as the focus of the community, surrounded by houses. The playground areas are large with native tree settings, covered and uncovered areas, grass and gardens for a variety of activities.

Irrawang Public School is a diverse learning community with 11 classes K-6, an onsite DET Preschool, Special Education unit and Schools as Community Centre (SaCC) – Thou Walla. These services assist us to provide the best possible educational opportunities for our wider community.

Students

In December 2010 there were 259 students enrolled. In the DET Preschool there were 39 students attending in two groups each week.

There were 11 mainstream classes, two special education units and a class to support students with high behavioural and learning needs.

Staff

In 2010 there were 20 full or part time teacher staff, including a teacher librarian, RFF teacher and two teachers providing Learning Support and Reading Recovery to students.

The school had 3 Assistant Principals, and a Deputy employed with National Partnership Funds.

Seven School Learning Support Officers were employed across the school.

In the office, in addition to a full time School Administrative Manager, three part time School Administrative Officers were employed.

The school also has a part time general assistant.

Significant programs and initiatives

The school focus is on developing students’ skills in literacy, numeracy and engagement as well as other areas of the curriculum. Irrawang Public School engaged in a variety of programs in 2010, including:

- National Partnerships
- Priority Schools Program (PSP);
- Priority Action Schools (PAS);
- Aboriginal Education;
- Schools as Community Centres (SaCC) – Thou Walla;
- Preschool;
- Special Education Unit;
- Building Stronger Communities (BSC);
- Reading Recovery;
- Numeracy @ Home;
- Student Welfare;
- Aussie Five Rules program
- Positive Behaviour for Learning (PBL);
- Chess, Debating and Sport;
- Creative and Practical Arts;
- School Chaplaincy; and
- Breakfast Club

to enhance the outcomes for each and every student.
Student achievement in 2010

Year 3 NAPLAN

Twenty two students sat the Year 3 NAPLAN test in 2010. Of these, 10 were boys and 22 were girls. Four indigenous students were in the cohort.

The tables below indicate the percentage of students in the bottom and top two bands.

**YEAR 3 – % in bottom 2 bands**

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent</td>
<td>41</td>
<td>44</td>
<td>48</td>
<td>60</td>
<td>69</td>
</tr>
</tbody>
</table>

**YEAR 3 – % Proficient**

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent</td>
<td>18</td>
<td>22</td>
<td>9</td>
<td>22</td>
<td>14</td>
</tr>
</tbody>
</table>

In Year 3 Reading, the numbers represented in the bottom two bands, and the middle two bands were equal at 41% respectively. In Numeracy, 69% of students were in the bottom two bands, which was highly disproportionate in comparison to the middle two bands. The percentage of students in the middle and top bands was similar.

These results saw an increase in students in year 3 in the bottom two bands for Reading and Numeracy from 2009, with a reduction in students in the middle bands. The percentage of students in the top two bands remained similar.

Year 5 NAPLAN

Twenty seven students sat the complete Year 5 NAPLAN test in 2010. Of these, 18 were boys and 9 were girls. Seven indigenous students were in the cohort.

**YEAR 5 – % in bottom two bands**

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent</td>
<td>59</td>
<td>64</td>
<td>54</td>
<td>49</td>
<td>52</td>
</tr>
</tbody>
</table>

In Year 5 Reading, 59% of students were in the bottom two bands, 30% in the middle bands and 11% in the top two bands. In Year 5 Numeracy, 52% of students were in the bottom two bands, 34% in the middle two bands and 15% in the top two bands. The proportions in each division differ from state and regional averages, were the majority of students are in the middle two bands.

However for Year 5 there had been improvement on results for 2009. In both Numeracy and Reading, there was a decrease in the percentage of students in the bottom two bands, and increases in the number of students in the top two bands.

**Principal’s message**

2011 has been an exciting year for Irrawang Public School. The advent of National Partnership Funding, the completion of the school hall, revised and effective policies in Student Welfare, growth in access to technology for students and beautification of the grounds through reroofing have made major positive changes differences to both our school and its community.

Irrawang Public School continues to be characterized by a diverse community, and a staff committed to the best outcomes for students. Since commencing as Principal of Irrawang Public School in Term 3, I have been privileged to become responsible for a warm hearted and enthusiastic group of students, and be put in a position to lead a highly professional staff across the school. I have enjoyed working with parents and carers who understand the school focus on providing a high level of support for our students and their families, to move towards the best possible outcomes for all.
There were many highlights in 2010. One of these was the visit to the school by the then Deputy Prime Minister Julia Gillard. It was a great opportunity to showcase our school and community, and to celebrate the welcome addition to the school of a state of the art school hall.

The change of uniform brought in by the P&C in Term 4 has had an instant impact on the school. The colours and designs are strong and vibrant, and help make Irrawang children stand out in the community for all the right reasons.

I would like to thank Mrs Louise Blakemore who served as Relieving Principal in the first two terms of 2010. Her belief in our students, her hard work and her commitment to Irrawang Public School will always be remembered.

2011 will be a most exciting year for Irrawang as we continue to make the most of the National Partnerships funding and new programs and policies that have been implemented in 2010.

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.

Eve Field
Principal

P & C message
Irrawang Public Schools P & C Association for 2010 has been a dedicated, honest and hardworking team. Our team goal has been to support all students within our school, across the board without prejudice, to the best of our ability.

We have continued throughout 2010 to hold annual fundraising events such as Mothers Day, Fathers Day, Easter Raffle, Easter Eggs, Pie Drive, Disco and Christmas Concert, with a successful outcome always. Money raised has been used to continue our support of the "Healthy Harold" Program and the Intensive Swimming Scheme, to provide Fruit for Fruit break, for Year 6 farewell gifts and cake donation as well as our wonderful Kindergarten Transition Program.

The school canteen continues to be operated by the P & C with a paid convenor and volunteers, making sure we support and continue to provide healthy choice alternatives for our students. We saw the introduction of “Meal Deal “ days to introduce children to foods that they may not have experienced with a great outcome. We continue to work at making the canteen more financially viable for capital projects within the school for our students in the future.

The Raymond Terrace Annual Art Show was supported once again by our school with the P & C receiving $1500. This donation has made it possible for gifts to be bought to enhance our new school hall and support of the PBL program for our students.

As part of our partnership with Thou Walla we have also been successful in acquiring a $2200 volunteer’s grant from Departments of Families, Housing, Community Services and Indigenous affairs. This money has been spent on the acquisition of sewing machines and an overlocker as well as materials, cottons and $400 of fuel vouchers. These have proved to be a very valuable and much needed resource for our school community.

Our support of the Kindergarten Transition Program this year was extremely successful.
with many of our parents joining in the Parenting Program content. As part of this program the volunteers at Thou Walla made Library Bags for every 2011 new Kindergarten student, and we saw the introduction of school hats provided for every 2011 Kindergarten child. Our Community Liaison Officer once again worked tirelessly on an orientation pack full of “Getting ready for big school” materials. It is not only unique but very worthwhile.

The P & C's major successful outcome for 2010 was the planning, implementing and purchasing of our "New Look" school uniform. I am very proud to be associated with a school that has seen every student blossom just by being proud to wear their uniform. It has brought our community even closer together than before and opened lots of doors for continued growth here at Irrawang School.

2011 plans to be an even bigger year for us with our Easter Fair and with parent commitment and support we can continue to 'Play our Part' to make our school a better place for all.

Julia Mather
P&C President

Student representative’s message

In 2009 we were announced the new Captains of Irrawang Public School for 2010. This year has been tough and challenging for us, and we have many people to thank. We would like to thank all the teachers and staff members for supporting and encouraging us throughout the year. Secondly we would like to thank Elizabeth Fotu and Blake Mascord for being great partners with us in leading Irrawang Public School. Last but not least we would like to thank the P&C for helping us organize the Year 6 Formal presents, helping Lizzie make it to the Hunter Netball team and helping us raise money for the school throughout 2010.

As the Captains we would like to wish the future leaders the best of luck for next year and we hope you will have a great year in 2011.

Lleyton Eveleigh and Cheneye Harding

School Captains

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

There were 259 students enrolled in mainstream and special education classes in 2010, with a further 39 students in the two Preschool groups.

The school has a high mobility rate, which has lead to fluctuations in enrolments. However there has been an increase in overall enrolments in the last year, which should remain on the same level in 2011.

There has been an increase in the number of enrolments into the Preschool unit in 2010. The anticipated enrolment into Kindergarten for 2011 is slightly higher than in previous years. The increase in Preschool enrolments has helped support this increase.
Student attendance profile

Attendance rates have been an area of concern for the school.

Attendance rates are currently 87.6%, based on figures for the first three terms of 2010. This rate has been static for several years.

The attendance rate is below state and regional average levels.

The school continues to have a significant percentage of students arriving late to school (8.5%).

Management of non-attendance

The school continued to focus on improving school attendance in 2010. The staff worked closely with the district Home School Liaison Officer (HSLO) in monitoring attendance and in working closely with families where attendance has caused a concern. Staff are conscious of patterns of lateness and non-attendance, and follow up on their concerns with families, executive staff and the HSLO.

The school will work with the HSLO in developing a program to encourage improved attendance in 2011.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES4</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>MC3</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>TA8</td>
<td>1</td>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td>TA8</td>
<td>2</td>
<td>13</td>
<td>20</td>
</tr>
<tr>
<td>LR5</td>
<td>1</td>
<td>8</td>
<td>19</td>
</tr>
<tr>
<td>LR5</td>
<td>2</td>
<td>11</td>
<td>19</td>
</tr>
<tr>
<td>NF7</td>
<td>2</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>JN16</td>
<td>3</td>
<td>13</td>
<td>24</td>
</tr>
<tr>
<td>JN16</td>
<td>4</td>
<td>11</td>
<td>24</td>
</tr>
<tr>
<td>JR15</td>
<td>3</td>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td>JR15</td>
<td>4</td>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td>JH1</td>
<td>6</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>DP17</td>
<td>4</td>
<td>6</td>
<td>23</td>
</tr>
<tr>
<td>DP17</td>
<td>5</td>
<td>17</td>
<td>23</td>
</tr>
<tr>
<td>PH18</td>
<td>5</td>
<td>13</td>
<td>27</td>
</tr>
<tr>
<td>PH18</td>
<td>6</td>
<td>14</td>
<td>27</td>
</tr>
<tr>
<td>HM6</td>
<td>1</td>
<td>18</td>
<td>18</td>
</tr>
</tbody>
</table>

Our class structure is enhanced by the use of Priority Action School funds which allows us to create an extra class for the purpose of maintaining smaller class sizes in K-2.

Structure of classes

Classes are generally mixed-ability in nature, with composite classes to cater for the learning needs of all students.

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></td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Preschool Teachers</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>7</td>
</tr>
<tr>
<td>Teacher of Moderate Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Intinerant Support Teacher Behaviour</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.5</td>
</tr>
<tr>
<td>School Learning Support Officers</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>23.22</strong></td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

The school has an Aboriginal Community Liaison Officer, and a SLSO of Aboriginal descent.

Staff retention

Following the medical retirement of a teacher in 2009, Mr Jonothan Russell was appointed to the school in 2010.

Mr Russell took up a National Partnerships position as an Assistant Principal at Muswellbrook South Public School during the year.

The Preschool teacher Mrs Sue McDonnell retired at the beginning of Term 4. Mrs McDonnell had been the teacher since the establishment of the Preschool.

Mrs Trish Satler, the Teacher Librarian was on leave during 2010 and retired at the beginning of 2011.

Mrs Sally Eagleton worked as a Best Start/L3 consultant in 2010.

Under National Partnerships, Mr Barry Hunkin joined the staff as Deputy Principal, and Mr Ramsin Shalalo joined the teaching staff.

In Terms 1 and 2, Mrs Louise Blakemore was Relieving Principal. Mrs Eve Field began as Principal in Term 3.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>8</td>
</tr>
</tbody>
</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>226 924.14</td>
</tr>
<tr>
<td>Global funds</td>
<td>201 989.35</td>
</tr>
<tr>
<td>Tied funds</td>
<td>496 769.42</td>
</tr>
<tr>
<td>School and Community sources</td>
<td>46 264.42</td>
</tr>
<tr>
<td>Interest</td>
<td>12 991.22</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>122 537.60</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1 107 475.82</td>
</tr>
</tbody>
</table>

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

2010 saw the continuance of many valuable extracurricular programs which have enhanced the learning experience for many of our students.

Achievements

Arts

During 2010 Irrawang students have had the opportunity to participate in band, dance, drama, debating and choir activities. Once again in 2010 our school’s brass band performed at several events including Stockton Hospital Annual Fete, Presentation Day and special assemblies, the local nursing home as well as at our weekly whole school assemblies. The band is coordinated by a specialist music teacher Mr Luke Paramour.

The Lakeside Learning Community’s Annual Showcase Concert held at Irrawang High School diversified this year to showcase Stage 1 and Stage 2 choir items. This twilight showcase was then followed later in the year by a musical production “Joseph and the Amazing Technicolour Dreamcoat”, which saw our Stage 3 classes involved in a choir group and drama group.

In June we celebrated our Star Struck Dance Group’s Mexican Hat Dance performance at Newcastle Entertainment Centre.

Our Aboriginal dance group continued working together from Thou walla Centre.

Our students participated in the Raymond Terrace Art Show where the artworks were displayed and the local school benefited from the joint community celebration.

The Irrawang Primary Debating Challenge was entered once again this year. Mrs Leanne Green coached the debaters. The debating team was successful in reaching the third round which was a commendable effort.

Sport

Irrawang Public School students took part in a range of sports during 2010. These were both external and internal programs.

Several teams participated in PSSA knockout competitions. These included netball, cricket and soccer. A number of students tried out for representation in Zone teams in these sports. Elizabeth Fotu was successful in not only being in the Port Stephens zone team for netball, but in going on to be part of the Hunter Central Coast Regional team competing in the State netball competition. The school was very proud of her participation at this high level of sporting competition.

Our Athletics, Cross Country and Swimming Carnivals were all very successful with
good participation.

Primary students continued to take part in the Sports Exchange for weekly sport along with Raymond Terrace, Grahamstown and St Brigid’s schools. Sports in this program included Tai-kwon-do, swimming, cricket and ten pin bowling.

A popular sporting activity during the year was the seven a side soccer competition held during lunch and recess breaks in terms 2, 3 and 4. This had a high level of enthusiastic participation amongst children, and encouraged sportsmanship and team play as well as developing skills and interest in the game of soccer.

**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)

**Literacy – NAPLAN Year 3**

23 students sat the Year 3 NAPLAN tests in literacy in 2010.

In general the school was overly represented in the lower bands, with over 40% of students in these bands.

In Literacy, students had difficulty connecting ideas and information, and identifying the main idea. Students had difficulty in correctly identifying incorrectly spelt words, and in correcting misspelt words. They also had difficulty identifying parts of speech and correct punctuation.

In the area of Writing, the item analysis showed that the students writing was too simple in its content and structure and lacked complex sentence structures, descriptions, text structure and spelling. Students in Years 3 and 5 showed an understanding of the narrative structure, although resolutions were not well established.
Numeracy – NAPLAN Year 3

22 Year 3 students sat the 2010 NAPLAN test in Numeracy. 3 Aboriginal students were in the cohort.

70% of students were represented in the bottom two bands, with 14% in the top two bands. This compares with State figures of 18% in the bottom two bands and 35% in the top two bands.

There was a significant movement of students from Band 1 into Band 2 this year in comparison with 2009. However percentages in Bands 3 to 6 were down compared to last year.

In Numeracy, 33% of Aboriginal students were in Band 3, with the remainder in the bottom two bands.

Overall there are a number of areas of concern across the strands in Numeracy, including Space and Geometry, and working with informal units in Measurement. Students did well in division involving making groups, and problems involving money. Numerical Literacy continues to be a consistent issue across all concept areas.

Literacy – NAPLAN Year 5

31 Year 5 students sat the 2010 NAPLAN tests in Writing, Spelling and Grammar and Punctuation, with 27 Year 5 students sitting the test in Reading.

Overall the school achieved a higher school average mark in all areas compared to 2009. The school performed most strongly in Grammar and Punctuation for Year 5. The percentage of students in the bottom band decreased from 59% to 47%, and the number of students in the top two bands increased from 13% to 29%.

This pattern was also reflected, although to a slighter extent, in Reading and Spelling. There were no students in the top band 8 for Reading or Spelling however.

In Writing the percentage of students in the bottom two bands increased from 43% to 64%. Numbers in the middle two bands decreased, but there was an increase in the numbers of students in the top two bands from 7.5% in 2009 to 9.7% in 2010.

14% of Indigenous students achieved Band 6 in Reading and Writing, with the remaining students in the bottom two bands. This was a disproportionate percentage of students in those bands.

Areas for focus and development are

- connecting ideas and information
- identifying the main idea
- correctly identifying incorrectly spelt words
- correcting misspelt words
- identifying parts of speech and
- correct punctuation
- complex sentence structure
- elaboration and description
- developing resolutions

Students showed an understanding of the structure of a narrative.
27 Year 5 students sat the 2010 NAPLAN test in Numeracy.

While there was an increase in students in the top two bands, from 9.1% in 2009 to 15% in 2010, there was an increase in students in the
bottom two bands with 33.2% in Band 3. This indicates a general downturn in results for Year 5 in Numeracy.

In Numeracy 43% of Indigenous students were in the middle two bands, with the remainder in Band 1.

Major overall areas of concern for Year 5 in Numeracy are Measurement, especially in relation to time; word problems and estimation, especially involving multiplication. Many students did well in problems involving money.

Numerical Literacy continues to be a consistent issue across all concept areas.

Progress in literacy
In Reading, all cohorts (boys, girls, Indigenous students) growth was significantly below state and regional averages. In Writing, the rate of growth for Indigenous students approached the state average for Indigenous students of 66.1, being 62.1.

In Reading, students achieving growth of two bands or more were evenly distributed across the ability levels. Nine out of twenty-four matched students achieved this level of growth. In Writing, there was little growth in students at the higher ability and band levels. Eight out of the matched students achieved growth of two bands or more.

Average progress in reading for matched students

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>75.3</td>
<td>84.0</td>
<td>61.3</td>
</tr>
<tr>
<td>SSG</td>
<td>N/A</td>
<td>N/A</td>
<td>73.2</td>
</tr>
<tr>
<td>State DET</td>
<td>87.5</td>
<td>88.4</td>
<td>83.4</td>
</tr>
</tbody>
</table>

Average progress in writing for matched students

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>70.1</td>
<td>28.5</td>
<td>27.8</td>
</tr>
<tr>
<td>SSG</td>
<td>N/A</td>
<td>N/A</td>
<td>66.0</td>
</tr>
<tr>
<td>State DET</td>
<td>69.3</td>
<td>57.7</td>
<td>66.8</td>
</tr>
</tbody>
</table>

Progress in numeracy
In Numeracy, girls experienced the most growth at the top end of the distribution. The average growth for Indigenous students was 29.2, significantly below the state and regional averages for Indigenous students.

More students at the top band and ability levels achieved significant growth.

Average progress in numeracy for matched students

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>83.1</td>
<td>101.3</td>
<td>54.9</td>
</tr>
<tr>
<td>SSG</td>
<td>N/A</td>
<td>N/A</td>
<td>77.4</td>
</tr>
<tr>
<td>State DET</td>
<td>77.3</td>
<td>93.4</td>
<td>89.3</td>
</tr>
</tbody>
</table>

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 3 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>79</td>
</tr>
<tr>
<td>Writing</td>
<td>71</td>
</tr>
<tr>
<td>Spelling</td>
<td>72</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>64</td>
</tr>
<tr>
<td>Numeracy</td>
<td>79</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 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>
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</tr>
<tr>
<td>Writing</td>
<td>67</td>
</tr>
<tr>
<td>Spelling</td>
<td>61</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>70</td>
</tr>
<tr>
<td>Numeracy</td>
<td>62</td>
</tr>
</tbody>
</table>

**Significant programs and initiatives**

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**Aboriginal education**

Knowledge and understanding of Aboriginal culture is taught across the curriculum. The school has developed Personalised Learning Plans in collaboration with students, parents, DET staff and classroom teachers to identify the specific needs of each Aboriginal student and to track their progress.

Irrawang Public School students participated in the following activities that promoted and showcased Aboriginal Education:

- Acknowledgement of Country statements in all school assemblies and events and the displaying of the Aboriginal Flag.
- Building Stronger Communities (BSC) – committee formed to forge closer links with our Indigenous community. An Aboriginal Community Liaison Officer (ACLO) was employed under this program.
- Continued tuition in Aboriginal Dance
- NAIDOC Day assembly, including guest speakers and Aboriginal Dancers from Irrawang High School

**Multicultural education**

The philosophy of multiculturalism is embedded into all of our Key Learning Areas. The students are encouraged to embrace the differences between cultures in an endeavour to enrich the lives of all. The school implements the Department of Education policy in relation to Multicultural Education and Anti-Racism.

Again in 2010 our School celebrated Harmony Day on March 21, reminding all of the importance of acceptance and diversity.

**Respect and responsibility**

Many significant activities and programs have been initiated, continued and embedded at Irrawang Public School this year, including –

- Irrawang Public School’s Student Welfare and Discipline Policy.
- Quest Leadership Program, now known as the STAR Leadership Program
- Return to school class.
- Positive Behaviour and Learning Program.
A significant amount of staff time and expertise was spent reviewing and modifying our Student Welfare and Discipline Policy during semester 1. Clear outlines and expectations were discussed and defined. One very positive outcome was the introduction of Irrawang Public School’s new school rules – the Aussie Five. All of our students have benefitted from having a set of simple to follow and understand school rules. Many students have reported that they find the rules easy to follow as they know what they have to do and it keeps them safe and happy. The Aussie Five were acknowledged as a Program of Excellence during the year by the NSW Department of Education.

In semester two Irrawang Public School also undertook to become a member of the NSW Department of Education’s (Hunter / Central Coast Region) Positive Behaviour and Learning Program. Under the umbrella of PBL Irrawang Public School have developed a twelve month Action Plan, that will be reviewed and added to during term 2 2011. PBL will allow our staff to review their practices and professionally reflect on student outcomes in the areas of welfare, behaviour and teaching and learning. The data that has been reviewed so far is very encouraging. In future months a package of PBL Lessons will be taught to each student and class. Our four PBL expectations are Safety, Learning, Responsibility and Respect.

During the year the boys and girls who are members of our Quest Leadership program have done a wonderful job. They undertake extra responsibilities around the school on a day to day basis, with terrific enthusiasm. For our special assemblies and visits from special people they become the ‘face’ of Irrawang Public and always do an excellent job.

An additional class was formed during the year to help a number of our stage 2 and 3 students make better choices regarding their behaviour and to aid their learning. This class has been very successful. Student outcomes in the areas of literacy, numeracy, attendance and behaviour have all been very impressive.

Finally, the day to day activities that help to keep students motivated and on track exemplify the commitment that the staff at Irrawang Public School show each day. In class award systems and special assemblies help celebrate success. The deep knowledge that staff have and share on the students at Irrawang Public School via our weekly Learning Support team meetings, allows each student to receive the individual help they need to realise their full potential.

**National partnership programs**

National Partnership program has offered a significant opportunity to Irrawang Public School to find innovative ways to engage students in learning and support their academic and social success.

Key initiatives for 2010 were:

- Employment of a Deputy Principal to support Quality Education in the school through professional development and mentoring of staff
- Employment of a specialist teacher in behaviour and learning to focus on students who needed a high level of support to reengage in learning in the school following suspensions
- An additional School Learning Support Officer to assist the return from suspension class
- Professional learning in Accelerated Literacy for teachers of students in years 2-6, with ongoing in-school support from DET
- Access to the Mathletics program for all students

The National Partnerships program has had a major impact on the school community which will continue in 2011.
Connected learning
During 2010 additional Interactive Whiteboards were installed in classrooms through the Building the Education Revolution program. The majority of classrooms now have IWBs. A Connected classroom has been installed in one of the school classrooms.

Priority Schools Program (PSP)
The PSP has funded a number of initiatives during 2010. The particular focus has been on Literacy and Numeracy to improve student outcomes. The funds have been used to purchase resources including Home Readers and Numeracy @ Home resources. The PSP funds were utilised to support language in the Preschool and Kindergarten classrooms in the final year of the Language Development Partnerships. This initiative employs a Speech Pathologist one day a week for two terms to team teach with classroom teachers to improve their skills in developing the language skills of our young students.

Other funds under PSP support salaries for a Support Teacher Learning Assistance (STLA), the Community Liaison Officer (CLO), and for School Learning Support Officers (SLSOs) to assist teachers within classrooms to support students with needs in the areas of Literacy and Numeracy.

Priority Action Schools (PAS)
Similar to PSP funds the PAS funds initiatives in the areas of Literacy, Numeracy and Engagement & Retention. The funds support strategic Action Plans in these areas to improve student outcomes. These included specific Literacy and Numeracy programs such as 3Ls, and TNT. A major percentage of these funds is utilised to support Teacher Professional Learning (TPL) in the focus areas to improve teacher pedagogy. Collaborative stage planning days are a significant factor in this area where classroom teachers plan their programs together. These days not only offer the opportunity for staff to undertake professional dialogue but also to implement practice from TPL sessions.

These funds also support the employment of an additional teacher in Kindergarten to enable smaller class sizes K-2. They also fund additional SASS staff to monitor behaviour and attendance data related to school targets in Engagement and Retention.

Programs for Students with Disabilities
During 2010 programs for students with disabilities were offered under the Funding Support Program. Twelve students with recognised disabilities are included in mainstream classes. The students have Individual Educational Programs that meet their learning needs. They are also supported in class by School Learning Support Officers. Several students were also offered support through the Itinerant Support Teacher for Behaviour.

In 2010 Irrawang Public School also has two Special Education classes – IO and IM classes. The ratio of teacher to student is lower due to the disabilities and special needs these students have. These students attend school full time and are integrated into the mainstream activities in a variety of areas. The classes also engage in lifeskills activities, and special programs such as visits to the local PCYC.

Early Childhood Education
Irrawang Public School Preschool is an integral part of the school community. The Preschool offers positions for 40 students to attend in two groups of 20 over a two week period ie the students attend Preschool 5 full days per fortnight. The Preschool teacher also undertakes Teacher Professional Learning and this included Best Start training in 2009. The Preschool is well resourced and offers an excellent program for students from the local community. Students with disabilities, Indigenous backgrounds, or siblings at Irrawang Public School are given priority placement in the Preschool. This allows for an extensive and successful transition to
Kindergarten program at the school which is also supported by our Schools as Community Centre and Community Liaison Officer.

**Schools as Community Centres – Thou Walla**

Thou Walla is a community resource and attracts funding through a variety of local, regional and state sources to cater for Indigenous families and children from 0 to 8. The centre conducts play groups, health checks, outreach programs as well as a variety of parent programs. The TAFE also offers classes for parents through this centre on site at Irrawang Public School. The centre offers Active After School activities and Sport in the Street. An Aboriginal Community Liaison Officer was employed through special grants in 2009 and this was an effective and successful initiative to improve services for our Aboriginal families. Thou Walla has been an integral part of the development of positive partnerships within our school community. Parents, teachers and students are fulsome in their praise for the services and opportunities offered by Thou Walla and its facilitator Gina Ascot-Evans. Thou Walla is the “Hub” of interagency support in the local community.

**Progress on 2010 targets**

**Target 1**

*To improve academic performance in literacy across the school P-6*

Our achievements include:

- Accelerated Literacy team established
- Best Start – 100% children began the year with minimal knowledge in phonemic awareness, 25% at level 1 reading texts, aspects of writing, and concepts about print with the other students on level 0.
- 33% of students at level 1 comprehension with the remainder at 0. As of December 30 Kinder children are reading at, or above the district benchmark of level 6.
- Writing Rubrics based on the NAPLAN writing criteria were implemented
- Language Development Program – Preschool and Kindergarten children screened with follow-up programs established for those children identified as having a speech/language delay
- NAPLAN – 50% of Indigenous students achieved band 4 in Reading. In Writing 50%of students were in Band 3, and 50%were in bands 4 and 5
  - Year 3 – 18% of students were proficient in Reading, 22% proficient in Writing, 9% proficient in Spelling and 22% proficient in Grammar and Punctuation
  - Year 5 – 11% were proficient in Reading, 10% in Writing, 13% in Spelling and 29% in Grammar and Punctuation

**Target 2**

*To improve academic performance in numeracy across the school P-6*

Our achievements include:

- Mathletics successfully implemented
- TNT model consolidated
- Numeracy @Home implemented across K-6 classrooms
- Parent information night for Numeracy@Home

**Target 3**

*All students demonstrate improved engagement in all key learning areas*

Our achievements include:

- Quality Teaching Framework integrated into stage and individual class programming, and ongoing
Teacher Professional Learning in Quality Teaching.

- Technology focus reflected in teaching and learning programs and classroom practice.
- Student Welfare Policy revised and quality systems in place to support student outcomes
- HSLO partnership continuing to support families

**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 an Internal Review, from which we developed a Situational Analysis. This was a rigorous evaluation of school targets, curriculum and current practices in management, supervision and student welfare.

The terms of reference were community partnerships, engagement and teaching and learning.

**Interviews, surveys and document and data analysis were used to gather information for the review.**

**Interviews**

Interview questions for parents, teachers and students were developed by Eve Field (Principal).

25 children, who had been randomly selected, were interviewed in focus groups.

15 staff members including teachers and SAS staff were also interviewed individually by members of the Internal Review team.

A random selection of parents (one in seven) was interviewed by the Community Liaison Officer Melissa Beasley, and the Aboriginal Community Liaison Officer Theresa Blair.

These interviews were a combination of face to face and phone interviews.

**Classroom Observations**

The review team participated in 9 classroom observations.

**Document Analysis**

Irrawang Public School documents were analysed so that the information could be cross-referenced with other data gathered. The list included:

- Situational Analysis 2009 – National Partnerships
- Irrawang Public School Plan
- Classroom teachers programs from across all stage groups
- NAPLAN Data
- Literacy and Numeracy action plans and reviews
- 2009 Evaluation report of Thou Walla (SaCC)
- RISC data

**Findings**

**Student engagement**

Most students interviewed expressed positive attitudes to their classrooms and learning experiences. They found the use of Smartboards to be helpful to their learning. Students were aware of text types, and lessons associated with these. Students enjoyed the use of group work in reading and mathematics. While students did not identify Accelerated Literacy practices, teachers were in the early stages of implementing the process when students were interviewed.

It is important that teachers build upon the positive classroom atmosphere they create
with quality teaching practices across curriculum. Informed use of the smartboards to engage students in successful learning experiences is important, and there is a need for continued professional learning in this area to ensure best practice is applied in the use of this technology.

In 2009 the school’s Student Welfare and Discipline policy and practices were reviewed. The implementation of the processes and practices included in the revised student welfare policy have had a great effect in improving general student behaviour and the behaviour of the more challenging students in particular. While the school still has a significant number of suspensions each Semester there has been a reduction in the number of individual students who have been suspended, from 55 in Term 2, to 27 in Term 3. In Terms 2 and 3 there were no students who had been suspended more than 5 times that term.

The establishment of a learning support class for students with a high suspension record and low academic results has seen the students in the class improve their reading age by an average of 6 months from the end of Term One to the middle of Term Three.

While there is much evidence of sound teaching practice and aspects of the QTF being implemented across the school, there needs to be a greater link between the QTF and teachers’ planning and implementation of their programs. This needs to be supported by supervisory practices and professional learning.

Staff profile /Professional Learning

The teaching staff at Irrawang Public School comprise a mixture of experienced and early career (less than five years) teachers. Most of the permanent classroom teachers have been at the school for 10 years or more. In 2010, 50% of classroom teachers were temporary staff replacing staff on leave or secondment, or working in positions created as a result of National Partnership Low SES funding or Priority Action Schools funding.

Approximately 25% of National Partnerships Low SES funding and Priority Action Schools funding is directed to Professional Learning.

While teachers appreciate the opportunities they have to engage in professional learning both externally and within the school, there were some concerns relating to how professional learning was targeted to meet the needs of the school and of individual staff. Many staff also saw a need for more regular formal and informal classroom visits to form a strong part of their professional development by sharing quality classroom practice. Staff identified the need to plan for executive and teachers changing the stage they are teaching in to access training to support the implementation of specific programs such as L3 and AL in the school in order to sustain and imbue these in the school.

While teachers appreciated the opportunity to engage in a variety of professional learning activities, there is a need to better coordinate professional learning so that it meets the strategic needs of the school. Although there is a link between the School Plan and external professional learning that has occurred, not all teachers associated with the delivery of programs have had the necessary professional learning, or there has not been sufficient planning for feedback to other staff from teachers who have accessed the learning.

The professional learning program for the school should take advantage of internal expertise as much as possible, as well as external expertise when required. Internal expertise should include regular formal and informal classroom visits, collegial programming, and staff-led professional learning sessions.

The school needs to review scope and sequence for the teaching of Literacy and Numeracy to ensure that current strategies are incorporated, and that there is
consistency in programs taught across the school.

NAPLAN data indicates that there is a particular need to support staff through professional learning in differentiating teaching in maths to support students needs.

Parents/community

An important aspect identified by staff, parents and students was the introduction of the Aussie Five rules as a common language for student welfare across the school. This has been significant in its impact on behaviour in the school from Preschool to Year 6, and is incorporated at Thou Walla as well. However there is a need to implement processes which will embed best practice consistently across the school.

Parents, teachers and students expressed the view that it was good to see preschool students joining in with the school at Assemblies, playtimes and at special events.

Parents enjoy the opportunity to attend special events such as NAIDOC week, Education Week and Book Week.

While parents could identify that there are many opportunities for parents to be involved in the school, the numbers of parents involved in P&C, Canteen and assisting in the classroom is low in comparison with the school population. The school needs to do more to encourage parental participation.

While some parents stated that teachers were approachable, there is a need to create an atmosphere where parents and teachers will see benefits in more informal contact within the school context.

Additionally, interviews with parents and teachers indicate that there is a need for more frequent formal meetings between teachers and parents to report on what students are learning, and their progress and achievements.

The Schools as Community Centres facility “Thou Walla” has made a significant contribution to the Irrawang School Community. Parents, teachers and students were fulsome in their praise for the services and opportunities offered by Thou-Walla and made particular reference to the work of the facilitator. It was stated by some that Thou-Walla is the “Hub” of interagency support. It is important that the school and Thou-Walla continue to work closely together to maximise opportunities to support and educate the school community.

Recommendations

Recommendation 1

That the school builds upon existing formal structures that inform the parents about student progress and achievement.

Recommendation 2

That the school identify successful informal practices currently being used by staff to build good parent/staff relationships and promote these as common practice across the whole school.

Recommendation 3

That the integration between Thou Walla and the school be strengthened as a means of increasing parent participation

Recommendation 4

That the school will formalise role statements for CLO, ACLO and School Chaplain

Recommendation 5

That the school continues to implement professional learning to build teacher capacity particularly in the areas of QTF, curriculum
differentiation and implementing technology in the classroom.

**Recommendation 6**

That supervisory practices within the school be clarified and strengthened and are consistently applied across the whole school. This will ensure that the significant gains in student welfare are continued; that the quality teaching framework is being implemented across the school; that differentiation of the curriculum is occurring and there is continuous commitment to teacher improvement.

**Recommendation 7**

That the school develops a new scope and sequence for literacy that clearly specifies how particular programs currently being implemented across the school; that programs to be used in particular stages; and methods of assessment.

**Recommendation 8**

That the school reviews the current practices and processes for the teaching of mathematics K-6 with a view to developing a revised scope and sequence; identifying stages; and methods of assessment. Programs and practices to be used in particular stages; and methods of assessment.

**Parent, student, and teacher satisfaction**

In 2010 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Parents interviewed were largely positive about many aspects of the school including:

- The ways in which teachers work with and support students and families
- Improvements in the school in student welfare and bullying
- Programs available in the school
- Extra curricular activities,
- The support, activities for families and children and courses available at Thou Walla

A few parents expressed differing concerns over the school’s approach to discipline including fairness, listening to students and parents and dealing with bullying.

Students were positive in their responses, with most students expressing a sense of improvement in their learning. They enjoyed many school programs and liked playground activities. While there were some concerns over bullying and fairness, mainly children indicated they felt safe at school.

Staff were generally supportive of school programs and were mainly appreciative of opportunities for professional learning in the school, and of the support available from other staff including executive. They enjoyed working in the school, and saw the collegial nature of the staff as a strength of the school.
Professional learning

During 2010 staff at the school engaged in a range of professional learning opportunities both internally and externally. The school directs approximately 25% of funding through PSP, PAS and National Partnerships to Professional Learning for teachers and for School Learning Support Officers. Global Funding and Professional Learning Funds also contribute to professional learning for teaching staff, and SASS staff.

Major targets for professional learning in 2010 were:
- Quality Teaching
- Accelerated Literacy
- Non-Violent Crisis Intervention Training
- Positive Behaviour for Learning
- Autism and special learning needs
- Mental Health
- Literacy, language and learning

School development 2009 – 2011

2011 will be the final year of the plan developed for 2009-2011. The inclusion of National Partnerships funding has enlarged the opportunities available to the school to implement plans, and while many of the directions of the 2009 – 2011 remain the same, some additional programs have been included to build staff capacity and improve students outcomes.

Targets for 2011

Target 1

Improved literacy skills of students in all stages

Strategies to achieve this target include:
- Ongoing TPL in Accelerated Literacy, including inschool planning and lesson observations
- All teachers participate in professional learning, reflection, analysis and planning of literacy across 5 week timeframes using current scope and sequence, reflect NAPLAN results and use Smart Data teaching strategies with a focus on inferential and literal comprehension.
- Executive staff support staff through classroom observations, supervision of programs and professional support conferences
- Further development of Language, literacy and Learning (3Ls) program in Kindergarten, Years 1

Our success will be measured by:
- In NAPLAN Reading, increase the number of Yr 3 students achieving at or above minimum standard by 4% in 2011 compared to 2010 results.
- In NAPLAN Reading, increase the number of Yr 5 students achieving at or above minimum standard by 8% in 2011 compared to 2010 results.
- AL and L3 programs imbedded in classrooms as appropriate across the school

Target 2

Improved numeracy skills of students in all stages

Strategies to achieve this will be:
- Continue to implement TNT model for early learning in numeracy K-2
- Use consultant support to revise scope and sequence in maths K-6, and support staff in programming for differentiation of learning in maths.
- Continue to implement PSP numeracy @ home P-6 and provide training to parents
- Employ a part time teacher with expertise in integrating technology into classroom teaching to give in class support to classroom teachers in numeracy
- Incorporate appropriate web sites into numeracy including ‘Mathletics’

Our success will be measured by:
- All teachers’ programs for numeracy are based on the teaching and learning cycle
- School based assessment, Best Start and NAPLAN results drive the teaching and learning focus for numeracy
- The working mathematically strand is embedded into classroom delivery;
- Word based problem solving time is included within the numeracy session to develop students’ abilities to find information within the question;
o Literal and inferential comprehension activities are included in numeracy
o 92.3% of Year 3 students achieve the minimum standard and 23.1% achieve at proficient level in 2009 in numeracy (96.2% and 26.9% in 2010 and 97.7% and 29.5% in 2011)
o 83.8% of Year 5 students achieve the minimum standard and 5.4% achieve at proficient level in 2009 in numeracy (85.7% and 8.6% in 2010)

**Target 3**

**Improved student engagement and retention**

Strategies to achieve this target include:

- Continue implementation of PBL across school community
- Implement a student leadership program to support positive playground interactions
- Forum established to identify and promote successful practices to engage parents in school programs and interaction with staff
- Employ a Higher duties Deputy Principal in 2011 to maintain quality systems to monitor student engagement, particularly in the area of addressing challenging behaviours and to facilitating processes that will lead to the embedding the QTF into all teaching and learning situations
- Engagement of School Administration Officer (SAO) to maintain behaviour incident data base, and support maintenance of attendance records and reports to HSLO
- Develop and implement strategies to encourage attendance

Our success will be measured by:

- PBL expectations and actions are acknowledged by School Community and supported across all settings and explicit lessons to support PBL occur in all classrooms
- Student leadership program enhances positive engagement and social development within the playground
- Parents take opportunities to meet formally and informally with teachers
- Increased parental involvement in school programs
- Decrease in suspensions
- Improved attendance

**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.

Eve Field Principal
Barry Hunkin Deputy Principal
Nancye Farley Assistant Principal
Julie Hubbard Assistant Principal
Jan Noake Assistant Principal
Chris Berry Teacher Librarian
Melissa Beasley Community Liaison Officer

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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