Introduction
The Annual Report for 2015 is provided to the community of Irrawang Public School as an account of the school’s operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Stacy Mathieson
Principal

School contact details:
Irrawang Public School
21 Geer Street
Raymond Terrace, 2324
Website: http://www.irrawang-p.schools.nsw.edu.au
School email: irrawang-p.School@det.nsw.edu.au
School Phone: 0249872403

Message from the Principal
As relieving principal for term 2, 2015....
It was an amazing experience working with staff, students and the entire school community in such a complex school as Irrawang Public School (IPS). Day one, term 2 started with the ‘Super Storm ‘recovery aftermath. As Relieving Principal, I liaised very closely with the Director of Public Schools NSW, in the closure of IPS for a week, maintaining regular and up to date contact with all staff and the school community via text messages, phone calls, emails, school website, facebook pages and radio announcements. Communication and ability to follow emergency protocols and organising safety audits whilst the school was closed and when re-opened was paramount. This included managing safety, fencing, tree removal, WHS inspections and overall wellbeing checks and support to the staff, students and school community. Parents and community members volunteered to clean up the grounds of the school, preschool and Thou Walla (our Schools as Community centre). In addition, breakfast club was up and running from day one of the school being re-opened and that our Pastor and School Counsellor were available to any family that required further assistance. It was a proud moment in my career, being a strong link in turning a devastated community into a community whose focus was driven towards uniting as one, building resilience, and providing support for our students to return to school and continue learning.

In this time as relieving principal, all staff were engaged in professional learning and building their capacity by participating in workshops which unpacked the Department of Education (DoE) reforms including Great Teaching Inspired Learning; Local Schools, Local Decisions; Every Student, Every School; Rural and Remote; School Excellence Framework; Wellbeing framework and the Melbourne Declaration. This shaped the IPS, 2015-2017 School Plan, of which all staff played an integral role in developing. This has resulted in all staff, executive and non-executive, being able to navigate their way comfortably through our school plan, identify whole school milestones and their “where to next?”, in regards to committee and individual targets. As a school community, we maintained the IPS Positive Behaviour for Learning (PBL) school vision of being safe, responsible learners who show respect, in all areas of the school community. This includes whole school PBL team and Tier 2 committee, ensuring the ability of all staff to sustain the strong PBL focus already embedded into IPS and through positive relationships with the wider community, encourage this focus to grow far beyond the gates of the school, strengthening home-school ties and overall wellbeing.

Irrawang Public School is a fantastic school with staff, students and parents being safe, responsible learners who show respect. WE PLAY OUR PART!

P and C PRESIDENT REPORT 2015
As the president from May 2015 until now, it has been a pleasure to head such a great, supportive & fun group. We had some hurdles all of which we took in our stride and overcome. Our goal over the previous years was to get our students a new
playground, which we achieved in December last year. Now we need to fundraise for a shade cover to protect the structure and allow the students to play on it most of the year. It has been a very busy year, As the President I have been involved in the Community PBL team, WHS team and the IAEG, all of which have given me the inside information on what is actually out there for our students and has been enjoyable. I would like to thank all outgoing executives, Treasurer - Jennifer Burton, Secretary - Sharon Doyle, Vice Presidents – Belinda Kay, Louise Vogt & Fundraiser Leader Stella Tyne for their effort and great team work they provided over the 10+ months. We raised money over the year by holding, Mother’s Day & Father’s Day stalls, Freezer filler drive, disco, BBQ’s, Masters BBQ’s and having the canteen open longer for special school events. Hopefully whoever is lucky enough to gain this position of President for the following year will enjoy it as much as I have and continue to support all of the above groups.

Regard

Phyllipa Elvidge

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**School background**

**School vision statement**

Irrawang Public School (IPS) has a vision focused on high quality teaching and learning, high expectations and equity for every learner. In our school, every learner will cross each stage with dignity, purpose and opportunities. Their experiences will form the foundations for learning and a curiosity that will create life-long learners. Our students will become actively engaged citizens who demonstrate safety, responsibility, respect and self-pride. Our school will develop students of whom parents and community will be proud.

**School context**

Irrawang Public School, located in Raymond Terrace, is classified as a P3 school. In 2015 the school’s enrolment was 310, 22% of these students identified as being of Aboriginal or Torres Strait Islander descent.

The school has a non-teaching Principal and four Assistant Principals. Through the Early Action for Success initiative an Instructional Leader was appointed at the end of 2012.

Our Family Occupation and Education Index (FOEI) currently sits at a value of 174.

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

The school supports a Department of Education Preschool, Special Education Unit (3 classes - IO/IM/ED) and Schools as Community Centres (SaCC) program (Thou Walla).

Our school implements a range of strategies to maximise success for all students, including Positive Behaviour for Learning (PBL), Personalised Learning Plans, Individual Education Plans, Behaviour Management Plans, Gifted and Talented programs and a focus on programs to support Aboriginal Students.

The school continues to focus on the quality of student outcomes in literacy, numeracy and engagement and caters for a broad range of activities from performing arts, cultural awareness, leadership development, sporting challenges, environmental and academic pursuits. At Irrawang Public School our mission is to ‘Play our Part’ from Preschool to Year Six for all students.
Self-assessment and school achievements (mandatory)

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

Our findings are as follows:

Learning Culture:

There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities. Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. Well-developed and current policies, programs and processes identify, address and monitor student learning needs. Irrawang Public is a Positive Behaviour for Learning (PBL) School where students, staff and the whole school community endeavour to be safe, responsible learners who show respect. All staff are trained in PBL, with our school’s focus moving into the next phase, including Tier 2, Case Managers and moving into the community in 2016.

Assessment and Reporting:

The school has developed explicit processes to collect, analyse and report internal and external student and school performance data. Student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents. Students use assessment and reporting processes to reflect on their learning. The school has analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels. The 2015 Annual review analysed multiple Terms of references across the school, with a strong focus on assessment and reporting. Staff completed professional learning on consistent teacher judgement as well as assessing and reporting on their students’ progress on the Literacy and Numeracy continuums every five weeks through PLAN data.

Effective Classroom Practice:

Teachers regularly review and revise teaching and learning programs. Teachers routinely review previous content and preview the learning planned for students in class. All classrooms are well managed, with well planned teaching taking place, so that students can engage in learning productively, with minimal disruption.

Collaborative Practice:

Teachers work together to improve teaching and learning in their year groups, stages, faculties, or for particular student groups. Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice. Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice. The school identifies expertise within its staff and draws on this to further develop its professional community. All stage 2 and stage 3 classes have a team teacher to support teaching and learning, three mornings a week. Two artificially created Deputy’s provided leadership and mentoring on 21st century learning and gifted and talented (GATS). The EAfS Instructional Leader provided guidance for the teaching staff and students K-2.

Professional Standards:

Teachers demonstrate responsibility, adaptability and ethical practice in working towards the school’s goals. Teachers work beyond their classrooms to contribute to broader school programs. All staff completed a three hour workshop on the unpacking of the Professional Development Framework and creation of their Professional Development Plans (PDPs), consulting with their supervisor to write their goals. An in school Observation Team was also established to provide an avenue of support for negotiated observations with staff in the school.

School Planning, Implementation and Reporting:

There is broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community. Staff are committed to, and can articulate the purpose of, each strategic direction in the school plan. Monitoring, evaluation and review processes are embedded and undertaken routinely. Clear processes, with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan. All staff and the school community were involved in the creation of the 2015-2017 School Plan. Together, the strategic directions were created along with the articulation of a shared vision.

Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.
Strategic Direction 1

Irrawang Public School students are safe, responsible learners who show respect.

Purpose

To produce teaching and learning programs that provide the foundations for students to be literate, numerate, creative, productive and socially responsible. Students will be enthusiastic partners in meaningful learning opportunities. Students will learn to collaborate and value the importance of learning to set them up for a successful life beyond IPS.

Overall summary of progress

The 2015 NAPLAN results have shown that the percentage of students achieving below national minimum standards in Year 3 and Year 5 reading and numeracy decreased from 2014 to 2015 with more students achieving proficiency in the top two bands in reading and numeracy. This reflects consistency and consolidation of assessment practices, consistency in quality teaching practices and skilled support teachers implementing a range of successful tiered interventions across the school.

Parent, staff and student feedback in both the 2014 and 2015 internal Reviews acknowledged the implementation of team teaching in Stages 2 & 3 as having a significant impact on quality teaching practices that have led to improved student outcomes in literacy and numeracy.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. At least 90% of students demonstrate resilience and PBL values in the classroom and playground each term – currently at 85%, as indicated on Sentral.</td>
<td>Weekly release all year to focus/create lessons based on data. PBL and Tier 2 team meet and assess data fortnightly. PBL induction to all new staff. Student PBL reps across all stages. Staff employed one day a week all year as PBL mentor for Tier 2. Case manager model introduced. Tier 2 interventions in place. Tier 2 and Tier 3 students placed on caseload Staff. BAT completed to identify PBL framework areas of need across school. Focus areas addressed and supported. Final review of all interventions. <strong>At least 87%</strong> of students demonstrate resilience and PBL values in the classroom and playground each term. <strong>Results for 2015:</strong> Term 1 - 78.2% Term 2 - 79.6% Term 3 - 81.7% Term 4 - 82.14%</td>
<td>PBL Data - Deputy BBQ, Staffing $15750 Tier 2 Training days $1400</td>
</tr>
<tr>
<td>2. Increased numbers of student growth in NAPLAN by at least 20% between Years 3 and 5 (including tracking of Year 7 students), as measured by Trend Data averages.</td>
<td>The establishment of two ‘artificially’ created Deputy Principal positions to co-ordinated and support whole school programs in 21st Century Learning and Gifted and Talented in order to build the knowledge and capacity of staff. Processes and practices were developed to identify and support students requiring extension and enrichment programs. Team teaching in all 3-6 classrooms 3 mornings a week in the literacy/numeracy session. Teachers working shoulder to shoulder in order to learn with and from each other to support quality teaching practices to improve student outcomes. PLAN data revisited. Focus areas identified. Focus areas exposed daily to Yr3 and Yr 5 students. NAPLAN. New focus areas identified from whole school writing task and explicitly addressed for 5 weeks. NAPLAN results. PLAN data analysed. Data used to inform next year’s term one focus areas and class</td>
<td>Staffing $240,000 purchase Ipads $47700 plus maintenance $6255.</td>
</tr>
</tbody>
</table>
distribution. At least 15% growth between Yr3 to Yr 5 results. At least 15% of Yr 3 and 10% of Yr 5 achieving proficiency as a minimum. At least 50% of Aboriginal Yr3 and Yr5 students at/above minimum reading and numeracy.

**Results for 2015:**
- **Reading Year 5** – 42.9% reached or exceeded expected growth. Year 7 – 21.4% reached or exceeded expected growth.
- **Numeracy Growth - year 5** - 44.4% reached or exceeded expected growth.
- **Year 7** - 47.6% reached or exceeded expected growth.

### 3. At least 25% of students in Year 3 and 15% of students in Year 5 achieving proficiency as a minimum in NAPLAN reading.

PLAN data revisited. Focus areas identified. Focus areas exposed daily to Yr3 and Yr 5 students. NAPLAN. New focus areas identified from whole school writing task and explicitly addressed for 5 weeks. NAPLAN results. PLAN data analysed. Data used to inform next year’s term one focus areas and class distribution. At least 15% growth between Yr3 to Yr 5 results. At least 15% of Yr 3 and 10% of Yr 5 achieving proficiency as a minimum.

At least 50% of Aboriginal Yr3 and Yr5 students at/above minimum reading and numeracy.

**Results for 2015:**
- 13.3% of Year 5 achieving proficiency overall (bands 7-8)
- 18.8% of Year 3 achieving proficiency overall (bands 4-6)

### 4. At least 65% of Year 3 and Year 5 Aboriginal students at/above minimum reading and numeracy NAPLAN standard.

PLAN data revisited. Focus areas identified. Focus areas exposed daily to Yr3 and Yr 5 students. NAPLAN. New focus areas identified from whole school writing task and explicitly addressed for 5 weeks. NAPLAN results. PLAN data analysed. Data used to inform next year’s term one focus areas and class distribution. At least 15% growth between Yr3 to Yr 5 results. At least 15% of Yr 3 and 10% of Yr 5 achieving proficiency as a minimum.

At least 50% of Aboriginal Yr3 and Yr5 students at/above minimum reading and numeracy.

**Results for 2015:**
- **Year 3 Aboriginal and Torres Strait Islander Students at/above minimum reading and numeracy:**
  - Reading: 44.4%
  - Numeracy: 55.5%
- **Year 5 Aboriginal and Torres Strait Islander Students at/above minimum reading and numeracy:**
  - Reading: 25%
  - Numeracy: 50%

### 5. At least 65% of Kindergarten students achieve L3 reading targets of text level 9.

7 x L3 TPL with collegial visit, observation and feedback. TPL with IL/DP and 1 day release for IL to share. L3 stage 1 reading target of text level 16.

**Results for 2015:**
- **Kinder** – 74% at or above reading expectation.

### 6. At least 70% of Year 1 students achieve L3 S1 reading target at level 16.

7 x L3 TPL with collegial visit, observation and feedback. TPL with IL/DP and 1 day release for IL to share. L3 stage 1 reading target of text level 16.

**Results for 2015:**
- **Year 1** – 58% at or above reading expectation.

**Staffing**
- $120,000
- L3 establishment fee $12000
- L3 training $7000
Next steps

This section includes future directions for 2016 and ensures the 3-year plan remains on track to provide high quality educational outcomes.

What are the next steps required for 2016 to ensure Strategic Direction 3 is successfully implemented?

- Achieve and maintain an average of 85% of students demonstrating tier 1 behaviours as indicated on Sentral. Currently at 84.6% (2015 – 80.4%)
- Increased numbers of student growth in Literacy; K-2 Cluster based Vocabulary Assessment (Spelling in context), 3-6 sentence structure (Measured through termly pre and post assessment for “Aspects of writing” continuum growth indicating 80% of students moving at least one cluster per semester)
- Through the above two ‘next steps’ above, we will address one of the 12 Premier’s Priorities is to raise the percentage of all students in the top two bands in the National Assessment Program – Literacy and Numeracy (NAPLAN) by 8% by 2019. One of the 18 State Priorities is to increase the proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy by 30% by 2019.
Strategic Direction 2

Irrawang Public School staff are safe, responsible learners who show respect.

Purpose

To develop a consistent school culture in which all staff take responsibility for their ongoing professional development of quality teaching and learning. All staff are recognised as lead learners who work collaboratively to build capacity for sustainability. Improving student outcomes is the core responsibility of all staff.

Overall summary of progress

The implementation of the new Performance and Development Framework and developing processes for its implementation was a focus in 2015. Staff participated in Professional Learning related to the new Performance Development Framework, specifically the development and monitoring of staff Professional Development Plans aligned with the school plan. Systems were also developed around lesson observations and feedback delivery in conjunction with further staff development on these issues. As a result, all teaching staff engaged in the PDF process, embedding it throughout the school for further development and refinement.

Teacher Accreditation and developing staff knowledge of the Australian Teaching Standards was also a focus throughout 2015. All teaching staff participated in TPL related to the Australian Teaching Standards, relating particularly to their purpose, structure and different ways they are manifested within the school context. As a result all staff were made aware of the process for gaining accreditation and dates for “Pre 2004” staff to roll into the new system. In addition, two staff completed the accreditation process, successfully gaining Proficient status. Another staff member successfully completed the maintenance phase.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff identify professional learning goals that underpin and support the school plan</td>
<td>The school Principal and Teachers Federation Representative participated in Professional Learning (TPL) based upon the new Performance Development Framework (PDF)</td>
<td>Staffing $350</td>
</tr>
<tr>
<td><strong>Results for 2015:</strong></td>
<td></td>
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<tr>
<td>All staff then participated in TPL and developed a Professional Development Plan (PDP), with at least one goal aligned with the school plan targets.</td>
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</tr>
<tr>
<td>90% of staff indicate they have achieved their professional learning goals</td>
<td>PDP’s were reviewed with supervisors at the end of Term 4 in preparation for creating PDP’s in term 1 2016</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Results for 2015:</strong></td>
<td></td>
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</tr>
<tr>
<td>Over 90% of staff achieved their PDP goals or ongoing for 2016.</td>
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<tr>
<td>30% of teachers are accredited at Highly Accomplished or Lead Teacher</td>
<td>Staff participated in a 3 hour TPL session based upon the Australian Teaching Standards, the Teacher Accreditation process and the levels of Accreditation.</td>
<td>Staffing $350</td>
</tr>
<tr>
<td>Through investigation of the processes involved and Executive staff members receiving support and guidance at the regional level, this target was identified as unfeasible and will be reviewed for 2016</td>
<td></td>
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<tr>
<td>All staff implement the Performance and Development Framework through extensive dialogue and observation</td>
<td>Assistant Principals developed supervision processes to reflect the new PDF, including the development and monitoring of PDP goals.</td>
<td>Staffing $3150</td>
</tr>
<tr>
<td>An Observation Team was developed to reflect the PDF in terms of the ability for staff to select who will complete mandatory lesson observations. TPL provided for Observation</td>
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</tbody>
</table>
Next steps

This section includes future directions for 2016 and ensures the 3-year plan remains on track to provide high quality educational outcomes.

What are the next steps required for 2016 to ensure Strategic Direction 3 is successfully implemented?

- Teachers collaborate with and across stages to ensure consistency of teacher judgement in assessment processes to address SD1 initiatives.
- Deepen staff practices through negotiated observation and collaboration using the observation process.
Strategic Direction 3

Irrawang Public School parents and community are safe, responsible learners who show respect.

Purpose

To ensure a cohesive school community where all stakeholders are valued and encouraged to play their part. Sustainability will be fostered through knowledge and implementation of DEC policy and reforms.

For staff, families and community to work collaboratively to give students the best opportunity to achieve their potential in a welcoming and inclusive environment.

Overall summary of progress

The PBL Network has established a common matrix, expectations and lessons to be taught within all schools involved. A community video has been created to demonstrate a clear and common understanding of PBL expectations in the community. The impact has exceeded the plan and is evidenced through growth of participation in the Network Hub and attendance at Network Hub meeting.

Opportunities were provided for parent/caregivers and staff to complete PLP’s throughout Term 1 and Term 2. Parents/caregivers of ATSI students were invited to an afternoon workshop to collaboratively develop with staff student PLP’s. As a result of this workshop, 100% of ATSI students PLP’s were completed.

Attendance review meetings occur every term with identified students and their families, support services, classroom teacher, HSLO and Principal. Goals and responsibilities are developed to improve student attendance. All key stakeholders are presented with a clear understanding of the School Attendance Policy and procedures aligned with the DoE mandatory requirements. As a result of staffing changes, re-establishment of the Attendance Policy is required across the whole school to ensure a clear understanding of processes and procedures.

Progress towards achieving improvement measures

| 1. Each term, all PBL practices and understanding will be consistently demonstrated and encouraged through the PBL Network Hub and community businesses. | Tier 2 processes were developed in consultation with PBL consultant. Network Hub meeting was held to identify future directions for 2015. PBL community survey at Market Place was successful with 2 students accompanying a staff member to represent Irrawang Public School. The Action Plan for community PBL was developed through identifying focus areas, implemented targeted aspects and reviewed by Hub and community businesses. | Resources $1,050 |
| 2. IAEG Drop in room implemented. At least 90% of ATSI student families actively engage in the completion of PLPs. | IAEG Drop in Room was opened and is currently being utilised for IAEG meetings and Aboriginal education programs for the whole school community. PLPs completed in consultation with parents/caregivers at staff/parent meeting. Teacher released to follow up and complete PLPs with parent/caregivers. PLP’s were attached to Sentral. | Staffing and resources $7,652 |
| 3. Allocate every student that falls below 85% attendance with a tracking sheet and follow formal processes to improve attendance in consultation with all stakeholders. | Attendance Review Meetings with CT, HSLO, Principal, parents and other invested parties held every term. Attendance policy reviewed and updated then distributed at Exec meeting and shared with colleagues at PLD to be implemented throughout the whole school. A process for identifying students with below 85% attendance was developed collaboratively. Teachers now actively contact families after 2 days consecutive absence. | Staffing $3,400 |
The next steps required for 2016 to ensure Strategic Direction 3 is successfully implemented include:

- Community PBL Forum to be held in 2016 to introduce PBL to the community, build connections between schools, families, business and service providers, share information, increase positive activities and relations between children and their environment, build support for values and increase the outcome of children becoming active learners and responsible citizens. Following on from this the community behaviour matrix and visuals will be distributed for businesses to use and display.

- PLP’s will be completed in consultation with parents/caregivers at staff/parent meetings for 2016. The IAEG will be involved with the organisation to promote and assist to host the meetings to ensure community engagement. The goal is for this to occur before mid-term 2 with the aim to align these PLPs with Mgoals.

Our strategic directions incorporate and reflect the following reforms:
Local Schools, Local Decisions; Every School, Every Student and Great Teaching, Inspired Learning.
Our school plan was also shaped by our consideration of Early Action for Success (EAFS) and the Melbourne Declaration.
The school’s PBL values are embedded in the 3 strategic directions.
Key initiatives and other school focus areas

This section includes:
- Key initiatives (from School planning template B).
- Policy requirements such as Aboriginal Education, Multicultural Education and Anti-Racism Education.
- Initiatives and other school focus areas which may not have been included in the school plan such as Early Action for Success, student leadership, partnerships and projects.

<table>
<thead>
<tr>
<th>Key initiatives (annual)</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal background funding</td>
<td>IAEGB formed and regular meetings held. Gathang Language classes for 3-6 students once a week. Bro Speak and Sister Speak. Stronger Smarter (3 staff trained). PLP afternoon workshop. Embedding Aboriginal perspectives into the classroom. NAPLAN support. Strategic Direction 1. All students requiring adjustments, personal learning plans and tiered interventions are in place. All learners have an understanding of, and respect for, Aboriginal and Torres Strait Islander perspectives.</td>
<td>$73,778. RAM Equity ATSI SASS = $40000. RAM Equity ATSI Teacher = $12000. RAM Equity ATSI SLSO = $6000. Norta Norta staffing $15778.</td>
</tr>
<tr>
<td>English language proficiency funding</td>
<td>This information will draw from the School plan, template B: Annual milestone evaluation section [Insert text here]</td>
<td>$0</td>
</tr>
<tr>
<td>Targeted students support for refugees and new arrivals</td>
<td>This information will draw from the School plan, template B: Annual milestone evaluation section [Insert text here]</td>
<td>$0</td>
</tr>
<tr>
<td>Socio-economic funding</td>
<td>Two created DP positions for 21st Century Learning and GATS. Team teaching in 3-6 CLO employed. Strategic Direction 3. Employ an external PBL advisor to analyse and monitor current systems and data with a view to inform future direction for PBL in our school. Work with PBL network hub and community businesses to create a consistent approach to external outlets.</td>
<td>$541888. Annual Milestone SAO/CLO/Cas staffing $263600. Staffing $240000. RAM Equity Low Socio $38,288 carried forward for ordered resources for 2016.</td>
</tr>
<tr>
<td>Low level adjustment for disability funding</td>
<td>Interventionist support for all stages. Individual Education plans. Academic support in classroom for students. Social support in playground for students. Strategic Directions 1 and 2. All classrooms require a higher level of assistance through School Learning Support Officers to ensure all students have equal access to the curriculum.</td>
<td>SLSO Staffing $62115</td>
</tr>
<tr>
<td>Support for beginning teachers</td>
<td>Beginning teacher with additional mentoring from an Assistant Principal. Strategic Directions 1 and 2. QTSS funding enabled an executive to mentor a beginning teacher, one day a week. Other beginning teachers were supported through the accreditation process by the Deputy Principal.</td>
<td>$15800. Annual Milestone Staffing $14000. QTSS Total $1800.</td>
</tr>
</tbody>
</table>

Other school focus areas

Impact achieved this year

Resources (annual)
| Early Action for Success | Strategic Directions 1and 2  
Practice includes Instructional Leaders to:  
Mentor staff in Literacy (writing, comprehension and reading) and Numeracy (EAS and Place Value) interventions to cater for identified students. TEN training was sourced for all K-2 staff, and L3 training was provided for Year 1 staff. | $25,144 |
<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>Ausplay Contribution</td>
<td>School contribution to the fixed play equipment to supplement P&amp;C funds.</td>
<td>Annual Milestone $40000</td>
</tr>
</tbody>
</table>
| Positive Behaviour for Learning (PBL) | Strategic Direction 1  
Students develop strategies and techniques for resilience and positive behaviour for learning, in whole school and class directed learning experiences.  
All staff are trained and implementing the PBL systems and practices across the school. Leaders, through the PBL committee, identify future whole school data driven targets and interventions.  
Strategic Direction 3  
PBL in Community Review  
Employed an external PBL advisor to analyse and monitor current systems and data with a view to inform future direction for PBL in our school. Worked with PBL network hub and community businesses to create a consistent approach to external outlets. | $18,050 |
| Language, Learning and Literacy training (L3) | Strategic Direction 2  
Quality teaching and learning practices across the school, demonstrated through differentiated literacy lessons and quality assessments to track and drive student achievement. Early Stage 1 and Year 1 teachers were engaged in L3K OPL or L3S1 training to implement a consistent Literacy Tier 2 intervention across Kindergarten and Year 1. | $21,100 |
| 21st Century Learning   | Strategic Direction 1  
Develop students’ creative/ICT/thinking skills and mentor staff in the implementation of 21st Century learning programs within the school.  
IPS purchased 90 ipads and employed a DP 21st Century Learning to upskill all staff. | $176,805 |
**Student information**

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

**Student enrolment profile** (mandatory)

<table>
<thead>
<tr>
<th>Gender</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<td>125</td>
<td>135</td>
<td>126</td>
<td>122</td>
<td>128</td>
</tr>
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</table>

**Student attendance profile** (mandatory)

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>88.8</td>
<td>92.6</td>
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<td>91.3</td>
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**Workforce composition** (mandatory)

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
<td>0.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
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</tr>
<tr>
<td>Head Teacher(s)</td>
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<tr>
<td>Classroom Teacher(s)</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
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<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.0</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>6.822</td>
</tr>
<tr>
<td>Other positions</td>
<td>1.26</td>
</tr>
<tr>
<td>Total</td>
<td>27.682</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

At Irrawang Public School, we have zero teachers/SLSO/SASS identified as Aboriginal or Torres Strait Islander.

**Teacher qualifications** (mandatory)

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>Undergraduate degree or diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td>6%</td>
</tr>
</tbody>
</table>

**Professional learning and teacher accreditation** (mandatory)

Professional Learning

All staff completed mandatory professional learning, including e-learning, WH&S requirements and alike. In addition, all staff participated in 7 professional learning days on school site with their supervisor and stage teams. Furthermore, there were other professional learning opportunities for all staff who self sought courses to align with completion of their PDP’s, including 3 staff who worked towards SD3 of the school plan for Aboriginal Education and Community engagement by completing the Stronger Smarter Leadership Course. We had one beginning teacher who also worked with a mentor through the QTSS funding to work together to improve student outcomes.

Teacher Accreditation

At Irrawang Public School, we have 14 staff not yet requiring accreditation, 9 Graduates and 5 Staff in the maintenance phase. All staff requiring Teacher Accreditation have been allocated a supervisor for this ongoing process.

**Workforce information**

Reporting of information for all staff must be consistent with privacy and personal information policies.
**Financial information**

**Financial summary** (mandatory)

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

A full copy of the school’s 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2015</th>
</tr>
</thead>
</table>

**Income**

- Balance brought forward: $662084.87
- Global funds: $251894.56
- Tied funds: $925675.49
- School & community sources: $69990.83
- Interest: $19299.58
- Trust receipts: $20373.25
- Canteen: $0.00
- Total income: $1949482.58

**Expenditure**

- **Teaching & learning**
  - Key learning areas: $27550.05
  - Excursions: $31526.90
  - Extracurricular dissections: $7117.58
- Library: $6715.84
- Training & development: $1372.41
- Tied funds: $969902.15
- Casual relief teachers: $76600.77
- Administration & office: $80219.16
- School-operated canteen: $0.00
- Utilities: $51332.12
- Maintenance: $26343.60
- Trust accounts: $20688.63
- Capital programs: $0.00
- Total expenditure: $1299369.21

**Balance carried forward**: $650113.37

**School performance**

**NAPLAN**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

**NAPLAN - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)
IPS worked closely with our local Murrook Education centre to enlist the help of a Gathang language teacher for our Aboriginal students. Providing the opportunity to explore their culture and learning the language of the Worrimi people, the traditional owners of the land Irrawang Public School is built on, gives these students an identity, sense of self and confidence to learn new things, directly translating into successful learning outcomes in the classroom. As a result, we now have 26 Aboriginal students from Year 3-6 learning the Gathang language once a week with Gawan (Uncle). It is exciting to watch the weekly growth of our Aboriginal students, with all now learning how to have a discussion and to say the Acknowledgment of Country completely in Gathang. The children are excited to learn about their culture and language and their feedback indicates that they are becoming more confident within themselves and proud of their culture.

In addition with members of the Irrawang Aboriginal Education Group (IAEG). A ‘wish list roster’ was developed, whereby our newly refurbished Drop in Room “Guudji Yiigu”, could be open five mornings a week to provide parents and carers a place to go in the mornings after dropping their child off for a hot cuppa, a biscuit and a yarn. Within two weeks, we had volunteers from our local community running “Guudji Yiigu”.

**Other school programs**

**Creative and Practical Arts**

The 2015 school year saw Irrawang Public School’s commitment to the Creative and Performing Arts expand into the broader community. Mr Brian Tomlins continued to guide Irrawang’s “High Five Band” and supported a group of Stage 2 & 3 students for their performances using percussion instruments and recorders. The students developed their musical skills to a very high standard and were a feature item in the Lakeside Learning Communities Showcase held during Term 3. Miss Renee Guilfrie inspired students from 3-6 with her dancing talents, teaching small groups outstanding routines which they performed in the local community during Education week, as well as Showcase. Miss Morgan Turner also picked up her dancing shoes and created a k-2 dance group, whilst Mrs Edgerton supported the K-2 choir. The Stage 2/3 Choir, led by Miss Martin, was another standout item in the
Showcase program, and as a result, were invited to perform at Irrawang High School for the Education Week awards and celebration night later on in the term. All performance groups represented their school to an incredibly high standard and were acknowledged in a parliament sitting by Mrs Kate Washington, local member for Port Stephens. At the conclusion of Term 2, talented students from across the school took to the stage to compete in the annual School Talent Quest. One of the highlights of the evening were Stage 3 students creating a play, using many techniques they had learned in their drama CAPA groups. Mrs Swanson and Mrs Edgerton worked together to present the Irrawang Public School Christmas Carols in Term 4. Under the direction of Mr Kirk and Mrs Ping, the staff performed a personalised version of “When you’re gone” to dedicate to Mrs Farley, who’s retirement was waiting in the wings. All staff enthusiastically performed to entertain the audience and ring in the holiday season. The Creative and Performing Arts (CAPA) Committee worked tirelessly to create whole school teaching and learning programs to further strengthen and embed the “Primary CAPA Groups” program, with the introduction of Photography as a new strand for students to engage in. Consistent meaningful programming became a strong culture across the school. Students were able to join with their peers and experience a range of high quality learning experiences around each of the CAPA strands. This successful program led to the upgrading of school sound equipment and another outstanding GALA night at the conclusion of Term 3, with over three hundred community members in attendance.

In the long term, Aussie Hi-5 Club aimed to:
- develop positive attitudes towards coming to school for the children
- enable children to feel comfortable and familiar in the school environment
- foster partnerships between school and families, and
- assist in identifying areas of need that children may need support in.
Positive student, parent and staff feedback has resulted in the program continuing in 2016.

Aussie Hi-5 Club- School Readiness Program

The Aussie Hi-5 Club was an initiative introduced in 2015. It was created in addition to our current “School is Cool” transition program and targeted towards students commencing Kindergarten at IPS in 2016. The play based “Aussie Hi-5 Club” program focused on school readiness, school environment, PBL and staff familiarisation and included activities which targeted learning concepts and language development. These included:
- individual, small group and whole group activities
- indoor and outdoor activities
- hands on, interactive learning centres as well as more structured learning.

In the long term, Aussie Hi-5 Club aimed to:
- develop positive attitudes towards coming to school for the children
- enable children to feel comfortable and familiar in the school environment
- foster partnerships between school and families, and
- assist in identifying areas of need that children may need support in.
Positive student, parent and staff feedback has resulted in the program continuing in 2016.

Grandparents Day

Term 4 saw the inaugural implementation of Grandparents and Grand Friends day. Prior to the day interested staff were invited to join a working party for the event. The team consisted of teaching staff, SLSOs, P&C members, canteen volunteers, the IPS student Aboriginal Representative, Schools as Community Centre (SaCC) facilitator and community members. After a collaborative brainstorming session where all ideas were heard and valued, each team member was aware of their role in organising activities such as; songs, powerpoint presentations, props and photo booths, Acknowledgement to Country, gifts, afternoon tea and so on. Similarly, all staff at communication meetings, had their roles clearly defined. In addition, invitations to Grandparents were sent out in a timely manner and regular posts and updates and reminders on our IPS facebook page leading up to the event. No stone was unturned in the organisation of the day and all staff and volunteers eagerly took on their roles, happily asking for support when needed. As a result, we had in excess of 250 Grandparents and Grand Friends from P-6 and our SaCC attend the event. Positive feedback from Grandparents, parents and students throughout the day was overwhelming and the feedback in TWTW from the Principal of, “This was one of the best days ever at IPS” proved it was a success.

Thou-Walla Family Centre (Irrawang Schools as Community Centre Project)
Thou-Walla Family Centre is a School’s as Community Centre’s (SaCC) Program, located in the grounds of Irrawang Public School. The SaCC Programs are a prevention and early intervention cross agency initiative supporting families with young children from birth to 8 years of age, with a focus on the early years. SaCC programs are hosted by NSW Public Schools and work in partnership with key stakeholders including school and community members, human service agencies and non-government organisation’s to provide a range of activities and initiatives to engage and support families raising young children. There are 44 SaCC’s throughout NSW. All SaCC’s are led by a local facilitator. SaCC Programs report on progress against performance measures each year through the SaCC Annual Results Based Reporting (ARBR) process. ARBR demonstrates that the core outcomes of the SaCC program include: increased supportive connections; increased use of health and community services; resources and activities; increased social, emotional and communication skills for school preparedness; increased parenting knowledge on parenting and child development; increased parent confidence.

A snapshot of Thou-Walla Family Centre 2015 ARBR Data:
There were 147 regular families who participated in the SaCC activities on a regular* basis (regular being 10 times or more over the year period), with 90 families participating on an occasional basis. There were 182 children between the ages on 0-8 years, participating on a regular basis. Of these children, 31.87% were children under 3 years of age and 43.41% of the children, 3 years to school age. There were 150 parents/carers attending on a regular basis. There were 25.71% of regular families who identified as Aboriginal and/or Torres Strait Islander (ATSI), with 30.77% of children identified as ATSI. There were 8.16% of regular families who identified as Cultural and Linguistically Diverse (CALD), with 10.98% of children identified as CALD. There were 4.10% of regular families who identified as having a parent/carer less than 21 years of age. Of the children less than 3 years of age, 50% of these children did not access any formal child ren’s services programs. Of the children 3 years to school age, 11.40% of these children did not access any formal children’s services programs. The SaCC implemented 33 initiatives in 2015, ranging from transition to school, early literacy, playgroup, child and adult health and parenting initiatives. The SaCC formed 33 partnerships ranging from Hunter New England Health, Awabakal, Northern Settlement Services, Newcastle University through to the Port Stephens Woodworkers Club. Of the 33 initiatives, 96.97% were delivered in partnership with other organisations.