Irrawang Public School
Annual School Report 2013
School context

Irrawang Public School, located in Raymond Terrace, is classified as a P4 school. In 2013 the school’s enrolment was 279, 22% of these students identified as being of Aboriginal or Torres Strait Islander descent.

The school had a non-teaching Principal and four Assistant Principals. Through the Early Action for Success initiative a Deputy Principal was appointed at the end of 2012 - a position that will be maintained for up to three years.

Enrolments at the school have shown a gradual increase over the last three years, although the number of mainstream classes remained steady at 10. Through Priority Action Schools Funding (PAS) an additional class was formed to support early literacy learning.

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

There was a number of funding projects and grants within the school budget which included Priority Schools Program (PSP), Priority Action School program (PAS), Norta Norta, Kids Excel Phase 2, Department of Community Services (SaCC), National Chaplaincy Program, and Active After School Community. Irrawang Public School became a National Partnerships (Low SES) school in 2010.

The school implemented 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.

Principal’s message

2013 was a year of change, transition and success.

We maintained excellence and a high visibility as a ‘lighthouse’ amongst local schools for Language Learning and Literacy (L3) and Positive Behaviour for Learning (PBL). Teachers from other schools frequently visited Irrawang Public School to view our practices in these. L3 and PBL strongly supported success for students in the school.

The school had strong processes and practices for assessing student achievement and tailored learning to meet the needs of all students.

We built strong relationships with other local schools, external welfare and support agencies and the University of Newcastle. These relationships enabled us to offer a range of important programs to support students and their families.

In 2013, a number of students engaged in gifted and talented programs either within the school or in programs developed by Irrawang High School. The school also had a number of children apply and accepted to extension classes in Year 7 in 2014 at the two local high schools.

We achieved sound improvements in our school’s overall results in NAPLAN. Attendance rates continued to improve and data continued to identify positive trends in student behaviour.

Parent involvement continued to develop in a very positive way within the school. We held our second Parent Forum and first Aboriginal Parent Forum to assist with the school evaluation. The response to this was outstanding with the participating parents keen to see the forums continued, and in fact extended in 2014.

Our P&C continued to work actively and positively for the school. The number of parents involved was small, but they were a group that provided excellent feedback to me as Principal and strong and effective support to the school. Congratulations to the President, Karlene Johnson, for the commitment, passion and strong leadership she brought to the school. In 2013 the P&C decided to discontinue the uniform shop with school uniforms being sold exclusively at Lowes from Term 3.

Parents, staff and students enjoyed Irrawang Public School’s first Gala Night held at the end of Term 3. Students excelled on stage in dance,
drama, theatre, musical and instrumental performances to capture and enthrall an audience so large, we ran out of seating.

Throughout 2013 Irrawang Public School maintained a wonderful, cohesive teaching and non-teaching staff team. Each person brought a daily commitment to continuously improve the outcomes for students in the school and build positive relationships with the school community.

Congratulations to our students for their learning and development in 2013. It was wonderful to see so many children taking pride in themselves and in their school. When representing the school in the community, they drew positive comments and created a highly positive image for our school.

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.

Nancye Farley
Relieving Principal

P & C and/or School Council message

2013 was another busy year for the P&C at Irrawang Public School.

The P&C appreciated the support of parents and staff over the past 12 months. Without this support we could not have given back to the school and community.

In 2013 the P&C decided to close the clothing pool and purchase all school uniforms from Lowes. This led to a change in the school shirt. The change was a positive one with the new shirt ensuring our school stood out and looked the very best in our community! As we want nothing but the best for our children and school, I believe this new image makes us stand out at school and when representing the school on excursions and activities.

The P&C held 3 discos throughout the year which I know everyone thoroughly enjoyed. We also held a Trivia Night which was a lot of fun for all. We look forward to holding another one in the future.

During the year a pie drive, cookie dough drive and a very successful Mother’s Day and Father’s Day stall were held.

We participated in the Woolworths Earn and Learn program and look forward to some great goodies coming next year.

The P&C was successful in applying for a volunteers’ grant. This allowed us to install a new oven in the school canteen and buy 2 new coolers for use during fundraisers and BBQs.

We also supported the school gala night where we saw a spectacular display of our talented students. The P&C actively supported the Kindergarten Orientation Program and provided school hats to all new Kinder children.

At the Christmas Carol Concert the P&C ran a sausage sizzle and raffle.

All the money raised from our fundraisers in 2013 went to starting a playground fund. The P&C would like to help get a new playground for our fantastic school, so to start the fund off we have banked $4000.

It has been an honor to play my part as P&C President at Irrawang Public School in 2013 and I thank everyone for their support. We hope you can continue to support the P&C in 2014.

Finally, I’d like to thank the executive team, financial members, our parents and carers and the wonderful staff who volunteer their time to help out our P&C. Without you taking on the
roles and responsibilities, none of this would have been possible. I thank you from the bottom of my heart and want you to know that it is really appreciated.

I look forward to another exciting year in 2014.

Karlene Johnson - President

Student representative’s message

On behalf of the Year 6 leaders we would like to tell you about some of the 2013 highlights. We really enjoyed the Canberra excursion with the Stage 3 students. Every student that came with us had their Aussie 5. To help fund the excursion, Stage 3 sold pancakes every Friday morning. Each Stage 3 class had a turn at cooking pancakes for the fund raiser.

Stage 2 also had an overnight excursion to Sydney, staying at Taronga Zoo.

We also enjoyed our swimming, athletics and cross country carnival as well as participating in a number of other things such as sporting teams, visiting shows at the school and visiting the University of Newcastle.

In the middle of the year we had a Talent Quest which also was a fund raiser. The whole school watched it and we were able to buy a new school banner with the proceeds of the night.

The leaders would like to thank the Year 6 teachers, Mrs Rigg, Mr Cridland, Mr Fibbins and Mr Jones. We would also like to thank Mrs Farley and Mrs Field for their support and guidance in our role of school leaders. We hope 2014 is just as successful.

Shaytarna Buckshiram and Ryan Johnson
2014 School Captains

School Captains and Vice Captains 2013

Student information

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

Throughout 2013 there were 11 mainstream classes, three special education classes and a DEC preschool operating within the school.

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>138</td>
<td>136</td>
<td>128</td>
<td>131</td>
<td>129</td>
<td>143</td>
<td>153</td>
</tr>
<tr>
<td>Female</td>
<td>142</td>
<td>120</td>
<td>125</td>
<td>128</td>
<td>125</td>
<td>135</td>
<td>126</td>
</tr>
</tbody>
</table>

The table above shows the K-6 student enrolments for the period 2007 to 2013. Of these students, 22% identify as Aboriginal or Torres Strait Islander. Five percent of students are from a language background other than English. In addition there were 34 preschool enrolments that attended in two groups each week and 7 students in a special education class that were shared enrolments with other schools.
Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>90.1</td>
<td>88.8</td>
<td>92.6</td>
<td>92.5</td>
<td>90.8</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>84.7</td>
<td>88.5</td>
<td>92.1</td>
<td>90.4</td>
<td>93.4</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>86.5</td>
<td>86.8</td>
<td>89.6</td>
<td>91.7</td>
<td>90.1</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>88.7</td>
<td>89.5</td>
<td>88.6</td>
<td>91.8</td>
<td>90.6</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>88.4</td>
<td>88.2</td>
<td>90.5</td>
<td>87.9</td>
<td>91.9</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>86.5</td>
<td>85.6</td>
<td>86.9</td>
<td>88.9</td>
<td>90.9</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>88.1</td>
<td>86.6</td>
<td>87.2</td>
<td>91.4</td>
<td>91.2</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>88.6</td>
<td>87.6</td>
<td>87.7</td>
<td>89.7</td>
<td>90.8</td>
<td>91.3</td>
</tr>
</tbody>
</table>

Management of non-attendance

Principal and staff consistently monitored the attendance of students in 2013 and contacted parents when there were attendance concerns. In addition, once per term, reviews of attendance were held with families where student attendance was of concern. Parents met with the Principal, the Home School Liaison Officer (HSLO), Aboriginal Community Liaison Officer (ACLO) and classroom teachers to find ways to support families to address identified issues.

Improved class attendance, and the highest attendance rate, was celebrated at weekly assemblies with students achieving 100% attendances each term awarded with a certificate at the end of the term.

Referrals to the HSLO were made for families who were unable to improve attendance despite the school’s intervention.

Workforce information

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

The Deputy Principal position, under the Early Action for Success program, continued as a key component of the school’s staffing allocation.

There was a team of temporary teachers, School Learning and Support Officers (SLSO) and administrative staff who worked across the school.

At the end of Term 1 the Principal, Mrs Eve Field, was successful in gaining promotion to Kurri Kurri Public School and commenced there at the start of Term 2. Mrs Farley was appointed Relieving Principal with Ms Hylie McEvoy appointed as Relieving Assistant Principal P-2.

Mrs Sharon Rigg accepted the position of Relieving Assistant Principal Terms 1 & 2 replacing Mrs Julie Hubbard, with Mr Mark Cridland permanently appointed to the school as Assistant Principal at the start of Term 3.

At the start of Term 3 Ms Morgan Turner was appointed to the preschool as a temporary teacher under an Expression of Interest (EOI) process to replace Mrs Lysaght, who commenced maternity leave.

Workforce composition

<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>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>7</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>8.9</td>
</tr>
<tr>
<td>Teacher of Moderate Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>27.92</td>
</tr>
</tbody>
</table>
The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce. In 2013 two members of staff identified as Aboriginal.

Teacher qualifications

All teaching staff meets 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>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>25</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>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>409,398.59</td>
</tr>
<tr>
<td>Global funds</td>
<td>227,222.44</td>
</tr>
<tr>
<td>Tied funds</td>
<td>505,372.32</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>43,756.17</td>
</tr>
<tr>
<td>Interest</td>
<td>13,212.51</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>27,467.35</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>817,030.79</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning
  - Key learning areas: 20,296.70
  - Excursions: 31,393.77
  - Extracurricular dissections: 9,566.79
Library: 4,028.84
Training & development: 1,931.11
Tied funds: 413,141.62
Casual relief teachers: 89,759.07
Administration & office: 53,488.05
School-operated canteen: 0.00
Utilities: 51,215.89
Maintenance: 24,157.01
Trust accounts: 60,574.99
Capital programs: 0.00
Total expenditure: 759,553.84
Balance carried forward: 466,875.54

A full copy of the school’s 2013 financial statement is tabled at the annual general meeting of the School’s P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Academic achievements

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.

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

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN). Click on the link http://www.myschool.edu.au/ and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

<table>
<thead>
<tr>
<th>Year 3 NAPLAN Reading</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2013</td>
<td>346.3</td>
<td>374.7</td>
<td>418.7</td>
</tr>
</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>10</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>23.5</td>
<td>20.6</td>
<td>17.6</td>
<td>29.4</td>
<td>8.8</td>
<td>0.0</td>
</tr>
<tr>
<td>School Average 2009-2013</td>
<td>19.5</td>
<td>31.5</td>
<td>23.3</td>
<td>15.7</td>
<td>6.3</td>
<td>3.8</td>
</tr>
<tr>
<td>SSG % in Bands 2013</td>
<td>8.8</td>
<td>18.8</td>
<td>25.8</td>
<td>23.4</td>
<td>10.8</td>
<td>12.5</td>
</tr>
<tr>
<td>State DEC % in Bands 2013</td>
<td>3.5</td>
<td>11.2</td>
<td>17.3</td>
<td>24.3</td>
<td>17.7</td>
<td>26.0</td>
</tr>
</tbody>
</table>
34 students sat the NAPLAN reading assessment. The cohort included students from the support classes in the school. This year’s results showed a continued movement away from the bottom two bands.

Year 3 students exceeded the school target with 76.4% of students achieving national minimum standards or higher.

Year 3 students exceeded the school target with 56% of students achieving Band 3 or higher.

Year 3 ATSI students also exceeded the school target with 42.9% of students achieving Band 3 or higher.

NAPLAN Year 3 - Numeracy

34 students sat the NAPLAN numeracy assessment. The cohort included students from the support classes within the school.

As in reading, this year’s results showed a continued movement away from the bottom two bands.

Year 3 students exceeded the school target with 91.2% of students achieving national minimum standards or higher.

Year 3 ATSI students also exceeded the school target with 100% of students achieving national minimum standards or higher.

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Year 5 NAPLAN Reading

<table>
<thead>
<tr>
<th>Average score, 2013</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>490.1</td>
<td>435.1</td>
<td>409.0</td>
<td></td>
</tr>
</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td>10</td>
<td>14</td>
<td>13</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>24.4</td>
<td>34.1</td>
<td>31.7</td>
<td>9.8</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>School Average 2009-2013</td>
<td>25.0</td>
<td>25.0</td>
<td>28.9</td>
<td>14.1</td>
<td>5.8</td>
<td>1.3</td>
</tr>
<tr>
<td>SSG % in Bands 2013</td>
<td>17.9</td>
<td>30.6</td>
<td>30.7</td>
<td>14.3</td>
<td>3.4</td>
<td>3.0</td>
</tr>
<tr>
<td>State DEC % in Bands 2013</td>
<td>6.3</td>
<td>17.0</td>
<td>25.9</td>
<td>24.8</td>
<td>11.8</td>
<td>14.2</td>
</tr>
</tbody>
</table>

41 Year 5 students sat the NAPLAN numeracy assessment. The cohort included students from support classes within the school.

Year 5 students exceeded the school target with 85.4% of students achieving national minimum standards or higher.

Year 5 students exceeded the school target with 54.7% of students achieving Band 5 or higher.

NAPLAN Year 5 - Numeracy

<table>
<thead>
<tr>
<th>Average score, 2013</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>490.1</td>
<td>435.1</td>
<td>409.0</td>
<td></td>
</tr>
</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td>10</td>
<td>14</td>
<td>13</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>24.4</td>
<td>34.1</td>
<td>31.7</td>
<td>9.8</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>School Average 2009-2013</td>
<td>25.0</td>
<td>25.0</td>
<td>28.9</td>
<td>14.1</td>
<td>5.8</td>
<td>1.3</td>
</tr>
<tr>
<td>SSG % in Bands 2013</td>
<td>17.9</td>
<td>30.6</td>
<td>30.7</td>
<td>14.3</td>
<td>3.4</td>
<td>3.0</td>
</tr>
<tr>
<td>State DEC % in Bands 2013</td>
<td>6.3</td>
<td>17.0</td>
<td>25.9</td>
<td>24.8</td>
<td>11.8</td>
<td>14.2</td>
</tr>
</tbody>
</table>

41 Year 5 students sat the NAPLAN numeracy assessment. The cohort included students from support classes within the school.

Year 5 students exceeded the school target with 75.8% of students achieving national minimum standards or higher.

Year 5 ATSI students also exceeded the school target with 88.8% of students achieving national minimum standard or higher.
Other achievements

Every five weeks teachers monitor and track student progression on the Literacy and Numeracy Continuums. In 2013 in reading, 87% of students progressed one or more clusters on the Literacy Continuum. This exceeded the school target of 85% by 2%. In numeracy, 75% of students achieved at or above their year specific clusters.

Achievements in other school programs are listed below.

Debating

In 2013, Irrawang PS participated in two debating competitions. The debating teams were comprised of five Stage 3 students: Christine D’Arcy; Nadia Symmington; Tia Bishell; Matthew Burke; and Dale Gibson. The first debate was in the Hunter Central Coast Debating Competition where the students presented some informed and well researched arguments, delivering an engaging discussion with Grahamstown PS as we attempted to convince the audience that Antarctica should not be left to the penguins. The Raymond Terrace Rotary Debating Competition commenced a short time later and saw us travel to Wirreanda PS to debate the merits of shorter school holidays. Whilst we did not progress further than the first round in either debating competition, congratulations goes to all the debaters on their development of great research skills and their enthusiasm in developing and delivering creative and passionate arguments. Well done everyone!

Public Speaking

In 2013, Irrawang PS continued to develop public speaking within the school with representatives from each stage attending the Hunter Central Coast Public Speaking Competition. Our school representatives were Meghan Vogt, Cameron Palmer, Jaii Vogt, Makenzie Shepherd, Tia Hocroft, Madelaine Rose, Dale Gibson and Sarah Hamilton. Irrawang PS also hosted the Stage 2 heats of the competition which provided the opportunity for our students to present their speeches to their peers and demonstrate their skills. Congratulations to all of our representatives on their hard work and efforts in preparing and presenting engaging and remarkable speeches.

Premier’s Reading Challenge

The Premier’s Reading Challenge (PRC) aims to encourage a love of reading for leisure and pleasure in students, and to enable them to experience quality literature. It is not a competition but a challenge to each student to read, to read more and to read more widely.

Irrawang’s 2013 results were the best yet recorded, with 98% of students successful in achieving their certificate. What was even more pleasing was the number of platinum certificates awarded to students who attained their PRC certificate in all seven years of their primary schooling.

Significant programs and initiatives

Although the school had a clear focus on developing students’ skills in literacy and numeracy, there was also an emphasis on engaging students through a variety of other key programs.

Positive Behaviour for Learning (PBL)

2013 continued to be a successful year with Positive Behaviour for Learning (PBL). PBL continued to help staff deliver high quality programs to improve student outcomes. PBL was driven by the use of whole school data; academic, welfare and attendance. The weekly lesson focus was driven by the data and linked to the schools core value “Irrawang Public School staff and students are safe, responsible learners who show respect”. This motto was broken down into specific weekly expectations and explicitly taught daily to all students Preschool through to Year 6.

Every Monday assembly saw a springboard into the weekly PBL teaching focus. All staff began to show ownership of this valuable opportunity by volunteering to present the weekly focus. The Monday assembly was also a time for celebration and recognition of students showing their Aussie 5 throughout the previous week. The awards
were specifically linked to the weekly focus. This celebration was shared with all staff, students and the community through the fortnightly newsletter, weekly displays in the office of awardees and uploaded onto Facebook.

Late 2013 saw a review of current bell times and length of breaks for students. It was noted that significant spikes of welfare referrals were occurring prior to lunch and recess breaks. It was decided through the collaboration of executive and whole staff and Federation members to trial a ‘new’ timetable. This ensured a continuous teaching block for core subjects English and Maths, a longer ‘split’ lunch break and a longer recess break. The trial was accepted by staff and the P&C and that structure will continue in 2014.

PBL has been successful in allowing students to focus on an aspect of their behaviour and the links to their learning. All staff members explicitly teach school expectations and provide students with daily opportunities to reflect on any issue that arises. The success of these lessons is evident with the reduction in serious behaviour referrals.

Teachers used explicit and systematic teaching strategies to improve student outcomes, but also taught all students to be safe, responsible learners who show respect in all settings (school, home and community). We know these Tier 1 ‘Universal’ expectations that are taught and supported every day help create a predictable and positive learning environment.

Deputy’s BBQ

Information and Communication Technologies

In 2013 a significant change occurred with information and communication technologies (ICT) resources. The preschool acquired an LED interactive screen to support them in accessing and engaging in technology. This also supported the transition to primary school where all classroom teachers used Smart Boards for everyday teaching.

Additional mini Notebooks were purchased to create a class set for the mobile classroom resource purchased in 2012. It was identified in 2012 that there were limited computer resources in classrooms, so a target for the ICT Team in 2013 was to provide every classroom with a desktop computer. The 3-6 classrooms also received 2 computers to support teaching and learning programs. Students now have the opportunity to improve ICT skills during classroom group rotations.

A target for ICT in 2013 was to create an ICT scope and sequence. Staff representatives from the ICT team liaised with staff from other local schools for samples of ICT scope and sequences. These documents were combined and aligned with the new NSW English Syllabus. The draft of this will be trialed at the beginning of 2014.

Towards the end of 2013, a staff survey was developed to establish the effectiveness and importance of Mathletics and Reading Eggs across the school. Results from this survey indicated that staff was supportive in discontinuing the memberships. An LED Interactive TV for the computer lab was resourced instead. This screen was ordered at the end of 2013 with installation ready for 2014.

During the Primary Creative and Performing Arts (CAPA) groups on Thursday afternoons, a small group of primary students used the newly purchased digital cameras to create digital animated stories. It was amazing to see the creativity of students throughout these learning experiences. The cameras have been used during all school excursions. The Stage 3 Camp to Canberra also used the cameras to create a digital story of the memories from camp.

Kindergarten Transition

Up to 42 students and their parents and caregivers participated in the ‘School is Cool’
orientation program in Term 4. Over a period of 6 weeks students and parents participated in dual information and activity programs in preparation for Kindergarten 2014.

In 2013 we adjusted the program to best suit the needs of our new students. We did this by following the Early Years Learning Framework and having guest presenters focus on our Aussie 5 Rules at each session of the program. This resulted in an increased percentage of students presenting in a settled and calm way and participating in all learning activities.

Parents were offered relevant and up to date information from a range of speakers from the school community. Guest speakers included the Home School Liaison Officer, Aboriginal Community Liaison Officer, P&C President, parent representative, Road Safety Officer, Community Child Care Nurse, Community Speech Therapist and representatives from the Irrawang School teaching staff.

Students and their parents and caregivers came together for a healthy morning tea where students shared their experiences with their parents and caregivers.

The program concluded with a themed PBL ‘Pirate Party & Celebration Ceremony’ and morning tea.

Literacy Action Plan 2013

In 2013 the Literacy Team worked in the following areas.
• Quality Teaching Framework informed assessment, programming and delivery and was embedded in classroom practice
• Differentiated programming supported teaching and learning in literacy and numeracy
• Whole school literacy and numeracy continuum tracking system implemented
• L3 and Accelerated Literacy implemented
• Technology linked to programming across KLAS.

Our achievements included:
• Employment of Early Years Instructional leader to support K-2
• Employment of a literacy teacher/mentor
• Literacy and numeracy continua accessed on SENTRAL to track and monitor student achievement
• Targeted specific reading strategies to focus on comprehension
• Continued implementation of Multilit by SLSOs and LASTs
• Reading Eggs literacy program K-6 implemented
• Demonstrated literacy and numeracy activities for school and the home through Literacy and Numeracy Olympics event
• Parent speech and language program established with training for volunteers
• Continuation of the SPINS program for early identification of language concerns in preschool and Kindergarten
• Continued implementation of Accelerated Literacy (AL) program Year 1 to Year 6
• L3 implemented in Kindergarten and extended to Year 1.
• Continued implementation of the LMG writing rubrics to support consistent teacher judgement in marking.

Numeracy Action Plan 2013

In 2013 the Numeracy team:
• Collected and consolidated school numeracy resources
• Formed class sets of basic numeracy materials which were distributed school wide
• Purchased a range of new resources and equipment based on staff perceptions of what was needed to effectively deliver quality maths lessons
• Was successful in having the school subsidise student participation in various mathematics
competitions throughout the year. Those competitions being the Newcastle Permanent Mathematics competition and the Australian Mathematics Trust Primary Competition.

- Maintained the placement of students on the Numeracy continuum from K-6
- Saw the commencement of Early Stage 1 and Stage 1 ‘lesson Study’ with the K-2 Instructional Leader
- Placed an emphasis on the consolidation of ‘place value’ understanding across the school; particularly during class ignition activities.

**Sport**

In 2013 IPS students took part in a range of in school and out of school sporting activities.

- School Athletics Carnival in March, with a large number of students representing at the Zone Carnival in track and field events.
- School Cross-Country races held at school with the first three place getters representing at Zone level.
- School Swimming Carnival held in November. Two students represented at Zone level.
- In the PSSA state wide knockouts we entered teams in boys and girls soccer, girls netball and boys basketball. The girls netball team won its way into the second round. All of our representatives put in their best efforts for our school.
- The girls netball team played in a gala day where they won 4/5 matches.
- Years 2-6 had the opportunity to take part in the intensive swimming scheme during November.
- All children from K-6 participated in regular Friday sport. A large variety of sports and games were offered to the students on a rotating basis.
- Students also had the opportunity to participate in the Active After School Communities Program.
- 2013 also saw the purchase of our own high jump equipment, the construction of a long jump pit and the kind donation of two shot puts by the Raymond Terrace Athletics Centre.

**CAPA Initiative**

In 2013 the students of Irrawang PS embraced many opportunities to celebrate their participation and enjoyment of Creative and Performing Arts (CAPA) across the wider school community.

A range of students took great pride and enthusiasm in performing a broad array of musical talents in the Lakeside Learning Communities Showcase. The items included Stage 2/3 choir, Infants choir and a Stage 3 special dance group.

All primary teachers showed great initiative in the implementation of CAPA groups across the school year by working together to plan a range of activities to achieve outcomes in every area. These groups enabled the profile of CAPA to be raised as well as students’ participation, engagement and enjoyment.

At the conclusion of Term Three, our first Gala Night was held to celebrate the success of CAPA across the school. The evening highlighted just how capable our staff and students are, and set the standard for future GALA nights.

**Library**

During 2013, Irrawang PS’s Library resources continued to support the teaching and learning curriculum, and the needs and interests of students and staff at our school. With a continually evolving strategic plan in place, the Library was on the 21st century digital highway and digital literacy was a major focus.

Digital literacy relates to the skills, knowledge and understanding that is needed to use new technology and media to create and share meaning. It involves the functional skills of reading and writing digital texts e.g. being able to ‘read’ a website by navigating through hyperlinks and ‘writing’ by uploading digital photographs or an audio track to a powerpoint presentation. Digital literacy is also very focused on the ability to analyse and evaluate the information available on the web e.g. deciding which knowledge is relevant, factual and up to date, not just someone’s opinion.
The number of mini laptops for the Library was increased during the year. This, together with the extension of WiFi facilities, meant that every student had individual access to the Internet during Library lessons.

The Library was open during lunch on Tuesday, Wednesday and Thursday. In these times students could choose to use a laptop, listen to an audio tape, build creative constructions and jigsaws, complete a worksheet, play chess or simply browse through the bookshelves.

**Aboriginal Education**

2013 saw the establishment of Irrawang PS’s first Aboriginal Education Group, comprised of parents, staff, community members and student representatives. It was the result of suggestions made at the Aboriginal Parent & Community Forum, for a cross-community group which met on a regular basis to discuss and evaluate Aboriginal issues across the school. It proved itself to be a very effective communication forum.

**NAIDOC Day** is a highlight in our school calendar each year and 2013 was no exception. Following a wonderful *Welcome to Country* by Uncle John Ridgway, all students participated in various activities including plaiting, damper making, boomerang and face painting, girls and boys dance, and didgeridoo.

A Sistaspeak girls group was established this year. This program has two aims:
- To encourage girls to focus on education, career development and options for financial independence
- To increase the self-esteem of the girls, strengthen their sense of identity and culture and connection to the community in which they live.

The program culminated in a very enjoyable morning tea prepared and served by the students to family members and invited guests.

During 2013, our Indigenous students participated in several cultural and sporting gatherings, including a VIBE 3-on-3 basketball day and the Bularr Wangga festival at Murrook.

Several staff members underwent professional learning in the Aboriginal 8 Ways of Learning. This is a teaching framework which incorporates the elements of quality teaching whilst embedding Aboriginal perspectives by using Aboriginal learning techniques: tell a story; make a plan; think and do; draw it; take it outside; try a new way; watch first then do; and share it with others.

8 Ways of Learning was developed between 2007 and 2009 from research involving DEC staff, James Cook University’s School of Indigenous Studies and the Western NSW Regional Aboriginal Education Team. It is different for every community, as each school works with community to make the framework ‘fit’ their school. An outline of this was presented in the Parent Information sessions held on 14th & 27th November, giving parents the opportunity to understand the process and how it benefits all students.

It is planned for this pedagogy to become an integral part of the school’s curriculum.

**Early Action for Success**

Irrawang Public School has been a part of the Kindergarten to Year 2 initiative, *Early Action for Success*, since Term 4 2012. Our participation in this program has included the appointment of a Deputy Principal – Instructional Leader, Mr Brett Meek.

The core responsibility of the Instructional Leader is to build the capacity of teachers in the early years of schooling to ensure all students successfully achieve the foundations for learning.

*Early Action for Success* is an initiative which brings together:
- Quality leadership
- Identifying individual levels of attainment in literacy and numeracy, essential for teaching that is personalised to individual student learning needs
- Tiered interventions in literacy and numeracy.

To determine which students should be involved in literacy and numeracy interventions, the K-2
teachers in collaboration with the Instructional Leader, school leaders and Learning and Support Teachers have mapped the progress of every Kindergarten to Year 2 against an end-of-year expected standard for Reading, Writing and Number.

Intervention programs, such as Minilit, Multilit, Reading Recovery, Count Me In Too activities, and the ongoing development of quality teaching and learning in classrooms have been implemented to ensure identified students achieve success.

Irrawang Public School will remain part of Early Action for Success until the end of 2015. The school will be part of ongoing research into the success of this type of initiative being carried out by independent researchers by contributing data and participating in online surveys and personal interviews.

Quality Teaching

In 2013 the Quality Teaching Team created and implemented a Quality Teaching Action Plan to ensure the Quality Teaching (QT) framework informs assessment, programming, teaching and learning and is embedded in classroom practice.

Some strategies included in the plan to achieve this goal were:

- QT evident in all class programs
- A QT scope and sequence developed to include a fortnightly focus element for discussion and reflection at staff meetings
- Creation and implementation of Individual Education Plans (IEPs), Personalised Learning Plans (PLPs) and Behaviour Management Plans to identify individual student needs and to drive best practice for curriculum delivery for all students
- Learning Support Team (LST) referrals and discussion utilised to identify best practice in relation to targeted students
- Reflection upon NAPLAN and school based assessments to inform teaching and to identify target areas for improvement
- Continued implementation of the literacy and numeracy continuum data to identify ‘where to next’ for specific student outcomes and to identify differentiation strategies

- The revision and redevelopment of in school transition forms
- Revision and evaluation of the QT action plan for implementation in 2014.

Washing cars to raise money to send water filters to Cambodia

Thou-Walla (Schools as Community Centres)

Thou-Walla Family Centre is a Community Centre providing programs to families, with a focus on families with children 0-8 years of age, in particular the years before school. The term ‘Thou-Walla’ derives from the Kattang Language of the Worimi People meaning meeting place.

Thou-Walla provided programs to families within the Irrawang community, wider Raymond Terrace community and the surrounding areas. It is part of the Schools as Community Centre (SaCC) Programs managed by Department of Education and Communities and is funded through Families NSW. The Centre has been in operation since 2004 and is due for its 10 year anniversary in October 2014.

Thou-Walla Family Centre is located in the grounds of Irrawang Public School and services the local school as well as reaches families across the Port Stephens area (as far as Medowie, Tanilba Bay and Karuah).

Thou-Walla Family Centre continues to evolve to the changing needs of the community and continues to present as the Community Centre for many local families within the Irrawang, Raymond Terrace and surrounding areas.

Over the last 2 years, the Centre has had an increase in focus in engagement with families
with children in the years before school, as well as an increase in focus on outreach, as a requirement of current Departmental SaCC Guidelines.

Thou-Walla’s mission is to:
- Promote happy, healthy children and give them a positive start to school
- Support families in their role of parenting, by providing information, connections and collaborative delivery that supports their children’s early years’ development
- Strengthen our community by developing their local school as a focus of community activity.

National Partnerships

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

2013 was the fourth and final year of the program, and saw the continuation of several strategies from 2012 as well as the introduction of new strategies. Strategies focused on the sustainability of the changes to practice within the school and built on the capacity of staff to deliver and maintain best practice across all teaching and learning programs.

Principle strategies funded under National Partnerships in 2013 included:
- Employment of/release a teacher/mentor to facilitate processes that will lead to embedding the QTF into all teaching and learning situations, to support staff in implementation of AL and L3 in the classrooms, to oversee speech and language program implementation as well as in supporting staff in applying Consistency of Teacher Judgement.
- Employ an Aboriginal Liaison Officer to form partnerships with the Aboriginal Community to improve attendance and student engagement
- Employ an additional SLSO to support programs in speech and language and Multilit
- Embed the whole school data system for tracking progress with emphasis on reviewing student clusters on the literacy and numeracy continuums
- Five weekly joint cycles enable tracking of all students and plan appropriately
- Target Aboriginal and Torres Strait Islander students for intensive literacy and numeracy support which is included in the revised PLPs format
- Additional executive release for executive to monitor and support staff they supervise
- Complete installation of IWBs in all learning areas P-6, and provide cabling and additional computers to classrooms and the bandroom
- Build skills, knowledge and teacher capacity through teacher professional learning around Focus on Reading and Lesson Study

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The collaborative processes used included:
- Developed a school context statement
- Evaluated the school’s progress in achieving the targets and outcomes of the 2013 plan and the effectiveness of strategies used
- Conducted evaluations of school systems and practices
- Developed a 2014 school plan that was informed by the above.
School planning 2012—2014: progress in 2013

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

School priority 1

Literacy and Numeracy

Outcomes from 2012–2014

- Quality Teaching Framework informs assessment, programming and delivery and is embedded in classroom practice
- Differentiated programming support teaching in literacy and numeracy
- Whole school literacy and numeracy continuum tracking system implemented
- L3 and Accelerated Literacy implemented
- TNT and HCC mathematics units implemented
- PBL informs teacher practice

Evidence of progress towards outcomes in 2013

In NAPLAN Reading

- the percentage of students achieving national minimum standard or higher in Year 3 to be 76%
- the percentage of students achieving proficiency in Year 3 to be 9%
- the percentage of students achieving proficiency in Year 5 to be 12%
- the percentage of ATSI students achieving Band 3 or higher in Year 3 to be 40%
- the percentage of ATSI students achieving Band 5 or higher in Year 5 to be 60%

In NAPLAN Numeracy

- the percentage of students achieving national minimum standard or higher in Year 3 to be 83%
- the percentage of students achieving national minimum standard or higher in Year 5 to be 65%
- the percentage of ATSI students achieving proficiency in Year 3 to be 5%
- the percentage of ATSI students achieving proficiency in Year 5 to be 5%
- the percentage of students in Year 5 achieving expected growth or greater to be 42%

Strategies to achieve these outcomes in 2014

- Literacy team supports staff in implementing literacy as well as speech and language programs, and develops programs to inform and involve parents in the implementation of the new English syllabus through planned workshops and information sessions
- Release & employ staff members for mentoring roles to ensure staff capacity in Years 3-6 is built to sustain practices in AL, Quality Teaching, curriculum differentiation and assessment and programing to support more students achieving proficiency in literacy
- The instructional leader will support literacy and numeracy across the school, with a focus on K-2, L3 and Lesson Study, and an increased focus on supporting teachers to use data to explicitly inform differentiated teaching and learning and programming practices
- A whole school data system for tracking progress with emphasis on reviewing student clusters on the Best Start continuum K-6 to be implemented. Five weekly joint planning cycles enable tracking to be occur to monitor the progress of all students and plan appropriately
- Provide learning opportunities for parents around literacy and numeracy, offer child minding for younger students and involve school age students in the delivery
- Employ additional SLSO to support programs in speech and language and Multilit
- Implement New K-10 English syllabus
- The Instructional Leader to have individual planning time with teachers to identify, program and assess higher achieving students
School priority 2
Engagement and Retention

Outcomes from 2012–2014

- Quality Teaching Framework informs assessment, programming and delivery and is embedded in classroom practice
- Technology linked to programming across KLA
- PBL informs teacher practice
- Reduction in behaviour notifications for serious incidents, and reduced suspension rates compared to 2012
- Attendance rate has improved, with fewer students late on a daily basis

Evidence of progress towards outcomes in 2013

- Maintained attendance rates at 91.3%
- Latecomer rates reduced to 6% of students
- At least 88.8% of students have no suspensions
- Only 8% of students are suspended between 1 and 5 times
- Only 1.4% of students suspended 5 or more times

Strategies to achieve these outcomes in 2014

- An action team with a focus on reviewing and extending the Positive Attendance Program to continue to improve overall attendance and reduce lateness; and promoting the importance of student engagement as a means of improving attendance.
- Provide teacher release time under RAM allocation to update and write PBL lessons
- Continuation of STAR student leadership program
- Maintain technology team, but also provide additional intense release for computer coordinator to work in class with staff to provide instruction and support in accessing the wider range of technologies available to engage students in learning
- Careers Action Team to develop and implements careers program with IHS staff
- Careers Through Reading program for Years 2 and 5 coordinated by Newcastle University

School priority 3
Community Engagement

Outcomes from 2012–2014

- Parents are actively engaged in school programs
- Positive communication channels between home and school
- Effective partnerships exist with parents and carers to develop and promote literacy and numeracy
- Parents actively participating in 3 way interviews and parent forums

Evidence of progress towards outcomes in 2013

- Increased parental participation in Semester One interviews from 48%
- Increased percentage of parents regularly volunteering in the school to be 12% or more

Strategies to achieve these outcomes in 2014

- Provide opportunities for regular communication and feedback between home and school
- Maintain a Home-School-Community partnership team, consisting of Principal, designated AP, P&C president, Thou Walla coordinator, school community liaison and community engagement officers or education officers
- Extend parent forums to evaluate school improvement, and inform future planning to Terms 1 & 3
- Extend opportunities for parents/carers to be involved in school in a variety of areas to include 3 way interviews to be conducted in Terms 2 & 4

School Priority 4
Leadership and Professional Development

Outcomes from 2012–2014

- School leaders promote staff discussion and dialogue about literacy and numeracy to have an impact on programs and practices.
- Professional learning is strategically planned
• The school actively promotes opportunities to develop staff leadership practices.
• National Professional Standards are linked to TARS and EARS processes

Evidence of progress towards outcomes in 2013

• Improved benchmark for DEC Analytical Framework for effective leadership and school improvement in literacy and numeracy for all areas below 3 in 2013 by 1 level in 2014
• An increase on the Professional Learning Matrix from level 3 to level 4 in the areas of strategic planning of professional learning in literacy and numeracy

Strategies to achieve these outcomes in 2014

• Implement weekly 1 on 1 TARS support to review professional learning plans during executive release
• Use the Team Leadership for School Improvement (TLSI) program to improve and sustain results in key areas for school improvement
• Additional executive release for executive to monitor and support the staff they supervise.
• Conduct an annual evaluation to identify progress of school towards achieving target

Professional learning

Professional learning in 2013 was identified by all staff on their professional learning plans with a clear line-of-site to the School Strategic Plan.

All staff, both teaching and non-teaching, engaged extensively in professional learning during the year. This happened in a variety of ways:
• Regular professional learning staff meetings and staff development days
• Attendance by staff at workshops, forums and conferences
• Online training
• Collegial planning and sharing of practice
• Lesson Study
• Lesson observation
• Professional reading
• Combined networking of the Lakeside Learning Community

Professional learning opportunities related to the 2013 School Plan, and to support the individual professional development of staff members. Key areas related to capacity building of office staff; quality teaching and visible learning; student behaviour and welfare; Aboriginal education and student engagement; speech and language; career development; specific needs of students including autism; and preparation for the implementation of the new NSW syllabus.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents

• Parents recognise the opportunities to be involved in school
• Parents are interested in finding out what their children are learning
• Parent forums and 3 Way Interviews were well received
• The school is seen as having high expectations
• Staff are considered friendly and approachable

Students

• Students feel safe at school
• Students feel confident in the school’s expectations around daily PBL instruction
• Students love to learn and do not like disruptive students
• Students are positive about their classrooms

Staff

• Staff feel supported by the executive, Instructional Leader and colleagues both professionally and personally
• Communication is mainly efficient and effective
• Staff agree that their knowledge of the literacy and numeracy continuums has significantly increased
• Staff agree that their knowledge of comprehension strategies through ‘Focus on Reading’ TPL has significantly increased
• All staff benefitted from observing colleagues and visiting different classrooms

Program evaluations

The Relieving Principal developed the terms of reference for each evaluation which were to review, report, and make recommendations on the effectiveness of the school's quality systems in relation to:
• Continuous improvement in quality teaching, student engagement and monitoring of achievement in literacy and numeracy
• Leadership, including professional support of staff and building staff capacity
• Partnerships with parents and carers, and with external agencies, in supporting student achievement.

Evaluation 1

Continuous improvement in quality teaching, student engagement and monitoring achievement in literacy and numeracy
(Reform/s 1, 3 and 4)

Background

The 2009 NAPLAN data showed that students were underperforming relative to the state for students below minimum standard and for the percentage of students in the top two bands for writing, reading and numeracy.

Average growth for writing was significantly less than state, region and SEG.

Average growth for reading Year 3 to 5 was lower than state, region and SEG.

Findings

The 2103 National Partnership Evaluation found:
• Strong evidence of the Quality Teaching Framework in classroom teaching practices
• Strong evidence of differentiation in teaching and learning being used in the classroom
• All teachers use the Literacy and Numeracy continuums to plot students for differentiation
• 63% of students interviewed indicated that they were aware that differentiated learning was occurring in the classroom
• 100% of respondents said PBL supports teaching and learning in the classroom with 14% indicating it could be more effective
• 100% of students indicated that PBL helps with their learning
• Pre and post AL assessments indicated that reading fluency increased by 35% with comprehension increased by 42%.

Conclusions

• While there is evidence that there is use of differentiation in the classroom through plotting students on the literacy and numeracy continuums and in daily classroom
practice, this is not consistently reflected in teaching and learning programs

- Strong evidence of QTF being used in classroom teaching and learning practice and highlighted in written programs. However, there are inconsistencies of the QTF being used in assessment tasks.

Future Directions

- School to continue with AL, with support from the Literacy Mentor
- Further development of Lesson Study to improve staff capacity in writing quality lessons in literacy and numeracy leading towards achievement of student outcomes
- Development of rich assessment tasks based on the QTF by
- Developing consistent teacher judgement using QT coding systems
- Identify strengths in colleagues to take on leadership and mentor roles to build on current practice in QTF
- The school needs to ensure that all staff are trained in Accelerated Literacy, and that there is ongoing in school support for staff with AL, through both mentoring and peer support. The scope and sequence for AL needs to be revised and updated in line with the new K-10 English Syllabus. Pre and post assessments for AL will further identify the impact of AL on student achievement.

Findings

In 2013 an evaluation of leadership, including professional support of staff and building staff capacity, indicates that:

- Most staff are feeling supported (open door policy always available), particularly in the areas of TPL, mentoring (including advice and capacity building)
- 20% of staff do not have an active TPL plan
- Most staff considers that less executive support time would create more demands on teachers particularly in behaviour management. Additional teacher workload, learning disruptions, less TPL and mentoring opportunities
- 68% of staff see the professional learning provided for the staff at the school is effective
- Approximately half the staff can see a clear link between their professional learning plan and the school’s strategic plan
- On average, most staff can indicated that there were systems and processes in place to develop teaching capacity particularly in the areas of high expectations and sharing, negotiating and justifying ideas

Conclusion

The Best Practice policy has developed a supportive collegial professional culture within the school. On-going evaluation supports the refinement of the Best Practice Policy.

Future Directions

- The teacher mentor role should be considered when planning for 2014 and beyond to provide consistency in mentoring and support
- The Best Practice Policy and practices to be annually reviewed to ensure that there are structures in place which include accountability for change in teaching practice and consistency across the school, supported by a range of evidence.
- All TPL explicitly linked to the school plan and communicated to staff
- Some TPL to be guided by common goals identified in PLPs
Evaluation 3

Strengthening engagement with parents & carers and with external agencies in supporting student achievement (Reform/s 4, 5, 6)

Background

The implementation of Positive Behaviour for Learning (PBL) has been a key strategy for the school in engaging with parents and community that has been enabled by National Partnerships. With the introduction of parent forums, 3 way interviews and by the formation of the Irrawang Aboriginal Educational Committee (AEC) these have been key indicators of the success of this strategy.

Findings

This year’s National Partnership Evaluation has found that

• Parents appreciated the forums, one of which was for Aboriginal parents, and 3 way interviews
• Parent feedback overwhelming acknowledged community satisfaction and ability to engage parents
• Parent feedback overwhelming acknowledged friendly, positive, supportive and approachable staff
• Parents noted an increase in participation at school would occur if childcare was offered
• 71% of staff are conscious of using informal communication to build relationships with parents
• 100% of staff believes that community satisfaction and parental engagement in learning is very important. However, 64% indicated this is an area which could be more effective

Conclusions

• There is an overwhelming community acknowledgement of community satisfaction in the school e.g. forums, 3 way interviews, and supportive staff. While there are stronger levels of parental participation in school life, there is a need to increase parental engagement in student learning

Future Directions

• Increase forums and 3 way interviews e.g. forums in Terms 1 & 3 and 3 way interviews in Terms 2 & 4
• Provide child care and light meals to make these more inviting
• Consider provision of parental workshops (day/night program) involving students
• Role of the LAST teachers - review timetables to facilitate teacher/parent conversations around learning

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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