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

Proudly set as the focus of our local community, Irrawang Public School offers high quality student centred learning. We value academic success and provide innovative teaching practices which encourage all students to achieve their full potential. Families are welcomed to actively participate in all aspects of school.

Irrawang Public School, located in Raymond Terrace, is classified as a P3 school. In 2014 the school’s enrolment from preschool to Year 6 was 319, 22% of these students identified as being of Aboriginal or Torres Strait Islander (ATSI) 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.

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 were a number of funding projects and grants within the school budget which included 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.

School Leaders

On behalf of the Year 6 leaders, we would like to share some of the 2014 highlights. We enjoyed the Lutanda excursion with the Stage 3 students. Every student that came with us had their Aussie 5 rules and were safe, responsible and respectful in all settings. To help fund the excursion, Stage 3 made and sold pancakes every Wednesday morning. Each Stage 3 class had a turn at cooking pancakes for the fundraiser to support the excursion. Stage 2 also had an excursion to Blackbutt Reserve, while our K-2 students visited the Australian Reptile Park.

This year we enjoyed our swimming, athletics and cross country carnivals as well as participating in a number of other sporting events. Highlights of the year included looking at our future career opportunities at Career Day and visiting the University of Newcastle.

The leaders would like to thank the Year 6 teachers: Mr. Cridland, Mr. Jones, Mr. Edwards, Mrs. Mathieson, Miss Ping and Mrs. Pitkin, for their support and guidance in our role as school leaders. We hope 2015 is just as successful for all students.

Paige Perry and Eden Burns

2014 School Captains – Lauren Shortland, Ryan Johnson, Shaytarna Buckshiram, Jaycob Burke

P & C Message

As president of the P&C Association in 2014, I have found the role a very busy but rewarding one. I am honored to have led such a wonderful team through 2014 and into 2015.

This year we held discos, pie drives, Mother’s Day and Father’s Day stalls to support our students. We also opened the canteen for other special events such as Education Week, NAIDOC Day and GALA night at the end of Term 3. All of which were successful for students and parents.

With thanks to our wonderful volunteers, we were able to re-open the canteen 5 days a week.
Our goal for the P&C this year was to raise enough funds to purchase a new playground for the K-2 students to replace the AusPlay equipment they currently use. I am pleased to announce that early next year we will be able to start preparing for our new equipment.

Following on from establishing the new equipment, the P&C will work towards providing a sunshade to cover the new area.

I would like to thank everyone in the P&C, all the staff, parents, students and community members that have made it such a successful year. Without your help, we wouldn’t be able to support our school and our students.

I look forward to working with you in 2015.

Phyllipa Elvidge - President

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

The accompanying graph shows the K-6 student enrolments for the period 2008 to 2014. 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 40 preschool enrolments that attended in two groups each week.

Workforce information

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

At the end of Term 1 the relieving principal, Mrs Nancye Farley, was permanently appointed as Principal of Irrawang PS. Mrs Anna Swanson was then successful in gaining appointment to Irrawang PS to replace Mrs Farley as Assistant Principal P-2.

At the end of Term 1 Mrs Shauna Gillette, Assistant Principal Special Education, was successful in gaining the position of Principal at Wakefield PS. Mrs Dionne Boyd relieved as Assistant Principal during Term 2 and was appointed permanently to the position from the start of Term 4.

With the retirement of Mrs Jan Noake, Assistant Principal Stage 2, Mrs Stacy Mathieson was appointed Assistant Principal Stage 2 at the start of Term 3.
The Instructional Leader’s position, under the Early Action for Success program, continued as a key component of the school’s staffing allocation. At the end of Term 4 the Instructional Leader, Mr Brett Meek, successfully gained the position of Principal at Heaton PS. The Instructional Leader’s position will be filled from an Expression of Interest at the start of 2015.

In 2014 there was a team of temporary teachers, School Learning and Support Officers (SLSO) and administrative staff who worked across the school to support students and staff.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Instructional Leader</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Support Class Teachers/Sp Ed AP</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>8</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</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>Preschool Teacher</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.5</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>6.822</td>
</tr>
<tr>
<td>Total</td>
<td>27.122</td>
</tr>
</tbody>
</table>

The Australian Education Regulation (2014) requires schools to report on Aboriginal composition of their workforce. In 2014, one staff member identified as being Aboriginal.

Teacher qualifications

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

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

Professional learning and teacher accreditation

Professional learning in 2014 was identified by all staff on their professional learning plans with a clear and direct link 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

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>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>466,875.54</td>
</tr>
<tr>
<td>Global funds</td>
<td>256,844.77</td>
</tr>
<tr>
<td>Tied funds</td>
<td>702,287.01</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>36,743.32</td>
</tr>
<tr>
<td>Interest</td>
<td>17,564.81</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>20,321.50</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1,500,636.95</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning
- Key learning areas 14,441.19
- Excursions 19,237.38
- Extracurricular dissections 11,284.06

Library 5,010.28

Training & development 1,188.12

Tied funds 533,474.29

Casual relief teachers 85,116.00

Administration & office 60,485.23

School-operated canteen 0.00

Utilities 50,109.67

Maintenance 19,389.60

Trust accounts 38,816.26

Capital programs 0.00

Total expenditure 838,552.08

Balance carried forward 662,084.87

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2014

Creative and Performing Arts Initiative

The 2014 school year saw Irrawang Public School’s commitment to the Creative and Performing Arts take to the stage on a whole new level. Mr Brian Tomlins formed Irrawang’s “High Five Band” and supported a group of Stage 2 & 3 students for their first performance 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. 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.

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 was the ‘Aussie 5 Direction’ band formed by staff.

Mr Edwards and Year 6 assisted in planning and presenting the Irrawang Public School Christmas Carols in Term 4. Under the direction of Mr Kirk, the staff performed a barbershop quartet version of “Silent Night”. All staff enthusiastically performed in four part harmony 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. 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 another outstanding GALA night at the conclusion of Term 3, with over three hundred community members in attendance.

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).

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, 2014</td>
<td>336.9</td>
<td>358.8</td>
<td>416.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill Band Distribution</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>14</td>
<td>6</td>
<td>8</td>
<td>7</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>32.6</td>
<td>14.0</td>
<td>18.6</td>
<td>16.3</td>
<td>9.3</td>
<td>9.3</td>
</tr>
<tr>
<td>School Average 2010-2014</td>
<td>23.7</td>
<td>29.6</td>
<td>18.9</td>
<td>16.6</td>
<td>6.5</td>
<td>4.7</td>
</tr>
<tr>
<td>SSG % in Bands 2014</td>
<td>16.6</td>
<td>19.3</td>
<td>20.3</td>
<td>22.6</td>
<td>12.3</td>
<td>9.0</td>
</tr>
<tr>
<td>State DEC % in Bands 2014</td>
<td>6.1</td>
<td>9.9</td>
<td>15.3</td>
<td>22.6</td>
<td>18.5</td>
<td>27.6</td>
</tr>
</tbody>
</table>

43 Year 3 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 with 19% of students achieving proficiency or above.

Over 58% of ATSI students achieved the level of proficiency or above in the Year 3 NAPLAN reading assessment.
NAPLAN Year 3 - Numeracy

44 Year 3 students sat the NAPLAN numeracy 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, with 9% of students achieving proficiency or above.

Over 23% of ATSI students achieved the level of proficiency or above in the Year 3 NAPLAN numeracy assessment.

NAPLAN Year 5 - Numeracy

33 Year 5 students sat the NAPLAN numeracy 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 with 6% of students achieving proficiency or above.

40% of ATSI students achieved the level of proficiency or above in the Year 5 NAPLAN numeracy assessment.

Other achievements

Literacy

The 2014 Literacy Committee priorities were as follows:

- Supporting the implementation of the new NSW English syllabus
- Implementing Planning Literacy and Numeracy (PLAN) to track student progress K-6 in literacy and numeracy
- Collection and consolidation of literacy reading resources
- Supporting the achievement of improved writing outcomes across the school

Our achievements included:

- PLAN Literacy and Numeracy continuum accessed to track and monitor student achievements
- Support and training for teachers to support implementation of PLAN
- Implementation of whole school writing tasks each term to support the development of targeted writing programs
- Continued implementation of MultiLit by Learning and Support Teachers (LASTs)
- Introduction and implementation of MiniLit by Student Learning Support Officers (SLSOs)
- Engaging community in student learning through demonstration of literacy and
Numeracy activities for school and home during Literacy and Numeracy Day

- Reviewing and updating speech and language resources for use in all classrooms
- Continued implementation of parent speech and language program
- Continued implementation of Speech Pathologists in Schools (SPINS) program and employment of speech therapist for early identification of language concerns in Preschool and Kindergarten
- Development of mini-reading support program for implementation in Stage 1 classrooms

Irrawang Public School Preschool

Irrawang Public School Preschool was an integral part of the school community. Families and children were offered a quality, play-based, child-centred curriculum underpinned by the school values of safety, responsibility, respect and learning.

In 2014, the preschool operated two groups of twenty children, Djuukan (Sun) and Dhurrumiri (Rainbow). Each group attended 5 days per fortnight. Students with disabilities, Aboriginal and Torres Strait Islander backgrounds and proximity to Irrawang PS were given priority placement at the preschool.

In 2014, an additional educator was employed to support literacy and numeracy in the early years. Early arithmetic strategies, and prior to school reading and comprehension literacy aspects, formed the basis of the program.

The Early Childhood Teacher and School Learning Support Officer undertook professional learning around the implementation of the Early Years Learning Framework and the National Quality Standards.

The preschool community underwent a self-assessment process. A Quality Improvement Plan was developed which included service strengths and areas for future development. As a result, Irrawang Public School was assessed and rated as meeting national standards by the Australian Children’s Education and Care Quality Authority. Our strong connections to our community were recognised when we were rated as exceeding national standards in Quality Area 6 - Collaborative partnerships with families and community.

Public Speaking

In 2014, Irrawang PS continued to develop public speaking within the school with new Smartboard lessons developed for Pre-school to Year 6. The major focus areas were: raising the profile of public speaking, building confidence and embedding quality practice into every classroom. Once again, the school had the opportunity to select students for the Hunter Central Coast Public Speaking Competition. Our school representatives were Holly Black, Lucas Selway, Jaii Vogt, Tia Hocroft and Melody Janik.

Irrawang PS also hosted the Stage 1 heats of the competition, which provided the opportunity for our students to present their speeches to their peers and demonstrate their skills. Tia and Jaii also represented the school with pride at the local Lions Club competition, further developing their skills.

Congratulations to all of our representatives on their hard work and efforts in preparing and presenting engaging and remarkable speeches.

Debating

In 2014, Irrawang PS Stage 3 students represented the school in the Raymond Terrace Lions Club Debating Competition. Shaytarna Buckshiram, Elizabeth Kelly, Tara Powell and Aaliyah Symington travelled to Seaham PS to debate the topic “School uniforms should not be compulsory”. Although we put forward some interesting points and examples, Seaham proceeded to the next round.

It was exciting to see such enthusiasm and hard work from all the students involved. Students were very proud of their efforts and success.
Thou-Walla Family Centre (Irrawang School as a Community Centre)

Thou-Walla Family Centre is a Community Centre that provided 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 Family Centre is part of the Schools as Community Centre (SaCC) program managed by the Department of Education and Communities and is funded through Families NSW. Thou-Walla Family Centre is located in the grounds of Irrawang Public School and serviced the local school, as well as reaching families across the Port Stephens area (as far as Medowie, Tanilba Bay and Karuah).

Thou-Walla Family Centre continued to evolve to meet the changing needs of the community. It remained pivotal as a meeting place for many local families within Irrawang, Raymond Terrace and surrounding areas.

Over the last few years, the Centre has increased its focus on engaging with families with children in the years before school, as well as increasing the focus on outreach, as a requirement of current Departmental SaCC Guidelines.

In 2014, the SaCC Annual Report’s highlights included:

- 135 families, with children 0-8 years, regularly attended the SaCC and/or its programs. Definition of “regularly”, is 10 times or more, with a total of 212 children between the ages of 0-8 years. Another 87 families attended the SaCC and/or its outreach programs on an occasional basis.
- Of the 212 regular children, 62 children were less than 3 years old and 50 children were between the ages of 3 years to school age.
- The SaCC had 33 initiatives during 2014, including transition to school, early literacy, playgroup, adult education, parenting and health initiatives.
- Of the 33 initiatives, 96.96% of them were undertaken in partnership with other organizations. Some of these organizations included Hunter New England Health, Newcastle University, Port Stephens Council, Benevolent Society, Firstchance Early Intervention Service, Northern Settlement Services and Raymond Terrace Community Church.

Sporting Achievements

In 2014, IPS students took part in a range of sporting events which included:

- School Athletics Carnival in March, with a large number of students representing the school in track and field events at the Zone Athletics Carnival at regional level
- School Swimming Carnival in November
- School Cross-Country races.
- Weekly sport and physical activity
- PSSA Sport Knockouts

In the PSSA state wide knockouts, we entered teams in boys and girls soccer, girls netball and boys basketball. All our representatives put in their best efforts for our school.

Throughout 2014, all K-6 students were included in the regular Friday sport program which gave them the opportunity to take part in a wide variety of sports such as soccer, ten pin bowling, dance, golf, Oz tag, basketball, ballgames and skipping. These sports took place at school or at local sporting venues.

Students also had the opportunity to participate in the Active After School Communities program and the Adidas Fun Run.

Our proud athletes

2014 Numeracy and Science Committee

The Numeracy and Science Committee focused on preparing teachers and parents for the implementation of the new Maths and Science syllabuses in 2015.
The 2014 Numeracy and Science committee highlights were as follows:

- Collecting, auditing and allocating engaging “hands on” resources across all classrooms, as well as purchasing new texts for the assessment and learning of new syllabus outcomes.
- Classroom teachers collaborated to implement a rich array of engaging and exciting differentiated learning experiences and small group activities for their students. These learning opportunities encouraged students to problem solve and explore mathematical concepts through a range of open-ended tasks. Teachers welcomed colleagues into their classes to observe high quality lessons and gain valuable feedback for future planning, teaching and learning.
- Numeracy outcomes and individual student achievement were assessed and tracked using PLAN data to inform programming and to develop individual learning plans.
- Subsidising Stage 3 students to compete in several Maths competitions, such as the NSW Newcastle Permanent Maths Competition.

In preparation for the new Science syllabus in 2015, the committee purchased the “Primary Connections” science units to ensure all teachers were provided with engaging, explicit Science lessons. The committee will continue its focus on developing a scope and sequence for implementation of Science in 2015.

**Significant programs and initiatives – Policy and equity funding**

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)**

Positive Behaviour for Learning (PBL) in the community was a joint initiative with Irrawang High School, Raymond Terrace Public School, Grahamstown Public School and Irrawang Primary School. It was our goal that schools, parents, businesses, service providers and government agencies would embrace PBL as a framework that gave every child the opportunity to reach their full potential as actively engaged and responsible citizens in the wider community.

To successfully implement PBL in the community, an effective system was established in the initial implementation phase. This included the support of parents and a significant number of local businesses and services. By using common language with a common focus and rewarding the child for desired behaviour, PBL has been shown to positively impact on the lives of children. It was our goal to encourage our students to use the skills that have been taught at school in the community. In consultation with the community, it is hoped that problematic issues will be discussed, and replacement behaviours determined and taught.

Our aim is to have students recognise the values of Safety, Trust and honesty, Acting responsibly and Respect, in order to become a Success - STARS.

**TIER 2**

At Irrawang Public School, we teach our children to be safe, responsible learners who show respect in all settings. These Tier 1 universals were taught to help to create a predictable and positive learning environment for the students at our school. However, some students were not responding to our quality Tier 1 academic and behavioural instruction. In 2014, a Tier 2 team was formed to work with these students.

The Tier 2 Team met weekly to discuss curriculum and student behaviours. During these meetings, team members looked at data to determine what further interventions were required to promote positive behaviour choices. Social group and check in/check out were two of the many programs used to support Tier 2 students.
Parents and school then celebrated the successes of students who exited these programs successfully.

**Aboriginal Education**

In 2014, our Aboriginal Education Group (AEG) formally voted Mary Bolte and Craig Hammond as Joint Presidents. Shaytarna Buckshiram, Elizabeth Kelly and Tykel Searle were elected Student Representatives. With valued advice from Rachel Small and Gina Ascot-Evans, we now had a strong team to drive forward positive initiatives concerning Aboriginal Education at Irrawang. 24%, a very significant percentage of our total student enrolment this year, is of Aboriginal and/or Torres Strait Islander (ATSI) descent. Knowledge and understanding of the ATSI culture was thoroughly embedded in teaching across the curriculum to all students at Irrawang.

Stage 3’s Sistaspeak group, guided by Mary Bolte, and Brospeak, with Craig Hammond and Adam Edwards, continued their programs to develop student self-esteem and strengthen their sense of identity, culture and connection to the community in which they live. This culminated with the girls parading fashion outfits they made themselves at several whole school events, and both groups attending a wonderful weekend cultural camp at Wollombi in Term 4.

A very special gesture by our Principal, Mrs Farley, to allocate room space to Irrawang’s AEG, meant we now had a designated place for the school’s ATSI community to meet. Parents, staff and students met to collaborate on developing Personal Learning Plans for students. A welcoming, non-confrontational place where our entire school community could come together had evolved.

This space is currently referred to as the "Drop In" Centre. An appropriate Worimi language name is to be sourced for the Centre. Funding grants were successfully attained from Port Stephens Council and the Healing Foundation to enable redecoration and furnishing. The formal opening of the Centre is planned to coincide with the Apology Anniversary in February 2015.

**Multicultural Education and Anti-Racism**

The Multicultural Education policy and the Anti-Racism policy require all schools to report on their achievements in multicultural education.

Our school endeavored to promote understanding, respect and tolerance in all key learning areas. Students from non-English speaking backgrounds were given extra support to acquire essential literacy and numeracy skills if needed.

In classrooms, students learnt about culture and customs through an integrated curriculum. Teaching and learning activities embedded investigation of cultural and historical customs and issues of countries near and far.

Lessons were designed to help students develop an understanding of culture and tolerance of people from diverse multicultural backgrounds. Harmony Day was acknowledged and celebrated with support from parents and the wider school community.

A dedicated and fully trained staff member was elected as the Anti-Racism Contact Officer (ARCO) within our school.

**Aboriginal Background**

In 2014, the school received $50,347 under the Resource Allocation Model (RAM) for Aboriginal loading and $10,898.40 for Norta Norta NAPLAN. A total of 24% of students identified as Aboriginal or Torres Strait Islander.

The school’s Aboriginal education programs were successful in promoting understanding and knowledge of Aboriginal culture; supporting teacher professional learning to promote quality teaching that was inclusive of Aboriginal perspective and content; and implementing early intervention programs to improve student outcomes and support students at risk.

Aboriginal loading and Norta Norta funding targeted and supported the following:

- Sistaspeak and Brospeak in Stages 2 & 3
- Multilit and minilit in Stages 1, 2 & 3
- Teacher professional learning in 8 Ways of Teaching, Sistaspeak, Brospeak, Maths, English and other identified areas of the curriculum
- Stage 2 & 3 boys’ gardening group
- NAIDOC celebrations
• Irrawang AEG and the establishment of the Aboriginal parent drop in room

In 2014, resources were applied in an integrated manner to support all Aboriginal and Torres Strait Islander students across all KLAs. As a result, a sustainable and positive school culture exists at Irrawang PS, with a clear and strategic focus on improving the quality of teaching and learning in order to improve student outcomes.

Socio-economic Background

In 2014, the school’s Family Occupation and Education Index (FOEI) was 176, with a socio-economic loading of $443,882.

Funding resources supported:
• Teacher professional learning to improve the quality of teaching and learning
• Employment of support teachers to improve all students’ learning outcomes
• Employment of a speech pathologist to enhance students’ access to speech and language support in the early years
• Restructuring of the executive release timetable to increase the effectiveness of classroom and school organisation
• Learning opportunities for parents and staff to strengthen partnerships between school, families and community organisations
• The formation of the Positive Behaviour for Learning (PBL) Community sub-committee, to strengthen partnerships and raise expectations between all schools in Raymond Terrace and the business community.

Learning and Support for students with low level disabilities

This year, the school participated in the National Consistent Collection of Data (NCCD) scheme in order to assist teachers in identifying and supporting students with disabilities, ensuring students have the level of educational adjustment that they require. To further support the educational needs of students, we reviewed policy and procedures within the school and refined processes for tracking intervention programs. We worked to develop and implement a whole school consistent approach to the identification and implementation of individual education plans for students. Our strategies for targeted and specific support included team teaching by LASTs in Stage 2 & 3 classrooms. In addition, intensive literacy support programs such as MiniLit, MultiLit and Reading Recovery were provided as individual and group instruction.

Other significant initiatives

Early Action for Success (EAFS)

Early Action for Success is the Department’s strategy for implementing the NSW government’s State Literacy and Numeracy Plan. It aims to improve students’ literacy and numeracy skills through a targeted approach in the early years of schooling from Kindergarten to Year 2. Irrawang PS has been a part of the EAFS strategy since Term 4, 2012.

In 2014, the Instructional Leader played a key role in building staff skills and knowledge of the teaching and assessing of literacy and numeracy. He also assisted teachers to customise interventions for individual students. Through high quality professional learning opportunities, teachers were supported in identifying students who were at risk of not meeting minimal benchmarks in literacy and/or numeracy.

By implementing a three tiered interventions approach of support, teachers were able to deliver tailored learning support for all students. Regular monitoring and the implementation of targeted interventions had a positive impact on learning outcomes for those students at risk of not meeting literacy and numeracy goals in K-2.
School planning and evaluation 2012—2014

School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used included:
- Developing a school context statement
- Evaluating the school’s progress in achieving the targets and outcomes of the 2014 plan and the effectiveness of strategies used
- Conducting evaluations of school systems and practices
- Developing a 2015-2017 school plan that was informed by the above.

School planning 2012-2014:
The school planning policy provides direction for the preparation and implementation of school plans, including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

Program evaluations
The 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 through quality classroom practices
- Partnerships with parents and carers, and with external agencies, in supporting student achievement
- Leadership, including professional support of staff and building staff capacity by strengthening professional learning practices across the school.

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 supports 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 achievement of outcomes in 2014:
In NAPLAN Literacy
- The percentage of students achieving proficiency in Year 3 NAPLAN reading was 19%
- The percentage of students achieving proficiency in Year 5 NAPLAN reading was 6%
- The percentage of students achieving proficiency in Year 3 NAPLAN writing was 9%
- The percentage of students achieving proficiency in Year 3 NAPLAN spelling was 20%
- The percentage of students achieving proficiency in Year 5 NAPLAN spelling was 12%
- The percentage of students achieving proficiency in Year 3 NAPLAN grammar & punctuation was 18%
- The percentage of students achieving proficiency in Year 5 NAPLAN grammar & punctuation was 9%.

In NAPLAN Numeracy
- The percentage of students achieving proficiency in Year 3 NAPLAN numeracy was 9%
- The percentage of students achieving proficiency in Year 5 NAPLAN numeracy was 6%.

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 session

- 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 programing practices
- Employ an additional teacher to support early literacy and numeracy learning P-2
- 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 monitor the progress of all students and plan appropriately
- Employ additional SLSO to support programs in speech and language and Multilit
- Incorporate speech and language activities across classroom programs
- Stage teams develop lessons each term for lesson study, and teachers observe each other teach
- Implement the new K-10 English syllabus.

School priority 2

Student 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 KLAS
- PBL informs teacher practice
- Reduction in behaviour notifications for serious incidents, and reduced suspension rates compared to 2012
- Attendance rate improved, with fewer students late on a daily basis

Evidence of achievement of outcomes in 2014:

- Maintained attendance rates at over 92%
- 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.
- Engagement of additional School Administration Officer (SAO) to maintain attendance data, behaviour incident data base, and support maintenance of attendance records and reports to HSLO
- Provide teacher release time under RAM allocation to update and write PBL lessons
- Continuation of STAR student leadership program
- Careers Action Team develops and implements careers program with IHS staff.

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 achievement of outcomes in 2014:

- Increased parental participation in Semester One interviews from 48%
- 96% of parents surveyed reported that they were happy with the school
- 100% of parents surveyed reported that the school encourages students to achieve their best and to learn
- 100% of parents surveyed reported that students were the school’s main concern.
Strategies to achieve these outcomes in 2014:

- Provide opportunities for regular communication and feedback between home and school and increase the number of parent forums
- Extend opportunities for parents/carers to be involved in school in a variety of areas, to include 3 way interviews to be conducted in Term 2 & 4
- School physical environment improvement plan developed and implemented.

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 achievement of outcomes in 2014:

- Most staff reported that 1/1 mentoring support highly supported professional learning plans and performance development
- Most staff reported that teacher professional learning days conducted at school were very beneficial
- All staff reported that they felt very supported by the executive, with the school’s executive release system highly effective.

Strategies to achieve these outcomes in 2014:

- Implement weekly 1 on 1 TARS support to review professional learning plans during executive release
- Additional executive release for executive to monitor and support the staff they supervise
- Conduct an annual evaluation to identify progress of school towards achieving targets.

Parent/caregiver, student and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school’s quality practices to improve student outcomes.

Their responses are presented below.

Positive Behaviour for Learning (PBL)

- 87% of parents believed discipline of students was always fair
- 91% of parents indicated that classroom behaviour management helped students to learn
- 96% of parents were happy with the way the school praises success
- 100% of parents said the school encouraged students to achieve their best and learn.

Team teaching in Stages 2 & 3 to improve student outcomes

- Most parents were aware and supported team teaching in Stages 2 & 3
- 86% of parents surveyed reported that students benefited from having two teachers in the classroom
- Most parents indicated that they had noticed an improvement in their child’s maths and reading
- Most students indicated that they had improved in one area of their work with two teachers in the classroom
- Some students indicated that they felt safer in the classroom with two teachers supporting them
- Most students indicated that they received assistance sooner and it was easier to learn with two teachers in the classroom.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-2017. The new plan will be published on the school’s website from the beginning of Term 2 2015.

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.

The school has developed three strategic directions:

**Irrawang Public School’s students are safe, responsible learners who show respect.**
The purpose of this strategic direction is 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.

**Irrawang Public School staff are safe, responsible learners who show respect.**
The purpose of this strategic direction is 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.

**Irrawang Public School parents and community are safe, responsible learners who show respect.**
The purpose of this strategic direction is 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. All staff, families and community will work collaboratively to give students the best opportunity to achieve their potential in a welcoming and inclusive environment.

In developing the 2015-2017 school plan, the following internal and external data was collected by the school self-evaluation team for analysis.

Processes included:
- Voluntary surveys conducted in literacy and numeracy
- Analysis of policies and programs, plans, budgets, assessment information and other documentation seen by the school as informing the school self-evaluation
- Positive Behaviour for Learning (PBL), Benchmarks of Quality (BOQ) and School wide Evaluation Tool (SET) surveys
- Formal and informal lesson observations by executive staff as part of TARs and EARs processes
- Analysis of student achievement across K-2 including data from Best Start, L3, AL, TEN and PLAN
- Analysis of student achievement in Years 3, 5 and 7 using NAPLAN data
- Synthesis of data gathered from surveys and input from groups to develop the Strategic Directions

Extensive communication and consultation enabled all key stakeholders to contribute to, and take ownership of the school plan. Parent forums, workshops, meetings and ongoing conversations were held in consultation with Thou-Walla, P&C, the AECG and the Irrawang AEG.

Our school plan was also shaped by our consideration of key DEC reforms including Great Teaching Inspired Learning; Local Schools Local Decisions; Every School Every Student; Rural and Remote; Early Action for Success and the Melbourne Declaration.

**Students and teachers celebrating success**
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:

Deputy Principal’s BBQ