

Irrawang Public School

Annual Report



2016



4372

Introduction

The Annual Report for 2016 is provided to the community of Irrawang Public School as an account of the school's operations and achievements throughout the year.

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

Stacy Mathieson

Principal

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Message from the Principal

What a fabulous honour it is for me to be able to say a few words about our fabulous staff, students and school community here at Irrawang Public School. I have been playing my part here since 2014 as an Assistant Principal and now, this year, I have the privilege of being your principal. In the school song it says 'to live as proud Australians in a future without fear'....How true. At Irrawang, our staff work side by side with the students, parents, caregivers and community members to create lifelong learners, instilled with positive values, knowledge of culture, a sense of self-worth and feeling of belonging. We aim to ensure our Aussie 5 Super Stars become even more amazing as they grow, living proud and developing their skills and values now, so they can pave their own way forward for a bright future. This journey can start at Thou Walla, our Schools as Community Centre (SaCC), moving through to our fabulous preschool, then on to our primary school, Kindergarten to year 6, including our 3 support units. Along the way we have such tremendous support from the Raymond Terrace Community Church who run our Breakfast Club, provide Kids Hope Mentors and organise scripture teachers for us. Through the Chaplaincy Program, we were able to have the fabulous Chaplain on board too. We are standing on Worimi land and we are proud to have approx. 28% of our students Aboriginal and Torres Strait Islander. Our Brospeak and Sisterspeak programs and Gathang language classes are just a couple of engaging ways we can instil culture and pride in our students. To our parents and carers, I thank you for supporting us, to support your child and to the P&C and all our volunteers, thank you for working together for the greater good of our school. Your fundraising and volunteer work is very much appreciated. At Irrawang Public School, the teachers, SLSOs, SASS and GAs are so dedicated to the school and the community, they give 100% at all times. As my first year as principal, it was a learning rollercoaster BUT every step I took, the school community took it with me. My sincere gratitude and thanks.

Stacy Mathieson

Principal

Message from the school community

It has been my pleasure to serve as P&C president this year and it is a great honour to be able to speak today

Irrawang has seen many changes this year, the biggest saw us welcoming our spectacular new principal Mrs Mathieson, who works tirelessly, with her equally spectacular staff for the betterment of our school.

On behalf of the P&C I would like to thank our wonderful teachers, students, support staff and families for supporting us throughout the year in all our fundraising endeavours. Our Mother's Day/ Father's Day stalls, Discos, Raffles and other fundraisers would not be successful without your support. I personally would like to thank the P&C's dedicated hardworking team without whom our fundraisers would only be a dream.

We are raising funds to go towards an all-weather shelter over our new playground

To our enthusiastic new kindergarten students, we welcome you as you embark on the biggest journey of your life, School, we hope your time at Irrawang will be filled with fun, friends and good times. And that you gain a lifelong appreciation to learning that takes you through your life.

To our departing Yr6 students, enjoy the rest of your educational ride, big times ahead for you all high school, beyond that the world is yours for the taking, study hard and always remember your friends and good times at Irrawang.

Irrawang Public P&C are always looking for new members and we welcome you with open arms. Come along and help out, even if it's only a couple hours a month, as the saying goes many hands make light work, and with more members we can make our Irrawang P&C greater.

At Irrawang P&C We Play Our Part

Stella Tyne

P&C President 2016

Message from the students

The School Leaders Report 2016

WOW!!! What a fantastic year 2016 has been. We have been honoured to be Irrawang Public School's school leaders.

This year, we have enjoyed new passports and stickers as a reward system in the playground. When you have been showing respect and playing nicely and safely in the playground, you earn a ticket. Each time you reach a certain point on your passport, you get different prizes. At the end of Term 4, Mrs Mathieson took students who had 35 stickers to the movies!

Stage 3 were lucky enough to go to the Great Aussie Bush camp, we had heaps of fun in the wild mud slide, playing capture the prisoners at night time, and spending time with our friends and teachers. Stage 2 spent a day at the Reptile Park and Stage 1 went down to the wetlands, while Kinder got to go and see a live production of SnugglePot and Cuddle Pie!

Throughout the year a student from each class was given the title of "Student PBL Representatives." They helped teachers who were new to their class, helped make PBL videos, present on assembly and even got to attend PBL meetings and have their say. We have also loved using 7 steps for writing across kinder to year 6, and know it has helped everyone to write interesting and creative stories.

We would like to thank all the teachers for making 2016 such a wonderful final year of primary school. In between school discos, talent quests, camps, fundraising days, attendance and dojo rewards, year 6 farewells and so many other things, every single student spent every day in classrooms with fun activities and caring teachers. We will hold IPS in a very special place in our hearts and take our Aussie 5 with us for our next journey.

Tia and Thomas

2016 School Captains

School background

School vision statement

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

School context

Irrawang Public School, located in Raymond Terrace, is classified as a P3 school. In 2016 the school's enrolment was 265, 28% of these students identified as being of Aboriginal or Torres Strait Islander descent.

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

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

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

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

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment using the elements of the School Excellence Framework. Our findings are as follows:

Learning Culture:

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

Assessment and Reporting:

The school has developed explicit processes to collect, analyse and report internal and external student and school

performance data. Student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents. Students use assessment and reporting processes to reflect on their learning. The school has analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels. Staff completed professional learning on consistent teacher judgement and began the development of a more streamlined approach to LST referral process as well as assessing and reporting on their students' progress on the Literacy and Numeracy continuums every five weeks through PLAN data, working closely with our Instructional Leader, RR teacher and LASTs.

Effective Classroom Practice:

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

Collaborative Practice:

Teachers work together to improve teaching and learning in their year groups, stages, committees, or for particular student groups. Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice. Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice. The school identifies expertise within its staff and draws on this to further develop its professional community. All stage 2 and stage 3 classes have a team teacher to support teaching and learning, three mornings a week. The 3-6 classes are guided by a school funded staff member in the role similar to an Instructional Leader. The EAfS Instructional Leader provided guidance for the teaching staff and students K- 2.

Professional Standards:

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

School Planning, Implementation and Reporting:

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

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

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

Purpose

To produce teaching and learning programs that provide the foundations for students to be literate, numerate, creative, productive and socially responsible.

Students will be enthusiastic partners in meaningful learning opportunities.

Students will learn to collaborate and value the importance of learning to set them up for a successful life beyond IPS.

Overall summary of progress

Achieve and maintain an average of 85% of students demonstrating tier 1 behaviours as indicated on Sentral. (2016 Term 4 – 73%). Increased numbers of student growth in Literacy; K-2 Spelling in context, 3-6 sentence structure. Growth achieved. Principal's Reward for Playground Passports. Selected teaching staff visited another school for Social Capability Framework guidance. New Playground Roster and activities proposed for staff feedback. K-2: Final 3-6 writing assessment implemented, with growth data recorded. Focus student growth analysed and effective strategies recorded. 3-6 IL student interventions reviewed in preparation for NAPLAN 2017. More explicit targeted, differentiated teaching and learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Achieve and maintain an average of 85% of students demonstrating tier 1 behaviours as indicated on Sentral. Currently at 84.6% (2015 – 80.4%).	Principal's Reward for Playground Passports. Selected teaching staff visited another school for Social Capability Framework guidance. New Playground Roster and activities proposed for staff feedback. Tier 1 results 73% at end of 2016.	Reward Day x 2 \$400 Staff lesson writing \$500
Increased numbers of student growth in Literacy; K-2 Spelling in context, 3-6 sentence structure	K-2: Final 3-6 writing assessment implemented, with growth data recorded. Focus student growth analysed and effective strategies recorded. 3-6 IL student interventions reviewed in preparation for NAPLAN 2017. More explicit targeted, differentiated teaching and learning.	Team teaching equivalent 1.5 days x4 staff = 6 days \$15000.00

Next Steps

Introduce new PBL initiatives in 2017 to include 'chill' areas. Strengthen Intervention Team in 2017 to include 3-6, LASTS etc to improve student outcomes and achieve the Premier's Priorities.

Strategic Direction 2

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

Purpose

To develop a consistent school culture in which all staff take responsibility for their ongoing professional development of quality teaching and learning.

All staff are recognised as lead learners who work collaboratively to build capacity for sustainability.

Improving student outcomes is the core responsibility of all staff.

Overall summary of progress

K-2: Teachers are using CTJ to address SD1 initiatives. Collaborative planning based on prior assessments resulted in a highly successful whole stage literacy unit. 3-6: Teachers using PLAN data and writing assessment data to address SD1 initiatives. Collaborative planning consistent and evident in all 3-6 teaching and learning programs. Writing target and program reflected and refined for 2017. PDP completion. Survey showed staff were happy with the process, however not all staff on the Observation Team were utilised for observations which increased the work load of a few teachers. All jobs allocated at meeting including tracking sheet, referral form, feedback form, clickable LST tree and flowchart were completed. Parent survey was completed by PIP class parents, data for behaviour, attendance and academic results indicated that the PIP class was a successful intervention and to be continued in 2017 as a 4/5 grade class.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Teachers collaborate with and across stages to ensure consistency of teacher judgement in assessment processes to address SD1 initiatives (current L3 teachers are confidently entering data, professional learning days, consistency of planning begun)	K-2: Teachers are using CTJ to address SD1 initiatives. Collaborative planning based on prior assessments resulted in a highly successful whole stage literacy unit. 3-6: Teachers using PLAN data and writing assessment data to address SD1 initiatives. Collaborative planning consistent and evident in all 3-6 teaching and learning programs. Writing target and program reflected and refined for 2017. PDP completion by all staff. Parent survey was completed by PIP class parents, data for behaviour, attendance and academic results indicated that the PIP class was a successful intervention and to be continued in 2017 as a 4/5 grade class.	L3 training: 1 x L3K, 2 x L3S1, 3 x OPL Total release: 7.5 days (\$3750) Cost of program: \$1125 IL mentoring casual relief: \$20 000 (40 weeks)
Deepen staff practices through negotiated observation and collaboration using the observation process. (Current: observation team formed and trained, staff introduction completed)	Survey showed staff were happy with the process, however not all staff on the Observation Team were utilised for observations which increased the work load of a few teachers. All jobs allocated at meeting including tracking sheet, referral form, feedback form, clickable LST tree and flowchart were completed.	Additional staff member funded for the PIP class through RAM allocations. \$105000

Next Steps

Continue to implement new LST procedures, maintain the PIP class. Remove the Team Teaching Program. Implement the SLSO initiative.

Strategic Direction 3

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

Purpose

To ensure a cohesive school community where all stake holders are valued and encouraged to play their part.

Sustainability will be fostered through knowledge and implementation of DEC policy and reforms.

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

Overall summary of progress

Passport students rewarded with a Movie Day with the Principal. Reflection on students who received the reward will require review of process. Drumbeat was successfully implemented throughout the year with a total of 80 students participating in the program. MGoals discussed through Sista Speak and Bro Speak. Mini-Drum no longer running. Gathang on track. MGoals on track. Extremely positive feedback for Corroboree throughout the year. End of Term 4 attendance 76% due to lots of sickness. continued rewards for punctuality and attendance. students rewarded for 100% for the year attendance. 100% reward for term. Preschool ran an induction session, staff signed off on induction.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Each term, all PBL practices and understanding will be consistently demonstrated and encouraged through the PBL Network Hub and community businesses.	Passport students rewarded with a Movie Day with the Principal. Reflection on students who received the reward will require review of process.	Movie Day tickets \$160 Class Rewards \$200
IAEG Drop in room implemented. At least 90% of ATSI student families actively engage in the completion of PLPs.	Drumbeat was successfully implemented throughout the year with a total of 80 students participating in the program. MGoals discussed through SistaSpeak and Bro Speak. Mini-Drum no longer running. Gathang on track. MGoals on track. Extremely positive feedback for Corroboree throughout the year.	Corroboree \$100 Gathang cost: \$2000 Casual to cover Gathang: 10 x 1/2 day = \$2500
Allocate every student that falls below 85% attendance with a tracking sheet and follow formal processes to improve attendance in consultation with all stakeholders.	End of Term 4 attendance 76% due to lots of sickness. continued rewards for punctuality and attendance. students rewarded for 100% for the year attendance. 100% reward for term.	Class award \$200

Next Steps

Maintain our very strong Aboriginal Education programs to support our ATSI students. Maintain attendance tracking sheet and increase parent consultation in the process. New PBL initiatives including Case Managers and Tier 2 programs.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Through the many Aboriginal Education programs and initiatives operating at Irrawang Public School, we have seen our Aboriginal students embrace their culture and language. Our ATSI students have also engaged in numerous literacy and numeracy programs and initiatives to improve their outcomes.	\$11000 RAM Equity ATSI TOTAL \$58000 NORTA NORTA TOTAL \$26000
Socio-economic background	Through the school funded additional staff, the Instructional Leader and Team Teachers, staff were able to collaboratively plan, assess and review all students learning needs and provide explicit and differentiated programs for all students. We provided GATS and remedial programs throughout the year.	\$47950 Annual Milestone Cas SAO Salary \$44000 Cas CLO Salary \$9600 Cas Teach Salary \$210000 DP IL \$120000 RAM Equity Low Socio TOTAL \$383600
Support for beginning teachers	Beginning teachers feel supported through having a mentor staff member and having time to observe others and/or attend TPL.	\$2350 Annual Milestone Teacher Salary total \$14000 QTSS Total \$1800 Support for BT TOTAL \$15800
Early Action for Success	Our K-2 teachers received an IL mentor, TPL, L3 and TEN training and new resources to assist in supporting this EAFS initiative.	\$1750 Annual Milestone Teacher Salary Total \$14000 PL Days total \$16800 EAFS TOTAL \$30800
School funded upgrades	<p>1. We now have an upgraded phone, intercom and bell system that allows a safe system for evacuation and lockdowns.</p> <p>2. New curtains with a fire safety rating compliant with DoE regulations.</p> <p>3. 'Gap' expense for planned maintenance.</p>	<p>1. \$67967 Completed and paid AVE. 2. \$20,000 curtains and lights in hall by Custom Audio3. Allocated \$33123.45 Estimated cost: \$56000 Out of school budget: \$22876.55</p>

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	153	160	152	158
Girls	126	122	128	134

Student attendance profile

School				
Year	2013	2014	2015	2016
K	90.8	91.3	89.8	87.6
1	93.4	90.2	92.1	90
2	90.1	90.9	93.3	88.9
3	90.6	91.5	92.5	89.4
4	91.9	89.5	92	92.3
5	90.9	93.1	88.4	91.4
6	91.2	90.2	93.5	87.8
All Years	90.7	90.6	91.9	89.8
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	92.6	92.9	92.2	92.2

At Irrawang Public, we work closely with the HSLO in identifying students of attendance concerns. Mid year, we introduced a more streamlined approach to combatting lateness and attendance, with some success. This is also a priority for 2017.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	11.3
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	2
Teacher Librarian	0.6
School Administration & Support Staff	6.82
Other Positions	1.42

At Irrawang Public school in 2016, there are no staff members who identify as Aboriginal or Torres Strait Islander decent.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	92
Postgraduate degree	8

Professional learning and teacher accreditation

By the end of 2016, 11 staff members were Proficient, nil Highly Accomplished and nil Lead. The remainder of the cohort were pre 2004 staff members. Totally school expenditure on teacher professional learning: \$22188. At the end of 2016, we had 11 staff at proficient, Nil Highly Accomplished, Nil Lead, 15 staff who are pre 2004 teachers. Professional Learning has included, but not limited to: Stronger Smarter, Connecting to Country, Drumbeat, Healthy Culture Healthy Country, Trauma training, Librarian training, Literacy and Numeracy Course, TEN, OPL, L3 training, whole school emergency care, anaphylaxis, new syllabus training workshops, learning difficulties workshops, jolly phonics and jolly grammar. School development Days included PBL refresher training, LMG network workshops on Staff and Student Wellbeing and all the required whole school mandatory courses.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	650 113.00
Global funds	154 819.00
Tied funds	596 993.00
School & community sources	6 432.00
Interest	8 190.00
Trust receipts	5 454.00
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	14 284.00
Excursions	1 381.00
Extracurricular dissections	6 681.00
Library	4 715.00
Training & development	0.00
Tied funds	489 768.00
Short term relief	42 980.00
Administration & office	39 018.00
School-operated canteen	0.00
Utilities	25 743.00
Maintenance	13 111.00
Trust accounts	4 681.00
Capital programs	49 434.00
Total expenditure	0.00
Balance carried forward	0.00

	2016 Actual (\$)
Opening Balance	0
Revenue	1 372 592
(2a) Appropriation	1 326 417
(2b) Sale of Goods and Services	5 250
(2c) Grants and Contributions	39 008
(2e) Gain and Loss	0
(2f) Other Revenue	0
(2d) Investment Income	1 915
Expenses	-996 288
Recurrent Expenses	-928 321
(3a) Employee Related	-727 274
(3b) Operating Expenses	-201 046
Capital Expenses	-67 967
(3c) Employee Related	0
(3d) Operating Expenses	-67 967
SURPLUS / DEFICIT FOR THE YEAR	376 304
Balance Carried Forward	376 304

Forward planning for 2017 initiatives to include additional staff and SLSOs through this carried forward amount.

	2016 Actual (\$)
Base Total	1 839 422
Base Per Capita	16 856
Base Location	0
Other Base	1 822 566
Equity Total	949 253
Equity Aboriginal	84 772
Equity Socio economic	594 458
Equity Language	0
Equity Disability	270 022
Targeted Total	603 052
Other Total	451 927
Grand Total	3 843 656

School performance

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

Parent/caregiver, student, teacher satisfaction

Irrawang Public School used the Tell Them From Me surveys for 2016.

Some key results are as follows:

Students: Social-Emotional Outcomes

Percentage of Students that value schooling outcomes
Yrs. 4-6, 97%. (NSW Govt. norms 96%)

Percentage of Students that try hard to succeed in their schooling
Yrs. 4-6, 94%. (NSW Govt. norms 89%)

Students: Drivers of Student Outcomes

Percentage of students who find classroom instruction relevant to their everyday lives
Yrs. 4-6, 84% (NSW Govt. norms 80%)

In addition, Irrawang Public Students also surveys higher than NSW Govt. norms in Positive Learning Culture and Expectations for Success.

Parents Perspectives

When surveyed about feeling welcome, informed, supported by the school, the overall rating was 76% positive.

When surveyed regarding the support their children receive by the school, the overall rating was 78% positive.

Staff: Teacher survey

When staff were surveyed regarding The Eight Drivers of Student Learning and The Four Dimensions of Classroom and School Practices, the overall rating was 79% positive.