

Irrawang Public School

Annual Report



2017



4372

Introduction

The Annual Report for **2017** 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.

Mrs Stacy Mathieson

Principal

School contact details

Irrawang Public School

Geer St

Raymond Terrace, 2324

www.irrawang-p.schools.nsw.edu.au

irrawang-p.school@det.nsw.edu.au

4987 2403

Message from the Principal

I have been playing my part here since 2014 as an Assistant Principal and now, in my second year, I have had the privilege of being your principal. In the school song it says 'to live as proud Australians in a future without fear'....How true. It 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. 33% 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 instill 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.

My sincere gratitude and thanks.

Stacy Mathieson

Principal

Message from the school community

It has been an absolute pleasure to be this year's P&C president. The teachers, staff and principal, Stacy Mathieson, have been very helpful and supportive and I can't praise them all enough for the amazing job they do for our school to make it a great environment for our students to learn in. They go above and beyond in all aspects, willing to put in the extra mile and I would like to say a big thank you to all of you.

On behalf of the P&C I would like to thank the teachers, staff, student, parents and all the parents of the community for their help with fundraising events and overall support.

Mother's Day, Father's Day, Disco's etc have been very successful.

To our new kindergarten students, we hope you enjoy your time at our wonderful school and continue to thrive with your education and new environment. I know you will make a lot of new friends with other students as well as our teachers and staff. For our current year 6 students, we say farewell and we all hope you enjoy the next journey in your lives. Continue to use your Aussie 5 and enjoy your new high schools.

I would also like to thank my fellow executives, Jenn Burton, treasurer, Sarah Farina, secretary, Emma Morris and Samantha Winter, vice presidents for all their hard work and dedication throughout the year. without them, the P&C wouldn't be as successful as it is.

Regards,

Suzie Short

President of the IPS P&C

Message from the students

The School Leaders Report 2017

WOW!!! What a fantastic year 2017 has been. We have been honoured to be Irrawang Public School's school leaders.

This year, we have enjoyed class Dojo's in our K-2 and 3-6 COLA'S. We have had rewards such as pyjama days and games afternoons. Our passport stickers have had another successful year helping students be safe, responsible learners who show respect. At the end of Term 4, Mrs Mathieson took all students who had filled their passport book on a secret excursion! This year, we wanted to recognise every single student who has had week after week following their Aussie 5, so we created a Ladder of Success. Every week that you have nothing but positive incidents, you climb the ladder. At the end of the year, those students who have had a perfect 40 weeks are heading on a mystery excursion! We know it is near the water!

Stage 3 were lucky enough to go to Canberra, our nation's capital. We had so much fun learning about our government system and seeing the sights of such a beautiful city with our friends and teachers. Year 4 got to spend the night sleeping at Taronga Zoo! They had a fabulous time learning about Australian animals and their habitats, not to mention the beautiful sights of Sydney Harbour. Year 3 headed to the Reptile Park and met Eric the crocodile. Stage 1 spent a day at the Murrook Cultural Centre celebrating and respecting Aboriginal people, traditions and beliefs. Kindergarten enjoyed their first "big school" excursion to the Hunter Valley Zoo, where they had so much fun getting to know about "life as an animal."

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 2017 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.

Brett and Emelia

2017 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 2017 the school's enrolment was 276, 33% 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 175.

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:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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.

Results 2016 Term 4 – 73%. 2017 Term 4 – 86%

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 2018. More explicit targeted, differentiated teaching and learning. Introduce new PBL initiatives in 2018 to maintain 'chill' areas and introduce Tier 3 strategies. Success in strengthening the Intervention Team in 2017 to include 3–6, LASTS etc to improve student outcomes and achieve the Premier's Priorities and this will continue into 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Achieve and maintain an average of 85% of students demonstrating tier 1 behaviours as indicated on Sentral. Currently at 84.6% (2016: 79%).	\$500 reward days ladder 10, 20, 30 \$2000 reward day ladder 40 Principal reward day \$150 Total \$18,400	At end of 2017, 96% of all students were Tier 1 students.
Increased numbers of student growth in writing achievements across K–6.	Total for the year Instructional Leader stage 2/3 = \$104,000	Successful implementation of all strategies throughout the year. Additional end of year strategies included Year 6 explicit training to K–2 on playground use. Writing groups proved successful, to be considered for 2018. Information/TPL session on Learning Progressions delivered in Week 9 to all staff.
Increased student growth in Numeracy number skills and problem solving.	L3 training days 18x0.5 days in total throughout the year = \$4500	Pre and post assessment data collated and reflected in school reporting and future direction for 2018–2020 school plan.
Work towards achieving the Premier's Priorities in NAPLAN results. (Increase the proportion of students achieving in the top 2 bands by 8%)		NAPLAN results guiding future direction for Numeracy. Learning Progressions replacing Continuum in 2018, Staff TPL administered in week 9.

Next Steps

Embarking on the next 3 year plan 2018–2020 where Strategic Direction One will now read: Teaching and Learning. Purpose: At IPS we have passionate and skilled teachers who collaboratively engage in effective teaching and reflective

and innovative practices to plan for ongoing learning experiences to optimise student success. IPS will not be continuing on with L3 training however the IL will continue to utilise some L3 best practice strategies to embed in the teaching and learning of staff and students.

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Interventionists and Class Teachers working collaboratively together to achieve a higher percentage of students on track in target aspects of literacy and numeracy K–6.	Total for whole year additional SLSOs = \$500,000	All Form Ds on students completed. Stage and intervention teams combined reflection on end of year data, and plan for deficits to be addressed in 2018 within progressions training. Week 38 data indicates a strong collaboration between class teachers and interventionists, with Tier 3 interventions remaining in place until the very end of term (with a focus on those almost at end of year expectations). Continue with additional SLSOs in 2018.
To ensure that the new LST process is easy to follow for all staff members and parents and that appropriate interventions and feedback take place in a timely manner.	Teacher release to attend LAST/LST/NDIS meetings \$10,500	There have been several Engagement Agreement meetings with families receiving NDIS funding for the first time, or after a review of the next phase of their funding has been completed. As a result of these meetings, the agreement itself has become electronic in form, and reviewed, and staff and families are becoming more aware of processes in place for NDIS funded students. The LST refresh project will continue next year, with new staff in the leadership roles, with the view of expanding the sustainability of the system at IPS.

Next Steps

Embarking on the next 3 year plan 2018–2020 where Strategic Direction Two will now read: Wellbeing

Purpose: At IPS, there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all stakeholders so they can connect, succeed and thrive.

Looking ahead to 2018, introducing non ATSI into the Aboriginal programs, Mindfulness for staff and students etc

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 was reviewed and a more stringent expectation process was adopted. Drumbeat was successfully implemented throughout the year with a total of 80 students participating in the program. MGoals PLPs now in place for all ATSI students. Sista Speak and Bro Speak still effective. Gathang on track. Extremely positive feedback for Corroboree throughout the year. End of Term 4 attendance on track at 91%. 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. Maintained our very strong Aboriginal Education programs to support our ATSI students. Maintained attendance tracking sheet and increase parent consultation in the process. New PBL initiatives including Case Managers and Tier 2 programs up and running successfully.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Allocate every student that falls below 85% attendance with a tracking sheet and follow form a processes to improve attendance in consultation with all stakeholders.	Reward Prizes \$200. Total for year \$800 Casual for CT to attend HSLO meetings 2 per term \$4000	– Attendance Data: Top 3 classes are rewarded for attendance with a pyjama party, hot chip sandwiches or a milkshake. Attendance data found in evidence. – Principal and HSLO continue with ongoing face to face contact with parents and carers to improve attendance of students below 85% attendance.
At least 90% of ATSI student families actively engage in the completion and ongoing process of MGoals.	ACEO panel release (\$500.00)	MGoals has been a very successful PLP process. Moving forward into next year the aim would be to improve parent and community engagement in the process and ongoing evaluation of MGoals PLPs.
Increase parent engagement within the school.	CLO to work with community (\$17000.00)	Community Liaison working in school. Continuing with fortnightly communication to the school community through the school newsletter. –Thou Walla have continued to send out a community newsletter. Programs are regularly in the school newsletters and social media. – Courses for Term 4 finished at Thou–Walla. –New ACEO employed through Tunin In for 2018

Next Steps

Embarking on the next 3 year plan 2018–2020 where Strategic Direction Three will now read: Leading

Purpose: At IPS, the leadership team actively supports change that leads to a positive impact on sustained and measurable whole school improvement.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Refer to: Strategic Direction 3 P2 • Aboriginal background loading (\$130 500.00)	<p>Little Bro and Little Sis speak with ES1 and S1 students a success – continuing on in 2018</p> <p>8 more staff attended C2C this year and looking at staff attending in 2018</p> <p>Craig Manhood working with gardening/bush tucker areas – again in 2018</p> <p>Drumbeat ran as a CAPA elective – on offer again 2018</p> <p>Bourkey ran Deadly Streaming for boys – again in 2018 and ALSO working a second day with the girls</p> <p>Shake a Leg running for ALL stage 3 kids in term 1, 2018</p> <p>ACLO through the Tunin' in program ran in 2017, again in 2018.</p> <p>ALL staff proudly wear Auntie Margo's artwork on a jersey at school.</p> <p>All ATSI currently have active MGoal PLP's from preschool to year 6 – again in 2018</p> <p>Our IAEG who meet fortnightly are currently organising our end of term corroboree around the fire pit. The IAEG will continue into 2018, along with regular celebrations and corroborees</p> <p>The tribute garden dedicated to the Aboriginal ANZACS has started planning phase, to be completed in 2018.</p> <p>Gathang language classes to continue next year.</p>
Low level adjustment for disability	• Low level adjustment for disability (\$246 250.00)	Additional staff to support welfare, instructional teaching (2xCT and a chaplain)
Socio-economic background	• Socio-economic background (\$543 800.00)	Success with SLSO's, continuing on again next year. Continuing with HSLO meetings and attendance rewards. Employing CLO 1 day a week again in 2018. Not continuing on with L3 next year.
Support for beginning teachers	• Support for beginning teachers (\$27 729.00)	Both staff feel supported and have used their funds to support their learning needs and their PDP goals
Early Action for Success	Full time SLSO and CT to support as part of the interventionist. • Early Action for Success (\$161 000.00)	Growth in most students in literacy and numeracy. Continuing on in 2018.
School funded upgrades		Not applicable

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	160	152	158	176
Girls	122	128	134	150

Student attendance profile

School				
Year	2014	2015	2016	2017
K	91.3	89.8	87.6	93.2
1	90.2	92.1	90	86.9
2	90.9	93.3	88.9	91.9
3	91.5	92.5	89.4	91.1
4	89.5	92	92.3	88.7
5	93.1	88.4	91.4	90.9
6	90.2	93.5	87.8	90.3
All Years	90.9	91.7	89.8	90.6
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

At Irrawang Public, we work closely with the HSLO in identifying students of attendance concerns. Attendance tracking sheets are now used by all staff on those at risk of attendance concern and twice a term the HSLO, CT and Principal meet with parents/carers of these students to discuss. Late arrivals process has also been revamped resulting in less late arrivals and fewer unexplained absences.

Our end of 2015–2017 school plan attendance target was 85%. We have achieved and maintained an average of 90% attendance across 2017.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	12.89
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	2
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	7.12
Other Positions	1

*Full Time Equivalent

At Irrawang Public school in 2017, there are no staff members who identify as Aboriginal or Torres Strait Islander decent.

Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

By the end of 2017, 13 staff members were Proficient, nil Highly Accomplished and nil Lead. The remainder of the cohort were pre 2004 staff members. Professional Learning has included, but not limited to: Connecting to Country, Drumbeat, 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, learning progressions, preschool inductions, and all the required whole school mandatory courses.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	376,304
Revenue	4,759,130
Appropriation	4,670,690
Sale of Goods and Services	3,181
Grants and Contributions	81,436
Gain and Loss	0
Other Revenue	0
Investment Income	3,823
Expenses	-4,724,849
Recurrent Expenses	-4,724,849
Employee Related	-4,452,640
Operating Expenses	-272,210
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	34,281
Balance Carried Forward	410,585

<Use this text box to enter a general statement describing:

- your school's financial management processes and governance structures to meet financial policy requirements
- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)
- intended use of funds available>

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Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	2,035,902
Base Per Capita	50,414
Base Location	0
Other Base	1,985,488
Equity Total	1,068,865
Equity Aboriginal	159,407
Equity Socio economic	626,043
Equity Language	0
Equity Disability	283,416
Targeted Total	702,717
Other Total	615,373
Grand Total	4,422,857

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

School performance

NAPLAN

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

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.

Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands. At IPS 27% of all students achieved in the top two NAPLAN bands in reading for year 3 and 10% for year 5. In numeracy, 13% of all year 3 students and 6% of all year 5 students achieved in the top two NAPLAN bands. At IPS, 31.3% of ATSI year 3 and 13.4% of ATSI year 5 students achieved in the top two NAPLAN bands in reading. At IPS, 13.4% of ATSI year 3 and 5.6% of ATSI year 5 students achieved in the top two NAPLAN bands in numeracy.

Parent/caregiver, student, teacher satisfaction

Irrawang Public School used the Tell Them From Me surveys for 2017.

Some key results are as follows:

Students: Social–Emotional Outcomes

Percentage of Students that participate in school sports and extracurricular activities are above the NSW Govt. Norm.

Percentage of Students with positive relationships and who value schooling outcomes are above the NSW Govt. Norm.

Percentage of Students with positive behaviour at school, are interested and motivated and try hard to succeed in their learning are all above the NSW Govt. Norm.

Students: Drivers of Student Outcomes

Percentage of students who feel the teachers have effective teaching time, relevant instruction and with rigour are all above NSW Govt. Norm

Percentage of students who feel advocacy at school, share positive teacher–student relations, belong to a school with a positive learning environment and have joint expectations of success are all above NSW Govt. Norm.

Parents Perspectives

Percentage of parents who feel welcome at school, can speak easily to teachers, have teachers who listen to

concerns, can speak easily to the school principal and have helpful administration staff are all above the NSW Govt. Norm. Again the school above the Govt. Norm when answering questions regarding Two–way communication with parents.

Staff: Teacher survey

When staff were surveyed regarding The Eight Drivers of Student Learning;

Leadership, collaboration, Data informs practice, teaching strategies, technology, inclusive school and parent involvement, were all above the NSW Govt. Norm.

When staff were surveyed regarding The Four Dimensions of Classroom and School Practices;

Challenging and visible goals, planned learning opportunities, quality feedback and overcoming obstacles to learning were all above NSW Govt. Norm.

Policy requirements

Aboriginal education

In 2017, IPS had an approx. 33% ATSI students.

All staff have a sound understanding of Aboriginal policy. Most staff have completed Connecting to Country with a continued TPL focus in 2018 for those who haven't. Staff attend IAEG meetings and Youyoong AECG meetings. Staff are trained in BroSpeak, SistaSpeak, Drumbeat.

All ATSI students have active MGoal PLPs. Students can access Sista Speak, BroSpeak, Gathang Language classes. Working with elders in our Deadly streaming program. We have termly corroboree's and NAIDOC celebrations.

In 2018 stage 3 are participating in the Shake A Leg program as well as a continuation of the above programs.

Multicultural and anti-racism education

We have a staff member who is our Anti Racism contact officer. Our PBL lessons for all students have focus aspects of respect and inclusivity of all students.

Our staff complete the annual code of conduct refresher training and instil respect and high expectations relationships amongst all stakeholders.

Racism of any kind is not tolerated at Irrawang Public School.