

# Irrawang Public School

## Annual Report



2018



4372

## Introduction

The Annual Report for **2018** is provided to the community of Irrawang Public School as an account of the school's operations and achievements throughout the year.

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

Stacy Mathieson

Principal

## School contact details

Irrawang Public School

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## Message from the Principal

I have been playing my part here since 2014 as an Assistant Principal and now, in my third 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'&hellip;.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. 32% 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.

My sincere gratitude and thanks.

Stacy Mathieson

Principal

## Message from the school community

As P&C members, we work in our school to provide the very best possible outcomes for our students and our community and it's very easy to get caught up in the "busy" of the P&C. As the year comes to a close, we all need to recognise and celebrate our successes.

I am incredibly honoured to be a part of the P&C in Irrawang's 50th year and want to thank all families, staff and community members who contributed to our celebrations. This includes our sponsors Marketplace Raymond Terrace, Raymond Terrace Bowling Club, Terrace Meats, Hungry Jacks, Campvale Landscaping and Bakers Delight for without them it may not have been possible.

We have seen changes to our fundraising through pre-orders and the introduction of flexi-schools for fundraisers has

been a successful transition and we are hoping these can continue in the future.

We have also recently been awarded a grant of \$3000 to go towards Creative and Performing Arts equipment through the Stronger Communities Programme thanks the Member for Paterson Meryl Swanson.

Things to work on in the new year include continuing our fundraising efforts to provide our school with a sun-safe shade cover over our playground equipment and streamlining the communication between the P&C and our school community.

To all our Year 6 students and their families I wish you every success; May you be guided by your dreams and your passion. To all our new students and families; Welcome, we look forward to working together in 2019.

To our Principal Stacy Mathieson, thank you for your continued support and encouragement throughout the year to our P&C and school community we are lucky to have someone as dedicated and caring as our school principal

To everyone; Thank you for everything we have achieved in 2018 and I wish you all a relaxing, safe and fun filled Christmas and we are looking forward to working together in 2019.

## Message from the students

### 2018 The School Leaders Report

WOW!!! What a fantastic year 2018 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 and games afternoons and an ice block. Wundui tickets have also made it into our school this year. On a Monday assembly we draw two winners from K-2 and two winners from 3-6 to receive a special canteen voucher. Another reward is our Ladder Rewards, which celebrates every week that you have only positive incidents, you climb one step on our ladder of success. At the end of the year, those students who have had a perfect 40 weeks of positive incidents head on an excursion to a mystery location.

Stage 3 were lucky enough to go to the Great Aussie Bush Camp. We had so much fun doing different activities like rock climbing and the flying fox, as well as learning team building skills 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 three this year got to go to the Australian Reptile Park and met Eric the Crocodile, as well as other Australian animals and insects. Stage 1 spent a day at the Hunter Valley Wetlands Centre where they discovered all about "wet" environments. 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."

In week one of term four we had our 50th Anniversary Fete! It was a huge success, with amazing rides, such as The Giant Slide, 9D Virtual Experience, two Jumping Castles and the sickening Tea Cups. It was a huge turn out for the Fete and all classes were represented at a stall or activity which managed to raise money to benefit our school. Definitely a highlight of the year!

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 were the students that displayed all of our PBL values. We have also loved using 7 steps for writing across Kinder to Year 6, and know it has helped everyone to write engaging texts with "Sizzling Starts" and "Exciting Endings". This year we were lucky enough to look at expanding our learning into the 21st century. The school purchased lots of different types of technology such as Spheros, Virtual Reality, Lego Robotics Kits and Bee Bots which students from Kinder to Year Six have thoroughly enjoyed.

We would like to thank all the teachers for making 2018 such a wonderful final year of primary school. In between school discos, talent quests, camps, fundraising days, attendance and dojo rewards, Year 6 farewell 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.

Miles and Lucy

### 2018 School Captains

# School background

## School vision statement

Irrawang Public School (IPS) is dedicated to providing quality academic, cultural, sporting and performing arts opportunities in a 21st Century environment. We promote confidence, respect and success in our students, staff and community members.

## School context

Irrawang Public School, located in Raymond Terrace, is classified as a P3 school. In 2018 the school's enrolment was 375, 32% 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. Students are able to access additional academic, sporting and performing arts programs and our strong focus on programs to support Aboriginal Students is always paramount. 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated:

#### Learning

The results of this process indicated that in the School Excellence Framework domain of Learning:

The results of this process indicated that in the School Excellence Framework domain of Learning: we are sustaining and growing.

In the Wellbeing element, we have met the excelling descriptors both in the analysis and through the supporting evidence. Our PBL systems strongly promote whole school wellbeing processes, as does our enhanced enrolment procedures. We have worked hard to improve higher expectations of student achievement and attendance rates, while always looking for more innovative ways to assess students, report to and engage our parent community.

Every student in every classroom is catered for through personalised and differentiated curriculum, while those that are identified for lack of growth are referred to our highly effective Learning and Support team.

One area to focus on is our NAPLAN growth and Value add data for Years 3 –7, and also to keep improving our processes to support student awareness and achievement of expected growth.

#### Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching:

The results of this process indicated that in the School Excellence Framework domain of Teaching: we are sustaining and growing.

At Irrawang PS our teachers collaborate together in teams to provide quality programs for our students. Staff adopt a large variety of skills and strategies to engage student in reflective practices, inclusive of academic and behaviour, in environments where there are minimal disruptions. While we meet elements of excelling in Effective Classroom practice, we mainly meet the criteria for sustaining and growing.

Data has become an integral element we analyse regularly for both academic and behaviour areas of strength and for concern. These areas are featured in our school plan, and strategies to address these areas are closely monitored in the milestones. Our school has a large bank of expertise to share, and we are always looking to strengthen our collaboration with other local schools. One way to support this is the upcoming shared professional learning session run by the Instructional Leaders from both schools.

We will continue to promote higher levels of accreditation within our staff.

## Leading

The results of this process indicated that in the School Excellence Framework domain of Leading:

The results of this process indicated that in the School Excellence Framework domain of Leading: we are sustaining and growing.

We meet all the sustaining and growing themes in this area. To continue to provide quality services, we have implemented a few new systems over the last 12 to 18 months. These include but are not limited to NDIS processes, systems for borrowing technology resources and changes in office software and finance. Parent engagement and feedback has improved greatly as well, and we feel that as partners in their child's education, we are making appropriate changes together such as the school vision.

Our onsite SaCC centre continues to support partnerships with the community, which are reflected both in the school plan and the milestones.

We will continue to focus on maintaining and embedding a culture of high expectations, and our leadership team will guide and support this through developing a professional learning community that results in improved student outcomes and a decrease in gaps in achievement.

Our self-assessment and the external validation process will assist the school to refine 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

### 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 optimize student success.

#### Overall summary of progress

##### High Level Professional Learning

All staff have had access to TPL which focused on the most relevant aspects taken from TEN and L3 programs. All staff have had ongoing TPL on the Learning Progressions.

##### Literacy and Numeracy Intervention Systems

High level targeted intervention utilising SLSOs, Intervention Team and data analysis have driven differentiation in 2018.

##### Early Intervention

Early childhood staff have collaborated around all aspects of our service to embed the standards from National Curriculum Early Years Learning Framework into a sustainable model of excellence. This has included a comprehensive handover to the incoming new staff to the preschool.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Attain 50% of students demonstrating expected growth in literacy and numeracy, measurable through NAPLAN and meeting the Premiers Priorities. 2017 NAPLAN data shows 38% (Reading/ Writing), 48% (Spelling/ Numeracy) and 53% (Grammar).	8 x casual days term 4 for visits and policy/centre updates \$8 x \$500=\$4000 • RAM (\$4320.00)	All staff have had access to TPL which focused on the most relevant aspects taken from TEN and L3 programs. All staff have had ongoing TPL on the Learning Progressions.
At least 80% of students demonstrating expected growth per semester across Department of Education literacy and numeracy progressions relevant to expected timeframes.	8 x casual days term 4 for visits and policy/centre updates \$8 x \$500=\$4000 • RAM (\$4320.00)	High level targeted intervention utilising SLSOs, Intervention Team and data analysis have driven differentiation in 2018.  Early childhood staff have collaborated around all aspects of our service to embed the standards from National Curriculum Early Years Learning Framework into a sustainable model of excellence. This has included a comprehensive handover to the incoming new staff to the preschool.

#### Next Steps

Continue to build staff capacity in knowledge and implementation of the Learning Progressions.

Provide whole school learning on PBL basic training and reboot, including a PBL induction day for casual staff.

Continue to work with our P-2 Initiatives officers through our preschool and being prepared for an impending assessment and rating.

Continue training and utilising our SLSO team/intervention team working effectively with our teaching staff.

## Strategic Direction 2

### 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.

#### Overall summary of progress

##### School and Community Support

In 2018 we utilised our SACC, parent/carers engagement opportunities and outside agency programs to support and develop social, emotional and cognitive development of students, successful transition and strong cohesive relationships.

##### Wellbeing

We comprehensively utilise targeted expertise to support the ongoing development of student wellbeing. Throughout 2018, we provided ongoing PL to all staff and developed systems to monitor and evaluate wellbeing data which drove our intervention.

##### Early Intervention

Through our preschool, we ensured all staff created and maintained meaningful authentic relationships with students and their families, built authentic links with Irrawang Public School and Thou Walla (Schools as Community Centres).

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Focus on learning teaching (Current data from 2017 is 7.6375) and the 4 dimensions of classroom and school practices (TTFM)(currently 7.7) survey will maintain a mean score of 8 out of 10.  TTFM parent survey (partners in learning –Safety at School domain, current 7.9) will maintain a mean score of 8.5 out of 10.	Staff meeting time. PBL ladder reward budget  Relief days x 4  \$2000	In 2018 we utilised our SACC, parent/carers engagement opportunities and outside agency programs to support and develop social, emotional and cognitive development of students, successful transition and strong cohesive relationships.  We comprehensively utilise targeted expertise to support the ongoing development of student wellbeing. Throughout 2018, we provided ongoing PL to all staff and developed systems to monitor and evaluate wellbeing data which drove our intervention.  Through our preschool, we ensured all staff created and maintained meaningful authentic relationships with students and their families, built authentic links with Irrawang Public School and Thou Walla (Schools as Community Centres).
School expectations of behaviour result in positive wellbeing and respectful relationships amongst students, staff and community members with a minimum of 85% of students displaying Tier 1 behaviours.	SaCC Budget of \$13,000 per year provided to SaCC to support operation of the SaCC Centre. Funds are provided through DEC Learning and Engagement. Main expenses this term included casual staff, hospitality for group programs, centre resources and resources for an Aboriginal Kindergarten	This year the development of social, emotional and cognitive development of students, their successful transition and cohesive relationships have been supported and strengthened by that of the SaCC, school community parent/carers and engagement provide opportunities and outside agencies involvement. Examples of this include:  Partnering with over 30 government and non-government agencies within the SaCC Setting (including Aboriginal Organisations) to provide programs that strengthen early intervention,

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School expectations of behaviour result in positive wellbeing and respectful relationships amongst students, staff and community members with a minimum of 85% of students displaying Tier 1 behaviours.	Transition Picnic in the Park for children and their families. Expenditure to be uploaded. With leftover funds able to be rolled over to the following year.	<p>community engagement and supporting the important transitions in a child's and adults life. As well as the SaCC providing soft entry links and referrals to services.</p> <p>Having key community stakeholders having a sense of belonging to the school community ranging from P&amp;C, Aboriginal Elders, volunteers and homeschoolers. This was evident by a visit as recently as yesterday when Aunty Margo brought 17 fellow students and her TAFE Teachers to the school and Thou-Walla to show them her involvement in the school community.</p> <p>Identifying various developmental needs of students and planning with teachers how best to support this ie: The early intervention information talk in term 3 to support students and their families with speech concerns.</p> <p>All students feeling known, valued and cared for at IPS. Students are acknowledged for positive behaviour choices throughout the year.</p> <p>PBL refresher training and MGoals for students have been successful</p> <p>Staff are feeling supported through new process.</p>

## Next Steps

We will be continuing to utilise our SaCC and outside agencies to support all stakeholders.

Particular focus for 2019 is to continue to provide inclusive and dynamic support of ATSI students. We also aim to develop stronger mindfulness strategies in more classrooms from trained staff.

We will continue to build and develop links between school/preschool and community, with particular use of our Tunin In facilitator for our ATSI families.

## Strategic Direction 3

Leading

### Purpose

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

### Overall summary of progress

#### Professional Practice

The school executive has developed consistent systems to monitor and mentor staff in literacy and numeracy teaching with a whole staff expectation of improvement in literacy and numeracy standards across the school.

#### Professional Learning

In 2018, The IPS Leadership team has driven whole school professional learning to drive ongoing improvement in teaching and non-teaching staff, so that every student made measurable progress.

#### Data Analysis

The leadership team regularly analysed data to reflect on whole school progress, patterns of achievement and decided on focus areas for future data cycles throughout 2018.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All executive and aspiring leaders have authentic leadership roles, articulated through their PDPs, in response to the changing needs of the school and community.	Nil	<p>The school executive has developed consistent systems to monitor and mentor staff in literacy and numeracy teaching with a whole staff expectation of improvement in literacy and numeracy standards across the school.</p> <p>In 2018, The IPS Leadership team has driven whole school professional learning to drive ongoing improvement in teaching and non-teaching staff, so that every student made measurable progress.</p>
Leaders have ensured that all staff are proficient in utilising the learning progressions and feel confident entering and using accurate data into PLAN 2, measurable through observations and staff surveys.	2019 budget	The leadership team regularly analysed data to reflect on whole school progress, patterns of achievement and decided on focus areas for future data cycles throughout 2018.

### Next Steps

Continue to build on the already consistent systems to monitor and mentor staff. This will begin with whole school TPL on creating PDPs with goals linked to the professional standards for teachers.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>		When you combine all we do at IPS for our Aboriginal students, the evaluation is by all. It is clear from parent and community feedback that our ATSI students are safe, responsible, learners who show respect and self confidence. Thriving in the school and embracing their culture.
<b>Low level adjustment for disability</b>		At IPS we cater for the needs of all students, including those with a disability. Differentiation of curriculum, SLSOs and ensuring all areas of the school are safe and accessible for all students are just some of the many ways we do this.
<b>Quality Teaching, Successful Students (QTSS)</b>		On track with impact displayed for student learning outcomes.
<b>Socio-economic background</b>		Supported learning has improved student learning outcomes.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	152	158	176	178
Girls	128	134	150	155

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	89.8	87.6	93.2	88.3
1	92.1	90	86.9	89.3
2	93.3	88.9	91.9	87.9
3	92.5	89.4	91.1	89.4
4	92	92.3	88.7	87.9
5	88.4	91.4	90.9	88.7
6	93.5	87.8	90.3	89.3
All Years	91.7	89.8	90.6	88.7
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

At IPS staff monitor attendance carefully. After a child has been absent for 3 days, on the 3rd day contact is made to ensure their wellbeing. Staff track on an attendance profile sheet, any child that displays concerning attendance patterns. If no explanation given by parent, and improvement in attendance not evident, a wellbeing report will be made. Every 5 weeks the principal meets with the HSLO and actively pursues attendance concerns, (those under 85% unjustified). Those who are continually absent with no improvement, the principal will seek further support from the Learning and Wellbeing officer through the Department of Education. Students are positively rewarded individually and as a class for attendance at IPS and parents are

supported in getting their children to school on time, every day.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	14.28
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.9
Teacher Librarian	0.8
School Administration and Support Staff	7.12
Other Positions	1

\*Full Time Equivalent

At IPS we have one staff member who identifies as Aboriginal. This position is our Tunin' in facilitator for 2018–2019.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	90
Postgraduate degree	10

### Professional learning and teacher accreditation

By the end of 2018, all staff members were Proficient, nil Highly Accomplished and nil Lead. Professional Learning has included, but not limited to: Connecting to Country, Drumbeat, Trauma training, Librarian training, Literacy Numeracy Learning Progressions, MAPA training, whole school emergency care, anaphylaxis, 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

### Financial summary

The information provided in the financial summary

includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	410,585
<b>Revenue</b>	5,098,256
Appropriation	5,022,783
Sale of Goods and Services	5,175
Grants and Contributions	65,909
Gain and Loss	0
Other Revenue	0
Investment Income	4,389
<b>Expenses</b>	-4,772,926
Recurrent Expenses	-4,772,926
Employee Related	-4,493,996
Operating Expenses	-278,930
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	325,330
<b>Balance Carried Forward</b>	735,914

All school financial management processes and governance structures to meet financial policy requirements.

A large proportion of available funds are used through staffing and additional staffing. We have an intervention team to support our IL and an SLSO in each classroom for 3hrs a day 5 days a week to support student learning.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	2,261,836
Base Per Capita	70,363
Base Location	0
Other Base	2,191,473
<b>Equity Total</b>	1,219,516
Equity Aboriginal	200,463
Equity Socio economic	731,658
Equity Language	6,590
Equity Disability	280,806
<b>Targeted Total</b>	706,450
<b>Other Total</b>	666,475
<b>Grand Total</b>	4,854,277

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

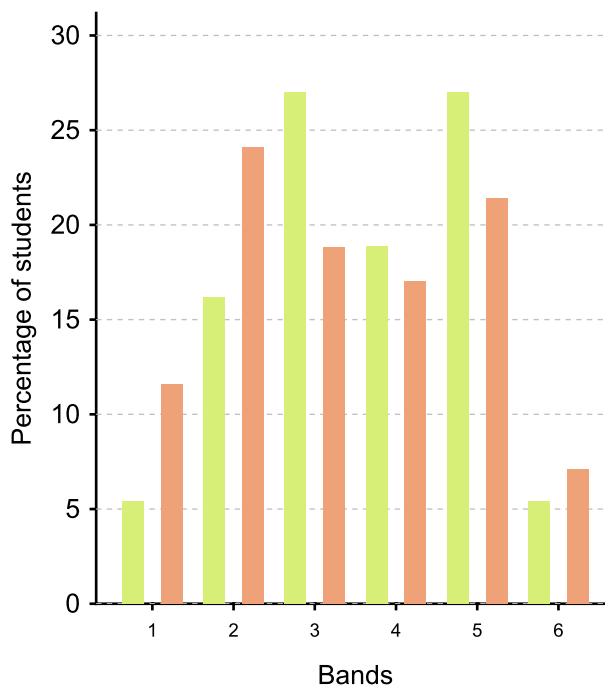
Year 3 NAPLAN Literacy results show that IPS students are performing slightly lower than statistically similar school groups (SSSG) in Writing and Grammar and Punctuation.

Year 3 NAPLAN Literacy results show that IPS students are performing higher than statistically similar school groups (SSSG) in Reading and Spelling.

Year 5 NAPLAN Literacy results show that IPS students are performing slightly lower than statistically similar school groups (SSSG) in Spelling.

Year 5 NAPLAN Literacy results show that IPS students are performing higher than statistically similar school groups (SSSG) in Reading and Writing, Grammar and Punctuation.

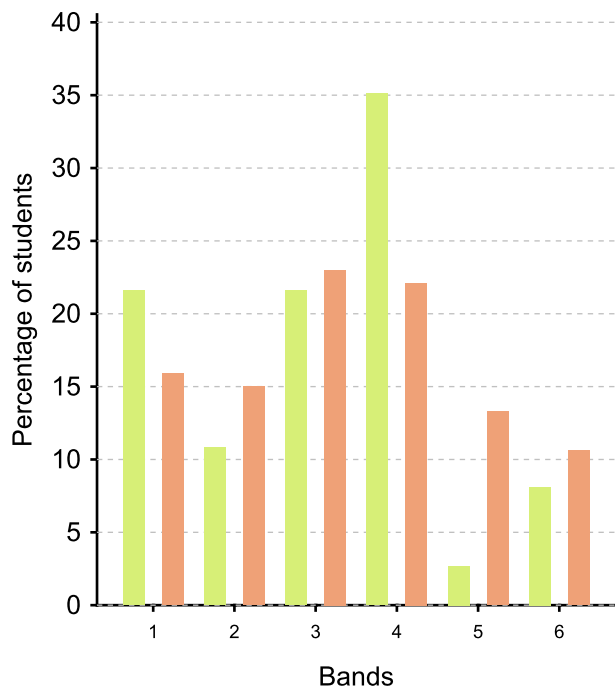
**Percentage in bands:**  
Year 3 Reading



<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	5.4	16.2	27.0	18.9	27.0	5.4
School avg 2016-2018	11.6	24.1	18.8	17	21.4	7.1

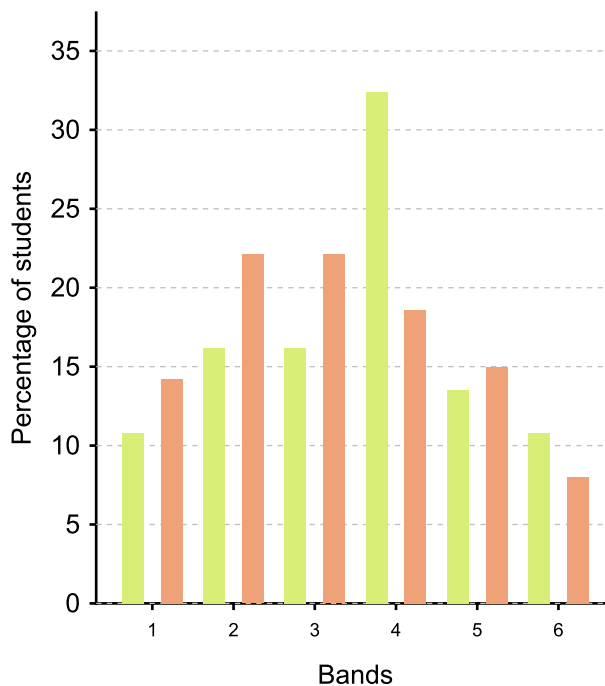
**Percentage in bands:**  
Year 3 Grammar & Punctuation



<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	21.6	10.8	21.6	35.1	2.7	8.1
School avg 2016-2018	15.9	15	23	22.1	13.3	10.6

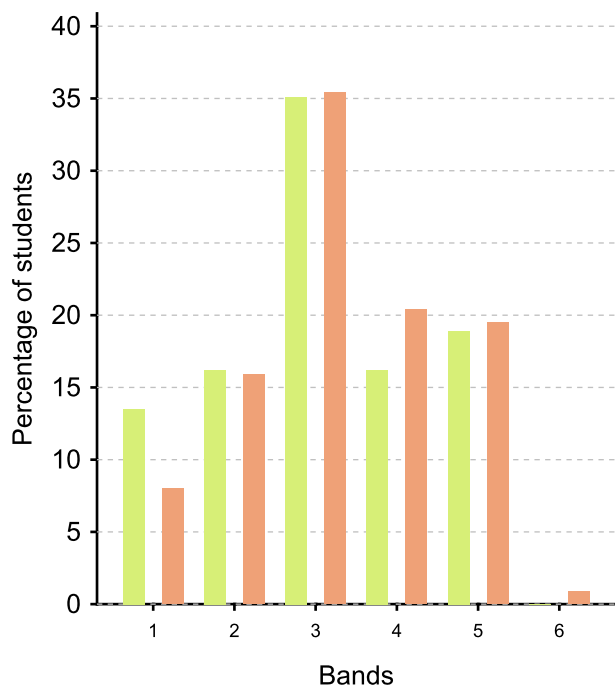
**Percentage in bands:**  
Year 3 Spelling



<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	10.8	16.2	16.2	32.4	13.5	10.8
School avg 2016-2018	14.2	22.1	22.1	18.6	15	8

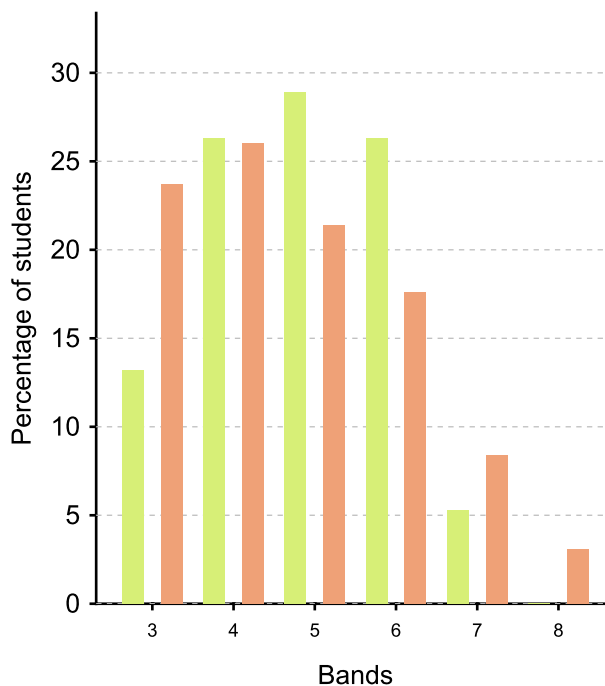
**Percentage in bands:**  
Year 3 Writing



Percentage in Bands  
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	13.5	16.2	35.1	16.2	18.9	0.0
School avg 2016-2018	8	15.9	35.4	20.4	19.5	0.9

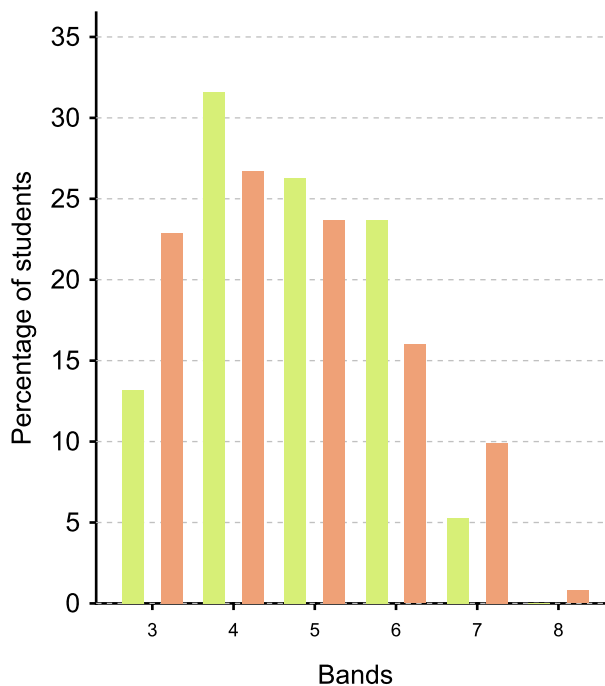
**Percentage in bands:**  
Year 5 Grammar & Punctuation



Percentage in Bands  
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	13.2	26.3	28.9	26.3	5.3	0.0
School avg 2016-2018	23.7	26	21.4	17.6	8.4	3.1

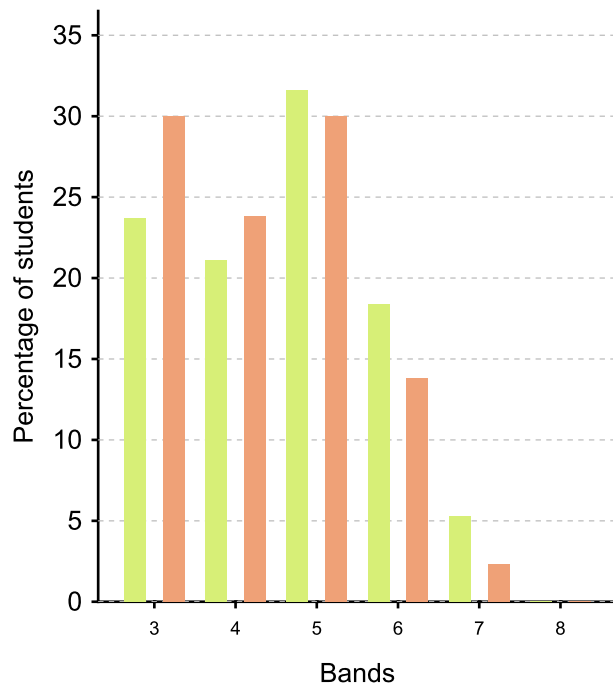
**Percentage in bands:**  
Year 5 Reading



Percentage in Bands  
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	13.2	31.6	26.3	23.7	5.3	0.0
School avg 2016-2018	22.9	26.7	23.7	16	9.9	0.8

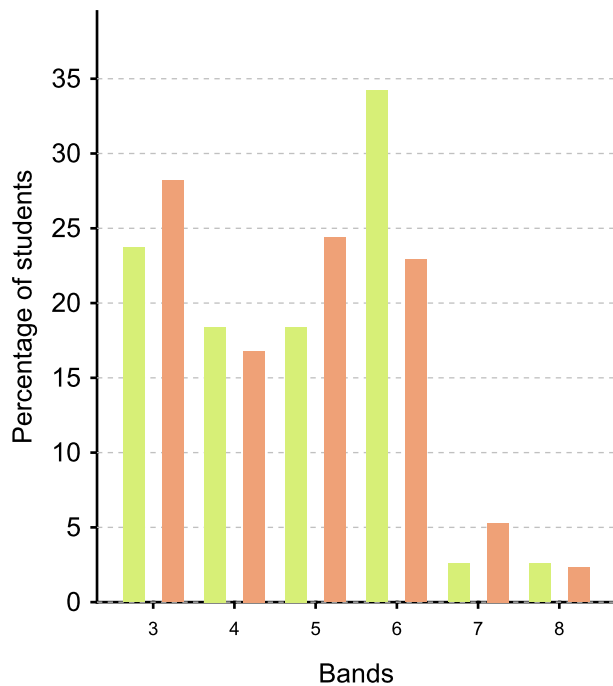
**Percentage in bands:**  
Year 5 Writing



Percentage in Bands	
School Average 2016-2018	

Band	3	4	5	6	7	8
Percentage of students	23.7	21.1	31.6	18.4	5.3	0.0
School avg 2016-2018	30	23.8	30	13.8	2.3	0

**Percentage in bands:**  
Year 5 Spelling



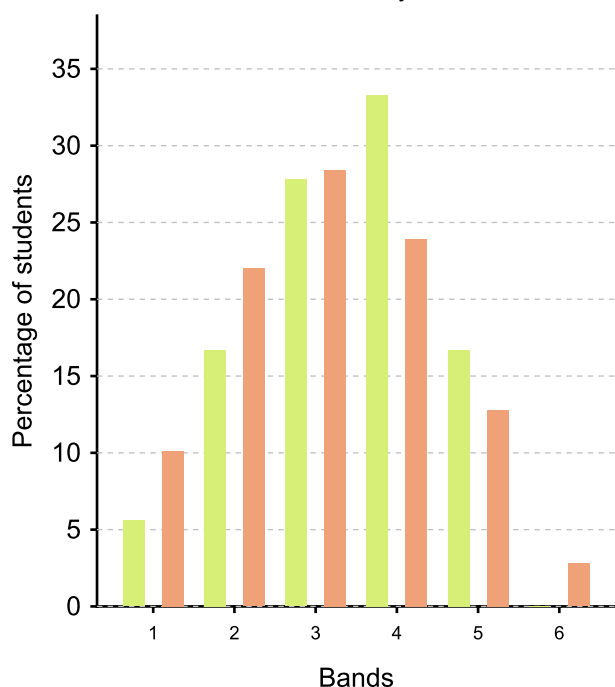
Percentage in Bands	
School Average 2016-2018	

Band	3	4	5	6	7	8
Percentage of students	23.7	18.4	18.4	34.2	2.6	2.6
School avg 2016-2018	28.2	16.8	24.4	22.9	5.3	2.3

Year 3 NAPLAN Numeracy results show that IPS students are performing above statistically similar school groups (SSSG) in Numeracy.

Year 5 NAPLAN Numeracy results show that IPS students are meeting the scores of statistically similar school groups (SSSG) in Numeracy.

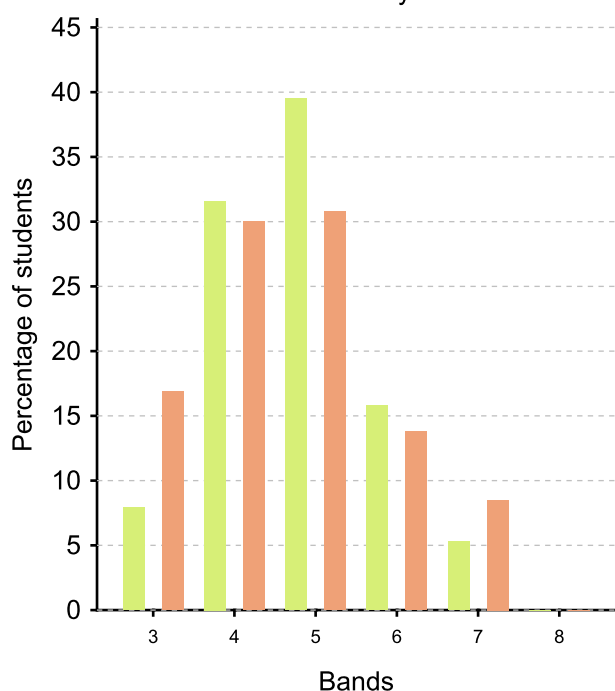
**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	5.6	16.7	27.8	33.3	16.7	0.0
School avg 2016-2018	10.1	22	28.4	23.9	12.8	2.8

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	7.9	31.6	39.5	15.8	5.3	0.0
School avg 2016-2018	16.9	30	30.8	13.8	8.5	0

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Year 3 NAPLAN Numeracy results show that IPS ATSI students are performing above statistically similar school groups (SSSG) and higher than the State Scores in Numeracy.

Year 5 NAPLAN Numeracy results show that IPS ATSI students are performing above statistically similar school groups (SSSG) and higher than the State Scores in Numeracy.

Year 3 NAPLAN Literacy results show that IPS ATSI students are performing above SSSG and State Scores in Reading and Spelling.

Year 3 NAPLAN Literacy results show that IPS ATSI students are performing below statistically similar school groups (SSSG) in Writing, Grammar and Punctuation..

Year 5 NAPLAN Literacy results show that IPS ATSI students are performing above statistically similar school groups (SSSG) in Reading and Writing.

Year 5 NAPLAN Literacy results show that IPS ATSI students are performing below statistically similar school groups (SSSG) in Spelling, Grammar and Punctuation..

## Parent/caregiver, student, teacher satisfaction

Positive Behaviour for Learning (PBL) is implemented across the whole school. Strategies are taught explicitly to students to allow them the skills to appropriately access regular opportunities to meet with staff that can give advice, support and assistance. We prioritise the wellbeing of our students through ensuring they have at least 1 staff member who they can turn to.

Our referral data is collated regularly and students are identified through a Tier 2 meeting before being referred to a regular intensive program. These programs are designed to provide advice, support and assistance to students before they become Tier 3 students. Programs include social group, gardening group, drumbeat, check in check out. One example of this would be a check in, check out program. This program allows extra support and assistance to help students fulfil their potential or problem solve concerns impacting their learning environment.

The school is organised to have an off class Assistant Principal, whose role includes providing a check-in and

check-out for selected students, and also in providing opportunities for students to access some time and assistance so that they can reach their potential back in the classroom. This process has proven to be successful improving behaviour and attendance patterns of participants.

Expectations of behaviour are consistent across the school and are deeply embedded processes due to the ongoing implementation and reviewing of PBL. In addition to PBL practices in the classroom, PBL achievement is acknowledged at PBL assemblies and is evident in every area of the school, including the playground, extra learning spaces, the Library and in the front office. Students feel safe, positive and respected as a result of the consistency of behaviour expectations, and this is further evidenced by the TTFM survey results about advocacy at school

As a result, the variety of strategies implemented through the PBL team are systems and practices to explicitly support student understanding of expectations and identify student needs and provide appropriate supports. PBL continues to be a deeply embedded practice at Irrawang PS, in order to maintain and encourage positive, respectful relationships to promote positive student wellbeing.

## Policy requirements

### Aboriginal education

In 2018, IPS had an approx. 32% ATSI students.

All staff have a sound understanding of Aboriginal policy. Most staff have completed Connecting to Country with a continued TPL focus in 2019 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, Little Sista, Little Bro and Gathang Language classes. Working with elders in our Deadly streaming program. We have termly corroboree's and NAIDOC celebrations.

In 2018 our Sista Speak girls performed for the first time at the Hunter Dance Festival are participating in the 2019 concert too, as well as a continuation of all 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.