

2021 Annual Report

Irrawang High School



8562

Introduction

The Annual Report for 2021 is provided to the community of Irrawang High 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 Strategic Improvement 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.

School contact details

Irrawang High School
Mount Hall Rd
RAYMOND TERRACE, 2324
<https://irrawang-h.schools.nsw.gov.au>
irrawang-h.school@det.nsw.edu.au
4987 4687

Message from the principal

Thank you to the community for their support of the school in 2021.

As a new Principal to the school in 2022, using available information in the school, a report has been generated outlining progress and achievement of the school in 2021. Particular thanks goes to Mrs Liana Gill, Deputy Principal, for her work in writing the vast majority of this report.

Nicole Huxley, Principal 2022

School vision

Irrawang High School's purpose is to nurture and educate its students to build successful futures, focused on continual growth to reach their full potential as responsible citizens.

The success of the school is built upon our core values of Respect, Responsibility and Personal Best and these are central to our approach to teaching, learning and leadership.

We are committed to providing high quality educational opportunities delivered in a high expectation learning culture where every student and every teacher will be challenged to continue to learn and improve every year.

School context

Irrawang High School is proudly a comprehensive high school catering for students from Years 7-12 with a strong focus on academic excellence and positive wellbeing. The school is located on Worimi land and is located in East Raymond Terrace in the lower Hunter Region.

In 2021, a total enrolment of 1059 students, 18% of whom identify as Aboriginal and /or Torres Strait Islander attend Irrawang High School. The student population has been growing over the last 5 years.

A dedicated and talented team of school leaders, teachers and support staff work collaboratively to design and implement outstanding teaching and learning programs based on the NSW syllabus. The school-wide commitment to future-focused learning approaches including formative assessment, visible learning and thinking and project-based learning results in the development of essential skills for citizens in the 21st century: communication, collaboration, critical thinking and creativity.

Positive Behaviour for Learning core values of Respect, Responsibility and Personal Best are embedded in all systems within the school. A holistic approach to education, focusing on both the wellbeing and academic learning ensure the development of the whole student, is a key component of the school's philosophy.

The school is committed to improving effective classroom practice with staff professional learning based on the Quality Teaching Framework the key to ensuring this. This learning will ensure the continued growth in both literacy and numeracy will be enhanced from informed decisions about systems and practice based on data collection and analysis. This underpins our belief in individualised and differentiated learning.

The school offers a wide array of programs and extra curricular activities to assist and support students and families. With a strong focus on academic, creative, social, cultural and sporting domains of learning, we cater for the strengths of all students.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Stage 4 & 5 Literacy and Numeracy
- Targeted Learning

Resources allocated to this strategic direction

Low level adjustment for disability: \$126,325.00

Socio-economic background: \$390,527.00

Professional learning: \$33,000.00

Integration funding support: \$163,331.00

Aboriginal background: \$92,979.00

Summary of progress

Stage 4 & 5 Literacy and Numeracy

In 2021 our focus was on developing teacher capacity in the analysis of data to inform quality teaching programs with a specific focus on literacy and numeracy through stage 4 and 5. In addition there was a focus on embedding a learning culture based on high expectations and a growth mind set that enables students to access learning programs that meet their learning needs and develops the skills for the future.

Targeted Learning

This involved professional learning for staff in explicit teaching and specific targeted training in 'writing' strategies. Explicit learning plans for Aboriginal students were developed with a specific focus on high expectations. Due to the challenges of extended learning from home in 2021 we were not able to fully implement the Stage 6 improvement program.

Outcome of this initiative included 100% of Aboriginal students had a Personalised Learning Plan which was tailored to meet their specific needs. As a result of our targeted literacy and numeracy programs we were able to demonstrate growth despite the challenges of the pandemic.

In 2022 we will continue to work with teachers on developing skills in effective evaluative practices to assess how well students are progressing in response to their lessons.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>* All staff are aware of, embed and utilise Literacy and Numeracy PAT data when delivering explicit and differentiated teaching and small group intervention programs.</p> <p>* All teachers understand visible teaching and growth mindset when implementing and embedding learning intentions and success criteria into every lesson in every classroom and in every program.</p> <p>* All teachers are aware of and are</p>	<p>Staff analysed PAT and NAPLAN data in literacy and numeracy to set explicit learning goals and improve learning outcomes through differentiation and explicit teaching.</p> <p>Delay in implementing initiatives (visible teaching) in term 3 have required this work to be postponed to 2022. To date there has been a small number of staff (LaST) who were able to fulfill this progress measure. 90% of staff have embedded learning intentions and success criteria successfully in every lesson.</p> <p>All teachers are aware of Aboriginal student PLP's. The percentage of staff that are now utilising PLP's to support student achievement of learning goals has increased across the whole teaching staff.</p>

utilising Aboriginal students PLP's to support students in achieving learning goals.	
* Proportion of students in the top two bands (or above) in reading will increase to 12.2%.	10.8% of students are now in the top two skill bands (NAPLAN) for reading indicating progress toward the annual progress measure.
* Proportion of students in the top two bands (or above) in numeracy will increase to 13%.	Data indicates that 14.89% of students in the top 2 bands for numeracy are showing growth from baseline data. Baseline 2020 was 10.65%. 14.89% of students are now in the top two skill bands (NAPLAN) for numeracy indicating achievement of the progress measure.
* Increase the % of Aboriginal students attaining the HSC while maintaining their cultural identity.	The whole school community demonstrates aspirational expectations of learning progress and achievement for all students and is committed to the pursuit of excellence. This is evidenced by 90% of Year 12 Aboriginal students attaining the HSC The percentage of Aboriginal students attaining HSC whilst maintaining their cultural identity was 90%.
* Increase proportion of students achieving expected growth in reading by 2.5%.	The percentage of students achieving expected growth in reading (actual less than annual trajectory lower bound). The percentage of students achieving expected growth in reading decreased to 10.87% indicating progress toward the lower bound target.
* Increase % of students achieving expected growth in numeracy by 1%.	Percentage of students achieving expected growth in numeracy decreased by 1% leading to progress toward the lower bound system negotiated target.
• Increase the proportion of students achieving results in the top 2 bands of the HSC by 3.5%.	6.37% of students attained results in the top two bands demonstrating progress yet to be seen toward the lower bound target.
* Increase the proportion of students achieving results in the top 3 bands of the HSC by 5%.	36.25% of students attained results in the top three bands demonstrating progress toward the lower bound target.
• Increase % of Aboriginal students achieving top 3 NAPLAN bands in reading by 3% and numeracy by 3.5%.	46.15% of Aboriginal students have achieved results in the top 3 NAPLAN bands in reading indicating achievement of the upper bound target (of 27%). 30.77% of Aboriginal students have achieved results in the top 3 NAPLAN bands in numeracy indicating achievement of the upper bound target (of 18.10%).

Strategic Direction 2: Teacher Quality through Growth and Collaboration

Purpose

We will have strong professional learning communities that operate with collective purpose and goals in order to drive consistent teacher practice and increase teacher engagement and investment. Staff will develop an understanding of the structures within the Quality Teaching Framework and consistent implementation of data driven teaching practices to improve teaching by working collaboratively within and across faculties. Enquiry based learning will also be used to embed faculty collaboration and positively impact on student engagement and achievement.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Growth in Teacher Quality
- Collaborative practices

Resources allocated to this strategic direction

Professional learning: \$6,000.00

Summary of progress

Growth in Teacher Quality and Collaborative practices

Our focus in 2021 was to provide professional learning in explicit teaching strategies to build teacher capacity and expertise. Teachers had the opportunity to participate in Quality Teaching Rounds (QTR), focusing on the Quality Teaching Framework to improve teacher practice. Additionally project based learning focused on improving student engagement.

This involved targeted professional learning to implement Quality Teaching Rounds, with teachers working together collaboratively to explore and improve teacher practice. It was planned for staff to participate in Project Nest which was intended to upskill staff in delivering a future focused curriculum. Due to the restrictions associated with the pandemic, this training did not proceed.

As a result of the success of the Quality Teaching Rounds, the impact on student led to improved engagement in the classroom. The groundwork was completed to re-establish a future focused approach in Stage 4, where staff were selected to implement the initiative and engaged with a mini project to establish the guidelines for our school.

In 2022 the next steps will be to finalise the implementation of project based learning in Stage 4. A new cohort of staff will participate in QTR, further embedding the process to improve teacher performance and student engagement.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
School Excellence Framework Teaching Domain <ul style="list-style-type: none">• In the element of Learning and Development, the theme of collaborative practice and feedback is validated at delivering• The element of Data Skills and Use is validated at delivering	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of effective classroom practice. Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of data skills and use.
* 100% of staff Professional Learning is aligned to PDP's and/or the SIP. * Every KLA has at least one staff member apply for HSC marking	100% of staff Professional Learning is aligned to PDP's and/or the SIP. However, delay in implementing Professional Learning initiatives (What Works Best) in terms 2&3 have required this work to be postponed to 2022. The number of teachers that applied for HSC marking and involved in HSC

<p>increasing the baseline number of staff with HSC marking experience by 10%.</p> <p>* Every KLA has 50% of HSC teaching staff involved in the HSC online PL.</p>	<p>online PL increased from 5 applications in 2020 to 13 applications in 2021.</p>
<p>* Quality Teaching Rounds (QTR) with 25% of staff participating in QTR in sharing good practice and professional collaboration.</p>	<p>25% of teachers participated in observations (Quality Teaching Rounds) based on the Quality Teaching model.</p>
<p>* School reviews Stage 4 & 5 programs to implement enquiry-based project learning across KLA's in 2022.</p>	<p>Delay in implementing initiatives in term 3 have required this work to be postponed to term 1 2022. PL planned and organised for term 1 2022.</p>

Strategic Direction 3: School Environment that Enhances a Positive Learning Culture

Purpose

To enhance the positive, holistic school culture to improve learning, engagement, attendance and wellbeing, so that all members of the school community hold aspirational expectations of progress and achievement, and every student is known, valued and cared for.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Student Engagement and Attendance
- Student Wellbeing
- Community Partnerships

Resources allocated to this strategic direction

Socio-economic background: \$67,200.00

School support allocation (principal support): \$36,829.00

Aboriginal background: \$58,066.27

Summary of progress

Student Engagement and Attendance

The school has established an Attendance Team, defined a flow chart for all members of the Learning Support Team. Department graphics relating to attendance have been regularly published on the school's Facebook page as the communication strategy for attendance.

Student Wellbeing

The school has continued to maintain the use of PBL strategies, with enhancements being Check In Check Out (CICO) which is a wellbeing strategy implemented by Year Advisors to ensure that students are ready for the day as a Tier 2 strategy. The use of data to inform practice has been introduced into PBL meetings. COVID-19 restrictions significantly impacted on the school's ability to bring community into the school face to face. Despite this, all students were provided with online learning from home and provided the opportunity to engage with their teachers. Supports were in place for students who found it difficult to engage through the Wellbeing Team such as food drops, phone calls home and school counsellor support.

Community Partnerships

Community partnerships were maintained with P&C, Youyoong AECG and partner primary schools via Microsoft Team meetings.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
* Increase the proportion of students attending >90% by 4% from baseline data to be between system negotiated lower bound target and upper bound range for students attending 90% or above.	The number of students attending greater than 90% of the time or more has increased by 4.5%. (42% in 2020 and 46.46 in 2021).
* 82% whole school attendance rate.	Whole school attendance data is 73.2% which is 9.7% below SSSG post COVID. Terms 1&2 whole school attendance data was 82.5%.

<p>* Improve whole school attendance for Aboriginal and/or Torres Strait Islander students to be at or above statistically similar schools and state averages.</p>	<p>Whole school attendance rate is 78.8% for Aboriginal and Torres Strait Islander students 4.1% below SSSG. However SCOUT data is inaccurate as the entire Aboriginal cohort is listed as 10 not 179. SCOUT does not reflect school based data and within various scout apps the data varies.</p>
<p>* The Well Being score from the student Tell Them From Me survey is reporting Expectations for Success, Advocacy, and Sense of Belonging at School is increased by 2.5% from baseline data.</p>	<p>Tell Them From Me data shows an improvement of 18.19% of reported positive wellbeing, including a 13.55% increase in advocacy at school, 21.39% increase in sense of belonging and 19.45% increase in expectations of success. (This is based on data available, 2019 & 2021).</p>
<p>* PBL School wide Evaluation tool (SET) will indicate systems fidelity in Tier 1 at >80%</p> <p>* Benchmark of Quality Tool will measure Tier 2 implementation and obtain baseline data for review.</p>	<p>PBL school wide evaluation tool indicates that universal strategies of respect, responsibility and personal best are known by 100% of the whole school community.</p> <p>The initiative (Benchmark of Quality Tool) was delayed due to COVID and is postponed to 2022 . However, anecdotal data indicates systems of support are established and proven to be effective.</p>
<p>* Measure involvement of community groups to gather baseline data.</p> <p>* Review Transition program and gather feedback from primary schools and families. Track retention trends from 6 into 7.</p>	<p>18 local businesses including Port Stephens Council and Raymond Terrace Lions Club provide targeted support of major initiatives linked to PBL, Work Experience opportunities and in school support of students.</p> <p>The transition program has been reviewed and recommendations to be implemented 2022.</p> <p>Tracking retention data - transition data 6 into 7 for 2022 will be finalised week 2 term 1 2022 when OMSEE actuals is submitted.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$163,331.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Irrawang High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Stage 4 & 5 Literacy and Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Targeted support by SLSOs for students with particular needs • Professional Learning for staff <p>The allocation of this funding has resulted in: Students with particular needs having equity of access to learning as a result of intervention and support. All staff having Professional Learning in ways to engage students in their learning to target growth in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Staff will continue to support students with particular needs with funding support.</p>
<p>Socio-economic background</p> <p>\$857,951.22</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Irrawang High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Stage 4 & 5 Literacy and Numeracy • Targeted Learning • Student Engagement and Attendance • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement [program/initiative] to support identified students with additional needs • Breakfast Club and Snack 'n Study food support • Financial assistance for families <p>The allocation of this funding has resulted in: Increased equity for students in quadrants 1 and 2, sustained energy to engage with curriculum and financial support for those families in dire need.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued practice for 2022 will continue to support students</p>
<p>Aboriginal background</p> <p>\$151,045.27</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Irrawang High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted Learning • Community Partnerships

<p>Aboriginal background</p> <p>\$151,045.27</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging an Aboriginal Community Liaison Officer (ACLO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process • employment of specialist additional staff (SLSO) to support Aboriginal students • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in: The ACLO, SLSOs and community consultation were successful in supporting all Aboriginal and Torres Strait Islander students' engagement.</p> <p>After evaluation, the next steps to support our students with this funding will be: We will continue this project in 2022.</p>
<p>English language proficiency</p> <p>\$52,708.30</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Irrawang High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in: EALD support was effective in supporting students encoding and decoding of texts.</p> <p>After evaluation, the next steps to support our students with this funding will be: This resulted in improvement. and we intend to continue this in 2022.</p>
<p>Low level adjustment for disability</p> <p>\$357,120.31</p>	<p>Low level adjustment for disability equity loading provides support for students at Irrawang High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Stage 4 & 5 Literacy and Numeracy • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Literacy and numeracy small group withdrawal and in class support <p>The allocation of this funding has resulted in: Continued access to support learning progress</p> <p>After evaluation, the next steps to support our students with this funding will be: Small group support in literacy and numeracy will continue in 2022.</p>
<p>COVID ILSP</p> <p>\$298,642.91</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>COVID ILSP</p> <p>\$298,642.91</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • providing intensive small group tuition for identified students who were... <p>The allocation of this funding has resulted in: Employment of staff and strategies supported student learning and resulted in student growth.</p> <p>After evaluation, the next steps to support our students with this funding will be: Should COVID funding continue in 2022, it will continue to be used in this same manner.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	427	457	509	524
Girls	401	448	499	479

Student attendance profile

School				
Year	2018	2019	2020	2021
7	88.3	90.2	91.9	87.4
8	85.6	85.9	89.8	80.8
9	83.3	88.7	86.6	80.1
10	78.8	80.7	84.5	74.2
11	75.7	84.9	80	75.3
12	81.9	84.7	87.1	77.9
All Years	83	86.3	87.3	79.6
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	1	2	6
Employment	46	28	43
TAFE entry	14	12	9
University Entry	0	0	24
Other	11	0	3
Unknown	9	25	15

Year 12 students undertaking vocational or trade training

41.84% of Year 12 students at Irrawang High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

89.9% of all Year 12 students at Irrawang High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	57.2
Learning and Support Teacher(s)	2
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	19.17
Other Positions	1.8

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	791,670
Revenue	14,761,110
Appropriation	14,533,809
Sale of Goods and Services	18,799
Grants and contributions	196,791
Investment income	311
Other revenue	11,400
Expenses	-14,284,552
Employee related	-12,962,101
Operating expenses	-1,322,451
Surplus / deficit for the year	476,558
Closing Balance	1,268,227

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 SBAR Adjustments (\$)
Targeted Total	227,200
Equity Total	1,679,974
Equity - Aboriginal	210,243
Equity - Socio-economic	1,059,902
Equity - Language	52,708
Equity - Disability	357,120
Base Total	11,006,127
Base - Per Capita	257,768
Base - Location	0
Base - Other	10,748,359
Other Total	837,866
Grand Total	13,751,167

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.

School performance - NAPLAN

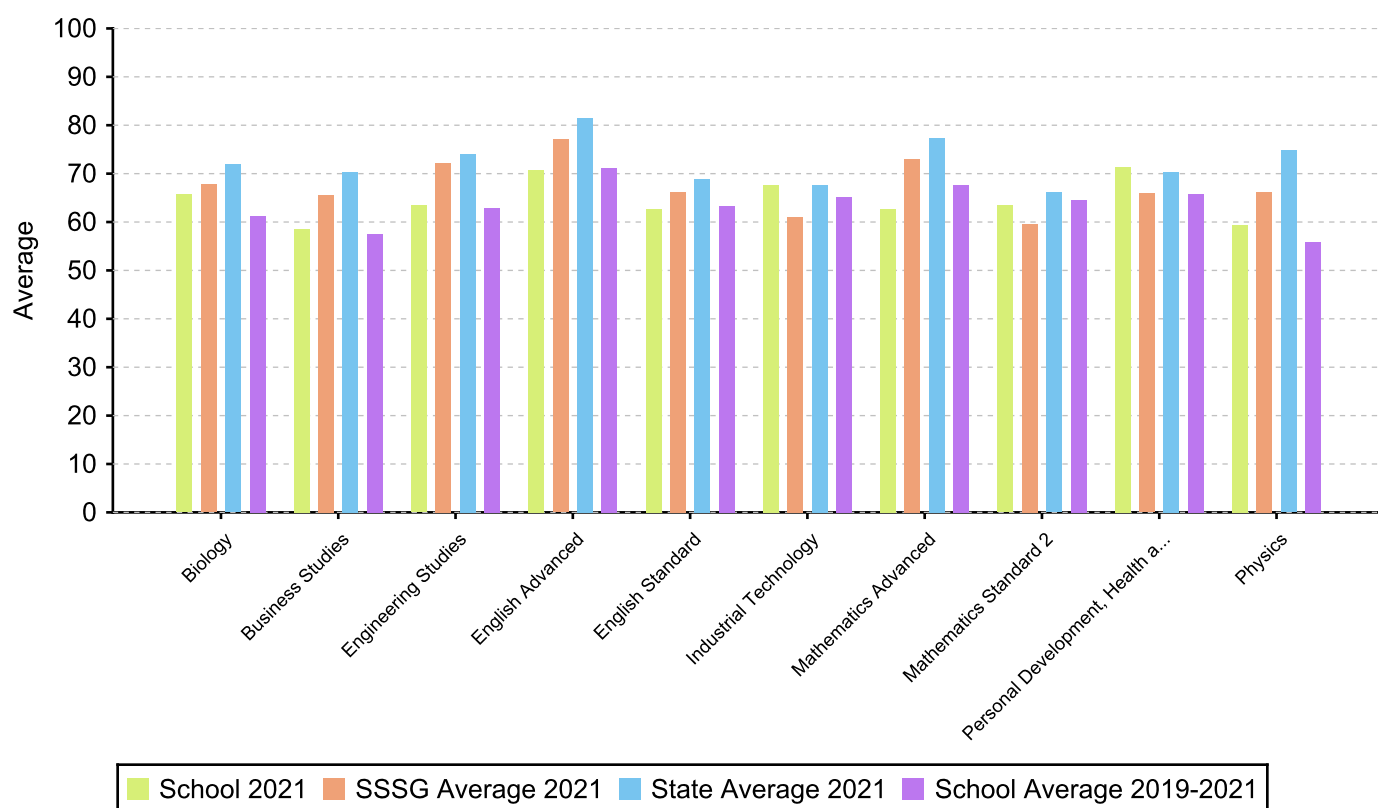
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2021	SSSG	State	School Average 2019-2021
Biology	65.7	67.8	71.9	61.2
Business Studies	58.6	65.6	70.4	57.5
Engineering Studies	63.4	72.1	74.1	63.0
English Advanced	70.7	77.1	81.4	71.2
English Standard	62.7	66.3	68.8	63.2
Industrial Technology	67.7	61.0	67.7	65.2
Mathematics Advanced	62.7	73.1	77.4	67.7
Mathematics Standard 2	63.4	59.6	66.1	64.5
Personal Development, Health and Physical Education	71.3	65.9	70.3	65.7
Physics	59.4	66.2	74.8	55.8

Parent/caregiver, student, teacher satisfaction

Parent/Carer Satisfaction - Due to restrictions in relation to COVID 19 it was complex to obtain parent/carer feedback throughout the year. Many events normally held involving transition, subject selection and parent teacher night did not occur and this limited participation in surveys and other methods of gathering feedback. The school however received positive feedback from parents and partner primary schools relating to the responsive and flexible transition plan that was adapted to support Year 6 into 7 transition and the support provided during the learning from home phase during the year.

Student surveys indicated a 13.55% increase in advocacy at school; 19.45% increase in expectations for success and 21.39% increase in sense of belonging.

Student Satisfaction - Tell Them From Me (TTFM) is the main survey used to gauge student satisfaction. In 2021, of the 43 students that completed the survey 67% indicated positive advocacy at school, 91% had positive expectations for success and 74% indicated a positive sense of belonging at school.

Staff Satisfaction - 32.38% of staff completed the People Matter Survey of the Department of Education in 2021. The highest scoring items were the feeling of personal accomplishment, opportunity to use a variety of skills, encouragement for continuous improvement, prioritising community and faculty team spirit. The areas to be developed include complaints handling, recruitment processes, staff wellbeing and collaboration.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.