

# 2022 Annual Report

## Irrawang High School



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# Introduction

The Annual Report for 2022 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

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

## Message from the principal

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It has been and continues to be a pleasure working with students, staff and community of our fabulous school. As we recover from extended lockdowns and restrictions over the last two years it has been wonderful to see our students involved in sporting events against other schools and performing amongst other students on the stage. Of particular note is our Drum Corps who performed at an International Rugby match and the World Cup Basketball, as well as the entire CAPA team who performed in the Whitsundays this year. Congratulations also to Huxley, our school captain who was successful in achieving a Hunter Blue Award in Bowls for his performance in the State Bowls team.

There are many programs in our school of which we are proud as our dedicated staff aim for all of our students to do their personal best and achieve their potential. Our aim is to cater to the learning needs of the full range of students in our care and our staff have worked diligently in guiding our students towards achieving their HSC and HSC Minimum Standards. For our students who enjoy practical based activities, work experience, Job Link, School Based Apprenticeships and Traineeships and TAFE have been a welcome inclusion in our students' days. Our teaching staff have worked together with the aim of working towards our targets in literacy, numeracy, HSC, attendance and positive wellbeing for students. I'm proud of the work we have done together as a staff team to generate collective efficacy and employing common strategies for improvement across the school. We are extremely proud of our Year 10 science students and teachers, who achieved outstanding results with 80.2% of Year 10 students achieving above expected growth in VALID science testing.

May I take this opportunity to thank our P&C who have shown an active, passionate interest in our school and provided our students a thriving canteen where they are nourished each day. We thank our P&C for choosing to focus their profits back into the school through purchases such as picnic benches and Starstruck tickets for our support students.

Thanks also to our AECG who are avid supporters of our students and school. Their support allows for our Aboriginal students to enjoy wonderful learning and engagement programs including Clontarf, Ngaralbaa and our Aboriginal Learning and Engagement Centre. Sincere thanks to our community volunteers who work in various ways to support our students throughout the year.

Thank you to our outgoing school leadership team and welcome to our new group of students who will lead our student body from our school captains and ambassadors to our PALS and PBL Leaders. We appreciate your modelling of our school values of respect, responsibility and personal best and value your productive input into the leadership of our school. We are grateful to be involved in Port Stephens Community PBL and the celebrations of positive behaviour for our students.

Evidence of the inclusive integration of all students in our school is the work done by our staff and students in our support unit and I am heartened by the improvements that I have seen throughout this year.

I'm proud to work with our young, enthusiastic senior executive and executive team and excited by the progress we have made together in a short time. Thank you to the staff who are moving on to opportunities in other schools. We hope you remember fondly your days at Irrawang High School.

This year has been characterised by technological changes with a move from Millennium to Compass for Term 1 and 2 to Sentral for Terms 3 and 4. This has brought with it many implications for the systems and processes as well as the capacity for staff to action documentation, reporting on and tracking students achievement parts of their roll. My sincere thanks goes to all staff for their tolerance and adaptability through this unexpected complication in their work.

Congratulations to the students who have received achievement awards and congratulations to our quiet achievers who have done their personal best and worked hard to improve their skills each day.

I look forward to working together with students, staff and community to progress our aim for every student, every teacher, every leader and our school to improve again in 2023.

Nicole Huxley

Principal

## Message from the school community

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### 2022 P&C President's Report

Another year at Irrawang High School P&C has gone. Thanks to members and committee of the P&C for another great year supporting students and staff at Irrawang High School. The canteen is the backbone of the P&C. Thanks to Nicole and Tania, our canteen operators, for their working catering for our students every day. They bring in over \$100,00 for our students. Thanks to the members who have worked on panels and upcoming panels. Thanks to our treasurer, Kim Astin who has worked in the role for 8 years. It has been a pleasure working with Nicole our Principal and Lue our Community Liaison Officer. Thank you to them both and also to our members and committee. Thank you for a wonderful year in 2022.

Jo Cotton

President Irrawang High School P&C

## Message from the students

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### 2022 Student Report

The 2022 school year was one that senior students may look back on with satisfaction and gratitude. All students' stress levels ramp up when Year 12 hits, evidently shown by the class of 2022. Many students behave as if the ultimate year of high school is the most important, causing their school workload to increase dramatically. This takes toll on many students, seen through mental burnout and visible agitation when at school. Contrary to this, and the struggle for exam marks, students' moral was commonly at a high, due to the cohort's camaraderie, heavily driven by our year advisors. Additionally, there was great involvement and enjoyment from senior students in fundraising events, happily volunteering their precious learning time for a greater, charitable outcome. These events kept the Year 12 engine chugging along, seeing these events as opportunities of lifestyle variety and mental relaxation. As well as this, students felt greater fulfillment with the knowledge that their effort was leading to the improvement of others, not themselves. This all culminated in senior students enjoying their final secondary school year, not looking at it dreadfully.

Along with the many positive moments across 2022, there are some minor areas which may require alteration in the years to come. Among these is improvement in communication between the senior student body, and school executive team. This, in turn, creates an effective communication loop between the entire school and its executive committee, the senior students being the middleman. This leads to enhanced, real-time feedback from students to executives regarding issues that improve students' time at high school. This relates to matters within, and beyond the class room; the physical nature of the school, or the school's culture itself. Obviously, students do not have the final say in these decisions, but improved communication will lead to a better understanding and sharing of opinions between students and executives.

2022 was a completely different year for its senior class, but gradually students improvised and overcame their individual challenges throughout the year. This had productive outcomes, leading students into tertiary education or full-time work, further preparing them for the real world. Overall, the class of 2022 cherished their senior year, with all the highs significantly outweighing the lows. It is a memorable year, that students in time, will look upon joyously, and is certainly a year they will not forget.

Selman Hassan

## School Captain 2022

Being in the PBL team brings us opportunities to be role models and leaders for the school. We are the student voice and speak for the whole school, often creating surveys for students and staff to suggest improvement and give their own personal opinions. As the student voice we help make the school a better place for everyone. Organising spirit days for the school and reward days at the end of term like Harmony Day, Beanies for Brain Cancer, etc. As the PBL team, we support and fund raise for the community and also suggested charities. We work with teachers to create PBL videos for the school and weekly focuses. We recognise students that don't usually get noticed and reward with awards and special events.

Being apart of the PBL team prepares us for future leadership roles, equipping us with skills like teamwork and problem solving. It has helped many of us develop the ability to talk in front of the school which builds confidence and it gives us a sense of belonging within the school. The PBL team has helped us to form new friendships and a great sense of teamwork, to be able to work well with our peers.

The PBL team is a group of students that are constantly recognised for their excellent behaviour and outstanding contributions to the school and community. We assist others in self improvement and allow them to see their full potential and we also work and communicate with staff, representing the whole school. Organising fundraisers and spirit days are one of our specialties but also the PBL videos on a Wednesday with the help of Mr Tonks, Ms Bangle, Mrs Rembarz and Ms Bisley.

## PBL Ambassadors 2022



Attendance Rewards



Colour Run

## 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 2022, a total enrolment of 997 students, 18% of whom identify as Aboriginal and /or Torres Strait Islander attend Irrawang High School.

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.



Harmony Day 2022



World of Work 2022

## 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. 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.

Our self-assessment 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>

### Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

### 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:** \$365,592.28

**Professional learning:** \$20,226.93

**Socio-economic background:** \$6,113.00

**Per capita:** \$2,000.00

### Summary of progress

- **Stage 4 & 5 Literacy and Numeracy**
- **Targeted Learning**

Our focus in 2022 was on differentiation and collaboration across faculties to target improved pedagogy across all faculties.

This involved targeted professional learning for staff and change of pedagogy in the classroom environment.

As a result there is an upward shift in students performing at higher levels in NAPLAN and there has been an increasing change of pedagogy to target differentiation.

Next year we will focus on embedding these practices to positively impact student growth and attainment.

### 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
<ul style="list-style-type: none"><li>* All staff are delivering lessons that match the literacy and numeracy student data being utilised by all staff for all students in Year 7- 10.</li><li>* Staff have collaborated and developed a cross KLA enquiry-based project for all students in Year 7- 10. Students are aware of their co-developed learning goals towards future focused learning and the majority of students are achieving them.</li><li>* Evidence indicates that teachers are aware and are utilising Aboriginal students PLP's to support students in achieving learning goals.</li></ul>	<p>High levels of absenteeism can reflect poor student engagement.</p> <p>We have not attained the target of 100% of staff that match the literacy and numeracy levels for all students in Years 7-10, however, there has been targeted differentiation and an uplift of staff engaging with the improvement in practice. Priorities for 2022 resulted in this goal to be considered in the future.</p> <p>We have not attained the target of 100% of Aboriginal and Torres Strait Islander students having PLPs. 49 PLPs were completed. Survey data has indicated that students feel that the PLP process at Irrawang High School was not meaningful outside of the staff that ran the PLP interviews. In 2023, IHS will be supported with Strategic School Support. Target areas include achieving 100% Aboriginal and Torres Strait Islander PLPs. SSS will provide support for teachers to create culturally inclusive learning environments for all students ensuring that the PLP process is meaningful and accountable.</p>
Proportion of students in the top two bands (or above) in reading will have an uplift of 8.3% from the baseline	<p>17.78% of Year 7 students achieved in the top 2 bands in reading from a baseline of 22% in 2021 which is a decrease of 4.22% and misses the target uplift by 12.52%.</p> <p>13.33% of Year 9 students achieved in the top 2 bands in reading from a</p>

Proportion of students in the top two bands (or above) in reading will have an uplift of 8.3% from the baseline	baseline of 11% in 2021 which is an increase of 2.33% but misses the target uplift by 5.97%.
<b>NAPLAN Top 2 Bands - Numeracy</b> * Proportion of students in the top two bands (or above) in numeracy will have an uplift of 5.2% from the baseline.	21.09% of Year 7 students achieved in the top 2 bands in numeracy from a baseline of 10% in 2021 which is an increase of 11.09% and exceeds the target uplift by 5.89%.  9.16% of Year 9 students achieved in the top 2 bands in numeracy from a baseline of 10% in 2021 which is a decrease of 0.84% and misses the target uplift by 4.36%.
* Increase the % of Aboriginal students attaining the HSC while maintaining their cultural identity by 30%.	2022 data indicates that 7 Aboriginal and Torres Strait Islander students have attained their HSC compared to 4 in 2021, which is an increase of 42.8% and exceeds the target of 30% by 12.8%.
* Increase % of students achieving expected growth in numeracy by 2%.	As a result of NAPLAN being cancelled for 2020 there is no data to inform the expected growth. 2022 Check In assessment data identifies that we are tracking at a level commensurate with similar schools in Year 8 and 9.
<b>HSC Achievement</b> Increase the proportion of students achieving results in the top 2 bands of the HSC by 7%.	10.2% of students achieved in the top 2 bands in the HSC in 2022, which is a 5.3% increase when compared to 4.9% of results in the top 2 bands in 2021 and misses the target growth of 7% by 1.7%.
* Increase proportion of students achieving expected growth in reading by 5%.	As a result of NAPLAN being cancelled for 2020 there is no data to inform the expected growth. 2022 Check In Assessment data identifies that the school is tracking ahead of similar schools in Year 7 and at a level of equivalence in Years 8 and 9.
<b>HSC Achievement</b> * Increase the proportion of students achieving results in the top 3 bands of the HSC by 9%.	39% of students achieved in the top 3 bands in the HSC in 2022, which is a 3.1% increase when compared to 35% of results in the top 3 bands in 2021 and misses the target uplift by 5.9%.
<b>Aboriginal student achievement</b> Increase % of Aboriginal students achieving top 3 NAPLAN bands in reading by 6.5% and numeracy by 7.5%.	29% of Year 7 Aboriginal students achieved in the top 3 bands in reading in 2022 compared to 21% in 2021 which is an increase of 8% and exceeds the target of 6.5% by 1.5%.  77% of Year 9 Aboriginal students achieved in the top 3 bands in reading in 2022 compared to 60% in 2021 which is an increase of 17% and exceeds the target of 6.5% by 10.5%.
<b>Aboriginal student achievement</b> Increase % of Aboriginal students achieving top 3 NAPLAN bands in reading by 6.6% and numeracy by 7.5%.	18% of Year 7 Aboriginal students achieved in the top 3 bands in numeracy in 2022 compared to 32% in 2021 which is a reduction of 14% and misses the target by 21.5%. There has been an uplift of 38% of students achieving band 7.  32% of Year 9 Aboriginal students achieved in the top 3 bands in numeracy in 2022 compared to 28% in 2021 which is an increase of 4% and misses the target by 3.5%.

## Strategic Direction 2: Collective Efficacy

### 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

**Socio-economic background:** \$585,651.37

**Per capita:** \$2,500.00

**Professional learning:** \$90,000.00

### Summary of progress

#### Growth in Teacher Quality

Improvement in the area of teaching has focused on student behaviour management. A significant staff turn over has meant that the executive team have had a strong focus on collaborative development of consistent processes around managing challenging behaviours from students. Staff have delivered 5 non-negotiables from the beginning of the year and this developed to include development in the New Behaviour Policy towards the end of the year. The executive team demonstrated their commitment to improving the learning environment for students and staff, as well as supporting their staff by introducing head teacher and deputy principal mentoring for students experiencing difficulty regulating their behaviour. In 2023 we will focus on introducing the Quality Teaching Rounds (QTR) model to build collective efficacy with all staff. Beginning teachers have been supported by mentoring embedded into the school's timetable and reduced teaching loads as per the beginning teacher policy.

#### Collaborative Practices

Our focus in 2022 was on developing consistency of practice by reviewing, refining and developing a number of whole school policies and procedures to support staff in collaborative practices.

This involved the establishment of protocols and expectations across the whole school including 100% of staff attending high impact professional learning in using data to inform practice. Targeted focus groups of staff were established within the timetable to collaborate, implement and review current practices within the school.

As a result of staff and student turnover and absences, it has impacted the ability for collaboration and implementation of enquiry-based learning, formative assessment mapping and inter-KLA programming models. Priorities with exposure to and planning for implementation of new curriculum across KLA's has impacted on collaboration between faculties.

### 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
* 100% of staff are successfully implementing explicit teaching, use of data to inform practice and effective feedback.	100% of staff have been involved in regular, timetabled targeted professional learning where use of data to inform practice has been explicitly taught. Access to resources through Scout and Schools Online, to analyse student data, have been implemented. Staff survey of PL rounds has shown 80% of staff have implemented data to inform practice in their teaching for semester 2 2022.

<ul style="list-style-type: none"> <li>* 100% of staff participate in high quality collaborative practice with their faculty.</li> <li>* 25% of staff participate in high quality collaborative practice across faculties.</li> <li>* Every KLA has at least one staff member apply for HSC marking increasing the baseline number of staff with HSC marking experience by 20%.</li> <li>* Every KLA has 75% of HSC teaching staff involved in the HSC online PL.</li> </ul>	<p>100% of staff are aligned to the PDP process and Faculty Development Cycle for improvement. This involves class observations and collaborative practice in developing, maintaining and reviewing faculty processes in teaching and learning.</p> <p>Staff participation in collaborative practices across faculties is less than the target of 25% due to ongoing turn over of staff and re-development of faculty practices in teaching and learning leadership and management.</p> <p>Each faculty has had at least one staff member who have applied for and worked in HSC marking 2022 achieving an increase in HSC marking experience by over 20% across the school.</p> <p>Each faculty has 100% of 2022-23 HSC course teachers complete HSC online professional learning.</p>
<p>Quality Teaching Rounds (QTR) with 50% of staff participating in QTR in sharing good practice and professional collaboration in the last 2 years.</p>	<p>As a result of reviewing, refining and developing a number of whole school policies and procedures to support staff this project has had to be delayed during 2022. We are looking to implement this program in 2023.</p>
<ul style="list-style-type: none"> <li>* Stage 4 &amp; 5 programs implement enquiry-based project learning with formative assessment to map student attainment of future skills.</li> <li>* Inter-KLA programming and collaboration models in place.</li> </ul>	<p>The impact of staff and student turnover and absence has largely impacted the ability for collaboration and implementation of enquiry-based learning, formative assessment mapping and inter-KLA programming models. Priorities with exposure to and planning for implementation of new curriculum across KLA's has impacted on collaboration between faculties. This aspect has been abandoned for 2022 but will be picked up again in 2023.</p>

## Strategic Direction 3: Collaborative, Transparent Leadership

### 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

**Aboriginal background:** \$234,818.07

**Socio-economic background:** \$489,097.66

**Per capita:** \$4,000.00

### Summary of progress

Our focus was on improving strategies and whole school practices to impact :

• Student Engagement and Attendance

• Student Wellbeing

• Community Partnerships

This involved introducing a new platform for reporting and improved strategies for initiating and processing L&S docs and follow-up interventions to increase the attendance and engagement of students.

As a result, we have increased partnerships with service providers, strengthened connections with families and community, provided a platform for student voice and a sense of well-being has improved.

Next year we will continue to embed practices supporting student attendance engagement and wellbeing.

### 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 10% from baseline data to be between system negotiated lower bound target and upper bound range for students attending 90% or above.	Results indicate a significant increase of 20.5% of students attending >90% due to the interventions implemented.  As a result of the success of the interventions, these will continue through 2023.
* 84% whole school attendance rate.	The whole school attendance rate was 74.5% which was below the target of 84%  As a result of reviewing and refining the whole school's attendance processes, attendance rate and procedures, a new targeted attendance focus will begin in 2023.  Attendance of students involved in CAPA programs was 88% for Semester 2 compared to whole school attendance of 72% for Semester 2 2022.

* 84% whole school attendance rate.	One student was rewarded with an ipad drawn from all students with high levels of attendance in Semester 2.
* Improve whole school attendance for Aboriginal and/or Torres Strait Islander students to be at or above statistically similar schools and state averages.	Aboriginal and Torres Strait Islander students showed a 28.5 % increase in attendance over the twelve months due to the intensive practices and interventions enacted.
* 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 3% from baseline data.	<p>The school has provided a variety of opportunities for students in an effort to enhance their wellbeing.</p> <p>Students' expectations for success was down 0.2% from 7.3 in 2021 compared to NSW Government norm of 7.0% in 2021 to 7.1% in May 2022.</p> <p>Students' advocacy at school was down 0.2% from 6.1% in 2021 compared to NSW Government norm of 6.0% in 2021 to 5.9% in May 2022.</p> <p>Students' sense of belonging data was down 11% from 57% in 2021 compared to NSW Government norm of 66% in 2021 to 47% in May 2022.</p>
<p>* Increase engagement of community groups by 3-5% on baseline data</p> <p>* Measure Retention trends from 6 into 7, gather feedback were possible to determine factors affecting trend data on retention. Review annually.</p>	<p>Current PBL Data from Sentral: Tier 1 students =86% Tier 2 students = 8% Tier 3 students = 6%</p> <p>The data shows a reduction of Tier 2 students due to the embedding of support practices/procedures and services.</p> <p>Loins club and Rotary club volunteered to run the school's breakfast club 2022</p> <p>Irrawang High school had 4750 followers on social media in 2022, up from 4110 in 2021</p> <p>The world of work program for all Year 10 students increased from three to four days.</p> <p>Bunnings are now hosting Work Experience for Year 10 support students.</p> <p>2022 Centro Raymond Terrace became a new school sponsor of CAPA performances and static displays.</p>
<p>* PBL School wide Evaluation tool will indicate systems fidelity in Tier 1 and Tier 2 at &gt;80%</p> <p>* SET will measure Tier 2 effectiveness and obtain baseline data for review.</p>	<p>Student surveys indicate a sustained positive learning climate from 5.6% in 2021 to 5.6% in 2022 compared to NSW Government norm of 5.6%.</p> <p>Time hasn't allowed for this data to be gathered or reported on.</p> <p>Data indicates a significant number of learning interruptions and social difficulties are being caused by the misuse of mobile phones at school. In 2023 the school plans to introduce a YONDR pouch system to reduce and restrict the interruptions to learning caused by phones.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$252,390.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Deployment of SLSO staff to support student needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students were supported in class, withdrawal groups and in the playground</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to support targeted students to access curriculum appropriately</p>
<p>Socio-economic background</p> <p>\$1,080,862.03</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Stage 4 &amp; 5 Literacy and Numeracy</li> <li>• Growth in Teacher Quality</li> <li>• Student Engagement and Attendance</li> <li>• Student Wellbeing</li> <li>• Community Partnerships</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through [program] to support student learning</li> <li>• employment of additional staff to support [name] program implementation.</li> <li>• employment of external providers to support students with additional learning needs</li> <li>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Staff are more confident to support the needs of students through improved practice as a result of professional learning. Additional staff supported the needs of students to access the curriculum and progress in their learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to use funds in the timetable to extend the professional understanding of teaching staff in using data to inform practice. Continue to support students to develop their literacy and numeracy skills along the continuums of learning.</p>
<p>English language proficiency</p> <p>\$23,920.27</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> </ul>

<p>English language proficiency</p> <p>\$23,920.27</p>	<ul style="list-style-type: none"> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• in class support for students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students were supported to extend their English vocabulary to access curriculum.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to support students with language background other than English to develop elementary skills to access curriculum effectively.</p>
<p>Low level adjustment for disability</p> <p>\$365,592.28</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Stage 4 &amp; 5 Literacy and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of LaST and interventionist teacher</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students were supported through targeted intervention to access the curriculum and develop their literacy and numeracy skills along the learning continuums.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to support students through targeted intervention to access the curriculum and develop their literacy and numeracy skills along the learning continuums.</p>
<p>Professional learning</p> <p>\$110,226.93</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Irrawang High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Stage 4 &amp; 5 Literacy and Numeracy</li> <li>• Growth in Teacher Quality</li> <li>• Collaborative practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Deputy Principals, Head Teacher Data Analytics and Improvement and Head Teacher Teaching and Learning delivered professional learning to all teaching staff in understanding, accessing and using data to inform teaching practice</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teaching staff were exposed to and beginning to embrace the accessing of, understanding of and utilisation of data to inform teaching practice.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to professionally develop teaching staff to embrace the accessing of, understanding of and utilisation of data to inform teaching practice until this becomes embedded practice.</p>

<p>COVID ILSP</p> <p>\$360,194.00</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 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing intensive small group tuition for identified students who were...</li> <li>• employing/releasing teaching staff to support the administration of the program</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Targeted, intensive support was provided for students at risk of learning loss as a result of the continued impact of COVID-19.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to provide targeted, intensive support for students at risk of learning loss as a result of the continued impact of COVID-19.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Irawang High School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• Provision and staffing of a Wellbeing Hub</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The establishment of a Wellbeing Hub was appreciated by students who utilised the services available to enhance their sense of belonging. Students found this to be an inviting and supportive space.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to expand the provision of broad ranging wellbeing supports for a broad range of students to enhance their wellbeing and utilise the Wellbeing Hub as a preferred place when needed.</p>
<p>Aboriginal background</p> <p>\$234,818.07</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Irawang 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Engagement and Attendance</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• employment of specialist additional staff (AEO) to support Aboriginal students</li> </ul>

Aboriginal background

\$234,818.07

**The allocation of this funding has resulted in the following impact:**  
Students were supported to feel culturally safe at school and confident to access learning to develop literacy and numeracy skills towards HSC attainment.

**After evaluation, the next steps to support our students will be:**  
Continue to increase students feeling culturally safe at school and confident to access learning to develop literacy and numeracy skills towards HSC attainment.



World Basketball Championships  
Performance

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	457	509	524	504
Girls	448	499	479	473

### Student attendance profile

School				
Year	2019	2020	2021	2022
7	90.2	91.9	87.4	80.5
8	85.9	89.8	80.8	77.5
9	88.7	86.6	80.1	70.7
10	80.7	84.5	74.2	72.6
11	84.9	80.0	75.3	62.2
12	84.7	87.1	77.9	75.4
All Years	86.3	87.3	79.6	72.9
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

### 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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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	2	6.5	9.8
Employment	6	35	56
TAFE entry	2	5	7
University Entry	0	0	25.6
Other	14	9	6
Unknown	0	4.6	12

Meaning behind "other":

In Year 10 the 26 students listed all went to other high schools.

In Year 11, of the 14 students listed, 8 students left and are accessing NDIS support and 6 went to other schools.

In Year 12, 5 students are accessing NDIS supports.

## Year 12 students undertaking vocational or trade training

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28.04% of Year 12 students at Irrawang High School undertook vocational education and training in 2022.

## Year 12 students attaining HSC or equivalent vocational education qualification

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83.1% of all Year 12 students at Irrawang High School expected to complete Year 12 in 2022 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)	56.4
Learning and Support Teacher(s)	2
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	21.77
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	784,273
<b>Revenue</b>	15,754,828
Appropriation	15,476,401
Sale of Goods and Services	12,165
Grants and contributions	260,292
Investment income	2,819
Other revenue	3,150
<b>Expenses</b>	-15,346,102
Employee related	-13,860,583
Operating expenses	-1,485,518
<b>Surplus / deficit for the year</b>	408,727
<b>Closing Balance</b>	1,192,999

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

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	252,390
<b>Equity Total</b>	1,705,193
Equity - Aboriginal	234,818
Equity - Socio-economic	1,080,862
Equity - Language	23,920
Equity - Disability	365,592
<b>Base Total</b>	11,436,454
Base - Per Capita	264,020
Base - Location	0
Base - Other	11,172,434
<b>Other Total</b>	1,142,801
<b>Grand Total</b>	14,536,837

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

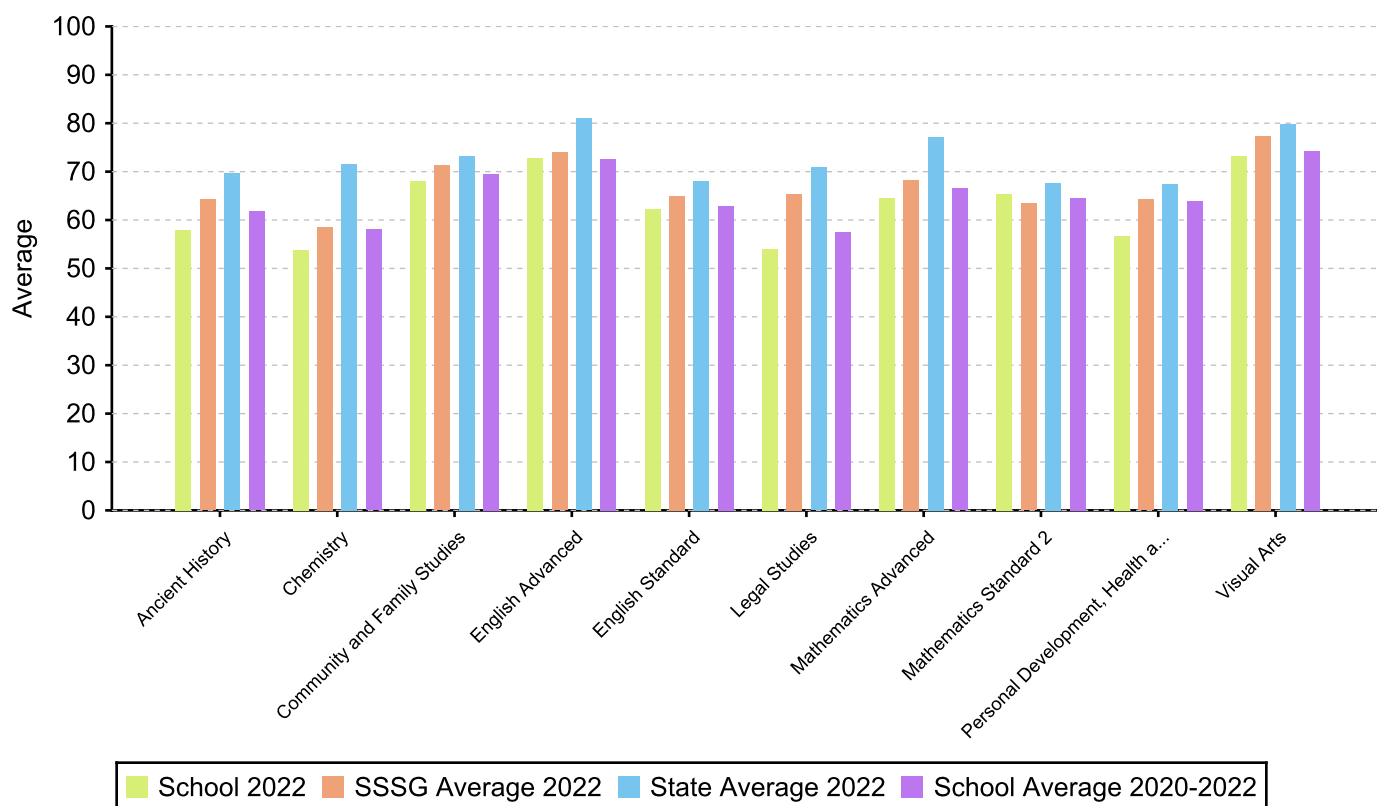
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://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 2022	SSSG	State	School Average 2020-2022
Ancient History	58.0	64.3	69.6	61.8
Chemistry	53.8	58.5	71.7	58.0
Community and Family Studies	68.0	71.3	73.2	69.5
English Advanced	72.8	74.0	81.0	72.6
English Standard	62.3	65.0	68.1	62.8
Legal Studies	54.0	65.3	70.8	57.4
Mathematics Advanced	64.6	68.3	77.1	66.5
Mathematics Standard 2	65.3	63.4	67.6	64.6
Personal Development, Health and Physical Education	56.7	64.2	67.5	64.0
Visual Arts	73.3	77.4	79.8	74.3

## Parent/caregiver, student, teacher satisfaction

Our leadership team is committed to working towards every student, every teacher, every leader and our school improving every year. We highly value input and feedback from parents, students and staff and plan to utilise the analysis of the data produced to inform strategic improvement strategies for the school. The points identified below have been informed by Tell Them From Me surveying of parents, students and staff and outline areas of strength and next steps for improvement planning in 2023.

### Areas of strength identified by our parents were:

- Office staff are helpful when parents have a problem
- Most parents surveyed are interested in their child's school assignments, what they are learning in class and encourage their children to do well at school
- Students are clear about expectations of school behaviour
- Approximately 100 or approximately 10% of parents completed the Tell Them From Me Parent Survey
- 80% of parents indicated their children are happy with the subjects available to them
- 76% of parents either agree or are neutral in saying that they would recommend our school to parents of primary school students
- 83% of parents responding agree or are neutral that the school is a culturally safe environment for their child
- Parents indicated the most useful methods of communication from the school are via social media (86%) and text message (89%).
- 90% of parents surveyed indicated that they have enrolled their child in their first choice of public school

### Next Steps for Improvement identified by Tell Them From Me Surveying of the parents are:

- Parents would like to feel better informed of upcoming activities, with 39% indicating they are satisfied with the communication from the school
- The school will work towards providing a newsletter to enable the communication to parents data collected to determine whether this method of communication is appreciated by parents. In the absence of a newsletter, it is impossible to determine whether parents would appreciate this method.
- Organised parent events being organised at a time when parents are available to attend
- Availability of staff to speak with parents on the phone to resolve enquiries
- Communication with parents of their child's social and emotional development and behaviour at school
- Communication with parents about students' options for the future
- Communication with parents about their child's learning progress
- Homework processes and expectations to be clarified and consistent across the school
- Teachers taking account of students' needs, abilities and interests
- Enhanced processes in positive behaviour for learning and an Irrawang High School Placemat for all staff
- Embedding the new behaviour policy into efficient practice, in particular in relation to Tier 3 and 2 interventions
- Enhanced provision of extra curricular activities for students
- Evaluation and improvement focus on anti-bullying strategies
- Evaluating friendships and identifying how students would like help with developing and maintaining friendships
- Differentiation to include all learners in the classroom
- Enhanced processes to seek input from parents in relation to whole school practices and processes as partners in the learning process for students
- Increasing the participation by parents in school surveys to support collaborative improvement
- Increasing the participation of parents who identify as of Aboriginal or Torres Strait Islander heritage, as 90% of parents who participated were not from this group
- Provision of specialist assistance for children when needed
- Increasing the numbers of parents who would recommend our school to parents of primary school students
- Working together to enhance the school's reputation in the broader community
- Enhancing the provision of TAFE, VET and SBAT opportunities for students as 97% of parents would support their child's choice to undertake one of these pathways
- Provision of information in school reports which help parents to understand how to support their child with their learning
- The school's physical resources being welcoming will be enhanced by a new building planned to start in 2023 and open in 2025.
- Working in collaboration with parents to ensure their perception of the school's provision of resources to help students with disability or special needs is enhanced.
- Working in collaboration with parents to ensure their perception of the school being a welcoming place for students with disability or special needs is enhanced.
- Strategies and resources to assist students to learn maths from home
- Provision of wellbeing workshops for parents

### Areas of strength identified by our students were:

- Students surveyed reported that they have positive behaviour at school
- Explicit teaching practices and formative feedback is positive, especially in Years 10, 11 and 12
- Students feeling that they have someone at school who consistently provides encouragement and can be turned to for advice is almost in line with state average

- Students reporting that they understand there are clear rules and expectations for classroom behaviours is in line with state average
- School staff emphasise academic skills and hold high expectations for all students to succeed
- 90% of Aboriginal students feel positive or neutral about their culture
- 83% of students agree or are neutral when asked whether their teachers understand Aboriginal culture
- Year 7 transition activities developing perseverance in our students
- Our Library and Canteen were both identified by students as being clean and well looked after
- The vast majority of students know where to seek help if they feel bullied

**Next Steps for Improvement identified by Tell Them From Me Surveying of the students are:**

- Programs to support students to feel a positive sense of belonging at school
- Marking and grading of tasks to reflect an A to E grade and a percentage, with advice for improvement in the future
- Anti-bullying strategies to be evaluated and enhanced to reduce the numbers of students reporting that they are victims of bullying
- Strategies to enhance students' advocacy at school
- Enhancing the numbers of students reporting that they understand there are clear rules and expectations for classroom behaviours
- Increasing the numbers of students wishing to finish Year 12, with the current statistic being 64% of students surveyed
- Increasing the numbers of students planning to do a SBAT or VET/TAFE course
- Increasing the numbers of students planning to go to university
- Providing specific support for students with a background other than English, with an average of 97% of students reporting that they were born in Australia
- Strategies to improve school pride
- Strategies to improve student perseverance levels, especially from Year 8 to 12
- Strategies to support students to set challenging goals for themselves in their schoolwork and aim to do their personal best
- Improving the provision of technological resources to support learning in the classrooms
- Enhancing the classroom environments for students
- Implementing strategies to support students to care for our toilets and playground to ensure that they are clean and well looked after
- Working towards increasing the options for students to seek support if they feel bullied
- Increasing the shade provided for students in the playground

**Areas of strength identified by our staff were:**

- Teachers work collaboratively to increase student engagement
- Teachers report positive sharing of resources
- Teachers report setting high expectations for student learning

**Next Steps for Improvement identified by Tell Them From Me Surveying of the staff are:**

- A strong focus on developing leadership skills in our leaders, only 3 executive staff being substantively in their role at their level for more than 1 year
- Developing our leaders to lead improvement and change in target areas of literacy, numeracy, HSC, Aboriginal education, attendance and wellbeing
- Developing collective efficacy in our staff to establish challenging and visible learning goals for students
- Developing processes in the school to provide feedback to teachers on their practice from peers and leaders
- Developing processes in the school to monitor and record student progress
- Continuing to develop practices and consistency in implementing the positive behaviour for learning expectations across the school
- Working collaboratively to enhance staff wellbeing and morale
- Working to develop collective efficacy in providing engaging, relevant lessons to students
- Developing skills in our teachers to analyse data and use this data to inform their practice
- Developing skills in our leaders to generate useful data to assist in decision making and use this data to inform whole school collaborative decision making
- Analysing assessment results to inform what teachers teach next
- Developing time efficient ways to provide students with feedback on their work regularly
- Developing protocols around how students can seek help to increase their learning
- Developing technological skills in teachers to enhance the learning experience for students
- Developing appropriate staff in the writing of a variety of plans to support students and educating all teachers and leaders to effectively utilise these plans to support students
- Enhance teachers' skills to utilise differentiation in their classrooms
- Developing teacher confidence to enhance inclusion of parents in the education process
- Develop strategies to increase students' ability to overcome obstacles and build resilience
- Focusing on the development of our new and beginning teachers to ensure success and longevity in the role
- Developing instructional leadership skills in our executive team
- Improving the physical resources and how they maintained in the school
- With 55% of teachers with less than 5 years' experience, and 42% of staff being temporary, strategic staffing strategies to increase the percentage of permanent staff to enhance collective efficacy across the school

- Increasing the proportion of teachers accredited at proficient
- Continue to increase the numbers of student teachers undertaking practicum in the school to enhance the pool of prospective teachers to employ
- School leaders develop skills and strategies to enable collective development of new curriculum
- Develop processes and practices to develop teachers in reporting on student progress to parents
- Developing strategies in our teachers to build on our students' capacity to retain things they have learnt
- Continue to build on our teachers' capacity to meet the needs of Aboriginal and Torres Strait Islander students including building on their knowledge of Aboriginal cultures and histories
- Developing strategies to enhance how welcome parents and students feel in the school
- Increase provision of VET, TAFE and SBAT opportunities for students
- Developing collective efficacy in quality teaching through professional learning which all teachers apply in their classrooms
- Reducing distractions to learning and social difficulties for students by introducing a YONDR phone pouch system

# Policy requirements

## Aboriginal Education Policy

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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.

## Aboriginal Education - School statement

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The school provides a variety of program and support staff opportunities for Aboriginal and Torres Strait Islander students including:

- Ngarralbaa Team Whole School Education Team
- Ngarralbaa Aboriginal Student Support Staff
- Clontarf Aboriginal Male Students Program and Support Staff
- Aboriginal Learning and Engagement Centre

These teams work separately and in collaboration to address whole school priorities in Aboriginal student attendance, literacy, numeracy, HSC or pathways attainment, HSC minimum standards achievement and aspirations post school.

Next steps in the cycle of improvement for every student, every teacher, every leader and our school in relation to Aboriginal Education includes external support provided by Strategic School Support in Aboriginal Education from the Department's Aboriginal Partnerships and Outcomes Directorate. State Aboriginal staff will support the school's various Aboriginal Education Teams to work collaboratively to seek feedback from students to drive an improvement plan specific to Aboriginal Education.

## Anti-Racism Policy

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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.

## Anti-Racism - School statement

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In implementing the Department's Anti-Racism Policy, staff aim to:

- promote acceptance of and respect for Australia's cultural, linguistic and religious diversity;
- challenge prejudiced attitudes; and
- ensure that sanctions are applied against racist and discriminatory behaviours.

To begin 2022, the school introduced a new wellbeing incident documentation system, Compass. Shortly after its introduction, evaluation led the leadership team to decide to make another change to Sentral to document wellbeing and learning for the school. As a result, the school was unable to monitor specific incidents which may have occurred relating to racism. While it is positive to report that there were no incidents of racism for 2022, this data is invalid as there was limited capacity in the system to allow for monitoring of the portion of misconduct or complaints.

All staff were required to complete Anti-Racism Policy Training in 2022.

The school has a continuing designated Anti-Racism Contact Officer, Mr Peter Fury who held restorative conversations with students as required. Students who had experienced or witnessed racism in the school were able to report such instances informally and anonymously to the ARCO. On average, a racist event was reported every two weeks. The

ARCO was able to reassure students that the school was a safe place for all students and teachers. In addition, the ARCO contacted students who had been accused of instigating said racist events and, through restorative conversations, attempted to increase the students' understanding of the importance of mutual respect and the rights of all people to be part of the Irrawang community. Most, if not all, students approached by the ARCO seemed remorseful of their actions and generally had not previously understood the gravity of their racist comments or actions. In 2022, no student was referred to the ARCO on more than one occasion.

**Next Steps for the school improvement journey in relation to anti-racism education include:**

- Introducing a category in central to allow for incidents of racism to be recorded and monitored
- Develop new executive staff to demonstrate a leadership role in addressing racism.
- Ensure that staff are aware of the Anti-Racism Policy and evaluate and implement procedures in the school community for dealing with racism.
- Implementing strategies that lead to timely, appropriate responses to expressions of direct racism, such as incidents of racial abuse, harassment and discrimination; as well as indirect racism, such as lack of recognition of cultural diversity and culturally biased practices.
- Ensure that the nominated ARCO is trained and that support is provided to the ARCO until trained.
- Ensure that students, staff and parents are aware of the ARCO and their role.
- Ensure that the school community is made aware of complaints procedures.
- Ensure that translated documents are used where appropriate.
- Develop executive and staff on the indicators of racism in the school community are identified.
- Plan for and implement anti-racism strategies in the school plan.
- Implementation of anti-racism strategies reported in Annual School Report.
- Ongoing support is provided to the ARCO.
- Continue to develop a culture across the school where diversity is accepted, tolerated and celebrated.
- Evaluating, enhancing and adjusting where necessary the school's anti-racism policy which was developed in 2021.

## Multicultural Education Policy

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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.

## Multicultural and anti-racism education - School Statement

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Teachers across the school have delivered multicultural and anti-racism strategies and content in the following ways:

- PDHPE staff taught a cultural unit focusing on diversity in year 10 and 8
- In English there were two units taught - "Stories that matter" including theme and focus on racism and "Passports to Asia" in Year 7 where students are exposed to Asian cultures and experiences
- Year 8 students were offered Spanish language as an elective
- In HSIE, Year 10 History students studied the rights and freedoms and civil rights movement in the United States and Year 8 students studied a unit called "First contact" in relation to several countries around the world.
- All staff in the school have completed Aboriginal Cultural and Anti-Racism Mandatory Training.
- The school celebrated identified days to focus on anti-racism education including Harmony Day, NAIDOC Week and Reconciliation Week events which included a range of activities, food and dance in an informal, celebratory environment.
- Year 7 students study the unit "Music of our place" which focuses on multicultural music from around the world.
- In Year 10 Geography core students learnt about how multiculturalism is embedded through interconnections, changing places, human wellbeing, place and liveability.
- Students in Years 7 to 12 were offered the opportunity to dance as part of the Reconciliation Dance Group
- Our Ngarralpa dance group performed at a variety of public events throughout the year led by Sheridan.
- In Community And Family Studies students learn about groups in context including Aboriginal and Torres Strait Islander people who are one of the disadvantaged groups in society. Additionally, the class focuses on learning about youth, disabilities and people living rurally and remotely. The class analyses statistics and reasons why Aboriginal and Torres Strait Islander people are more likely to be a disadvantaged group relating to health in Australian society.

## Other School Programs (optional)

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## **Inclusive Education**

With the addition of a Deputy Principal Inclusion and Support commencing at Irrawang High School at the beginning of Term 2 2022, a whole school approach to inclusivity has been broadened; specifically, within the Support Faculty and across all areas of Teaching, Learning and Leading across the school.

Within the Support Faculty this has included:

- The strategic approach to leadership has resulted in the collaboration of 2 Head Teachers working together in Support to bring the Suspension Centre, Transition Class and ED classes in to the Faculty Plan with the MC, AU, IO and IM classes, to consolidate a collaborative learning environment.
- The growth of the faculty to include 3 additional formalised Support classes, which are operating close to capacity in Term 4 2022. The Additional MC, AU and ED classes bring the Support Faculty to 12 classes inclusive of the Suspension Centre.
- Teaching and Learning programs are consistently developed across the Support faculty to include streamlined programming mirrored from mainstream core subjects with both Life skills and Mainstream outcomes embedded in all programs to ensure a shared learning pathway between mainstream and support, for students integrating in to mainstream subjects.
- Strategic Professional Learning on Access Request writing was delivered to the Learning Support Team and Support Faculty to increase the number of students accessing Integration Funding Support and the placement of students in to Support classes.
- Whole School professional learning on the Inclusive Education Policy and the New Behaviour Policy.
- Weekly Delivery of professional learning to the Support Faculty during faculty meetings covering topics such as: Restorative Practice, Inclusive Language in Behaviour management, Child Protection and Mandatory Reporting, the Care Continuum, Universal Resources Hub and Disability and Inclusion, School Link external agency service providers, Aspects of the Trauma Informed Practice modules (TIP) embedded in to behaviour management. Explicit teaching of social skills, Management of complex behaviour, Programming templates, Report writing techniques and Life skills curriculum.
- The Year 6-7 Transition Program in partnership with our partner Primary schools commenced in Term 3 to include all students formally placed enjoying a robust transition program building to full day attendance in term 4; resulting in our year 7 intake in 2023 starting with confidence in their new classes and strong connections established with families and the Primary school network.
- The Post School Transition program for year 12 students encapsulated the collaboration of the Regional Support Teacher Transition and the Support Faculty to meet with families to write Transition Plans for all exiting year 12 students and extend to years 10 and 11 students to plan forward for their post school transition. This program developed strong partnerships with local NDIS service providers and culminated in a Transition Expo at IHS for our service providers and families.
- Inclusion in the Star Struck performance in 2022 for one student with all support students and staff provided the opportunity to watch the show from the audience
- Increase of students accessing mainstream subjects and mainstream teachers teaching discrete classes in Support.
- The inclusion of the Sensory Playground to the faculty and the P and C funding new outdoor tables for the faculty.
- Collaboration and consultation with ASPECT to bring an Autism friendly classroom environment across all learning spaces to support classroom management and calm learning environment.

## **Wellbeing Programs**

Students have been supported by the following Wellbeing programs and initiatives across the whole school:

- Top Blokes
- RAGE
- Rock and Water
- Stay on Target
- The Bully Project
- Art Therapy
- FLAG
- Love Bites
- Lissome Mentoring
- Choice - Drug Education program
- Perfect Presence
- Hunter New England Health Youth Clinic on Wednesdays referrals to Headspace, dentist, GP, paediatrician
- Seasons for Growth
- Oasis Drug program
- Drug Education Australia Incursion
- Headstart Incursion - injuries sustained from risk taking behaviour
- IRespect (PSFANS)
- PCYC Resilience program
- My Strengths
- Raise - mentoring program
- Samaritans - Tree of Life, Art of Manliness

- Fit for Life - boy program
- PSFANS - social workers work with students at risk
- 2 staff (Ros Byrne and Gabi Yeomans) trained in ASIST to support students with suicide

## **CAPA Programs**

There have been over 20 activities or ensembles held weekly for students to audition for and / or be involved in, in the areas of Dance, Drama, Music, Visual Arts and Photography.

Over 280 students were involved in these activities weekly in 2022:

- Junior Dance Ensemble
- Intermediate Dance Ensemble
- Senior Dance Ensemble
- Jazz Ensemble
- Hoop Ensemble
- Junior Drum Corps
- Intermediate Drum Corps
- Senior Drum Corps
- Show Choir
- Rock Band
- Ukulele group
- Yr 7 Art Club
- Junior Art Club
- Yr 8 SNAP
- Mud Mates
- Senior Art Club
- 8-12 Draw and Print
- Drama Ensemble
- Reconciliation Dance Group
- Starstruck Dance Ensemble
- Starstruck Dance Ensemble

Students also had numerous opportunities to participate in a wide range of events held at local, regional, state, national, and to international audiences including:

- Excursions to On Stage and Call Back, zoom excursion to Encore
- Excursions to Creativity days at the Newcastle Conservatorium and the Creative Industries Faculty of UoN
- Harmony Day IHS performances and arts activities
- King St Heritage Fair, Raymond Terrace performances
- Dramaworks Hunter - for selected high potential Stage 5 drama students
- Theatre Sports Challenge - our students reached the State semi-finals
- Star Struck - our 29th year of being involved, with all our auditioned items being selected to be part of the show; Senior Dance and Senior Drum Corps, Hoop Ensemble, Starstruck Dance and Drama Ensembles as well as a number of students being selected as featured vocal soloists, dancers and drama acts
- HCC Dance festival - all Dance Ensembles were successful in their auditions to perform at this week-long event
- Showcase 2022 - coordinated by staff and students from IHS, with all our partner schools, over 2 nights with over 600 performers and to sold out audiences
- Performances by ensembles at special events in our partner primary schools
- Education Week - variety of IHS performances presented by students, to selected guests
- Annual CAPA Tour - 55 staff and students travelled to the Whitsundays on a 10-day tour, which incorporated performances to the public and participating in Educational programs at the Great Barrier Reef and Australia Zoo.
- Senior Drum Corps were invited and performed in July, at the Rugby World Cup [ Wallabies vs England] as part of the opening number, to a crowd of 90,000+ at the SCG.
- Senior Drum Corps and the Senior Dance Ensembles were invited and performed in September, at the FIBA Women's Basketball World Cup at the Sydney Superdome to a crowd of over 10,000

CAPA staff from IHS were invited and presented at the SPC Annual Principals' Conference as part of the CAPA and Well Being Focus Group[ Engagement / Retention], due to the large and successful programs [listed above] run at IHS for over a decade.

## **PALS Program**

The PDHPE Faculty has continued to run PALS (Physical Activity Leaders Scheme) where students nominated and go through a selection process including an interview to be selected as part of the team. The students received a PALS shirt and assisted in distributing PE equipment out at recess and lunchtimes on a roster system. They also assist in Sport Carnivals and the Cross Country as well as Volunteer at partner primary schools as referees at Primary School Gala Days. They are excellent ambassadors for our faculty and our school. Active Fitness Medowie sponsored the purchase of the shirts for the program to run.

## **Extra-curricular opportunities - English**

Students are offered the following opportunities by the English faculty:

- Anime Club - every week for Juniors and Seniors offering a in depth look at Japanese culture, art and animation.
- HSC Study Days offered by English Teachers Association - for Year 12 students to engage with expert teachers in their field for each module studied - Advanced and Standard
- Premier's Debating - Stage 4 and 5 debate teams participating in round debates, working towards state success.
- Premier's Reading Challenge - Y7-10 participate in the reading challenge - supporting whole school literacy initiative.
- Bell Shakespeare Performance - offering students to witness Shakespeare performed on a stage from our very own hall -Y7-12.
- Poetry in Action Performance - Students experience performance poetry as an incursion at school for Years 7-12
- Year 11 and 12 English Advanced students had the opportunity to attend Shakespeare Drama Performances t UNSW or Seymour Theatre to watch drama they are studying at the time.

Overall, students and staff embraced the opportunity to gradually participate more and more in society and once again attend large scale events outside the school with the broader community as COVID-19 restrictions progressively reduced throughout the year.

### **Cyber Safety and Electronic Devices**

Irrawang High School acknowledges the educational value of digital devices and online services in supporting and enhancing educational outcomes and student wellbeing. We also recognise they may cause harm if used inappropriately and that we need to support our students to use them in safe, responsible and respectful ways in order to enhance student learning and engagement.

The Department of Education required schools to review and update their 'Digital Devices and Online Services Policy'. After carefully considering the results of surveying the student body, discussions with P&C, AECG, Staff and Executive Teams, we have decided to proceed by using YONDR pouches in 2023 to secure mobile phones during the school day. The results of our students' survey revealed that learning, engagement and mindfulness are currently being negatively impacted by the use of mobile phones at school:

- 100% of students said they check their phones during the school day
- 72% of students check their phones between 5 and 40 times during the school day
- 69% of students indicated they need to check their phone during class time
- 82% of students indicated they use internet which is not through the Department of Education's filters during the school day
- 44% of students have found out that peers have said things about them on social media at school
- 50% of students have seen inappropriate photos or videos circulated on phones at school
- 45% of students have received unwanted messages from someone during the school day
- 68% of students say teachers spend too much time worrying about students on their phones during lessons
- 31% of students get annoyed when other kids are using their phone during class time
- 79% of students say their parents have contacted them on their phone during class time

In 2023 we will be making our school a mobile phone-free space to improve learning and engagement. We are using a system called YONDR to achieve this goal. YONDR is currently used globally in over 2000 schools and 150 schools throughout Australia, as well as at concerts, comedy shows, weddings and special events of all kinds. There are several schools in the Hunter who are launching the use of Yondr pouches in 2023. The goal of these spaces is to encourage students to engage with each other and their surroundings.

The YONDR Program employs a simple, lockable pouch that stores a mobile phone. Every student will secure their phone in a personally assigned YONDR pouch when they arrive at school each morning. They will maintain possession of their phones, and will not use them until they are unlocked at the end of the school day. Students are required to bring their YONDR pouch to and from school each day and are responsible for their pouch at all times.

We are encouraged by the effects of this system in learning institutions. In 2019, YONDR surveyed over 900 school partners to measure the effects of creating phone-free educational environments. These schools achieved notable progress in multiple areas:

- 69% of schools saw an improvement in academic performance
- 84% of schools saw an increase in student engagement in the classroom
- 80% of schools saw a decrease in behaviour referrals

We believe the YONDR program will allow our students to:

- Be more mindful and less distracted
- Be more engaged in classroom activities
- Improve their communication and interpersonal skills

In addition, we expect there will be a decrease in bullying and harassment through social media.

Irrawang High School will be launching this program on January 27 2023.