

Mitchells Island Public School Annual Report



2016



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Introduction

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

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

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Principal

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School background

School vision statement

The core business of the school is teaching for learning, promoting student success. The school motto of “Living & Growing Together” demonstrates the shared vision the school community has to maximise learning. All staff initiate, maintain and monitor learning, focusing on raising the expectations for academic success, production of quality work and for optimising personal improvement.

Our vision is to educate students towards being:

- Independent learners.
- Compassionate, with empathetic understanding.
- With Internalised values
- Resilient and having responsibility.
- Literate, articulate and numerate students.
- Confident and with a love of learning.

School context

Mitchells Island Public is on the Mid–North Coast, with an isolation index of 1.8. The school has been established since 1869. The current 39 students are composed of 12.8% aboriginal, 64.1% boys and 35.9% girls. 15.3% of the students are in Out of Home care.

The school has an average FOEI of 168 and 30.7% of students have a disability adjustment. The school is included in the Early Action for Success Small School’s Programme.

The school has high standards in both teaching and student learning and actively promotes school unity. The overarching value of our school is respect for all. We have a Learning and Support Teacher allocation of .2

Mitchells Island Public School provides:

- Experienced, dedicated teachers
- Programs that cater for students' strengths, goals and interests
- Opportunities for all students to reach their full potential.
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- A safe and spacious playground.
- All teaching and learning supported by up to date technology.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the annual report outlines the findings from self–assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, staff members at Mitchells Island Public School have discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. Time was dedicated at our School Development Day in Term 3 to thoroughly examine the school plan to determine the elements of the School Excellence Framework that the school plan most strongly addressed. Staff reflected on the progress being made across the school as a whole based on the expectations identified in the School Excellence Framework. This ensured that our improvement efforts align with these high level expectations.

In the domain of Learning, our efforts have primarily focused on curriculum and learning. The strong performance of the

school in creating a positive and productive learning culture amongst staff and students to build a culture of trust, respect and valuing of each other. The results have been evident in the way that students are relating to each other and, importantly, in the increased engagement of students in learning. Attention to individual learning needs has been another component of our progress throughout the year. Students with high learning needs are being identified early and their parents are increasingly involved in planning and supporting the learning directions for them.

Our major focus in the domain of Teaching has been on collaborative practice for staff members. An important opportunity has been provided to staff members in relation to planning, teaching and growing as a team. Changes in teacher practice, including the use of technology, data analysis, classroom observations, feedback and syllabus knowledge, has resulted in increased levels of student learning and engagement. Importantly, staff members are developing evidence based practice through their reflections and evaluations of collective work.

In the domain of Leading, our priorities have been to progress leadership and management practices and processes. The consistency and effectiveness of implementation of our key strategic directions throughout the year, building the capabilities of staff to create a dynamic school learning culture. The achievements and identification of next steps are outlined in the following pages of this report. Our self-assessment process will further assist the school to refine the strategic priorities in our school plan leading to further improvements in the delivery of education to our students. For more information about the School Excellence Framework please visit <http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

LEADING Effective Communication

Purpose

The school community recognises and respects the fundamental importance of effective communication as a vehicle to convey thinking to others.

We believe communication is fundamental to:

- create behavioural change
- build loyalty and credibility
- make problem solving easier
- show respect for others

Overall summary of progress

The focus on effective communication has impacted on all areas and members of the school. The direction has been to improve the ability of our school community to convey their thinking to others, in all interactions and through all communication methods. Formal communication, both orally and written, was the first area to show improvement with more professional discussions between staff, increased parent and community understanding and support for the processes to improve student achievement. The school winning the District Debating competition and the Small Schools Public Speaking showed student engagement and outcome achievement. With all staff modelling respectful communication, informal communication improved with more student cohesion in both the playground and in classrooms with all parties finding a marked improvement in problem solving.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Community support for the school's expectations and aspirations. is clearly evident, evidenced by surveys and other feedback mechanisms.	The Manning Small School's Collegial group, comprising of 8 schools, demonstrated a broadening of their curriculum delivery. There was evident vocal community, staff and student support for the program's expectations and aspirations.	
It is evident that professional learning is targeted to school priorities and the professional needs of all staff.	Staff undertook Professional Learning that enabled student learning to be demonstrated in a larger environment than what was available in their individual sites. Casual teachers were employed to release a staff member to provide professional learning to the Community of Schools toward the program outcome.	Socio-economic background (\$866.96)
The Staff are committed to, and can articulate the purpose of each strategic direction in the school plan.	There was an increase in our teachers knowledge of quality teaching and a capacity to demonstrate. This was evident and demonstrated by the whole school engaging in the Early Action for Success program, evaluating teacher reflection meetings , evidence of improved student learning and the results of teacher self-reviews discussions in the Professional Development Plan processes. Casual teachers were employed to release staff to engage in incorporating higher level Quality Teaching elements into their practice and planning a new classroom strategies.	Early Action for Success-training and professional learning. Aboriginal background loading (\$866.96)

Next Steps

Students are taught cooperative games, with the rules discussed in the classroom, printed out and published. Through

this process the students are taught ways to grow resilience to differences of opinions. The parents are made aware through the newsletter and personal discussions of any playground issues promptly. All incidents are investigated and solved on the day by the staff. With the continued support of community members to engage students in Public Speaking performance and Debating Skills, both internally and with the wider school communities. Staff will continue to be involved in the planning process, identifying directions from their assessments and their knowledge of the curriculum.

There will be opportunities for students and the community to provide constructive feedback on school practices and procedures.

Strategic Direction 2

LEARNING Confident, resourceful and reflective learners

Purpose

Learning programs provide opportunities for students to be;

- creative
- reflective
- collaborative
- resourceful

Student engagement produces learning evidence that shows deep thought and logical thinking. Positive, respectful and trusting relationships underpin a productive learning environment in the school. When student thinking is communicated to others it shows literate, numerate, social, environmental and cultural awareness.

Overall summary of progress

In working toward achievement in this strategic direction our main aim was to develop students' capabilities to have a commitment in being a quality learner. Through this, more opportunities would be created for parents and carers, staff and community partners to work together to improve the intellectual quality of the student's work. At the end of the year student work samples did show an improved quality and deeper understandings. This was due to improved student engagement in the learning process as evidenced in classroom statistics over the year. Teachers and students worked together to develop self-assessment strategies for their class and to assess the impact of the Strategic direction processes. Student responses show that they felt greater empowerment through their learning and more students worked toward extending their knowledge. Student Wellbeing focused on value learning with the aim of reducing student disengagement.. A 2nd survey was conducted on student time on tasks after teacher instruction. The results showed a marked improvement of student time on task. Parents have witnessed and commented upon the demonstration of student improvement in their responses both at home and in assemblies.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Student work samples show improved quality due to the increased engagement of students in the learning process.	Student Wellbeing focused on value learning reducing student disengagement.. Two surveys were conducted on student time on task after instruction. They showed a marked improvement of time on task from 62% to 78% of the student body . Student work samples showed an improved quality and deeper understandings of their learning. This was due to improved student engagement in the learning processes evidenced in classroom observations over the year	
Students and teachers collaboratively develop individual learning goals which are used to guide self reflection and monitor progress.	Teachers were released to negotiate self-assessment strategies for their class and to assess the impact of Strategic direction 2 processes: Observational assessments show student improvement in engagement. Student responses show a growing of empowerment in learning. Parents communicated the demonstration of student improvement in their children's responses in debating and in class presentations. The incidents of student discipline have become almost	Casual Teachers Global (\$1330.45)
There is an increased number of students achieving at Stage appropriate levels.	Expansion of the Learning and Support Teacher allocation with a teacher employed 1 day a fortnight to implement Personal Learning Plans with identified support programs. Results showed these students growth against outcomes exceeded that	Aboriginal background loading (\$2670.00) Low level adjustment for disability (\$3467.00)

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
There is an increased number of students achieving at Stage appropriate levels.	of the classroom students in the identified areas. A SLSO was employed to assist students in maintaining focus on goal achievement.	

Next Steps

Curriculum provision will be enhanced by learning alliances with other schools and organisations. The school actively collects and uses information to support students' successful transitions. by working closely with other stakeholders at key transitions such as preschools and high schools.. The teachers involve students and parents in planning their individual personalised learning plans to support students as they progress through the stages of education.

More parent and carer involvement will increase student engagement. Providing staff with more training in setting high quality effective goals, which will support the children to understand their own individual learning intentions. Parents will be more actively involved in all aspects of school life.

Strategic Direction 3

TEACHING Innovative, challenging and inclusive teaching

Purpose

Teaching staff are:

- committed to produce effective teaching methods
- providing learning experiences that stimulate and develop students' critical, creative and ethical thinking abilities
- modelling effective, evidence based practice
- ensuring students have a path for improvement

Overall summary of progress

In 2016 our school had a clear direction to provide our students with learning experiences that stimulated and developed our students' critical, creative and ethical thinking. The learning experiences were modelled on effective, evidence based practices.

All classes focused on internalising the learning strategies to work independently or in groups around a given topic. The results of their learning were then communicated to others to expand all parties knowledge, in class presentations. Class reflection time allowed the students to plan for further learning and to adjust the type of learning they were engaged in. The knowledge base the students built up around curriculum topics was expansive and the teachers were not giving all the facts but facilitating the students abilities to find answers, reflect on them and deepen other students' understandings.

Surveys showed effective learning time of students increased and internal assessments showed 82% of students recalled more information on the given topics when they sourced the factual information.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Student and Teacher surveys show engagement and effective learning time of students has increased.	Student growth in the ability to work in groups and learn from other groups was monitored through observation and observational learning. Seventy percent of students demonstrated improvement in self-management and staying on task while in groups and eighty one percent showed an improvement in their knowledge and understandings of the topics taught in group activities.	
Student and parent interviews show the majority are aware of the classroom learning focus and why and how students are learning about it.	The terms focus was communicated to the students and parents in the classroom and referred to in all communication, including assessment and reporting. Both students and parents found this process successful as all parties were aware of the goal. Student discussions around setting and meeting goals gave them strategies they could pass on to others.	
School and external assessments show a growth in student achievement against prior learning assessments.	A SLSO was employed to work with students working below Stage appropriate levels, the majority from the school's lowest socio-economic families. In identified areas of need students have shown rapid growth in the Literacy & Numeracy focussed areas. Reading age results improved by up to 18 months in a 7 month period. One student had NAPLAN growth between Y3-5 of 159 in Reading , Numeracy 186 and Spelling 256.	Socio-economic background (\$16226.86)

Next Steps

To improve the parents'/carers' knowledge in outcomes and attainment through parent training in understanding PLAN, why we use it and how it supports student learning. By improving the number of Parents/carers attending interviews, through the introduction of PLP' for every child. Selective timetabling allows for an increase in student driven learning around KLA topics. These learning opportunities become part of student performance measures. Students and teacher set goals are articulated by the students in parent meetings. Early Action Literacy and Numeracy strategies and practices become a higher percentage of school practices in Stage 2 & Stage 3.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Observational assessments show student improvement in engagement. Student responses show empowerment in learning. Student Wellbeing focused on value learning. A survey was conducted on student time on task after instruction and showed an improvement of time on task behaviours.. The incidents of student discipline have declined and are minor. Assessment of the results of Teacher employment 1 day a fortnight to implement Personal Learning Plan support programs showed these students growth exceeded other students, in the identified areas.	Casual teacher \$3358.76 • Aboriginal background loading (\$2 949.72)
Low level adjustment for disability	Allocation of LAST .1 was allocated to a Permanent Part Time Staff member who had Professional Learning in Significant Learning difficulties and Reading Recovery. She was further employed to work with the students who were identified as having a Disability and working below Stage appropriate levels.	Expansion of the L.A.S.T allocation \$3 467.84 • Low level adjustment for disability (\$0.00)
Socio–economic background	A SLSO was employed to work with students working below Stage appropriate levels, the majority from the school's lowest socio–economic families. In identified areas of need students have shown rapid growth in the Literacy & Numeracy focussed areas. Some students showing a growth in Reading Age of 1.5 years in 8 months.. Others showing Naplan Growth between Y3–5 in Reading of 159, Numeracy 186 and Spelling 256.	Student Learning Support Officer \$27 152.78 • Socio–economic background (\$0.00)
Early Action For Success	Casual Teachers were employed to allow Class Teacher to re–organise the learning space improving classroom efficiency and student engagement. Professional Learning, accommodation expenses along with casual salaries, provided the teacher with the Professional Knowledge to implement change to her teaching methods and strategies, giving Stage 1 students the highest reading, maths and writing levels in the last 10 years. Classroom reading books gave increased stimulus for writing and reading, New laptops and programs stimulated reading for meaning and writing presentations with computer functions. A speech therapist was employed to assist students with improving pronunciation and sound formation improving reading, speech and listening outcomes to Stage appropriate levels.	Casual Teachers \$2,576.94, Professional Learning +Accommodation \$7,534.38, Class Readers \$2,067.18, Furniture \$4,653, Computers & Programs \$1,580.07, Speech Therapist \$4,117.19, Class Materials \$714.88 • Early Action for Success (\$0.00)

Student information

*Full Time Equivalent

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	20	21	25	21
Girls	16	12	12	10

The school workforce composed no Aboriginal persons in 2016.

Teacher qualifications

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

Student attendance profile

School				
Year	2013	2014	2015	2016
K	99.2	96.2	93.1	90.7
1	96.6	95	95.6	88.2
2	95.2	98.6	95.2	95.9
3	94	96.7	97.4	95
4	96.6	94.7	92.9	92
5	94.4	96.5	95.7	93.2
6	95.4	93.5	97.2	94.5
All Years	95.7	95.6	95.6	93.5
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by Mitchells Island Public School staff in 2016. With the release of a different funding model and research supporting teacher quality being the single largest indicator of student success. This was a focus area for our school

Financial information (for schools using OASIS for the whole year)

Financial information

This summary of financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	1.25
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration & Support Staff	0.9
Other Positions	0.11

Income	\$
Balance brought forward	121 413.84
Global funds	56 148.13
Tied funds	78 608.20
School & community sources	6 575.78
Interest	2 441.01
Trust receipts	286.00
Canteen	0.00
Total income	265 472.96
Expenditure	
Teaching & learning	
Key learning areas	15 601.83
Excursions	0.00
Extracurricular dissections	5 071.40
Library	2 244.24
Training & development	3 572.95
Tied funds	69 650.58
Short term relief	4 738.41
Administration & office	16 320.22
School-operated canteen	0.00
Utilities	8 451.11
Maintenance	11 603.76
Trust accounts	1 240.55
Capital programs	0.00
Total expenditure	138 495.05
Balance carried forward	126 977.91

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

In accordance with the Premier's Priorities: Improving education results, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy.

In Year 3 the percentage of students in the top 2 bands for both reading and numeracy was 25%, slightly higher than the State for reading and significantly higher in numeracy.

In Year 5 results were reduced in both reading and numeracy with no students in the top 2 bands however 25% did achieve this level in the spelling aspect, significantly higher than state percentages overall.

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

School performance

NAPLAN

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

The My School website provides detailed

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents supported the broad variety of experiences our students were able to attend and learn from with new parents vocalising that when their children had been enrolled in a larger school they would have been excluded from entry due to the limited number of students who could be selected.

Parents from a combined small school event were vocal in their delight at their children taking part in the formal public speaking event.

Parents and teachers of larger primary schools were delighted in the ability of our students to compile and present debates to a level high enough to win the district debating competition. The students involved became role models to other students and cooperative learning was evident through the process.

Our student efforts on the sporting fields and in state carnivals for both swimming and athletics have generated positive comments from other schools, districts and community members. Our students are constantly praised for their manners, ease in formal conversations and pride in their school.

This year had a very positive input from the wider community with more readers and helpers presenting at the school due to word of mouth from others already involved. Their input has benefited our students, particularly in reading.

Policy requirements

Aboriginal education

Mitchells Island Public School received Aboriginal background funding in 2016. Our plan included:

Dedicated days of learning experiences and celebrations for National Aboriginal days of celebration.

Personal learning plans for our aboriginal students included more time with the Learning and Support teacher where personal feedback and individual lessons showed a marked improvement in the students outcome achievement with one student achieving the highest growth between Y3 and Y5 in areas of literacy and numeracy due to this strategy.

Past aboriginal members of our school have made themselves available to teach all students dance and model their successes.

Multicultural and anti-racism education

In line with the school plan, the school has reviewed the teaching and learning programs this year to meet new curriculum requirements. Culturally inclusive classroom and school practices are embedded with programs fostering students' understanding of culture, cultural diversity, racism and active citizenship within society. Harmony Day is always looked forward to by staff and students combined. The anti-racism contact officer has had no reports from the school community.