

Mitchells Island Public School Annual Report



2017



2580

Introduction

The Annual Report for 2017 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.

Michelle Wilson

Principal

School contact details

Mitchells Island Public School

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Message from the Principal

Mitchells Island Public School continues to provide a dynamic and inclusive learning environment focusing on quality teaching and student achievement.

The school is strongly supported by the Parents & Citizens Association (P&C). Students also performed commendably in drama, musical and signing choir presentations at the eisteddfod, our school concert and the Annual Presentation Night.

The Facebook app has been very successful in promoting the school and communicating with parents.

The continuation of Early Action for Success strategies and the use of additional funding has resulted in marked improvements across literacy and numeracy outcomes in the K-3 classroom. The consistent effort and diligence of individuals has been outstanding. Student mentoring and peer tutoring are freely given, and the children are incredibly supportive of each other in all pursuits. Our Student leaders were strong and the students benefited from linking with our local small schools network.

Students participated in many excursions, including a 3 day trip to Canberra which broadened their cultural and educational experiences.

The staff and students of Mitchells Island Public School are actively involved in the local community as evidenced by our participation in the Anzac Services and Clean Up Australia Day.

Thank you to all members of our school community, especially the P&C, who meet every month to discuss our school directions and who commit to many fundraising events. They enable the implementation of programs across the school for the benefit of all students. I thank staff for their ongoing energy and commitment to their students and school community in a time when there are more working demands asked of them than ever before. They are a highly dedicated staff who provide an inclusive environment where all students are nurtured and encouraged to achieve their personal best.

The year has been filled with learning, fun, creativity and success.

Michelle Wilson

Principal

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 20 students are composed of 11% aboriginal, 78.8% boys and 22.2% girls. and 1.6% of the students are in Out of Home care.

The school has an average FOEI of 154 and 1.6% of students have a disability adjustment. The school is included in the Early Action for Success Small School’s Initiative.

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 0.2

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, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Learning

In the domain of Learning, our school has primarily focused on the domains of Assessment and Reporting and Wellbeing. Commencing in Term 1, we reviewed the student reports issued at the end of Semester One and Two to ensure they were aligned with the National Curriculums for English, Mathematics, History and Science.

The strong performance of the school in creating a positive and productive learning culture among students and staff has been a feature of our progress. The fundamental importance of wellbeing is providing an outstanding way to build a culture of trust, respect and valuing of each other. The results have been evident in the changes we have seen in the way students are relating to each other, improved attendance rates and in the increased engagement 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 their learning directions, with outside interagencies offering assistance as required.

Teaching

In the domain of Teaching, our focus has been on the collection of data to inform teaching practice. As an Early Action for Success (EAFS) school, staff are required to collect and analyse a variety of data on a five week cycle. This data is used plot students against the Literacy and Numeracy Continuums and to assist in the planning of lessons to meet the current individual needs of each student ensuring the best possible outcomes. Staff are continuing to align teaching and learning with the New South Wales Syllabus for the Australian Curriculum as they are released.

Leading

In the domain of Leading, our school has focused on school resources. Mitchells Island Public School uses Equity Funding, EAFS allocations and general school funds to support student learning. Workforce planning and the allocation of funds is strategically managed to gain efficiencies and to maximise resources to improve student outcomes.

Physical learning spaces are used flexibly ensuring students are engaged in activities designed to challenge current levels of understanding. Technology is accessible to staff and students to promote best practice.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

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

Strategic Direction 1

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 influenced all key learning areas and members of the school community. The direction was to build the capacity of our school community to communicate more effectively with all stakeholders. Professional discussions between staff to increase student outcomes has been effective in consolidating staff understanding of student learning needs. Increased support for the processes to improve student achievement from the whole school community, led to a shared understanding of the learning journey for individual students. The school participation in the District Debating competition and the Small Schools Public Speaking competition 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)	Funds Expended (Resources)	Progress achieved this year
A higher proportion of parents understand how to support their child with Literacy and Numeracy		Parent workshops were supported by 80% of parents. At the conclusion of the workshops parents reported having a broader understanding of the learning needs of the children and where they are heading.
It is evident that professional learning is targeted to school priorities and the professional needs of all staff.	3 casual days \$1200	Staff undertook Professional Learning around consistent teacher judgement focusing on writing with the community of small schools. This Professional learning was a result of the teachers identification of Professional learning needs through their PDP's, which were directly linked to the school plan. Casual teachers were employed to release a staff member to provide to attend professional learning
Increase in parent and the wider community involvement and participation in school activities		As a result of increased opportunities, parents feel valued and attended community days such as Harmony day, NAIDOC day, Derby day, STEM activities day. This has now become part of our culture as an inclusive school.

Next Steps

Mitchells Island Public School will continue to encourage parent participation in all aspects of the school day. Parents will have a greater opportunity to have a voice in future community lead directions. Staff professional learning will be focused on the schools strategic directions and the efficacy of the professional learning will be directly accountable to increasing student outcomes. Parent workshops will continue to build parent capacity to support their children which will be reflected through increased expectations and parent involvement in the children's learning journey.

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

Our goal with this strategic direction was to build the students capabilities to have a commitment in being a quality learner. We have worked closely with the whole school community and with other small schools to improve the intellectual quality of the student's work. This year student work samples showed an improved quality, increased engagement and deeper understanding of individual learning goals. Teachers and students worked together to develop self-assessment strategies for their class and to assess the impact of the Strategic direction processes. Student surveys show that they have a deeper understanding of their own learning, which lead to empowerment to extend their knowledge. Student wellbeing focused on building self esteem and increasing their understanding of how and why we think the way we do about learning. Parent surveys indicated that they believe their children are happy, engaged learners who are being challenged to achieve their personal best.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student work samples show improved quality due to the increased engagement of students in the learning process.		Student work samples demonstrate that the achievement is a direct result of timely, point of need planning and programming focused on individual achievement in the service of the learning process.
Students and teachers collaboratively develop individual learning goals which are used to guide self reflection and monitor progress.		Students and teachers articulate and understand the purpose of learning which was demonstrated in improved student outcomes K-2, coupled with individual growth in standardised tests.
There is an increased number of students achieving at Stage appropriate levels.		Through working closely with other small schools the students are confident, resourceful and reflective learners who can initiate, facilitate and maintain discussions with students from a wider school community. The teachers work closely with the High school teachers to improve their understanding of how to teach science effectively to increase student engagement and participation. 100% of students in 3-6 have developed competencies in science. and are meeting stage expectations

Next Steps

Our school is focusing on communicating high expectations for all through the development of a growth mindset through individualised learning goals, linked to the syllabus and school context. The school will be working on developing STEM across all KLA's and introducing collaborative strategies for students to be able to identify their individual learning challenges and ways to overcome them.

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

Mitchells Island Public School's whole school approach to quality teaching has been the driving force behind improved student outcomes and engagement. Professional learning opportunities, engaging teachers in developing the capacity to increase purposeful student engagement, have been undertaken through Early Action for Success. This initiative have been incorporated in daily classroom practice. A whole-school focus on improvement in the areas of literacy and numeracy was supported by the implementation of the L3 Kindergarten and targeted Early Numeracy strategies. PLAN data was used to track students along the Literacy and Numeracy Continuums, which lead to programs reflecting individual student needs. Participation in extra curricula activities such as excursions, video conferencing, creative and practical arts days and visiting other small schools for science and STEM days has reflected the positive learning and engaging environment that Mitchells Island Public school has created.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student and Teacher surveys show engagement and effective learning time of students has increased.		After discussions with students and feedback from teachers it was evident that student engagement in learning had increased and they were making use of learning time more effectively.
Student and parent interviews show the majority are aware of the classroom learning focus and why and how students are learning about it.		After participation in parent workshops the parents now have a deeper understanding of the learning journey their children are on and where that journey will take them.
School and external assessments show a growth in student achievement against prior learning assessments.		PLAN data shows improvement in student outcomes in Literacy and Numeracy across K–6. The PL plan shows evidence of a clear focus on the school priority area of explicit teaching in Literacy and Numeracy. Teaching and learning programs and classroom observations show evidence of explicit teaching in Literacy and Numeracy. Differentiation to cater for individual student needs is embedded in practice evidenced by classroom programs, observations and professional conversations.

Next Steps

In 2018, programs embedded in 2017 will be maintained and further developed to build on the success of engaging students. Future directions for 2018 will also be drawn from the implementation and embedding of the School Excellence Framework. A direct focus on the teaching elements will ensure accurate, consistent and informed tracking of data and evidence, through the Learning Progressions which will result in continued best practice. Continued implementation of Early Action for Success strategies. In the area of Literacy, a direct focus on the aspect of writing will ensure students are achieving Learning Progression markers at a stage appropriate level. In the area of Numeracy, a direct focus on place value and early arithmetic strategies will ensure students are achieving Learning Progression markers at a stage appropriate level. 2018 will see the development of growth mindset and the learning pit strategies to build student resilience.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$5463 Teacher 1 day per fortnight \$2006 SLSO	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
Low level adjustment for disability	\$4112 SLSO	Allocation of LAST 0.1 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.
Socio-economic background	\$34540 SLSO	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.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	21	25	21	14
Girls	12	12	10	7

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.2	93.1	90.7	94.4
1	95	95.6	88.2	
2	98.6	95.2	95.9	82.6
3	96.7	97.4	95	95.3
4	94.7	92.9	92	89.1
5	96.5	95.7	93.2	97.6
6	93.5	97.2	94.5	94.5
All Years	95.6	95.6	93.5	92.9
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Classroom teachers continually monitor the attendance of students in their class. Parents are contacted when a student has been absent for 2 consecutive days. Notes reminding parents to provide explanations for their child's absence are also periodically sent home by classroom teachers. The principal monitors whole school attendance, contacts parents and refers to Home School Liaison Officers.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	1.37
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.9
Other Positions	0

*Full Time Equivalent

Mitchells Island Public School does not currently have any staff of Aboriginal or Torres Strait Islander background.

As of Term 1, 2017, the school had one teaching Principal, one classroom teacher and a part time Teacher Librarian and Learning and Support Teacher.

The teaching staff was supported by a School Administration Manager, one full time Student Learning Support Officers, one day per week of General Assistant time and one school cleaner.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

Significant amounts of professional learning was undertaken by Mitchells Island Public School staff in 2017. All staff worked with other communities of small schools around Consistent Teacher Judgement as well as the pedagogies that support quality Literacy and Numeracy instruction. Teacher quality being the single largest indicator of student success. This was a focus

area for our school

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

<You may use this text box to comment on:

- voluntary school contributions
- any significant variation between income and expenditure
- high levels of retained income and retained income held in trust
- significant expenditure on student curriculum materials, resources and technology.>

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Receipts	\$
Balance brought forward	126,978
Global funds	71,429
Tied funds	58,472
School & community sources	9,736
Interest	1,395
Trust receipts	337
Canteen	0
Total Receipts	141,368
Payments	
Teaching & learning	
Key Learning Areas	5,962
Excursions	9,233
Extracurricular dissections	1,758
Library	1,963
Training & Development	1,442
Tied Funds Payments	40,732
Short Term Relief	4,906
Administration & Office	18,625
Canteen Payments	0
Utilities	7,188
Maintenance	1,756
Trust Payments	2,736
Capital Programs	0
Total Payments	96,301
Balance carried forward	172,045

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.

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

	2017 Actual (\$)
Opening Balance	0
Revenue	179,528
Appropriation	172,765
Sale of Goods and Services	0
Grants and Contributions	6,631
Gain and Loss	0
Other Revenue	0
Investment Income	133
Expenses	-39,764
Recurrent Expenses	-39,764
Employee Related	-16,606
Operating Expenses	-23,158
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	139,764
Balance Carried Forward	139,764

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

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

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

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Financial summary equity funding

The equity funding data is the main component of the

'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	416,785
Base Per Capita	4,738
Base Location	1,673
Other Base	410,374
Equity Total	74,587
Equity Aboriginal	5,463
Equity Socio economic	44,697
Equity Language	0
Equity Disability	24,427
Targeted Total	0
Other Total	55,349
Grand Total	546,722

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

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

School performance

NAPLAN

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

As there were fewer than ten candidates who sat the Year 3 and Year 5 NAPLAN Test in 2017, information regarding the percentage in skill bands cannot be shown due to privacy reasons.

As there were fewer than ten candidates who sat the Year 3 and Year 5 NAPLAN Test in 2017, information regarding the percentage in skill bands cannot be shown due to privacy reasons.

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

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.

The percentage of Year 3 students in the top two bands has increased for spelling, reading, grammar and punctuation, writing and numeracy. With a growth of 42% in all areas except writing. Writing had a slight decrease in overall growth by 8%.

The percentage of Year 5 students in the top two percentage bands has increased for spelling, reading, grammar and punctuation and numeracy. There has been an increase in writing from band 5 to band 6. Our growth data for students from Year 3 to Year 5 well exceeds expected growth for 75% of students in reading, spelling, grammar and punctuation. In numeracy greater than expected growth was achieved by 50% of students.

Parent/caregiver, student, teacher satisfaction

Parents

Mitchells Island Public School is on a great path, with a school of enthusiastic teachers. They are providing our children with fun learning and skills for secondary school and life. Thankyou Mitchells Island Public School.

Great teachers who genuinely care about my children. I love Mitchells island Public School.

Love the school and love all the teachers and staff for their individual care.

Students

Mitchells Island Public School has fun, engaging lessons.. The teachers always believe in you.

Mitchells Island has nice, fun, caring friendly teachers. We don't have text books we learn through hands on activities.

We had a fantastic excursion to Canberra and we do lots of engaging STEAM activities.

Teachers

Mitchells Island Public School is a beautiful, safe small school to work in. The staff and the community members work together to provide quality education for all students. With the small student to teacher ratio it is always amazing to see the growth of each and every individual.

There is just something really special about Mitchells island Public School. Individual education caters for all the needs of the students to ensure successful outcomes for all. The school is supported by an amazing sense of community, where everyone feels

like they belong.

Mitchells Island Public is an inclusive, caring environment for children to grow and learn.

Policy requirements

Aboriginal education

Mitchells Island Public School is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education and training.

All students participated in NAIDOC Day and Harmony Day Celebrations

Multicultural and anti-racism education

In response to the cultural diversity of NSW, Mitchells Island Public School is committed to providing opportunities that enable all students to achieve equitable education and social outcomes and participate successfully in our culturally diverse society. The school engenders a paradigm that serves to eliminate all forms of racial discrimination for parents, students and staff.

All classroom teachers ensure that multiculturalism is a fundamental value and culturally inclusive teaching practice. Teaching and learning programs promote an understanding of our multicultural heritage. Our students are involved in:

–Whole Community participation in NAIDOC events.

–ANZAC and Remembrance Day ceremonies and activities.

–Multicultural events related to HSIE syllabus outcomes.