

Mitchells Island Public School

Annual Report



2018



2580

Introduction

The Annual Report for **2018** 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 details 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

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Message from the Principal

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 an active Parents & Citizens Association (P&C). Throughout 2018 the school achieved commendable results in the area of Mathematics with two of our students achieving Distinctions in the Newcastle Permanent Mathematic competition. The whole school performed 'The Wizard of Oz' which was performed at the local hall with over 120 people from both the school and the wider community attending to watch the children perform.

The Facebook app has continued to be successful in promoting the school and communicating with parents. 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. The Student Representative Council (SRC) leadership was strong and the students benefited from linking with our local small schools network. The Year 5 and 6 students attended the GRIP Leadership Conference which is held every year in Forster. Students participated in many local excursions which broadened their cultural and educational experiences. The whole school attended a 4 night excursion to the Bathurst Gold Fields and Dubbo Zoo. The staff and students of Mitchells Island Public School are actively involved in the local community as evidenced by our participation in the Anzac and Remembrance Day Services and Clean Up Australia Day.

I certify that the information in this report is the result of a rigorous school self–evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Strive to Learn

School background

School vision statement

The school motto of "Living & Growing Together" demonstrates the shared vision the school community has to maximise learning and build the educational aspirations and ongoing improvement for the whole school community.

Our vision is to educate students towards being:

- Future Focused, responsible, creative and critical resilient learners
- Literate, articulate and numerate students
- Confident and with a love of learning

School context

Mitchells Island Public School is on the Mid–North Coast, with an isolation index of 1.8. The school has been established since 1869. The current 29 students are composed of 20% aboriginal, 62% boys and 38% girls and 3% 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
- 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.

The staff continued to use the School Excellence Framework to inform, monitor and validate the progress and impact of their teaching and learning strategies throughout the year. Staff thoroughly examined the school plan to determine the elements of the School Excellence Framework that the plan most strongly addressed. Staff reflected on the progress being made across the school based on the expectations identified in the Framework. This provided an important overview to ensure our continued efforts align with these high level expectations.

Learning

The results of the assessment indicate that when measuring against the School Excellence Framework(SEF) in the domain of Learning, we are excelling in learning culture and curriculum, sustaining and growing in wellbeing, assessment and reporting and student performance measures. Our efforts continued to primarily focus on wellbeing, Literacy, Numeracy and learning. The strong performance of the school in creating a positive and productive learning culture among students and staff has continued to be a feature of our progress. With the introduction of the "You Can Do It" program the students have become more aware of their emotional intelligences and understand how to align them

more closely with other areas of their learning. The management of individual wellbeing has provided a significant way to build a culture of trust, respect and valuing of each other. The results have been evident in student relationships, consistent attendance rates and in the increased engagement in learning. Attention to individual learning needs has continued to be another important component of our progress throughout the year. Students with high learning needs are being identified early and supported with parents increasingly involved in supporting their learning directions, and inter-agencies offering assistance as required. Students who require additional learning opportunities or are accessing outcomes at a higher stage were catered for with individualised learning opportunities in the areas of Mathematics and Literacy.

Teaching

The result of the assessment indicate that when measuring against the School Excellence Framework(SEF) in the domain of teaching we are excelling in effective classroom practice and sustaining and growing in the elements of data skills and use, professional standards and earning development. The major focus for the domain of Teaching has continued to be on collaborative practice for staff members. An important opportunity has been provided to staff members in relation to planning, teaching and growing as a whole school. Changes in teacher practice, including the use of technology, data analysis, classroom observations, feedback and best practice, has resulted in increased levels of student learning and engagement. Importantly, staff members continue to develop strong educational practices based on evidence gained from their reflections about student achievement. As an Early Action for Success (EAFS) school, staff are required to continually collect and analyse data on a five weekly cycle. With the introduction of PLAN 2 software, the teachers have gained a deeper understanding to the learning needs of their students and can easily cater for point of need teaching and learning opportunities.

Leading

The results of the assessment indicate that when measuring against the School Excellence Framework (SEF) In the domain of Leading we are sustaining and growing in the elements of educational leadership, school planning and implementation, school resources and management practices and processes. The 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.

The self-assessment process will assist the school to refine the 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

Mindset for Learning

Purpose

To create a school wide culture of self-motivated, persistent lifelong learners who are invested in their own future focused learning. The school community understands the importance and purpose of providing differentiated and responsive learning programs.

Overall summary of progress

Quality teaching programs have continued at Mitchells Island Public School this year. These are contributing to the creation of a school wide culture of self-motivated, persistent and lifelong learners who are invested in their own future focused learning. The implementation of L3 pedagogies and the differentiation of class content, when combined with the structure of smaller class groupings has impacted positively on students' learning and their desire to learn 'beyond the classroom'. In Term 4, all students at Mitchells Island Public School had access to the Science Technology Engineering and Mathematics (STEM) 3D printer and VR kits. In doing so, the skills and mindsets of future focused learners were nurtured. Through regular consultation with the wider school community, joint decision making and the participation of community members in the day to day running of our school, the school community has continued to develop a greater understanding of the importance and purpose of providing differentiated and responsive learning programs for all students.

The 3-6 children have begun their journey into understanding the learning pit. Some children can articulate how they use the learning pit when they are faced with a problem.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Students' engagement improves as their understanding of the effective learning process increases, evidenced by progression along the creative and critical thinking and information technology matrixes.</p> <p>Exposure to a wide variety of educational experiences where students are risk takers and the community adopt a positive attitude towards learning and use the language of learning and the learning pit.</p>	\$550 professional learning	<p>'You Can Do It' Scope and Sequence developed. All members of the school community are demonstrating a growth mindset through their awareness of the difference.</p> <p>PLP's evaluated and 'where to next' identified for 100% of students.</p> <p>100% of the students in the 2-6 class understand 'The learning Pit' and can articulate individual strategies they use when solving problems</p>

Next Steps

As we move forward on our journey into understanding the strategic direction of Mindset for Learning we will endeavour to continue our access to the STEM kits made available through STEM Share to further develop critical and creative thinking skills for all children.

The K-2 class will begin to understand the learning pit and will develop ways to use the learning pit.

The whole school will begin to develop their understanding of Visible Learning and deepen their knowledge around success criteria and learning intentions to ensure that all teachers 'know thy impact'. We will affectively use an impact coach to ensure that all classrooms have a common language and understanding around Visible Learning.

Our 2019 goal is to have 100% of students understanding what success criteria and learning intentions means and that they are equipped with the tools to use them effectively to improve their learning.

Strategic Direction 2

Expert Teaching Team

Purpose

To create and grow a stimulating and engaging professional environment for educators, supported by a positive culture that develops skilled and high performing teachers.

Overall summary of progress

Mitchells Island Public School staff have worked hard and consistently over 2018 to expand and deepen the skills of all staff to work collegially and responsively to individual student needs. We have focused on the embedding systems to support staff learning. In 2018 we attended professional learning around the learning capabilities and how to implement future focused learning into our classrooms. In 2018 we continued being a part of the Early Action for Success strategy with an Instructional Leader attending our school 6 days per term. The Instructional Leader participated in Building Numeracy Leadership which is a project within EAFS to improve Working Mathematically capacity in staff and thus, greater improve student outcomes.

Analysis of data indicates that 65% of students made expected growth as measured by NAPLAN and Learning Progressions. Most teachers are beginning to use learning intentions and success criteria and it is evident in the classrooms. 40% of students understand learning intentions and success criteria. Teachers are using data to inform teaching and learning opportunities. Evidence shows improved student outcomes in literacy and numeracy as a result of the small group instruction, this has allowed teachers to articulate and identify individual student progress in line with focus elements.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teaching and learning programs and teacher observations identify that teachers are meeting the individual needs of students through differentiation. School self-evaluation against the SEF, indicates a movement from sustaining and growing to excelling in the teaching domain element, Effective Classroom Practice and Data Skills and Use.	Additional teacher 2 days per week \$40,000	Analysis of data indicates that 65% of students made expected growth as measured by NAPLAN and Learning Progressions. Most teachers are using learning intentions and success criteria and it is evident in the classrooms 70% of students understand learning intentions and success criteria. Teachers are using data to inform teaching and learning opportunities, Improved student outcomes in literacy and numeracy as a result of the small group instruction which allowed teachers to articulate and identify individual student progress in line with focus elements.

Next Steps

Through ongoing participation in Professional Learning around Visible Learning the teachers will develop an understanding of what Visible Learning looks like in their classroom as well as across the school. The teachers will collaborate to gather evidence of their impact and establish a common language for what their impact means for the students in their classrooms.

As a school we will use entry and exit data as evidence of our impact on student learning. The goal for 2019 is to have 100% of teachers seeing themselves as inspired and passionate teachers.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Rolled over funds from 2017 allowed for additional teacher to be paid 1 day per week. <ul style="list-style-type: none"> • Aboriginal background loading (\$ 10308.00) • Aboriginal background loading (\$10 308.00) 	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	<ul style="list-style-type: none"> • Low level adjustment for disability (\$ 5313.00) • Low level adjustment for disability (\$5 313.00) 	Allocation of Learning and Support (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.
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$ 4581.00) • Quality Teaching, Successful Students (QTSS) (\$4 581.00) 	By employing an additional staff member the Instructional Leader and Principal were able to work shoulder to shoulder with the teaching staff to support them on their journey around the new learning progressions.
Socio-economic background	<ul style="list-style-type: none"> • Socio-economic background (\$ 16046.00) • Socio-economic background (\$16 046.00) 	A School Learning and Support Officer (SLSO) was employed to work with students working below Stage appropriate levels, the majority from the school's lowest socio-economic families. We identified areas of need and students have shown rapid growth in the Literacy & Numeracy focussed areas, with some students showing a growth in Reading Age of 1.5 years in 8 months.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	25	21	14	17
Girls	12	10	7	9

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.1	90.7	94.4	91.3
1	95.6	88.2		95.5
2	95.2	95.9	82.6	93.8
3	97.4	95	95.3	95.2
4	92.9	92	89.1	92
5	95.7	93.2	97.6	93.3
6	97.2	94.5	94.5	95.7
All Years	95.6	93.5	92.9	93.6
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9		93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Classroom teachers continually monitor the attendance of students in their class. Parents are contacted when a student has been absent for two 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. Due to our small number we have contact with a parent every afternoon, so we keep a close eye on attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.4
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	1.1

*Full Time Equivalent

Mitchells Island Public School does not currently have any staff of Aboriginal or Torres Strait Islander background. As of Term 1, 2018, the school had one teaching principal, one classroom teacher and a part-time Teacher Librarian and Learning and Support Teacher. The teaching staff were 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 2018. All staff worked with other communities of small schools around the implementation of the Learning Progressions and the new science syllabi. We also attended the Minds Wide Open Professional Learning. This Professional Learning focused on the learning capabilities as well as Critical and Creative Thinking skills. As part of our well being focus this year, all staff were trained in the Social and Emotional dispositions. This Professional learning gave the staff the opportunity to implement some of the 'You Can Do It' lessons into their classrooms.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	139,764
Revenue	623,327
Appropriation	596,774
Sale of Goods and Services	0
Grants and Contributions	23,477
Gain and Loss	0
Other Revenue	1,587
Investment Income	1,490
Expenses	-653,969
Recurrent Expenses	-653,969
Employee Related	-572,922
Operating Expenses	-81,046
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-30,642
Balance Carried Forward	109,122

	2018 Actual (\$)
Base Total	452,721
Base Per Capita	4,061
Base Location	1,506
Other Base	447,154
Equity Total	55,672
Equity Aboriginal	3,079
Equity Socio economic	26,458
Equity Language	0
Equity Disability	26,136
Targeted Total	17,094
Other Total	59,160
Grand Total	584,647

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

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

School performance

NAPLAN

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

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

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

As there were fewer than ten candidates who sat the Year 3 and Year 5 Literacy NAPLAN Test in 2018, information regarding the percentage in skill bands cannot be shown due to privacy reasons.

- Mitchells Island Public School's financial management processes and governance structures are put in place to meet financial policy requirements
- This year our school installed a shade structure over the play equipment and we replaced the air conditioner in the library. The school used school and community funds
- Our school went on a 4 night overnight excursion and the school used school and community funds to provide financial support to the students
- Next year we will employ a specialist music teacher 1 day per week to provide the students with small group music instruction. This will be funded from school and community funds

Financial summary equity funding

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

As there were fewer than ten candidates who sat the Year 3 and Year 5 Numeracy NAPLAN Test in 2018, 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

Parent

The best decision I ever made for my children was to rethink the decision I had made when my eldest started kindergarten. Students at small schools don't miss out on opportunities, they don't suffer socially or academically and they don't suffer socially or academically and they most definitely don't have a lack of supportive and caring friends. By friends I don't just mean their peers. Everyone, staff, other students and all their families have made us feel so welcome. 2018 was a great year and MIPS is definitely a great little school.

Mitchells Island Public school was the best decision we made for our children. The children got to engage in programs with children from other small schools which included debating, soccer gala days and a handball competition. The school is very personalised with my children's skills being recognised and room for improvement being noticed and worked on together with the teachers.

Staff at MIPS do a wonderful job of providing individualised learning, for all their students education and they work with students strengths to develop their potential. Staff are always professional, enthusiastic and encouraging.

My daughter started Mitchells Island Public School last year. She was made to feel comfortable straight away and staff went out of their way to help get her to and from school when we didn't have transport.

The thing that sticks with me is the feel of a family. Being such a small school all the kids from all grades play together and socialise. You don't get that from a big school.

Staff

"MIPS is a truly unique small school where the positive energy and opportunities for excellent teaching and learning coexist with a nurturing happy environment that feels like a big hug, and I feel very privileged to be a part of this amazing little school. As part of the community and the cleaner of Mitchells Island Public School I find the children very polite and well behaved. They performed well with debating and eisteddfod performances. The children have represented the school in many different sporting achievements and their stage performance of The Wizard of Oz was amazing. During 2018 students at MIPS excelled in many areas including sport, debating, creative and performing arts and academics. We were proudly represented at State Swimming, at the Taree and District Eisteddfod and in the Lower Manning Senior Debating Finals. Throughout the course of the year our students worked to shift their mindsets from a Fixed Mindset to a Growth Mindset and participated in many STEM challenges and critical thinking activities. They also began their You Can Do It journey and started to develop positive social, wellbeing dispositions.

Mitchells Island Public School's rural setting, extensive resources, small class sizes, interested parents and cohesive staff make it an extremely rewarding workplace. As a teacher meeting the needs of all students is a priority and there is no better place to do this than at Mitchells Island Public School. Our school excursion to Bathurst and Dubbo was a highlight and it was made possible by the financial support of the our dedicated P&C and a committed Principal.



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 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 is recognised in their classrooms. 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.