

Mitchells Island Public School

2019 Annual Report



2580

Introduction

The Annual Report for 2019 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.

School contact details

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Message from the principal

Mitchells Island Public School continues to encourage children to thrive in their learning adventures. Our staff ensure all students are known, valued and cared for in a nurturing environment.

The school is strongly supported by an active Parents & Citizens Association (P&C). Throughout 2019 the school achieved commendable results in the area of Mathematics with two of our students achieving High Distinctions and 2 receiving Distinctions in the Newcastle Permanent Mathematic competition.

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 their 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. In 2019 the school celebrated 150 years of public education. The celebration was held on the 26th October, 2019 and was attended by more than 500 visitors. The sesquicentenary committee raised money for the school to have an electronic sign erected at the front of the school. The 3–6 students went on a 3 day excursion to Sydney and the K–2 students went to visit Billabong Park. Thank you to the P&C for helping fund these wonderful 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 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 located 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 it 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

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

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

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

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

Learning

The results of the self-assessment revealed that when measuring against the School Excellence Framework [SEF] in the domain of Learning Mitchells Island Public School is Excelling in Learning Culture, Sustaining and Growing in four elements (Wellbeing, Curriculum, Assessment and Reporting) and Delivering in one element (School Performance Measures). There has been a deliberate focus by current staff at Mitchells Island Public School to create a school culture strongly focused on learning and maintaining effective partnerships with the parent body and wider school community to ensure students are motivated to deliver their best. The students develop positive, respectful relationships with staff and their peers to support their wellbeing so they can connect, succeed, thrive and learn. This is achieved through a range of peer support programs, and exposure to and interaction with other small schools. The teaching and learning programs are highly differentiated to cater for the individual needs of each student as they arise, with parents and students both involved in planning to support students achieving learning goals. Staff analyse performance and are in regular communication and contact with parents to ensure students can receive assistance in their learning journey from all influential figures in their lives. As a small school, we are continuing to work together to see the students are performing positively on external and internal school measures.

Teaching

The results of the self-assessment indicate that Mitchells Island Public School is Sustaining and Growing in all elements of the domain of Teaching. Our staff are highly skilled in using explicit, evidence-based teaching practices allowing for continuous improvement for all students. As a visual learning school, students are aware of expectations and are beginning to have a clear understanding of how to improve. Staff continually evaluate and analyse student understanding as they work together towards achieving personal learning goals. Professional development supports the school's priorities and school directions and all staff are encouraged to identify and monitor specific personal learning goals.

Leading

The results of our self-assessment have identified Mitchells Island Public School as Sustaining and Growing in two elements (Educational Leadership and School Resources) and Delivering in two elements (School Planning, Implementation and Reporting and Management Practices and Processes), when measured against the SEF.

All staff at Mitchells Island Public School are proactive in seeking to improve their performance to ensure they can provide their students with significant educational experiences resulting in measurable growth. The alliance with other schools has been growing in recent years with the formation of a strong professional learning community. Combining our Staff Development Days, the staff also work together attending local professional learning and return to share knowledge and expertise with colleagues to build a quality teaching team. Our ability to seek feedback from the community regarding school performance is improving as the numbers increase and more parents are participating in surveys, however, this remains a future focus point. The school plan reflects a cycle of steps to allow improvements against school priorities and directions. The school prides itself on its abilities to effectively use school facilities, new and modern flexible seating and engaging, innovative technologies to improve student learning outcomes. The school's Facebook page is regularly updated, school notice board and newsletters keep the community well informed and engaged with school events and procedures.

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.

Improvement Measures

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.

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.

Overall summary of progress

Throughout 2019 the staff and students at Mitchells Island Public School have been moving along the trajectory to becoming lifelong learners. The students can clearly articulate their social and emotional learning goals. They are working towards developing internal strategies to regulate their social and emotional learning needs. 100% of teachers have enthusiastically participated in Visible Learning Training and are using Learning Intentions and Success Criteria with their students. Most children can identify how they are progressing along the Creative and Critical Thinking continuum..

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'. 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 developed a deeper understanding of the learning pit. Most children can articulate how they use the learning pit when they are faced with a problem.

Progress towards achieving improvement measures

Process 1: Developing culture to support learning.

The school community provides a supportive environment to ensure students have a learning environment that supports them to connect, thrive, succeed and grow. Students develop understanding around Growth mindset, The learning Pit, STEAM, You Can Do It and Creative and Critical Thinking.

Evaluation	Funds Expended (Resources)
<p>Q: How and to what extent can students demonstrate an understanding of their social and emotional needs and learning goals?</p> <p>D: Video evidence, surveys, progressions</p> <p>R: Staff have demonstrated a deeper understanding of the students social and emotional needs through discussions with students and student reflections in their learning journals.</p> <p>Next: 1. Refine PLPs to include Learning Intentions for Reading and Maths and develop a more meaningful 3-way discussion with parents..</p> <p>2. Learning Intentions need to be developed with initial assessment results as base for goal.</p> <p>3. Establish baseline data to track growth towards end of year target</p>	

Process 2: Responsiveness to learning needs

The school community caters for all students. Differentiation ensures all students are challenged and provided with learning opportunities responsive to their needs, Through the development of effective strategies for Gifted and Talented students, A deeper understanding around the History Syllabus and Personal Learning Plans

Evaluation	Funds Expended (Resources)
<p>Q: In what ways can staff demonstrate a deeper understanding of how to support the social and emotional needs of students through reflective practice?</p> <p>D: Survey/reflection journal/questionnaire</p> <p>R: Staff have demonstrated a deeper understanding of the students social and emotional needs through discussions with students and student reflections in their learning journals.</p> <p>Next: Refine PLPs to include Learning Intentions for Reading and Maths and develop a more meaningful 3-way discussion with parents..</p>	

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.

Improvement Measures

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, Effective Classroom Practice and Data Skills and Use.

Overall summary of progress

100% of teachers have enthusiastically participated in Visible Learning Training and are using Learning Intentions and Success Criteria with their students.

Mitchells Island Public School staff have worked hard and consistently over 2019 to expand and deepen their skills to work collegially and responsively to individual student needs. The school has focused on the embedding systems to support staff learning. In 2019 we attended professional learning around the learning capabilities and how to implement future focused learning into our classrooms as well as visible learning. In 2019. The school continues to be a part of the Early Action for Success strategy with an Instructional Leader attending our school 6 days per term. Analysis of data indicates that 75% of students made expected growth as measured by NAPLAN and Learning Progressions. All teachers are beginning to use Learning Intentions and Success Criteria and it is evident in the classrooms. 60% 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

Process 1: Research Informed Pedagogy for Literacy and Numeracy

Teachers implement high quality professional understandings in literacy and numeracy teaching practices through participation in L3 and Professional Learning around the Learning Progressions and differentiation.

Evaluation	Funds Expended (Resources)
<p>Q: How can thy(the) impact of observations, collaboration and professional reading be measured and in what ways can staff reflect on their practice?</p> <p>D: Survey</p> <p>R: Through the visible learning journey the teachers have a deeper understanding of the impact of the teacher.</p> <p>NEXT: Build on staff's knowledge of Visible Learning and develop next steps for staff (survey)</p> <p>Time available for staff to conference with students to develop end of term Learning Intentions for reading & numeracy based on initial assessment and baseline data.</p> <p>Parent session need to be developed on Learning Intentions & Success Criteria (meet & greet) with dot survey to capture parents knowledge</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$8085	Employed an additional teacher for 1 day per week to support Aboriginal children in Literacy, Numeracy and Music
Low level adjustment for disability	Supplementary Funding for Integration to make a fulltime position \$25,175.00 Integration \$23, 827.00 Ram Equity	Smaller groups during Literacy and Numeracy learning opportunities has resulted in more explicit instruction. More explicit instruction has resulted in 100% children with improved Literacy and Numeracy results
Quality Teaching, Successful Students (QTSS)	\$4589.00	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	Supplementary Funding for Integration to make a 0.8 position \$4203.00	Smaller groups during Literacy and Numeracy learning opportunities has resulted in more explicit instruction. More explicit instruction has resulted in 100% of children improving their Literacy and Numeracy results.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	21	14	17	17
Girls	10	7	9	13

Student attendance profile

School				
Year	2016	2017	2018	2019
K	90.7	94.4	91.3	92.3
1	88.2		95.5	91.8
2	95.9	82.6	93.8	90.5
3	95	95.3	95.2	93.8
4	92	89.1	92	93.5
5	93.2	97.6	93.3	93.9
6	94.5	94.5	95.7	96.5
All Years	93.5	92.9	93.6	92.6
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9		93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

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

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

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

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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	109,122
Revenue	677,303
Appropriation	642,921
Grants and contributions	33,399
Investment income	983
Expenses	-695,612
Employee related	-606,575
Operating expenses	-89,037
Surplus / deficit for the year	-18,309

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

Financial summary - Equity loadings

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

	2019 Approved SBA (\$)
Targeted Total	17,521
Equity Total	50,001
Equity - Aboriginal	8,470
Equity - Socio-economic	14,875
Equity - Language	0
Equity - Disability	26,657
Base Total	483,692
Base - Per Capita	6,101
Base - Location	1,355
Base - Other	476,236
Other Total	73,059
Grand Total	624,273

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

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

The large majority of parent, staff and student feedback was of a positive nature which is encouraging and validates many of our current practices. Students were interviewed in small groups and completed written surveys. All students reported feeling valued and safe at school. They felt they could talk to their teachers if they had a problem. 100% of students believed Mitchells Island Public was a great school.

Comments included: "We get to do fun things", "The excursions are great", "I love seeing my friends everyday" and "It is great how much technology we get to work with and make".

Surveys were sent out to parents with all families either returning their surveys or having an informal conversation with staff saying they were happy with their local school. From the responses received, parents were very satisfied with the school and commented that they appreciated the efforts of all the staff.

Parents reported being happy with the opportunities provided for their children and made particular mention of the wide range of extra curricula activities that were offered.

Comments included: "Thank you for caring for our children as individuals and looking for ways to foster their skills and interests" and "Thanks for making each school day fun and educational – getting my child to school is never a chore".

All staff were surveyed, with comments indicating that they felt the school was doing a great job based on the evidence of student and parent feedback, observations of students and improvement in student learning. Staff were proud that the students at Mitchells Island Public School have a smile on their faces everyday when they arrive at school, as they want to be at such a wonderful school– and the staff felt that they have succeeded in achieving the Department of Education's goal of every student at Mitchells Island Public School being known, valued and cared for.





Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.