

# 2020 Annual Report

## Mitchells Island Public School



2580

# Introduction

The Annual Report for 2020 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

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2020 was certainly the year of new learning and adapting to changes. In March 2020 COVID-19 affected the school, meaning school as we knew it changed at a very rapid pace. Very quickly teachers and students had to adjust to a new learning platform with home learning dominated most of Terms 1 and 2. Take home packs and resources were distributed to homes across the island and sometimes further a field. The staff quickly learnt how to use Google Classroom as a platform for learning as well as Zoom sessions to communicate with students while they were learning from home. The school even had a travelling Easter Hat Parade, where teachers sent out resources so the children could make an Easter hat. Then we drove around to every house and delivered Easter eggs and videoed their wonderful creations.

We were all very excited to see the students return to school in May. The parents and carers did a wonderful job continuing their learning at home. 80% of students returned at the same learning level they were at when they left school or they had reached new academic levels.

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. Using high impact teaching strategies will provide opportunities to improve teacher practice and ensure students achieve expected growth and attainment in their learning. This will be achieved through highly effective self-directed learning opportunities for all students and through staff collaboration to develop feedback strategies in order to deeply reflect on teaching and learning. There will be a strong focus on whole school community knowledge, understanding and use of effective practices and strategies to support student wellbeing.

The staff continued their learning around Visible Learning but it too had moved to online learning. As the year progressed the staff observed the children using the language of learning around their personal goals. 85% of children could clearly articulate what their learning goals were and what they needed to do to achieve their goal.

Although 2020 was a year like no other, it was an adventure that we all embarked on together.

Mrs Michelle Wilson

## School vision

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 35 students are composed of 20% Aboriginal, 60% boys and 40% girls and 3% of the students are in Out of Home Care.

The school has an average FOEI of 84 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

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

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

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## 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 continuums.

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

Students' engagement has continued to improve as their understanding of the learning process grows. This has been evidenced by Tell Them From Me Surveys and teacher observations which indicated that 85% of all students showed at least 1 positive progression along the Creative and Critical Thinking and Information Technology continuums. Resilience and perseverance are two Social and Emotional Learning dispositions that we are still working on as a whole school.

The development of the language around the 'Learning Pit' and developing a growth mindset has allowed most students to become risk takers and confidently travel along their own trajectory of learning. The school community has adopted a positive attitude towards learning and are using the language of learning and the 'Learning Pit' more frequently.

#### 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: Through developing a culture to support learning, can internal and external data show an improvement in expected growth from 75% to 85% for all students aligned to their personal goals (learning intentions)?</p> <p>D: NAPLAN, Progressive Achievement Tests [PAT], Literacy and Numeracy Progressions (Understanding Texts, Creating Texts, Quantifying Numbers, Multiplicative Strategies, Additive Strategies), Running Record Levels, SENA</p> <p>A: Internal and external data shows a 79% student growth across the school aligned to students' personal learning goals. The impact of working deeply with Visible Learning has enabled the staff and students to understand their own learning trajectory. Considering the impact of COVID-19 on the whole school community, these are strong results.</p> <p>I: Continued PL around Visible Learning and linking directly to students' learning goals, will ensure students across the school continue to show growth in learning. Next year we will launch the Essential Assessment platform to target personalised learning goals.</p>	<p>Minds Wide Open professional learning continued from 2019</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

## Progress towards achieving improvement measures

**Process 2:** strategies for Gifted and Talented students. A deeper understanding around the History Syllabus and Personal Learning Plans.

Evaluation	Funds Expended (Resources)
<p>Extensive work was undertaken to implement differentiated Personal Learning Plans for students in 2018 and 2019. Due to this progress the school has incorporated Process 2-Responsiveness to learning with Process 1-Developing a culture to support learning, so that the school to narrow the focus for greater improvement in developing a responsive culture to learning needs.</p> <p>Please see Process 1 for all progress towards targets as evidence in Process 1.</p>	

## Next Steps

The impact of the professional learning has ensured that teaching and learning programs are dynamic, showing evidence of learning intentions and success criteria. Programs also include consistent and reliable student assessment and continuous tracking of student progress and achievement. The school invested in a Personal Development program called 'Life Skills Go' which has a strong focus on giving all students regular opportunities to check in and meet with an identified staff member who can provide advice, support and assistance to help them fulfil their full potential.

Through the analysis of data, to prepare our situational analysis for the upcoming school plan, we identified that we need to focus on high expectations from the whole school community and feedback to students and from students, so that we can empower the students to have a voice in their own learning trajectory.

## 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

Teachers are continuing to work towards consistently collaborating with students to review their work and ensure they identify and understand their next steps in their own learning trajectory. Furthermore, our feedback process is becoming more explicit and ongoing.

There is clear evidence that teachers program differentiated learning to cater for the individual needs of all students ensuring they are appropriately challenged and that all differentiation is reflective of improved student learning. Ongoing observations by the principal, instructional leader and classroom teachers highlight that differentiated learning opportunities are clearly planned for and delivered. The school is endeavouring to involve students and parents in planning to ensure all stakeholders can collaborate and ensure that students reach their expected learning outcomes.

During 2020, due to COVID and changes to staffing ,we maintained Sustaining and Growing in the Teaching domain, Effective Classroom Practice and Data Skills and Use. This will remain our focus for 2021.

The school is beginning to develop a whole school data system and source assessments to be used across the school. This central system and development of assessments will allow consistent and comparable judgement of student learning and an ease in monitoring school trends and individual student learning gaps.

### 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 Language, Learning and Literacy [L3] and Professional Learning around the Learning Progressions and differentiation.

Evaluation	Funds Expended (Resources)
<p>Q:As a result of researched informed pedagogy, how do we know the effort on building staff capacity in Visible Learning has impacted students progress and achievement and the community can identify this?</p> <p>D: Personal Learning Plans(PLP) - Parent feedback survey on new PLP format, assessment data meets growth expectation % growth towards premiers priority.</p> <p>A: Parent feedback on the new PLP format was 89% positive with parents feeling they had a better understanding of their child's learning journey. Parents commented that the format was easier to follow and focused more on their child's individual learning needs in both literacy and numeracy. Data from Progressive Achievement Test(PAT) indicates that there was a growth of 15% of students in the top 2 stanine groups in reading and 10% growth of students in the top 2 stanine groups in numeracy. The Check In Assessments showed that in both Years 3 and 5 we were above the state average in all</p>	<p>New PLP format was developed linking literacy and numeracy learning intentions.</p>

## Progress towards achieving improvement measures

areas assessed.

I: Moving forward, the school will continue with Visible Learning and linking learning intentions and success criteria to students personal goals. Due to inconsistent data sets, the school will move away from PAT and use a new platform (Essential Assessment), as this platform links directly to the learning progressions and the syllabus.

## Next Steps

The impact of evidence-based professional learning around L3, Seven Steps to Writing Success and Close Reading has shown 1 years growth for 1 years learning in all students K-6. The staff prioritise maintaining and developing current innovative practices in literacy and numeracy.

Teachers will continue to engage in targeted Professional Learning and share their expertise within the school and other schools. To ensure a whole school approach, all teachers will take part in a Quality Teaching Rounds study conducted by the University of Newcastle to further develop effective teaching strategies. Effective teaching methods will then be identified, promoted and modelled, and students' learning improvement consistently monitored, demonstrating expected growth.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$6 532.00)</li> </ul>	Students of Indigenous background received additional learning support and have developed a more positive attitude towards school. School Learning Support Officer (SLSO) supported Indigenous students throughout in class learning, allowing them to feel valued and supported. This ensured they could access stage appropriate learning outcomes. Consequently, students have advanced reading levels and achieved a higher level of numeracy competency.
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$26 750.00)</li> </ul>	<b>Impact</b> - An additional casual teacher was engaged to allow the principal time to remove students for further extension and or support beyond the classroom boundaries. This resulted in developing a stronger relationship with the students and ensured the casual teacher was familiar with student needs and classroom routines. With the impact of COVID-19 the additional teacher support was crucial when the demands of home learning heavily impacted on staff workloads.
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$5 250.00)</li> </ul>	<b>Impact</b> - Additional teacher support ensured staff were allocated time for mentoring and leadership with the principal or School Instructional Leader (SIL). This allowed staff to further develop new innovative professional learning, ongoing curriculum demands and develop teaching strategies and collaborative learning sequences. As a result, the school leadership team was able to provide a vast range of knowledge and experience to the benefit of the students.
<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Socio-economic background (\$10 938.00)</li> </ul>	Please refer to Low level adjustment for disability as funding was combined to fund both key initiative programs in the school

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	14	17	17	21
Girls	7	9	13	14

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.4	91.3	92.3	96.1
1		95.5	91.8	88.2
2	82.6	93.8	90.5	89.8
3	95.3	95.2	93.8	93.7
4	89.1	92	93.5	93.9
5	97.6	93.3	93.9	81.4
6	94.5	95.7	96.5	94.9
All Years	92.9	93.6	92.6	91.6
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1		93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Ongoing monitoring of student attendance was undertaken by the principal and contacted families when students were absent for two days. This allowed all stakeholders to support the attendance improvement of individual students and record all support intervention centrally. The principal contacted parents and carers and invited them to attend school to discuss their child's unsatisfactory attendance and to advise what support services were available.

## 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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

All teaching and non-teaching staff have Professional Development Plans (PDPs) which consist of a minimum of three goals aligned with the Australian Standards for Teachers and the schools strategic directions. PDP meetings are conducted at the beginning, middle and end of the year to plan, review and evaluate the impact and achievement of goals. All staff undergo mandatory training, as well as specific professional learning designed to achieve their goals. This year, staff undertook professional learning in Visible Learning, L3 and Seven Steps to Writing Success to improve student outcomes in the areas of Writing, Inquiry, Collaboration, Organisation and Reading.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	90,814
<b>Revenue</b>	815,804
Appropriation	730,772
Grants and contributions	84,625
Investment income	407
<b>Expenses</b>	-746,482
Employee related	-690,059
Operating expenses	-56,423
<b>Surplus / deficit for the year</b>	69,322
<b>Closing Balance</b>	160,136

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

## Financial summary - Equity loadings

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	67,116
<b>Equity Total</b>	44,440
Equity - Aboriginal	6,352
Equity - Socio-economic	10,938
Equity - Language	400
Equity - Disability	26,750
<b>Base Total</b>	501,747
Base - Per Capita	7,215
Base - Location	1,220
Base - Other	493,313
<b>Other Total</b>	74,149
<b>Grand Total</b>	687,452

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

## School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## Parent/caregiver, student, teacher satisfaction

Our Facebook page is a vital arena where parents and students can share their thoughts and opinions about the school. It is used to not only communicate information to parents and carers, but also as a way for our school community to share in our students' educational experiences and achievements.

### Parent Feedback

Thank you. These two words are all I can say to express just how grateful we are that our son is able to attend such a uniquely amazing school that is Mitchells Island Public School. The structure, support, care, and communication we have been given at Mitchells Island Public School has left no doubt in my mind that this tiny school with its amazing spirit and focus on what is the best for each student, was the only and best possible choice for our son.

The school is amazing and the teachers are awesome I've had no trouble with my kids since they started.

I would recommend this school to all the parents.

Great teachers, support staff & leader.

Looking forward to both our children being there next year!

### Teacher feedback

MIPS is a lovely school surrounded by beautiful grounds. I feel blessed to be a teacher at MIPS, because I work with people who care about the students and staff. I love that I can bloom where I am planted.

Mitchells Island Public School is like no other. Anyone lucky enough to attend, teach or even simply visit this quaint school will agree. The encompassing sense of belonging felt amongst this community of students and staff is remarkable.

MIPS is the loveliest place I have ever had the good fortune to call my school. The students are so happy to learn and come everyday and the staff are now people I call friends rather than colleagues.

MIPS is a beautiful place to work. The staff and the students are all so supportive and eager to help each other. It's a really special place and I feel really privileged to be a part of the MIPS team.

### Student Feedback

Mitchells Island has endless opportunities, which makes it the best school.

Mitchells Island Public School is an amazing school, because it has caring staff and students who are welcoming and will help whenever needed.

Mitchells Island Public School has a great environment and amazing new friends.



# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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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

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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.