

# 2021 Annual Report

## Mitchells Island Public School



2580

# Introduction

The Annual Report for 2021 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 Strategic Improvement 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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2021 saw the discovery of new COVID-19 strains and consequently, a return to Home Learning. This time around, students and staff were now familiar with Google Classrooms and Zoom meetings, so they quickly adapted. Students engaged in online lessons, online choir practice and even an online dress up day. Students dressed up as their favourite book character for a Zoom session during Book Week and they sent through photos of themselves reading in unusual places around their homes. These photos were combined to create a musical presentation of our Mitchells Island Public School Superstar Readers. It was fantastic to see their love of learning and reading was continuing beyond the classroom walls.

The years 3-6 excursion was scheduled and off to Canberra with two staff and 17 students. What a fabulous time! The students all enjoyed travelling to a new territory. They sat in Parliament, left with their own coin from the Australian Mint, explored scientific concepts at Questacon, reflected on Australian soldiers when visiting the Australian War Memorial and had an endless amount of fun at iPlay in Belconnen. It was an adventure-packed and exhausting trip to be remembered forever - such a quiet bus ride home!

A thorough situational analysis was undertaken in 2021. This identified the need to continue focusing on embedding quality literacy and numeracy practice, with a focus on improving students' reading comprehension levels. Targeted learning will be established to ensure all students continue to improve and be challenged at their individual points of need. One staff member has also been allocated to assist in developing the teaching capacity of all staff and improving their confidence in programming and delivering significant literacy and numeracy experiences within the school. We will collectively continue to value community input and work alongside our parent and community body to enhance student outcomes and identify their personalised learning goals.

The staff continued their learning on Visible Learning and planned its implementation into the classrooms. Additionally, staff participated in Quality Teaching Rounds coordinated through the University of Newcastle. Although also online, this enabled professional discussions amongst schools of varying contexts and with a focus on quality teaching practice they broadened their understanding of the Quality Teaching Model and its elements. We look forward to professional learning in Quality Teaching Rounds to be delivered to all staff, during in-school professional learning sessions next year. This will ensure all teachers have access to and maintain the most current and innovative teaching pedagogies.

Mrs Michelle Wilson

## School vision

At Mitchells Island Public School we strive for an inclusive environment where every student is known, valued and cared for allowing them to maximise their potential and remain connected to culture. We provide opportunities for all students to connect with the wider community through making learning visible.

## School context

Mitchells Island Public School, with a current enrolment of 34 students, is a rural school located in the Taree area, 31 kilometres from our nearest regional centre. School numbers have been steady over the past 5 years with gradual growth, particularly over the last 3 years, with student numbers ranging from 26 to 44. We anticipate that this trend will continue in the future.

Our Aboriginal student population is stable with 20% of students identified as Aboriginal. We have three students with English as a second language, who are all bilingual. Our Family, Family, Occupation and Employment Index (FOEI) is 88 which has gone down significantly in the past 4 years and Index of Community Socio-educational Advantage (ICSEA) 907 identifying us as a low socio-economic rural school demographic.

The two strong threads through the previous two school plans focussed on continual whole school improvement and the school community working collaboratively to support the well being of all. We were successful in attaining the planned improvement measures.

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 well being.

We have identified the need to move towards deeper reflective practices based on quality data analysis. We will look to embed reflective practices not just in school planning, but also in all teaching and learning practices. This reflective practice will involve a deeper use of data to inform all processes and practices across the school.

## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 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: Student growth and attainment

### Purpose

Improved student growth and attainment will be achieved through whole school processes for collecting and analysing data based on highly effective and ongoing assessment practices. Data is expertly used by all staff to inform evidence based teaching practice.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Systems and Processes for effective whole school assessment
- Expertise in Data Skills and Use

### Resources allocated to this strategic direction

**COVID ILSP:** \$27,699.97

**Principal Release:** \$3,587.76

**Aboriginal background:** \$7,672.51

**Literacy and numeracy:** \$3,142.05

### Summary of progress

This year funding was allocated to assist students in achieving learning growth. Intensive COVID support was offered and assessment processes were centralised and regulated. Pre and post assessment data was regularly analysed and monitored throughout the year to allow teaching staff to modify practice accordingly. Teachers used data effectively to evaluate student understanding of lesson content and found the subscription to Essential Assessment this year to be valuable and effective. We have identified some aspects of assessment practice that need streamlining and adjusting for 2022. More reliable data will be sourced and evaluated through the inclusion of the Advanced Waddington Assessments, rather than the Standard Assessments. It is also likely that mathematics will be assessed on a term basis rather than five weekly cycle to alleviate assessment pressure and stress on students. This will also allow additional teaching, revision and adjustments in learning to be made, resulting in assessment information being more reliable and extensive.

Learning goals for students have been informed by a thorough analysis of internal and external student progress and achievement data. This is a school strength and our level of individual differentiation and targeted learning and progress will continue into 2022 and beyond. At Mitchells Island Public School assessment is conducted for learning, as learning and of learning. Holding a variety of purposes, student progress and growth is always a targeted priority of all teaching staff. Our effective whole school assessment process has been solidified and emphasised in the creation of our centralised data system this year. All teaching staff have access to student pre and post assessment data to ensure we can collaborate and effectively monitor our students' academic gains and understanding. Furthermore, we are able to recognise the overall snapshot of our school in implementing effective teaching and learning practices and have our staff work towards moving Mitchells Island Public School to 'Excelling' in the teaching domain as aligned to the School Excellence Framework.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>System Negotiated Target</b> Improvement in the percentage of students in the Taree Small Schools Network achieving in the top 2 bands of NAPLAN reading to be above the system negotiated Taree Small Schools Network target baseline of 40.0%. Improvement in the percentage of students in the Taree Small Schools	The school is tracking towards the system negotiated Taree Small Schools Network top 2 bands reading target baseline of 40.0%.  Learning from home and the COVID-19 pandemic has significantly affected this cohort of students. Our small student enrolment impacts these percentages. It is evident that we need a greater focus in literacy, particular in reading comprehension and spelling and this is a professional development focus for 2022.  The school has exceeded the system negotiated Taree Small Schools Network top 2 bands numeracy target baseline of 34.6%.

<p>Network achieving in the top 2 bands of NAPLAN numeracy to be above the system negotiated Taree Small Schools Network target baseline of 34.6%.</p>	<p>Students are more confident in Numeracy than Literacy. Further analysis of the data indicates that word problems continue to be an area that requires additional support. This will be improved with a greater focus on comprehension and dedicated word problem teaching programs to be implemented during 2022.</p>
<p>Increase in the percentage of students achieving expected growth in NAPLAN reading and numeracy, from the baseline trending towards the lower bound system negotiated target of 60%.</p>	<p>In 2020, COVID-19 interrupted schooling processes and NAPLAN was unable to proceed. This meant that expected growth cannot be calculated based on 2020 data. In 2019, 100% of our students achieved expected growth in NAPLAN Reading and 33.33% of our students achieved expected growth in NAPLAN Numeracy. Now with a two year gap, this can not be compared to current data in 2021. This year, 100% of our students achieved expected growth in NAPLAN Reading and 0% of our students achieved expected growth in NAPLAN Numeracy. It must be highlighted, however, that in such a small school these figures are difficult to calculate and often deemed insignificant when comparing between years.</p>
<p><b>School Level Targets (Internal)</b></p> <p>The Essential Reading Assessment data (Core Assessment) will be collected and analysed to create baseline. data</p> <p>The Essential Numeracy Assessment data (Core Assessment) will be collected and analysed to create baseline data</p>	<p>Students each completed a Core Common Grade English Assessment on Essential Assessment early in Term 1. This indicated 8% of our students were achieving below their expected grade level, 8% were achieving approximately at grade level and 84% were recognised as being above grade level in their English achievements. As a result, students who require intensive intervention programs were identified and able to receive additional support. Those students achieving above grade level have been extended appropriately. The Core Common Grade English Assessment on Essential Assessment was also completed mid-year and in Term 4 to monitor progress and assess growth. Term 4 assessment revealed 41% of students had achieved growth throughout the year with 21% of our students achieving more than one year in academic growth in English.</p> <p>This process was repeated to identify numeracy goals for all students by completing the Core Common Grade Numeracy Assessment in Term 1, again mid-year and a final assessment was completed to reflect on, and evaluate growth in Term 4. Term 1 data revealed 15% of students were achieving below their expected grade level. 44% were achieving at grade level and 41% were recognised as being above grade level in their Numeracy academic knowledge and understandings. Term 4 assessment later revealed 59% of students had achieved growth throughout the year with 20% of our students have achieved more than one year in academic growth in Numeracy.</p>
<p><b>School Level Targets.</b></p> <p>Writing samples collecting to establish Base line data. Data is collected, analysed and monitored against the learning progressions for Creating Texts sub-element of Literacy Learning Progressions</p>	<p>Student writing samples have been collected on a five weekly cycle across both classrooms beginning early in Term 1. This established baseline data and staff were able to analyse and monitor academic growth along the learning progressions. Throughout the year progression along the Creating Texts sub-element has been prioritised. 100% of students have moved positively along one band and 35% of students have progressed by two or more bands in the Creating Texts sub-element of the Literacy Learning Progressions.</p>
<p><b>School Excellence Framework</b></p> <p>In the element of <b>Assessment</b> in the Learning Domain the school will demonstrate <b>Sustaining and Growing</b> in the themes of <b>Whole School Monitoring of Student Learning and Formative Assessment.</b></p>	<p>In 2021, in the element of <b>Assessment</b> in the Learning Domain on the School Excellence Framework the school demonstrated <b>Sustaining and Growing</b> in the themes of <b>Whole School Monitoring</b> and <b>Formative assessment</b>. This is evidenced through continued analyses of student data, to identify learning progress of individual students and student cohorts. This data is analysed and results are recorded in a central location on the school server. All teaching staff have access to the school server and are able to view, update data and monitor progress for students across the school. This data assists in transition between classrooms. Teachers also use summative data to identify student learning and validate formative assessment practices. This recognises teacher strength in their practice and methods or strategies that are having a positive impact in the classroom.</p> <p>Moving forward, teaching staff have collaborated and discussed the formative assessment processes used on the new platform Essential Assessment and identified changes to implement in 2022 in hope of leading to further measurable improvement. Although assessment will remain</p>

**School Excellence Framework**

In the element of **Assessment** in the Learning Domain the school will demonstrate **Sustaining and Growing** in the themes of **Whole School Monitoring of Student Learning and Formative Assessment**.

consistent and regularly implemented, it has been proposed that mathematics assessments occur on a term basis rather than a five weekly cycle.

Waddington Assessments will be slightly altered in 2022 to include the advanced assessments for Stage 2 and 3 students. This will allow more reliable assessment information and teachers to identify the students with higher abilities in reading and spelling.



## Strategic Direction 2: Excellence in Teaching

### Purpose

The school culture is strongly focused on learning, building educational aspiration and ongoing improvement through effective feedback and high expectations for all students

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- A Culture of High Expectation
- Highly Effective Feedback
- High Expectation of Student Attendance

### Resources allocated to this strategic direction

Professional learning: \$6,149.93

### Summary of progress

This year, funding was allocated with a focus on Professional Learning for school staff. From the School Excellence Framework, we looked at developing a culture of high expectations and increasing student attendance, as well as ensuring all staff were consistently delivering highly effective feedback to students. COVID-19 interrupted our students' attendance levels and motivation levels upon returning to the classroom were low. Consequently, Tell Them From Me survey results held a negative slant and revealed a decline in students feelings of belonging. Time away from school and access to qualified teachers due to school closures and online learning impacted these results.

Delivering feedback and ensuring learners hold a significant understanding based on the the learning dispositions has been a strength this year for the school. High expectations have been held for all students with each student individually and appropriately challenged. Students received timely and specific feedback to allow students to discuss with their teacher and identify their future learning steps and goals.

Reflecting on assessment data, it is evident the current cohort of students are stronger in Numeracy than Literacy. Reading strategies will be analysed to guide learning for 2022, ensuring students requiring reading intervention are identified. Staff plan to develop a more comprehensive assessment schedule to better monitor student achievement.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
System Negotiated Target  Increase the percentage of students attending more than 90% of the time to be above 65%	At the start of Term 1 2021, 70% of our students were attending school more than 90% of the time. Attendance data has been regularly analysed and is used to inform planning. Personalised attendance approaches and incentives were designed and discussed with at risk students and their carers. Whole school processes have also been established to ensure all students maintain high school attendance levels. COVID-19 restrictions and possible health risks have resulted in some students preferring to continue learning from home. The teachers and parents have worked together to ensure student absences do not impact student learning through maintaining regular contact between home and school and ensuring work is communicated and distributed to those students learning from home. At the start of Term 4 2021, 71% of our students were attending school more than 90% of the time. While there has been only 1% improvement in attendance the school has strong structures and processes in place. There will be a incentive every term for students with perfect attendance to further promote the importance of regular attendance.
<b>School Excellence Framework</b>	In the element of <b>Effective Classroom Practice</b> in the Teaching Domain on the School Excellence Framework, the school demonstrates <b>Sustaining</b>



<p>In the Element of <b>Educational Leadership</b> in the Leading Domain the school will demonstrate <b>Sustaining and Growing</b> in the theme of <b>High Expectations Culture</b>.</p> <p>In the Element of <b>Effective Classroom Practice</b> in the Teaching Domain the school will demonstrate <b>Sustaining and Growing</b> in the theme of <b>Feedback</b>..</p>	<p><b>and Growing</b> in the theme of <b>Feedback</b>. This is evidenced through our teachers' feedback supporting improved student learning. All classroom teachers deliver feedback through whole class, small group and individual means. We believe it is imperative to incorporate personalised feedback into all lessons to ensure students receive significant and targeted feedback specific to their individual learning goals and progress. Although staff do provide explicit, specific and timely formative feedback, the implementation of defined "Success Criteria" continues to be an area of focus as we explore Visible Learning.</p> <p>In the Element of <b>Educational Leadership</b> in the Leading Domain the school demonstrates <b>Sustaining and Growing</b> in the theme of <b>High Expectations Culture</b>. Earlier this year, two permanent classroom teachers participated in Quality Teaching Rounds Professional Learning. The impact of this professional development was that staff were able to implement aspects of the quality teaching model to enhance their teaching a. This affirmed the quality practices of my team, while also highlighting specific strengths within staff that could be used to assist and professionally build colleagues.</p>
<p><b>School Level Target</b></p> <p>Tell Them From Me baseline data collected for 2021</p> <p>Improvement in the Tell Them From Me Student data (Sense of Belonging) to be at or above the lower bound system negotiated target of 80%</p>	<p>At the beginning of 2021, we recorded 85% of students at or above the negotiated target of 80% according to the Tell Them From Me Strand of "Sense of Belonging". This has since dropped by approximately 10% during the year as a direct result of COVID-19 and students being away from school and engaging in online learning. Relationships with teachers and peers is a valuable aspect of gaining a sense of belonging.</p>
<p><b>Essential Assessment</b></p> <p>At least 65% of students achieve 0.25 or more growth within a year as measured by Essential Assessments-Reading from Years 2 to 6</p> <p>At least 65% of students achieve 0.25 or more growth within a year as measured by Essential Assessments-Numeracy from Years 2 to 6</p>	<p>This year assessments have been regularly conducted using Essential Assessment. These have allowed teachers to analyse and monitor student growth, as well as evaluate their teaching practice. In years 2-6, 36% of students achieved 0.25 or more growth within the year as measured by Essential Assessment reading assessment. All students completed the English Common Core Assessment as a pre, mid and post assessment at three distinct stages throughout the year. Students in years 3-6 have also engaged in a pre and post reading assessment throughout the year. Similarly across years 2-6, 55% of students achieved 0.25 or more growth within the year as measured by Essential Assessments in Numeracy. All students completed pre, mid and post Mathematics Common Core Assessments across the three strands.</p>
<p><b>Visible Learning</b></p> <p>Increase the percentage of students being able to identify and engage in the school Learning Dispositions from 5% to 95% according to the school "Learner Power Questionnaire</p>	<p>At the beginning of 2021, 5% of our students identified and engaged in school Learning Dispositions. Regular engagement in Life Skills GO activities and ongoing discussion on the different learning dispositions has resulted in an increase in the "Learner Power Questionnaire". Results shows 85% of students in Term 4 2021 recognise the school Learning Dispositions.</p>
<p><b>Learning Intentions and Success Criteria</b></p> <p>Increase the percentage of classroom teachers co-constructing and deconstructing Learning Intentions and Success Criteria with students from 23% to 40%</p>	<p>At Mitchells Island Public School we consistently ensure students understand the process required to complete tasks and during writing, we provide quality examples. These are deconstructed either as a class or in small groups to ensure students thoroughly understand the correct structure, grammar and punctuation required. Students are more self motivated and eager to engage in a task when they possess a deep understanding of criteria and expectations. Although we are exposing students to these necessary skills for them to achieve agreed standards, we are continuing to develop a whole school approach to display these Learning Intentions and Success Criteria in each classroom. Acknowledging this, even without being on display, 40% of our students now confidently understand expectations and how they can individually improve. This is compared to our initial percentage of 11%.</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$11,211.80</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Mitchells Island Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement Lipi and Multi-lit to support identified students with additional needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>The employment of an additional teacher to work as a part-time Literacy and Numeracy mentor with those students performing below the expected stage level, resulted in students having access to explicit teaching and more personalised targeted teaching time. Students have engaged in a range of additional learning opportunities both in class and in small groups. 3 students were involved in the Lipi program. All 3 students successfully completed Lipi 1 and we will continue with Lipi 2 for these students. Those students who were involved in the Multi-Lit program ,all achieved at least 7 levels higher then previously recorded, with 1 student moving 10 levels. The impact of these intensive programs resulted in the knowledge becoming imbedded in both the students reading and writing results.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>After evaluation and analysis, it has been identified that students have thoroughly benefited from employing additional teaching and support staff both academically, socially and emotionally. Our next steps will be ensuring the continuation of the music program and exploring options for implementing additional extra-curricular and creative learning programs to further support student learning and well being. Students who receive additional support will be monitored and reviewed regularly to guide their next steps and progression along their individual learning trajectory. We will also closely monitor the learning of all students to ensure any student who begins to perform below expected stage level receives additional support and targeted learning. This will also include ongoing evaluations and monitoring of our Aboriginal students and their academic achievements.</p>
<p>Aboriginal background</p> <p>\$7,672.51</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Mitchells Island Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Systems and Processes for effective whole school assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional teacher to work as a part-time Literacy and Numeracy mentor with students performing below the expected stage level</li> <li>• employment of additional part-time teaching staff and SLSO to deliver personalised support for Aboriginal students</li> <li>• employment of specialist additional staff (LaST) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p>

<p>Aboriginal background</p> <p>\$7,672.51</p>	<p>The employment of an additional teacher to work as a part-time Literacy and Numeracy mentor with those students performing below the expected stage level, resulted in students having access to explicit teaching and more personalised targeted teaching time. Students have engaged in a range of additional learning opportunities both in class and in small groups. 3 students were involved in the Lipi program. All 3 students successfully completed Lipi 1 and we will continue with Lipi 2 for these students. Those students who were involved in the Multi-Lit program, all achieved at least 7 levels higher than previously recorded, with 1 student moving 10 levels. The impact of these intensive programs resulted in the knowledge becoming imbedded in both the students reading and writing results.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>After evaluation and analysis, it has been identified that students have thoroughly benefited from employing additional teaching and support staff both academically, socially and emotionally. Our next steps will be ensuring the continuation of the music program and exploring options for implementing additional extra-curricular and creative learning programs to further support student learning and well being. Students who receive additional support will be monitored and reviewed regularly to guide their next steps and progression along their individual learning trajectory. We will also closely monitor the learning of all students to ensure any student who begins to perform below expected stage level receives additional support and targeted learning. This will also include ongoing evaluations and monitoring of our Aboriginal students and their academic achievements.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Mitchells Island Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• withdrawal lessons for small group and individual support</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>The employment of additional staff to support students and withdraw small groups allowed all students in the 3-6 class to receive additional teaching time and increased targeted learning. As a result, students benefited academically and progressed further towards their individual learning goals. Separating Stage 2 and Stage 3 saw further differentiated activities and learning and allowed this to be easily implemented with Stage 3 removed.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>To support our students using this funding, the next steps will involve continuing this split in 2022 to allow explicit novel and reading teaching. This will allow targeted learning to be directed towards all students and an increased level of differentiation able to occur across stages and abilities.</p>
<p>Low level adjustment for disability</p> <p>\$27,296.34</p>	<p>Low level adjustment for disability equity loading provides support for students at Mitchells Island Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p>

<p>Low level adjustment for disability</p> <p>\$27,296.34</p>	<ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The employment of additional staff to support students and withdraw small groups allowed all students in the K-2 class to receive additional teaching time and increased targeted learning. As a result, students benefited academically and progressed further towards their individual learning goals.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To support our students using this funding, the next steps will involve continuing to support the K-2 students in 2022 to allow explicit targeted instruction in reading and numeracy teaching. This will allow targeted learning to be directed towards all students and an increased level of differentiation able to occur across stages and abilities.</p>
<p>Location</p> <p>\$1,469.86</p>	<p>The location funding allocation is provided to Mitchells Island Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> <li>• student assistance to support excursions</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All students were able to access learning outside the classroom and experience and build their knowledge of places outside of their local environment. The school was also able to support families to fund an overnight excursion ensuring no students were disadvantaged.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Overnight excursions have supported students to build positive relationships with their peers and staff outside of the school environment. This resulted in increased student well being back at school. The new relationships continued to flourish as the year progressed.</p>
<p>Literacy and numeracy</p> <p>\$3,142.05</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Mitchells Island Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Systems and Processes for effective whole school assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• targeted professional learning to improve literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The employment of additional staff to support students and withdraw small groups allowed all students in the K-6 class to receive additional teaching time and increased targeted learning. As a result, students benefited academically and progressed further towards their individual learning goals.</p>

<p>Literacy and numeracy</p> <p>\$3,142.05</p>	<p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>To support our students using this funding, the next steps will involve continuing to support the K-6 students in 2022 to allow explicit targeted instruction in reading and numeracy teaching. This will allow targeted learning to be directed towards all students and an increased level of differentiation able to occur across stages and abilities.</p>
<p>Early Action for Success (EAfS)</p> <p>\$58,759.38</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Mitchells Island Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of Instructional Leader half day per week to build capacity of staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>The instructional leader worked closely with all teachers to build teacher capacity to deliver quality literacy and numeracy programs. As a result, teachers' confidence in delivering quality literacy and numeracy programs improved and the range of strategies and skills they implemented in the classrooms increased. The instructional leader and the principal worked together to identify students who required additional support and provided tiered interventions to address identified needs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>With the Early Action for Success Initiative concluding at the end of 2021, 2022 will see the introduction of Assistant Principal Curriculum and Instruction (APC&amp;I). The school will be allocated an APC&amp;I one day per week and they will work closely with staff to ensure best practice is being implemented in classrooms in regard to literacy and numeracy programs. Additionally, they will work alongside the principal to continue to analyse student performance data and identify students who are in need of additional support or who may benefit from additional instruction.</p>
<p>QTSS release</p> <p>\$6,278.61</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Mitchells Island Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• implementation of instructional rounds to strengthen quality teaching practices</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>The impact of this funding has resulted in all teachers having a timetabled mentoring session each fortnight with either the principal or the instructional leader. These mentoring sessions have ensured that all teaching staff are current and up to date with current research and have access to resources to support the teaching and learning within the classroom.</p>

<p>QTSS release</p> <p>\$6,278.61</p>	<p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>The analysis of data from student outcomes has shown that quality explicit mentoring for all teaching staff will continue in 2022.</p>
<p>COVID ILSP</p> <p>\$27,699.97</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Systems and Processes for effective whole school assessment</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy.</li> <li>• providing intensive small group tuition for identified students who required additional support in either Literacy or Numeracy with a small number of students requiring support in both focus areas</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>This year funding was allocated to assist students in achieving learning growth. Intensive COVID support was provided according to student need. Teaching staff regularly collected, analysed and monitored pre and post assessment data throughout the year and modified their practice accordingly. Data was used by teachers to evaluate student understanding of lesson content. Teachers found the subscription to Essential Assessment this year to be valuable and effective. Professional development on assessment strategies continues with staff participating in a session based on best assessment practices late in Term 4 and moving forward into 2022. Some aspects of our assessment practice have identified that there needs to be some adjustments made for 2022. Mathematics will be assessed on a term basis rather than five weekly cycle. This will also allow additional teaching, revision and adjustments in learning to be made, resulting in assessment information being more reliable and extensive.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>COVID ILSP will continue in 2022 using a similar format to 2021. A teacher will work with small groups after learning needs are identified from assessments. These assessments will include Essential Assessments in Literacy and Numeracy, Waddington for reading and spelling, Check In assessments, NAPLAN and Plan 2.</p>
<p>Integration funding support</p> <p>\$118,447.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Mitchells Island Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>The funding support for funded students was effectively used to support</p>

Integration funding support

\$118,447.00

those students on integration funding to access all areas of school life. The SLSOs were available in the playground during break times to help students to join in with outdoor activities and to develop their social skills. SLSOs were utilised in the classroom to provide one on one support as well as small group instruction during key learning times. The impact of the SLSO support has allowed all students to feel supported during the school day.

**After evaluation, the next steps to support our students with this funding will be:**

We will continue to monitor and ensure that are SLSOs are being used in the most effective manner and that all students are adequately supported. This may involve a timetable change if additional needs arise or a new student requiring support is enrolled.



# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	17	17	21	21
Girls	9	13	14	16

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	91.3	92.3	96.1	91.7
1	95.5	91.8	88.2	91.8
2	93.8	90.5	89.8	74.1
3	95.2	93.8	93.7	86.1
4	92	93.5	93.9	91.6
5	93.3	93.9	81.4	81.3
6	95.7	96.5	94.9	85.1
All Years	93.6	92.6	91.6	87.5
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

## Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## Management of non-attendance

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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)	1.41
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
<b>Opening Balance</b>	160,136
<b>Revenue</b>	823,854
Appropriation	799,980
Grants and contributions	22,893
Investment income	180
Other revenue	800
<b>Expenses</b>	-913,557
Employee related	-734,716
Operating expenses	-178,841
<b>Surplus / deficit for the year</b>	-89,703
<b>Closing Balance</b>	70,433

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.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	94,983
<b>Equity Total</b>	48,581
Equity - Aboriginal	7,673
Equity - Socio-economic	11,212
Equity - Language	2,400
Equity - Disability	27,296
<b>Base Total</b>	511,931
Base - Per Capita	8,628
Base - Location	1,470
Base - Other	501,833
<b>Other Total</b>	76,886
<b>Grand Total</b>	732,381

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.

## Parent/caregiver, student, teacher satisfaction

The results that follow below aim to give a general overview of the satisfaction levels of the school's key stakeholders, which has been resoundingly positive.

Throughout the course of 2021, we created focus groups across all stakeholders to gauge satisfaction levels and areas of improvement. Parents are overwhelmingly supportive of the school and appreciate the ongoing support the school offers.

Students are surveyed regularly, the most comprehensive of which is the Tell Them From Me Survey, where we were able to compare results from previous years to make comparisons. The students have a high sense of belonging and 90% of the students are engaged and motivated to learn.

Staff regularly provide feedback around professional learning and their own sense of belonging. The school has a very strong collegial ethos.

### Teacher Feedback

MIPS is a fantastic school where staff feel valued and appreciated. Students here are always kind and supportive of one another and our community acts alongside staff to produce the best results and opportunities for the students.

MIPS is a great environment to work in. The students and staff foster an inclusive and supportive culture that creates positive learning and social experiences.

Mitchells Island Public School feels like family.

I have been a teacher at this wonderful school for a few years now, in both part time and full time roles. I feel that I have been truly blessed to have found myself at MIPS. I am amazed everyday at how kind and inclusive the school, parents and staff are to all our wonderful students. This is a wonderful school that assists all to grow, academically, physically, spiritually and socially. Thanks for allowing me to grow at MIPS too. I have been given the opportunity to bloom where I am planted. Thanks.

Mitchells Island Public School is pleasantly unique. The tight knit community environment is kept strong between staff, students, and their families. All of the students have abundant opportunities to grow academically and personally as they build memorable relationships with their teachers during their time here.

### Parent Feedback

I am continually amazed at the opportunities and kindness by both staff and other students my son has been given since arriving at MIPS in 2021. He recently constructed a roller coaster model during a STEM activity and I noticed him proudly carrying it home across the car park in the afternoon. I have never seen him proudly show off his work before. He is actually enjoying learning now and has developed a pride in his work. He is quite chuffed when people praise him, but even better, he is beginning to realise himself that he has done good work and shows his pleasure by jumping and skipping around. Thank you once again for giving my son these opportunities.

MIPS has been the most flexible, caring and diligent school. The amazing staff always give their very best to help the students become the best possible versions of themselves. In spite of everything that a pandemic and mother nature has thrown at them, the staff have risen above these challenges and continue to help all the students set and achieve learning goals as well as provide social support and community development within the school environment.

I could not be happier with the support my children receive, and the friendships they have made at this school.

Both of my children attend Mitchells Island Public School. To say it's a brilliant school is definitely an understatement. The principal and teachers have been extremely professional and wonderful to deal with. There is always communication between parties and you, as a parent, are always kept up to date with your children's day and progress. You can feel the passion that the teachers and principal have for the school and for the children who attend. The school has been extremely supportive with my boys, especially when it comes to my son having additional learning needs. My children love going to school and I honestly believe it's only because of how amazing it truly is.

### Student Feedback

Mitchells Island is a great school because it has really good teachers that help everybody learn.

MIPS is good because I have made so many friends.



MIPS is a great place to be because we get to go outside and play with skipping ropes and have fun on the big playground.

MIPS is a good school to go to because it is so small that you know where everything is, don't get lost and I learn lots.

MIPS is a very good school because we get to go on excursions every year and we have very good teachers. We also have a special music teacher come in once a week and we get to play fun music.

# 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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.