

# 2022 Annual Report

## Mitchells Island Public School



2580

# Introduction

The Annual Report for 2022 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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## 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 44 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 identifying as Aboriginal. We have three students with English as a second language, who are all bilingual. Our 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 focused on continual whole school improvement and the school community working collaboratively to support the wellbeing 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 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 school has identified the need to move towards deeper reflective practices based on quality data analysis. We will endeavour to embed reflective practices not just in school planning, but also in all teaching and learning practices. This reflective practice will involve more significant 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	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
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

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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

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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

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**Per capita:** \$9,349.16

**Location:** \$1,639.65

**Socio-economic background:** \$13,689.09

**Aboriginal background:** \$5,913.23

**Low level adjustment for disability:** \$28,452.84

**AP Curriculum & Instruction:** \$30,114.20

**QTSS release:** \$6,435.58

### Summary of progress

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#### Systems and Processes for effective whole school assessment

This year funding was allocated to enable an additional class for literacy and numeracy. This supported student and school priority areas with a focus on targeted intervention for students with personalised teaching and learning. Strategies supported high levels of collaboration for staff planning and additional staff to enable administrative and classroom support to enable increased principal focus on school leadership and improvement.

This has resulted in a shared understanding of quality formative assessment tasks. Processes are in place to ensure quality formative assessments in teaching programs. It is more evident that assessment data is being utilised to indicate the learning needs of students. Students have developed more confidence to articulate their learning.

Enhanced processes are in place to support the plan, implement and reflect cycle to monitor student learning progress and to differentiate learning for students. Staff are collaborating to ensure consistency of practice and share ideas to support ongoing capacity building on formative assessment. Students are beginning to show an increased awareness of their learning focus areas and progress and have started to articulate their next steps in learning.

In 2023 our focus will be to continue our review of program support and supervision practices to solidify expectations for formative assessment and include feedback on formative assessment within teacher programs.

#### Expertise in Data Skills and Use

In 2022, our focus in this initiative was to use data to inform teaching practice through collaboration. Funding allocation enabled high impact professional learning targeting assessment and the development of teaching and learning programs focused on individual needs. This resulted in teachers using quality assessment strategies. Systems of data collection have been established resulting in a consistent whole school tracking process. Teachers are demonstrating greater confidence collecting, tracking, analysing and utilising information to plan for student learning needs.

In 2023, our focus will be to enhance the progress made through structured lesson observations and feedback to teachers to inform practice and guide further knowledge and skill of effective assessment. Teachers will collaborate, share and plan to develop depth of knowledge of the full range of assessment strategies.

#### Progress towards achieving improvement measures

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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
<p><b>System Negotiated Target</b></p> <p>Improvement in the percentage of students in the Taree Small Schools Network achieving in the top 2 bands of NAPLAN reading from 40.0% to be at or above the Taree Small Schools Network lower bound system negotiated target in reading of 45.4 %.</p>	<p>The school is tracking towards the system negotiated Taree Small Schools Network Top 2 bands reading target baseline of 40.0%. We are currently at 39.44% of students in the Top 2 bands of reading. An intensive reading program was implemented to assist our students at their point of need throughout 2022. Additionally, the return from home learning and back to classroom structured learning enabled the increase in student outcomes and demonstrated the benefits of a qualified teacher and explicit instruction and feedback.</p>
<p>Improvement in the percentage of students in the Taree Small Schools Network achieving in the top 2 bands of NAPLAN numeracy from 34.6% to be at or above the Taree Small Schools Network lower bound system negotiated target in reading of 39.5 %.</p>	<p>The school tracking towards the system negotiated Taree Small Schools Network Top 2 bands numeracy baseline of 40.%. This year we recorded 16.55% of our students as having achieved in the top 2 Numeracy NAPLAN bands. This is difficult to compare with previous years with Mitchells Island Public School being such a small school setting. This year's NAPLAN cohorts are significantly stronger in literacy skills and performed better in their reading NAPLAN paper. This highlights the need for intensive numeracy support for these students next year in 2023.</p>
<p>Expected growth data unavailable due to Covid 19. Internal assessment measures used to monitor progress.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2022 cancellation of NAPLAN. Using check in assessment data, there has been no growth for our Year 5 students. This is likely due to a number of reasons including extended at home learning, missed attendance issues due to Department of Education illness protocols around COVID-19.</p>
<p>Expected growth data unavailable due to Covid 19. Internal assessment measures used to monitor progress.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2022 cancellation of NAPLAN. Using check in assessment data, 60% of students increased their percentage results by at least 7%.</p>
<p><b>School Level Targets (Internal)</b></p> <p>Progressions or Essential Assessment</p> <p>In Essential Assessment for Reading we achieve and uplift of 2% of students from 2021 baseline data( attached EXL)</p> <p>At least 50% of students in ES1 will achieve level 1-2 in the Understanding Texts sub-element of Literacy Learning Progressions.</p> <p>At least 50% of students in S1 will achieve level 3-4 in the Understanding Texts sub-element of Literacy Learning Progressions.</p> <p>At least 50% of students in S2 will achieve level 5-6 in the Understanding Texts sub-element of Literacy Learning Progressions.</p> <p>At least 50% of students in S3 will achieve level 7-8 in the Understanding Texts sub-element of Literacy Learning Progressions.</p>	<p>The school has continued to use Essential Assessment this year to collect meaningful assessment data. This year there has been a 3% uplift of students from 2021 baseline data. 75% of students in Early Stage 1 (ES1) have achieved level 1-2 in the Understanding Texts sub-element of Literacy Learning Progressions. 100 % of students in Stage 1 have achieved level 3-4 in the Understanding Texts sub-element of Literacy Learning Progressions. 85% of students in Stage 2 have achieved level 5-6 in the Understanding Texts sub-element of Literacy Learning Progressions. 80% of students in Stage 3 have achieved level 7-8 in the Understanding Texts sub-element of Literacy Learning Progressions. All students have moved positively along the progressions.</p>
<p><b>School Level Targets.</b></p> <p>School based writing assessments indicates semesters growth for each year of learning for all students.</p> <p>At least 50% of students in Early Stage 1 will achieve level 1-2 in the Creating</p>	<p>During 2022, writing samples were collected every term and analysed against the Creating Texts Sub element of Literacy Learning Progressions. This year, 100% of students in ES1 have achieved level 1-2 in the Creating Texts sub-element of Literacy Learning Progressions. 80% of students in Stage 1 have achieved level 3-4 in the Creating Texts sub-element of Literacy Learning Progressions. 75% of students in Stage 2 have achieved level 5-6 in the Creating Texts sub-element of Literacy Learning Progressions. 50% of students in Stage 3 have achieved level 7-8 in the</p>

<p>Texts sub-element of Literacy Learning Progressions.</p> <p>At least 50% of students in Stage 1 will achieve level 3-4 in the Creating Texts sub-element of Literacy Learning Progressions.</p> <p>At least 50% of students in Stage 2 will achieve level 5-6 in the Creating Texts sub-element of Literacy Learning Progressions.</p> <p>At least 50% of students in Stage 3 will achieve level 7-8 in the Creating Texts sub-element of Literacy Learning Progressions.</p>	<p>Creating Texts sub-element of Literacy Learning Progressions. All students have moved positively along the progressions.</p>
<p><b>School Excellence Framework</b></p> <p>In the element of <b>Data Skills and Use</b> in the Teaching Domain the school demonstrate <b>Sustaining and Growing</b> in the themes of <b>Data Use in Teaching</b>.</p>	<p>In 2022, the School continued to collect data on Literacy and Numeracy in one central document that all staff can access. This includes data collected from a range of diagnostic assessments (Waddingtons), internal assessments (Phonics and Running Records) and regular pre and post test data gathered from the online platform, Essential Assessment. This central document has ensured our judgement remains consistent and comparable and the school has been able to monitor student learning and visibly and quickly recognise skills gaps for improvement and areas for extension. For example, the centralised data system confirmed the thoughts of staff in that many K-2 students were displaying considerable gaps in their phonological knowledge. This then prompted the implementation of an intensive Phonics program during Semester 2 this year to close the gaps and target the point of need of our K-2 students. Years 3-6 have continued to complete pre and post assessments for every five-week Mathematics block of learning. This has provided a significant amount of data that the school has then been able to reflect on and determine student growth. Some students have required close monitoring during online assessments to ensure they do not rush and that their assessments accurately reflect their knowledge. This data has been more difficult to collect regularly in our K-2 setting, with the bulk of students not understanding the importance of assessments and taking their time.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Data Use in Teaching within the element of <b>Data Skills and Use</b>. To progress forward, staff have collaborated and discussed the impact of assessing student data regularly to identify achievements and progress. Staff will collaboratively develop and apply a range of assessment strategies such as fluency assessments, check-in assessments, Interview for Student Reasoning (IfSR), Year 1 Phonics assessments, Essential Assessment and Best Start data to determine teaching directions and continue to use the results for ongoing collaboration and planning. Teachers will reflect on teaching effectiveness and apply consistent teacher judgement when analysing writing samples. Professional discussions on evidence-based assessment strategies and teaching practice will continue within the school to ensure reliable student assessments are applied and data gathered on student learning, is evaluated.</p>

## Strategic Direction 2: Excellence in Teaching

### Purpose

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

### Initiatives

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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

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**Professional learning:** \$6,561.27

### Summary of progress

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#### A Culture of High Expectation

During 2022 the schools focus has been building leadership capacity to drive improvement in teaching and learning. This has involved establishing a Principal Learning Community as well as working at the school level with the newly established Assistant Principal Curriculum and Instruction (APC&I). Support from the Principal, School Leadership and Director, Educational Leadership has been enlisted to support leadership development. At the student level, Personalised Learning Plans have also been utilised with student led conferences introduced.

This has resulted in growth in leadership capability of school leaders to support teacher focus on improvement. There has been a comprehensive induction of the APC&I resulting in a thorough understanding of the school context and staff professional learning needs. Principal collaboration has supported collegial professional learning and development of leadership skills. Professional learning of staff has contributed to whole school improvement through instructional leadership. The principal has further developed capabilities to manage complex situations through a series of mentoring meetings with key staff. The school culture is reflecting high expectations and aspirations for all students to continually improve and is utilising effective partnerships with families. There is an increasing student voice in the teaching and learning cycle.

In 2023 our focus will continue on building educational instructional leadership to support a whole school culture of high expectations. There will be an embedding of processes to support the APC&I role, with the aligning of whole school Professional Development Plan procedures. There will be a continued focus on student participation in the planning and monitoring of learning.

#### Highly Effective Feedback

In 2022 our focus has been creating opportunities for students and teachers to engage in feedback discussions. This has involved staff participating in professional learning and collaborative planning opportunities have been utilised for teachers to observe practice and share feedback. Unfortunately, due to casual teacher shortages, some planned formal strategies were not able to take place.

This has resulted in a developing awareness from teachers on current research and knowledge on the provision of feedback. Staff demonstrate high levels of effective collaboration which is increasing the rigor of professional dialogue. Teachers plan effectively and collaboratively reflect on teacher effectiveness.

In 2023, the focus will be on quality feedback to students. Teacher observation of practice will focus on teacher use of feedback to students that is timely and ensures that student misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.



## High Expectation of Student Attendance

In 2022, the focus has been the development of succinct and systematic processes and procedures to monitor and promote student attendance. This has involved the review and refinement of school-based documentation using the Attendance Matters resources. There has been professional learning for all staff focusing on current attendance needs, targets, why attendance matters and the procedures for supporting improved attendance. There has been a review and refinement of procedures to support improved attendance for students with high levels of non-attendance. There has been an ongoing focus on student attendance data. Extra curricula activities have been provided for students with a timeline in place to celebrate and promote attendance.

This has resulted in all staff being aware of attendance targets and the school strategies for promotion of attendance. Teachers are monitoring attendance daily and follow school procedures for recording, tracking and implementing intervention / support strategies. Attendance data is tracked and monitored. The school community is aware of attendance priorities, the school system negotiated target, and school progress towards achieving the target. Students with high rates of non-attendance are supported by Attendance Plans. School celebrations are highlighting success in attendance.

The focus for 2023 will be to embed processes and further enhance home and school partnerships to support improved student attendance.

## 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
<p><b>System Negotiated Target</b></p> <p>Increase the percentage of students attending school 90% of time or more to be above the system negotiated lower bound target of 70%</p>	<p>In 2022, SCOUT data indicates 38% of students are attending school at or above 90% of the time. This is well below the system negotiated lower bound target of 70%. This impacted by Department of Education policy requiring students to remain at home if they had any COVID-19 symptoms. The school has continued rewards for student who achieve 100% attendance in the term, but less than 10 % of students have achieved this goal, again due to the COVID-19 restrictions. The school will continue to implement this system next year. The school has also implemented a reward system for students who are at school on time every day each week. This has also been challenging given the road works that have been consistently affecting the travel of many students for much of the year. We anticipate the introduction of a bus run at the beginning of 2023 will help with this.</p>
<p><b>School Excellence Framework</b></p> <p>In the Element of <b>Educational Leadership</b> in the Leading Domain the school will maintain <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 maintain <b>Sustaining and Growing</b> in the theme of <b>Feedback</b>.</p>	<p>In the Element of <b>Educational Leadership</b> in the Leading Domain the school maintained <b>Sustaining and Growing</b> in the theme of <b>High Expectations Culture</b>. Our leadership team ensured they were able to review teaching practice through engaging in regular mentoring meetings with New Scheme Teachers and sharing professional readings and engaging in professional conversations about best teaching practice. All staff participated in Quality Teaching training, which allowed each member of staff to assess their own practice and challenge themselves to improve. Quality Teaching training also enabled staff to recognise their own personal strength and areas for targeted improvement. Although the complex nature of our small school, combined with staff changes, disrupted our plans of formal teacher observations, most staff members were observed and assisted weekly through the incorporation of Assistant Principal Curriculum and Instruction (APC&amp;I) this year. In the Element of <b>Effective Classroom Practice</b> in the Teaching Domain the school has maintained <b>Sustaining and Growing in the theme of Feedback</b>. Explicit, specific and formative feedback continues to be provided to all students both in written and verbal formats. The staff at Mitchells Island Public School recognise the importance of feedback and the need to ensure it is appropriately received by the students to enable them to understanding concepts and improve their learning outcomes. The Visible Learning journey is continuing, however, success criteria has not been introduced in both classes consistently. There is a higher presence in K-2. K-2 students regularly engage in simple exit slips in a thumbs up, thumbs down motion. The impact of student feedback is evident through acknowledging that students have progressed along the</p>

<p><b>School Excellence Framework</b></p> <p>In the Element of <b>Educational Leadership</b> in the Leading Domain the school will maintain <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 maintain <b>Sustaining and Growing in the theme of Feedback</b>.</p>	<p>Creating Texts sub-element on the Literacy Progression.</p>
<p><b>School Level Target</b></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 85%</p>	<p>Tell Them From Me Student data (Sense of Belonging) indicates an increase to 80% as compared to 75% in 2021. While this is still below the lower bound system negotiated target of 85%, it is encouraging to see that this percentage has improved since last year. Improvement is likely due to more physical time in classrooms and the ability to participate in wider community activities such as combined school and offsite events. Regular lessons around growth mindset and resilience have also contributed to this improvement</p>
<p><b>Essential Assessment</b></p> <p>At least 70% of students achieve 0.4 or more growth within a year as measured by Essential Reading assessments from Years 2 to 6</p> <p>At least 70% of students achieve 0.4 or more growth within a year as measured by Essential Numeracy assessments from Years 2 to 6</p>	<p>79% of students achieve 0.4 or more growth within a year as measured by Essential Reading assessments from Years 2 to 6.</p> <p>82% of students achieve 0.4 or more growth within a year as measured by Essential Numeracy assessments from Years 2 to 6.</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 40% according to the school "Learner Power Questionnaire"</p>	<p>The percentage of students being able to identify and engage in the school Learning Dispositions, according to the school "Learner Power Questionnaire" is 48%.</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>During 2022, the school has had a large focus on implementing Visible Learning within the classroom. The percentage of classroom teachers co-constructing and deconstructing Learning Intentions and Success Criteria (LISC) this year has increased to 60%. The staff have actively and collaboratively worked collegially to create and review our expectations around Visible Learning. In Mathematics, staff have set aside a small portion of the lessons in K-2 to support the implementation and have a conversation about what teachers are looking for and how to support students in becoming successful learners. In the 3-6 class actively discussing the LISC has been a focus of the History and PDHPE programs.</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$13,689.09</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>• 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 staff to support Multi-Lit and Targeted Early Numeracy program implementation</li> <li>• professional development of staff through Visible Learning to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All students receiving Integration Funding demonstrating progress towards their personalised learning goals. All Personal Learning Support Plans (PLSPs) were regularly updated and responsive to student learning needs and progress, ensuring eligible students received personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023, integration funding decision making will be discussed at regular communication meetings to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs, ensuring funding is used to specifically address each student's support needs.</p>
<p>Aboriginal background</p> <p>\$5,913.23</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 staff to deliver personalised support for Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> This funding has allowed us to support student achievement by having additional teacher support, which allows for smaller class sizes, point of need small group intervention and 1-1 support. This additional support has allowed us to focus on consolidating student knowledge and moving students positively along the Literacy and Numeracy progressions. This has a direct impact on all students, including our Aboriginal students and is a driving factor in closing the gap. Extra teaching staff also supported our Aboriginal students by allowing our PLP process to proceed. With 100% of Aboriginal families engaging in the PLP process, conversations became more authentic, continuing beyond the meetings as a result of the welcoming and informal setting. These relationships have developed to the point where all families feel welcome and included in our school culture.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to see a whole school focus in the areas of numeracy, reading and spelling. We will also continue to support our Aboriginal students with</p>

<p>Aboriginal background</p> <p>\$5,913.23</p>	<p>targeted support and both formal and informal PLP meetings.</p>
<p>Low level adjustment for disability</p> <p>\$28,452.84</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>• 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 staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> As a result of this funding we have seen an increase of students achieving at or above expected growth on all available data sources both internal and external. 88% of students demonstrated personal growth within the Reading and Viewing elements and Writing elements of the Literacy progressions. 91% of students demonstrated personal growth along the Numeracy progressions. The school achieved a more consistent approach to student learning support and interventions with an increase in collaborative learning support activities through the incorporation of the COVID ILSP funding. Additional School Administration Support Staff (SASS) funding has relieved administrative pressure off teaching staff, which has allowed teachers to focus their attention on teaching and learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to provide targeted intervention for students and support high level collaboration with staff. Continue to relieve administrative pressure to support teachers in their core business of teaching.</p>
<p>Location</p> <p>\$1,639.65</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>• Systems and Processes for effective whole school assessment</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 the following impact:</b> As a result of this funding, the school has seen an increase of students achieving at or above expected growth on all available data sources both internal and external. The school achieved a more homogeneous approach to student learning support and interventions with an increase in collaborative learning support activities. Additional SASS funding has relieved administrative pressure off teaching staff, which has allowed them to focus their attention on teaching and learning. This funding enabled all students who wanted to participate in the overnight excursion to attend.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023 the school will continue to support students to attend school excursions.</p>
<p>Professional learning</p> <p>\$6,561.27</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Mitchells</p>

<p>Professional learning</p> <p>\$6,561.27</p>	<p>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>• A Culture of High Expectation</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>• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The APC&amp;I role has provided valuable middle level leadership support to our school. This role has supported the development of a targeted professional development plan aimed at supporting staff at their point of need to continue to develop a culture of high expectations across the school. This plan and subsequent delivery supported the School Improvement Plan (SIP), as well as building teacher and leader capacity to maintain a high level of expectations. Through these strategies we have seen an increase in the expectations culture in our school</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to support collaboration between teachers, APC&amp;I and principal to ensure everyone has a shared vision and teaching practice to support improvement in student outcomes.</p>
<p>QTSS release</p> <p>\$6,435.58</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>• Expertise in Data Skills and Use</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>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> This funding has supported our whole school approach to lesson observation and feedback, allowing teaching staff release time to perform and discuss lesson observations. Through ongoing discussions and collaborative practices, along with supervision of teaching and learning programs and mentoring meetings, staff have a shared understanding around best practice in assessment strategies, particularly quick formative assessments practices such as exit tickets. Data is then analysed to dynamically inform future teaching.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continuing to implement a whole school approach to formative assessment and on the spot feedback, as well as supporting staff to have focused reflection on observations to direct future teaching.</p>
<p>COVID ILSP</p> <p>\$22,160.00</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 2022.</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>COVID ILSP</p> <p>\$22,160.00</p>	<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 -Multi Lit</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> This year funding was allocated to assist students in achieving learning growth. Intensive COVID support was provided according to student needs. 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 continued to use Essential Assessment and use data to inform learning goals for all students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> COVID ILSP will continue in 2023 using a similar format to 2022. A teacher will work with small groups once 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>\$209,594.00</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> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All funded students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress, ensuring eligible students received personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Integration funding decision making will be incorporated into communication meeting discussions, to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>AP Curriculum &amp; Instruction</p> <p>\$30,114.20</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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>• Systems and Processes for effective whole school assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• APC&amp;I (0.2) appointed to the school.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The APC&amp;I role has provided valuable middle level leadership support to our school. This role has supported staff to build capacity around research based best practice in the delivery of Literacy and Numeracy programs. The Principal and APC&amp;I have collaborated together to develop a</p>

AP Curriculum & Instruction

\$30,114.20

comprehensive Professional Development Plan, which was designed to support the SIP, as well as building teacher and leader capacity to manage complex situations and conversations. Through this collaboration and associated professional development, there has consequently been a measurable increase in student voice within the school and confidence in staff dealing with complex situations.

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

Continue to support collaboration between teachers, APC&I and principal to ensure everyone has a shared vision and teaching practice to support improvement in student outcomes.

# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	17	21	21	26
Girls	13	14	16	23

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.3	96.1	91.7	87.0
1	91.8	88.2	91.8	85.9
2	90.5	89.8	74.1	90.9
3	93.8	93.7	86.1	62.9
4	93.5	93.9	91.6	79.0
5	93.9	81.4	81.3	89.2
6	96.5	94.9	85.1	77.4
All Years	92.6	91.6	87.5	83.3
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

## 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## 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
Assistant Principal(s)	0.2
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

## Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

## 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
<b>Opening Balance</b>	70,433
<b>Revenue</b>	898,709
Appropriation	874,540
Sale of Goods and Services	-40
Grants and contributions	22,547
Investment income	918
Other revenue	745
<b>Expenses</b>	-874,247
Employee related	-753,978
Operating expenses	-120,269
<b>Surplus / deficit for the year</b>	24,462
<b>Closing Balance</b>	94,895

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.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	209,594
<b>Equity Total</b>	48,055
Equity - Aboriginal	5,913
Equity - Socio-economic	13,689
Equity - Language	0
Equity - Disability	28,453
<b>Base Total</b>	521,794
Base - Per Capita	9,349
Base - Location	1,640
Base - Other	510,806
<b>Other Total</b>	53,124
<b>Grand Total</b>	832,567

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.

### Literacy

With a small cohort, averaging a grade group may not be reflective of the majority performance, as the results of one child may significantly affect the grade average, either in a positive or a negative way. Literacy results over all were pleasing. Unfortunately, due to COVID-19, the Year 5 cohort do not have growth data. As there were fewer than ten candidates who sat the Year 3 and Year 5 NAPLAN Test in 2022, information regarding the percentage in skill bands cannot be shown due to privacy reasons.

### Numeracy

With a small cohort, averaging a grade group may not be reflective of the majority performance, as the results of one child may significantly affect the grade average, either in a positive or a negative way. Numeracy results over all were pleasing. Unfortunately, due to COVID-19 the Year 5 cohort do not have growth data. As there were fewer than ten candidates who sat the Year 3 and Year 5 NAPLAN Test in 2022, information regarding the percentage in skill bands cannot be shown due to privacy reasons.

## Parent/caregiver, student, teacher satisfaction

Our students were interviewed in small groups and completed written surveys. Student data indicates that Mitchells Island students value school activities, with 95% of students stating that the school had great programs and opportunities, such as our school music and sports programs. Students valued their efforts and their success in learning and have positive relationships with their peers and teachers. 100% of students indicated they had staff members they could talk to for assistance with their learning or with social problems.

Staff and student well-being was a high priority in 2022. Staff expressed satisfaction with their roles and were positive about the school. Teachers felt well-supported and happy in their workplace. All Staff were extremely grateful to have access to our Digital Classroom Officer who actively supported staff and students to become more confident using technology in the classroom.

### Comments from Students

"MIPS is great because all the teachers are so nice and the kids are the best friends ever"-Year 1 Student

"MIPS is the best school ever because all my friends are here and I am making new friends every day"-Year 2 Student

"MIPS is the best school because it's a nice school and everyone is really caring"-Year 3 Student

"MIPS is great because the school does a lot of extra stuff for the kids and the teachers really help us to learn and we get to do a lot of excursions"-Year 4 Student

"MIPS has such a loving and caring environment" - Year 5 Student

### Comments from Staff

"I love the small community and the ability to form genuine and lasting relationships with the students and their families."  
- School Learning Support Officer.

"Working at MIPS always feels more like coming home than anything else. The close knit nature of our staff and the beautiful relationships we are able to cultivate with the students and their families make this a truly unique place to work. The opportunities I am given to extend my teaching practice and to take on leadership opportunities are not something that would have been available to me at any of my previous schools, and I am very thankful for that"-Teacher

### Comments from Parents and Community

"The staff at MIPS go out of their way to help students with their learning needs including overcoming their barriers for learning by using flexible teaching methods designed to help both individual and whole class. The staff are caring, passionate, genuine and diligent. Not only do they help their students to set and achieve their learning goals they also guide the students with social support within the school community. It is this combination that shows me as a parent that the school is committed to helping each child become the best possible version of themselves for not only this stage of their lives but as they move forward onto the next ones"-Stage 1 parent.

"Mitchells Island Public School has been such a good fit for my children with the staff's kind and caring nature and the small school feel. They are thriving and look forward to going to school each day" - Stage 1 and 2 parent.

# 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.