

Mian



School Plan

2011

School Plan for 2009-2011

School context
<p>Mian School is located in Bultje Street Dubbo. The school has twenty-eight places and caters for students with behaviour disorders (BD) and emotional disturbances (ED). Our school offers alternate programs for students in Years 5 to 9. The Dubbo School Education Area (SEA) Special Education Placement Panel determines Mian School enrolments from schools in Dubbo, Narromine and Wellington. Mian School is a "Small School." All students commencing at Mian School are highly disengaged from the education process. They often have had a poor attendance record. This can often be attributed to the number of short and long suspensions they have experienced. The majority of students at Mian School have a Mental Health Diagnosis and some have Intellectual Disabilities. Mian School has a 61% Aboriginal population and 92 % of the population are boys. Most students are transient with the length of access ranging from 1 semester to 3 years.</p>
Priority Areas
<ul style="list-style-type: none"> • Literacy • Numeracy • Student Engagement and Retention • Aboriginal Education and Training • Teacher Quality • Connected Learning
Targets 2011
<ol style="list-style-type: none"> 1. To increase the writing criteria scores for matched students by at least 5, using the Reading to Learn writing criteria as used to gather baseline and follow up data by the end of Term 4, 2011. 2. To increase the current performance level of matched students by at least 2 levels as per the Learning Framework in Number by the end of Term 3, 2011. 3. From 2012 every Year 8 Cohort will be successfully transitioned to a support class in a mainstream setting.

The plan has been endorsed and approved by:							
Principal:	Mark Eggleston	Date:		School Education Director:	Jane Cavanagh	Date:	

Principal's initials: _____

School Education Director's Initials _____

Mian School Plan

School Priority Area: Literacy

Intended Outcomes: Teachers will plan, develop and implement an individual literacy plan for each student in their class. School based assessment data will show each student's individual progress in writing skills. Teachers will utilise the Quality Teaching Framework and Reading to Learn strategies as instruments to improve student learning outcomes in literacy, with a focus on writing skills. Increased competency levels will be demonstrated by staff and students.

Target: *To increase the writing criteria scores for matched students by at least 5, using the Reading to Learn writing criteria as used to gather baseline and follow up data by the of Term 4, 2011*

Indicators	Time Frame	Strategies	Responsibility	Resource Allocation & Funding source
Documented Individual Literacy Plan for each student including identified gaps in learning and strategies to address these gaps.	End of Semester 1, 2011	Teacher professional learning in data analysis of writing samples using specific criteria to identify gaps in learning and to provide data that demonstrates levels of growth in specific areas.	Literacy Consultant Reading to learn trained staff	Nil Cost
Teacher programs will reflect Reading to Learn strategies and the Quality Teaching Framework	End of Term 1, 2011	Teacher professional learning to ensure explicit teaching of writing skills using text type scaffolds, Reading to Learn Strategies and the Quality Teaching Frame work.	Literacy Consultant Reading to learn trained staff	Nil Cost
Documented baseline assessment data and follow up assessment data for each student.	End of Semester 1, 2011	Release staff to undertake Professional Learning in using the 10 Criteria used to assess writing in the National Assessment Program and incorporating these criteria into school based assessment criteria.	Reading to learn trained staff	National Partnership Funded 5 x Teacher Days @ \$377.48 ea = \$1887.40
Documented gaps in learning for each student.	End of Semester 1, 2011	Use Naplan data and school based assessment data to develop targeted areas for explicit teaching. Release staff on a rotational basis to analyse data.	All staff	National Partnership Funded 5 x Teacher Days @ \$377.48 ea = \$1887.40
Student engagement. Documented improvements in student literacy achievements.	End of Semester 2, 2011	Purchase of resources to aid in the development of explicit writing skills. Release staff to explore and investigate the availability of writing resources to be used across all KLAs	All staff	Global Funds \$500 National Partnership Funded 5 X Teacher Days @ \$377.48 ea = \$1887.40
Assessment folder for each student Baseline, follow up data and analysis	End of Semester 2, 2011	Release staff from each classroom in order to gather baseline and follow-up data in a one on one situation Baseline and Follow up data assessment for each student. Data analysis in order to develop an individual Literacy Plan	AP and teaching staff	National Partnership Funded 15 x Teacher Days @ \$377.48 ea = \$5662.20

Mian School Plan

School Priority Area: Numeracy

Intended Outcomes: School based data will show each student achieving their individual goals in numeracy and demonstrate improvements in outcomes achieved. Teachers utilise Quality Teaching Framework as a key instrument to improve student outcomes.

Target: *To increase the current performance level of matched students by at least 2 levels as per the Learning Framework in Number (LFIN) by the end of Term 4, 2011*

Indicators	Time Frame	Strategies	Responsibility	Resource Allocation & Funding source
Teacher term Plans and programs addressing individual student needs and Individual Education Plans.	End of Semester 1, 2011	Release staff to be involved in collaborative planning to address specific student needs and develop individual/group learning plans and teaching programs.	All staff	National Partnership Funded 10 x Teacher Days @ \$377.48 ea = \$3774.80
Teacher programs reflecting innovative teaching practices across all strands of Mathematics.	End of Semester 2, 2011	Continue professional learning sessions to address the strands of mathematics and extend the skill set of staff.	All staff Regional Consultants	Nil Cost
Student Assessment folder including data analysis and work samples	End of Semester 2, 2011	Release staff to organise ongoing assessment for all students to measure improvement and to identify gaps in learning. Release staff to investigate best practice in diagnostic testing and modify for Mian School use	Assistant Principal and Teaching Staff	National Partnership Funded 13 x Teacher Days @ \$377.48 ea = \$4907.24
Collaborative development and planning of programs, units of work and lesson activities using smart board technology and moodles.	End of Semester 1, 2011	Release staff to participate in training in the Integration of Technology into numeracy initiatives.	Regional Expertise Professional Learning	National Partnership Funded 7 x Teacher Days @ \$377.48 ea = \$2642.36

Mian School Plan

School Priority Area: Aboriginal Education. Student Engagement and Retention

Intended Outcomes: Reduction in the number of classroom and playground incident reports. Increased number of parents and carers involved in school activities. Improvement in outcome achievement across all key learning areas. Increased involvement of Aboriginal Community members and Educational personnel with Mian School. Teaching and learning strategies strengthened through professional learning for all staff.

Indicators	Time Frame	Strategies	Responsibility	Resource Allocation & Funding source
Quality Teaching Framework reflected in Teaching Programs and classroom activities Individual learning styles reflected in Individual Education Plans	End of Semester 2, 2011	Implement high quality and culturally inclusive programs for Aboriginal students Professional learning sessions for all staff re Aboriginal Education	All staff and Regional Personnel	Nil Cost
Increased understanding of rights and responsibilities in the community.	End of Semester 2, 2011	Crime Prevention Workshops	Senior Constable Marty Paice	Nil Cost
Increased parent / carer / family involvement in school activities, including Learning Support Team meetings	End of Semester 2, 2011	Release staff to coordinate informal school and community gatherings, and at least twice a term to make positive phone calls to parents/carers of all students. Develop an inclusive school environment that encourages and supports productive relationships with parents and carers and family members. Informal school community gatherings Parent / carer meetings. Executive phone calls - positive	All staff	National Partnership Funded 8 x Teacher Days @ \$377.48 ea = \$3019.84
Complete and ongoing negotiated Personalised Learning Plan for each student, signed by Parents / Carers	End of Semester 2, 2011	Release staff to organise and hold one on one meetings with LST of every student at least twice per year Regular Family meetings to discuss learning goals and progress. Student goal setting and planning meetings	Teaching Staff Executive School Counsellor	National Partnership Funded 10 x Teacher Days @ \$377.48 ea = \$3774.80
Increased student engagement in classroom activities and improvement in social skills in the classroom and playground	End of Semester 2, 2011	Aboriginal language and culture program	Teachers and Aunty Beth Wright	Nil Cost
Reduction in classroom incidents	End of Semester 2, 2011	Release Executive for data analysis of incident data in order to track trends and explore and implement best practice Individual Behaviour Management Plans. Data analysis of incident data	Executive	National Partnership Funded 12 Teacher Days @ \$377.48 ea = \$4529.76

Mian School Plan

School Priority Area: Student Engagement and Retention

Intended Outcomes: An implemented process of transition for every year 8 student. Co operative partnership developed with every student's transitional setting.

Target: *From 2012 every Year 8 Cohort will be successfully transitioned to a support class in a mainstream setting.*

Indicators	Time Frame	Strategies	Responsibility	Resource Allocation & Funding source
Transition Flowchart for every Year 8 student reflecting individual needs and goals	End of Semester 2, 2011	Release staff to gather information and coordinate a best practice transition process for Year 8 Main students, incorporating individual needs and goals. Development of a transition flowchart for year 8 students incorporating individual needs and goals.	Teaching Staff	National Partnership Funded 5 x Teacher Days @ \$377.48 ea = \$1887.40
Development of a more detailed Individual Behaviour Management Plan and Social Skills Plan for each student.	End of Semester 1, 2011	Release staff to review current Individual Behaviour Management Plan structures and Social Skills programs and modify format for an Individual Management Plan proforma, as well as development of a Social Skills Scope and Sequence.	Teaching staff and Executive	National Partnership Funded 10 x Teacher Days @ \$377.48 ea = \$3774.80
Transition Activity Booklet for each Mainstream setting	End of Semester 1, 2011	Release staff to visit mainstream settings to gather relevant information about the setting for transition lessons, and develop a transition booklet.	Assistant Principal And Teaching Staff member	National Partnership Funded 5 x Teacher Days @ \$377.48 ea = \$1887.40

Involvement of mainstream staff in LST meetings from the commencement of student enrolment	Each term in 2011	Release Executive to coordinate and collate all information needed for Learning Support Team meetings to discuss student progress, Individual Education Plans, Individual Behaviour Management and Transition Plans. Release staff to collate all of this information in each students Transition Folder.	Executive to organise	National Partnership Funded 10 x Teacher Days @ \$377.48 ea = \$3774.80
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FUNDING COSTS FOR RESOURCE ALLOCATION (TEACHING DAYS COMPONENT) FOR 12 MONTHS = 0.6 Teacher @ Step 5 = \$377.48 per day X 120 days = \$45297.60. Semester 1 ALLOCATION = \$22649. \$22649 x 2 = \$45298 = Amount spent on teacher days in this plan for 12 months.