

# 2007 Annual School Report Mian School

NSW Public Schools – Leading the way



## Our school at a glance

### Students

Mian school provides places for twenty eight students. During 2007 the school reached maximum capacity. This welcome increase in numbers has allowed the school to expand some programs and introduce some new initiatives. Some programs that have benefited from this have been the vocational education program, the literacy and numeracy programs and the sporting program.

### Staff

The staff at Mian school continue to be dedicated and enthusiastic about achieving the most positive outcomes for all students at Mian school.

We have welcomed Ms Tamara Bartley as a classroom teacher from Dubbo college Delroy campus.

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Significant programs and initiatives

Throughout 2007, many programs and initiatives have been used to improve the educational and social skills for our students. Some of these have included:

#### The Read and Believe Program.

This program involves police personnel under the guidance of Senior Constable Rod Fardell visiting the school each week where students follow a reading program with one on one tuition. This has been a hugely successful program providing students with much needed reading skill development as well as providing the opportunity to build a positive relationship with police. Students who successfully participate in the program guidelines are rewarded with trips to NRL games.



#### Literacy Program

The literacy program has continued throughout 2007. Each student is pre tested early in their enrolment for new students and at the start of each semester for continuing students. A program is then designed for each student to address their identified area of need. Post testing

is done at the end of each semester. These results are graphed and are used to modify programs and curriculum.

#### Self Esteem Program

The Outback Adventure Company provided a rockwall self esteem program for students twice in 2007. The aim of the program is to build self confidence and encourage teamwork skills and acceptance of others. Students are encouraged to beat their personal best and set goals for themselves.

#### Joblink Plus Visits

Each week, personnel from Joblink Plus visited the school to talk to students about future pathways. Students were able to talk about their future options individually and obtain information about how to reach their personal goals.

#### Mathletics

Students in years six, seven and eight were involved for the first time in the mathletics program. Students were able to compete against other students from across the world after being assessed by the computer. Students were then matched by the computer to compete against other students from around the world who are functioning mathematically at the same level. At the end of the program students were given participation certificates with their achievements printed on them.

### Student achievement in 2007

#### Literacy - ELLA

All students in years seven and eight participated in ELLA. Some students needed extra time and a reader to be able to complete some parts of the assessment. The overall results were pleasing.

#### Numeracy - SNAP

All students in years seven and eight participated in SNAP. Some students needed extra time and a reader to be able to complete some parts of the assessment. The overall results were pleasing.

### Messages

#### Principal's message

Mian School is located in Bultje Street, Dubbo. The school has twenty eight places and offers alternate programs for students in years six to nine. The drawing area for students ranges from Dubbo, Narromine, Wellington and Gilgandra. The Dubbo School Education Group (SEG) Special Education Placement Panel determines placements.

Mian School has, as part of its team, the Dubbo SEG itinerant support teachers behaviour (STBs) and a teacher for students in out of home care. These teachers are part of a regional team.

The school's vision is encompassed in the school pledge:

*"We are unique. Our goal is to find out who we are. If we are strong, our strength will speak for itself. Our choice, our responsibility. We can achieve anything."*

There have been many highlights during the year 2007. The Mian School Vocational Education Program continues to be a huge success and places are keenly sought after. Our valuable partnership with TAFE will continue in 2008 as will our focus on literacy and numeracy programs. The Dubbo community has continued to support our programs in offering positions for work experience. Senior Constable Rod Fardell has also supported our literacy focus with his Read and Believe program which ran each week at school. Our junior classes have continued to achieve positive outcomes based on their individual education plans and individual behaviour management plans.

The introduction of personalised learning plans have become an important part of our Aboriginal education policy and the development of student portfolios have become an integral tool for student assessment and reporting.

The inaugural Kookaburra shield competition was a much anticipated event for all students, as well as our swimming carnival and athletics carnival.

None of these important initiatives would be possible without the entire Mian School staff, whose dedication, professionalism and caring attitude have contributed to the achievement of outcomes and targets throughout 2007. I feel proud to be a member of such a supportive team.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

**Mark Eggleston**

### **P&C and/or School Council message**

I am pleased to report on another year of support for Mian School by our small band of enthusiastic members.

During 2006, it was great to visit the "Outback Coffee" shop at TAFE where our hospitality students did the major part of running the café with the support of their teacher Mr Hawkins and Mian staff. The decoration of the café was really in theme, thanks to Mrs Jones' artistic flair.

In 2007, the café has been renamed "Possum's Coffee Shop" and the P&C is pleased to have been able to pay for the uniforms which look

great. Besides being a fun activity it is also an opportunity for the students to see life in the world of employment and responsibility.

Last August, a visit to the school by then Director General, Andrew Cappie-Wood again highlighted the esteem in which Mian School is held by the regional director and Dubbo District officials. Mr Cappie-Wood was clearly impressed when hearing of the achievements of the students and the small part our P&C plays in the school.

Congratulations must be passed on to Sue Tink for recognition of the Testing Program she has initiated at Mian School which has been adopted state wide for behaviour schools.

Again our fundraising was successful, with thanks to those who donated items, sold and bought tickets, with all funds being available to the school for equipment as may be required.

We used Education Week as an opportunity to have our "Special Lady" morning tea again this year with a gift of jewellery for each lady present which were made for us by Robin Higgins and her daughter, Erica. Thankyou for the great effort which was appreciated by those who received a gift.

We look forward to another year to support the students and staff of Mian School.

**Loris Hutchins - P&C President**

### **Student representative's message**

At Mian school, four student leaders are elected each semester by the students and staff to represent the student body. Student leaders meet regularly with the school executive to discuss issues.

During the year, we:

- Planned and organised student barbeques once per term
- Chaired weekly assemblies at the school and presented the student leader award to a student of our choosing who had made a contribution to general school life or had made positive behaviour choices for that week
- Assisted in the planning and organisation of a morning tea to recognise the contributions made to Mian school by the support staff
- Presented certificates of appreciation to visitors to the school
- Assisted the sports co ordinator with weekly sport organisation
- Raised the flag at the school each day
- Chaired presentation day ceremonies
- Assisted new students during their settling in period, and

- Assisted in the organisation of the ANZAC ceremony

**Paul, Bejay, Ashleigh and Harley (Student Leaders Semester 2, 2007)**

**School context**

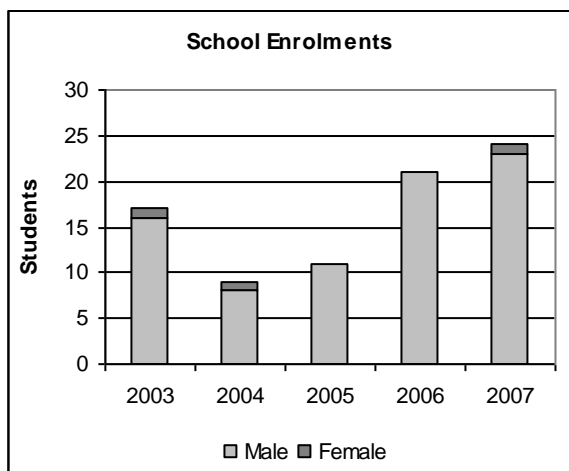
**Student information**

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

**Student enrolment profile**

**Student Enrolment**

	2003	2004	2005	2006	2007
<b>Male</b>	16	8	11	21	23
<b>Female</b>	1	1	0	0	1



**Structure of classes**

During 2007 the classes at Mian School were structured in such a way as to maximise student learning outcomes. Students are grouped together according to their literacy and numeracy needs.

Early in the student's enrolment at Mian School, student's literacy and numeracy levels are screened and together with information from the base school and learning support team, an individual education plan is developed. Each student works within their own individual education plan and their individual behaviour management plan.

There is also a stand alone vocational education class at Mian School. This class completes a modified curriculum pattern which includes work experience, TVET TAFE courses in Hospitality and Horticulture, literacy in the workplace, maths in the workplace, personal development, social skills and Mian School Car Detailing. Students also complete OHS training, training in First Aid and resume writing.

**Post-school destinations**

Students at Mian school exit our programs at the end of year nine. The program for year nine students has an emphasis on vocational education. This program is designed to further develop each student's work readiness skills through a specialised program for one year. Students completing this course undertake a modified curriculum pattern.

The trend has been that 80% of students taking part in this program do not choose to transition to Dubbo College Senior Campus. Most students transition to TAFE to further their education. The goal for all year nine students is to have a very secure exit plan in place before they leave our programs. This plan is negotiated with the students, staff and parent / carers.

**Staff information**

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

**Staff establishment**

Position	Number
Principal	1
Assistant Principal(s)	3
Classroom Teachers	6
Counsellor	0.2
Total	10.2

**Staff retention**

In 2007 we farewelled Mr Barry Dunn and welcomed Ms Tamara Bartley to our permanent teaching staff. Ms Bartley came to us from Dubbo College Delroy campus.

The itinerant support teacher behaviour team based at Mian School has seen many changes in 2007.

Wendy English was successful in an expression of interest in 2007 to take up the position of Assistant Principal Autism. Wendy is now based at Orana Heights public school.

Dennis Graham was successful in gaining a promotion position to deputy principal in the Victorian education system.

Cathy Campbell has been offered a transfer to the coast in 2008.

Due to these changes Michelle Ashworth has been relieving Assistant Principal and Agnetha Roxburg has joined the team after a successful expression of interest. Agnetha comes to us from Walgett Community College.

Laraine Taylor is now based in Gilgandra.

## Staff attendance

Staff have access to leave entitlements such as sick leave. In 2007 the average daily attendance rate for staff, as determined by the Department, was 97.5%.

## Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Degree or Diploma	70
Postgraduate	30

## Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary:	30/11/2007
<b>Income</b>	<b>\$</b>
Balance brought forward	276 114.99
Global funds	88 266.59
Tied funds	54 431.14
School & community sources	3 644.74
Interest	16 547.95
Trust receipts	0.00
Canteen	0.00
<b>Total income</b>	<b>439 005.41</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	5 293.60
Excursions	812.17
Extracurricular dissections	7 360.65
Library	0.00
Training & development	518.67
Tied funds	57 998.66
Casual relief teachers	2 806.32
Administration & office	18 227.45
School-operated canteen	0.00
Utilities	14 983.71
Maintenance	3 739.43
Trust accounts	4 760.00
Capital programs	17 001.90
<b>Total expenditure</b>	<b>133 502.56</b>
<b>Balance carried forward</b>	<b>305 502.85</b>

A full copy of the school's 2007 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

## School performance 2007

This year has provided many opportunities for Mian School students to participate in activities to enhance and broaden their educational experience.

## Achievements

### Arts

Music lessons were introduced for the junior classes in 2007. Mrs Lyndal Powderley visits the school each Tuesday to deliver the lessons. As a result of the popularity of these classes, many instruments have been purchased for our budding musicians, including electric guitars, keyboards and a full drum kit. Students are also learning acoustic guitar.

Some students performed brilliantly at the end of semester presentation day ceremonies. Mrs Powderley has been extremely pleased with the dedication of the music students.

### Sport

Through the sporting program at Mian School, students are able to further develop skills including communication, co-operation, teamwork and sportsmanship. Sports star awards are awarded each week to students who participate. Students can earn stars for following instructions, appropriate language, walking to and from sporting venues and encouraging others. Sports star awards are used as a guide for selecting the sports person of the semester shield sponsored by the Macquarie Cricket Club and presented at the end of semester presentation ceremony.

One of the major sporting events in 2007 was the introduction of the inaugural Kookaburra Shield. This shield was donated by Mrs Mary Dawn Jones, a teacher at Mian School. The kookaburra Shield goes to the winner of a round robin Oz Tag competition held between teams from Mian School, Dubbo College Delroy Campus and Dubbo College South Campus. IGA supplied the drinks on the day. The winner for 2007 was Dubbo College Delroy Campus. All matches were very close and Mian School students can't wait to win back the shield next year.

Parents and carers were invited to join us for the day at Barden Park for our athletics carnival. Participation was the main theme for the day as well as striving for personal best results. Staff and students look forward to a rematch for the tug of war champion next year.

All students were able to participate in our swimming carnival again this year. Students especially enjoyed the novelty events held in the pool. Even a huge thunderstorm did not curb the enthusiasm of the staff and students for this fun filled day. All students were able to receive ribbons and awards for participating on the day.

Throughout 2007, students participated in weekly sport. Sports included oz tag, tennis, touch football, cricket and softball. A highlight at weekly sport was the staff verses students softball challenge.

At Mian school, all staff participates in the sporting activities. This contributes to the social skills development of all students through role modelling.



## Excursions and Performances

### Wambangalang Excursion

In term four, students and staff travelled to Wambangalang for the day. The focus for the day was further development of skills in many areas, including teamwork, co operation, encouraging peers and following instructions. Students were able to participate in many activities including the ropes courses and the flying fox

### The Three Co-Opra-Tiers

This very innovative group visited our school to conduct workshops as well as perform for our students. Workshops included basic acrobatics, and manipulation skills including hoops, juggling, unicycles, diablo and flower sticks. These workshops were a great follow up for the students who participated in the circus skills last year.

## Significant programs and initiatives

### Aboriginal education

Aboriginal education has continued to be a priority in 2007. A number of programs have been put in place to support our students. They included;

- A literacy program that enables students to access individual literacy tuition session twice per week. Student progress and improvements as well as areas of further development are tracked, recorded and rewarded. This program will continue in 2008.
- The development of a targeted numeracy program focussing on the four operations.
- Using Teachers Aides as role models for students in developing social skills through a

developed social skills and sporting program, and

- The introduction of Personalised Learning Plans, (PLP's) for each student. These plans are developed in consultation with staff, the student and parents / carers.

NAIDOC celebrations were held during term 3. The cultural celebrations included;

- A visit to Western Plains Cultural Centre for a guided tour of the Burai Yabbering exhibition as well as the Documenting Community exhibition
- Art sessions where students used bark, grass, berries and other plants to create a storyboard
- Story writing sessions
- Aboriginal painting sessions, and
- A student / staff barbeque

Student performance in SNAP, ELLA and ESSA have demonstrated the success of the literacy and numeracy programs at Mian School. Pre tests and post tests also provide data for staff to evaluate programs and make modifications if needed. Student performance and improvements are documented and form part of the student's personalised learning plan.

### Multicultural education

Mian school promotes an inclusive environment at our school. Mian school has two trained Anti-Racism Contact Officers (ARCO) who have been able to raise staff awareness through studying scenarios at our staff meetings.

Student awareness of racism was also a focus of visits and student workshops with the local police youth liaison officer.

The study of other cultures is also incorporated in the Human Society and its Environment curriculum program. Other multicultural issues are addressed in the curriculum areas of personal development, the vocational education program and social skills.

### Respect and responsibility

Students are taught respect and responsibility through specific programs such as our student welfare and leadership program and through the modelling of values by staff.

All students voted for the student leadership positions through a ballot. Nominees presented a leadership speech to the school assembly before the ballot.

Student leaders were an integral part of the ANZAC ceremony held at the school

Student leaders were on a roster to lead whole school assemblies each week, and

Student leaders were on a roster to organise a student / staff barbeque each term

Crime prevention workshops were held for all students. The workshops were led by the local Police Youth Liaison officer who visited the school on a regular basis. Topics covered included:

- Shop lifting
- Offensive behaviour
- Weapons and prohibited articles
- Harassment and assault, and
- Crime avoidance

## **Other programs**

### **Environmental Education**

As part of the human society and its environment and science program for years six, seven and eight, students were able to investigate plants and the water cycle. The focus for this study was the planning and development of three garden areas for the front of the school. A water pond and water plants were also incorporated into the garden. Students were able to learn about the necessary needs and the importance of the environment.

### **Progress on 2007 targets**

Targets for 2007 were negotiated with staff at the beginning of the school year. These targets are displayed around the school to as a reminder to the whole school community of our priorities for 2007.

#### **Target 1**

##### ***To develop high standards of achievement at Mian School***

Our achievements include:

All year seven and year eight students participated in the ELLA and SNAP statewide testing. Some students completed these assessments with the aid of a reader. Most students completed the assessments individually. The overall results were pleasing and provided useful data for further programming.

A collection of student work samples demonstrating the achievement of outcomes have been added to a portfolio of work for each student throughout the year. These portfolios assist in assessment and reporting procedures and are presented to students at the end of year presentation ceremony, together with their report.

The development and implementation of a reflective log for teaching staff as a means of

reflecting on their own teaching practices within the quality teaching framework; and

Development of assessment tasks and practices that take into account the different learning styles of students

#### **Target 2**

##### ***To increase the reading age of 75% of students by 6 months***

Our achievements include:

Individual literacy tuition for students according to the student's individual literacy plan

Documented achievements and improvements in reading ages including comprehension age, fluency, accuracy and spelling age

Expansion of the literacy program to include the Read and Believe Program delivered by police officers; and

Parent / carer feedback about improvements and student enthusiasm about attending Mian school

#### **Target 3**

##### ***To increase the numeracy age of 75% of students by 6 months across the four operations***

Our achievements include:

The development and implementation of the maths challenge program

Skills development in every classroom incorporating concrete materials to reinforce skills across the four operations

Maths mental and speed tests incorporated into mathematics program; and

Documented improvements in numeracy ages across the four operations for all students using general arithmetic screening tests

## **Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2007 our school carried out evaluations of Vocational Education and Leadership.

### **Educational and management practice**

Leadership

#### **Background**

Each year Mian School completes an evaluation of educational practice. In 2007 Mian school evaluated leadership as part of our cyclic evaluation.

All staff, students, parents and carers were invited to respond to a survey about leadership. The surveys were provided by the department as part of the School Map package.

### **Findings and conclusions**

The findings below came from analysis of the surveys as well as informal meetings and discussions with staff, students, parents, carers and school community members.

Mian school leaders are accountable for student learning outcomes. Some examples of how this is demonstrated at Mian School are:

- Regular professional learning sessions are held for all staff to plan, discuss, develop and share teaching and learning programs, syllabus documents, units of work, assessment tasks and the quality teaching framework
- The introduction of a teacher reflective log utilising the quality teaching framework which is used as a discussion and reflective tool during teaching staff supervision meetings and used by teachers as a tool in assessing student progress.
- Regular learning support team meetings are held for all students to plan and develop individual education plans and individual behaviour management plans.
- Regular phone contact by the Principal to parents and carers to share positive achievements by students
- Implementation of the Mian school literacy program
- Implementation of the maths challenge program, and
- The development and implementation of the vocational education program including a partnership with TAFE and the inclusion of the Mian School Car Detailing Program

All students, staff, parents and carers agreed that Mian school involves all groups within the school community in deciding what it is aiming to achieve. Some examples to demonstrate the way that these valuable contributions are made to the decision making process include:

- Regular staff meetings
- Regular P&C association meetings
- Parent school partnership meetings
- Burnside partnership meetings
- Regular student leader meetings
- Regular phone contact with parents and carers and parent / carer visits to the school
- Juvenile justice officers visits to the school

- Mission Australia program
- Police youth liaison visits to the school, and
- Mian school partnership with TAFE

Staff, students, parents and carers felt the Mian school is always looking for ways to improve what it does and that there is a commitment to school improvement. Some examples of this commitment to school improvement are:

- Continual evaluation and modification to many programs at Mian school including the vocational education program
- The encouragement to staff to undertake professional development in areas of interest as outlined in their professional personal goals
- Introduction of interactive whiteboards into all classrooms as a teaching and learning tool
- Aboriginal education initiatives including personalised learning plans for all students
- The introduction of portfolios of work for all students
- The inclusion of literacy and numeracy targets in the school plan, and
- Evaluation of school policies including risk assessment policies, serious incident plans, OHS policies and continual evaluation and modification of the Mian school welfare policy

Parents/ carers and students agreed that a priority at Mian school is improvement in learning practices and achieving outcomes. Teachers are encouraged to reflect on their teaching practices through the teacher reflective log introduced in 2007. Parents / carers and other support personnel are encouraged to discuss ways to improve students' learning at:

- Regular parent / carer meetings
- After receiving end of semester reports
- At Burnside partnership meetings
- In regular phone calls from the Principal
- At informal gatherings at the school, and
- At regular learning support team meetings

Teachers are encouraged to reflect on their teaching practices at:

- Daily debrief sessions
- Regular teacher supervision meetings, and
- Regular staff meetings

### **Future directions**

The leadership styles and practices in place at Mian school are well accepted and supported by the whole school community. The focus for 2008 will be successive planning to take into account



changing personnel at the school as well as fostering relationships with new parents and carers and maintaining the open door and collaborative style of leadership already in place at the school.

## Curriculum

### Vocational Education

#### Background

Students exit Mian School Programs at the end of Year 9. Each student has a negotiated exit plan in place before they leave our programs. Year 9 planning meetings are held throughout the year. Attending these meetings are the Parent / Carer, the student, teaching staff and executive staff. These exit plans are reviewed throughout the year with each student's Learning Support Team. A Vocational Education Program has been developed and implemented for Year 9 students.

An evaluation was undertaken throughout the year to research the following questions

- Does the Vocational Education program address the needs of all Year 9 students?
- What are the criteria students should meet to experience the greatest benefit and success from participating in the program?
- How can we incorporate Literacy and Numeracy into the program?

#### Findings and conclusions

In consultation with staff, parents / carers and individual students in year 9, it was decided that a Vocational Education Program would best suit the needs of year 9 students at Mian School. Mian School also takes applications from feeder schools for students to participate in this program.

After the consultation and evaluation process, it was concluded that:

- The Vocational Education Program addresses the educational and vocational needs of all year 9 students enrolled in the program.
- The consultation and planning process with parents / carers and students was essential to maximise student success.
- It was important that base schools were aware of all the components of the Vocational Education Program and the criteria to be met in order to put forward the most suitable applicants for this very successful and popular program offered by Mian School. The maximum number of participants in the program is seven.

- In consultation with the Vocational Education Consultant, a literacy and numeracy program was developed and implemented with a vocational education perspective.

The Mian School Vocational Education Program is designed to further develop the student's work readiness skills through a specialised program for one year.

Students suitable for this program should meet the following criteria:

- Student will be 14 years of age
- Student will be entering year 9 in the year that they commence the program
- Student may be disengaged from mainstream education
- The student should have at least a foundation of communication skills and social skills so that they can interact with members of the community in a positive way
- Social and communication skills developed to enable participation in off site education (TAFE) and participation in work experience, and
- Co operation and teamwork foundation to enable participation in the Mian School Car Detailing Program.

Students completing this course undertake a modified curriculum program. The curriculum pattern has a focus on Workplace Literacy, Maths at Work, Social Skills for the workplace, Sex Education, Growth and Development, Occupational Health and Safety and First Aid training.

#### Workplace Literacy

This component is completed in three sections, Vocational Communication, Communities and Jobs.

Vocational Communication covers topics including:

- The need for communication
- Receiving and giving instructions
- Listening skills
- Non verbal communication
- Letter writing
- Telephone etiquette
- Reading a pay slip
- Presenting an argument
- Memos, and
- Employee forms

Communities cover topics including:

- Tourism

- Safety and communication
- Written and oral communication
- Hospitality
- Other leisure activities and
- Problem solving

The Jobs component of the program covers topics including:

- Knowledge of self
- Sources of job information
- Conditions of employment
- Resumes
- Referees
- Interviews
- Managing time
- Job advertisements
- Legal situations and
- Changing nature of work

The Maths at work component of the curriculum includes:

- Common calculations
- Workplace maths
- Maths for life
- Enterprise maths
- Basic skills
- Probability
- Finance
- Angles
- Length, mass and perimeter
- Area and volume
- Data collection, and
- Statistics

Social Skills in the workplace includes topics such as:

- Communication
- Sexual harassment
- Talking to your boss
- Workplace scenarios
- Workplace etiquette
- Complaints
- Racism and
- What would you do if.....?

Students who participate in this course of study finish the year with a very well defined exit plan. The program also includes:

- Students completing a resume and a detailed personal portfolio during the year
- Students attending TAFE for 2 days per week. Students complete a Hospitality course where they set up their own coffee shop. This course involves every facet from cooking to customer service and learning barista skills. The horticulture course provides students with the opportunity to student the nature of plants and landscaping.
- Students completing coursework so that they can obtain their white card
- Students completing a First Aid course including resuscitation and workplace injuries
- Guest speakers are invited to address students
- Personal presentation workshops
- Certificates for completion of competencies in the Mian School Car Detailing Program, and
- Each student participating in work experience

### **Future directions**

During 2008, it will be necessary to increase our bank of employers willing to take Mian School students for work experience, due to the popularity of this course. Links to outside agencies and community job organisations will also benefit our students. Maintaining our association with TAFE offers our students the benefit of experiencing a different learning environment. The changing nature of work and workplace practices means that our program is evolving and changing to address changes as they happen. The curriculum pattern and components are being evaluated on a regular basis to ensure that it always addresses the particular needs of our students.

### **Other evaluations**

Mian School has been participating in the review of schools offering alternate programs throughout the state. This review involved pre testing students across the state in literacy and numeracy. Students, staff and parents / carers were also asked to complete surveys about school life and their satisfaction. Personnel will also visit the school to interview students and staff. Post testing will take place early next year.

### **Parent, student, and teacher satisfaction**

In 2007 the school sought the opinions of parents, students and teachers about Mian

school. Both formal and informal data was collected through parent / carer / teacher interviews, parent / carer surveys, student surveys, teacher surveys and P & C meetings. Other data was collected during staff supervision meetings and student leader meetings with executive staff. Mian school also has regular interagency and partnership meetings with community groups that have regular contact with our school.

Of note were the following responses.

- Parents and carers believe that the total school curriculum offered at Mian School meets the individual and group needs of all students
- Parents / carers, students and staff all agreed that the priority focus areas of developing literacy and numeracy skills are a priority for educational success, and that the Mian School literacy and numeracy program have achieved improvements in these areas for all students.
- Mian school provides an excellent vocational education program that meets the needs of all year nine students
- Students, staff and parents / carers believe that Mian school encourages them to achieve their best, and
- Staff collegiality, professionalism, support and empathy are highly valued by parents / carers and the wider community.

## Professional learning

Professional learning for all staff at Mian School is a priority area in order for all staff to have the opportunity to realise their own professional goals as well as keeping their skills up to date in order to provide innovative and dynamic learning experiences for all students.

Some professional learning that has taken place throughout this year has included:

- Two staff members attending a four day training program in Occupational Health and Safety
- Teaching handwriting reading and spelling skills (THRASS) training for two members of staff
- A teacher's aide special has been accepted to participate in an Education Support traineeship Certificate III
- A simulation exercise for primary school principals to practice serious incident management training (SATCHEL)
- Risk assessments for young people with sexualised behaviours
- Special Education conference in Sydney

- Autism workshops with Sue Larkey
- Non violent Crisis Intervention training for several new members of staff
- Special Education Conference – Redbank
- Transition education workshops
- Boy's education workshops, and
- Vocational Education workshops – career pathways.

Professional development is available to all staff at Mian School. Staff are actively encouraged to participate in professional learning activities, especially those pertaining to their professional learning goals.

## School development 2006 – 2008

Mian School prides itself on the ongoing evaluation of all our programs and initiatives. Due to the changing nature and needs of our students, this is necessary so that the individual needs of all students are being met.

### Targets for 2008

Mian School sets targets each year with the focus on improving the educational outcomes for all our students with a particular emphasis on putting in place a concrete exit plan for our year nine students.

#### Target 1

***To increase the numeracy age of 75% of students across the four operations by at least 6 months.***

Strategies to achieve this target include:

Inclusion of 10 minute maths mental session at the start of each maths lesson, with a focus on division. Data analysis from 2007 demonstrated this area of need.

Participation in maths challenge days incorporating consolidation activities.

Our success will be measured by:

Documented improvements in arithmetic ages across the four operations and comparison graphs with previous results.

#### Target 2

***To increase the oral reading age of 75% of students by at least 6 months.***

Strategies to achieve this target include:

Inclusion of oral reading activities at the start of each English session.

Inclusion of oral reading practice in each curriculum area.

Our success will be measured by:

Documented improvements in the oral reading ages of students.

### **Target 3**

***To improve the understanding of Aboriginal culture by all students and staff.***

Strategies to achieve this target include:

Making contacts with appropriate personnel in our region to assist us

Informal social interaction with Aboriginal parents and carers

Aboriginal Education Centre at ITeach 21

Professional learning sessions for all staff

Our success will be measured by:

Classroom programming addressing the learning styles of all students

Increased awareness of the educational needs of our Aboriginal students; and

Increased school contact on an informal basis with Aboriginal parents and carers.

### **Target 4**

***To accommodate the specific educational needs of our Aboriginal students including vocational education opportunities.***

Strategies to achieve this target include:

Making contacts with appropriate personnel in our region to assist us

Meetings with parents and carers to discuss personalised learning plans

Aboriginal Education Centre at ITeach 21

Establishing community contacts

Our success will be measured by:

Work experience for all year 9 students

Literacy and numeracy improvements for all students

Documented transition plan for all year 9 students; and

Quality teaching practices in all classrooms documented in student portfolios

### **Target 5**

***To evaluate all school policy documents pertaining to student welfare.***

Strategies to achieve this target include:

Professional learning sessions with all staff to evaluate policies and modify where needed, including the following policy documents:

- Star awards system
- Sports award system
- Weekly target behaviours
- Time out policy
- Behaviour pyramids
- Classroom discipline policy
- Classroom guidelines
- Breakfast club policy, and
- Homework policy

Our success will be measured by:

Documented decreases in serious incidents resulting in damage to departmental property and / or suspensions.

## **About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Mark Eggleston, Principal

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## **School contact information**

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:

<http://www.schools.nsw.edu.au/asr>