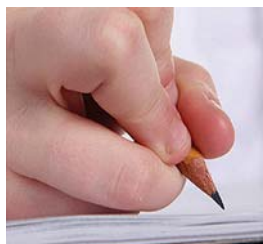
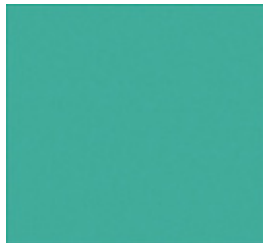
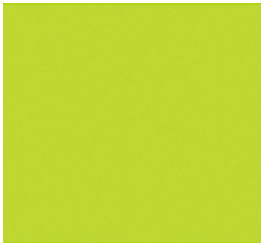


# 2008 Annual School Report Mian School

NSW Public Schools – Leading the way



## Our school at a glance

### Students

Mian school provides places for twenty eight students. 2008 saw the school enrol the maximum number of students. We have been able 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 continues to be dedicated and enthusiastic about achieving the most positive outcomes for all students at Mian School. We have welcomed Mr Peter Holland from Dubbo School of Distance Education to replace Mrs Tenille Wykes who welcomed a new baby girl, Lara to her family. We are all looking forward to Mrs Wykes' return in 2009.

Mrs Kate Weber has dedicated much of her time this year to further developing the literacy and numeracy skills of our students.

Mr Doug Barber has also been invaluable to our staff. He has enabled some staff to develop specific programs for our students.

Mian School is also the base school for the Dubbo area Behaviour Team. Wendy English, was this year seconded to the position of Assistant Principal Outreach based at Orana Heights Public School. The Behaviour Team is led by relieving Assistant Principal Michelle Ashworth and the three Support Teachers Behaviour are Kimberley Kerr, Nick Learg and Nicci Willis who support students in mainstream settings across the Dubbo School Education Group.

Also based at Mian School is Anne Nelson, the support teacher Out of Home Care.

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

### Significant programs and initiatives

Throughout 2008 many programs and initiatives have been utilised to not only enhance the learning opportunities for all Mian School students but to also professionally develop staff to improve their skill set in many areas.

Programs and initiatives for students have included:

- The Read and Believe Program delivered by Senior Constable Rod Fardell
- The Outback Adventure Company self esteem program
- The Harris Family Cultural Day

- Mian school Music program presented by Ms Lyndall Powderley
- Kookaburra Shield oz tag competition played as a round robin between Mian School, Dubbo College Delroy Campus and Dubbo College South Campus.
- Howard Smith – Business Concierge
- Aboriginal Student Forum
- Pilot school for Learn it for Life program
- Interest Electives – music, computer studies and art / craft
- Crime Prevention workshops presented by Senior Constable Marty Paice
- Neighbourhood Centre Law workshops
- Australian Geography Competition
- Department of Primary Industries Fishing and Cultural Days
- Young Men's Strategies workshops presented by Michael Colling
- Joblink Plus Visits, workshops and self esteem excursions, and
- NAIDOC celebrations.



Special programs and initiatives to assist staff professional development have included:

- Two professional development days held at Mian School in term 2 involving all staff both teaching and Support staff from Mian school, Bidgee School and Parry School. Workshops over the two days included;
  - School profiles
  - Literacy approaches
  - Risk assessments
  - Assessment Strategies
  - Individual Education Plans
  - Finance
  - Behaviour Management Strategies
  - Roles and responsibilities for Student Learning Support Officers, and
  - Best practice
- Professional Learning sessions for staff investigating best practice in the following areas:

- Differences and commonality amongst Aboriginal Students
- Teaching methodologies
- Classroom management practices
- Approaches to learning, and
- Teaching and learning for Autism spectrum

## Student achievement in 2008

### Literacy – NAPLAN Year 7

All Year 7 students took part in the NAPLAN testing in Literacy in 2008. Overall our results were pleasing; however, more importantly staff were able to use the results to identify gaps in student learning and use this information for future planning and development.

### Numeracy – NAPLAN Year 7

All year 7 students also took part in the NAPLAN numeracy testing. Throughout 2009 student's numeracy skills will be further developed in identified areas using analysis of the NAPLAN assessments.

### Literacy – NAPLAN Year 9

All year 9 students took part in the NAPLAN testing in Literacy in 2008. Importantly, staff were able to use the results to identify gaps in student learning and use this information for future planning and development.

### Numeracy – NAPLAN Year 9

Year 9 student participation in the Numeracy component of the NAPLAN testing was beneficial to staff and students. Through the process of this testing, staff were able to identify areas that need improvement in preparing Mian School students for formal assessments.



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### 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. 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 support 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."*

2008 has provided the school with many opportunities to achieve positive outcomes for all our students. Student achievements have been enhanced with the introduction of Personalised Learning Plans for each student. Students were also able to have a significant input into future planning for the school with our first ever student forum.

Other highlights for the school have been the success of the Formula 1 Coffee shop operating each Tuesday at the Fitzroy Street campus of TAFE, the Department of Primary Industries cultural workshops at Terramungamine Reserve, the Gulgong excursion, Horticulture, Mian School Car Detailing and the Literacy and Numeracy programs to name but a few.

The success of Mian school is dependent as always on the dedicated and professional staff both permanent and casual. They offer enormous support to the school executive and are always willing to face new challenges with enthusiasm.

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

Once again I am pleased to thank our members for their great support for Mian School. As community members, our association with the school is a matter of interest in the students and the work of the staff that drives our enthusiasm rather than a feeling of obligation.

Through our experiences with the school, we are appreciative of the special effort that is needed to provide an education for the students and it is pleasing to see the improvement in the students during their different stays. The plans in place for the year nine students as they "graduate" are particularly impressive.

Possum's coffee shop has had a change of name and theme this year to Formula 1, with a car racing theme and the students are again enthusiastic and motivated to make the shop a success.

Our fundraising at Christmas was a little disappointing this year, however, \$315 was raised towards school equipment and at 50c per ticket, this is over 600 tickets sold which isn't a bad effort. Thankyou to all those who donated items, sold and bought tickets. Our prizes were well received by the winners.

The school continues to be of a high standard and congratulations must be passed on to Mark and his team for their dedication and great work ethic.

**Loris Hutchins Mian School 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
- participated in the Student Forum
- 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

- presented certificates of appreciation to visitors to the school;
- assisted the sports coordinator with weekly sport organisation
- raised the flags 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.

**Harley, Kyle, Jae and Brian (Student Leaders Semester 2, 2008)**

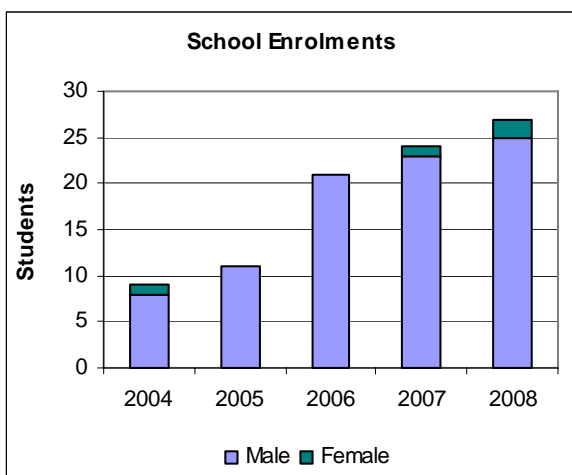


**School context**

**Student information**

**Student enrolment profile**

	2004	2005	2006	2007	2008
Male	8	11	21	23	25
Female	1	0	0	1	2



**Class sizes**

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following information shows our class sizes as reported at the 2008 class size audit conducted on Tuesday 25 March 2008.

No class had more than seven students allocated to it as outlined by the department.

**Structure of classes**

During 2008 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. Documentation for Personalised Learning Plans is also commenced for each Aboriginal student soon after enrolment.

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 parents / 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)	2
Classroom Teachers	7
Teacher Librarian	.168
Counsellor	0.2
Total	10.188

## Staff retention

During 2008, Tenille Wykes welcomed a baby girl to her family. Mian School have been very fortunate to engage the services of Mr Peter Holland from Dubbo School of Distance Education to look after Mrs Wykes' class for her maternity leave.

The Dubbo / Warrumbungle Behaviour Team have also undergone some staff changes with Wendy English being released to another position. Michelle Ashworth has been relieving Assistant Principal Behaviour for the Dubbo Group of Schools.

## Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 97%

In 2008, the average daily staff attendance rate was:	<b>97.0%</b>
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## 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:	30/11/2008
<b>Income</b>	<b>\$</b>
Balance brought forward	305 502.85
Global funds	78 009.29
Tied funds	89 538.92
School & community sources	3 181.06
Interest	20 061.30
Trust receipts	0.00
Canteen	0.00
<i>Total income</i>	<u>496 293.42</u>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	7 434.67
Excursions	1 507.90
Extracurricular dissections	11 956.06
Library	0.00
Training & development	1 729.85
Tied funds	124 261.91
Casual relief teachers	5 027.34
Administration & office	26 220.31
School-operated canteen	0.00
Utilities	12 575.65
Maintenance	4 131.11
Trust accounts	0.00
Capital programs	5 371.40
<i>Total expenditure</i>	<u>200 216.20</u>
<b>Balance carried forward</b>	<u><u>296 077.22</u></u>

A full copy of the school's 2008 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 2008

2008 has provided Mian school students with many opportunities to participate in activities to enhance and broaden their educational and social experience.

### Achievements

#### Arts

Music lessons were part of our interest electives again this year. Mrs Lyndal Powderley visited the school each Tuesday to deliver the lessons. Students were able to further develop their skills on acoustic guitars, electric guitars and drums.

Other interest electives included creative arts and computers. Many artworks are displayed in the school from our budding artists. In computers, students were able to learn about word processing, databases and spreadsheets.



#### Sport

Sport plays a very important role at Mian school through weekly sport and special events such as the Kookaburra Shield, athletics carnival and swimming carnival. All sporting events including weekly sport has an emphasis on being a good sport, teamwork, co operation and developing social skills.

One of the major sporting events has been the continuation of the Kookaburra Shield. The Kookaburra shield, donated by Mrs Mary Dawn Jones, 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. 2008 saw Delroy campus take the shield away for the second year in a row. Both South campus and Mian will be trying extra hard next year to change this result. Once again IGA provided the drinks for the day. The Kookaburra Shield provides Mian School

students with much more than just a sport competition. It provides students with a sense of belonging and pride in our school.

The swimming carnival was a great success this year with many records made and broken. The day was enjoyed by staff, students and parents and carers.

Parents and carers were also invited to join us for the day at Barden Park for our athletics carnival. The novelty events proved to be particularly popular with both students and staff. The staff verses students tug o war was very hotly contested. All students participated to the best of their ability and age champions were honoured with a medal at a special school assembly.



### Excursions, Performances & Workshops

Excursions, performances and workshops provide our students with experiences that enhance their education and further develop their social skills. Students were able to participate in various experiences throughout this year including:

- A field trip to the Red Hill Environmental Educational Centre at Gulgong where students were able to pan for gold and dress up in period costume for an historic walk through the town. This was extension work in the study of Gold.
- The Outback Adventure Company brought their rockwall adventure to the school twice this year. This is a self esteem program where students challenge themselves to beat their personal best.
- A two day cultural visit to the Terramungamine Reserve with Department of Primary Industries personnel and Aboriginal elders from the Dubbo community.
- The Harris Family Cultural visit where students were able to participate in traditional dance activities, and
- Michael Colling workshops with all male students discussing Young Men's Strategies.



## Significant programs and initiatives

Many programs and initiatives were put in place and developed during 2008. With a full contingent of students, it was possible to expand many programs already in place and to introduce many more. Students, staff, parents and carers supported all programs and initiatives, ranging from our literacy and numeracy program to the crime prevention program to the field trip to Gulgong excursion as well as the two day cultural riverwatch and fishing excursion to Terramungamine Reserve.

## Aboriginal education

Aboriginal Education became a major focus for Mian School during 2008 with the expansion of programs already in place and the introduction of some new programs. Some of the programs developed to support our students included:

- Expansion of our literacy and numeracy screening program to identify gaps in learning. This has allowed classroom teachers to develop an individual literacy and numeracy program for each student. These programs will form an integral documented plan in each student's individual education plan from the start of 2009
- Personalised Learning Plans for each student. The format of these plans at Mian School not only include the student's individual education plan but also includes samples of work, reports, learning support team meeting notes, a photo record of student achievements, personal history, journal entries, term plans and literacy and numeracy screening results.

The student's personalised learning plan is added to each term and will become a valuable source of information for the student, parents and carers and staff at base schools when the student is transitioned back to his / her base school.

## Multicultural education

Mian School promotes an inclusive environment. Mian School has two trained Anti-Racism Contact Officers (ARCO).

The study of other cultures is integrated into the Key Learning Area of Human Society and its Environment.

Racism is not tolerated at our school and this is reinforced through our Social Skills programs, welfare programs and Crime Prevention Workshops.

## Aboriginal Cultural Experience

Fun, friendship, fishing and cultural awareness were the order of the day when Mian School students travelled to Terramungamine Reserve for a two day cultural experience with personnel from the Department of Primary Industries and some elders from the Dubbo local community.

The workshops provided a great opportunity for the local Aboriginal Community to share their knowledge and understanding with students about the significance of the river, the reserve and fishing. Coral and Ailsa Peckham explained to students the importance of the river to Aboriginal people and the importance of the reserve with its many rock grooves. Mike Nolan also showed the students some fire sticks and explained their use.

The two days were organised and funded by the Department of Primary Industries and coordinated by Mr George Mannah and Mr Mike Nolan.

The students were told of traditional methods of fishing and the changes in the river environment.

Students were also able to test the water from the river.

Each student received a rod, reel, hat, bag, water bottle and fishing tackle to use over the two days and were thrilled to find that they were able to take them home as gifts from the Department of Primary Industries.

These two days provided all students with the opportunity to learn more about local Aboriginal history and culture from local Aboriginal elders as well as how the Department of Primary Industries share their goal of preserving our river systems.





## **Respect and responsibility**

Respect and responsibility is integrated into many programs at Mian School.

- Student leaders are elected each semester by students and staff. Students nominated are required to prepare and present a student leader speech at the weekly assembly before the election outlining what they believe to be the desirable qualities of a leader.
- Student leaders are responsible for raising the flags each morning on a roster system.
- Student leaders represent the school on official occasions
- Student leaders are responsible for organising a staff / student barbeque each term
- Student leaders are responsible for liaising with the school executive on the students behalf

All students participated in Crime Prevention Workshops presented by Senior Constable Marty Paice. (School Liaison Officer) Topics covered included:

- Shoplifting
- Gangs / Groups
- Stealing / car theft
- Arson / Vandalism, Fire lighting, and
- Drugs and alcohol

These workshops were complemented by the Dubbo Neighbourhood Centre program developed by the presenters Ali and Pat. They presented workshops to all students about how laws affect young people.

## **Other programs**

### **Beginning Teachers' Seminar**

Teachers from Dubbo College South Campus and Dubbo College Delroy Campus visited Mian School for an information afternoon. At this meeting, teachers took part in a tour of the school and an information session about Mian School. Topics included:

- The process for Mian School Applications
- Student eligibility
- Individual Behaviour Management Plans
- Risk assessment process
- Classroom Management
- Curriculum offerings
- Social skill development programs
- Music and Dance programs
- Mian School Car Detailing Program
- Formula 1 Coffee Shop
- Mian School TAFE partnership, and
- Vocational Education Program

The teachers from both campuses found the information very valuable particularly the

information about how Mian School caters for students, offering alternate programs using Individual Education Plans for each student.

### **Howard Smith Business Concierge Visit.**

As part of the Vocational Education Program, Howard Smith, the Business Concierge was invited to visit Mian School to conduct some workshops with the Year 9 students.

The workshops that students took part in for this Survivor Lifeskills Program included:

- Budgeting for life
- Getting your first part time job
- Interview skills and techniques
- Goal Setting for Life, and
- Action Plans for Life

This was a very valuable day for the students. Each student was able to set some goals for the year. These were sealed in an envelope to be evaluated at the end of the year.

### **Catering for the Minister for Housing**

The Formula 1 Coffee Shop was the venue for a very important announcement by the Minister for Housing, Mr Borger, in term four this year. Students from the Year nine vocational education class who are studying Hospitality as a TVET course with chef Mr Mark Hawkins were given the important task of catering and serving at this public event. Mr Borger spoke highly of the student's achievements and they are an outstanding credit to teacher Mrs Mary Dawn Jones, TAFE teacher, Mr Mark Hawkins and Student Learning Support Officer, Mr Jason Hill.

As part of the event, students from the Formula 1 coffee shop presented Mr Borger with a framed Formula 1 shirt and cap. The Minister said that he would proudly hang the gift in his ministerial office.

The students were very impressive in the way they conducted themselves throughout the day and one student, Mathew, was interviewed for television broadcast on the local news that night. The students were very excited about the media attention.

This event highlighted one of the outstanding success stories of Mian school's partnership with TAFE and the success of the vocational education courses offered as part of the curriculum at Mian school.

Primary Industries Horticulture is the other outstanding success of this partnership with TAFE. Ms Rhonda Lang has put in place a program that has seen each student experience success in this field.



### Learn it for Life Pilot Program

Mian school was invited to be part of the Learn it for Life Pilot Program for Year 9 students. This program has been developed to help students think more clearly about where they are now, why they are at school and where they want to be in the future. It aims to help young people explore the importance of having a positive attitude, to boost their confidence in their ability to learn and to develop their employment related skills.

The program was very popular and beneficial to our students and provided them with knowledge and understanding of choices that they may make for their future. Much of the program was delivered through on line learning.



### Progress on 2008 targets

2008 has once again proved to be a very busy year. Excellent progress has been made on all targets for 2008. These targets are negotiated with staff at the beginning of the school year. These targets are displayed around the school as a reminder to the whole school community of our priorities for 2008.

#### Target 1

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

Our achievements include:

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

- Use of the Key Maths screening program to identify gaps in learning so that these can be addressed by classroom teachers
- Data collected for each student is graphed against chronological ages to map progress over several terms and for long term students, years. This information is added to each student's personalised learning plan.

#### Target 2

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

Our achievements include:

- Continuation of the Read and Believe program
- Continuing assessment using Holborn, South Australian spelling test and Evenstart to map progress and identify gaps in learning.
- Data collected for each student is graphed against chronological ages to map progress over several terms and for long term students, years. This information is added to each student's personalised learning plan.

#### Target 3

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

Our achievements include:

- Professional learning sessions for staff including:
  - Differences and commonality amongst Aboriginal Students
  - Teaching methodologies
  - Classroom management practices
  - Approaches to learning, and
  - Teaching and learning for Autism spectrum
- Cultural other activities including:
  - Department of Primary Industries cultural visit for two days to Terramungamine Reserve
  - Coral and Ailsa Peckham workshop on Aboriginal culture
  - Read and Believe Program
  - Mission Australia Dubbo Leadership and Cultural Development Program, and
  - Harris Family Cultural Day including traditional dance, history and story telling.

#### Target 4

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

Our achievements include:

- Joblink Plus mentoring visits

- Business Concierge visit involving goal setting for life and action plans for life
- Mian School / TAFE partnership
- Crime prevention workshops
- Targeted literacy and numeracy programs, and
- Pilot school for Learn it For Life Vocational Education Program

## Target 5

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

Our achievements include:

- Student Forum with focus questions pertaining to student welfare issues
- Modifications to many policy documents to accommodate changing student population
- Negotiated classroom guidelines each term for each class. These are displayed in the classrooms and in the timeout room, and
- Documented decrease in serious incidents that resulted in destruction of departmental property.

## 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 2008 our school carried out evaluations of Culture and Aboriginal Education.

## Educational and management practice

### Culture

#### Background

Since the establishment of Mian School in 2002, our school has gone through many changes. The one constant throughout these changes has been the development and nurturing of a positive school culture supported by the students, staff, parents / carers and the community.

Over the past six years, some significant school traditions have had a positive impact on the further development of Mian School culture. Some of these include:

- The signing of the Mian school pledge at the beginning of the weekly formal assemblies
- Student leaders elected each semester
- A record book of sports champions and record holders in both swimming and athletics
- The recognition of academic achievements by students and improvements in behaviour choices at weekly assemblies, and
- Participation of all students in a student forum.

## Findings and conclusions

An analysis of surveys completed by students, parents / carers and staff, together with informal responses, staff comments during supervisor conferences and student forum responses identified unanimously that Mian School has established and continues to promote a positive school culture.

The findings highlighted the following strengths: The school's main priority is meeting the needs of all students, both educationally and socially which is evidenced by:

- A total evaluation and modification , where needed, of all welfare policies to accommodate the changing needs of our student cohort
- Expansion of breakfast club to include the "munchies trolley" at recess
- Establishment of a student forum so that students can have their say
- Regular parent / carer meetings to discuss student progress and future pathways as part of the student's personalised learning plan
- The inclusion of many more cultural activities to address the needs of our Aboriginal students and to raise awareness of all students and staff
- Individual education plans for all students reflecting individual differences in learning styles and rates of learning. Outcomes are positive and achievable for all students.
- The school's curriculum caters for all learners and covers all key learning areas. There is a major focus on development of literacy, numeracy and social skills.
- The focus for Year 9 students is the development of a transition plan to exit Mian School programs. This is done in consultation with Mian staff, parents / carers and the students, and
- The development of personalised learning plans for each student.



The school's culture fosters a sense of belonging and collective responsibility. This is evidenced by:

- Almost all students choosing to wear school uniform each day
- Election of student leaders each semester
- Participation in the student forum where all students participated in a round table discussion with focus questions aimed at determining what students want from Mian School and if the school is catering for their needs. Students were also able to have input into cultural educational practices and create a wish list
- Student attendance
- Local businesses who support Mian School work experience students speak and report positively about Mian school students
- Mian school P&C Association contributes financially to address the needs of students
- Regular student leader meetings with school executive to discuss plans, concerns and student body ideas
- The annual Kookaburra Shield oztag competition with South campus and Delroy campus has fostered pride in representing Mian school and has encouraged parent / carer and student pride and a sense of belonging at Mian School, and
- Many positive reports about the programs run at Mian school in the media, both in the Daily Liberal and on the television news, including coverage of the Formula 1 Coffee shop catering for the Minister for Housing visit to Dubbo and the Department of Primary Industries cultural workshops and fishing clinic.

The culture of the school promotes improved student learning outcomes. This is evidenced by:

- Literacy and numeracy assessment in the first few weeks of enrolment to find out where each student is functioning at academically
- Development of an Individual Education Plan, Personalised Learning Plan and an Individual Behaviour Management Plan for each student
- Regular learning support team meetings
- Participation in ELLA, SNAP, ESSA and NAPLAN testing
- Participation in the National Geographic geography competition
- Literacy and numeracy support in all classrooms, with special programs, and
- Professional learning for all staff.

## Future directions

As a result of this evaluation, the school will:

- Further develop partnerships with other agencies, other educational institutions and persons of cultural significance to strengthen student's links with the wider school community
- Seek further positive publicity in the local media and educational publications for programs and initiatives at Mian School, and
- Continue to build traditions with new students as they enrol at Mian School so as to foster pride and a sense of belonging.

## Curriculum

### Aboriginal Education

#### Background

Mian School has placements for twenty eight students. In 2008, 80% of students enrolled identified as being Aboriginal. All facets of Aboriginal Education have been a focus for 2008 and specific aspects have been included in the school's targets. These targets are negotiated at the start of each year and then displayed around the school as a focus for the whole school community.



#### Findings and conclusions

The evaluation process involved an Aboriginal Student Forum, the Aboriginal Self Evaluation Tool, informal consultation with the Mian School P&C, talking with parents / carers and consultation with staff.

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

- Do teaching staff have the necessary knowledge and expertise to address the specific needs of our Aboriginal students?
- Do students believe that we value their Aboriginality at Mian School?
- Do we closely track the literacy and numeracy progress of our Aboriginal students?

The evaluation process concluded that there was a need for some professional development for staff so that our approach would be consistent across the school and all staff would have the same information.

- Professional Learning sessions for staff were held investigating best practice in the following areas:
  - Differences and commonality amongst Aboriginal Students
  - Teaching methodologies
  - Classroom management practices
  - Aboriginal perspectives in Key Learning Areas
  - Approaches to learning, and
  - Teaching and learning for Autism spectrum



The student forum provided a wealth of information to let us know what we are doing well as perceived by the student body, ideas for new initiatives and areas that need review or modification. Students who participated agreed that Mian School values their Aboriginality in the following ways:

- Purchase of a new flagpole to fly the Aboriginal flag each day. It is the responsibility of the student leaders to raise the flags each day
- The four student leaders elected by the staff and students this year identify as being Aboriginal
- Many texts studied in the English Key Learning area are about Aboriginals or have an Aboriginal perspective and are culturally appropriate
- There is an Aboriginal perspective in all Key Learning Areas
- Students study Aboriginal Culture and History as part of the Human Society and its Environment Key Learning Area
- Cultural activities are an important aspect of education at Mian School including the Harris Family cultural visit and the excursion to Terramungamine with Aboriginal elders and the Department of Primary Industries, and
- NAIDOC Celebrations and activities are held throughout the year.

Student progress is monitored closely throughout the year. During 2008, this monitoring has been modified so that gaps in learning can be more easily identified. Programs initiated this year include:

- Expansion of our literacy and numeracy screening program. This has allowed classroom teachers to develop an individual literacy and numeracy program for each student.
- Personalised Learning Plans for each student. These PLP's are negotiated with the student, teaching staff, school executive and parents / carers and other family members. Each student's PLP contains:
  - A personal profile
  - Literacy screening results and progress graphs. Also included is a detailed analysis of reading results and gaps in learning for reading, spelling and comprehension.
  - Numeracy screening results and progress graphs
  - Copies of reports comments
  - Photos of student and special achievements
  - Individual Behaviour Management Plans
  - Personal goals
  - Term Plan for learning, and
  - Learning Support Team meeting minutes

Each student's PLP is an ongoing document that will be added to for as long as the student is enrolled at Mian School. The student has an input into all aspects of the document.

### **Future directions**

Aboriginal Education will continue to be a focus area for Mian School every year. Throughout next year it is our aim for Mian school to form stronger partnerships with the local Aboriginal community and to increase visits from local elders to mentor our Aboriginal students.

Throughout 2009, we will plan many more cultural activities in conjunction with partnerships already formed as well as continue to offer educational practices that will positive outcomes for our students.

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

In 2008 the school sought the opinions of parents, students and teachers about Mian School. Both formal and informal data was collected through parent / carer, staff and student surveys and interviews.

Mian School also has regular interagency and partnership meetings with community groups that have regular contact with our school.

Their responses are presented below.

- Areas of strength as perceived by the school community include:
  - The curriculum offered at Mian School meets the individual and group needs of all students
  - Mian School provides an excellent Vocational Education program
  - Mian school provides a caring and nurturing environment for all students
  - Parents / carers and staff perceive the overall school culture as positive
  - Parents / carers, students and staff take pride in the school and believe that the school celebrates student's achievements in an appropriate way, and
  - Support and empathy for students is highly valued by staff and parents / carers and the wider school community.

### **Professional learning**

Professional learning for staff at Mian School remains a priority in order for all staff to have the opportunity to realise their professional goals and to up skill themselves with the latest innovations in education and office management:

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

- Smartbuy training
- Bad Bag Training
- Grief awareness workshop
- Autism Spectrum awareness
- Behaviour strategies, and
- ERN training workshops

### **School development 2009 – 2011**

Mian School prides itself on the ongoing evaluation and modification of all our programs and initiatives to suit the ever changing needs of our students. Setting targets has always been an important part of this process.

#### **Targets for 2009**

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 strategies to addressing the individual needs of students and staff.

##### **Target 1**

***To provide teaching staff with professional learning to maximise the use of SMART data during term 1.***

Strategies to achieve this target include:

- Provide professional learning to teaching staff in the following areas:
  - Use of SMART data
  - Effective use of syllabus documents
  - Teaching strategies, and
  - Effective use of technology in teaching literacy and numeracy

Our success will be measured by:

- Increased teacher confidence and skill levels in literacy and numeracy planning and programming for individual education plans.
- Addressing the identified learning gaps for students in literacy and numeracy, and
- Documented and measurable increase in numeracy and literacy levels across the school.

##### **Target 2**

***To increase the Aboriginal student participation rate in year 9 work experience to 75%.***

Strategies to achieve this target include:

- Student learning support officer to accompany students on work experience to offer support to the student and the employer
- Strengthen partnerships with local Aboriginal community members in the workplace
- Seminars led by Business community members and Howard Smith ( Business Concierge) and
- Participation in the vocational education program which includes social skills for the workplace, OHS, First Aid training and workplace scenarios and role plays.

Our success will be measured by:

- Successful work Experience for 75% of Year 9 Aboriginal students in year 9
- Documented and anecdotal positive reports from workplace mentors
- Successful completion of Learn it for Life Program, and
- Positive reflective comments in the student's Employment Related Skills Logbook.

##### **Target 3**

***To develop and implement Individual Education Plans for each student incorporating teaching and learning strategies to address identified gaps in learning in the areas of literacy and numeracy***

Strategies to achieve this target include:

- Identify gaps in learning for each student using data collected from internal assessments
- Development and implementation of scope and sequence of teaching and learning for literacy and numeracy

- Documented general accommodations and adaptations outlined in individual education plans, and
- Effectively utilise the Quality Teaching Framework as a key instrument to improve student outcomes

Our success will be measured by:

- Increased student engagement
- Increased attendance levels, and
- A diminished gap between achievement levels between Mian School students and state and national benchmarks.

#### Target 4

***To develop and implement a scope and sequence for English and Mathematics across stages.***

Strategies to achieve this target include:

- Planning, development and implementation of a registration matrix linking student learning activities to syllabus outcomes, and
- Adaptation of content and text requirements in the English Key Learning Area incorporating the necessary flexibility required to address the specific learning needs of Mian School students

Our success will be measured by:

- The development, planning and implementation of a scope and sequence for English and mathematics across stages 2, 3, and 4
- More effective use of syllabus documents in planning units of work incorporating the Quality Teaching Framework, and
- Documented positive achievable outcomes for all students reflected in their Individual Education Plans

#### Target 5

***To strengthen the partnership with Dubbo College Senior Campus and TAFE for exiting year 9 students to ensure clear pathways of study from one educational setting to the next.***

Strategies to achieve this target include:

- Liaising with Educational Student Learning Support Officers at Dubbo College Senior Campus. and
- Planned orientation days at both educational sites, and
- Planned visits to Mian School from personnel at both sites

Our success will be measured by:

- Clearly negotiated and documented exit plan for each year 9 students, and
- Successful transition for students.



#### 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.

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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>