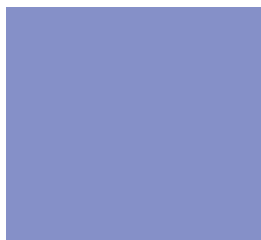


2009 Annual School Report

Mian School

NSW Public Schools – Leading the way



Our school at a glance

Students

In 2009, Mian School continued to operate at the maximum capacity of twenty eight students. Literacy and numeracy continues to be the focus in all Key Learning Areas for our students and improvements have been realised for all students.

Students have benefited through 2009 with further development of their social skills through our expanded sporting program designed and delivered by Rod Fardell each week.

Staff

Achieving positive outcomes for all students continues to be the focus for the teaching staff at Mian School. 2010 will see some changes in staff. Ms Tamara Bartley has successfully gained a transfer to Cammeray Primary School in Sydney. She will be replaced by Mrs Ruth Gibbs who is returning to her hometown of Dubbo.

Mrs Wykes has returned to us after the birth of her baby girl, Lara.

Mrs Weber has continued to support our younger students in developing their literacy, numeracy and social skills. Mr Barber has provided invaluable support to Mrs Weber on Wednesdays and other staff to allow them release time to develop other programs and engage in Professional Learning Activities.

Mian school could not achieve the most positive outcomes for our students without the wonderful professionalism of our support staff. Teachers and students are supported in and out of the classroom by Mrs Molkentin, Ms Hughes, Mr Young, Mr Tink, Mr Hill and Mr Chapman. During term four we also welcomed Mr Roberts to our team.

Mian School is also the base school for the Dubbo area Behaviour Team. The Behaviour Team is led by relieving Assistant Principal, Michelle Ashworth and the three support teachers behaviour are Kimberley Kerr, Nick Learg and Cathy Campbell. These teachers support students in mainstream settings across the Dubbo School Education Group. They are supported in their office by Michelle Mathews.

Also based at Mian school is Ann 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

Many programs and initiatives were developed and utilised throughout 2009 to enhance the

learning opportunities for students. Some of the highlights included:

- Development of a partnership with the Department of Housing resulting in the Mian School Lawn Mowing Program;
- Reaching the state finals in the VET in schools excellence awards for the Vocational Education Program at Mian School;
- Mian School hosting the Variety Club Breakfast;
- Hooked on Fishing Program;
- NAIDOC activities;
- Attendance at the Courage to Care exhibition;
- Bad Bag program; and
- Body Options sporting program.

Student achievement in 2009

In 2009 all Mian School students in years five, seven and nine participated in the NAPLAN testing for literacy and numeracy.

Analysis of these results, together with school based screening will assist teachers with the development and implementation of individual literacy and numeracy plans for each student in 2010.



Messages

Principal's message

2009 has been a very busy year for both students and staff. There have been many highlights throughout the year that have involved achievements for students and further development of the educational opportunities that we can offer our growing student population.

Being named as a State finalist in the NSW Vocational Education Training Awards for Excellence and attending the prestigious dinner and ceremony in Sydney is a testament to the

dedication and professionalism of all Mian School Staff. Providing a Vocational Education Program for our older students gives these students a range of options to consider when exiting our programs.

Professional Learning opportunities for staff in 2009 saw all staff trained in Non Violent Crisis Intervention Strategies. This gave all staff the opportunity to learn about responding to students' needs more effectively.

The success of Mian School is as always dependent on the dedication of the whole staff. The welfare and the well being of the students continues to be the underlying motivation for all staff and I am, as always, very grateful for their support.

2010 will be a very exciting year. Mian School has been named as a low Socio Economic Status (SES) School and with that comes the opportunity to develop and implement new literacy and numeracy strategies that will be individualised for each student based on their identified gaps in learning.

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

Our small band of members continues to be dedicated to the well being of Mian School students. We try to meet at least once per term in a very informal setting.

We would like to encourage any parents, carers or other interested community members to come and join our small group.

We are very pleased with the support that we are able to offer to the school. We are still waiting for the final figures to gauge the success of our Christmas raffle for 2009.

Congratulations to the very dedicated staff at Mian School for another very successful year.

Susan Tink – Mian School P&C Secretary

Student representative's message

Four Student Leaders are elected each semester to represent the students at our school. We talk to the other students and find out if they have any concerns and then take these concerns to the Student Leader meetings.

During this year, we helped with student barbeques, chaired student assemblies each week on a roster basis and presented certificates to guests at our school.

Joshua, Kyle, Tighreack and Jake



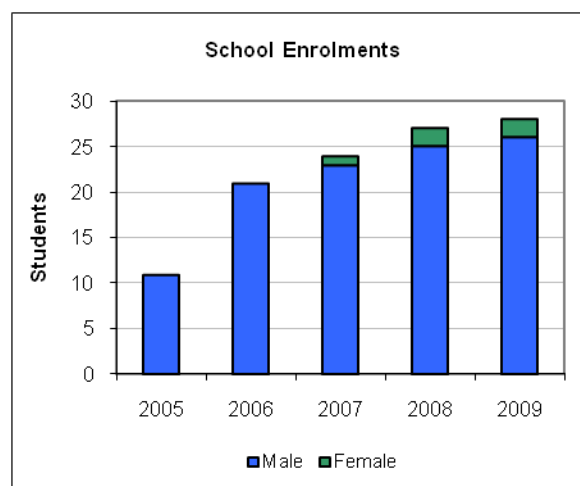
School context

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

	2005	2006	2007	2008	2009
Male	11	21	23	25	26
Female	0	0	1	2	2



Management of non-attendance

Parents and carers are encouraged to notify the school if a student is going to be absent. If a student does not attend school on any given day by 9.30am, a phone call is made to the home of that student.

Structure of classes

In 2009, Mian School was at its maximum capacity of twenty eight students. Classes are structured in such a way as to maximise student learning outcomes. Students are grouped together according to their literacy, numeracy and social needs.

There is also a dedicated Vocational Education class. This class completes a modified curriculum at school to allow for participation in TAFE courses, simulated work experience programs and the Mian School Car Detailing Program.

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	7.778
Teacher Librarian	.168
Counsellor	.02
School Administrative & Support Staff (SASS)	5.176
Total	12.964

Teacher qualifications

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

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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:	30/11/2009
Income	\$
Balance brought forward	296 077.22
Global funds	80 541.70
Tied funds	77 492.57
School & community sources	7 396.28
Interest	10 820.26
Trust receipts	0.00
Canteen	0.00
Total income	176 250.81
Expenditure	
Teaching & learning	
Key learning areas	12 583.50
Excursions	482.99
Extracurricular dissections	35 819.26
Library	0.00
Training & development	824.80
Tied funds	55 289.62
Casual relief teachers	3 110.23
Administration & office	32 614.71
School-operated canteen	0.00
Utilities	14 597.07
Maintenance	8 694.62
Trust accounts	0.00
Capital programs	3 754.85
Total expenditure	167 771.65
Balance carried forward	304 556.38

A full copy of the school's 2009 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 2009

Achievements

Sport

Sport plays an important role at Mian School and forms part of our Social Skills Program. This year, Mr Rod Fardell took on the role of sports organiser. Sport was taken in two sessions with junior sport before recess and senior sport after recess. Students took part in a variety of sporting experiences, including:

- Swimming;
- Cricket;
- Indoor Stadium – soccer, cricket and basketball;
- Laser Skirmish;
- Lacrosse;
- Lawn bowls
- Tennis;
- Frisbee football;
- Pilates; and
- Circuit training.

Students, throughout the year also participated in the Bad Bag Program, Swimming Carnival and our annual Athletics Carnival.

The annual Kookaburra Shield touch football competition was also held again in 2009. This is a round robin competition between Mian, Delroy Campus and South Campus. Delroy Campus were the successful team this year.



Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

Literacy – NAPLAN Year 5

Our year 5 students all participated in NAPLAN testing. Our results were mixed in some areas. The results will be analysed and the data used for planning in 2010.

Numeracy – NAPLAN Year 5

Analysis of the numeracy results in NAPLAN identified areas in numeracy that need to show improvement. These specific areas will become the focus for each student in 2010 and targets, achievements and progress will be documented in individual education plans and personalised learning plans.

Literacy – NAPLAN Year 7

All Year 7 students took part in the NAPLAN testing in Literacy in 2009. 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 2010 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 2009. 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.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and

punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards.

Significant programs and initiatives

Courage to Care Exhibition

The Courage to Care exhibition was an important interactive experience for all students who attended. Students were able to learn about the difficulties faced by the Jews during World War II and the strength of character they showed when hiding or in the Concentration Camps.

Students were able to learn about the difference a bystander can make during a bullying incident. Students were encouraged to think about ways that they could become a good bystander to their peers in a bullying situation that they witness.

The learning experience at the exhibition was further explored in HSIE lessons and social skills lessons in the classroom.

Variety Club Breakfast

In May, 2009, Mian School was invited to host a breakfast for the Variety Club Car Bash. In return, the Variety Club donated \$1500 to the school for providing and hosting the breakfast. We catered for almost 150 guests. It was a whole Mian School Community effort.

The School Community came together to host this event and make it a success, including students, staff, the P&C and Life Without Barriers.

Dubbo businesses were very generous with their donations to support the school including Woolworths, IGA, Coles, DMC, Village Hotbake and PCYC.

Students were treated to a fabulous magic show after the breakfast which was a very special treat for students and staff.



Hooked on Fishing Program

During 2009, the students of Classroom 4 participated in the Hooked on Fishing program. This program was run by the NSW Department of Primary Industries together with the Recreational Fishing Trust.

Students worked through multiple units of work provided and learned about:

- The regulations for fishing and that people should only take what they need for their immediate use and to release the undersize fish back into the water;
- As a responsible fisher, they need to take care not to leave their tackle behind and know that they can be the solution to water pollution. This will, in turn, ensure that water quality is maintained and that quality catchments equals quality fish; and
- The need to be safe and responsible when they go fishing and look out for possible dangers, tell people where they are and when they expect to be back and always go fishing with a responsible person.

After completion of the units, students were then invited to attend a practical fishing workshop where they learned more about the codes and how to correctly cast a line. Students were then able to practice their fishing skills.



VET in Schools Excellence Award

Through the hard work of many of Mian School staff, we were successful in being awarded the Regional VET in Schools Excellence Award for 2009 at a dinner in Orange.

Mian School was then invited to Sydney to present an overview of our program to a committee at state level. Mian School was successful in becoming one of three state finalists.

Although being unsuccessful in winning the state award, the Mian School community was thrilled with the recognition of our vocational education program.

Mrs Mary Dawn Jones and Mr Jason Hill have worked tirelessly to ensure the success of this program.

The Vocational Education Class was set up to give older students some practical experience in a workplace environment and to develop work readiness skills. Mian School in its partnership with TAFE has been able to address the needs of our students exceptionally well. We have also formed a partnership with the Department of Housing and are now participating in a Grounds Maintenance Program on Department of Housing Estates in Dubbo. The Department of Housing is fully funding this program and has donated all equipment needed including protective clothing for students, lawnmowers, whipper snippers and blower vacuums. They have also purchased a trailer and have been provided with a bus for the staff and students to travel to the worksites. This year the TAFE Primary Industries Course has been especially tailored to provide training for this work placement.

Students in the Vocational Education Class attend TAFE for two days per week and are completing two courses Certificate II in Hospitality and Certificate II in Primary Industries Horticulture. These courses are recognised by the Board of Studies and students are enrolled as Stage 5 commencing Stage 6 with the Board of Studies in the Preliminary year of study.



Aboriginal education

Aboriginal Education is a very important facet of education at Mian School. Personalised Learning Plans (PLP'S) have been introduced for each of our Aboriginal students.

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.

Mian School has continued its partnership with Mission Australia. Mission Australia provides our Aboriginal students with a Cultural Awareness and Leadership Program for one afternoon per week. Students are able to learn more about their identity in an informal way in group activities.

Mian School also welcomed some visitors from the Northern Territory during the year. It was the first time the Aboriginal elders had travelled so far from their home territory and our students attended workshops with them to learn about their traditional way of life and customs.

In 2010, all staff will be involved in Professional Learning so that they are more aware of the 8 Ways of Knowing processes and strategies.

Fishing for booglies

At the end of Term 1 and again in Term 4 students were rewarded with an excursion to a farm dam to fish for booglies. This was part of cultural studies and HSIE environmental studies for students. They learned about traditional ways to fish for booglies and made their own lines. Students were careful to release any females or undersize crayfish.

Students were able to further develop their social skills in the areas of cooperation, teamwork, language skills and fostering friendships.



Howard Smith Business Concierge Visit.

Once again, this year as part of the Vocational Education Program, Howard Smith, (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.

Personalised Learning Plans

The introduction of Personalised Learning Plans has improved the educational tracking of student achievements as well as providing ongoing documentation for student goal setting. The student and parents and carers are involved in the preparation of this plan and have input into all aspects of the document.

Included in the document are the following sections:

- Student personal profile;
- Schooling history;
- Class Term Plans;
- Timetables;
- Short Term and Long Term Goals;
- Individual Behaviour Management Plans;
- Literacy and Numeracy Data;
- Risk Management Plans;
- Journal entries; and
- Student Reports.

- Individual education plans
- General accommodations and adaptations for the classroom, and
- NAPLAN results

The personalised learning plan is a valuable document to staff, students and their families that tracks not only the goals and achievements of students but the pathway to the student's achievements.

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.

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, and
- The Mian School welfare policy promotes respect and responsibility within our school and the community.

Progress on 2009 targets

Targets for 2009 were negotiated with staff during term four of 2008 and early in term 1, 2009. These targets are displayed around the school and in the classrooms as a reminder to the whole school community of our goals.

Target 1

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

Our achievements include:

- Professional learning sessions for all staff exploring the use and analysis of SMART data
- Meetings to discuss syllabus documents, outcomes and indicators, and
- Negotiated, documented Individual Education Plans for each student addressing the identified gaps in learning.



Target 2

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

Our achievements include:

- Simulated work experience program in partnership with the Department of Housing based around a grounds maintenance program;
- Participation in the Howard Smith Business Concierge Seminar;
- Successful completion of the Learn it for Life Program;
- Completion of a First Aid course
- Simulated work experience in the Macquarie Coffee Shop as part of the TAFE Hospitality Course
- Completion of White Card training; and
- Completion of an OHS General Induction Course.

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.

Our achievements include:

- Staff meetings used to identify gaps in student learning by analysing data and documenting these gaps along side strategies and activities to address the gaps and general accommodations for each student;
- Teachers effectively utilizing the Quality Teaching Framework as a key instrument to improve student outcomes; and
- Use of Individual education plans and personalised learning plans to map progress.



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 2009 our school carried out evaluations of English and Learning.

Educational and management practice

Learning

Background

One of the most important areas of priority at Mian School for students is engagement in learning. Students are encouraged to take responsibility for their own learning and to participate in decisions about it. Student engagement and learning is dependent on several factors including the importance of the relationship developed between the school, the student and their parents / carers.

The area of learning has a significant impact and implications for the students and teachers at Mian School.

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 that Mian School has established and continues to promote a positive learning environment for all students and that all students are engaged in their learning.

The findings highlighted the following strengths:

The learning needs of all students at Mian School are addressed through the use of a wide range of appropriate resources. This is evidenced by:

- The provision of interactive smartboards in all classrooms. These have added a new and dynamic way of learning for all students. Teachers have also embraced the new and exciting way of preparing and presenting learning experiences; and
- One classroom being set up as a connected classroom and video conferencing facility.
- Community partnership developments including:
 - Department of Housing initiative providing students with a simulated work experience program in lawn maintenance and landscaping;
 - TAFE partnership where students in the Vocational Education Class complete a hospitality and primary industries course as part of TVET;
 - Year 5 and 6 students completed a Hooked on Fishing Program in partnership with the Department of Primary Industries;
 - Mission Australia cultural program for Aboriginal Students; and
 - Police officers and personnel from the neighbourhood centre delivering the Read and Believe program.
- The use of National testing results and other pre and post assessments to identify gaps in student learning.

Students at Mian School work independently and collaboratively in a range of learning activities. This is evidenced by:

- Each student completes pre testing and screening in literacy and numeracy. This information is collated together with information from the base school so that an Individual Education Plan can be negotiated for each student;
- Each student has a learning support team. The learning support team together with the student put in place an Individual Behaviour Management Plan (IBPM);

- IBMP are reviewed and modified each term as goals are achieved;
- All students are encouraged to collaborate with their peers on a regular basis in the classroom through programmed group activities;
- These activities are especially important in the further development of social skills;
- Students are encouraged to work as part of their classroom team and to take ownership of their classroom and the welfare of their peers; and
- Student leaders acknowledge the achievements of their peers in presenting student leader awards.

The teachers at Mian School collaborate with colleagues and share ideas and experiences to improve teaching practice.

The educational training backgrounds of teaching staff cover a variety of teaching methods and expertise in different key learning areas.

Collaboration and sharing of ideas takes place in the following ways:

- Daily debrief sessions where daily issues are raised and possible solutions are discussed;
- Staff are also able to share daily classroom events at these sessions;
- Teaching staff collaborate on the planning, development, evaluation and modification of units of work;
- Staff professional development sessions are held regularly to analyse data and share ideas about addressing student learning gaps in literacy and numeracy; and
- Regular staff meetings where school planning is discussed and ideas shared.

Future directions

2010 will continue to present new and exciting challenges for Mian School staff. With an ever changing student population, continual planning is essential to meet the learning needs of our students. We will continue to focus on improving the literacy and numeracy levels of our students by sourcing best practice initiatives in these areas.

Learning will continue to be a high priority area and professional learning for staff in 2010 will focus on the quality teaching framework and how best to address the learning needs of our students.



Curriculum

English

Background

A major focus for this year has been addressing the unique learning needs of our students by identifying their specific gaps in learning and then using teaching and learning strategies to address these gaps.

Through a process of analysing data, gaps in learning were identified for each student. These gaps in learning were addressed with a scope and sequence background in the key learning area of English.

An evaluation of our English Programs was undertaken to research the following questions:

- Do the current teaching and learning programs address the gaps in learning for all our students?
- Are we able to effectively evaluate the work completed by students in our current reporting system?
- Are students achieving outcomes in all strands of the English key learning area, i.e. reading, writing, talking and listening?

Findings and conclusions

Assessing the specific needs of Mian School students in the Key Learning Area of English presents teachers with many challenges. The specific needs, sensitivities and interests of all students together with the quality teaching framework form the background of all English programs and units of work developed and implemented at Mian School. This is essential to maintain student engagement in their learning.

The information gathered from base schools, together with results from past ELLA, BST, NAPLAN and Mian School based screening assessments allows teachers to identify the gaps in learning of each student.

Teaching and learning strategies are then planned and developed for each student and embedded into the strands of the English syllabus covering a scope and sequence of novel studies, film studies, poetry, drama and language skills.

This process results in:

- Documented Individual Education Plans for each student;
- A teacher term plan;
- Documented Personalised Learning Plan for each Aboriginal student;
- Students who are engaged in the learning process;
- Accountable teacher documentation;
- Students who are able to achieve positive outcomes; and
- Teaching and learning which caters for the varying learning styles of Mian school students.

Effective evaluation is essential to be able to track student's progress. We are able to effectively evaluate and report on work completed by students and outcomes achieved through:

- The introduction of student portfolios containing work samples in an outcome framework;
- Student portfolios are given to students at the end of the year together with a detailed written report to share with parents and carers;
- Pre and post testing;
- Writing work samples showing evidence of draft, edit and publish model;
- Teacher, student and parent / carer conferencing to discuss ongoing targets and progress; and
- Re evaluation of students Individual Education Plan and Personalised Learning Plans at the end of each term.

Students are achieving outcomes across all strands of the English Key Learning Area including reading, writing and talking and listening.

This is evidenced by:

- Portfolios containing work samples with outcome frames;
- Outcomes based reporting;
- Teacher term plans;
- Scope and sequence of study; and
- Provision of outcomes and indicators linked to activities on a table and the quality teacher elements and dimensions targeted attached to teacher's resource book for each unit of work developed.

Future directions

In 2010 there will be a focus on explicit teaching of literacy skills across the school. The further analysis of SMART data from NAPLAN and school based assessments will be explored through regular professional learning sessions for teaching staff in 2010 and these two initiatives will see an improvement in the outcomes achieved by all students in the Key Learning Area of English.

In 2010 we have also planned to invite Ralph Pirozzo to visit the school and work with staff. He will present seminars on creating the most engaging and challenging thinking classroom where all students will be engaged through multiple learning pathways.

Reporting on the strands in student reports will also be introduced in 2010. This will create a more detailed overview of student achievement. It will also help with teacher future planning in addressing learning gaps.



Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school. Mian School also has regular meetings with interagency community groups and partnership meetings with agencies that have constant contact with our school. We invited representatives from these agencies to also share their views and experiences with us.

Their responses are presented below.

Areas of strength as perceived by the school community include:

- Support and empathy for students and their families is highly valued by the students, parents and carers and the wider school community;
- Students really like attending Mian School and the things that they learn while at school are important; and
- Students enjoy what they do in the classroom and believe that teachers at Mian school treat them fairly.



Professional learning

Staff professional learning is a priority at Mian School. It gives staff the opportunity to realise their professional goals and to up skill themselves with the latest innovations.

Some professional learning that has taken place this year included:

- Autism Conference;
- OHS consultation training;
- Redbank Conference;
- Mental health of young people;
- Non Crisis Intervention training; and
- Grief Counselling.

School Development 2009 – 2011

The next few years will be very exciting for Mian school. We are adopting a more specific targeted approach to improving the overall literacy and numeracy levels of all Mian school students.

Targets for 2010

Targets for 2010 focus on the development of literacy and numeracy skills, the Quality Teaching Framework and to collaborate with TAFE to deliver work readiness skills to our older students.

Target 1

Targeted students will achieve a level of growth as measured by school based assessment tools.

Strategies to achieve this target include:

- Modify the school's literacy policy to reflect the state literacy policy;
- Research and source other assessment tools, both formal and informal to measure growth in literacy;
- Workshop on data analysis by accessing regional expertise and paraprofessionals to support SSP context;

- Executive team analysis of SMART data, including school based assessments to use and analyse with teachers;
- Collaborative planning to address specific student needs and develop individual / group learning plans and teaching programs;
- Research and source teaching and learning support materials that address the Learning Styles and specific needs of ATSI Students;
- Professional Learning in the use of technology in the classroom to explicitly teach Literacy;
- Join with other schools to release a Partnership Mentor position at PH2 level to support leadership development programs, provide training in analysis of data, support induction of early career teachers and co-ordinate professional learning networks; and
- Join with other schools to release a Connected Learning position at AP/HT level to facilitate professional learning focussed on the effective integration of interactive technology into classroom practice.

Collect all relevant data including:

- Contact Base schools to retrieve past NAPLAN, BST and ELLA results to enhance partnership communication and develop effective transition programs;
- Professional Learning sessions analysing school based screening tests to identify and document gaps in learning; and
- Professional Learning for Teaching staff and SLSO's in programs from the Literacy National Partnership.

Our success will be measured by:

- Source and analyse relevant DET policies;
- Modified School Literacy Policy;
- Select Assessment Tools to suit our unique setting;
- Collation of baseline data;
- Documented measurement of growth each semester;
- An Attendance record for workshops attended and then strategies reflected in Individual Education Plans (IEP's);
- Implementation of teaching practices documented in the teacher reflective log;

- Student IEP's to reflect gaps in learning and teaching strategies to address those identified gaps;
- TARS;
- Documented IEP's for targeted students;
- Personalised Learning Plans (PLP's) for Aboriginal Students;
- Teacher Term Plans;
- Teacher release roster for collaborative planning;
- Attendance Record of Professional Learning sessions;
- Accommodations and Adaptations documented for each student;
- Workshops led by Regional Aboriginal Education Team focusing on Learning Styles of Aboriginal Students resulting in IEP's;
- Structured in-school leadership programs established;
- Evidence in class programs that programming has been informed by student learning data;
- Staff utilise networks beyond their own school and beyond their own learning community to support teacher professional learning;
- Classroom programs indicate teaching strategies which make appropriate use of technology;
- Observation of classroom practice indicates more effective usage of interactive technology in teaching and learning;
- Documented evidence in Individual Education Plans (IEP'S) of identified gaps in learning and associated explicit teaching strategies; and
- Teaching staff and / or SLSO withdrawing students and implementing IEPs.



Target 2

Targeted Students will achieve a level of growth in numeracy as measured by school based assessment tools.

Strategies to achieve this target include:

- Modify the school's numeracy policy to reflect the state literacy policy;
- Research and source other assessment tools, both formal and informal to measure growth in numeracy;
- Workshop on data analysis by accessing regional expertise and paraprofessionals to support SSP context;
- Executive team analysis of SMART data, including school based assessments to use and analyse with teachers;
- Collaborative planning to address specific student needs and develop individual / group learning plans and teaching programs
- Research and source teaching and learning support materials that address the Learning Styles and specific needs of ATSI Students; and
- Professional Learning in the use of technology in the classroom to explicitly teach numeracy.

Collect all relevant data including:

- Contact Base schools to retrieve past NAPLAN, BST and ELLA results to enhance partnership communication and develop effective transition programs, and
- Professional Learning sessions analysing school based screening tests to identify and document gaps in learning.

Our success will be measured by:

- Source and analyse relevant DET policies;
- Modified school Numeracy Policy;

- Select Assessment Tools to suit our unique setting;
- Collation of baseline data;
- Documented measurement of growth each semester;
- An Attendance record for workshops attended and then strategies reflected in Individual Education Plans (IEP's);
- Implementation of teaching practices documented in the teacher reflective log;
- Student IEP's to reflect gaps in learning and teaching strategies to address those identified gaps;
- TARS;
- Documented IEP's for targeted students;
- Personalised Learning Plans (PLP's) for Aboriginal Students;
- Teacher Term Plans;
- Teacher release roster for collaborative planning;
- Accommodations and Adaptations documented for each student;
- Workshops led by Regional Aboriginal Education Team focusing on Learning Styles of Aboriginal Students resulting in IEP's;
- Structured in-school leadership programs established;
- Evidence in class programs that programming has been informed by student learning data;
- Staff utilise networks beyond their own school and beyond their own learning community to support teacher professional learning;
- Classroom programs indicate teaching strategies which make appropriate use of technology;
- Observation of classroom practice indicates more effective usage of interactive technology in teaching and learning;
- Attendance Record of Professional Learning sessions;
- Documented evidence in IEPs of identified gaps in learning and associated explicit teaching strategies; and
- Teaching staff and / or SLSO withdrawing students and implementing IEPs.



Target 3

To increase professional learning meetings from three per year, to two per term focusing on the Quality Teaching Framework

Strategies to achieve this target include:

- Professional Learning sessions exploring the Quality Teaching Framework specific to Literacy and Numeracy;
- Access Regional expertise to assist executive and teaching staff to develop skills & strategies to identify and explicitly teach Numeracy & Literacy;
- Investigate the Quality Teaching Framework to develop knowledge, skills and understanding of the teaching and learning cycle;
- Collaborative Planning and Development of specific learning activities aimed at reducing the gaps in Numeracy and Literacy;
- Evaluation of existing resources for English and Maths to incorporate specific activities to address student learning gaps; and
- Review existing programs and plan teaching programs collaboratively in Stage Groups in Numeracy and Literacy.

Our success will be measured by:

- Teacher Reflective Log completed;
- TARS;
- Term Plans;
- IEP's / PLP's;
- Units of work and documented learning activities for delivery to Stage Groups in Literacy and Numeracy;
- Timetabled release time for team collaboration resulting in a bank of teaching

and learning resources for Numeracy and Literacy; and

- Accommodations and Adaptations record.

Target 4

To negotiate, plan, develop and implement teaching and learning programs with Western Institute of TAFE to provide tailored learning opportunities in work readiness skills.

Strategies to achieve this target include:

- Informal meeting with all stakeholders, ie Mian School, Department of Housing, Western Institute of TAFE and Joblink Plus personnel to discuss needs;
- Identify skill set required for the specific work readiness program;
- Identify modules and competencies to be included in the program reflective of the Quality Teaching Framework;
- Develop an Assessment Matrix / Template providing explicit teaching criteria and assessment for learning; and
- Join with other schools to release a position at DP level to facilitate professional learning focussed on quality teaching and learning for Aboriginal students centred on the 8 Ways of Knowing.

Our success will be measured by:

- Informal Meetings agenda;
- Timeline for actions;
- Development of a Course Outline;
- Development of Assessment and Report format;
- Further development of course outline, scope and sequence and OH&S descriptors.



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>