

2010 Annual School Report MIAN SCHOOL

NSW Public Schools – Leading the way



Our school at a glance

Students

Students attending Mian School benefit on many levels, including:

- Smaller class sizes
- Additional support in each classroom
- A caring empathetic environment
- A structured learning environment focused on student engagement
- Individual education plan for each student
- Individual behaviour management plan for each student
- A focus on social skills development, and
- An emphasis on improving and developing skills in literacy and numeracy.

61% of students attending Mian School in 2010 identify as Aboriginal and 96% of students are male.

Staff

2010 has brought with it some changes in staff. Mrs Ruth Graves has joined us as a classroom teacher replacing Ms Bartley. Mr Barber has continued to support all staff by replacing teaching staff on a regular basis for professional learning and program development.

Mrs Jones, Mrs Wykes and Mrs Weber have continued in the classrooms achieving positive outcomes for all students. These positive outcomes would not be possible without the very professional and caring support in our classrooms by our School Learning Support Officers including Ms Hughes, Mr Young, Mr Tink, Mr Chapman, Mr Hill and Mr Smith. Mrs Molkentin also multitasks as our School Administration Manager and Medication Officer.

Mian School is also the base school for the Dubbo Area Behaviour Team and also the Support Teacher Out of Home Care. These teachers support students in mainstream settings across the Dubbo School Education Group.

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

Significant programs and initiatives

2010 was a very busy year indeed for all staff and students. All staff are committed to providing a caring environment and at the same time providing an innovative and engaging curriculum. Many programs and initiatives were developed and implemented in 2010 to maximise the learning opportunities, social skills development and academic achievement of all students. Some of the highlights included:

- Individual literacy programs
- Hooked on fishing environmental program
- Crime prevention workshops
- Cathy Peachey athletics carnival
- NAIDOC activity day at TAFE
- Aboriginal language program
- Kookaburra shield interschool competition
- Mian school swimming and athletics carnivals
- Simulated work experience for students at the Monkey Bar restaurant
- Work Experience for selected year 9 students, and
- Questacon science circus.

Student achievement in 2010

In 2010, all students in years 7 and 9 participated in the NAPLAN assessment in literacy and numeracy. All year 8 students participated in the ESSA assessment in science. Analysis of these results together with school based assessment assist the school in developing targets in literacy and numeracy for the following year as well as assisting teachers to develop individual literacy and numeracy plans for all students.



Messages

Principal's message

2010 provided Mian school students and staff with many opportunities to further develop teaching and learning opportunities. 2010 also saw maximum enrolments in all classes throughout the year and the demand for placements remained constant. In 2010, Mian School became a member of the Low SES School Communities National Partnership schools program. This offered Mian school the opportunity for reflection and evaluation of some of our programs through the development of a situational analysis, leading to targets matched with strategies to achieve our targets. Literacy, numeracy and student engagement continue to be our priority areas for development. The success of our school, as always is dependent on the dedication and professionalism of our whole staff. The welfare and the well-being of the students continue to be the underlying motivation for all staff.

I would also like to acknowledge and thank our P&C Association for their ongoing participation and contributions to our school. Thankyou to all the Mian school community for a very successful year in 2010. I look forward to 2011 with anticipation of another very successful and rewarding year at Mian school for all staff, students and the Mian school community.

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

This year we held a very successful Christmas in July competition. Thankyou to all the kind and generous people who donated items for the competition. P&C members were also happy to donate some items for the end of year hampers for students organised by the staff. We always welcome new members to our group and encourage all family members to become involved as it is a great way to get involved in the school. Congratulations to the great staff and students at Mian school for another successful year at Mian School.

Loris Hutchins

Student representative's message

This year was a very busy one at Mian School with many new students. We took turns in leading the weekly assemblies. We also helped with the preparation and cooking of student barbeques throughout the year.

It's important to have student leaders at Mian school because we can help the other students and the teachers.

Jake, Mikayla, Derek and Aaron

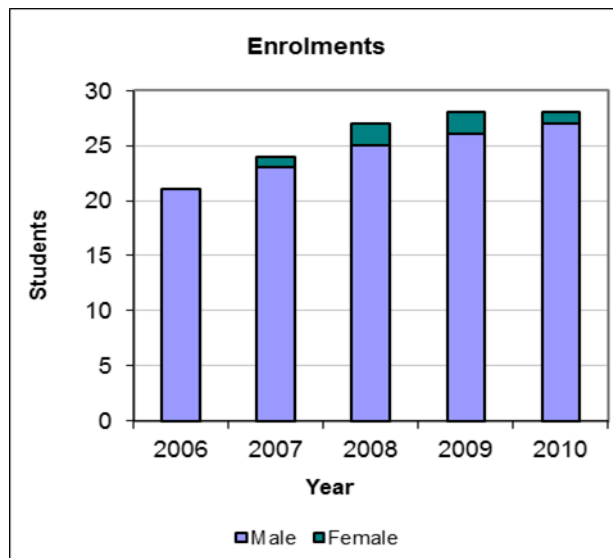


School context

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



	2006	2007	2008	2009	2010
Male	21	23	25	26	27
Female	0	1	2	2	1

Note: Enrolments for central schools are for K-6. Enrolments for SSP schools are K-12.

Management of non-attendance

Attendance is very important for all students at Mian School. Breakfast Club is held each morning for students so that they can begin their school day with a healthy breakfast.

If a student hasn't arrived at school by about 9.30am in the morning and the school hasn't received notification that the student will be absent, a phone call is made to the student's parents / carers to ascertain a reason for the absence.

Parents/ carers usually call the school if a student is going to be absent. Very few students have attendance issues at Mian School.

Class sizes

Structure of classes

Throughout 2010, Mian school had its maximum enrolment of 28 students. Classes are structured in a way as to maximise student learning outcomes.

In 2010, it was decided to combine 2 classes of younger students into one classroom. Each student benefited from increased individual attention, structured literacy and numeracy programs and structured social skills programs.

The staff in the classroom also benefited professionally through team teaching practices, collaboration and mentoring with one teacher trained in Reading to Learn strategies and the other teacher trained in technology in the classroom.

The year 8 classroom uses a range of strategies to achieve outcomes. Reading to learn strategies have been used together with a group literacy program to build on each student's reading, writing and comprehension skills. Students in this classroom work through a structured numeracy program targeted at each student's individual numeracy needs. Students also achieved outcomes in all other key learning areas using many hands on activities to explore and investigate themes and concepts.

Older students at Mian school, mostly year 9 students, follow an alternative program. Students attend TAFE for one day per week, completing a rural Operations course. They also go to the Monkey Bar restaurant for one day per week and are learning restaurant skills under the guidance of Chef Mark Hawkins. Students gain competencies in the Mian School Car Detailing program on another day and the other days are spent in the classroom developing literacy and numeracy skills.

Post-school destinations

Students from Mian school exit our programs at the end of year 9. Some students transition back to their mainstream setting before this time usually into a support class. Some students

choose to complete their education at Dubbo College Senior Campus or in a TAFE setting. Another alternative is the Links to Learning 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
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teachers	0
Classroom Teachers	3.778
SSP Itinerant teachers behaviour	3
SSP Teacher Out of Home Care	1
Teacher of Reading Recovery	0
Support Teacher Learning Assistance	0
Teacher Librarian	0.168
Teacher of ESL	0
Counsellor	0.2
School Administrative & Support Staff	5.176
Total	16.332

Staff retention

Statistics indicate that:

- Fifty-nine per cent of all school staff are female
- Forty-one per cent of all school staff are male
- Sixty-six per cent of executive staff are female
- One teacher is in their first five years of teaching, and
- Staff retention remains high, with an average 93% retention rate.



Teacher qualifications

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

Enter text here

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:	30/11/2010
Income	\$
Balance brought forward	304556.38
Global funds	83269.82
Tied funds	61932.93
School & community sources	2885.76
Interest	11559.17
Trust receipts	0.00
Canteen	0.00
Total income	464204.06
Expenditure	
Teaching & learning	
Key learning areas	20572.70
Excursions	460.36
Extracurricular dissections	22925.12
Library	0.00
Training & development	335.00
Tied funds	77854.95
Casual relief teachers	3073.08
Administration & office	42764.57
School-operated canteen	0.00
Utilities	14905.35
Maintenance	10260.45
Trust accounts	0.00
Capital programs	87148.25
Total expenditure	280299.83
Balance carried forward	183904.23

A full copy of the school's 2010 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 2010

2010 was a very busy one for the Mian school community. This year was highlighted by many student achievements and activities.

Achievements

Sport

Kookaburra Shield

Kookaburra shield is an annual oztag competition played between Mian school and Dubbo College Delroy Campus and Dubbo College South Campus. The competition is played in a friendly atmosphere in a round robin format. There is always much anticipation and excitement for the months before the competition as Mian school students train and choose the run on team. In 2010, Dubbo College South Campus won the shield. Mian students are looking forward to winning the shield in 2011. This competition gives students the opportunity to represent their school in a sporting competition. Being part of the team encourages sportsmanship, teamwork, co-operation and leadership.



Cathy Peachey Athletics Carnival

For the first time in 2010, some students from Mian school competed in the Cathy Peachey Athletics Carnival held in Dubbo. The students who took part represented the school with pride. Most students competed in every event in their age group and had a wonderful day. Special congratulations to Scott who won the 15 year age group champion. All students who competed this year are looking forward to competing again next year.

Mian School Swimming Carnival

A very successful swimming carnival was held again in 2010. All students who attended were encouraged to take part in as many events as

possible. As well as age races in all strokes, the novelty events again proved to be the most popular with students and staff.

Parents, carers and other family members were invited to come along to enjoy the day's events and a picnic lunch.

Age champions were celebrated at a school assembly where they received medals and all students received their participation ribbons.



Mian School Athletics Carnival

Parents / carers, families, students and staff had a thoroughly enjoyable day at Barden Park for the annual Mian School Athletics carnival. Students participated in a variety of field events, age races of varying lengths, relays and novelty events. The event that completed the day was the most popular of all with a staff versus students tug o war.

Students were prepared for the day with athletics events being practiced for several weeks beforehand at weekly sport sessions.

Age champions received medals and place ribbons were distributed at a special school assembly.



School Sport

School sport plays an important role in developing a wide range of skills for students at Mian school including:

- Co-operation
- Development of leadership skills
- Teamwork
- Encouragement of others
- Responsibility
- Turn taking
- Decision making
- General fitness, and
- Following instructions

Students utilised the facilities at Victoria Park for sport this year. Sports included softball, oztag, cricket and tabloid sports.



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 these assessments.

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 7

All year 7 students participated in NAPLAN testing this year. These results identified gaps in student learning and together with school based assessment results will assist teachers in developing an individual literacy plan for each student.

Numeracy – NAPLAN Year 7

All students in year 7 participated in the numeracy section of the NAPLAN assessment. Students' results were mixed across each strand of mathematics and will be used together with school based assessment to develop a numeracy program to address gaps in student learning.

Literacy – NAPLAN Year 9

All year 9 students participated in NAPLAN. The results for year 9 demonstrated some growth from year 7 results.

Numeracy – NAPLAN Year 9

The results in the numeracy section of NAPLAN demonstrated varying degrees of growth for all students from year 7 results.

Significant programs and initiatives

All programs and initiatives implemented at Mian school have a focus on not only the educational value of the programs but also target the overall well-being of students including their social development.

Aboriginal education

Aunty Beth Wright became a regular and important visitor to our school in 2010. Each week Aunty Beth delivered lessons in Wiradjuri language. As well as learning a traditional language, students were also able to develop a deeper understanding of tradition and what it means to Aboriginal people. Students were also able to learn some Aboriginal songs, such as Bilang, Gaanha, Bungan and Burrami.

Students learnt how to count to 20 in Wiradjuri. Storytelling was enjoyed by all students and the traditions, practices and beliefs of past elders were recounted. Practices concerning cemeteries and night time were of particular interest to students.

Other activities that Aunty Beth involved students in included:

- Recognising and responding to words and phrases in Wiradjuri through games and songs
- Using the Wiradjuri language in the classroom
- Using the Wiradjuri language to match words to pictures
- Giving students the opportunity to share their origins and their totem, and
- Through stories and games, students made connections between Aboriginal culture, language, land and a sense of identity.

Mian school has continued its partnership with Mission Australia. Mission Australia collects students from the school for one afternoon per week and provides them with a cultural awareness and leadership program. Students are able to learn about leadership and culture in an informal setting through group activities.

In 2010, Dr Tyson Yunkaporta delivered some professional learning to all staff about Aboriginal perspectives in the classroom and the 8 Ways of Knowing. Professional learning will continue in 2011 utilising the expertise of personnel from the Regional Aboriginal Education Team.

Multicultural education

Mian School has 2 trained Anti-racism Contact Officers. In Human Society and its Environment, students are given the opportunity to study many cultures. Mian school fosters tolerance and acceptance of all cultures and this is reinforced through our structured social skills programs.

Respect and responsibility

Throughout 2010, Senior Constable Marty Paice has become a regular visitor to our school, delivering Crime Prevention Workshops to our students.

The program included workshops and activities on the following issues relating to young people:

- Cyber bullying and unwanted attention on the internet – students viewed footage of

real incidents and discussed the consequences and measures to avoid such a situation

- Shoplifting and behaviour in public – students viewed some scenario video clips and then discussed the rights of others, particularly the elderly and how young people's behaviour and actions may intimidate others
- Graffiti and the rights of all – students were given the opportunity to develop a system of personal values based on their understanding of moral and ethical matters
- Bullying and its effects – students discussed the effects of actions that enhance and disrupt relationships, and
- Drugs and alcohol and their effects – students discussed assertive ways to deal with different types of coercion and harassment, eg peer pressure to use drugs and alcohol.

These lessons also promoted positive interactions with the local police force and enabled students to see how to work in a positive way within the community and where to seek help in times of need.

Aunty Beth Wright integrated issues of respect and responsibility into her lessons with students using Aboriginal traditions and stories as discussion points.

The Mian school welfare policy promotes respect and responsibility within our school and the community through our elections of student leaders each semester, our rewards system and fair discipline code.



National partnership programs

In November 2009, Mian School became part of the National Partnerships Program. Our initial targets in this program related to the areas of literacy, numeracy, professional learning and work readiness.

Further development in literacy and numeracy will be the focus of Mian school targets in 2011. During 2010, initiatives introduced in the areas of literacy and numeracy proved beneficial for all students and these will continue throughout 2011 including accessing regional personnel to support all staff.

All professional learning funds were expended in 2010. Professional learning took place in the areas of literacy, numeracy, behaviour management and technology. Two staff members were trained in Reading to Learn. Regional personnel also delivered professional learning to all staff in the areas of literacy and numeracy and the skills developed by staff were then integrated into classroom learning activities.

Using reading to learn strategies and the literacy withdrawal program has resulted in pleasing improvements for all students in some areas. Many students, although they have demonstrated some improvement, need ongoing intensive support in both literacy and numeracy.

Connected learning

Professional learning sessions took place for teaching staff in using connected learning in our classrooms in 2010. Connected learning at Mian school will be more thoroughly investigated in 2011 to ascertain how best it can be used to aid our students in this unique setting.

Tackling Violence Program

South Sydney rugby league player, Joe Williams accompanied by Pixie Gordon visited the school to lead discussions with students about all forms of violence in our community. Tackling violence is an anti-domestic violence program. It uses regional rugby league teams to help change attitudes and reduce domestic violence in communities.

Students learnt that domestic violence can occur in many ways and does not have to happen all the time or be severe to be a crime.

Hooked on Fishing Program

Due to the success of participating in this program last year, students were very keen to participate again in 2010. Students worked through a program of classroom activities learning about "It's fun to fish codes", including being safe and responsible and that they can be a solution to pollution in our waterways.

Students were then able to participate in a day of fishing activities at Sandy Beach where they learnt more about looking after our rivers and enjoyed some fishing.



Progress on 2010 targets

Target 1

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

OUTCOMES:

- To professionally develop staff in the use of NAPLAN and other SMART data
- Increased levels of literacy achievement for targeted students, and
- To use NAPLAN results, SMART data and school based assessment tools to identify measurable gaps in student learning.

Our achievements include:

- The Mian school literacy program is working for all students with documented and measurable growth in the areas of oral reading, spelling, comprehension and talking and listening

- Professional learning sessions for all staff in using reading to learn strategies in the classroom delivered by the regional literacy consultant, Cheryl Koop
- Professional learning for staff in collecting baseline and follow up data
- Analysis of data to identify gaps in learning
- Collaborative sessions with staff to develop strategies to address gaps in learning, and
- Graphing of data collected for analysis

Target 2

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

OUTCOMES

- **To professionally develop staff in the use of NAPLAN and SMART data**
- **Increased levels of numeracy achievement for targeted students**
- **To use NAPLAN results, SMART data and school based assessment tools to identify measurable gaps in learning**

Our achievements include:

- Modified school numeracy policy to reflect state numeracy policy
- Selection of assessment tools to suit our unique setting
- Collection of baseline data and follow up data
- Documented measurement of growth each semester
- Professional learning sessions for all staff delivered by regional mathematics consultant, Alice Lockrey
- Student individual education plans including strategies to address gaps in learning
- Workshops led by RAET personnel focusing on learning styles of Aboriginal students
- Professional learning sessions for all staff in the use of technology to enhance learning in the mathematics key learning area, and

- Evidence in class programs that programs have been informed by student learning data.

Target 3

To increase professional learning meetings from 3 per year to 2 per term focusing on the Quality Teaching Framework.

OUTCOME

- **Strengthened teacher capacity to improve student learning outcomes in numeracy and literacy.**

Our achievements include:

- This target has been achieved and exceeded
- A professional learning meeting has been held each fortnight. Some are for all staff including support staff and others for teaching and executive staff
- The expertise of regional personnel, Mathematics Consultant Alice Lockrey and Literacy Consultant Cheryl Koop have provided staff with explicit teaching knowledge in these areas
- Pam Davis has delivered sessions in smartboard technology
- Pauline Freeburn provided expertise and professional learning in connected classrooms and video conferencing
- Aunty Beth Wright has been mentoring some staff in delivering Aboriginal programs to students, and
- Dr Tyson Yunkaporta delivered professional learning to all staff leading discussions with staff about Aboriginal perspectives, the 8 Ways of Knowing and exploring the 8 Ways website.

While there will be no professional learning target in 2011, there will be a continued focus to increase the engagement of Aboriginal students across all key learning areas including social skills development through continued regular professional learning meetings.

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.

OUTCOMES

- Positive and planned transition from Mian school to the next educational setting
- Expanded vocational pathways for students

Our achievements include:

- With the introduction of the new 17 strategy for school students, the dismantling of Joblink Plus strategies supporting Mian school students through year 9 and beyond, the conclusion of the Department of Housing program working with student programs and students no longer being able to access white card training through Western Institute of TAFE, it was necessary to change the focus of this target to the transition process for all Mian School students.
- Year 9 students were given the opportunity to complete their white card training in 2010. Calvin Reed's services were secured through Dubbo College South Campus. Year 9 students were also enrolled in the Rural Operations course through Western Institute of TAFE and this provided students with the opportunity to develop skills in OHS, small motors, horticulture and other work skills.
- During 2010, we began the process of assessing our transition processes and building partnerships with base schools. Documenting processes, timelines and transition lessons for Mian school students will be a priority in 2011. The transition process will be streamlined and a flowchart of progress will be formulated.



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 2010 our school carried out evaluations of Teaching and Literacy.

Educational and management practice

Teaching

Background

Throughout 2010, the staff at Mian school formed a situational analysis team as part of the National Partnership Low SES Communities program. With major focus areas on literacy, numeracy, engagement, quality teaching and connected learning, it was decided to also investigate and evaluate best practices in the area of teaching.

As part of this evaluation, the following aspects were explored:

- planning and implementation
- assessment and reporting, and
- reflection and evaluation.

The evaluation of the area of teaching was undertaken to research the following questions:

- Are teaching programs designed to respond to student's interests, needs and abilities?
- Are Mian school assessment processes ongoing and provide information on students' strengths and areas for further development? and
- Is Mian school assessment and tracking of student learning outcomes used to evaluate, develop and refine teaching programs?

Findings and conclusions

An analysis of surveys completed by parents and carers, students, community members and information gathered at staff meetings and during teacher supervision meetings identified that Mian school teaching programs are designed to respond to students' interests, needs and abilities. The findings highlighted the following strengths:

- Each student has an ongoing personalised learning plan. The student is involved in

developing this plan and part of this process is an interview for a student profile and a learning support team meeting involving parents and carers. The student is able to discuss their interests and goals. Teachers use this information to develop an individual education plan for each student.

- Through professional learning sessions, all staff have been further developing their skills in understanding in detail, the five levels of the Learning Framework in Number, (LFiN) and using this knowledge to identify at which level students are performing mathematical tasks. The regional mathematics consultant, Alice Lockrey has provided staff with a deeper understanding on how to increase the number of outcomes achieved for our students.
- Professional learning sessions led by Cheryl Koop (Regional literacy consultant) in Reading to Learn strategies has up skilled all staff in the area of literacy. The explicit teaching of literacy is part of the daily timetable for all students at Mian school.
- A comprehensive Individual Behaviour Management Plan, Individual Education Plan and Personalised Learning Plan work together in maximising outcomes achieved for all students. These plans are revisited on a regular basis and adjustments made as needed.
- A regular Learning Support Team meeting for each student keeps parents and carers and the student informed about progress, achievements and areas for further development.

Assessment processes were also a focus for Mian school in 2010. These processes along with data collection and analysis are ongoing and provide information on student's strengths and areas for further development. Other strengths and processes implemented and identified in 2010 include:

- The compilation of an assessment folder for each student containing:
 - past BST and NAPLAN results sourced from base schools
 - school based assessments for literacy and numeracy to establish baseline data
 - school based assessment follow up data to measure progress, achievements, areas of need and gaps in learning in literacy and numeracy
 - comparison data for individual students and student groups, and
 - writing samples and detailed criteria assessment monitoring sheet to identify specific gaps in learning.
- Analysis of all available assessments for each student are collated and graphed and then used as a guide in developing individual education plans and teaching programs.

Assessment and tracking of student learning outcomes are used to evaluate, develop and refine teaching programs.

Strengths in this area include:

- Changes in the Mian school report format have been trialed at the end of 2010. These reports clearly outline the outcomes achieved by students; the teaching and learning activities used to achieve these outcomes and teacher comments to reflect on student achievement and identified areas for further development. Further evaluation of report formats will continue in 2011.
- Teacher collaboration in planning, developing and implementing targeted teaching programs for specific student needs in literacy and numeracy
- Student assessment folders
- Student portfolios showcasing student work samples
- Teacher term plans outlining targeted outcomes in each key learning area, and
- Individual education plans including adaptations and accommodations for each student.



Future directions

Professional development for all staff is essential to keep our staff informed of best practices in teaching, learning and behaviour management. Literacy and numeracy will continue to be a focus area in 2011 and continued professional development in these areas.

Recommendations for 2011 include:

- Ongoing professional learning in explicit teaching of mathematics
- Accessing regional personnel to lead professional learning sessions for all staff
- Teacher professional learning in data analysis of writing samples using specific criteria to identify gaps in learning and to provide data that demonstrates levels of growth in specific targeted areas, and
- Teacher professional learning to ensure explicit teaching of writing using text type scaffolds, Reading to Learn strategies and the Quality Teaching Framework

Curriculum

Literacy

Background

Literacy development for all students is a major focus area at Mian School. Most students upon arrival at our school have literacy levels well below benchmark, in all areas including reading, writing, spelling, comprehension and other communication skills. Our focus for 2010 was to plan, develop and implement specific individual literacy plans for each student, identify the gaps in learning and address these gaps through explicit teaching practices. An assessment folder was collated for each student.

Findings and conclusions

A number of strategies were developed that needed to be implemented to achieve the outcomes that were targeted in order to maximise the progress and improvement for students.

Strategies implemented included:

- 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 our unique setting
- Executive team analysis of data, including school based assessments to use and analyse with teaching staff
- Collaborative planning to address specific student needs and develop individual and group learning plans and teaching programs
- Research and source teaching and learning support materials that address the learning styles and specific needs of Aboriginal students
- Professional learning in the use of technology in the classroom to explicitly teach literacy, and
- Collection of all relevant data including assessment data from base schools.

All staff members benefited from the professional learning sessions with the regional literacy consultant, Cheryl Koop, with up skilling of staff in Reading to Learn strategies that could be used in the classrooms. Two staff members attended the Reading to Learn training and used these strategies in the literacy withdrawal program where targeted students participated in one on one literacy activities several times per week.

Some students, who were very reluctant to participate in the assessment for base line data, were keen to do well in assessments after participating in the literacy program for several weeks.

The strategies implemented will continue in 2011, with the purchase of new resources including comprehension boxes adding a further emphasis on the further development of literacy skills.

Future directions

While school based assessment tools for literacy, including NAPLAN results, Neale Analysis, Holborn Oral Reading Scale, South Australian Spelling test and writing sample analysis, have all demonstrated measurable growth in some aspects of literacy, we need to achieve significant

improvement and growth in student writing across all text types with an emphasis on explicitly teaching writing techniques.

The Mian school literacy program is working for all students with demonstrated and documented levels of growth and needs to be continued with a sustained emphasis on growth in writing skills.

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Areas of strength as perceived by the school community include:

- Students are provided with a relevant curriculum to suit their individual needs
- Teachers at Mian school do provide class activities that are interesting and appropriate to students' needs and abilities
- Parents and carers agree that teachers know what their students can do and what they need to learn
- The development of literacy and numeracy skills is high on the priority list for the school community, and
- The teaching staff agreed that assessment processes at Mian school provide information on students' strengths and areas for further development.

Professional learning

All staff at Mian school recognise the value of professional learning, not only to up skill themselves but the professional flow on effect into their classrooms. In 2010, professional learning took place in the following areas:

- Quality teaching – all teaching staff attended Ralph Perozzi workshops
- Use of ICT in the classrooms – introduction to interactive whiteboards and moodle training
- Literacy and numeracy – 2 staff members participated in Reading to Learn training. Whole staff sessions with literacy and numeracy consultants took place regularly throughout the year

- Welfare and equity – Understanding and managing behaviour, whole staff Non Crisis Intervention training and whole staff Child Protection training also took place throughout the year. Some staff also participated in training in the areas of Understanding Autism Spectrum Disorders and Next Practice in Special Education, and
- Leadership – Principal Conferences, Low SES National Partnership meetings for executive staff.

Professional learning sessions were also held for all staff on School Development days. Areas covered in 2010 included:

- CPR and emergency care training
- Introduction to mind matters
- Child protection training
- Literacy
- Numeracy, and
- Behaviour initiatives

Professional learning will continue in 2011 on a regular basis for all staff.

School development 2009 – 2011

Targets for 2011

The following targets were set after a review of the Mian school situational analysis and targets for 2010 and the recommendations from those targets.

Target 1

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

Intended Outcomes:

- Teachers will plan, develop and implement an individual literacy plan for each student in their class.
- School based assessment data will show each student's individual progress in writing skills.

- **Teachers will utilise the Quality Teaching Framework and Reading to Learn strategies as instruments to improve student learning outcomes in literacy, with a focus on writing skills.**
- **Increased competency levels will be demonstrated by staff and students.**

Strategies to achieve this target include:

- Teacher professional learning in data analysis of writing samples using specific criteria to identify gaps in learning and to provide data that demonstrates levels of growth in specific areas.
- Teacher professional learning to ensure explicit teaching of writing skills using text type scaffolds, Reading to Learn Strategies and the Quality Teaching Framework
- Release staff to undertake Professional Learning in using the 10 Criteria used to assess writing in the National Assessment Program and incorporating these criteria into school based assessment criteria.
- Use Naplan data and school based assessment data to develop targeted areas for explicit teaching.
- Release staff on a rotational basis to analyse data
- Purchase of resources to aid in the development of explicit writing skills.
- Release staff to explore and investigate the availability of writing resources to be used across all KLAS
- Release staff from each classroom in order to gather baseline and follow-up data in a one on one situation. Data analysis in order to develop an individual Literacy Plan

Our success will be measured by:

- Documented Individual Literacy Plan for each student including identified gaps in learning and strategies to address these gaps
- Teacher programs will reflect Reading to Learn strategies and the Quality Teaching Framework
- Documented baseline assessment data and follow up assessment data for each student.

- Documented gaps in learning for each student
- Student engagement. Documented improvements in student literacy achievements, and
- Assessment folder for each student containing baseline, follow up data and analysis.



Target 2

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

Intended Outcomes:

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

Strategies to achieve this target include:

- Release staff to be involved in collaborative planning to address specific student needs and develop individual/group learning plans and teaching programs.
- Continue professional learning sessions to address the strands of mathematics and extend the skill set of staff.
- Release staff to organise ongoing assessment for all students to measure improvement and to identify gaps in learning.

- Release staff to investigate best practice in diagnostic testing and modify for Mian School use
- Release staff to participate in training in the Integration of Technology into numeracy initiatives.

Our success will be measured by:

- Collaborative development and planning of programs, units of work and lesson activities using smart board technology and moodles.
- Student Assessment folder including data analysis and work samples
- Teacher programs reflecting innovative teaching practices across all strands of Mathematics, and
- Teacher term plans and programs addressing individual student needs and Individual education plans

Target 3

Priority Area: Aboriginal Education, Student Engagement and Retention

Intended Outcomes:

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

Strategies to achieve these outcomes include:

- Implement high quality and culturally inclusive programs for Aboriginal students
- Professional learning sessions for all staff re Aboriginal Education
- Crime Prevention Workshops
- Release staff to coordinate informal school and community gatherings, and at least twice a term to make positive phone calls to parents/carers of all students. Develop an

inclusive school environment that encourages and supports productive relationships with parents and carers and family members.

- Informal school community gatherings
- Parent / carer meetings. Executive phone calls – positive
- Release staff to organise and hold one on one meetings with LST of every student at least twice per year.
- Regular Family meetings to discuss learning goals and progress.
- Student goal setting and planning meetings
- Aboriginal language and culture program, and
- Release Executive for data analysis of incident data in order to track trends and explore and implement best practice Individual Behaviour Management Plans. Data analysis of incident data.

Our success will be measured by:

- Quality Teaching Framework reflected in Teaching Programs and classroom activities
- Individual learning styles reflected in Individual Education Plans
- Increased understanding of rights and responsibilities in the community.
- Increased parent / carer / family involvement in school activities, including Learning Support Team meetings
- Complete and ongoing negotiated Personalised Learning Plan for each student, signed by Parents / Carers
- Increased student engagement in classroom activities and improvement in social skills in the classroom and playground, and
- Reduction in classroom incidents.



Target 4

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

Intended Outcomes:

- **An implemented process of transition for every year 8 student.**
- **Cooperative partnership developed with every student's transitional setting.**

Strategies to achieve these outcomes include:

- Release staff to gather information and coordinate a best practice transition process for Year 8 Main students, incorporating individual needs and goals.
- Development of a transition flowchart for year 8 students incorporating individual needs and goals.
- Release staff to review current Individual Behaviour Management Plan structures and Social Skills programs and modify format for an Individual Management Plan proforma, as well as development of a Social Skills Scope and Sequence.
- Release staff to visit mainstream settings to gather relevant information about the setting for transition lessons, and develop a transition booklet.

Our success will be measured by:

- Transition Flowchart for every Year 8 student reflecting individual needs and goals
- Development of a more detailed Individual Behaviour Management Plan and Social Skills Plan for each student, and
- Transition Activity Booklet for each Mainstream setting.



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

Susan Tink – Assistant Principal

Mary Dawn Jones - Teacher

Ruth Graves - Teacher

Tenille Wykes - Teacher

Kate Weber – Teacher

Loris Hutchins – P&C President

School contact information

Mian School

Bultje Street Dubbo

Ph: 0268 848491

Fax: 0268 829190

Email: mian-s.school@det.nsw.edu.au

Web: Enter here

School Code: 5577

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>