



MIAN SCHOOL

Annual School Report



2011



Our school at a glance

Students

In 2011, Mian School catered for 28 students. This number has fluctuated due to the transient nature of some of our students. There has been a dedicated year 9 class in 2011 who have been participating in the pilot Partnership Education Program.

The other three classes who are made up of seven students operate independently and are graded according to age, academic ability and social skill development.



Staff

There has been some turnover of staff in 2011. We welcomed Mrs Emily Harrison, Mrs Kate Street and Ms Caroline Barnes to our staff. Mrs Mary Dawn Jones is enjoying a well-earned break on long service leave. Mrs Street is relieving Mrs Wykes as she has taken the role of National Partnership Co-ordinator. Ms Barnes has been with the Year 9 class and Mrs Harrison has a mostly year 7 class. Mrs Weber has continued in classroom 5 with the younger students.

Mr Dean Chapman and Mr Jason Hill have now gained permanent positions as Student Learning Support Officers and join Mr Mark Young and Ms Michele Hughes in providing excellent support to the students and staff. Mr Ernie Tink has transferred to the coastal town of Corrimall East.

Mrs Molkontin continues to provide excellent support to the whole school as the 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 and teachers 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

In 2011, Mian school continued to provide a quality teaching and learning environment with innovative programs and initiatives including:

- Low SES National Partnership program
- Norta Norta program
- Hooked on Fishing
- Mission Australia Cultural Awareness program
- Crime Prevention workshops
- Sports program
- Poetry workshop
- Vaccination program
- Health Checks
- Youth Connections
- Swimming and Athletics carnivals
- Rockwall adventure program
- Wambangalang Field study centre
- Showjumping Olympic qualifying event excursion
- Neighbourhood Centre Read and Believe program
- Explicit literacy and numeracy programs
- Breakfast Club program, and
- Social skills programs

It is anticipated that all these valuable programs and initiatives will continue and be added to in 2012.



Student achievement in 2011

In 2011, all students in years 7 and 9 participated in NAPLAN, the National Assessments in Literacy and Numeracy. Analysis of these results together with school based assessments assist teachers in developing individual literacy and numeracy plans for students by identifying gaps in learning and then developing strategies to address those gaps.

Messages

Principal's message

2011 was another busy year for the dedicated and committed Mian school staff. There were many opportunities in 2011 to maximize the learning opportunities for all students, both socially and academically. The welfare and well-being of the students continue to be the underlying motivation for all Mian school staff.

The Low SES School Communities National Partnership program provided resources to implement specific literacy and numeracy programs across the school. Mrs Tenille Wykes is to be congratulated for her co-ordination of this program. I congratulate all the staff and students for their efforts and successes this year and look forward in anticipation for another excellent year at Mian school in 2012.

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

Student representative's message

We like being Mian school student leaders because:

- We can earn respect from other students
- We wear a badge
- We help the teachers
- We help the students
- We do jobs around the school, and we show visitors around the school.

Bradley, Aiden and Luke



School context

Student information

Student enrolment profile

In 2011, there were 27 students enrolled, 26 male students and one female student.

Student attendance profile

Student attendance rates at Mian school are very pleasing. There is a process in place to address student absences where parents / carers are contacted if a student is absent on any one day.



Management of non-attendance

Attendance is a high priority for students attending Mian School. Many students arrive at school in special transport taxis. Breakfast Club is provided each morning for students to encourage attendance and to maximize well-being for learning.

If a student hasn't arrived by 9.45am on any morning, a phone call is made to the student's home and the reason for absence documented.

Students are referred to the Home School Liaison Officers if a period of absence occurs with no reason given.

Class sizes

Class sizes are included in the annual school report in order to provide parents with as much local information as possible.

There are four classes at Mian School. Each class has 7 students. Each class is support by a teacher and a Student Learning Support Officer.



Structure of classes

Classes are structured at Mian school in such a way as to maximise student outcomes. Students are divided into 4 classrooms.

Classroom 1: Has mostly year 7 and year 8 students. The focus for this classroom is the further development of literacy, numeracy and social skills. Other KLA's are also studied. Mrs Street and Mrs Wykes share this class and support is provided by Mr Young.

Classroom 4: Has mostly year 7 students. Students in the room take a hands on approach to their learning. Literacy and numeracy development is a priority and the development of social skills and engagement in education. Mrs Harrison is the classroom teacher and support is provided by Mr Chapman.

Classroom 5: Provides learning opportunities for our younger students. This very supportive environment has a focus on literacy, numeracy and engagement in learning. Social skills development and a sense of belonging is also a priority. Explicit teaching maximises outcomes in this classroom with Mrs Weber, Mrs Iverach and Ms Hughes.

Classroom 2: This is home to our year 9 students on the days when they are at school. Year 9 students, this year, are participating in an

innovative program as a regional initiative. The PeP program offers students a unique opportunity to gain their education in an alternative program. Ms Barnes and Mr Hill accompany the students and deliver programs at school.

Post-school destinations

Students enrolled at Mian school usually exit our programs at the end of year 9. Some students transition back to their base schools earlier than this depending on progress and discussions at learning support team meetings and review and reappraisal meetings. Parents / carers and students are always involved in decision making about student transition.

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	0.168
Counsellor	0.2
School Administrative & Support Staff	5.226
Total	15.594





Staff retention

Statistics indicate that:

- 66 per cent of all school staff are female
- 34 per cent of all school staff are male
- 2 teachers are 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.

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:	30/11/2011
Income	\$
Balance brought forward	183904.23
Global funds	83362.38
Tied funds	50794.64
School & community sources	1164.37
Interest	7960.59
Trust receipts	8000.00
Canteen	0.00
Total income	<u>335186.21</u>
Expenditure	
Teaching & learning	
Key learning areas	31621.75
Excursions	732.50
Extra curricular dissections	6525.44
Library	0.00
Training & development	430.86
Tied funds	61182.86
Casual relief teachers	5724.83
Administration & office	36221.80
School-operated canteen	0.00
Utilities	16636.70
Maintenance	12305.72
Trust accounts	0.00
Capital programs	19537.00
Total expenditure	<u>190919.46</u>
Balance carried forward	<u><u>144266.75</u></u>

A full copy of the school's 2011 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 2011

Achievements

Sport

A very successful swimming carnival was held again in 2011. Parents and carers were invited to attend and enjoyed a barbeque lunch with students and staff.

Most students participated in every event for their particular age group. The focus for the day was participation and fun. All students and staff particularly enjoyed the novelty events including the belly flop competition and the running races across the wading pool.

Age champions received medals on a special school assembly and participants received ribbons for all their events.

School Sport

School sport has always played an important role in developing social skills for our students. Sport allows students to develop skills in co-operation, teamwork, personal excellence, fitness and responsible behavior at community venues.

Highlights for this year have been sport sessions in the following areas:

- Fitness at the RSL gym
- Ikifit sessions
- Badbag program
- Swimming program, and
- Aboriginal games delivered by Mission Australia personnel.



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)

All students in years 7 and 9 in 2011 participated in the National Assessment program. Some students demonstrated improvements in the 2 years since their last assessment. Staff were particularly impressed with the effort that students put into the assessments.

Data analysis of students results assist teachers in identifying gaps in learning which are then addressed through the development of individual literacy and numeracy plans.

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

All programs and initiatives planned, developed and implemented at Mian school focus not only on educational academic value, but also the further development of social skills.

Aboriginal education

The Norta Norta program allowed the opportunity to support the learning of Aboriginal students in our school. The funding was used to employ a learning assistance tutor.

The learning assistance provided in the classroom by the tutor allowed students to have one on one support during literacy and numeracy sessions. The tutor also assisted the teacher in the classroom by providing support to students in following instructions, keeping students

motivated, completing set tasks and providing a positive role model in the classroom.

Teacher observations and tutor comments confirmed an increase in engagement, student participation and tasks completed. Teacher observations reflect the success of the learning assistance tutor in the classroom, especially the enhancement of the positive learning environment within the classroom.



NAIDOC Day Celebrations

All students attended the NAIDOC Day activities at Western Plains Zoo. Aboriginal elders attended the day and took the students through many activities including story telling about country, native animals and their place in Aboriginal culture and the construction of a story circle. The story circle was made up of the Macquarie River and symbols of the six tribes that lived along the river.

Multicultural education

Mian school actively promotes tolerance, respect and acceptance of others. These values are developed through social skills programs and the study of other cultures in the key learning area of human society and its environment.

Mian school has two trained anti – racism contact officers.

National partnership programs

Mian school continued with the National Partnership Program in 2011. Focus areas continued with an emphasis on developing skills in literacy and numeracy. Other focus areas included Aboriginal education and transition.

In 2011, lotus planning diagrams were used to support and plan programs.

Mission Australia Youth Connections

Mission Australia is a not for profit organization who deliver Youth Connections programs on behalf of the Federal Government. Youth connections helps young people who are struggling with staying focused and engaged at school.

Josh and Albert from Mission Australia delivered a very successful and effective program to the junior classes at Mian School. The program aimed to engage young people with their education and at the same time promoting a cultural perspective. Josh and Albert provided as well a program of traditional games with a modern twist. A positive rapport was developed with all students and the program was highly anticipated each week.

Mission Australia Youth Connections personnel were also highly supportive of the year 9 PeP program which was a regional initiative. Students also participated in a very positive cultural awareness program with Ian Redpath and his team. This program was also highly successful in building self-esteem and positive social skills.

Hooked on Fishing

Once again this year, the Department of Primary Industries Fisheries personnel visited the Dubbo area and our students were invited to participate in a fun day of activities at Sandy Beach. Students were very excited to actually catch two fish.

Throughout the term, students learned about the fishing codes of practice and how best to look after our waterways. On the activity day, students learned about maintaining a healthy river system and the responsibilities of fishing.



Partnership Education Program

PeP (Partnership Education Program) is a pilot program that has been developed in partnership with schools, TAFE, Western College, CentaCare and Mission Australia.

In 2011, the PeP program has run with year 9 students from Mian school and invited students from Dubbo, Narromine and Wellington government schools.

The program is to be delivered over two years. At the end of the two years, students will be able to choose a pathway into years 11 and 12 that suits them.

The Pep program aims to provide an alternative education pathway that is flexible, stimulating and relevant.

Anti-bullying Plan

In 2011, the Mian School Anti-bullying Plan was evaluated, reviewed and amended as needed. This was through a consultation process with the Mian school community. Defining the forms of bullying that can impact on the staff and students at our school was a priority.

The final documented plan outlines the processes for preventing and responding to student bullying in our school and reflects the anti-bullying policy of the NSW Department of Education and Communities. The evaluation, planning and development process for this new Mian school Anti-bullying Plan was led by Mrs Tenille Wykes who is to be congratulated for her efforts.

Poetry in Action

Mian school was lucky enough to be able to participate in a Poetry in Action presentation and workshop thanks to the generous donation of Simon and Prue Perrot who paid for the presentation.

Staff and students enjoyed the dramatic presentation of poetic devices. Students then produced some excellent examples of poetic devices in their own work and revisited some of the poems that were used in the presentation.

Mobile Climbing Wall

Teen Ranch organisation visited our school with their mobile climbing wall. Students were able to challenge themselves and others while always being aware of safety and responsibility and

watching out for each other. The climbing wall offers the opportunity to build self-esteem in students, while at the same time develop skills in the areas of listening to and following instructions, responsibility, team building, co-operation and looking out for each other.



Excursions

Throughout 2011, students were encouraged to interact positively with the community and at the same time achieve educational and social skills outcomes. Excursions provide opportunities to develop skills in co-operation, team building, interacting with peers and adults in a positive manner and having fun.

Some activities organised for this year have been:

- Zoo visits
- Restaurant visits
- Shopping for breakfast club
- Olympic trial equestrian event
- RSL gym
- Wambangalang Field Study Centre, and
- Visit to the school by Pippa the pony



Connected Learning

Connected Learning coach Pam Davis has been a welcome visitor to our school. In professional learning sessions, Pam delivered hands on technology activities to all staff. Pam explained and demonstrated all about moodles, how they work and where to find them. Pam also provided a list of useful websites and resources for staff to explore.

Respect and responsibility

Mian school values the importance of promoting respect and responsibility within the school and instilling these values in our students. Respect and responsibility and the importance of these values will be further enhanced in 2012 with Mian School adopting Positive Behaviour Learning strategies.

In 2011, Senior Constable Marty Paice visited the school over several weeks to deliver crime prevention workshops. Students learned about their responsibilities in regard to belonging to a community and respecting others. Other workshops included cyber bullying and cyber safety, and drugs and alcohol.



Progress on 2011 targets

2011 provided many challenges for Mian school in relation to the targets set for the year due to changes in some processes and programs at the school. Some changes and modifications to the set targets were needed, especially in the area of transition. The introduction of the PeP program also impacted on the programs offered to year 9 students. 2011 saw some very positive achievements for students, especially in the areas of literacy and numeracy.

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 end of term 4, 2011

This target was achieved.

Our achievements include:

- Professional learning sessions held for teaching staff, re: writing assessment criteria
- Data analysis of writing samples
- Explicit teaching of writing samples using text type scaffolds and reading to learn strategies
- Collection of baseline data samples
- Comprehensive individual writing plans developed and maintained between data collection periods
- Collaborative teacher meetings for identifying gaps in learning, knowledge and understanding
- Baseline data collated and graphed to map progress
- Follow up data analysed in term 4
- Development of an Individual literacy plan for each student
- Participation in NAPLAN, and
- Personalized learning plan for each student.



Target 2

To increase the current performance levels of matched students by at least 2 levels as per the Learning Framework in Number by the end of term 4, 2011.

Our achievements:

There was basic progress made towards achieving this target. The target for 2011 in numeracy was revised and changed. While the Learning Framework in Number provided staff with a deeper understanding of how students are able to learn mathematical concepts, which has been valuable in planning classroom activities, it was decided by all staff to adopt the Nelson Numeracy Assessment kit to assist teachers in best determining student's skill levels in numeracy. The Nelson kit also identifies gaps in learning and provides strategies to move students forward.

The kit enables teachers to assess individual students, groups of students and / or the whole class at the same time. Data collected can then be used for future planning and to assist classroom teachers to effectively group students according to need.

The Nelson Numeracy Assessment Kit also gives teachers a plan for consolidation of concepts and strategies and activities to further develop their knowledge and understanding.

Teaching staff and executive took some time to source, investigate and purchase a mathematical diagnostic tool that could be used across the school for whatever level students are working at.

The data collected is easily translated into an individual numeracy plan for all students, making it easier to identify gaps in learning and locate teaching strategies to address the identified gaps.

It was decided to amend the 2011 target from measuring the improvement in levels as measured by the Learning Framework in Number to improvement in the levels used in the Nelson Numeracy Assessment Kit. This target was achieved and will be further implemented in 2012.



Target 3

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

Although processes to enable successful transition have been planned and developed, no transitions took place in 2011 due to many factors.

Our achievements include:

Each student at Mian school has:

- A transition folder containing documentation from learning support team meetings and review and reappraisal meetings
- An Assessment folder containing
 - Baseline and follow up data for literacy and numeracy
 - Writing samples together with writing criteria analysis sheet
 - Data comparison graphs and tables demonstrating progress and areas needing further development, and
- A detailed Personalised Learning Plan

All of these documents will be provided to the transitional school setting once a student is identified as being ready to transition to another setting.

Target 4

Priority Area – Aboriginal Education

Although there was no specific target set for 2011 in this area, there was a continued focus on increasing the engagement of Aboriginal students across all key learning areas, including social skills.

Our achievements include:

- Introduction of a trial of a literacy withdrawal program using multiliteracy resources has resulted in not only improvements in literacy levels for students, but has also improved student engagement in the classrooms.
- The Mission Australia Cultural Awareness and Leadership Program has continued throughout 2011, with increased numbers of Aboriginal students participating
- Mission Australia mentoring program within the school has resulted in improvements in attendance and engagement
- The introduction of whole class rewards systems has resulted in positive progress within individual behavior management plans, classroom goals and student participation in learning
- Regular positive phone calls home to parents / carers, and
- Daily phone calls to parents / carers of absent students.



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 2011 our school carried out evaluations of Planning and Reading.

Educational and management practice

Planning

Background

During the past year there have been many changes within our school including the enrolment of many new students and the addition of new staff members. Due to these changes and the changing needs of students, planning in the school and consultation with staff, students, parents and carers and community members has been integral to the effective running and success of the school.

This evaluation has been conducted to research the following questions:

- Is the statement of school purpose responsive to changing needs
- Are school priorities and targets to improve school performance identified through planned evaluation, and
- Are the school's planning processes responsive to emerging needs?

Findings and conclusions

An analysis of surveys completed by students, parents and carers and staff together with informal responses reflected that the planning processes in place at Mian school address the many varied needs of the students, staff and wider school community.

The findings highlighted the following strengths:

- The Mian school statement of purpose is responsive to changing needs. This is evidenced by:
 - Continual collaboration and consultation with parents / carers, teaching staff, support staff, outside agencies and regional staff

- Flexibility in Mian school programs cater to the unique needs of our students and families, and
- The Mian School Mission Statement which encompasses the purpose of the school and offers the flexibility to address and respond to the changing needs of students and staff.
- School priorities and targets to improve school performance are identified through planned evaluation. This is demonstrated by:
 - Early in a student's enrolment, school based literacy and numeracy assessment is completed to identify gaps in learning. Together with data obtained by base schools, an individual literacy and numeracy plan is developed for each student. Regular assessment provides data on progress and plans are evaluated and modified on a regular basis.
 - Each student also has a negotiated individual behavior management plan. Targets are identified with the student and strategies are planned and developed with the student and the learning support team. These plans are revisited regularly to report on progress and set new targets, and
 - Planning has become an integral part of the National Partnership Program in order to identify school priorities and targets to improve school performance for both students and staff. Western by Design planning tools have become an effective tool in the planning process to evaluate programs and to identify processes to address the needs of students and professional learning of staff.
- Mian School planning processes are responsive to emerging needs. Planning is paramount to the overall effectiveness of all programs. Students at Mian school respond positively to structure and routine. Flexibility within these structures are planned to address the ever-changing needs of students. Strengths in this area include:
 - Participation in the National Partnership program
 - Participation in PeP (Partnership Education Program) and
 - Crime Prevention workshops
- Lotus diagrams have proven to be an effective tool in the planning process. Lotus diagrams have been developed for the following areas:
 - Literacy programs within the school
 - National partnership planning
 - Numeracy programs within the school
 - Priority areas
 - Transition, and
 - School policies requiring regular review
- Regular staff meetings, daily debrief sessions with all staff and staff supervision meetings provide opportunities for whole staff planning sessions in response to the emerging needs of the staff and students at Mian school, and
- Regular learning support team meetings also provide opportunity for parents and carers to participate in the planning process for students.



Future directions

Planning is already underway for 2012. Programs being planned for 2012 include:

- Positive behavior learning training for all staff. It is planned that Mian will begin the process of becoming a PBL school in 2012. This has been in direct response to the emerging needs of students and staff after evaluation of data related to student behavior choices

- Expansion of the multilit literacy withdrawal program to include Nelson Literacy Directions resources
- Further implementation of the Nelson mathematical assessment in order to identify gaps in learning and put in place strategies and activities in the classroom, and
- A planned process for evaluation of school based documentation including
 - Student enrolment
 - Student management
 - Transition
 - Review and reappraisal, and
 - Work Health and Safety

Curriculum

Reading

Background

Literacy continues to be a priority focus area for all students. Years 5, 7 and 9 students participate in National Assessments each year. All students, through school based assessments and data analysis have been identified as needing further development in the area of literacy. In 2011, reading was identified as a particular focus area although development of overall literacy skills remains a priority.

Findings and conclusions

Findings and conclusions from the extensive data collection and analysis included:

- Assessment data gathered early in a student's enrolment identified that the majority of students had oral reading ages well below their chronological ages
- There was an identified need for explicit teaching of reading skills including decoding skills in all classrooms
- Oral reading practice was embedded in the literacy withdrawal program
- Increased opportunities were created across all key learning areas for oral reading practice
- Further development of explicit reading skills were included in each student's individual literacy plan

- Professional learning for all staff in using Reading to Learn strategies within the classroom
- Further development and implementation of the multilit reading program into the classrooms as well as the Nelson Literacy Directions kit in 2012, and
- Data gathered and analysed through regular planned school based assessment demonstrated improvements in student's oral reading age each semester, however also demonstrated further improvements were necessary to close the gap between oral reading age and chronological age.

Future directions

Recommendations from an analysis of data gathered suggest that there is a need to continue a focus on explicit teaching of reading skills across the school.

Other recommendations include:

- Continued professional learning for all staff in the area of explicit teaching of literacy with an emphasis on developing reading strategies and skills
- Increase the number of professional learning opportunities for student learning support officers in the area of literacy development
- Purchase of graded reading texts
- Greater focus to be given to developing and implementing targeted reading programs, and
- Timetabled release time for teachers to assess students individually as needed and to develop individual literacy plans for students.



Parent, student, and teacher satisfaction

In 2011 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 believe that they are given work that interests them
- Teachers take a personal interest in students
- Teachers treat students fairly
- Teachers listen to what students say
- The development of literacy and numeracy skills is high on the list of the whole school community, and
- Parents and carers agree that being at Mian school is important and positive for their children

Professional learning

Each fortnight a professional learning session is held for staff. Throughout 2011, professional learning topics covered many important focus areas including:

- Analysis of writing samples using reading to learn criteria led by Kate Weber
- Moodles led by Pam Davis
- Reward systems in classrooms led by Principal
- Planning documents led by executive
- Pivot program, Claymation and slowmation led by Pam Davis
- Multilit led by Tenille Wykes
- Youth Connections Programs – Josh Fuller
- Nelson Numeracy Assessment kit led by Emily Harrison
- Serious Incident Plans – executive
- Anti –bullying plan led by Tenille Wykes
- Ron Payne – Computer programs, and
- One Note with Ron Payne

Professional learning will continue to be a focus for all staff in 2012.



School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department's planning documents.

School priority 1

Outcome for 2012–2014

To improve the literacy levels of all Mian School students

2012 Target to achieve this outcome:

- To increase the overall reading age of targeted students by at least 6 months demonstrated through school based assessments by week 6, term 4, 2012

Strategies to achieve this target include:

- Individual literacy withdrawal program using Multilit resources, leveled readers and word recognition activities
- Data gathering and analysis
- Professional learning in multilit for all staff
- Individual literacy plan for each student
- Source and purchase culturally appropriate readers, and
- Group literacy plans and programs for classrooms.

School priority 2

Outcome for 2012–2014

To improve the numeracy levels of all Mian school students

2012 Target to achieve this outcome:

To increase the current performance level of targeted student's mathematical age across the four operations by at least 6 months by term 4, 2012.

Strategies to achieve this target include:

- Continued professional learning for all staff with a focus on addressing learning gaps
- Data gathering and analysis of baseline and follow up data
- Continued implementation of the Nelson Numeracy assessment kit to identify gaps in learning
- Regular review of Individual numeracy plans
- Collaborative teaching staff sessions to plan, develop and implement activities to assist in achieving target, and
- Analysis of collected data to map progress and identify areas for further development for staff and students



School Priority 3

Outcome for 2012-2014

Improvement in the attendance, retention and engagement of Aboriginal students.

2012 Target to achieve this outcome:

To promote social and emotional wellbeing across the school through the implementation of Mindmatters resources and planning processes, in both classrooms and whole school environments by the end of semester 1, 2012.

Strategies to achieve this target include:

- Develop a student welfare team to promote social and emotional wellbeing across the school
- Implement programs to increase social and emotional learning in the classroom
- Involvement of community groups to deliver programs, e.g. Mission Australia cultural programs, Youth Connections, Crime Prevention Workshops and Neighbourhood Centre programs
- Collaborative staff meetings to establish target areas for school implementation of programs
- Professional learning sessions for all staff re Mindmatters and Positive Behaviour Learning, and
- Increase opportunities for students, parents / carers and interagency personnel to meet informally to strengthen partnerships



School priority 4

Outcome for 2012–2014

More streamlined checklists, flowcharts and documents for all school based processes and procedures.

2012 Target to achieve this outcome:

To evaluate, review and modify where needed all documentation and processes related to student enrolment, student management, review and reappraisal, transition and Work Health and Safety compliance by the end of term 4, 2012.

Strategies to achieve this target include:

- Develop a database of all documents and processes for review and evaluation
- Consult with all staff and prioritise areas of greatest need
- Review of current entry kits for parents / carers of new students
- Develop and maintain a checklist and timeline for review and reappraisal meetings and associated transition documentation if applicable, and
- Review, plan, develop and implement a new behaviour management plan proforma for each student, that is negotiated, progress recorded and amended on a regular basis.



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

Tenille Wykes - Teacher / NP coordinator

Kate Weber – Teacher

Caroline Barnes – Teacher

Emily Harrison – Teacher

Kate Street - Teacher

School contact information

Mian School

Bultje Street Dubbo NSW 2830

Ph: 0268 848491

Fax: 0268 829190

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

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>