

5577



## Our school at a glance

### Students

In 2012, Mian school catered for 28 students. For the first time we had a year 10 class who participated in a Business Services Course delivered by their teacher Ms Barnes.

Other classes were made up of students from years 5 to 9. Day to day student numbers fluctuate for various reasons.

Each student at Mian school has a negotiated Individual Learning Plan where learning adjustments are made to cater for individual learning needs.



### Staff

There has been some turnover of staff in 2012. Mrs Wykes has continued in her role as National Partnership coordinator. Ms Barnes continued with the year 10 class in classroom 2 and Mrs Harrison continued with the achievement of positive outcomes in classroom 4.

Mrs Weber and Mrs Graves shared the role of classroom 5 teacher and we welcomed Mr Sayers to classroom 1 from Walgett.

Mrs Graves left us in term 4 to have baby Lucy and will return to us in 2013.

Supporting our students in their classrooms have been Mr Young, Ms Hughes, Mr Hill, Mr Chapman and Mr Boney.

Mrs Molkenntin continues to run an extremely efficient office as the school administration manager and medication officer.

Mian school is also the base school for the Support Teacher Out of Home Care, Mrs Kerr.

Mrs Fidock also supports our students one day per week in her role as School Counsellor.

### Significant programs and initiatives

Throughout 2012, the staff continued to source programs and initiatives to enhance the learning opportunities for all students.

Some innovative programs and initiatives included:

- Low SES National Partnership program
- Norta Norta Program
- Hooked on Fishing Program
- Mission Australia Cultural Awareness and Leadership Program
- Aboriginal Dance Program
- Rockwall Adventure Program
- Discrete Literacy class
- Breakfast Club Program
- Horse program
- Youth Connections Program
- Kookaburra Shield
- Sporting Programs, and
- Combined schools Anzac Day Ceremony

This is just a sample of the programs providing Mian school students with innovative and engaging learning activities and opportunities, all implemented to assist in the achievement of our targets for this year.





## Student achievement in 2012

In 2012, all students in years 7 and 9 participated in NAPLAN. All students at Mian school completed school based assessments in literacy and numeracy.

Analysis of all collated data assisted teachers in identifying gaps in learning and then developing and implementing teaching and learning programs to address these gaps.



## Messages

### Principal's message

Another extremely busy year is drawing to a close at Mian school. Congratulations to all students on their achievements throughout the year and special thanks to the dedicated teaching and support staff at Mian school who always focus on the education, well-being and welfare of our students.

Congratulations also to Mrs Graves and her family on the birth of Lucy. We also wish Mrs Harrison all the best when she leaves us at the end of the year.

At Mian School we are "Respectful, Responsible and Safe Learners". This is our catch phrase for Positive Behaviour Learning, (PBL).

To support the introduction of PBL at Mian School this year, we have implemented a computer program called STARS that will assist in tracking student behaviour across a range of settings. This data will assist in planning to support learning of positive behaviours.

For the first time, Mian school was successful in winning the Kookaburra Shield. This is an oztag

competition between Mian, South Campus and Delroy campus and takes place on a yearly basis.

I would like to especially thank the many interagencies that support students at Mian school by delivering special programs.

Ian Redpath, Jade West and Ben Sheridan from The Mission Australia Cultural Awareness and Leadership Program continue to run programs for our Aboriginal students on Monday afternoons. All the students involved look forward to Ian and the team doing fun activities on Monday afternoons.

Ted Bates from Mission Australia commenced a Youth Connections Program with Year 9 and 10 students. The program's focus is to assist to build communication, leadership and teamwork skills.

Dubbo Neighbourhood Centre, in partnership with Mian School, continued to run a Literacy Program called "Read & Believe." Improvements in students Literacy levels continue to be realised. Thanks to Christine Fernando and Jim Forrest for their involvement and commitment to this program.

Mr Ben Orcher has begun an Aboriginal Dance Group with students at Mian School this semester.

At the end of this year, we will be farewelling Mrs Weber who has taught for many years at Mian School. She is retiring to a busy life managing her farm. Thanks for your dedication to delivering quality education.

Mrs Weber's classroom provided a learning environment that was both nurturing and one of high student expectations. The achievement of academic outcomes worked alongside the social skills development of all students. Mrs Weber's warm and caring nature has had a lasting impact on many students' lives not only at Mian school but at many schools in Dubbo.

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**

## 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

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.

### Post-school destinations

For the first time this year Mian school has had a year 10 class. Year 10 students transition to Dubbo College Senior Campus.

They are involved in the transition process during term 4, which includes visits to the senior campus each week.

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

#### Staff establishment

Position	Number
Principal	1
Assistant Principal(s)	1
Classroom Teachers	4.704
Student Learning Support Officers	4
Teacher Librarian	0.168
Counsellor	0.2
School Administrative & Support Staff	1.176
Total	12.248

#### Staff retention

Statistics indicate that:

- 66 per cent of all school staff are female
- 34 per cent of all school staff are male
- 1 teacher is in her first five years of teaching, and
- Staff retention remains high, with an average 87% 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	30/11/2012
<b>Income</b>	\$
Balance brought forward	144266.75
Global funds	76867.14
Tied funds	53257.90
School & community sources	4136.29
Interest	6501.76
Trust receipts	1656.52
Canteen	0.00
Total income	286686.36
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	1495.16
Excursions	170.48
Extracurricular dissections	11014.77
Library	0.00
Training & development	499.37
Tied funds	35248.05
Casual relief teachers	1540.88
Administration & office	26113.66
School-operated canteen	0.00
Utilities	18850.90
Maintenance	8874.11
Trust accounts	487.41
Capital programs	0.00
Total expenditure	104294.79
<b>Balance carried forward</b>	<b>182391.57</b>

A full copy of the school's 2012 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 2012

### Achievements

#### Arts

#### Sister and Friendship Cities Children's Art Exhibition

Students from classroom 5 were invited to submit original artworks for this exhibition. All students put a huge effort into their artworks. Of all the art two students, Craig and Luke were successful in being chosen to have their art sent to Nagoya in Japan to be exhibited. The exhibition was held at the Nagoya City Museum and the total attendance at the event was over 38000 people.

Luke and Craig's artworks were traditional with a modern twist and featured fish from the Macquarie River and kangaroos.

Both boys were presented with certificates and framed photos of their artworks on Presentation Day.



#### Sport

#### Kookaburra Shield Annual Competition

Friday 26 October 2012 was the day of the Oz Tag Carnival – Kookaburra Shield. A team from Delroy, South and Mian play off for a shield. This year the venue was Number 2 Oval.

The initial game between Delroy and Mian was very close with Mian being the winners with a score of 5-4.

Delroy then played South. Delroy were the winners.

The last game was between South and Mian. Mian won, and the score was 9/4.



A Best and Fairest was handed to every team with Jack winning for Mian School Team.

A qualified ref refereed all three games. She was a really nice person.

The canteen ladies made lovely food on the BBQ, and sold cool drinks. All the people had a very nice day. And our school used points to get food from the canteen.

Written by Shannon and Jesse (students)



### **Wellington Oz Tag Interschool Competition**

The Mian School team caught the bus to Wellington. We set up our stuff. We got our gurnseys, shorts, tags and socks. Then we got dressed, filled our water bottles. There was time to practice our defense line passes, stood in our positions and kicked goals. We played Bathurst High School. We had a bye. After full time we played Wellington and beat them by one point. We played Bathurst again and we lost by one point. I scored six tries - two in each game.

It was a good day. We made it to the semis and came second place.

Rules were:

- Not allowed to kick the ball over their shoulders
- No diving for tries
- No swearing
- No full spins
- No shoulder charges

Our next game is the Kookaburra Shield which will be played in Dubbo and we will verse Delroy and South.

Written by Craig (student)



### **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.

All students in years 5, 7 and 9 at Mian school participated in NAPLAN assessments in 2012.

#### **Reading – NAPLAN Year 7**

Due to the small cohort of students at Mian School, privacy protocols prevent disclosure of specific student data. Parents have been sent information regarding student achievements.

#### **Numeracy – NAPLAN Year 7**

Due to the small cohort of students at Mian School, privacy protocols prevent disclosure of specific student data. Parents have been sent information regarding student achievements.

#### **Reading – NAPLAN Year 9**

Due to the small cohort of students at Mian School, privacy protocols prevent disclosure of specific student data. Parents have been sent information regarding student achievements.

#### **Numeracy – NAPLAN Year 9**

Due to the small cohort of students at Mian School, privacy protocols prevent disclosure of specific student data. Parents have been sent information regarding student achievements.

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO*.

## Significant programs and initiatives

All programs and initiatives planned, developed and implemented at Mian school are designed to enrich student experiences through learning, whether it is social skills, being part of a team, self-esteem building activities or cultural programs.



### Aboriginal education

#### Norta Norta

In 2012 Mian school received funding under the Norta Norta program to support the learning of Aboriginal students in our school especially in the areas of literacy and numeracy.

With this funding we were able to provide learning assistance in classrooms. 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 engaged in their learning and completing set tasks.

The tutor was able to develop a very positive rapport with all students in the classroom.

The tutor attended school professional learning sessions in Reading to Learn strategies and numeracy sessions in using the Nelson Assessment kit with all staff.

Having the tutor in the classroom allowed more time to be spent with each student by both the tutor and the teacher to maximise outcomes achieved.

School based assessments demonstrated an improvement in literacy and numeracy levels through analysis of baseline and follow up data.

Classroom teachers observed improved student engagement and participation in classroom activities.

### Multicultural education

Mian School actively promotes the values of Respect, Responsibility, Tolerance and Acceptance of Difference. These values are developed in students through our whole school programs, including PBL and notably through multi-cultural activities including the celebration of Harmony Day.

In 2012 Mian School implemented a range of activities and learning tasks designed to develop students understanding of these key areas integrated across all KLA's, including social skills.

The teachers at Mian School work diligently to cater for a variety of cultures and backgrounds in all programs within the classroom and the playground. This also includes the ongoing training of an Anti-Racism Contact Officer within the school.



### National Partnership Programs

Once again in 2012 Mian school was part of the National Partnerships program. Our focus for this year was literacy, numeracy, Aboriginal education and organisational effectiveness.

Mrs Tenille Wykes took the role of our National Partnership Coordinator and organised many professional learning sessions for all staff in collecting baseline data, analysing data gathered and then explicitly teaching to address gaps in student learning.

The success of this professional learning was evidenced by improvements in student results analysed from follow up assessment.



## Aboriginal Dance Program

Mr Ben Orcher came to the school for one morning each week to teach a group of students about Aboriginal culture and Aboriginal dance. The students learnt all about the stories behind the dances before learning the dance steps.

The Mian school Aboriginal dance group then performed the dances they had learned at the school presentation day ceremony in full costume and paint.



## Other programs

### NAIDOC Day Celebrations

Before NAIDOC Day we researched the Tent Embassy. We discovered that it was set up to get equal rights for the Aboriginal People. A group of Aboriginal representatives set up the Tent Embassy to promote the needs of their people. They protested for the right to be able to live like others and to be given the same opportunities in society.

Each class was asked to complete a project for NAIDOC Day.

Class 2 – animals painted in the traditional painting style.

Class 4 – made a Tent Embassy model using newspaper and tape.

Class 1 – did sketches of famous Aboriginal Sports legends eg, Cathy Freeman, Lionel Rose, Anthony Mundine and Greg Inglis

Class 5 – 3D models of the Tent Embassy in the grounds of Parliament house.

On the morning of NAIDOC Day we were busy setting up the display, making Johnny cakes,

organising the sausage sizzle and preparing the morning tea.

At 12.00pm our invited guests arrived, Adan welcomed everyone. Mr Hill gave the Welcome to Country. Mr Young then announced the winner of the NAIDOC trophy. This trophy was given to the student who displayed manners and respect. The inaugural winner was Jesse Rich. After a lovely lunch everybody enjoyed the performance of the Delroy Aboriginal Dance Group.

Visitors were then invited to participate in the NAIDOC Games. Jade Williams from Burnside blitzed the field with his javelin throw. The greatest fun of the day was the Staff Vs Students tug-o-war. The students (with a bit of outside help) smashed the teachers!!!

Written by Classroom 5 students



### Mission Australia – Youth Connections Program

During term 4, Ted Bates from Mission Australia Youth Connections program ran a program for our year 9 students. The program focused on:

- Building self esteem
- Teamwork
- Co-operation
- Resilience, and
- Leadership

### Teen Ranch Mobile Climbing Wall

The team from Teen Ranch Mobile Climbing Wall visited our school again this year. The activities provided have an emphasis on team building, challenging yourself and confidence boosting.



Students learned all safety aspects before starting each activity and looking out for their team members.

The climbing wall provided many learning opportunities for Mian students as well as a fun learning activity.

### Harmony Day

For the first time Mian school celebrated Harmony Day. Students learned about diversity in Australia and aspects of some different cultures.

Discussions were also held about stereotypes in our society.

Parents, carers, families and school community members were invited to share lunch with the students and staff to celebrate Harmony Day.

### Excursions

Throughout 2012, 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:

- Kookaburra Shield inter school Oz Tag competition
- Visiting horse program
- Shopping for breakfast club
- Dubbo Show
- RSL gym
- Regional Art gallery visits
- Steam train journey, and
- Wellington football competition



## Progress on 2012 targets

### Target 1

**To increase the overall reading age of targeted students by at least six months demonstrated through school based assessments by Week 6, Term 4, 2012.**

Our achievements include:

- There were 7 students identified through school based assessment to be placed in the discrete literacy group.
- Students attended this class for one period each day.

Attendance for these 7 students:

- 3 students attended 100% of these lessons
- 2 students attended 60% of the lessons
- 1 student only attended 30% of lessons
- Base line data analysis indicated that there was on average a 5 year gap between assessment age and chronological age within the literacy group, and
- Follow up data indicated that this gap had closed by at least 8 months on average

### Target 2

**To increase the current performance level of targeted students mathematical age across the four operations by at least 6 months by term 4 2012.**

Our achievements include:

- School based assessments on four operations completed for each student.

- Targeted students are those students with results in the four operations showing a gap larger than 2 years between their chronological age and their assessment age in years 6 and 7.
- 18 students were present for the collection of base line and follow up data.
- 6 students showed an improvement greater than 8 months in addition and subtraction
- 8 students showed an improvement of 6 months in addition and subtraction
- Only 4 students attempted to complete both the division and multiplication in the initial testing and,
- 12 students completely refused to complete the division.



### Target 3

**To evaluate, review and modify all documentation and processes relating to student enrolment, student management, review and reappraisal, transition and WHS compliance by the end of Term 4, 2012.**

Our achievements include:

- WHS board in classroom 3.
- Database of documents to review and evaluate
- Classroom kits of relevant WHS materials to be displayed
- Updated student entry kit
- Attendance documentation folder

- Across the school student rewards/welfare system
- Review of Individual Behaviour Management Plans, and
- Professional learning around implementing IBMP's



### Target 4

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

Our focus changed during the year from Mindmatters to Positive Behaviour Learning. PBL would achieve more positive outcomes for our whole school community. PBL is also a SEG focus.

Our achievements include:

- Regular student welfare meetings
- Individual Behaviour Management Plans for each student, identifying individual needs for social and emotional development.
- Community involvement to deliver programs. Mission Australia Cultural awareness program, Read and Believe the neighbourhood centre
- Parent/Carer and other agencies involvement in school community through informal gatherings and Review & Reappraisal meetings, and
- Regular PBL meetings with our external Coach Michelle Ashworth involving the whole staff



## School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Organisational Effectiveness.

In 2012, our school carried out an evaluation of all student case management documentation, from the application process continuing through to the enrolment of new students and documentation associated with students maintaining an enrolment at Mian school, including learning support plans, individual education plans and individual behaviour management plans.



## Organisational Effectiveness

### Background

Mian School is a behaviour school that offers alternate programs for students in Years 5 to 10. Our drawing area covers schools in Dubbo, Wellington and Narromine. There is a regional placement process whereby applications are assessed twice a term. Students enrolled at Mian School participate in Review and Reappraisal meetings twice a year. Students accessing Mian School programs continue to share their enrolment with their base school.

This evaluation was a lengthy process and involved input from the wider school community, including feeder schools.

### Findings and conclusions

After considering the variety and large amount of documentation needed for Mian school to achieve as many positive outcomes for students, it was decided that there was a need to review and modify where needed all processes,

proformas and documents and consolidate them into a student case management kit.

This case management kit would then be shared with feeder schools.

Benefits of the case management kit include a whole system approach to supporting students at risk in our schools. By sharing Mian School processes, strategies, documentation and details of available interagency support for students with other schools, the social and educational outcomes for students will be more positive. By involving parents/carers in the process of case management will result in a more collaborative approach to the issues arising for students and will aid in developing a positive relationship between families and schools.

By involving teachers in this process, a positive working relationship will be developed where targets and goals can be negotiated and strategies to achieve these goals can be negotiated with all stakeholders.

Interagency personnel and associated community groups would also be consulted and have input into the Case Management Kit and the interagency booklet of services offered.

A network would be established between Learning Support Teams and Welfare Teams for ongoing liaison and support for each other.

The Mian School Case Management Kit will consolidate all complex case management processes and documentation that have been developed and modified over the past several years. Assessing the need for access points for interagency support for students, parents / carers and teachers in meeting outcomes associated with the educational, emotional and social needs of students engaged in Mian School Programs. This will include analysis of the following case management processes and documentation:

- Entry Kits for students, parents / carers
- Risk Assessments
- Serious Incident Plans
- Health Care Plans including prescribed medication processes and documentation
- Review and Reappraisal
- Professional Learning Plans for Teachers
- Interagency Support

- Overview of Case Management,
- Individual Behaviour Management Plans
- Individual Education Plans
- Individual Transition Plans
- Forced Choice Reinforcement Menu
- Learning Support Plans including adjustments
- Student Assessment
- Student Reports
- Student Portfolios
- Welfare and Reward Systems
- Presentation to New and Beginning teachers
- Student Attendance, and
- Anti-bullying.

During 2012, all documentation has been reviewed and modified where appropriate. Some new proformas have been developed and checklists for teacher documentation to be included in learning support plans have been compiled.

There have been many professional learning sessions and collaborative meetings held with all staff to review existing documents and explore more efficient processes and practices in student case management. Associated policies have been reviewed as well as all individual education plans including individual literacy and numeracy plans.

Classroom assessment kits have been developed and professional learning sessions have been held for staff to consolidate processes in assessment, identifying individual learning gaps and then developing individual learning plans for each student.

A new learning support plan format has also been developed replacing the personalised learning plan for each student. Student adjustment proformas have also been developed.

This evaluation will be ongoing as needed and the case management kit will need to be continually reviewed as needed.

#### **Future directions**

During 2013, the case management kit will be consolidated and shared with other schools. The student enrolment at Mian School is capped at 28

students and the need for placement far outweighs the placements available. The kit will give base schools formats, ideas, contacts and proformas to address the needs of students at risk. Schools consulted have already expressed a keen interest in this kit. The kit will also provide concise documentation processes and procedures to new staff at Mian School, especially those new to the Dubbo area.

The kit will result in a time lined Case Management Kit containing all proformas for the above-mentioned, examples of completed documentation and processes, flow charts for implementation, lotus diagrams of student case management and a booklet containing details of interagencies and community groups used by Mian School to support students.



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

In 2012 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Students were surveyed in regard to their perceptions and feelings towards school. This was done as part of classroom forums and interviews.

Students responded positively to the following aspects of Mian school:

- Teachers treat me fairly in class
- Teachers give me the marks I deserve
- Teachers listen to what I say, and
- Teachers and SLSO's help me with my work and help me to do the best that I can.



Parents, carers and Mian school community members were also surveyed through informal interviews.

Identified areas of strength included:

- Mian school considers parents and carers circumstances when organising school events
- Mian school genuinely cares about the students
- There is a positive and cooperative relationship between the school and parents / carers
- Literacy and numeracy development is important to Mian school and parents / carers, and
- Mian staff are flexible in meeting the needs of students and the school offers many positive rewards for students.

The focus for 2013 is developing and strengthening partnerships between Mian school and all parents and carers.

Staff were asked to complete questionnaires identifying their perceptions on teaching and the learning environment at Mian school.

Results identified the following positive perceptions:

- Mian offers students a safe, caring and engaging learning environment that encourages students to achieve their best
- There is a strong partnership between Mian school, home and interagencies to support our students
- All students are given every opportunity to learn and succeed
- Individual needs of all students are catered for in all environments, and
- All staff are treated fairly

2013 will focus on more collaborative planning time made available for staff to plan, develop and implement learning programs across the school.

## Professional learning

Staff were able to and were encouraged to access Professional Learning throughout the year. Some courses included:

- All staff attending An Education and Mental Health Day in Orange
- PBL Training – School Wide Systems
- Anaphylaxis on line training completed by all staff
- All Staff attended Mental Health First Aid Training, and
- CPR and Emergency Care Training

As well as the above training, professional learning sessions are held once per fortnight covering all types of professional learning that is specific for the Mian School setting.



## 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**

**2013 Target to achieve this outcome includes:**

**To increase the oral reading, reading comprehension and reading accuracy age by more than the difference in chronological age between initial (Term 1) and final testing in Term 3.**

**Strategies to achieve this target include:**

- Professional Learning for Classroom teachers in using data tools, analyzing data and graphing results
- Baseline data gathering
- Baseline graphing
- Professional Learning for classroom teachers and support staff in explicitly teaching reading skills
- Professional learning for classroom teachers in developing Individual literacy plans for all students
- Professional learning and collaborative meetings to identify learning gaps
- Documented classroom literacy plans and,
- Brokering regional assistance to provide guidance with syllabus documents



## School priority 2

### Outcome for 2012–2014

To improve the numeracy levels of all Mian School students.

2013 Target to achieve this outcome includes:

**To increase the current performance of all students by at least 20% in the number and patterns strand using the Nelson Assessment Kit between Term 1 and Term 3 testing**

**Strategies to achieve this target include:**

- Develop a marking scale for the numbers and patterns strand in the Nelson Assessment Kit
- Professional Learning for staff in collating data and the documentation process

- Professional learning for classroom teachers in analysing the data gathered
- Professional Learning for classroom teachers in the use of data to develop Individual Numeracy Plans for all students
- Develop resources to address gaps
- Professional Learning for teachers in addressing learning gaps
- Baseline data gathering, and
- Regular review of Individual Numeracy Plans



## School priority 3

### Outcome for 2012–2014

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

2013 Target to achieve this outcome includes:

**To improve student engagement through effective community partnerships**

**Strategies to achieve this target include:**

- Regular student welfare team meetings to promote social and emotional well-being across the school
- Involvement of community groups to deliver programs, eg Mission Australia Cultural Awareness and Leadership Program, Youth Connections,, Crime Prevention Workshops and Neighbourhood Centre Programs



- Increase opportunities for parents / carers and interagency personnel to meet informally to strengthen partnerships
- Staff meetings to establish target areas for school implementation of PBL
- PL sessions for all staff in PBL to develop and implement PBL Lessons for movement in and around the school
- Harmony Day celebrations
- Sourcing community programs that will assist students in developing a sense of identity
- Reviewing curriculum to ensure inclusivity, and
- Expansion of the Aboriginal Dance group to include more students and the Aboriginal activities group.

## **School priority 4**

### **Outcome for 2012–2014**

#### **Checklists, flowcharts and documents for all school based processes and procedures**

#### **2013 Target to achieve this outcome include:**

#### **To develop systems that assist in the case management and support of students with complex needs**

#### **Strategies to achieve this target include:**

- Initial planning meeting to list all processes, documentation and resources needed for the case management of students
- Flowchart of Mian School Case Management process. Development of Lotus Diagrams for each student's case management.
- Development of booklet detailing support available and contacts for young people in Dubbo
- Development of a Learning Support Plan for each student containing worked examples of educational plans, risk management and behaviour management plans
- Development of a presentation package including: proformas, power point presentation and a thumb drive showcasing the Case Management Kit

- Plan, develop and implement an Individual Behaviour Management Plan proforma for each student that is negotiated with the student and parents / carers
- Develop and maintain checklist and timeline for review and reappraisal meetings and associated transition documentation, and
- Develop and implementation of Learning Support Plans for each students

## **About this report**

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

Mark Eggleston Principal

Susan Tink Assistant Principal

Tenille Wykes National Partnership Coordinator

George Sayers Classroom Teacher

Caroline Barnes Classroom Teacher

### **School contact information**

Mian School

Bultje Street Dubbo

Ph: 0268 848491

Fax: 0268 829190

Email: [mian-s.school@det.nsw.edu.au](mailto: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>