

# MIAN SCHOOL

## Annual School Report 2013



## School context

Mian school caters for 28 students. Mian School has one class dedicated to Year 10 students. Other classes are made up of students from years 5 to 10. Students access Mian School from Primary and secondary schools in Dubbo, Narromine and Wellington.

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



## Principal's message

The focus for 2013 has been providing as much Professional Learning for classroom teachers as possible before implementing the new curriculum starting from 2014.

Professional learning has also been provided in the areas of identifying learning gaps and addressing those gaps. A large amount of time has also been spent on refining processes that are in place at the school.

Highlights this year have included our community events and the development of outside agency partnerships.

None of our achievements this year would have been possible without the dedicated and student focused staff and I thank them for their amazing efforts.

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 information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

## Student enrolment profile

Mian School has a maximum enrolment of 28 students in 4 classes of 7 students.

## 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 maximise 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

Students in year 10 at Mian school transition to Dubbo College Senior Campus.



*Artwork as part of the Brospeak Program*

## Workforce information

### Workforce composition

Position	Number
Principal	1.0
Deputy Principal(s)	
Assistant Principal(s)	1.0
SSP Careers Advisor	0.2
SSP Classroom Teacher(s)	3.0
SSP Teacher RFF	0.336
SSP Teacher of students in OOHC	1.0
SSP Teacher Librarian	0.168
Teacher of ESL	
SSP Part-Time Teacher	0.168
School Administrative & Support Staff	5.176
Total	12.048

### Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	70
Postgraduate	30
NSW Institute of Teachers Accreditation	



*Community Gatherings at Mian School play an important role in developing partnerships for the benefit of students.*

*These events are part of the school calendar and are planned and organised by students.*

## 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	30/11/2013
<b>Income</b>	\$
Balance brought forward	182391.57
Global funds	68560.14
Tied funds	69604.47
School & community sources	3286.81
Interest	6213.07
Trust receipts	1597.00
Canteen	0.00
Total income	331653.06
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	2440.19
Excursions	621.32
Extracurricular dissections	8825.39
Library	0.00
Training & development	745.00
Tied funds	58377.30
Casual relief teachers	1190.66
Administration & office	32275.11
School-operated canteen	0.00
Utilities	20573.80
Maintenance	3434.81
Trust accounts	1977.91
Capital programs	0.00
Total expenditure	130461.49
<b>Balance carried forward</b>	201191.57

A full copy of the school's 2013 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 2013

### Academic achievements

#### NAPLAN

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 at Mian school in years 5, 7 and 9 completed the NAPLAN assessments.



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.

### **Record of School Achievement (RoSA)**

Students in year 10 at Mian school completed the mandatory requirements in order to receive a RoSA.

### **Other school based assessments**

Each year every student at Mian school is assessed for baseline data in term 1 and followup data in early term 4. This data is analysed by classroom teachers and is used to assist in developing individual literacy and numeracy plans as part of each students' Learning Support Plan.

Assessment tools include:

- South Australian Spelling Test
- Holborn Oral Reading scale
- Neale Analysis
- Basic Arithmetic facts, and
- Nelson Numeracy Assessment Kit



*Students are highly supported in every classroom*

## **Other achievements**

### **Significant programs and initiatives**

#### **Partnership with Dubbo School of Distance Education**

This year we have forged a strong relationship with Dubbo School of Distance Education for our Year 10 students. Teachers from DSODE have been visiting Year 10 students at Mian School on a weekly basis supporting students in English, Mathematics, Science, History and Geography.

All students have received progress awards for their application and quality of work completed so far. Mr Shannon, Mr Harding, Mr Bates and Ms Beatty from DSODE come to Mian for 1 lesson per week to support students with their work.



*Teachers from DSODE are regular visitors to the school*

#### **TVET Automotive – Spray Painting**

Mr Sayers has been coordinating the TVET Spray Painting Courses this year. Students are designing and then creating their own panels. They are learning about surface preparation and colour mixing.



## Dubbo Leadership and Cultural Development Program

The Dubbo Leadership and Cultural Development Program supports and mentors Aboriginal Students from Years 6 to Year 12. The program involves weekly activities (after school), which are educational, vocational, cultural and fun. The program also provides an informal setting for service providers to build relationships of trust with young people so they may then feel confident seeking support for the challenges they face.

During the school holidays camps are planned in locations with cultural significance. This provides an opportunity for cultural development. The camps and other program components can be used as an incentive or reward for ongoing participation in the program, regular school attendance, improved school outcomes and responsible behaviour.

### PCYC ON Time Program

Police program on time to helps young men at risk.

POSITIVE interactions with police early in their lives may be the key to helping some "at risk" young men navigate productive futures.

That is the philosophy behind the On Time partnership; a joint initiative of Dubbo Police, PCYC and Dubbo City Council that began last year and in just a few months has already yielded positive results.

Targeted Mian school students have been involved in this program for the past several years.

Police officers pick the students up from their homes and transport them to the program and then after the program transport the students to school.

In 2013, the program has been running on Monday, Wednesday and Friday mornings.

### Community BBQ's

Inviting the Mian school community to come and enjoy an informal gathering contributed to achieving a target set for our school in 2013. Improving student engagement and attendance were positive outcomes from meeting with all families and carers at the school regularly in an informal setting.

Community gatherings also provided staff the opportunity to discuss students' progress, share student work and develop relationships with families. There was also opportunity to share Mian school programs with members of the wider community who also attended.

These informal gatherings proved to be such a great success for many reasons. Each classroom was in charge of planning the event, organising the food, activities and invitations. Parents, carers and staff joined in the games activities on the day which proved very popular with students.

### Positive Behaviour for Learning (PBL)

After consultation with students, parents / carers, other Mian School Community members and staff, we have consolidated "Our Expectations." These Expectations are:

- SAFE,
- RESPECTFUL, and
- RESPONSIBLE.

Each class has then had the opportunity to design symbols to represent "our expectations."

The next phase of PBL will involve developing lessons supporting identified school wide systems.



*Classroom 1  
Design for  
Respectful*



*Classroom 4  
Design for  
Responsible*



*Classroom 2  
Design for  
Safe*

## Harmony Day Celebrations

The theme for Harmony Day this year was “My Story”. Students created their own stories and displayed them in many different creative ways. Visitors were impressed with the My Story display. Allan Hall was our guest who shared his story with us.



## Sport

### Wellington League Tag Competition

Once again Mian school students excelled at the Wellington League tag competition. Many schools come together to compete in this friendly competition where the main aim is to have a fun day with peers from other schools.

The Mian was successful in winning the champions of 2<sup>nd</sup> Division. One of our students won the overall Best and Fairest award voted for by the referees which was a great honour.



*Wellington Oztag Team*

## Kookaburra Shield

The Kookaburra Shield oztag competition is an interschool competition that has been played each year for many years. The competition was originally organised by former teacher Mrs Mary-Dawn Jones.

Teams from Dubbo College Delroy Campus, Dubbo College South Campus and Mian School come together to enjoy a day of fun, friendly competition and friendship.

Unfortunately, South Campus were unable to attend this year. The teams played included a Mian team, a Delroy team and a third team of mixed Delroy and Mian players. As befitting the cordiality of the day, scores from all the matches ended up when they were collated as a draw. The shield will spend six months at Delroy campus and then six months at Mian school until the competition is held again in 2014.



*Mian school students show their skill during an Oztag match against Dubbo College Delroy Campus during the Kookaburra Shield competition.*

## Aboriginal education

### Brospeak Program

Brospeak is a ten week, small group program for Aboriginal boys attending secondary school. The Program is run by the school and is designed to help the boys be strong in their Aboriginal Identity and smart in their approach to achieving their life goals. Central to the Program is the completion of a cultural project such as a bush tucker garden or the construction of totems.

The Mian school project involved the participating students under the guidance of Mr



Jason Hill, (Program Facilitator) and Mr Allan Shillingsworth who is a talented local artist design and paint a wall at the school reflecting Aboriginal symbols for the school's expectations and other Aboriginal designs.



*Students designed their own cultural artworks*

BroSpeak links young Aboriginal men with local Aboriginal role models. The participants listen to the life stories of the Aboriginal men who visit the program and learn from them as well as participating in a number of activities designed to help them set and achieve their goals.

Special guests included Mr Allan Hall, Mr Allan Shillingsworth, Mr Peter Boon and Mr Doug Gordon, Mr Hayden Wood and Mr Shannon Fuller.



*At the end of the program, Brospeak students hosted a BBQ for the school and guests. Students were presented with Brospeak caps in recognition of their work during the program.*

Throughout the program, students were able to learn about:

- Leadership
- Conflict resolution
- Cultural connection
- Goal setting, and
- Time management

Positive outcomes for students included:

- Increase in self esteem
- Sense of self
- Making connections with their culture
- Belonging in a community, and
- Increase in attendance

The Brospeak program was such a success in 2013 that it will be extended to involve many more students in 2014.



*Under the guidance of Mr Allan Shillingsworth, students designed and painted a mural on a wall at school.*



*Uncle John Hill shared stories from his childhood on the banks of the river.*

### **Fishing for Cultural Learning**

**(Article excerpts taken from Dubbo Photo News written by Natalie Holmes)**

As a boy, Uncle John Hill swam and fished in the Macquarie River. Last Wednesday, he passed on his love of the iconic Dubbo waterway to a group of young students as part of a workshop organized by the Department of Primary Industries. Accompanied by parents and teachers, the 15 Mian students joined Aboriginal elders and Department of Primary Industries staff at Devil's Hole Reserve for a lesson on the Riverbank where they were taught about Fishing, species identification, conservation and habitat.

Uncle John Hill recounted stories about the river from his childhood and the way he fished as a small boy with "drum nets" which are now illegal to use.

George Mannah who is the DPI Fisheries Community relations manager and travelled from Sydney for the day, said "It's about working closely with Mian school, Aboriginal elders and the community to teach the students."

This day was so successful for the students and the community that in 2014 there will be more days planned where Aboriginal elders, parents carers and the school community come together and share experiences and stories.



### **Aunty Pat's Social Circle**

Aunty Pat Doolan, (President of the Dubbo Local Aboriginal Education Consultative Group), and Ms Michelle Doolan have been running a "Social Circle" Program for students at Mian School. During this program, students are encouraged to explore their connectedness with their culture and look at their own story.



*Aunty Pat discussing the Mian school expectations with students*

### **AECG**

Mian school had the pleasure of hosting a local AECG meeting earlier in the year. At this meeting a video presentation was shown highlighting the programs and student achievements at our school.

Representatives from the staff attend all local AECG meetings and present an outline of what is happening at our school. Partnerships have been fostered through our involvement leading to new cultural programs implemented for students throughout the year.



*Mian school AECG cake*



### 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.



*The mobile climbing wall is always popular with students when it visits each year*

### 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 2013 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 partnerships and significant Commonwealth initiatives

- In 2013, the emphasis for the National Partnership coordinator was putting in place systems for the sustainability of programs implemented over the lifetime of the partnership. This was especially important for the positive outcomes in literacy and numeracy for all students.
- Professional learning in explicit teaching of reading has resulted in the up skilling of classroom teachers to implement specific reading programs in their classrooms to address individual student learning gaps.



*Students in Year 10 had the opportunity to participate in a TVET Automotive – spray painting course*

### School planning and evaluation 2012—2014

#### School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Consultation with staff
- Consultation with parents, carers and students including outside agencies associated with the school, and
- Strategic planning meetings held to plan and implement programs to address the complex needs of our students.

## School planning 2012—2014: progress in 2013

### School priority 1

Literacy

#### Outcomes from 2012–2014

To improve the literacy levels of all Mian School students

#### Evidence of progress towards outcomes in 2013:

- For 2013, 14 students were in the target group for whom data was gathered in both Term 1 and Term 3.
- In each of the targeted areas of oral reading, reading comprehension and reading accuracy, there has been basic progress across the school for the 14 students tested in both term 1 and term 3.
- To contextualise the performance of our students for this target it is important to take into account that 92% of the students tested have a diagnosed disability.
- In reading comprehension 5 students showed an improvement of 6 months or more,
- In reading accuracy 3 students demonstrated an improvement of 6 months or more: and
- In oral reading 3 students demonstrated an improvement of 6 months or more.
- Results have indicated the need for ongoing professional learning and executive mentoring in analysing data to determine learning gaps and implement strategies to increase the reading performance level of students across all areas.

#### Strategies to achieve these outcomes in 2014

- Increase teacher Professional Learning to develop a skillset to enable teachers to explicitly teach reading skills

- Deliver professional learning to Student Learning Support Officers in delivering literacy programs
- Ongoing professional learning is required to improve the teachers' skillset to:
- analyse data and determine student learning gaps, and
- explicitly teach reading skills
- Deliver ongoing professional learning focused on the development of Individual Literacy Plans, and
- Identify a data collection coordinator to train and mentor staff to improve the consistency of testing results
- Increase the number of students in the target group
- Provide Professional learning to support teachers to develop and maintain an effective collaborative network mentored by executive
- Implement MULTILIT and other extensive reading strategies for those students in need of intensive reading instruction, and
- Use SMART data item analysis to determine teaching strategies to use to address individual student learning gaps.



*Students enjoyed learning how to make Jonny Cakes at the Brospeak BBQ*



## School priority 2

### Numeracy

#### Outcomes from 2012–2014

To improve the numeracy levels of all Mian School students

#### Evidence of progress towards outcomes in 2013:

- Numbers and patterns assessment was administered to all students at a year level appropriate to their performance level
- A marking scale was devised and applied to each student's assessment. The marking scale was used as a tool to collect data about student performance level and gauge student improvement. It was decided that any student scoring over 75% would go up to the next level to be re assessed. Similarly if students scored less than 40% they would go back to the previous level to be assessed
- Using the results from the assessment teachers developed an Individual Numeracy Plan for each student to address individual student learning gaps
- A core group of 8 students completed Nelson assessments in both term 1 and term 3, and
- Of the 8 students, 4 realised an improvement of 20% or more in their scores.

#### Strategies to achieve these outcomes in 2014:

- Developing processes and providing Professional Learning for teachers to apply marking scale to student assessments
- To build teacher capacity and processes in the Numbers and Patterns strand that are transferable to all other strands of Mathematics.
- Provide Professional Learning in:
  - data analysis,
  - interpreting data,
  - identifying learning gaps, and
  - Using strategies to explicitly teach to student gaps in learning.

- Provide Professional Learning in developing differentiated teaching and learning activities to address student learning gaps in numeracy, and,
- Investigate other numeracy programs running in similar settings to Mian in order to provide high support to students in addressing identified gaps in learning.



*Presentation Day is held at the end of each semester. Student reports are distributed and student achievements are recognized with trophies, certificates and shields.*

## School priority 3

### Aboriginal Education

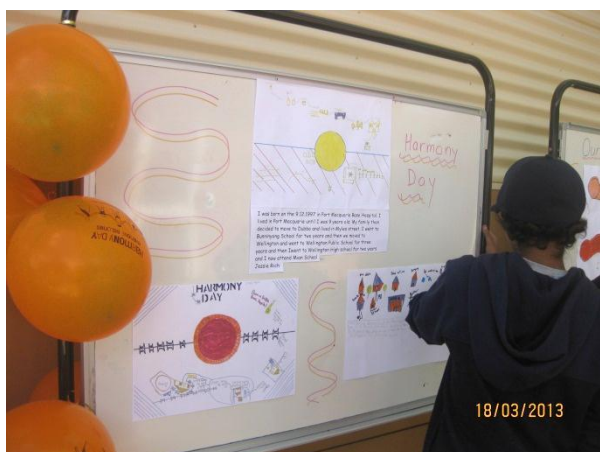
#### Outcomes from 2012–2014

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

#### Evidence of progress towards outcomes in 2013:

- Extensive interagency and community organisation involvement. This has involved accessing identified specialised support for the education of students at Mian School.
- Community organisation involvement to assist in delivering programs such as:
  - Brospeak Program
  - Aunty Pat's social circle
  - Neighbourhood Centre reading program; and
  - Western Student Connections – delivery of Work readiness Program and sourcing Work Placements.

- School based initiatives to encourage community participation, including:
  - Community BBQ's
  - Interschool sporting competitions including the Kookaburra Shield
  - Dubbo School of Distance Education support for Year 10 students, and
  - Opportunities to participate in TAFE TVET courses.
- Links with Community groups to provide programs for students including:
  - Mission Australia – Cultural awareness and leadership program offered through Youth connections;
  - Mission Australia – Youth Connections- identified individual case management of students; and
  - PCYC – On time program.
- Positive Behaviour for Learning (PBL) lessons developed and implemented for all settings, and
- Review & Reappraisal meetings scheduled and held for all students in term 3. Meeting required for consultation under ESES for Learning Support Plans.



*Students displayed their own stories on Harmony Day.*

#### **Strategies to achieve these outcomes in 2014:**

- Investigate further the implementation into programs in conjunction with the Dubbo Men's Shed.
- Identify guest speakers/ mentors supporting the Brospeak program.

- Identify other interagency organisations and develop more programs to promote connectedness for our students.
- Incorporate Aboriginal perspectives into program content.
- Plan collaboratively to include 8 ways into integrated units to be devised and implemented for the Australian Curriculum.

### **Professional learning**

Professional learning in 2013 has been focused on the implementation of the new syllabus documents for the Australian curriculum. Teaching staff have been using program builder and associated professional learning to develop programs and units of work in the key learning areas of English, mathematics, history and science.

Mandatory training has also been completed in the areas of child protection, code of conduct and emergency care.

Other professional learning completed by staff includes:

- Every student every school modules
- Ethical decision making
- NCI training refresher
- Introduction to the Work Health and Safety Act
- 8 Ways Training
- The Learner and the New Curriculum
- Teaching for the New Curriculum
- K-10 English Australian Curriculum
- K-10 Mathematics Australian Curriculum
- Working with Tricky people
- NCI Enhancing Verbal Skills
- ARCO Training, and
- Lessons 1, 2 and 3 in the Disability Standards for Education.



## Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below. Students, parents / carers and teachers were surveyed about their perceptions in regard to learning at Mian school. Students responded positively to the following aspects:

- My classroom is an interesting place to learn
- My teachers talk to my parents / carers about my learning
- People other than my teacher help me to learn eg Neighbourhood Centre reading program, Brospeak guest speakers and Miaaion Australia Programs
- The school expects me to do my best, and
- My teacher finds new ways to help me understand.

Parents and carers responded positively to the following about learning at Mian school:

- Teachers talk to me about my child's learning
- People other than my child's teacher help him/her to learn
- Teachers at the school are continually upgrading their skills, and
- My child tries to do things in the classroom that are new and different.

Teachers responded positively to the following about learning at Mian school:

- The school supports communication about student learning between home and school
- My students try to do things that are new and different, and
- I continually upgrade my skills through professional training and development.

Students, parents / carers and teachers were also surveyed about their perceptions of Mian school culture. Students responded positively to the following aspects of school culture:

- The school knows about the parents / carers and the community it serves
- The school often praises and rewards students who are successful
- The students are the school's main concern
- New students are made welcome, and
- The school encourages students to achieve their best.



*Many parents, carers, families and community members enjoyed the hospitality of student organised community events.*

Parents and carers responded positively to the following aspects of school culture:

- The school knows about the parents / carers and the community it serves
- The school encourages new students and their families to be involved in school activities
- The students are the school's main concern, and
- Parents support what is happening at the school

Teachers responded positively to the following aspects of school culture:

- The school culture supports a sense of ownership of the school
- The school is continually finding ways to improve what it does
- When necessary, the school makes important changes to what it does, and
- Staff understand and respond to the context of the community in which they work



## Program evaluations

### Background

During 2013, the process of organising and completing the full evaluation of Mian school case management systems was refined and clear outcomes and targets for this project were finalised.

Mian school case management systems were divided into six areas. Each area has been formatted into a hard copy folder which will be held in the school as a reference guide for all staff.

### Findings and conclusions

While working through our case management processes and systems in 2012, it became evident that there still remained areas for further development which took place in 2013 including:

- Professional Learning for teaching staff in the areas of:
  - Developing Individual Education Plans, specifically Literacy and Numeracy
  - Negotiating Individual Behaviour Management Plans
  - Completing and sourcing documentation for LSP's, and processes for consultation
- An electronic format for presentation to base schools and other interested parties is on track to be completed by the end of 2013
- The working example of case management process has been partially completed.
- Turnover in staff has meant ongoing PL for staff

- The completion of the folders will offer all staff a valuable reference resource for all documents, examples, flowcharts, checklists etc. and,
- For sustainability purposes all aspects of case management need to be reviewed and updated regularly or as needed.

### Future directions

In 2014, there will still be some tasks to be completed to finalise the Case Management Kit. These will include:

- Electronic formatting of all six folders under the following sections:
  - Folder 1: Introduction and Prior to Enrolment
  - Folder 2: Enrolment Process
  - Folder 3: Risk assessment
  - Folder 4: Consultation
  - Folder 5: Outside Agencies and Mian School Programs, and
  - Folder 6: Student Learning Support Plans and Assessment.

An agency will be sourced to produce these folders professionally and will contain a sleeve for a CD Rom of all documents and proformas used at Mian school for the case management of students with complex needs.

- During 2014, our Case Management Kit will be presented to all interested parties including:
  - Feeder Schools in Dubbo, Narromine and Wellington
  - Other SSP's throughout the state, and,
  - Any other interested parties.
- It will be an ongoing process each year to review all aspects of the kit and make refinements if needed.





## 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

Ruth Graves – Classroom Teacher

George Sayers - Classroom Teacher

Caroline Barnes - Classroom Teacher

### School contact information

Mian School

Bultje Street Dubbo

Ph: 68 84 8491

Fax: 68 82 9190

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

Web: [Enter here.]

School Code: 5577

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

<https://detwww.det.nsw.edu.au/high-performance/annual-school-reports>