



Education &  
Communities

# MIAN SCHOOL Annual School Report 2014



5577

## School context statement

Mian School is located in Bultje Street Dubbo near the centre of the city. Students attending Mian School have had difficulties in achieving success in a mainstream setting and are generally disengaged from their education.

Mian School caters for 28 students. 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. Mian School has a population of 93% Aboriginal students. The majority of students come from low socio economic backgrounds. 89% of students present with a diagnosed disability. Of the 89%, 75% have a primary disability of mental health and 25% of students present with a diagnosed intellectual disability.

The Family Occupation and Education Index (FOEI) value in 2014 is 227 with the NSW average 100. Mian School's FOEI value is amongst the highest 5 per cent of FOEI values (ie most disadvantaged) across NSW government Schools.

The majority of students, evidenced through School based assessments, are at least two years behind their cohort in literacy and numeracy

Each student at Mian School has a negotiated Individual Learning Support Plan. Students are provided with adjustments to cater for their individual learning needs.

Consultation with Parents / Carers and students is a high priority at Mian School. Students are actively encouraged to participate in their own education through involvement with programs provided by community groups and outside agencies.



*The Brospeak Program 2014*

## Student information

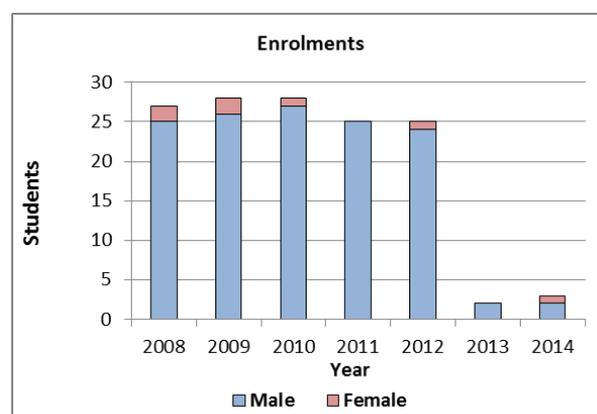
### Student enrolment profile

For most of 2014, there were 27 students enrolled at Mian School. There were 21 male students and 6 female students.

In 2014 there were:

- 6 students in year 10
- 5 students in year 9
- 9 students in year 8
- 3 students in year 7
- 3 students in year 6, and
- 1 student in year 5.

The following graph represents the history of student enrolments in the years K to 6.



### 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. If there is no answer, a text message is sent to the parent / carer.

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

## Post-School destinations

In 2014, we had six year 10 students who transitioned to Dubbo College Senior Campus.

## Workforce information

### Workforce composition

Position	Number
Principal	1
Assistant Principal(s)	1
Classroom Teacher(s)	3
Teacher RFF	0.336
Careers Advisor	0.2
Teacher Librarian	0.168
Teacher of Students OOHC	1
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	100
Postgraduate	-



*Filming The Last Chance Crew*

### Professional learning and teacher accreditation

Professional learning for all staff plays an important role in being able to continue to provide quality teaching and learning programs for all students at Mian School. Throughout 2014, all staff participated in mandatory professional learning in the following areas:

— Anaphylaxis

- CPR
- Child Protection Updates
- Code of Conduct
- Emergency procedures
- Ethical Decision Making
- Private and Secondary Employment
- Student Discipline in Government Schools, and
- WHS e-safety modules

Various staff members participated and attended other professional learning activities including:

- Sistaspeak
- Selection Panel Training Procedures for School Teachers
- Accrual Accounting Fundamentals
- Understanding the importance of communication and engagement
- Communication and engagement planning
- Core Financial Literacy
- Strategic Financial Management
- The power of positive writing
- Social Media – new ways of engaging
- Consultative decision making
- Principal Leadership – Building a strong community
- Mental Health First Aid
- Boys Education, and
- The Importance of Advocates.

Classroom teachers attended professional learning sessions each week delivered by School executive. Topics covered included:

- Reading strategies
- Writing individual learning plans
- Writing risk management plans
- Consultation with students in developing individual behaviour management plans
- Documentation requirements for learning support plans
- Adjustments for students
- Comprehension strategies

- New curriculum
- Report writing
- Placing students on the literacy continuum
- Program and registration, and
- Developing individual numeracy plans.

## 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	30/11/2014
<b>Income</b>	\$
Balance brought forward	201191.57
Global funds	79426.11
Tied funds	153827.69
School & community sources	135682.07
Interest	8014.39
Trust receipts	1014.00
Canteen	0.00
Total income	579155.83
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	45914.38
Excursions	0.00
Extracurricular dissections	3235.23
Library	0.00
Training & development	937.15
Tied funds	150283.08
Casual relief teachers	5836.75
Administration & office	25542.85
School-operated canteen	0.00
Utilities	20321.72
Maintenance	17322.96
Trust accounts	6612.46
Capital programs	0.00
Total expenditure	276006.58
<b>Balance carried forward</b>	303149.25

A full copy of the School's 2014 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 2014

### 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.

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* to access the School data.

All students at Mian School in years 5, 7 and 9 participate in the National Assessment Program. Due to the small number of students who participated, statistics of results are unavailable.



*All students receive extra support at Mian School*

### Other achievements

#### Significant programs and initiatives – Policy and equity funding

Mian School received a substantial amount of equity funding in 2014. This funding allowed the School to improve the quality teaching and learning for all students by developing and implementing programs to address the specific needs of all our students. Improved student learning outcomes were achieved and supported through:

- Providing relief for teaching staff to observe and consult with other Schools about best practice in teaching literacy and numeracy
- The planning, development, implementation and resourcing new literacy and numeracy programs across the School. These programs were developed in consultation with parents, carers and students about their specific educational goals.

- Resourcing programs with a focus on providing engaging, hands on and culturally appropriate resources used to address the identified learning gaps for all students as outlined in their individual literacy and numeracy plans.
- The employment of two additional student learning support officers to support students in the classrooms across the School allowing for additional one to one support in literacy and numeracy sessions and also assisting in the making and designing of resources to support student learning.
- The provision of resources to support the Brospeak program and the Aboriginal Culture program resulting in positive cultural experiences, renewed connectedness with community through story sharing with elders and other community guests. Other cultural activities included history, research into family trees, dream books and painting.
- The provision of resources for students including resources for transition, and
- Resourcing specific programs including the breakfast program, community events and the garden program.



## Learning and Support

Every student who attends Mian School is given the opportunity to achieve the best possible educational and social outcomes. This is supported through:

- The development of a Learning Support Plan for each student in consultation with base Schools, parents and carers, outside

agencies, the student and staff from Mian School.

- Assessment data analysed to develop individual learning plans targeting gaps in learning
- Health plans are developed for students who need them
- Support is available for attending medical appointments and administering medication if required
- A partnership with the Charles Sturt Dental Clinic provides dental services for students when needed
- Vaccination clinics held throughout the year on a regular basis
- Consultation in developing an Individual Behaviour Management plan for each student, setting targets and goals and providing strategies to reach these goals
- The staff at Mian School are constantly pursuing new and innovative programs to support students in their educational and social goals
- Community events are held regularly throughout the year to celebrate student success and provide opportunities for parents, carers, families and the wider School community to come together and support the School and their students
- Positive Behaviour for Learning lessons are embedded into the timetable to support positive behavior choices, and
- Outside agencies are sourced to support all Mian School families and students.



*Classrooms are busy places*

## Student well-being

Mian School prides itself in supporting not only the educational aspects of student learning but also the well-being of each student. There are many opportunities provided throughout the year for families to visit the School and participate in School events both formal and informal. The development of a relationship between School and home plays a pivotal role in student well-being.

A vaccination program is offered at the School each term and in partnership with the Charles Sturt university dental clinic, dental appointments and treatment are provided for students at no cost to families.

Partnerships with outside agencies support classroom social skills development programs that are linked to each student's individual behavior management plan and the School's positive behavior for learning expectations of Safe, Responsible and Respectful.

In 2015, planning is underway to have a local pediatrician visit the School to support families.

Student well-being and social skills development is also supported by the Hot Breakfast Program which started this year. Data has shown that there have been positive improvements in attendance, less disruptions to learning and students arriving at School on time. Classroom staff have reported a more settled start to each day after breakfast.



## Other significant initiatives

### Aboriginal education

#### Mian School Culture Program

Students from Mian School had the opportunity to participate in this exciting new program developed by Ricky Powell. The program ran over 10 weeks on one day per week.

The Wiradjuri language was used throughout the program.

Ricky also provided cultural training for all the Mian School staff.



#### *Culture program excursion*

Some outcomes for the program included:

- Completion of training for all staff to develop, write and deliver programs
- Develop knowledge of men's and women's roles in Aboriginal society
- Increase in knowledge of Cultural Rights
- Develop an understanding of being Aboriginal in traditional times
- Develop an understanding of the importance of spiritual identity as expressed through a wide range of cultural expressions, and
- Develop an understanding of personal responsibilities within the community to self and others



The program was for girls and boys, although the girls involved in the program participated in some girls only activities and the boys participated in some boys' only activities.

During the program there were some off School site activities to cultural sites including visits to:

- Terramungamine Reserve
- Talbragar Reserve
- Camp Road
- Tracker Riley walking track, and
- The Tree of Knowledge.



*Brospeak Program*

### **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.

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.

Once again, Mr Allan Shillingsworth assisted the Brospeak group and the program facilitator, Mr Jason Hill with designing and painting another wall in our School.

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.

### **Penrith Rugby League Trip**

Students who won the Wellington League Tag Competition last year were lucky enough to be invited to travel to Penrith for an NRL game. They were so excited to watch the Panthers and the Cowboys play a thrilling game. They also met many of the players. Thanks to the staff that travelled with them, they also had a great time and all agreed that the students should be very proud of the way they conducted themselves on this excursion.



*Students were rewarded with Penrith Tickets*

### **Journey to Respect Program**

The Journey to Respect program works with young Indigenous people who have had problems with violence and uses a series of activities to allow them to identify these problems. Once the young people have identified the issues, they then work to develop possible solutions and alternatives. The program provides a supportive environment that aims to encourage honest communication. The young people are shown how to discover the implications of violence and where it may lead their relationships in the future.

The program includes the participation of an Aboriginal Elder and allows program participants

the opportunity to learn about and understand their cultural identity. The journey to respect program also aims to connect young people to their communities through intergenerational events and activities that benefit the community as a whole.

This program was originally developed by the Gilgai Aboriginal Centre in partnership with New South Wales Department of Juvenile Justice.



### **The Last Chance Crew**

Mian School formed a partnership with Apollo House and Desert Pea Productions. Students work shopped a rap emphasizing the value of good School attendance, the importance of education and community values.

Students were then involved in filming the video at various locations of significance around Dubbo, including scenes at Mian School, Apollo House, along the riverbanks and in west Dubbo. The video featuring the students will be uploaded to YouTube, and also played on radio.

The students involved in the very long days of production were outstanding in their enthusiasm and patience in getting it right and thoroughly enjoyed the whole experience. The words and sentiment of the rap came from the students after thoroughly exploring the meaning of education to them, their families and their lifelong success.

### **Inside Out Program**

Joe Gibara and Amanda McCulloch presented the Inside Out Program to all students at Mian School. The program is about choosing pathways for success and happiness and with a focus on choices that students' make.

The group sessions involved a wish list for the future and the steps that need to be taken to get there. Joe used his own life stories to illustrate his pathway to success. The program also involved one to one mentoring sessions.

One of the outcomes of the program was the students creating their own dream book.

### **Hot Breakfast Program**

This year, we introduced our hot breakfast program for all students. The program was introduced, not only as a healthy way to start each day, but also to offer the opportunity for staff to develop a rapport and a relationship with all students.

The breakfast club has guidelines which include:

- We use our manners
- We clean our plates and wash them up
- We sit at the table to eat, and
- We talk to at least 3 people.

The positive outcomes of the hot breakfast program have an increase in the number of students arriving at School on time, increased attendance and happier students.



### **Sport**

We began the year working on basic skills related to the students preferred sports. Timed stations were set up with a skills focus based around soccer, basketball, cricket, rugby league and agility.

### **Oztag**

Students participated in some Oztag competitions throughout the year. Students spent time during sport to focus on and train using the rules specific to the competition.

Wellington Oztag – Students from Mian Schol participated in the Wellington Oztag competition.



*Our winning Oz tag team*

The students won the competition, winning 4 out of the 5 games they played. Mian were rewarded as the days winners in their division and received their awards from 'The Footy Show's' regular guest, Mario Fenech.

Penrith trip - Some students from Mian School were given the opportunity to travel to Penrith to watch a night game where the Penrith Panthers played against North Queensland Cowboys. The excursion was the result of last year's efforts made by the Mian School when they won the CRL endorsed Oztag competition. In Penrith the students met many of the Penrith Panthers players including Jamie Soward, Jamal Idris and Phil Gould.

Kookaburra shield – Mian School was host to their own Oztag competition, the Kookaburra Shield. Two teams from Delroy and two from Mian competed to win the shield to have on display in their School. Mian won the shield for 2014 but the competition was close. After the student matches, the students went on to play the staff in touch football.



*Kookaburra Shield Team 2014*

Sporting awards – Sports person of the semester for 2014 was awarded to two students, Jacob Mackay and Tyrell Cubby. They showed

consistency in participation, encouragement, fairness and sportsmanship.

George Sayers - Sport Coordinator

### **Multicultural education and anti-racism**

Mian School provides and promotes an inclusive environment for all the Mian School community. To support inclusiveness, Mian School has a designated Anti- racism contact officer. (ARCO) The Mian School ARCO will support his position by participating in more training in 2015.

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.

## **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 the students, parents, carers and the wider School community through meetings, phonecalls and formal surveys
- Regular staff planning meetings to analyse data and to set targets and goals,
- Regular data collection and review based on behavioural goals and strategies, and
- Regular academic assessment and progress reviews.



*Mural for the foyer – Apollo House Art Project with Jack Randall*

## School planning 2012-2014:

### School priority 1

Literacy

#### Outcomes from 2012–2014

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.

#### Background

Consultation meetings were held with parents, carers and students to set literacy priorities for students. It was agreed that improvement in literacy levels needed to be a high priority for all students and agreed to the implementation of the proposed literacy program for all students in 2014. Students participated in completing an individual literacy program each day for one lesson.

#### Evidence of progress towards outcomes in 2014:

- Baseline data and follow up data was collected for each student. The results and degree of improvement varied due to many factors specific to Mian School students. 60% of students who also achieved an attendance rate at or above 85% achieved the outcome or above.
- Follow up data demonstrated that all students improved in at least one or more of the outcome components of oral reading, reading comprehension or reading accuracy.
- During the evaluation process, it was determined that attendance was the highest factor in achieving the outcomes in literacy.
- The engagement level of students in the literacy program was enhanced by the use of literacy games. These resources were designed and made by staff to address identified gaps in learning and to consolidate skills.

#### Strategies to achieve these outcomes in 2014

- Professional learning for all staff was a significant factor in progress towards the achievement of the literacy outcomes for all students. This opportunity for

professional learning will continue in 2015 to build on the skillset of all Mian School staff in the explicit teaching of literacy skills.

- Individual literacy plans were developed for each student based on gap analysis using School based assessment data. An individual program was then developed for each student.
- Students across the School completed literacy programs including multilit, oral reading and a spelling program to complement their individual literacy program
- Student assessment was also used to place each student on the literacy continuum. This provided data and a tool for teachers to plan explicit teaching strategies to progress students through the continuum, and
- Norta Norta and some Equity funding was used to employ two student learning support officers to maximize individual tuition support in the classrooms.



*Literacy games are very popular*



*Sportsperson of the semester*

## School priority 2

### Numeracy

#### Outcomes from 2012–2014

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

#### Evidence of progress towards outcomes in 2014:

- Baseline data was used to identify and analyse gaps in learning for each student. Using this data, an individual numeracy plan was developed for each student. Even though the outcome targeted was in the number and algebra strand, all other strands were incorporated into the individual plans.
- Follow up data demonstrated that 50% of students that also maintained 85% attendance achieved the outcome. Most students achieved some improvement while a small percentage of students maintained their current level of achievement. Attendance proved to be a significant factor in success and achievement in the program.

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

- Teaching staff participated in regular professional learning sessions throughout the year to increase their own skillset in the explicit teaching of numeracy. Other professional learning sessions focused on:
  - Gap analysis
  - Data collection
  - Data analysis
  - Assessment practices
  - Developing resources
  - Developing and implementing individual numeracy plans
  - Developing a deeper understanding of the mathematics syllabus documents, and
  - Reporting.
- Regular teacher meetings were held lead by executive to exchange ideas and to

work collaboratively to enhance engagement in numeracy sessions.

- A numeracy box for each classroom was resourced with numeracy games to address identified gaps in learning and consolidate skills.
- Equity funding was used to partially fund student learning support officers to provide additional support for students needing one to one support in the classrooms, and
- Students participated in one numeracy session each day to provide a consistent approach to skill development.



*The Drumbeat program was run by Cath Fidock, our School counsellor*

## School priority 3

### Aboriginal Education

#### Outcomes from 2012–2014

To improve student engagement through effective community partnerships, and specific cultural programs.

#### Evidence of progress towards outcomes in 2014:

- Through the development of community partnerships and specific cultural programs, there has been a positive effect on the engagement of students in their learning at Mian School. This has been demonstrated through improvements in attendance, a decrease in the use of the timeout room and through anecdotal information provided parents, carers and classroom teachers.

- Communication with parents, carers, families and the wider School community has been a focus for 2014 through our consultation processes. Informal and formal meetings with all stakeholders on a regular basis lead to effective community partnerships which in turn lead to more positive outcomes for all our students.



- In 2014, all students achieved positive outcomes and participated in the opportunities provided through community partnerships and specific cultural programs. The significant partnership with Apollo House resulted in the Mian School rap video titled "The Last Chance Crew." The entire process of writing the rap, recording and filming was implemented by Desert Pea Media and involved the whole student body and staff. With an emphasis on the importance of education, students were able to express their own ideas on what education means to young people.



- The follow on effect of student participation in this initiative has been very positive including the development of a sense of community within the

School, improvements in School culture, improvement in student's active participation in their own learning and positive self-esteem.

- Almost 100 people from the School community and wider community attended the launch of the video and this has contributed positively for the School within the Dubbo community.
- Apollo House also supported the implementation of an art project under the guidance of well-known local artist, Jack Randall. This involved students and some grandparents. The participants designed and painted a mural for the School foyer.
- Mian School has a close association with the local AECG and hosts meetings at our School. Representatives from our School attend the monthly meetings giving a report about what is happening at Mian.

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

- Specific cultural programs developed and implemented throughout 2014 included the expansion of the Brospeak program delivered by Mr Jason Hill and other cultural programs delivered by Mr Cecil See and Mr Ricky Powell. All students were given the opportunity to participate.
- Professional learning for staff at the end of 2014 will lead to the development and implementation of the Sistaspeak program for girls in 2015.
- Other important and significant partnerships formed in 2014 included:
  - Mission Australia who provided a Cultural and Leadership program where targeted students participated in a range of cultural activities.
  - Juvenile Justice officers provide support and lead programs at the School including the Journey to Respect program aimed at students at risk.
- Developing a mutually beneficial partnership with all parents, carers and families was also an important focus in

2014. This was achieved by providing as many opportunities as possible for families to visit the School and attend School events. Formal and informal meetings were held throughout the year as well as home visits and positive phonecalls or texts to parents and carers.



*Emergency services visit to Mian School*

#### **School priority 4**

Organisational Effectiveness

#### **Outcomes from 2012–2014**

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

#### **Evidence of progress towards outcomes in 2014:**

- Throughout 2014, an evaluation and review of each student’s learning support plan resulted in:
  - New formats for risk management plans where strategies to minimise risk are detailed and more adapted to the Mian School setting,
  - Regular meetings to discuss risk management at Mian School, and regular whole staff meetings to discuss individual student needs and strategies to put in place.
- The development of more concise teaching documentation for student individual learning plans focusing on the areas of literacy and numeracy.
- Teacher program and registration formats for all KLA’s are being reviewed and evaluated in order to plan, develop and implement new formats focusing on the new curriculum documents. This

process will continue in 2015 with new formats developed incorporating individual student adjustments. These formats will directly link to the student report formats for 2015.

- Improvements in communication within the School.

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

- Development of a flowchart for planning and developing a unit of work for delivery in the classroom including assessment and evaluation practices.
- Development of a flowchart and checklist for classroom teachers in the steps involved in developing a learning support plan for new and continuing students.
- Development of a classroom teacher “help” booklet containing examples, flowcharts and checklists for the case management of each student.
- In School communication has been improved through:
  - A documented daily debrief format for all staff
  - Staffroom whiteboard calendar updated weekly
  - Calendar diary entries sent to staff for acceptance, and
  - Supervision timetable for classroom teachers with clear expectations developed for the year.
- Professional learning sessions focusing on a collaborative approach in developing plans for students including individual learning plans, health care plans and sourcing outside agency assistance for each student as needed.

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

In 2014, the School sought the opinions of parents, students and teachers about the School.

Their responses are presented below.

During the year and as part of consultation processes, parents / carers agreed 100% that Mian School was a welcoming and comfortable place for them to visit. They also agreed that they

were pleased with the information provided to them about their student's learning.

Parents and carers felt strongly that Mian School cares about the welfare and well-being of all students and that staff are always willing to support students and their families.

Students reported that:

- Teachers treat them fairly in class
- Teachers take their interests into account when planning lessons
- Teachers help them with their work, and
- They are rewarded for their success.

Staff reported that:

- The School addresses the academic needs of all students,
- The School makes adjustments for students as needed and that they are confident in making necessary adjustments in their classrooms to meet the specific needs of students, and
- Appropriate School procedures are being implemented to ensure teaching and learning occurs with minimal disruption.

Areas that need further development include:

- Professional development opportunities in classroom management and behavior management.



## 2015-2017 School Plan

NSW DEC is implementing a new School planning process for 2015-17. The new plan will be published on the School's website from the beginning of Term 2 2015.

## 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.

Susan Tink Principal (rel)

Tenille Wykes Assistant Principal (rel)

Colleen Molkentin SAM

George Sayers Classroom teacher

## School contact information

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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:

<http://www.Schools.nsw.edu.au/learning/emsad/asr/index.php>

## Future Directions