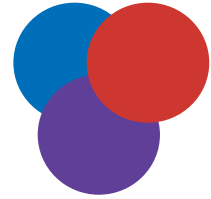


# Mian School Annual Report



2015



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## Introduction

The Annual Report for 2015 is provided to the community of Mian School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Susan Tink  
Principal relieving



## School contact details:

Mian School  
Bultje Street  
Dubbo 2830

[www.mian-s.schools.nsw.edu.au](http://www.mian-s.schools.nsw.edu.au)

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

0268848491

## School background

### School vision statement

Mian School seeks to work with parents/carers and the community to provide a flexible, supportive environment in which students develop the capacity to become productive, respectful and responsible members of the community.

We strive to have our parents/carers, teachers and community members actively involved in our students' learning.

Through its curriculum Mian school tailors programs to address individual student learning needs.

### School context

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.

## **Self-assessment and school achievements**

### **Self-assessment using the School Excellence Framework**

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. This year, our school undertook self-assessment using the elements of the School Excellence Framework.

#### **LEARNING**

Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

At Mian School, there is a demonstrated commitment within the school community to strengthen and deliver on school learning priorities. This is especially so in the areas of literacy and numeracy improvements.

The school community was consulted through various means including surveys at community events and student review and reappraisal meetings leading to the adjustment of learning time allocated to literacy and numeracy improvement programs across the school. A new literacy and numeracy program was developed and implemented across the school with individual literacy and numeracy plans developed to target each student's gaps in learning. Mian school programs address the needs of identified student groups through specific learning programs developed and implemented at the school. Student adjustments, differentiated curriculum, Brospeak, Girl's Circle and outside agency programs are used to maximise student engagement and outcomes achieved.

Our attendance policy and classroom observations focusing on student engagement are used to collect data about learning. Mian school consistently implements a whole school approach to wellbeing through developing and implementing individual behaviour management plans in consultation with students, staff and parents / carers. These plans support the development of social skills programs.

School based assessment practices are embedded into teaching programs to identify learning gaps to be addressed in each students' individual learning plans. Adjustments and student learning styles are also considered in this process. Improvement and further development needs are tracked regularly. Professional learning sessions are held regularly to maintain teacher's skills in a team based approach.

#### **TEACHING**

Teacher supervision and observation feedback provide teachers with the opportunity to self-reflect on their teaching practice in their classrooms. Providing effective feedback for students will be a professional learning focus for 2016. Teachers use data gathered from their classrooms to develop and implement individual education plans to maximise improvement in all areas. Regular professional learning sessions will continue in 2016 to build teacher capacity in the area of classroom management strategies and personalised learning. Teachers analyse and use student assessments and observations to understand the learning needs of their students.

School executive regularly analyse student data to make informed school decisions in consultation with parents and carers. There are processes in place, which will continue in 2016, where classroom teachers are provided with coaching and mentoring to improve their classroom practice. A focus for 2016 will be to develop and document a teacher induction package. Building teacher capacity across all areas will continue to be a professional learning focus for 2016 with an emphasis on collaboration and building effective teams across the school.

Staff attainment of professional learning goals and teaching requirements are part of the school's performance and development process with self-reflection playing an important role in each teacher's professional development.

#### **LEADING**

Mian school is committed to the development of leadership skills in both staff and students. Staff are offered the opportunity to lead programs across the school and relieve as school executive. Developing relationships and community partnerships is a priority for the school leadership team.

The focus for 2016 is to build effective teams across the school through consultation processes, establishing roles and responsibilities and developing a set of common school goals and priorities. Developing an effective team will result in reaching our milestones and working towards an improvement in student outcomes achieved in all aspects of their educational goals at Mian school.

Professional learning and team meetings will result in best practice statements for supporting students' learning across all the school environments.

## Strategic Direction 1

Professional Practice and organisational effectiveness

### Purpose

To establish school wide systems for planning, teaching, monitoring and evaluating student learning outcomes.

### Overall summary of progress

School wide systems are especially important in the Mian school setting for various reasons including the complex case management for our students. Effective planning, teaching and monitoring and evaluating student learning outcomes will lead to more successful teaching and learning and future planning for students. We were able to develop sustainable processes including sample documents, checklists, flowcharts and accountability documentation to ensure a consistent approach to the consultation and practices involved in developing a learning support plan for each student.

Professional learning and collegiate discussions focussing on best practice aided in building teacher capacity, knowledge and understanding of mandatory requirements for our setting.

Professional practice within classrooms was improved through teacher professional learning sessions self-reflecting on their own practice using the classroom practice continuum, teaching standards and school excellence framework documents as a best practice guide.

Progress towards achieving improvement measures		Resources (annual)
<b>Improvement measure</b> School wide systems developed for sustainability	<b>Progress achieved this year</b> Professional learning for all staff has resulted in building teacher capacity, knowledge and understanding of best practice in developing learning support plans	\$4430
High quality professional documentation in each student's learning support plan.	Documentation set up for sustainability and succession planning for all processes involved in the teaching and learning processes at Mian School. Documentation completed for each student, up to date LSP's and student assessment ready for 2016	\$6087.28
Flowcharts and checklists to support sustainability. Professional learning diary for each teacher.	Flowcharts, checklists and formats for all mandatory documentation completed. Developed scaffolds for teacher observations linked to Classroom Practice Continuum and Australian Standards. Teacher professional reading folders and collegiate discussions planned.	\$4430

### Next steps

To ensure the improvements in professional practice and organizational effectiveness, the focus for 2016 will be on building effective teams within the school involving all staff. This strategy emerged after reflection and self-assessment of school processes, practices and classroom observations. Strategies to ensure the success of this focus area include using the services of a professional consultant to guide the executive team through the process and practices of developing an effective team, collaborative practices and team building processes.

## Strategic Direction 2

Differentiated learning for all students

### Purpose

To improve student learning outcomes in Literacy, Numeracy and social skills by catering for individual student needs and addressing identified gaps in learning.

### Overall summary of progress

Focus areas for 2015 included professional learning sessions for teaching staff on consultative decision making practices and quality curriculum. Placing students on the literacy continuum using evidence based data was also embedded into practice within the classrooms. At the end of 2015, we were able to monitor whole school data, graph trends and conduct analysis to measure improvement and identify further learning gaps to ensure that all student's educational and social needs are being met.

Progress towards achieving improvement measures		Resources (annual)
<b>Improvement measure</b> Levels of achievement in Literacy, Numeracy and Social skills will be improved through the development of engaging, differentiated teaching and learning designed to meet the needs of individual students.	<b>Progress achieved this year</b> Program and registration documentation – outcome based and linked to relevant syllabus documents and individual education plans.  Every student placed on the literacy continuum using evidence based data and school based assessments and progress and improvements monitored.	\$39504.87
Improvement in individual student behaviour through setting negotiated targets to develop skills in interacting appropriately in a variety of settings.	Consultation documented with each student's parents / carers and outside agencies. Teacher self-assessment and reflection on classroom practices re observations. Student classroom and individual adjustments documented in LSP's.	\$13821.45
Science KLA used as a focus area, implementation of new syllabus and sourcing resources	Science resources – PI for all teachers on how to implement resources in the classrooms and link to syllabus. All new resources entered into library for tracking and Questacon PL resources used in classrooms	\$11848.04

### Next steps

The direction and targets for 2016 will centre on the numeracy continuum and how to effectively utilise this document within our school. Professional learning will be sourced to build staff capacity in using this document as a data tool and then developing numeracy strategies to address identified student learning gaps. There will be documented placement of all students on the numeracy continuum through collegiate processes using data analysis.

## Strategic Direction 3

Inclusive educational community

### Purpose

To improve student welfare, learning and engagement by utilising the expertise of community resources. To establish networks to promote connectedness for our students with the community and their base schools.

### Overall summary of progress

The overall welfare of students at Mian school continues to be one of our highest priority areas. During 2015, permission was sought and gained from parents / carers in order to liaise directly with pediatricians for the ongoing health support of targeted students. Our partnership with NSW Health Dental Services continued throughout the year for those students needing dental work. The Breakfast Club program continued and fruit breaks were implemented. This had the added positive outcome of increased student engagement while in the classrooms.

Partnerships with the Opportunity Hub, Culture Nest and Clontarf continue to support our students' social needs. Community partnerships with local outside agencies also provide ongoing support to students and their families.

Progress towards achieving improvement measures		Resources (annual)
<b>Improvement measure</b> To provide a variety of special programs in partnership with community groups and school staff to improve cultural awareness, student wellbeing and engagement with school and community	<b>Progress achieved this year</b> Many programs were sourced to enrich the educational opportunities for students throughout the year including Brospeak, Girl's Circle, and Opportunity Hub, Clontarf, Culture Camps and a zoo education program. Learning time lost logs and attendance data together with student reflection data was used to evaluate the positive impact of programs implemented.	\$10673.70
Transition from Mian School	Transition from Mian school back to base schools continues to be a complex issue due to many factors. In 2015, one student transitioned back to their mainstream setting through a transition program in term 4. Another student transitioned to an alternative educational setting	\$696.00
Development of Outside Agency Partnerships	We continued to source programs both school based and community based to increase educational opportunities for students. The focus for these programs are attendance, student wellbeing, culture and social skills.	\$763.22

### Next steps

In 2016, Brospeak and Girl's Circle will continue.

Crime prevention workshops will be presented in partnership with Dubbo PCYC. Successful transition will continue to be a focus for students and we will continue to source community programs.

## Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
<p><b>Aboriginal background funding</b></p> <p>The focus for this funding was in the area of addressing the learning gaps for all students in literacy and numeracy.</p> <p>Funding was also used for excursion costs (culture camps) and uniforms.</p>	<p>Evaluation of all programs</p> <p>Baseline and follow up data in literacy and numeracy gathered, analysis and improvement data documented to identify further gaps in learning.</p> <p>Student well-being surveys pre and post programs</p> <p>Attendance data analysed</p>	<p>\$51952</p>
<p><b>Socio-economic funding</b></p> <p>The focus for this funding was in the area of addressing the learning gaps for all students in literacy and numeracy.</p>	<p>Funding was used to release classroom teachers for the consultation processes involved in developing individual education plans.</p> <p>Science, literacy and numeracy resources were purchased to enable students to achieve outcomes in these KLAs</p>	<p>\$58800</p>
<p><b>Support for beginning teachers</b></p> <p>The focus included further development of leadership skills</p>	<p>Beginning teacher funding was used for professional learning (e.g. Bridges out of Poverty) and mentoring in leadership for a newly appointed teacher with twelve years' experience already in an acting executive role and included a two day trip to Brewarrina Central school with the principal to mentor classroom teachers and give observation feedback re behaviour.</p> <p>Resources were also purchased to further develop an understanding student social skill development.</p>	<p>\$17667</p>



## Mandatory and optional reporting requirements

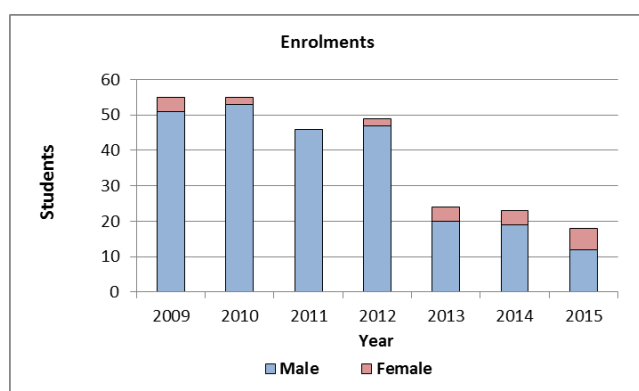
### Student information

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

Mian school shares enrolments with all student's base schools. Because of our small enrolment numbers in each year cohort, limited profile graphs are supplied.

### Student enrolment profile

Mian school can enroll up to 28 students at any one time. The trend in 2015, was the enrolment of more female students than in previous years. This trend is set to continue in 2016.



Gender	2009	2010	2011	2012	2013	2014	2015
Male	51	53	46	47	20	19	12
Female	4	0	1	2	3	4	6

### Student attendance profile

Attendance at Mian school is very satisfactory. Our attendance policy includes phone calls or texts to all students' parents / carers if they are absent.

### Class sizes

Mian school has 4 classes with a maximum of 7 students in each class. Each classroom is supported by a teacher and a Student Learning Support Officer. This allows each student to be highly supported at all times within the classroom.

Equity funding has allowed us to add additional support during our literacy and numeracy sessions each day to allow for more one to one support for each student. This has added to the improvement in literacy and numeracy demonstrated through baseline and follow up data analysis of school based assessments.

### Post-school destinations

Students transition to other educational settings at the end of year 9. Some students transition back to their base schools and some students transition to

alternative educational services such as Alesco or Western College programs.

In 2016, successful transition is a focus area for our school where we will be working with a consultant in developing a transition program specifically for Mian students.

## Workforce information

### Workforce composition

Position	Number
Principal	1.0
Assistant Principal(s)	1.0
Careers Advisor	0.2
Classroom Teacher(s)	3.0
Teacher RFF	0.336
SSP Part Time teacher	0.168
Teacher Librarian	0.168
SSP General Assistant	0.2
OOHC Teacher	1
School Administrative manager	0.976
School learning Support Officers	4.00
Total	12.048

### Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	100%
Postgraduate degree	0%

### Professional learning and teacher accreditation

All teachers are required to set professional learning goals for themselves based on improving student learning outcomes and their own skillset gaps. All staff are required to complete all mandatory training and this is provided throughout the year. Professional learning meetings are held regularly for staff with a focus on developing teaching strategies for addressing literacy and numeracy gaps in learning. The development of individual behaviour management plans in consultation with students was also a focus in 2015. Other professional learning included staff attending professional learning sessions provided by other experts in specific fields. All teaching staff attended sessions in the explicit teaching of reading and writing.

Mentoring of teachers through the accreditation process is provided on a regular basis. The staff at Mian school are in the maintenance stage of accreditation and are encouraged to source professional learning and engage with their peers to increase their skillset for our particular setting.

## Financial information

### Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
<b>Income</b>	\$
Balance brought forward	303149.25
Global funds	81456.29
Tied funds	184306.79
School & community sources	151226.27
Interest	8102.90
Trust receipts	1014.00
Canteen	0.00
Total income	<u>729255.50</u>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	112712.82
Excursions	25.63
Extracurricular dissections	2426.66
Library	0.00
Training & development	653.80
Tied funds	145310.64
Casual relief teachers	1138.60
Administration & office	27763.40
School-operated canteen	0.00
Utilities	19418.98
Maintenance	15695.75
Trust accounts	3914.19
Capital programs	65220.32
Total expenditure	<u>394280.79</u>
<b>Balance carried forward</b>	<b>334974.71</b>

## School performance

### School-based assessment

#### 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 achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The small cohort of students completing NAPLAN at Mian school prevents us from including data from these tests.

School based assessment demonstrated that each student improved in the areas of literacy and numeracy by achieving their targeted goals as per their individual literacy and numeracy plans.

**NAPLAN - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

All students in years 5, 7 and 9 attempt the NAPLAN tests at Mian school.

#### NAPLAN – Numeracy

All students in years 5, 7 and 9 attempt the NAPLAN tests at Mian school.

### Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

In 2015 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 completed through classroom discussions using stimulus questions.

Students responded positively to the following aspects of Mian school:

- Teachers treat me fairly in class
- Teachers expect me to do well
- 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 and phone calls.

Identified areas of strength included:

- Mian school considers parents and carers circumstances when organising school events
- Mian school genuinely cares about the students and their families, and
- Mian school asks parents and carers for their input into decision making.

- 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 2016 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
  - Teachers have high expectations for all students
  - Individual needs of all students are catered for in all environments, and
  - All students are treated fairly

2016 will focus on developing effective classroom teams across the school and best practice statements for supporting students and their families / carers at Mian school.

## Policy requirements

### Aboriginal education

Almost all school based staff are trained in 8 Ways. The philosophy of 8 ways are embedded into school programs. All students at Mian school have a Personalised Learning Plan in the form of a Learning Support Plan Folder. Learning and behaviour targets and goals are developed in close consultation with students and their parents / carers. Individual literacy and numeracy plans are developed for each student using data gathered and analysed from school based assessments to identify gaps in learning. Students are

also placed on the literacy and numeracy continuums using evidenced based data and their improvements measured. Teaching strategies and programs are developed to address each student's individual learning gaps. Accommodations and adjustments are used to maximise outcomes achieved. Parents and carers are consulted through review and reappraisal meetings to establish learning and behaviour goals.

Mian school staff focus on developing relationships with students and their families and maintain these relationships through consultative practices and school community events.

Families are invited to participate in cultural programs and events including the Brospeak program, Girl's Circle program and NAIDOC celebrations.

### Multicultural Education and Anti-racism

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 Positive Behaviour for learning strategies and notably through multi-cultural activities including the celebration of Harmony Day.

Mian school celebrated Harmony Day with a community event. Parents / carers and community members were invited to participate in tasting food prepared by students from other cultures.

In 2015 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.