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|  | **School plan** 2015 – 2017 | | | |
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|  | | Mian School | | |

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| School background 2015 - 2017 | | | | | | | | | | | | | | | | | | |
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| **SCHOOL VISION STATEMENT** | | | |  | **SCHOOL CONTEXT** | | | | | | |  | **SCHOOL PLANNING PROCESS** | | | | | |
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| 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. | | | |  | 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. | | | | | | |  | Enter details of the consultation process that your school community has followed to identify your three key strategic directions, key improvement measures and a 5P planning page for each strategic direction, including the purpose, people, processes, practices and prCCccccoducts.  Consultation Process:  Students:  Surveys were given to students asking them what they want from Mian school and hope to achieve at Mian school. They were also surveyed about their learning styles and their educational needs.  Parents / Carers and families:  Surveys took different forms according to circumstances. Some were face to face and some phone surveys. Some grandparents were also surveyed.  Staff:  Meetings were held involving all staff. Discussions about the purpose of Mian School and what we could offer students. Discussions and lists of the main issues facing the students, staff and families involved with Mian school were also made and then tallied into areas.  Wider School Community:  Outside agencies involved with the staff and students at Mian school were also consulted and surveyed about the long and short term directions for Mian School.  Strategic Direction Decision:  All data was collated and then categorised. The data was then put into a table and discussed at a meeting with staff and parents / carers. The strategic directions were then discussed and put in place.  Meetings with staff expanded on the strategic directions to formulate the entire plan. | | | | | |
| School strategic directions 2015 - 2017 | | | | | | | | | | | | | | | | | | |
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| To establish school wide systems for planning, teaching, monitoring and evaluating student learning outcomes. | | | |  | To improve student learning outcomes in Literacy, Numeracy and social skills by catering for individual student needs and addressing identified gaps in learning. | | | | | | |  | 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. | | | | | |
| Strategic direction 1: Professional Practice and organisational effectiveness | | | | | | | | | | | | | | | | | | |
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| **PURPOSE** |  | **PEOPLE** | | | | |  | | **PROCESSES** | | | | | | |  | | **PRODUCTS AND PRACTICES** |
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| To establish school wide systems for planning, teaching, monitoring and evaluating student learning outcomes.  To establish effective teaching and learning practices to enable the provision of quality, engaging learning programs. [A clear statement should be made about why we need this particular strategic direction and why it is important in helping the school in the pursuit of ongoing excellence] |  | Students: Improved levels of engagement and reflection on individualised learning experiences.  Staff: Capabilities will be developed through individualised professional learning.  School wide systems developed to support staff in meeting the educational needs of students.  Establish practices to plan and implement learning using the Australian curriculum for NSW syllabus documents.  Training provided for SLSO’s in classroom practices  [  Parents/Carers: Collaborative decision makers involved in the development of student Learning Support Plans.  [Enter a statement describing the learning that will be facilitated for parents to ensure they can engage in activities and initiatives relating to this strategic direction]  [Enter a statement describing the learning that will be facilitated for community partners to ensure they can engage in activities and initiatives relating to this strategic direction ]  Leaders: Source and provide professional learning opportunities to meet the individual needs of all staff.  Provide guidance and feedback to teaching staff through supervisory processes and teacher mentoring.  [Enter a statement describing the learning skills, knowledge and professional capabilities that will be developed for leaders to support the achievement of this strategic direction] | | | | |  | | * Teacher and student conferences   Consultation processes developed to allow for input from Learning Support Teams made up of students, staff and parents/carers and outside agencies.  Attendance meetings   * Professional learning –   To build capacity for teachers to ensure that the individual educational needs of students are addressed meeting DEC and BOSTES requirements.   * Observations[Enter the student, teaching or leadership learning activities and processes that will be implemented to achieve the required Products and Practices for this strategic direction]   And Feedback  Build capacity for teachers to provide effective feedback to students and provide teachers with the opportunity for professional feedback through classroom observations.  [Enter the student, teaching or leadership learning activities and processes that will be implemented to achieve the required Products and Practices for this strategic direction]  Evaluation plan:  Supervision of teaching and learning programs addressing individual student learning gaps.  Observation checklist for each teacher and reflection documentation.  Student feedback notes as part of supervision process  [Enter the strategy to monitor and evaluate the quality of implementation at regular points in time and the progress achieved towards the attainment of Improvement Measure/s for this strategic direction] | | | | | | |  | | What is achieved and how do we know?  Products:  Learning support plans that document individual student learning and have been developed and implemented in consultation with relevant stakeholders.  Units of work that demonstrate implementation of the Quality Teaching Framework.  Increased student engagement, leading to a reduction in learning time lost.  Evidence based student reports that reflect improvements in student learning based on a comprehensive range of assessment strategies implemented.  Role of SLSO’s in classrooms documented  [Enter the high level quantitative or qualitative improvement measure/s resulting from the achievement of the Processes in this strategic direction ]  What are our newly embedded practices and how are they integrated and in sync with our purpose?  Practices:  Executive and peer classroom observations leading to reflective practices in the classrooms  Quality teaching codes applied to units of work  Documented process flowchart for developing new units of work  Documented checklist and flowchart for developing Learning Support Plans  Teacher, student, parent, carer conference notes  [Enter the learning, teaching and leadership practices that are embedded and sustained in the school as a result of this strategic direction ] |
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| **IMPROVEMENT MEASURE/S** |
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| High quality professional documentation in each student’s learning support plan.  Flowcharts and checklists to support sustainability.  Professional learning diary for each teacher.[Enter the high level quantitative or qualitative improvement measure/s resulting from the achievement of the Processes in this strategic direction  *Note: this links to the first bullet-point in the Product column]*  [Enter the equivalent quantitative or qualitative improvement measure/s relating to each significant subgroup of the student population] |
| Strategic direction 2: Differentiated learning for all students | | | | | | | | | | | | | | | | | | |
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| **PURPOSE** |  | **PEOPLE** | | | | |  | | **PROCESSES** | | | | | | |  | | **PRODUCTS AND PRACTICES** |
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| To improve student learning outcomes in literacy, numeracy and behaviour management by catering for individual student needs through addressing identified gaps in learning.  [A clear statement should be made about why we need this particular strategic direction and why it is important in helping the school in the pursuit of ongoing excellence] |  | Students:  Levels of achievement in Literacy and Numeracy will be improved through the development of engaging, differentiated teaching and learning designed to meet the needs of individual students.  Improvement in individual student behaviour through setting negotiated targets to develop skills in interacting appropriately in a variety of settings.  [Enter a statement describing the learning skills, knowledge and capabilities that will be developed for students to support the achievement of this strategic direction ]  Staff:  Capabilities developed to analyse data and identify student learning deficits. Design engaging learning experiences to meet student needs.  Consult and negotiate IBMP’s with students  [Enter a statement describing the learning skills, knowledge and professional capabilities that will be developed for staff to support the achievement of this strategic direction ]  Parents / Carers  Consultation processes, learning support plans  [Enter a statement describing the learning that will be facilitated for parents to ensure they can engage in activities and initiatives relating to this strategic direction]  [Enter a statement describing the learning that will be facilitated for community partners to ensure they can engage in activities and initiatives relating to this strategic direction ]  Leaders:  Source and provide professional learning for training staff in gap analysis, data collection and assessment practices.  Resource management and effective use. Lead collegiate approach to completion of mandatory school based documentation.  [Enter a statement describing the learning skills, knowledge and professional capabilities that will be developed for leaders to support the achievement of this strategic direction] | | | | |  | | How do we do it and how will we know?   * Professional Learning   Building capacity for teachers through professional learning and professional dialogue.   * Consultative Decision Making   Documented consultation with students, parents / carers and other stakeholders in developing learning support plans and individual behaviour management plans   * Quality Curriculum   Teachers will plan and develop engaging activities and strategies to address the identified learning gaps for each student in their class. Teachers will collaborate with their peers and executive to develop best practice in delivering differentiated learning in their classrooms and assessment.  Implementing targeted programs to address students learning gaps in behaviour.  Evaluation plan:  Analysis of baseline and follow up data, graphing trends in improvements.[Enter the strategy to monitor and evaluate the quality of implementation at regular points in time and the progress achieved towards the attainment of Improvement Measure/s for this strategic direction] | | | | | | |  | | What is achieved and how do we know?  Products:  Documented evidence of student placement on the literacy continuum  Documented individual literacy and numeracy plans for each student  Differentiated learning embedded in each unit of work and teaching program  Term plan for each classroom for all KLA’s including social skills, showing clear links to Individual behaviour management plans.  Systems to track student improvement in the areas of Literacy. Numeracy and Behaviour.  [Enter the high level quantitative or qualitative improvement measure/s resulting from the achievement of the Processes in this strategic direction ]  What are our newly embedded practices and how are they integrated and in sync with our purpose?  Practices:  Documented adjustments for learning included in each unit of work and teaching program  Use of the literacy and numeracy continuums as an assessment tool and guide for learning for each student  Gap analysis from assessment for all students in literacy and numeracy  Timetabled professional dialogue sessions and mentoring sessions for teaching staff and executive  Peer observation and collegiate reflection sessions.[Enter the learning, teaching and leadership practices that are embedded and sustained in the school as a result of this strategic direction ] |
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| **IMPROVEMENT MEASURE/S** |
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| Development of consultation flowcharts to improve sustainability of processes and practices.  Documented bank of teaching strategies and resources developed to address learning gaps.[Enter the high level quantitative or qualitative improvement measure/s resulting from the achievement of the Processes in this strategic direction  *Note: this links to the first bullet-point in the Product column]*  [Enter the equivalent quantitative or qualitative improvement measure/s relating to each significant subgroup of the student population] |
| Strategic direction 3: Inclusive educational community | | | | | | | | | | | | | | | | | | |
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| **PURPOSE** |  | **PEOPLE** | | | | |  | | **PROCESSES** | | | | | | |  | | **PRODUCTS AND PRACTICES** |
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| To improve student wellbeing, learning and engagement by utilising the expertise of community resources.  To establish communication networks to promote connectedness for targeted students with the community and their base schools.  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.  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.  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.  [A clear statement should be made about why we need this particular strategic direction and why it is important in helping the school in the pursuit of ongoing excellence] |  | Students:  Increase the sense of belonging in the community through the provision of mentors, cultural programs, and participation in school based programs delivered by outside agencies and school based staff  [Enter a statement describing the learning skills, knowledge and capabilities that will be developed for students to support the achievement of this strategic direction ]  Staff:  Develop cultural knowledge to cater for the learning needs of all students. Build capability to plan, develop and implement transition for targeted students with their base schools.  [Enter a statement describing the learning skills, knowledge and professional capabilities that will be developed for staff to support the achievement of this strategic direction ]  Parents / Carers:  Participation in school community events, consultation about student learning and opportunity to build relationships with outside agencies.  [Enter a statement describing the learning that will be facilitated for parents to ensure they can engage in activities and initiatives relating to this strategic direction]  Community partners:  Take part in consultation and planning sessions to develop and implement new and innovative programs based on student needs.  [Enter a statement describing the learning that will be facilitated for community partners to ensure they can engage in activities and initiatives relating to this strategic direction ]  Leaders:  Planning and organisation of staff and community agencies to develop programs that meet student needs.  Liaise with and source community partners | | | | |  | | How do we do it and how will we know?   * Special Programs   Plan, develop and implement cultural and well-being programs involving the wider school community to engage students.   * Transition   Build relationships with base schools to assist in the development of a transition program that suits the needs of all stakeholders.   * Community and Communication   Engage and liaise with the wider school community and outside agencies to deliver and participate in Mian school programs to assist with student engagement in education and their own well-being.  Evaluation plan:  Analysis of attendance data including partial attendance.  Analysis of learning time lost data.  Student well-being surveys  Parent / carer feedback[Enter the strategy to monitor and evaluate the quality of implementation at regular points in time and the progress achieved towards the attainment of Improvement Measure/s for this strategic direction] | | | | | | |  | | What is achieved and how do we know?  Products:  Brospeak, Sista Speak and Equine programs modified and adjusted to suit the unique Mian School setting  Community event celebrating student and school success each term  Increased student engagement measured through attendance and learning time lost  Successful transition of student to base school  Students reaching targets outlined in Individual Behaviour Management plans and practising strategies that are reported on by teachers  [Enter the high level quantitative or qualitative improvement measure/s resulting from the achievement of the Processes in this strategic direction ]  What are our newly embedded practices and how are they integrated and in sync with our purpose?  Practices:  Student welfare embedded into the agenda of daily staff debrief sessions and weekly staff meetings  Develop transition program for targeted students to maintain a link with their base schools and peers  Learning time lost log collecting student data, and the analysis of this data  Executive positive phone calls to parent / carers  Ongoing Professional Learning  [Enter the learning, teaching and leadership practices that are embedded and sustained in the school as a result of this strategic direction ] |
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| **IMPROVEMENT MEASURE/S** |
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| Production of a transition process booklet.  Production of a “Help” folder containing contacts for outside agencies and programs to assist with student well-being.  Attendance and student engagement.  [Enter the high level quantitative or qualitative improvement measure/s resulting from the achievement of the Processes in this strategic direction  *Note: this links to the first bullet-point in the Product column]*  [Enter the equivalent quantitative or qualitative improvement measure/s relating to each significant subgroup of the student population] |