

Mian School

Annual Report



2017



5577

Introduction

The Annual Report for **2017** is provided to the community of **Mian** 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.

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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 9. Students access Mian School from primary and secondary schools in Dubbo, Narromine and Wellington. Mian School has a population of 85% 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 2017 is 229 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 achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. 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.

Throughout 2017, the school executive met with all staff regularly to discuss and analyse the School Excellence Framework and to set some targets for improvement in the domains of Teaching Learning and Leading. A table of evidence of current school practices was used to set the targets for the year after the self assessment tool was used.

The process of self–assessment using the School Excellence Framework determined the following findings:

Learning

Mian school is committed to creating a positive learning culture across the whole school environment, student and staff wellbeing and improving student performance. A collaborative team led by the executive staff developed the Mian school wellbeing plan. A policy review took place and school policies were adjusted to suit the learning needs of the Mian school community. Mian school consistently implements a whole school approach to wellbeing that has clearly defined behavioural expectations and creates a positive learning and teaching environment. Strategic directions of Behaviour and Social learning for 2018 –2020 will result in further improvements in this domain.

Teaching

In the domain of teaching, Mian school prioritised collaborative practice, effective classroom practice and data skills and use. The establishment of effective teams across the school has led to improvements in staff collaboration and in turn consistency of expectations and defined roles within and across the school. All staff were MAPA trained throughout the year. Teachers regularly review and revise teaching and learning programs. In 2018, a collaborative approach to writing integrated units driven by student performance data and other student feedback will further improve effective classroom practice, and other elements in this domain. Effective Practice and other teaching elements will be a focus for improvement in our 2018–2020 School Management Plan with the strategic direction of Professional Practice.

Leading

The school leadership team has fostered productive relationships with external agencies, base schools and community partners throughout 2017. This has resulted in meeting the complex case management needs of many of our students, including the transition of students back to their mainstream settings. The leadership team is committed to sourcing other community partnerships to assist in meeting the needs of our students in 2018 to provide the best learning opportunities for our students. Mian school planning and implementation includes structured processes for resource allocation, professional learning for all staff and performance monitoring and accountability for all staff. In 2018, the supervision processes and documentation will be developed by the leadership team in consultation with staff to further track professional growth, accountability and performance. Staff will be encouraged to take on more leadership roles across the school by leading and managing projects and school programs. The leadership team will also develop their own leadership skills with targeted professional learning.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Professional Practice and Organisational Effectiveness

Purpose

To establish school wide systems for planning, teaching, monitoring and evaluating student learning outcomes through building team capacity across the school.

Overall summary of progress

Teaching staff have developed skills in setting SMART targets for their students through professional learning delivered by our APLS. This has resulted in a more efficient way of tracking student progress and improvement in achieving targets and goals. All staff have benefitted from team meetings and working collaboratively using and sharing the professional strengths and expertise of staff. The successful transition of students from Mian school to their base schools has been enhanced through the development of a transition folder for each student and this information shared with base schools. A variety of reflective tools have assisted staff in developing their own professional practice goals and these are used at collegiate team meetings to develop goals for staff and the school. Each student now has a newly formatted documented individual education plan that is more easily understood and accessible for all stakeholders.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
High quality professional documentation in each student's learning support plan.	Teacher release time for collaboration and consultation. Professional learning funds	New format for student Individual Education Plan documentation has been developed to address the needs of all stakeholders including parent / carers, students, teachers and outside agencies. Consultation and collaboration practices in place.
School wide processes and practices in place to build effective teams using reflective tools	Teacher release time for collaboration, self reflective tools.	Development of a collegiate team, learning from and with each other in developing programs and consistent feedback strategies across the school.
Reduction in learning time lost	Additional SLSO time to assist and support students in the classrooms and support teachers in development of resources for classrooms. Additional teacher time to release classroom teachers to develop MAPA plans for each student.	Differentiated learning across all classrooms has resulted in an increase in student engagement in classrooms. There has been a reduction in the number of times students leave the classroom as more effective classroom strategies to manage student anxiety in the classrooms is put into practice. The MAPA professional learning that all staff participated in has also had an impact on the amount of learning time lost by having a documented process to assist students.

Next Steps

In 2018 – 2020, Professional practice will be a strategic direction for all staff. The purpose will be to establish a culture of high expectation, quality teaching and teamwork across Mian school, measured with student growth data and survey data involving all stakeholders. Improvement measures will include staff goals to improve professional practice, a focus on assessment practices for each student to measure growth across all key learning areas and differentiated teaching and learning programs. We will use the milestone tracking tool to evaluate what has been achieved as well as the School Excellence Framework self-assessment, parent / carer, student and community partner surveys.

Strategic Direction 2

Differentiated Learning for all students

Purpose

To improve student learning outcomes in Literacy, Numeracy and Behaviour management by catering for individual student needs through addressing identified gaps in learning.

Overall summary of progress

Progress and improvements have been made across all areas of this strategic direction. There is now documented evidence based data and processes associated with the data gathering and its analysis to develop learning goals for each student. Differentiated learning is embedded into each unit of work across all key learning areas with adjustments and modifications for each student's individual learning needs. There is a term plan for each classroom including all KLA's and social learning, showing clear links to individual behaviour management plans.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Development of explicit descriptors of effective staff practices in building quality relationships within all school teams.	Professional learning sessions for all staff. Mapa training for all staff. YARC training for teaching staff. Redbank conference for two staff.	Professional reading, including work by John Hattie has had an impact in all classrooms with providing students with effective feedback and strategies for staff to develop effective relationships with students. TED talks were also used to provide information about the importance of developing relationships with students and the positive effect this has on learning. Providing differentiated learning experiences across all classrooms has resulted in improvements in literacy and numeracy levels for most students. Differentiated learning is embedded into each student's individual learning plan and teacher programs as well as the positive development of quality relationships across the school.
Placement of students on the Literacy Continuum	Additional SLSO time to assist in the delivery of individual literacy and numeracy programs aimed at addressing gaps in learning.	All students, through school based assessment practices, were placed on the literacy continuum and gaps in learning documented and this data was analysed and used to plan student's individual education plans.
Document tracking of student progress in Literacy and Numeracy	Additional SLSO time and teacher release to assist in the delivery of individual literacy and numeracy programs aimed at addressing gaps in learning.	The York Assessment for Reading Comprehension and other school based assessments were used across the school to collect base line data and measure student growth in literacy. The Nelson Numeracy Assessment kit was used to identify gaps in learning and measure growth in numeracy..

Next Steps

In 2018–2020, after consultation with all stakeholders, improvement in Behaviour and Social Learning will be a strategic direction. The purpose of this strategic direction will be to develop and build mutual and meaningful relationships within the school and wider community to engage in the implementation of teaching and learning to assist students in becoming successful learners.

Strategic Direction 3

Inclusive educational community

Purpose

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 and also within school teams.

Overall summary of progress

Mian school developed partnerships with outside agencies and community organisations to plan, develop and implement programs based on addressing student needs. Students developed skills in knowledge about health issues, healthy bodies, self esteem etc Students developed knowledge in looking after our waterways responsibly and being safe around rivers. PCYC programs with Senior Constables Tracey and Liddell provided opportunities for students to develop relationships with police officers through a fitness program and social learning experiences. Other programs to assist students delivered by community partners involved Apollo House, NSW Health, Deadly Choices, and the I CAN program. A relationship with base schools was improved resulting in the development of a transition process. Student surveys, staff surveys, reflective practices with community program organisers and outside agency personnel used to evaluate programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Attendance and student engagement.	Outside agency contacts and programs planned developed and implemented.	Engaging outcomes based programs delivered by outside agencies and supported with Mian school staff resulted in an improvement in student engagement and attendance for some students. Phonecalls are made each day to families of absent students by office staff as well as positive phonecalls by executive to improving students.
Development of a transition process for Mian Students	Additional SLSO to support students in their transition and to transport and accompany them to transition sessions.	Transition Documentation and processes evaluated and modified for successful transition of students back to their base schools or to follow another educational pathway. A transition folder for each student has been developed for base schools to have the most up to date information about each student. The document also includes strategies that have worked well for the student at Mian.
Development of a Mian School well being plan	Release time for the development of related policies and the planning and development of the Mian School Wellbeing Plan.	A documented Mian School Wellbeing Plan reflecting the needs of Mian School including the policies developed to support the students and staff.

Next Steps

In 2018–2020, we will be working to improve the effective, supportive and regular communication with base schools and key stakeholders who share students with Mian School. Partnerships with outside agencies and community organisations will also play an important role in contributing to the learning experiences of all students.

Key Initiatives	Resources (annual)	Impact achieved this year
<p>Aboriginal background loading</p>	<p>Aboriginal background loading – SLSO and teaching time to support students in literacy, numeracy, social learning and transition.</p> <p>Cultural programs and excursions.</p> <p>Breakfast Club and some school uniforms.</p> <p>Teacher release time for the development of targeted literacy and numeracy programs.</p> <p>Total funds expended this year \$ 54 992</p>	<p>Social learning continuum criteria and improvements tracked and documented. The social learning continuum provides a tool to set goals and targets for each individual student and these goals and targets are then tracked through the student's individual learning plan.</p> <p>NAPLAN results for targeted students are analysed and targets set for Improvements in literacy (comprehension) skills and numeracy. Improvement in skills measured and tracked through school based assessments. Student and parent / carer surveys are used to measure the satisfaction levels in the educational delivery of Mian school programs and indications for improvement across a broad range of areas.</p> <p>Development and implementation of Whole School Goals incorporating an individual rewards program, class reward system and whole school system to reward positive improvements in behaviour choices.</p> <p>Cultural programs including Brospeak continue to provide engaging activities with a social learning focus for our students.</p>
<p>Socio-economic background</p>	<p>Total Socio economic background funds totalled \$61,741.</p> <p>The funds were used for staffing to support student's individual learning needs, transition and social learning groups. Furniture was purchased to support the learning styles of students and create a more positive learning culture in the school.</p> <p>Breakfast club was also funded.</p>	<p>Presentation Day and Christmas celebration for students and their families to celebrate successes throughout the year.</p> <p>Flexible learning spaces for students have been a success with students engaged in their learning for longer periods of time. Students are able to access the flexible learning areas in their rooms according to their style of learning to maximise outcomes achieved. The improvements have been documented through learning time lost logs, student behaviour journals and student feedback about the changes in classroom environments.</p> <p>More flexible classrooms will be set up in 2018. The pillow room, purpose made for the calm down area has resulted in a quiet area for students to calm down, talk through issues and return to class in shorter periods of time.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	19	12	12	14
Girls	4	6	10	5

The above table is not a true indication of the students that have enrolled at Mian School. Because of the nature of our school and student transition, the number of students who participated in our programs is much higher.

Structure of classes

Mian school can cater for up to 28 students. We have 4 classrooms with a teacher and a student Learning Support Officer attached to each room. Equity funding has allowed us to employ other SLSO's to support students with their learning especially in the areas of literacy, numeracy and transition.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	1
Head Teacher(s)	0
Classroom Teacher(s)	3.52
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0
Teacher Librarian	0.17
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	5.18
Other Positions	1.2

*Full Time Equivalent

The Aboriginal composition of Mian school workforce is 50%.

Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

Staff participated in many professional learning activities this year including all mandatory professional learning. All Teaching staff participated in professional learning in the area of Personalised Learning. This took place over several weeks and resulted in a new individual education plan for each student. Another focus for the year was professional learning about SMART targets and developing MAPA plans for each student. Professional learning about the implementation of LMBR for staff was a priority throughout 2017. Training for teachers on using EBS Ontrack is continuing. In 2018, professional learning will be focussed on our new strategic directions of Behaviour and Social Learning, and Professional Practice. Professional learning will also be linked to each staff member's Professional Development Plan.

In 2017, we had two teachers who completed and submitted their mandatory maintenance reports. Mian school continues to support all teaching staff with their accreditation maintenance.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	291,642
Global funds	112,837
Tied funds	141,210
School & community sources	442
Interest	3,005
Trust receipts	624
Canteen	0
Total Receipts	258,118
Payments	
Teaching & learning	
Key Learning Areas	27,337
Excursions	0
Extracurricular dissections	1,523
Library	112
Training & Development	0
Tied Funds Payments	109,252
Short Term Relief	4,265
Administration & Office	35,168
Canteen Payments	0
Utilities	12,208
Maintenance	9,363
Trust Payments	375
Capital Programs	18,302
Total Payments	217,903
Balance carried forward	331,856

The information provided in the financial summary includes reporting from <insert date> to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	336,338
Appropriation	333,495
Sale of Goods and Services	0
Grants and Contributions	2,619
Gain and Loss	0
Other Revenue	0
Investment Income	224
Expenses	-83,590
Recurrent Expenses	-83,590
Employee Related	-45,708
Operating Expenses	-37,882
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	252,748
Balance Carried Forward	252,748

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Mian school budget committee prides itself on the management and tracking of all financial transactions and planned spending. The budget committee meets on a regular basis to track and allocate all school funding. Decisions are based on achieving positive outcomes for all our students and delivering the best education possible.

With the implementation of the LMBR system, a more efficient system of planning and spending will be available for our school.

	2017 Actual (\$)
Base Total	347,980
Base Per Capita	8,179
Base Location	1,818
Other Base	337,983
Equity Total	113,314
Equity Aboriginal	51,573
Equity Socio economic	61,741
Equity Language	0
Equity Disability	0
Targeted Total	764,927
Other Total	102,691
Grand Total	1,328,912

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's 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.

School performance

Other assessment data

Mian school uses school based assessment data to measure student growth in literacy and numeracy. Years 5, 7 and 9 complete NAPLAN unless they have an exemption. Our year 9 students performed well in NAPLAN this year with very pleasing results especially in literacy. Other school based assessment demonstrated improvement in both literacy and numeracy. These results are shared with parents and carers at regular learning support team meetings.

In 2018, we are implementing a withdrawal literacy program and small group work to further improve literacy skills. Each student has literacy and numeracy targets based on data analysis included in their individual education plans. Literacy and numeracy growth is a whole school target and in 2018 new resources and teaching strategies will be explored to further enhance student growth.

Parent/caregiver, student, teacher satisfaction

Each year, students, parents and carers, staff and members of the community are surveyed about Mian school and invited to give their opinions on a variety of issues. The responses from all surveyed were positives and the results included:

- Parents and carers responded in the majority that school leaders discuss ways to improve their student's learning and keep them informed about their student
- Parents and carers also indicated that Mian school expects students to achieve to the best of their ability.
- The majority of parents and carers responded that they are happy with the curriculum and extra-curricula programs that are provided by Mian School.
- Many parents and carers responded that their student usually feels happy and safe at Mian school. This opinion will result in a more focussed approach on our anti-bullying strategies in 2018. Student surveys reflected the some concern about bullying issues also.
- Students responded that teachers almost always discuss ways to improve their learning with them
- Students also responded that teachers almost always tell them what they are learning and why.

Mian school values the opinions of all school and community stakeholders and will use the analysis of this data to drive improvements in the areas that are identified. Further surveys will be used in 2018 focussing on student and staff wellbeing and school satisfaction.

Policy requirements

Aboriginal education

Mian school has a high proportion of Aboriginal students. Every Aboriginal student has a Personalised Learning Plan as well as an Individual Education Plan. All staff have participated in 8 Ways Training and embedding Aboriginal content and perspectives across all key learning areas is a key component in teaching and learning programs.

In 2017, Mian school provided the Deadly Choices Program delivered by Mick Dunn and this was an engaging program for all students about a healthy way of life and how to avoid the peer pressure around drug abuse. The I CAN program provided opportunities for students to improve their social learning in a hands on environment. Team building skills and a deeper understanding of culture and where students come from was also explored.

Other whole school participation included:

- NAIDOC Day celebration with a school community event and zoo program

– Harmony Day Celebration with families and the school community

In 2018, students will be involved in the Brospeak program and other cultural programs. Students and families will participate and collaborate in the development of each student's Personalised Learning Plan.

Multicultural and anti-racism education

Mian school actively promotes the values of Respect, Responsibility, Tolerance and an Acceptance of Others through our whole school guidelines that are explicitly taught in social skills lessons. One of the highlights of the year was our Harmony Day family celebration event. Many families attended and enjoyed tasting food from other cultures prepared by the students. Students learnt about other cultures and their celebration days.

Mian school has a newly trained anti-racism Contact Officer and staff and students can voice any concerns they have privately and confidentially. The use of inappropriate language towards others will be a continuing focus for 2018 and visits and lessons delivered by the Police Youth Liaison Officer will develop a deeper understanding of anti-racism education.