

# Mian School

## Annual Report



2018



5577

## Introduction

The Annual Report for **2018** 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.

2018 was an extremely busy year filled with positive highlights for our students. Educational opportunities were provided to improve the educational outcomes and experiences for all students.

Some of the opportunities included:

- Goanna WoodWorks and Brospeak program
- Girl's Circle
- Educational presentations by Senior Constable Marty Paice
- Health Presentations by NSW Health
- Vaccination Program
- Links to Learning program presented by Western Student Connections
- Introduction to robotics and Coding – Western Student Connections
- Outdoor Learning Program, and various excursions

We also held our first Parent and Carer Forum to discuss all aspects of Mian school in an informal setting.

We are all looking forward to great 2019 filled with innovative programs to enhance the positive learning culture and educational opportunities for all Mian students.

Susan Tink

Principal RLG

### 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)

6884 8491

## 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 84% 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 is 230 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that we had effectively self assessed our school across the three domains and also identified areas that will be a focus for further improvement.

### LEARNING

Mian School is committed to creating a positive learning environment where all students feel valued, happy and safe. From the analysis of all information provided by base schools, parents / carers and students on enrolment and at entry meetings, an individual learning plan or personalised learning plan is planned and developed for each student. School based assessments identify targeted areas and goals for learning.

A collaborative team, led by executive staff, developed the Mian School wellbeing plan ensuring that students can connect, succeed and thrive. Students, teachers and staff, and members of the wider school community have a shared understanding of the behaviours, attitudes and expectations that enhance wellbeing and lead to improved students outcomes. A policy review took place and school policies were adjusted to suit the learning needs of the Mian School community, including the attendance policy and student welfare policy.

Whole school practices have been embedded into the routines and structures at Mian to ensure the wellbeing and engagement of all students including breakfast club daily, transport to and from school when required, weekly assemblies, whole school targeted behaviours weekly, classroom guidelines, individual behaviour goals, timetabled teacher/student conference times to provide consultation and effective feedback and individual consultative behaviour strategies and learning goals. Flexible learning spaces within classrooms promote student engagement and cater for individual learning needs and styles. Teaching programs document the differentiation of curriculum and adjustments made to meet the individual learning needs of each student. Teachers track the progress of each student across all KLA'S including behaviour and social learning target areas.

Some students participate in NAPLAN assessment and all students' literacy and numeracy knowledge is assessed using school based assessment tools. This data is used to develop individual learning plans. Assessment practices across the school were identified as an area for improvement in our self-evaluation.

Mian School provides parents / carers with regular updates on student progress through reporting twice per year, regular learning support team meetings, review meetings and phone calls. Mian School uses internal assessment data to measure student progress, growth and to develop where to next learning goals and targets. Each student receives a year book at the end of each year containing work samples, photos of participation in programs, copies of awards and newsletters. Feedback from parent / carers and students is that the year books are very highly valued.

## TEACHING

The establishment of effective collaborative team protocols has contributed to an improvement in teaching practices across the school. Teachers are committed to improving their own professional practice within all school environments. Teachers collaborate on developing integrated units of work which are then differentiated and adjustments made for each student. The 8 ways of learning are embedded in each classroom.

Each teacher has been issued with a professional reading folder which is added to regularly with best practices guides, informative articles, new and innovative teaching practices and publications from the Centre for Educational Statistics and Evaluation. These reading are discussed at weekly staff meetings and strategies implemented in classrooms, if they will lead to positive outcomes for students.

There is a school wide approach to managing challenging behaviours with common "reminder" language used by all staff. There are routines, processes and structures in place across the school to create a positive learning environment. Explicit teaching of expected behaviours occurs in each classroom and classrooms develop their own set of guidelines collaboratively.

Student progress and achievement data is used across the school to inform key decisions about purchases of resources, implementing new programs and initiatives. Teachers use data analysis to develop learning goals for students, measure growth and identify skill gaps. All staff including support staff have identified their own professional learning goals as part of their performance development plan. These goals are aligned with the 2018–2020 strategic directions, the school excellence framework and the Australian Professional Standards. Their professional learning goals are planned to improve their own professional practice.

All teachers are committed to continual improvement in their own professional practice and this is monitored through regular teacher supervision meetings, feedback from executive and peer observation and feedback sessions.

Literacy and numeracy improvement is a focus at Mian School. Teachers actively seek out best practice in literacy and numeracy teaching which is engaging and leads to improvement for each student. Addressing learning gaps in literacy and numeracy is a priority area and a withdrawal literacy program has been implemented in 2018 using a specifically designed program for each student. Numeracy development has been identified as an area for improvement in 2018.

A data base for mandatory training provides a monitoring process for all staff. Classroom teams meetings involving teachers and support staff collaborate to improve teaching and learning in their classrooms.

Regular meetings with new staff to offer support, feedback and collaborative discussions ensure that new staff feel supported. A LAST has a mentoring role for beginning teachers. Staff debrief sessions are also a supportive environment where collaborative discussions take place and advice can be sought.

Professional learning is sought to address the specific needs of students at Mian School including "Trauma informed practice," differentiation and setting SMART goals. Staff who attend professional learning sessions are expected to make a presentation to the whole staff to share their knowledge. All staff are encouraged to try innovative and new practices and all ideas are welcomed and supported by all staff especially if focused on improved student engagement in learning.

## LEADING

The leadership team at Mian School supports a culture of high expectations and community engagement. Timetables,

scope and sequences for KLA's innovative programs and staff supervision ensure a continual sound basis for student learning and quality educational outcomes for all students.

Parents, carers and outside agencies engage with all planning processes for students at Mian through regular Learning Support Team meetings, Personalised Learning Plan consultation meetings, transition planning meetings and review meetings. The leadership team has sought out and delivered professional learning for all staff focused on continual improvement in the areas for behavior, social learning and professional practice. There is an increasing need for professional learning in trauma informed practice, behaviour and complex case management practices for all staff. This professional learning is being delivered throughout 2018 – 2020.

The analysis of survey data from the whole school community is used as self-reflection tools.

Collaborative planning sessions with all staff and an analysis of various data tools were used in the development of the 2018–2020 school plan. The strategic directions of Behaviour and Social Learning (Strategic Direction 1) and Professional Practice (Strategic Direction 2) will lead to improvement in positive educational outcomes for all students. The plan will also build capacity for all staff to improve their professional practice in both further developing their knowledge in understanding the complex needs of students and providing quality, engaging classroom practice. The school plan is responding to the emerging and changing needs of students.

The leadership team regularly revisits the milestones and there is a collaborative approach in reaching the milestones and all staff understand what they need to do to reach the planned milestones.

The leadership team has researched best practice in providing flexible learning spaces in classrooms and has implemented soft learning spaces in classrooms to cater for the different learning styles of students.

Providing a safe learning environment is paramount for the staff and students at Mian School. School and classroom safety audits, sharps registers, staff walkie talkies, the Mian School CODE System and all staff MAPA training provide a safe and secure learning environment for all staff and students. The leadership team regularly reviews all the processes, strategies and systems in place and monitors their implementation. Technology is provided in all classrooms including interactive smartboards, laptops and ipads. Computer based learning programs including Reading Eggs have led to improvement in learning outcomes for students. The leadership team has led the implementation of LMBR across the school providing professional development to all staff in using the system of ebs central, ebs on track and synergy. This will be a continuing process throughout 2018. The leadership team uses student behaviour data reports to inform the weekly student goals for behaviour improvement.

The schools priorities of literacy, numeracy and social skills drive financial decisions across the school.

Administrative practice and systems effectively support school operations and teaching through rigorous systems and documentation in place for all administrative procedures for tracking the operation of the school including purchasing resources. The leadership team engages with the school community (parents/ carers/ outside agencies) regularly and uses their feedback to inform actions to improve the educational outcomes for students.

Our self-assessment and the external validation 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

### Behaviour and Social Learning

#### Purpose

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.

#### Overall summary of progress

There has been positive progress throughout 2018 in the area of Behaviour and Social Learning. Professional Learning for all staff in Trauma Informed Practice further developed knowledge and understanding of the school context and had a positive impact on teaching in classrooms. The construction of the new outdoor learning area which was designed in consultation with the whole school community has provided an area for not only social gatherings but also a place for group discussions and group learning in the area of social skills development.

Processes have been developed and implemented so that all stakeholders are consulted, contribute to and participate in the development, of individual learning plans, goal setting and the well-being of all students. Strategies to assist students in achieving their goals are monitored and evaluated on a regular basis through student / teacher conference time.

Students and teachers are involved in collaborative feedback sessions which are timetabled each week, focussing on improvement in student learning outcomes across all key learning areas including social skills and behaviour.

Teacher supervision and feedback sessions focus on improving professional practice and self reflection.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students set explicit learning and behaviour goals with their teacher which is evident throughout their individual education plans and carer communication.	Employment of a learning and Support Teacher for 2 days per week.  Using QTSS and Equity Funds, balance from Operating Funds \$39583	Learning Support teams meet weekly to revisit individual plans for students. Baseline student learning data is used across the school to identify gaps in learning and used develop individual learning goals and plans.  The positive impact of employing a Learning and Support teacher has resulted in a more consistent approach to learning data collection across the school, a much improved transition process and the development of successful partnerships with base schools.
All students have one working document to support their learning and behavioural needs relevant to each individual student.	<ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$3078.00)</li> <li>Socio-economic background (\$8650.00)</li> </ul>	<p>The focus for this year was to develop processes and opportunities for parents and carers to take an active role in their students' educational planning. Parents and carers participated in consultation meetings to develop each student's individual plan with their teacher and the Learning Support teacher.</p> <p>A Parent / Carer Forum held in term 4 resulted in an improved understanding of Mian school Policies, processes and strategies. Parents and carers shared their ideas and vision for the school for the following year. Parents and carers would like to see more culture programs introduced, literacy and numeracy improvement programs and learning about cyber safety and use. These programs will be sourced and embedded into next year's curriculum.</p>
Effective, supportive and regular	Employment of additional	Transition processes in place, in collaboration with

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
communications with base schools and key stakeholders who share students with Mian are established.	Student Learning Support Officers to support students during the transition process  Socio economic funding	base schools. Some students participating in successful transition weekly and meetings held regularly to review transition plans. Working partnerships developed with base school Learning Support teams.

## Next Steps

The development of student wellbeing plans will continue next year and will include the already developed database of outside agency supports for each student. This will allow student wellbeing, student welfare needs and parent / carer support to become case managed in a more proactive way.

Our future focus will include sustaining and using budget resources for the employment of our LAST, continuing to build working partnerships with feeder schools and promoting the success of Mian school students in the community. Sourcing more effective, engaging and user friendly assessment tools to gather baseline and follow up data for analysis in literacy and numeracy will assist in setting SMART goals for all students.

Throughout 2019, there will be a focus on the development of a whole school approach to assessment practices and teachers more effectively using data to inform and differentiate their teaching and learning by analysing and tracking student improvement, progress and growth.

## Strategic Direction 2

### Professional Practice

#### Purpose

To establish a culture of high expectations, quality teaching and teamwork across Mian school, measured with student growth data and survey data involving all stakeholders.

#### Overall summary of progress

Teacher's know their students and how they learn and timetabled conference time has assisted teachers and students to collaboratively plan for achievement, improvement and success academically and socially.

Further development of school wide assessment practices is required in 2019 to assist in the collection of growth data for each individual student.

Classroom teaching programs are planned and developed and driven by the individual learning needs of each student. All students have individual learning, behaviour and social skills goals that are regularly reflected in consultation with staff during time tabled student conference sessions. An individual planning document is used to analyse learning traits and develop adjustments for learning for each student.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff have performance and development plans that identify at least 2 goals that improve practice.	Additional staffing for Learning and Support Teacher who has the responsibility of mentoring classroom teachers as part of the role.	All staff have a performance and development plan that include goals that will further develop their skills and practice.  Teacher supervision is aligned with the Australian Teaching Standards and the School Excellence Framework ensuring that professional practice is continually revisited, monitored and improved.  Peer observations have led to building an effective team of staff who value and share opinions, ideas, knowledge and teaching and learning strategies, programs and social skills lesson ideas.
Assessment is planned and undertaken regularly and consistently in all classes and data is systematically collected and analysed to drive improvement with a focus on literacy, numeracy and social learning.	Learning and Support teacher  Additional staffing – Student Learning Support Officer • Aboriginal background loading (\$60299.00)  Professional Learning for the Learning and Support Teacher in administration of PAT Maths and YARC assessment tools.	All students have been assessed using PAT Maths and YARC. Gaps in learning have been identified for each student and Individual Learning plans developed to address students' gaps in literacy and numeracy. Goals and targets in literacy and numeracy are monitored regularly and discussed with students and literacy and numeracy goals are revisited as goals are achieved
Differentiated teaching and learning programs reflect expected student progression in knowledge, understanding and skills measured through adjusted assessment practices.	Professional learning funds focussing on Trauma Informed Practice	Classroom teacher self reflection tools, Best Practice Classroom Management Checklist and self reflection against the Classroom Practice Continuum were used by teachers to investigate and self reflect on their own practice and develop goals for improvement. These tools were also used for collegiate discussions and target areas for peer observations and collegiate feedback resulting in

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Differentiated teaching and learning programs reflect expected student progression in knowledge, understanding and skills measured through adjusted assessment practices.		improvements in classroom practice across the school.

## Next Steps

Best practice in assessment in other key learning areas will also be a focus for 2019 and a whole school assessment policy will be developed. Assessment for each student will be differentiated according to their individual gaps in learning and accommodations made to effectively assess student progress.

Teaching staff have been working with executive staff collaboratively throughout 2018 to make some progress in our approach to assessment practices across the school and this will be a targeted focus area in 2019.

For the process of External Validation, much of the time allocated for this process was focused on self-assessment against the School Excellence Framework. As a team, we investigated and evaluated all our school programs, processes, policies against the statements of excellence. The area of assessment was identified as an element and target for improvement. The correlation between data analysis and targeted individual goals and developing programs and strategies for improvement will be a focus for 2019. The measurement of student growth in the areas of literacy and numeracy and a more effective way to provide evidence for this growth was also identified as an area that needs improvement.

Future focus areas include the use of data collected to drive learning intentions in classrooms and explicit teaching of identified gaps in learning for each individual student. The leadership team will source professional learning in the area of assessment for learning, assessment as learning and assessment of learning.

A more defined process of using the data collected to inform learning across the school is an area for further development.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	2018 Allocation \$ 53305 <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$ 53305.00)</li> <li>• Aboriginal background loading (\$53 305.00)</li> </ul>	<p>Aboriginal Background Funding has been used to employ extra teaching and support staff. Some funds were used to support STEM learning and resources and to supplement the cost of school uniforms and the welfare needs of students.</p> <p>Students have been able to receive extra one to one learning support across all KLA's with a focus on developing literacy and numeracy skill development. One to one support has resulted in evidenced growth in literacy and numeracy skills for most students although most students are still functioning at levels below their mainstream cohort.</p> <p>The focus for 2019 will be to measure growth for students with extensive learning and skill gaps in comparison to their age cohort. One to one support in the classrooms and small withdrawal groups has assisted student wellbeing and increased engagement in learning as evidenced by learning time lost logs.</p> <p>Aboriginal Background loading was used to support Breakfast Club ensuring that no students start their learning day hungry. It was also used to support the Reading Eggs literacy program used by most students resulting in increased students engagement and improved literacy skills.</p> <p>Having extra staff available has improved the process of planning, developing and implementing Individual Education Plans and Personalised Learning Plans for all students with a focus on</p>
<b>Socio-economic background</b>	<ul style="list-style-type: none"> <li>• Socio-economic background (\$63712.00)</li> <li>• Socio-economic background (\$63 712.00)</li> </ul>	<p>Socio-Economic background funding has allowed Mian school to cater for the unique needs of our students by allowing educational experiences and opportunities to assist with delivery of adjusted curriculum, excursions, student welfare needs and the case management needs of each student. Each student has a negotiated individual education plan that also includes the social and well-being needs of each student.</p> <p>Employment of extra teaching and support staff has enabled the individual learning needs of each student to be addressed including the successful planning of transition back to base schools for some students. Each student was supported by a student learning support officer during transition both in the classroom and playground. The LAST attended the learning and support team meetings at the base schools on a regular basis to ensure the successful transition process.</p> <p>Excursions and outdoor learning events were supported by the socio – economic</p>

<p><b>Socio-economic background</b></p>	<ul style="list-style-type: none"> <li>• Socio-economic background</li> <li>• (\$63712.00)</li> <li>• Socio-economic background (\$63 712.00)</li> </ul>	<p>background funding including taking the whole school to Goodooga for the Indigenous Games Day. Parents and carers were able to also travel on the bus and experience for the first time ( parent / carer feedback) a positive educational experience with their students. The history and cultural significance of Goodooga in the lives of many of our students and their families added to the relevance of the educational and social positive outcomes.</p>
---	--	--

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	12	12	14	18
Girls	6	10	5	5

The numbers above are not a true indication of student enrolments. In 2018 we had 27 student enrolments. The length of enrolment for students at Mian school varies with their individual learning plan and transition plans.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	3.52
Teacher Librarian	0.17
School Administration and Support Staff	5.61
Other Positions	1.2

\*Full Time Equivalent

The Aboriginal composition of our workforce is 50 percent.

### 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

All staff completed a Performance and Development Plan and set Professional Goals. Staff professional learning was linked to these goals for each staff member. Professional learning throughout 2018 for all staff was also linked to our strategic directions of Behaviour and Social Learning and Professional Practice.

In 2018, all staff completed two day training in MAPA, (The Management of Actual or Potential Aggression program). This training developed knowledge and understanding of the philosophy of Care, Welfare, Safety and Security for both students and staff. The impact of this training was the establishment of a common language and response to escalating situations within the school environment.

All staff, including support staff attended Trauma Informed Practice training with Michelle Montgomery. Staff developed their knowledge of how the brain reacts to trauma and manifests itself in reactive behaviours to certain situations.

Other professional learning was practice and curriculum based including learning about the implementation of new syllabus documents and the literacy and numeracy progressions.

Executive and Administration professional learning focussed on the new HR and Finance systems including staff leave processes and the Enterprise Financial Planning Tool.

Our Beginning Teacher attended professional learning sessions for beginning teachers throughout 2018.

In 2018, we had one teacher who gained the proficient level of accreditation by providing evidence for the teaching standards. The executive staff at Mian school supports all teaching staff with their accreditation maintenance. In 2019, all teaching staff will be provided with a professional learning journal to track their professional learning and the link to the Australian Professional Standards for Teachers.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
<b>Opening Balance</b>	252,748
<b>Revenue</b>	1,551,766
Appropriation	1,546,930
Sale of Goods and Services	39
Grants and Contributions	2,346
Gain and Loss	0
Other Revenue	0
Investment Income	2,451
<b>Expenses</b>	-1,409,159
Recurrent Expenses	-1,409,159
Employee Related	-1,273,488
Operating Expenses	-135,671
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	142,607
<b>Balance Carried Forward</b>	395,355

Mian school has a small but efficient budget committee that meets regularly to analyse the school's budget planning, staff planning and the school's overview report. All financial decisions are based on achieving positive educational outcomes for students. Student based decision making is a priority for funds expenditure.

A major funding project in 2018 was the construction of our outdoor learning circle. The impact of this area has been all positive with students and classes utilising the area daily.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
<b>Base Total</b>	405,304
Base Per Capita	10,349
Base Location	1,818
Other Base	393,137
<b>Equity Total</b>	117,017
Equity Aboriginal	53,305
Equity Socio economic	63,712
Equity Language	0
Equity Disability	0
<b>Targeted Total</b>	783,392
<b>Other Total</b>	105,675
<b>Grand Total</b>	1,411,388

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.

## 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. In 2018 we also held our first parent / carer forum where our policies, processes and school systems were discussed and parents and carers were able to offer opinions and some changes were made where appropriate.

We will have further Parent / Carer Forums throughout 2019.

– All parents and carers agreed that the school communicates with them about their student's learning on a regular basis. Parents and carers and relevant outside agencies are invited to each student's Learning Support Team meeting where all stakeholders are consulted in planning for educational and transition goals. In 2018, communication through text messages about student absence has seen a decrease in unjustified absences. In 2019, we will launch our Mian School Facebook page which will add a new dimension to our communication channels which will also celebrate school success in a positive manner.

– Students responded positively to the educational curriculum plans at Mian school. They responded that the staff value and care about them and work towards achieving educational outcomes.

– Students responded that they feel happy and safe at Mian school most of the time. They are happy with the way students are able to report bullying and the strategies to help them feel safe.

– Parents and carers are satisfied with how they are welcomed into the school community and our consultation processes.

– All staff felt satisfied about the amount of support offered by the executive in the school environment

– Teachers feel that their ideas and innovative programs are supported and encouraged by the school executive.

In 2019, we will be using school based surveys and the Tell Them From Me surveys to gather information about parent / carer, student and teacher satisfaction.

## Policy requirements

### Aboriginal education

Mian school has a very high proportion of students that identify as Aboriginal. Parent / carer surveys indicated that parents and carers as well as students would like to access more cultural programs at school.

Mian school formed a partnership with Goanna WoodWorks. Goanna WoodWorks and Brospeak led by Tim Naden, Jason Hill and Allan Shillingsworth developed a program offered to all boys to develop their knowledge and understanding of their own culture. All sessions were held off site at cultural significant sites in and around Dubbo. Hands on activities were enjoyed by all students using traditional methods to make didgeridoos from their original state, through to traditional artworks and burning.

The girls were offered participation in the Girl's circle program which included handicrafts, preparing flower garlands for all the women that attended our NAIDOC Day celebration, art and cooking. The girls participated in a yarning circle discussing issues that affect their lifestyle and happiness.

Harmony Day celebrations were held celebrating the theme of Everyone Belongs. Students and their families were able to sample foods from different nations and play games from around the world.

Our NAIDOC celebration day was very popular with the whole Mian School Community. Students prepared for the day by completing a group painting which hangs in the school foyer themed Because of Her We Can. Students researched Aboriginal Women who had a positive impact on the recognition of their culture as the First Australians and also discussed the women who have had a positive impact on their own lives. The Girl's Circle made flower garlands to present to all the mums, grandmothers, aunts and other women who attended the day.

### Multicultural and anti-racism education

Mian school actively encourages acceptance and tolerance of all people. These values are explicitly taught as part of our Social Skills program. Discrimination of people because of their perceived differences is a focus for explicit teaching especially in the Mian school setting. Students study other cultures in HSIE, History and Geography curriculum areas.

There is a trained anti-racism contact officer at Mian school and she is always available to support both students and staff.