

Mian School

2019 Annual Report



5577

Introduction

The Annual Report for 2019 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.

School contact details

Mian School

Bultje Street

DUBBO, 2830

www.mian-s.schools.nsw.edu.au

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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

All students set explicit learning and behaviour goals with their teacher which is evident throughout their individual education plans and carer communication.

All students have one working document to support their learning and behavioural needs relevant to each individual student.

Effective, supportive and regular communications with base schools and key stakeholders who share students with Mian are established.

Overall summary of progress

The document format has been developed into one working document that includes learning goals, literacy and numeracy targets and wellbeing needs. Teachers will regularly review the documents and evaluate and report progress.

The Assistant Principal (rig) attends Learning and Support Team meetings each fortnight to report on progress of current students.

Progress towards achieving improvement measures

Process 1: Social learning and wellbeing:

Gather data to inform collective decisions about student learning.

Evaluation	Funds Expended (Resources)
<p>Access request process for returning students needs further review for the set up process and collaborative approach for completion.</p> <p>Data collected to demonstrate growth and improvement in literacy and numeracy is being used, however a more effective method of presenting the data eg growth charts or graphs needs to be developed so that this information is easily accessible for all stakeholders.</p> <p>Transition process evaluation ongoing – process is too slow to have positive outcomes for all students, consultation with Executive Principal of Dubbo College resulted in a plan for a smoother process to start transition planning for students in year 8, 2019.</p> <p>SLSO supporting students returning to base schools for transition. Tracking document in place for exchanging information on transition progress for each student.</p>	<p>Aboriginal Background Loading</p> <p>Student Learning Support Officer \$55398</p>

Process 2: Learning:

Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with students, parents and carers and outside agencies.

Evaluation	Funds Expended (Resources)
<p>Berry Street Model training for all staff completed.</p>	<p>Professional Learning Funds</p>

Progress towards achieving improvement measures

School funded position for a Learning and Support Teacher to assist in student case management, student transition and student attendance (Part Day Exemption tracking and documentation)

LAST also mentoring and supervising teaching staff, mentoring beginning teacher.

Berry Street Education Model Training for all staff

\$6477.50

Process 3: Leading:

The leadership team establishes a professional learning community which is focussed on continuous improvement of teaching and learning.

Evaluation	Funds Expended (Resources)
Berry Street Model Training for all Staff – Implementation planning for 2020 across the school	Professional Learning Funds
Trauma informed Practice – Trial and evaluation of newly developed modules delivered by the Network Specialist – focussing on developing an understanding of the effects of trauma on students and what that looks like in schools.	Beginning Teacher Funds
Sydney Education Support Team engagement – Staff and student forums, review of processes, policies, routines, structures and student engagement	

Next Steps

In 2020, an action plan for implementing modules of the Berry Street Education Model will be developed and some elements implemented.

This will be an ongoing process throughout 2020.

Learning support team meetings will be more structured and action based to support all students.

The role of the Learning Support Teacher will continue with a focus on attendance, transition and student documentation.

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.

Improvement Measures

100% of staff have performance and development plans that identify at least 2 goals that improve practice.

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.

Differentiated teaching and learning programs reflect expected student progression in knowledge, understanding and skills measured through adjusted assessment practices.

Progress towards achieving improvement measures

Process 1: Staff are connected to a collaborative learning team where supervision and feedback is provided and line management is explicit.

Evaluation	Funds Expended (Resources)
Teaching team meetings have resulted in a collaborative approach to learning across the school. Literacy and numeracy groups formed to take place each day with a withdrawal program for one to one support for targeted students. Professional learning for staff in the use of Multilit and Macqlit reading programs. Impact has been an individual targeted program for each student to address identified gaps in learning.	

Process 2: Implementation of a whole school approach to assessment practices.

Evaluation	Funds Expended (Resources)
This milestone has been delayed although some progress has been made. Processes are in place to investigate the most effective way to present growth data so that it is accessible and more easily understood by all stakeholders.	Learning and Support Teacher – RAM Equity Funding and RAM Aboriginal funding.

Process 3: Embed relevant self-evaluation and self-reflection tools to identify professional learning needs that will lead to improvement in professional practice for all staff.

Evaluation	Funds Expended (Resources)
Professional Reading Folders for all teachers containing articles pertaining to Best Practice, Trauma Effects, Assessing behaviours through a trauma lens and Behaviour management Practices. Reading are discussed at teaching staff meetings. Ted Talks were also used as discussion starters throughout the year. Identified professional learning in trauma informed practice addressed through professional learning sessions with the Network Specialist delivering the newly developed evidence based modules on Trauma Informed Practice. All staff attended the Berry Street Model of Education training which will be the basis for the strategic direction of Professional Practice in 2020.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Total Funds allocated \$76594</p> <p>Student Learning Support Officers – \$55398</p> <p>Classroom Teachers \$21133</p> <p>Learning and Support Teacher – \$6203</p>	<p>Student growth and improvement in Literacy and Numeracy – although most students are still behind their cohort, improvements have been made in the areas of comprehension, oral reading and spelling. Writing is an ongoing focus area for improvement.</p> <p>The cooking, music and culture programs have seen an improvement in student engagement documented through learning time lost data. Attendance continues to be an area of concern for some students even though transport is provided to and from school when requested.</p> <p>The additional staffing provided the opportunity for one to one support for students in the classrooms with Student Learning Support Officers. This additional assistance supported students in using self regulation strategies completing class activities. SLSO's also assisted in producing resources for classroom teachers and volunteered in the running of the school Breakfast Club program.</p>
Socio-economic background	<p>Total Funds allocated \$76594</p> <p>Student Learning Support Officers – \$30018</p> <p>Classroom Teachers – \$51300</p> <p>Learning and Support Teacher – \$6203</p> <p>Literacy Resources – \$1999.86</p> <p>Goodooga Indigenous Games 2 night excursion – \$1699.86</p> <p>Uniforms for Students – \$620</p> <p>Music Program and instruments – \$3274</p> <p>Breakfast Club – \$1960</p> <p>Fuel for School Car and Bus – Student transport – \$1391</p> <p>Fitness Equipment – \$419.09</p> <p>School sport – \$343.83</p>	<p>Literacy withdrawal program growth and improvement demonstrated through baseline and follow up assessment. Positive outcomes for older and younger students who are reluctant readers within the classroom environment.</p> <p>One to one support for students enables students to remain engaged for longer periods of time in the classroom and complete activities with additional support.</p> <p>Attendance rates have improved for some students who are offered and participate in school provided transport. Staff pick students up at a designated time allowing them to participate in Breakfast Club and the fitness program. Positive improvement demonstrated for some students who regularly school refused.</p> <p>The music program has been a huge success. Many students who have not had the opportunity to play instruments before have fully participated and have learnt to play the drum kit, guitar and the newly purchased African drums. One staff member has been trained in Rhythm to Recovery and this has had a positive impact on student engagement, student wellbeing and student self esteem.</p> <p>The Goodooga Indigenous Games Excursion was such a success for students who had not had the opportunity to participate in an overnight excursion before that it is anticipated to take many more students to participate next year. Positive outcomes included improved student engagement,</p>

<p>Socio-economic background</p>	<p>Total Funds allocated \$76594</p> <p>Student Learning Support Officers – \$30018</p> <p>Classroom Teachers – \$51300</p> <p>Learning and Support Teacher – \$6203</p> <p>Literacy Resources – \$1999.86</p> <p>Goodooga Indigenous Games 2 night excursion – \$1699.86</p> <p>Uniforms for Students – \$620</p> <p>Music Program and instruments – \$3274</p> <p>Breakfast Club – \$1960</p> <p>Fuel for School Car and Bus – Student transport – \$1391</p> <p>Fitness Equipment – \$419.09</p> <p>School sport – \$343.83</p>	<p>further development of social skills, going out to a restaurant for dinner for the first time for many students and developing relationships.</p>
---	--	--

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	12	14	18	19
Girls	10	5	5	4

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	3.53
Teacher Librarian	0.17
School Administration and Support Staff	5.61
Other Positions	1.2

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	395,355
Revenue	1,641,664
Appropriation	1,634,889
Sale of Goods and Services	14
Grants and contributions	4,599
Investment income	2,162
Expenses	-1,497,011
Employee related	-1,327,359
Operating expenses	-169,652
Surplus / deficit for the year	144,653

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	799,237
Equity Total	145,834
Equity - Aboriginal	76,594
Equity - Socio-economic	69,240
Equity - Language	0
Equity - Disability	0
Base Total	416,335
Base - Per Capita	12,558
Base - Location	1,818
Base - Other	401,959
Other Total	147,420
Grand Total	1,508,827

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.

Parent/caregiver, student, teacher satisfaction

In 2019, the school sought the opinions of Parents / Carers, students and staff about the school.

A parent / carer forum was held to share information about school programs and to seek opinions and ideas from parents and carers about current and possible future programs to support students. Parent and carers suggested that more cultural programs could be used to engage students. This became a focus area with Brospeak and Girl's Circle programs offered to all students. These programs were extremely popular with all students and resulted in increased student engagement and improvements in attendance for some students.

Parents carers were surveyed in term 3 at review and reappraisal meetings and the results demonstrated positive responses to communication strategies used by the school to inform parents and carers. Particular mention was made of the Mian school Facebook page. Parents and carers would like to see more positive media mentions of Mian school and the school programs in local media. Other areas of strength identified that the majority of parents / carers feel comfortable talking to the executive and staff at Mian school and that Mian school staff genuinely care about the success of students. Student transition was identified as an area of concern and the connection of students with their base school needs further improvement.

Students were also surveyed in regard to their perceptions and feelings towards the school, school programs and areas for improvement. Surveys were conducted as class discussions, one to one interviews and small group reflections.

Students responded positively in the following areas:

- I feel safe at Mian school
- Staff listen to what I have to say
- Staff care about me
- Staff are interested in what I like to do
- There is a staff member that I would talk about my problems with
- Staff try to solve problems and listen to students
- Teachers expect me to do well

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.