

2022 Annual Report

Mian School



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Introduction

The Annual Report for 2022 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 Strategic Improvement 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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Mian School

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School vision

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 Dubbo, near the centre of town and can cater for up to 28 students in Years 5 to 9. Students access Mian School from primary and secondary schools in Dubbo and Narromine. Mian School has a high population of Aboriginal students. The majority of students come from low socio-economic backgrounds. Most students present with a diagnosed disability. Of those students, 75% have a primary disability of mental health and 25% of students present with a diagnosed intellectual disability. Students are enrolled at Mian School through the placement panel process.

Mian School's Family Occupation and Education Index (FOEI) is generally high and in 2021 it was 213. This is amongst the highest 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. Every student at Mian School has a negotiated Personalised Learning Pathway. Students are provided with individualised adjustments to cater for their individual learning needs.

Consultation and collaboration with parents/carers, students and other relevant stakeholders 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.

Using a range of internal and external data Mian School has analysed student growth, staff capability and the effectiveness of the programs undertaken. Our strengths are relationship building with all students and families, a demonstrated commitment within the school community that all students make learning progress, partnerships with parents/carers, students support clear improvement aims and planning for learning and teachers work with students to establish clear and consistent expectations for learning and behaviour.

A comprehensive situational analysis has been conducted which led to the development of the 2021-2024 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, parents, the local Dubbo AECG and the wider school community.

Mian School is committed to continually improving effective classroom practices with staff professional learning being the key to ensuring this. This learning will ensure that both literacy and numeracy levels can be enhanced through improved assessment practices, data collection and improved data analysis. Data will be used to support individualised and differentiated learning. Work will take place on developing quality summative and formative assessment tasks to ensure quality feedback to enhance student learning.

There will be a strong focus on whole school community knowledge, understanding and use of effective practices and strategies to support student and staff wellbeing.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
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	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to maximise student learning outcomes for every student in literacy and numeracy and to build strong foundations for academic success in all key learning areas. Our teachers will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Personalised Learning
- Assessment

Resources allocated to this strategic direction

Aboriginal background: \$19,494.10

Socio-economic background: \$17,137.00

AP Curriculum & Instruction: \$26,968.00

School support allocation (principal support): \$5,608.75

Professional learning: \$5,350.00

SSP quality teaching support: \$38,194.00

Location: \$1,649.00

Summary of progress

Professional learning on the effective use of data and the tracking of student progress using the literacy and numeracy learning progressions has led to explicit teaching focusing on individual identified learning gaps for each student. There is now a clear documented learning pathway for each student mapping assessment, goal setting, teaching and learning, follow up assessment and collection of work samples and progress and improvement leading to further planning for each student. Improvement in literacy and numeracy has been supported throughout the year with one on one intensive support in the literacy and numeracy withdrawal programs. The data wall provides a visual display of where each student is placed and this provides a guide for all teachers in planning lessons across all key learning areas. Progress is recorded three times a year so there is a visual record of improvement.

Teachers use a collaborative approach to assessment practices across the school to assess progress and learning. Assessment is differentiated for each student according to the adjustments needed to measure progress and improvement. In 2022, teachers have learnt about linking success criteria with learning intentions and the development of marking rubrics linked to feedback. Assessment practices in all key learning areas will continue to be a focus in 2023. The initial trial and then implementation of Essential Assessment has supported staff and students in goal setting for learning. Essential Assessment provides a visual learning goal format that is easily accessible for all students. Students are able to monitor their own progress and set further goals, as well as provide individual lessons to support meeting goals and addressing learning gaps. Teacher planning time and teacher staff meetings were used to up skill teacher knowledge and understanding of the goal setting attributes in Essential Assessment in order to maximise the outcomes and improvement for every student.

Aboriginal background funding has enabled us to update student technology devices, which are used to develop skills in using technology across key learning areas for assessment presentations, research and utilising programs to support literacy and numeracy improvement.

The effective use of marking rubrics to assess learning in key learning areas will continue to be implemented through 2023.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
100% of teaching staff have further developed knowledge and skills in	The new Personalised Learning Pathways (PLP) document has been implemented using collaborative practices for all Aboriginal students. The

<p>sourcing and using authentic data gathering tools.</p> <p>Implementation of the newly developed Personalised Learning Pathway document using collaborative practices</p> <p>Completion of baseline assessments and follow up assessments, graphing improvement and progress</p>	<p>document provides an overview of student's long and short term goals, strengths and interests, identity and culture and a section about the student. The Personalised Learning Pathways document will be revisited regularly to keep up to date information about the student and progress towards goals.</p> <p>Baseline and follow up data is collected using school based assessment tools including the data from Essential Assessment. Graphing improvement and progress is used as a reflective tool for students in understanding their own progress in learning and goal setting. Teachers use the information to plan next steps in teaching and learning for individual students and these next steps are included in the student's individual learning plan.</p>
<p>100% of teachers are confident in placing students on the literacy and Numeracy Progressions using evidence based data in the Understanding Texts and Multiplicative strategies elements of the progressions.</p>	<p>A data wall has been placed in the staffroom with the elements of Understanding Texts and Multiplicative Strategies. Classroom teachers have developed deep knowledge and understanding of the progressions. They are now able to match students with the corresponding level of function within the progressions for the targeted elements.</p>
<p>100% of teachers have completed professional learning in assessment development, marking rubrics and feedback.</p>	<p>All teachers are now able to create developmental rubrics for the purpose of differentiating teaching and learning. Teachers have further developed their knowledge and understanding of the Zones of Proximal Development. This has allowed teachers to plan and develop lessons that are both engaging and challenging for all students. Marking rubrics provide opportunity for students to self reflect in student - teacher conference time and to discuss success criteria. Using the Inquisitive program for history and geography also provides rubrics for assessing the understanding of knowledge and skills.</p>
<p>Literacy withdrawal program to focus on gaps in learning identified, focusing on further development of skills in understanding texts.</p>	<p>All students had the opportunity to participate in the literacy withdrawal support program. The focus of the support is in the individual targeted gaps in learning for each student identified in base line assessment. Focus areas include, First Thousand Words - sight word list, Reading Eggs, Drop Everything and Read, decoding skills, comprehension skills, syllable identification, oral reading, writing skills and sight word recognition. Progress is tracked regularly by staff and students.</p> <p>Follow up data has demonstrated improvement for all students.</p> <p>There has been an increase of students demonstrating growth on our internal assessment by 65% from baseline data collected in 2021 as demonstrated on the literacy and numeracy progression data wall.</p> <p>The significant improvement for all students was the further development of recognising sight words, decoding skills and oral reading skills.</p>
<p>100% of students are placed on the numeracy progression data wall using evidence based data.</p>	<p>Using work sample data, Essential Assessment and school based assessment data, all students have been placed on the numeracy progression in the element of Multiplicative Strategies. Targeted students who are achieving in level MuS1 to MuS4 participate in the numeracy withdrawal program focusing on further developing knowledge and skills in skip counting, grouping and developing basic multiplicative strategies.</p>

Strategic Direction 2: Whole school wellbeing

Purpose

Our purpose is to strengthen our whole school culture, centred around an engaging, caring environment where every student attends, connects, succeeds and thrives.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Wellbeing Plans and Programs
- Transition

Resources allocated to this strategic direction

SSP supplementary funding: \$88,360.00
Socio-economic background: \$45,000.00
Aboriginal background: \$34,110.00
Professional learning: \$8,672.00
Student support officer (SSO): \$21,901.00
QTSS release: \$1,760.00
Per capita: \$5,390.00

Summary of progress

Whole school wellbeing is a focus for Mian School. The zones of regulation and associated lessons, elements from the Berry Street Education Model, transition processes and cultural programs to support and mentor students have been implemented.

There has been a significant positive impact through these initiatives, programs, and activities on the wellbeing of students across the school. Students have been building their own strategy toolbox to be able to better self-regulate and there is consistent language used across the school when talking and working with the zones of regulation. We have collaborated closely with the Learning and Support teams from census schools to improve transition processes and responsibilities of student transition. Having a consistent student-centred approach to transition will continue as a focus. Cultural programs will continue to focus on developing relationships and connection to Country in 2023 through the Goanna Woodworks mentoring program involving all students. Our Aboriginal background funding has enabled us to fund special programs for students and purchase the resources needed for their success. Staff have utilised planning time to develop a consistent language approach to implementing the zones of regulation into the school as a student self regulation program with individual strategy toolboxes.

Moving forward to future planning, implementing the associated lessons of the zones of regulation, further developing the skills of all teachers in case management processes and continued facilitation and collaboration with census schools in formalising transition processes with census schools will be a priority. Sourcing and resourcing programs to promote whole school wellbeing will also continue.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
100% of teachers complete Professional Learning - Building our Knowledge of Behaviour with weekly activities	100% of teachers completed the Building our Knowledge of Behaviour. Explicit teaching of positive behaviour choices is included in timetabled social skills lessons across the school and integrated into Zones of Regulation lessons and discussions. The positive impact is reflected in learning time lost data, behaviour goal achievements and reductions in incident data.
Implementation of the Goanna Woodworks Program - Understanding Culture	The Goanna Woodworks program was implemented each Friday. The program was run by Tim Naden and supported by Aboriginal Education Officer Jason Hill. The AEO position was school funded using SSP

<p>Berry Street implementation - Relationships</p>	<p>Supplementary funding. Goanna Woodworks was funded using Aboriginal Background funding. The program supported all students in further developing knowledge and understanding of local cultural history, cultural sites and traditions. The program also had a mentoring component for targeted students. Attendance increased significantly on program days and engagement levels increased as evidenced in learning time lost data. The mentoring time was used to explore the cultural identity of targeted students and this information was included in Personalised Learning Pathways documents.</p> <p>Relationships continued as a focus area across the school. Developing respectful relationships with peers was integrated into social skills lessons using the Berry Street model. All staff have completed the Relationship component of the Berry Street Education Model where they explore how best to develop relationships with students and know them. Teachers use praise with a growth mindset focus across all school environments. Students have learnt about describing feelings and recognising the feelings of others. Data has evidenced a decline in the number of negative behaviour incidents, reduction in suspensions, less notifications to parents and a reduction in the number of peer conflicts throughout the year. Zones lessons will continue to be a focus next year.</p>
<p>Collaboration with the Learning Wellbeing Team to further develop understanding of the Behaviour School Guidelines and share this understanding with census schools and the implications for case management of students.</p>	<p>Although there has been a presentation to Principals of feeder schools unpacking the Behaviour Schools Guidelines, further collaboration with Learning and Support Teams and executive from census schools will be planned to facilitate processes needed throughout a student's shared enrollment at Mian school. A collaborative approach to integration, transition and maintaining a connection with census schools will be a future focus with a draft transition plan being discussed and planned on enrollment.</p>
<p>Information to inform and support student's successful transition is collected and analysed. There are collaborative practices in place with parents / carers of students whose continuity of learning is at risk.</p>	<p>Formal collaborative meetings with parents / carers are now held three times per year to discuss progress, transition plans, attendance, connections with census school and future pathways. Any other emerging issues are discussed and planned for. These meetings are also supported by the Learning and Wellbeing team and census schools Learning and Support team. Transition folders containing all student information, plans, individual strategies, and information to support successful transition is included. These folders are given to the census school to support them in developing their own plans to suit their school environment.</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$62,137.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Mian School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning • Wellbeing Plans and Programs • Assessment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • To support attendance and student engagement across the school through connection to culture, transition and inclusive programs <p>The allocation of this funding has resulted in the following impact: Students have been able to have access the same resources as their peers, including basic school resources, healthy food throughout the day and school uniforms for Mian School as well as census schools for transition. This has improved every student's sense of belonging in a school community, increased engagement in the classrooms and improved attendance for many students.</p> <p>After evaluation, the next steps to support our students will be: Resources for students who need them.</p>
<p>Aboriginal background</p> <p>\$53,604.10</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Mian School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning • Wellbeing Plans and Programs • Assessment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Investigate best computer hardware resources for students to use in the classroom to improve STEM outcomes and learning across the school. • Food Technology, breakfast program and school uniforms and hats to enhance learning and school culture, student health, and wellbeing. • Resources to assist with comprehension skills, understanding texts as per the literacy progression target • Supporting a positive learning culture and student wellbeing initiatives through engagement programs, including sport, excursions, overnight camps. and visiting cultural and historical sites. Engagement program linked to literacy withdrawal program including pallet building project. • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the Personalised Learning Pathways (PLP) process <p>The allocation of this funding has resulted in the following impact: The healthy meal program encourages students to eat regular meals, make healthy choices and further develops social skills in sitting around a table engaging in conversation with peers and staff, using manners and being health conscious in the preparation and serving of food. Engagement programs were successful in encouraging student success in literacy and</p>

<p>Aboriginal background</p> <p>\$53,604.10</p>	<p>numeracy, task completion in classrooms and self monitoring of behaviour choices in learning time lost data. The student engagement programs have supported attendance and engagement in a number of ways. Students are required and encouraged to complete all set tasks before participating in the engagement programs. Goanna Woodworks delivered by Tim Naden and supported by AEO Jason Hill, not only provided cultural activities but also provided one on one student mentoring sessions and assisted with planning and developing personalised learning plans with students. Surveys supported the success of the program with increased engagement and attendance. NAIDOC day celebrations provided the opportunity for a community event and the attendance by families was very pleasing with most students having family members present. The ongoing success of the implementation of zones of regulation social and emotional learning program has had a measurable impact on student wellbeing across the school. Together with morning check-ins on the zones displayed in each classroom and the zones lessons, students are able to more readily use their strategy toolbox to self regulate.</p> <p>After evaluation, the next steps to support our students will be: Continuation of the Aboriginal Education Officer position with a focus on family relationships with the school and community engagement, culture and engagement programs to promote student wellbeing and a continuation of the successful literacy and numeracy programs across the school. The AEO will continue to engage students and their families in the Personalised Learning Pathways (PLP) process.</p>
<p>Location</p> <p>\$1,649.00</p>	<p>The location funding allocation is provided to Mian School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Assessment <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Temporary teacher to release classroom teachers for collaborative planning time. <p>The allocation of this funding has resulted in the following impact: 3 teacher release days to collaboratively plan for differentiated assessment for students.</p> <p>After evaluation, the next steps to support our students will be: to fund release time for teachers to collaborate and plan differentiated programs for students.</p>
<p>Professional learning</p> <p>\$14,022.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Mian School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning • Wellbeing Plans and Programs <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • All teachers will be trained in the implementation of the zones of regulation Executive trained in the implementation of zones across the school. • Professional learning - Curiosity and Powerful Learning <p>The allocation of this funding has resulted in the following impact: Students participating in regular lessons have developed their knowledge and understanding of the zones. Students are using this knowledge to develop their own strategies toolbox according to their identified zone</p>

<p>Professional learning</p> <p>\$14,022.00</p>	<p>throughout the day. The implementation of this learning across the school has led to a more positive and calm school culture, an emphasis on kindness and student self awareness of the feelings of others and themselves. Students have been able to collaboratively develop a strategy toolbox to support their self regulation in all school settings. The data has evidenced more on task time in classrooms, less incidents and student self awareness.</p> <p>After evaluation, the next steps to support our students will be: New staff will attend professional learning in the zones of regulation and more lessons using the zones will be used in the social skills lessons timetabled for each class. Teachers will use their knowledge and understanding to differentiate lessons to address individual student needs. Professional learning sessions for Curiosity and Powerful Learning will continue throughout 2023 leading to further school improvement.</p>
<p>QTSS release</p> <p>\$1,760.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Mian School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Transition <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives focusing on transition for targeted students, including transition processes, transition lessons and documentation. <p>The allocation of this funding has resulted in the following impact: Classroom teachers have now been able to take on more responsibility in the development of transition folders for each student and the transition planning actions for students in their classes. The transition folders contain information including goals, strategies for achieving goals in both behaviour and learning that can be adjusted for the mainstream setting to support successful transition. Teachers attend transition planning meetings when possible and a detailed discussion action record is sent to all participants.</p> <p>After evaluation, the next steps to support our students will be: A more strategic approach in developing transition and integration plans for all students in draft form on enrollment as set out in the Behaviour School Guidelines. Providing classroom teachers some release time to prepare documentation to support successful transition.</p>
<p>COVID ILSP</p> <p>\$25,960.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - understanding texts and multiplicative strategies. <p>The allocation of this funding has resulted in the following impact: One on one tuition throughout the year demonstrated, through analysis of baseline and follow up data, improvement for all students. Student attendance was the main barrier to improvement for some students and strategies were put in place to support those students affected.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>COVID ILSP</p> <p>\$25,960.00</p>	<p>Rigorous analysis of all data will be used for future planning to embed a literacy and numeracy withdrawal program with targeted one on one tuition into school planning for individual student improvement including closing the gap in reading ability of targeted students performing below the expected level for their stage. Engagement of a teacher using flexible funding to continue the withdrawal and small group program.</p>
<p>Per capita</p> <p>\$5,390.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Mian School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Transition <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Release time for the Assistant Principal and classroom teachers to develop transition plans and a document folder to support students transitioning back to their census schools. <p>The allocation of this funding has resulted in the following impact: Classroom teachers have now been able to take on more responsibility in the development of transition folders for each student and the transition planning actions for students in their classes. The transition folders contain information including goals, strategies for achieving goals in both behaviour and learning that can be adjusted for the mainstream setting to support successful transition. Teachers attend transition planning meetings when possible and a detailed discussion action record is available to all participants.</p> <p>After evaluation, the next steps to support our students will be: To further develop the knowledge and skills of classroom teachers to enable them to take on a more active role in the collaborative process of transition for students in their classes. Transition lessons will be developed for students to familiarise students with the routines, expectations and structures of a mainstream setting.</p>
<p>SSP quality teaching support</p> <p>\$38,194.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Mian School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Assessment <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • release time to engage staff in professional learning. /release time for staff to supervise excursions • employment of additional staff to support the creation of high-quality teaching and learning programs <p>The allocation of this funding has resulted in the following impact: Release time for classroom teachers to further develop their knowledge of Essential Assessment, administration and data analysis.</p> <p>After evaluation, the next steps to support our students will be: The Assistant Principal, Curriculum and Instruction will lead data analysis, goal and target setting for individual students leading to improvement in literacy and numeracy levels.</p>
<p>SSP supplementary funding</p> <p>\$88,360.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Mian School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>SSP supplementary funding</p> <p>\$88,360.00</p>	<ul style="list-style-type: none"> • Wellbeing Plans and Programs <p>Overview of activities partially or fully funded with this site specific funding include:</p> <ul style="list-style-type: none"> • increase capacity for Aboriginal Education Officer (AEO) and other staff members to be utilised for targeted student support across the school • additional staffing to improve curriculum implementation <p>The allocation of this funding has resulted in the following impact: The AEO position has resulted in positive impacts for students. Programs initiated by the AEO, including culture programs, bush learning program, student mentoring and Goanna Woodworks have increased attendance for some students and engagement in school activities overall. The AEO mentor program has supported students to deal with conflict situations with peers and goal setting. The AEO has developed working relationships with families and has supported the development of personalised learning plans and supports families and executive staff in case management meetings and review and reappraisal meetings with families. The AEO also supports some students during the initial phases of transition at census schools. The AEO provides support to classroom teachers in classrooms and mentors and coaches individual students in self reflection lessons. The positive impact of the AEO at Mian School is enhanced by his knowledge of the local community. Additional staff were employed, when available, to support the planning and development of differentiated curriculum across the school.</p> <p>After evaluation, the next steps to support our students will be: To continue to fund an Aboriginal Education Officer in the school. To provide the Aboriginal Education Officer with additional time to to mentor students and develop relationships with families. Staff shortages prevented the expenditure of all of these funds this year. Sourcing staff will continue to be a focus for 2023.</p>
<p>Student support officer (SSO)</p> <p>\$21,901.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Mian School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing Plans and Programs <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Provide individual and targeted wellbeing support initiatives and programs that are evidence based • Support transition • Identifying and establishing support networks for students <p>The allocation of this funding has resulted in the following impact: The SSO position being filled at Mian School at the start of Term 4, 2022. The SSO has been focusing on developing relationships with all students to determine their specific wellbeing needs. The SSO has also been analysing data and attending Learning Support Team meetings to gather information and determine the wellbeing needs for the school.</p> <p>After evaluation, the next steps to support our students will be: To plan and implement wellbeing programs for individual students and for all students across the school. A database of support services will be established to enhance student learning and wellbeing outcomes. The SSO will work with the school executive to support successful transition outcomes for all students.</p>
<p>AP Curriculum & Instruction</p> <p>\$26,968.00</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p>

<p>AP Curriculum & Instruction</p> <p>\$26,968.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Coordinating the literacy and numeracy withdrawal program involving all students to improve literacy and numeracy levels focusing on understanding texts, comprehension inference and multiplicative strategies. • Coordinating the intensive small group tuition for identified students who were performing significantly behind the performance levels of their age cohort. • Maintaining the assessment database with baseline and follow up data and sharing analysis with classroom teachers. • Coordinating student placement on the literacy and numeracy progressions data wall <p>The allocation of this funding has resulted in the following impact: More focused strategies on literacy and numeracy development across the school. Supporting classroom teachers in using the literacy and numeracy progressions to plan individual learning plans for students</p> <p>After evaluation, the next steps to support our students will be: To focus on using the literacy and numeracy progressions to inform teaching and learning in the classrooms and the one on one support available for all students. To support teachers in their understanding of how syllabus content aligns to the literacy and numeracy progressions and provide support in monitoring student progress.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	19	20	14	12
Girls	4	2	3	1

The enrolment data above does not include students who have enrolled at Mian School throughout the year, transitioned back to their census school or have moved to a different educational setting.

In 2022 the enrolment numbers were:

Boys - 21

Girls - 3

Attendance is one of Mian School's major focus areas. We provide transport for most of our students everyday. Follow up texts are made each day to check students absences.

In 2022, the percentage of students attending over 85% of school days was as follows:

Term 1 - 27%

Term 2 - 37.5%

Term 3 - 35%, and

Term 4 - 56%

In 2023, Mian School will revisit the strategies we have in place as well as recognition systems to improve student attendance further.

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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.

Post school destinations

Transition pathways for students in 2022 were varied. Some students transitioned back to their census school after participating in a successful transition process negotiated with the census school. Other students transitioned to TAFE or other educational settings.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1.2
Head Teacher(s)	1
Classroom Teacher(s)	2.72
Teacher Librarian	0.17
School Counsellor	1
School Administration and Support Staff	7.11
Other Positions	2

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	494,249
Revenue	2,509,562
Appropriation	2,509,288
Sale of Goods and Services	136
Grants and contributions	133
Investment income	4
Expenses	-2,033,103
Employee related	-1,603,878
Operating expenses	-429,225
Surplus / deficit for the year	476,459
Closing Balance	970,708

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.

	2022 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	127,151
Equity - Aboriginal	64,433
Equity - Socio-economic	62,718
Equity - Language	0
Equity - Disability	0
Base Total	1,507,288
Base - Per Capita	13,523
Base - Location	1,818
Base - Other	1,491,946
Other Total	685,431
Grand Total	2,319,870

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

Surveys were conducted in Term 3, 2022 to gather opinions about school satisfaction from students, parents and caregivers, teachers and support staff.

Student Surveys: Students were asked questions with a wellbeing focus. The data gathered was analysed and the results were mostly positive. Almost all students identified that attendance at school everyday was important and 94% of students responded that their teachers know what they can do and what they need to learn. 90% of students said that they feel happy and safe at Mian School. Students were also asked about what they liked best about Mian School.

Student responses included:

- The culture programs
- Extra support to do our work
- Smaller classes
- The teachers are nice and really patient
- I get picked up each morning for school, and
- Mian has the best food.

Parents and caregivers survey responses highlighted how they felt supported by the school and well informed about how their student is progressing at school. The majority of parents and carers are more than satisfied with the programs offered at Mian School and they believe that the school has high expectations for their student to achieve to the best of their ability.

Teacher survey responses highlighted that they continually share ideas and experiences with colleagues to improve teaching practice and that the school supports communication about student learning between home and school. There were mixed responses about the adoption of a high school timetable model for the afternoon sessions with both positive and negatives identified. This will be reviewed as needed.

Support staff survey responses highlighted that 100% of support staff feel supported by all staff and they feel that they provide good role models for students. Support staff also reported that they feel confident in using a wide range of appropriate strategies to assist students with their learning and that school leaders build relationships based on trust, collegiality and mutual respect.

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.

Aboriginal Education - School statement

In 2022, programs to support student learning, mentoring and connection to culture included:

- The establishment of an Aboriginal Education Officer (AEO) using school based funding to support students and their families at Mian School. The AEO supports families in collaborative planning meetings for students and development of Personalised Learning Pathways. The AEO also takes a mentoring role with all students.
- the Goanna Woodworks culture program
- Literacy and numeracy withdrawal programs where students are able to work towards their learning goals with one on one support.
- Engagement programs including the pallet building program, food technology and music, and
- the establishment of the Mian School Aboriginal Education Committee.

Anti-Racism Policy

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

Anti-Racism - School statement

Mian School actively encourages acceptance and tolerance of all people and their beliefs and values. 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. Students study other cultures in HSIE, history and geography curriculum areas.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

Multicultural and anti-racism education - School Statement

Mian School actively promotes the values of respect, responsibility, tolerance and an acceptance of others through our school guidelines that are explicitly taught in all classrooms. Students are expected to value the beliefs of others. This acceptance is promoted in the classrooms through class discussions of current local and world events. Mian School has an Anti-Racism Contact Officer and staff and students are encouraged to discuss any concerns in a private and

confidential manner.

In 2022, we held a community event to celebrate Harmony Day. Students participated in lessons around the theme of harmony in our world and lives and displayed their thoughts and understanding in posters displayed around the school. Many families attended the event which was great to see after family visits to school were limited due to the pandemic.