

School Management Plan



Quandialla Central School

2011 - 2012



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School Management Plan – 2011 to 2012

DET Priority Areas 2011 – 2012

- ✚ Literacy
- ✚ Numeracy
- ✚ Student Engagement and Retention
- ✚ Aboriginal Education and Training
- ✚ Teacher Quality
- ✚ Connected Learning

School Priority Areas 2011 – 2012

- ✚ Literacy
- ✚ Numeracy
- ✚ Student Engagement and Retention
- ✚ Aboriginal Education and Training
- ✚ Teacher Quality
- ✚ Connected Learning
- ✚ School Community Development

Low Socio-Economic Reforms

- ✚ **Reform 1:** Incentives to attract high performing principals and teachers.
- ✚ **Reform 2:** Adoption of best-practice performance measurement and staffing arrangements that articulates a clear role for principals.
- ✚ **Reform 3:** School operational arrangements that encourage innovation and flexibility.
- ✚ **Reform 4:** Provision of innovative and tailored learning opportunities.
- ✚ **Reform 5:** Strengthen school accountability.
- ✚ **Reform 6:** External partnership with parents, other schools, businesses and communities and the provision of access to extend services.

School Context

Quandialla Central School is a small K-12 central school located in central-southwest NSW. The school is a member of the Lachlan School Education Group and is located 190 kilometres southwest of Orange.

Recent structural changes in the regional economy have impacted on demographic and employment patterns, and the mobility of families has affected enrolments at Quandialla Central School.

The long term trend of declining enrolments has stabilised in 2010, with an increased proportion of Aboriginal students enrolled.

Accessibility to a range of schools in the adjacent centres of Grenfell, Young, Temora and West Wyalong enables parents and families to plan educational pathways for students. Parents and families continue to plan students' exit points from Quandialla Central School.

The school accesses resources provided by the Country Areas Program and the Priority Schools Program, including CAP and PSP funding; PSP staffing supplement; additional teacher professional learning opportunities and consultancy support.

The school accesses Low SES School Communities National Partnerships funding, enabling implementation of strategies to improve students' learning outcomes in Literacy and Numeracy; strategies to improve student engagement and professional learning for teachers in Quality Teaching.

The school participates in the Lachlan Access Program, which includes Condobolin HS, Lake Cargelligo CS, Quandialla CS and Ungarie CS. LAP enables students in Stages 5 and 6 to access a broad curriculum.

The development of a partnership with the Grenfell Pre-School has resulted in an increase in on-site service to two days per week and implementation of a Transition to Kindergarten program.

The teaching and support staff are mainly experienced with low turnover rates. There has been a high turnover rate in the Principal position over recent years.

Targets

- Increase from 34% to 67% the percentage of students in Year 5 achieving at or above state average growth in 2011 in NAPLAN Spelling.
- Increase from 50% to 75% the percentage of students in Year 5 achieving at or above state average growth in 2011 in NAPLAN Reading.
- Increase from 70% to 90% the number of K-2 students achieving Western NSW Regional Benchmarks in Reading in 2011
- Students results in School Certificate English match the State average in 2011
- Raise Stage 3 – 4 students on average 2 levels on the Multiplication and Division learning framework for Maths Matters by 2012
- Students results in School Certificate Mathematics match the State average in 2011
- Increase the retention rate for Year 6 to 7 from 50% in 2009 to 75% by 2012
- Increase the percentage of students transitioning from Pre-school 2011 to Kindergarten to 80% in 2012.
- Increase to 100% teachers developing a personal Professional Learning plan that focuses on achievement of school targets
- Increase to 100% teachers using Scaffold 2 to plan their roles in achieving the 2011 school targets
- In 2011 Aboriginal students' performance in NAPLAN Literacy and Numeracy matches the state average for ATSI students
- Student and Staff surveys in 2011 indicate a measurable improvement in student engagement in learning as a result of an increased use of Connected Classroom activities across K – 12 in all Key Learning Areas compared with 2010.
- Increased by 30% parent and family engagement with school activities in 2011 as measured by Parent Surveys in October 2011

This plan has been endorsed and approved by;

Principal: Phillip Foster

Date: 24-11-10

School Education Director: Denis Armstrong

Date:

Priority Area 1: Literacy

Targets:

- Increase from 34% to 67% the percentage of students in Year 5 achieving at or above state average growth in 2011 in NAPLAN Spelling.
- Increase from 50% to 75% the percentage of students in Year 5 achieving at or above state average growth in 2011 in NAPLAN Reading.
- Increase from 70% to 90% the number of K-2 students achieving Western NSW Regional Benchmarks in Reading in 2011
- Students results in School Certificate English match the State average in 2011

Strategies	Indicators	Reform Area	Time Frame		Responsibility	Resource Allocation and Funding Source
			Sem 1	Sem 2		
<ul style="list-style-type: none"> ▪ Employ 0.2 EFT additional teacher as In-school National Partnerships Mentor to work across the school to implement Literacy plans into Teaching and Learning, and to support implementation of Reading 2 Learn. ▪ Purchase Literacy Resources to support implementation of Literacy Plans in Teaching and Learning. 	<ul style="list-style-type: none"> ▪ Students K-10 demonstrate improved skills in aspects of Literacy ▪ Improved NAPLAN Literacy results achieved by students in Years 3, 5, 7, and 9 ▪ Increased use of current resources in Literacy programs and DEAR 	R1, 2, 3, 4, 5	✓	✓	Principal In-school NP Mentor	\$21,419 – Low SES NP 2011
		R3	✓		Assistant Principal Head Teacher	\$2,000 – CAP 2011
<ul style="list-style-type: none"> ▪ Ongoing training in Reading 2 Learn for 3 Primary teachers and 1 Secondary teacher. ▪ Implement Reading 2 Learn program across Primary classes and Stages 4 and 5 in Secondary. ▪ Regional Reading 2 Learn Consultant models and demonstrates Reading 2 Learn teaching strategies with staff in the school ▪ Provide support and time for teachers to work collegially, within and across schools, to develop Teaching and Learning programs which have embedded and explicit literacy strategies. 	<ul style="list-style-type: none"> ▪ Teachers complete ongoing training in Reading 2 Learn and achieve accreditation. ▪ Teachers have implemented Reading 2 Learn Strategies ▪ Evidence of peer evaluation of explicit teaching and learning strategies ▪ Improved writing outcomes for students using Reading 2 Learn tools 	R4	✓	✓	Assistant Principal Head Teacher	\$1,500 course fees – PSP 2011 \$3,500 teacher relief – PSP 2011
		R2	✓	✓		
			✓			
			✓	✓		

Priority Area 1: Literacy

Targets:

- Increase from 34% to 67% the percentage of students in Year 5 achieving at or above state average growth in 2011 in NAPLAN Spelling.
- Increase from 50% to 75% the percentage of students in Year 5 achieving at or above state average growth in 2011 in NAPLAN Reading.
- Increase from 70% to 90% the number of K-2 students achieving Western NSW Regional Benchmarks in Reading in 2011
- Students results in School Certificate English match the State average in 2011

Strategies	Indicators	Reform Area	Time Frame		Responsibility	Resource Allocation and Funding Source
			Sem 1	Sem 2		
<ul style="list-style-type: none"> ▪ Development of teacher expertise in use of SMART Data analysis, specifically utilising the teaching strategies linked to item analysis. 	<ul style="list-style-type: none"> ▪ Teachers demonstrate evidence of the use of specific SMART strategies in Teaching and Learning Programs and classroom practice. 	R2	✓	✓	In-school NP Mentor All Staff	
<ul style="list-style-type: none"> ▪ Implement Staged Literacy Strategy across Primary classes ▪ In-school National Partnerships Mentor works collegially with K-6 and 7-12 teachers to develop Teaching and Learning programs which have embedded and explicit Literacy strategies. ▪ Implement targeted Literacy strategies during DEAR in Primary and Secondary 	<ul style="list-style-type: none"> ▪ Improved Literacy skills demonstrated by K-6 students ▪ Improved results in NAPLAN Literacy for students in Years 3 and 5 ▪ In-school National Partnerships Mentor provides coaching and mentoring for teachers in Literacy strategies. ▪ Literacy strategies addressing areas for development are implemented in Secondary DEAR. 	R3 R6 R4	✓ ✓ ✓	✓ ✓	Assistant Principal Primary In-school NP Mentor	Staffing

Priority Area 2: Numeracy

- Targets:**
- Raise Stage 3 – 4 students on average 2 levels on the Multiplication and Division learning framework for Maths Matters by 2012
 - Students results in School Certificate Mathematics match the State average in 2011

Strategies	Indicators	Reform Area	Time Frame		Responsibility	Resource Allocation and Funding Source
			Sem 1	Sem 2		
<ul style="list-style-type: none"> ▪ Employ 0.2 EFT additional teacher as In-school National Partnerships Mentor to work across the school to implement Numeracy plans into Teaching and Learning and support implementation of Maths Matters 	<ul style="list-style-type: none"> ▪ Students K-10 demonstrate improved skills in areas of Numeracy ▪ Improved NAPLAN Numeracy results for students in Years 3, 5, 7 and 9 	R1, 2, 3, 4, 5	✓	✓	Principal In-school NP Mentor	\$21,419 – Low SES NP 2011
<ul style="list-style-type: none"> ▪ Teacher professional development in Maths Matters for In-school National Partnerships Mentor, Stage 3 and Stage 4 teachers ▪ Implement Maths Matters Program across Stages 3 and 4 ▪ Stage 3 and 4 teachers provided with opportunities to develop Teaching and Learning programs embedding Maths Matters and to work collegially across Weddin Schools ▪ Purchase resources to support implementation of Maths Matters and Numeracy programs 	<ul style="list-style-type: none"> ▪ Students demonstrate improved Numeracy skills across all strands in Mathematics ▪ Teachers embed Maths Matters strategies into Stage 3 and 4 Teaching and Learning programs ▪ Weddin schools Maths Matters program developed and implemented by teachers working collegially across schools 	R4 R6	✓ ✓ ✓	✓ ✓	Assistant Principal Head Teacher Stage 3 and 4 teachers	\$2,600 course fees – PSP 2011 \$8,000 teacher relief – PSP 2011 \$2,000 – CAP 2011
<ul style="list-style-type: none"> ▪ Implement Best Start Program in Kindergarten in 2011 ▪ Implement CMIT strategies in Numeracy in Stages 1 and 2 ▪ All K-2 students are assessed using SENA 	<ul style="list-style-type: none"> ▪ BS Measurement of Numeracy achievement of students in early years ▪ K-2 students develop skills to work mathematically ▪ K-2 teacher utilises SENA data and strategies to direct teaching program 	R4	✓ ✓ ✓	✓ ✓	Assistant Principal STLA Stage 1 teacher	Global
<ul style="list-style-type: none"> ▪ Analyse and utilise NAPLAN data in classroom Numeracy programming ▪ Numeracy strategies developed and implemented across KLAs and embedded into programs 	<ul style="list-style-type: none"> ▪ Teachers accessing SMART / NAPLAN data ▪ Programs reflect analysis of SMART data ▪ Staff understanding of SMART data is increased through coaching and mentoring TPL 	R5	✓ ✓	✓ ✓	Assistant Principal Head Teacher In-school NP Mentor	
<ul style="list-style-type: none"> ▪ Implement small group Numeracy strategy in Primary classes 	<ul style="list-style-type: none"> ▪ Improved Numeracy skills evident in students' classwork and results ▪ Improved results in NAPLAN Numeracy test ▪ Above state average growth in Numeracy in Years 5, 7 and 9 	R4	✓	✓	Assistant Principal Primary Staff	Staffing

Priority Area 3: Student Engagement and Retention

- Targets:**
- Increase the retention rate for Year 6 to 7 from 50% in 2009 to 75% by 2012
 - Increase the percentage of students transitioning from Pre-school 2011 to Kindergarten to 80% in 2012.

Strategies	Indicators	Reform Area	Time Frame		Responsibility	Resource Allocation and Funding Source
			Sem 1	Sem 2		
<ul style="list-style-type: none"> ▪ Implementation of the Positive Behaviour for Learning (PBL) program across the school 	<ul style="list-style-type: none"> ▪ Reduced number of student behaviour incidents recorded on RISC ▪ Reduced student on suspension ▪ Increased student engagement with learning ▪ Improved student performance 	R4	✓	✓	Principal Region PBL Coach Head Teacher All staff	\$4,500 – course fees and teacher relief CAP 2011
<ul style="list-style-type: none"> ▪ CAP Network Initiative – Hawker Brownlow – including School Development Day Term 2 and development of CAP network involving 2 Primary teachers and 2 Secondary teachers ▪ Purchase resources to create engaging learning environments in every classroom and learning spaces 	<ul style="list-style-type: none"> ▪ Improved student engagement in learning ▪ Reduced classroom behaviour incidents recorded on RISC ▪ Improved student performance 	R3	✓ ✓	✓	Assistant Principal Head Teacher All staff	\$2,400 – travel CAP 2011 \$5,300 – teacher relief CAP 2011 Faculty budgets
<ul style="list-style-type: none"> ▪ Employ 1.0 EFT School Learning Support Officer to support classroom implementation of Literacy, Numeracy and Student Engagement strategies in K – 2 class ▪ Employ 1.0 EFT School Learning Support Officer to support classroom implementation of Literacy, Numeracy and Student Engagement strategies in 3 – 6 class ▪ Employ 268 hours School Learning Support Officer to support classroom implementation of Literacy, Numeracy and Student Engagement strategies in 3 – 6 class 	<ul style="list-style-type: none"> ▪ Improved student engagement in learning ▪ Reduced classroom behaviour incidents recorded on RISC ▪ Improved student performance 	R3	✓ ✓	✓ ✓	Principal Assistant Principal SAM	\$14,260 – Integration plus \$19,000 – Global \$26,000 – Integration plus \$9,500 Application \$5,080 – Integration plus \$3,000 Learning Assistance
<ul style="list-style-type: none"> ▪ Maintain implementation of Fish Philosophy in Primary 	<ul style="list-style-type: none"> ▪ Positive attitude demonstrated by students ▪ Improved student engagement in learning ▪ Reduced classroom behaviour incidents recorded on RISC ▪ Improved student performance 	R3	✓	✓	Assistant Principal Primary teachers CAP team	Faculty budget
<ul style="list-style-type: none"> ▪ Implement School To Work plan, including development of student work-placement links with businesses 	<ul style="list-style-type: none"> ▪ Increased number of businesses involved in STW program and providing work-placements for students 	R6	✓	✓	Careers Advisor	\$1,200 – teacher relief STW
<ul style="list-style-type: none"> ▪ Implement the DET 17 Years Policy ▪ School participation in Lachlan Access Program, enabling access to broad range of curriculum choices for Preliminary students in 2011 	<ul style="list-style-type: none"> ▪ Increased retention from Year 10 to Year 12 	R6	✓ ✓	✓ ✓	Principal Head Teacher Access Head Teacher SS	LAP budget

Priority Area 3: Student Engagement and Retention

- Targets:**
- Increase the retention rate for Year 6 to 7 from 50% in 2009 to 75% by 2012
 - Increase the percentage of students transitioning from Pre-school 2011 to Kindergarten to 80% in 2012.

Strategies	Indicators	Reform Area	Time Frame		Responsibility	Resource Allocation and Funding Source
			Sem 1	Sem 2		
<ul style="list-style-type: none"> ▪ Planning and development of an integrated "middle School Project" to increase student engagement and retention 	<ul style="list-style-type: none"> ▪ Students Year 5 – 8 accessing middle school curriculum 	R3	✓	✓	Executive	Transition
<ul style="list-style-type: none"> ▪ Transition to school program for early learners and development of partnership with Grenfell Pre-School 	<ul style="list-style-type: none"> ▪ Increased number of students transitioning from pre-school to Kindergarten 	R4		✓	Assistant Principal K-2 Teacher	
<ul style="list-style-type: none"> ▪ Development of integrated sports program between QCS and The Henry Lawson HS 	<ul style="list-style-type: none"> ▪ Increased student engagement in team sports and development of social skills 	R6	✓	✓	Principal Sports Coordinator	Faculty budget

Priority Area 4: Teacher Quality

Targets:

- Increase to 100% teachers developing a personal Professional Learning plan that focuses on achievement of school targets
- Increase to 100% teachers using Scaffold 2 to plan their roles in achieving the 2011 school targets

Strategies	Indicators	Reform Area	Time Frame		Responsibility	Resource Allocation and Funding Source
			Sem 1	Sem 2		
<ul style="list-style-type: none"> ▪ Join with other schools to release a person at PH2 level to support leadership development programs, provide training in analysis of data and coordinate professional learning networks ▪ Lachlan SEG Connected Learning Coach providing coaching and mentoring for school staff in Connected Learning pedagogies K – 12 ▪ Employ additional 0.1 EFT SAO to support teachers in Administration and implementation of National Partnerships programs 	<ul style="list-style-type: none"> ▪ Effective implementation of Low SES National Partnerships ▪ Low SES NP Situational Analysis and School Plan completed ▪ Coaching for K--12 teachers in Connected Learning and integrating technology into programs 	R1, 2, 4, 5	✓	✓	Lachlan SEG NP Mentor Principal	\$3,151 – Low SES NP 2011
		R1	✓		Lachlan SEG CC Coach Assistant Principal	\$2,000 teacher relief – Low SES NP 2011
		R3	✓	✓	Lachlan SEG NP Mentor Principal Assistant Principal Head Teacher	\$4,900 – Low SES NP 2011
<ul style="list-style-type: none"> ▪ Implement Team Leadership for School Improvement professional learning program for all staff 	<ul style="list-style-type: none"> ▪ Strengthened focus on Quality Teaching ▪ Efficient whole school teamwork 	R1	✓	✓	Lachlan SEG NP Mentor Principal Assistant Principal Head Teacher	\$2,640 teacher relief - TPL
<ul style="list-style-type: none"> ▪ Development of Professional Learning Plans by all staff, aligning with school targets ▪ In-school National Partnerships Mentor provides coaching and mentoring for teachers to support development of Quality Teaching and Learning programs 	<ul style="list-style-type: none"> ▪ Teacher professional learning plans are developed with supervisor ▪ Increased engagement and student performance in K-12 	R2	✓	✓	Principal Assistant Principal Head Teacher	
		✓	✓			
<ul style="list-style-type: none"> ▪ Development of Professional Learning Communities across Lachlan SEG and Lachlan Access Program (LAP) ▪ Coordinated Teaching and Assessment programs across Lachlan SEG and LAP 	<ul style="list-style-type: none"> ▪ Teachers participate in network professional learning and KLA development activities across Lachlan SEG and LAP ▪ Quality tools integrated into classroom pedagogy ▪ Increased staff and student use of technology and connected learning ▪ Technology integrated in all classroom programs 	R6	✓	✓	HT Access Head Teacher Assistant Principal	\$2,000 teacher relief - Global
		✓	✓			
<ul style="list-style-type: none"> ▪ Employ additional 0.1 EFT SASS to support 			✓	✓		

Priority Area 5: Aboriginal Education and Training

Targets: • In 2011 Aboriginal students' performance in NAPLAN Literacy and Numeracy matches the state average for ATSI students

Strategies	Indicators	Reform Area	Time Frame		Responsibility	Resource Allocation and Funding Source
			Sem 1	Sem 2		
<ul style="list-style-type: none"> ▪ Develop and implement Personal Learning Plans for all Aboriginal students ▪ Professional learning for teachers in development and implementation of Personal Learning Plans for Aboriginal students 	<ul style="list-style-type: none"> ▪ Personal Learning Plans are developed for all Aboriginal students ▪ Increased engagement of Aboriginal students ▪ Improved Aboriginal student performance ▪ Increased teacher understanding of Personal Learning Plans for Aboriginal students 	R4	✓	✓	Assistant Principal Head Teacher STLA	\$1,000 – travel TPL \$2,700 – teacher relief TPL
<ul style="list-style-type: none"> ▪ Implement Aboriginal Education Policy, including mandatory Cultural Awareness Training for teachers ▪ Development of Cultural Exchange Program across partner LAP schools 	<ul style="list-style-type: none"> ▪ Increased teacher understanding of Aboriginal Education Policy ▪ Teaching and Learning programs include Aboriginal Culture and History outcomes 	R6	✓	✓	Assistant Principal Head Teacher All teachers HT Access	
<ul style="list-style-type: none"> ▪ Welcome to Country or Acknowledgment of Country occurs at all school meetings ▪ NAIDOC Week and Reconciliation Week are celebrated in School Assemblies and planned activities 	<ul style="list-style-type: none"> ▪ Increased school and community understanding of Aboriginal Culture and protocols ▪ Teaching and Learning programs include celebration activities ▪ Increased participation in school activities by Aboriginal parents 	R6	✓	✓	Executive All teachers	

Priority Area 6: Connected Learning

- Targets:**
- Student and Staff surveys in 2011 indicate a measurable improvement in student engagement in learning as a result of an increased use of Connected Classroom activities across K – 12 in all Key Learning Areas compared with 2010.

Strategies	Indicators	Reform Area	Time Frame		Responsibility	Resource Allocation and Funding Source
			Sem 1	Sem 2		
<ul style="list-style-type: none"> ▪ Join with other schools to release a person at AP/HT level to facilitate professional learning focussed on the effective integration of interactive technology into classroom practice. ▪ Provision of professional learning for K-6 and 7-12 teachers by Country Areas Program (CAP) Consultant in Connected Learning and collaborative pedagogies 	<ul style="list-style-type: none"> ▪ Teaching and Learning programs integrate Connected Learning and collaborative strategies ▪ Increased student engagement with learning ▪ Increased student retention 	R1	✓	✓	Assistant Principal Head Teacher All teachers	\$2,578 – Low SES NP 2011 \$2,700 – teacher relief TPL
		R6	✓	✓		
<ul style="list-style-type: none"> ▪ Implement Digital Education Revolution Laptops 4 Learning (L4L) strategy across Stage 4 and Stage 5 ▪ Professional learning for teachers in classroom use of DER L4L Applications and Software 	<ul style="list-style-type: none"> ▪ All students in Stage 4 and 5 utilise L4L during timetabled lessons ▪ Teachers complete iTeach 21 training programs 	R4	✓	✓	Head Teacher TSO Secondary teachers	Global
			✓	✓		
<ul style="list-style-type: none"> ▪ Professional learning for teachers in effective use of Lachlan Access Program connected classrooms and technology based pedagogy 	<ul style="list-style-type: none"> ▪ Increased LAP student engagement ▪ Improved LAP student performance 	R6	✓	✓	HT Access Head Teacher	LAP
<ul style="list-style-type: none"> ▪ Teaching and Learning programs integrate Distance and Rural Technologies (DART) Virtual Excursions and Connected Classroom activities 	<ul style="list-style-type: none"> ▪ Increased number of DART activities accessed by students across KLAS 	R6	✓	✓	Head Teacher Assistant Principal	Faculty budgets

Priority Area 7: School Community Development

Targets: ▪ Increased by 30% parent and family engagement with school activities in 2011 as measured by Parent Surveys in October 2011

Strategies	Indicators	Reform Area	Time Frame		Responsibility	Resource Allocation and Funding Source
			Sem 1	Sem 2		
<ul style="list-style-type: none"> ▪ Develop and implement programs and workshops for parents in Literacy and Numeracy ▪ Implement Positive Parenting Program (PPP) ▪ Promote effective communication between home, school and community 	<ul style="list-style-type: none"> ▪ Increased parent understanding of Literacy and Numeracy teaching and learning programs ▪ Positive communication between home and the school ▪ Increased parent engagement with the school 	R2	✓	✓	PSP Consultant PSP Partnerships Officer Assistant Principal Head Teacher	Global
<ul style="list-style-type: none"> ▪ Promote increased parent participation in the Parents and Citizens Association 	<ul style="list-style-type: none"> ▪ Increased number of parents and community members participating in P&C meetings and activities 	R6	✓	✓	Principal P&C Executive All staff	P&C budget
<ul style="list-style-type: none"> ▪ Parent and community involvement in School Development and Evaluation processes 	<ul style="list-style-type: none"> ▪ Increased number of parents and community members participate in school evaluation processes 		✓	✓	Principal School Evaluation Team	\$300 – Administration budget

