

National Partnership on Low SES School Communities

Situational analysis report for current schools with 2009/10 start date

July 2010

Quandialla Central School, School Code 2920

October 2010

Western NSW Region



Australian Government



Education
& Training

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The following is a report prepared as a result of a Situational Analysis at Quandialla Central School from 20 July to 20 September 2010.

- **School situational analysis team members and position**

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Phillip Foster, Principal

As Principal I endorse the contents of this report.

Phillip Foster
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A copy of this report has been lodged with the School Education Director with responsibility for this school.

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1.0 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; implementation of 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 via Distance Education.

The school is a member of the Weddin Community of Schools, and participates in locally developed teacher professional learning activities and curriculum initiatives. The community also includes The Henry Lawson HS, Grenfell PS and Caragabal PS.

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 experienced, with low turnover rates. There has been a high turnover rate in the Principal position over recent years.

2.0 METHODOLOGY

In conducting this revised school situational analysis, the following phases were followed to draw conclusions, make recommendations and refine strategies linked to the six Reforms of the Low SES School Communities National Partnership.

1. planning the process
2. collecting data
3. analysing data
4. communicating findings, recommendations and strategies.

Timeline for the situational analysis

Date/s	Phase	Task/s	Required resource	Staff responsible
Term 3 Weeks 7-8	Planning the process	<p>Establish a situational analysis team including representatives from key stakeholder groups:</p> <ul style="list-style-type: none"> determine the data that needs to be collected and the tools available to revise the Situational Analysis develop a timeline for the revised situational analysis, including tasks, required resources and allocation of personnel responsible – use SEG National Partnerships Timeline decide how the findings will be communicated to the school community – via presentations to Staff and P&C, Newsletter 	<p>SMART2 2010 NAPLAN.</p> <p>EMSAD Electronic Data Sheets.</p> <p>Survey Monkey survey data – Literacy, Numeracy, Parents and Community.</p> <p>Reading Benchmark data</p> <p>Best Start data</p> <p>TPL data</p> <p>Staff data</p>	<p>Principal</p> <p>Principal and Situational Analysis team</p>
16/9/10 20/9/10 Term 4	<p>Staff Meeting – introduction to SMART 2 for all staff.</p> <p>SMART 2 training for NP Team.</p> <p>Advanced SMART 2 training at Faculty Meetings and for individual teachers</p>	<p>Undertake a SMART training workshop (where appropriate). Schools may wish to revisit the SMART training workshop or include new or additional members of the executive team in training</p>	<p>SMART2 data.</p> <p>SDO NP Mentor</p>	<p>SEG SDO NP Mentor Principal AP HT In school NP Mentor</p>
Term 3 Weeks 8-9	Collecting data	<p>Collect revised data on:</p> <ul style="list-style-type: none"> student enrolment student attendance student retention student literacy/numeracy performance staff profile student engagement parents/community (comprehensive community involvement including Aboriginal 	<p>AER</p> <p>OASIS</p> <p>EMSAD</p> <p>NAPLAN 2010</p> <p>Survey, OASIS</p> <p>Survey, EMSAD</p> <p>Community</p>	<p>Principal and Situational Analysis team</p>

Date/s	Phase	Task/s	Required resource	Staff responsible
		community and AECG)	Engagement Survey Parent Survey	
Term 3 Weeks 9- 10	Analysing data	Scanning the data Determine what has changed/progressed from the previous Situational Analysis Drawing conclusions Validating the conclusions Explaining significance of conclusions		Principal and Situational Analysis team
Term 4 Weeks 1-3	Communicating findings, recommendations and strategies	Communicate the findings, explaining conclusions, making recommendations and developing strategies linked to Reforms Describing achievements and progress	Situational analysis report template	Principal and Situational Analysis team

3.0 FINDINGS

Student enrolment

- Are enrolments increasing, decreasing or remaining static?

Student enrolments (OMSEE4)																
	K	Y1	Y2	Y3	Y4	Y5	Y6	K-6	Y7	Y8	Y9	Y10	Y11	Y12	7-12	Total
2006	6	8	4	4	6	7	4	39	8	11	7	7	6.5	5.7	45	84
2007	5	5	7	3	4	7	8	39	3	9	9	6	6.7	4	37	76.7
2008	3	4	5	7	2	4	7	32	9	3	5	5	2	4	28	60
2009	6	3	2	7	6	2	5	31	3	8	1	3	1	3.4	19	50.4
2010	2	6	2	2	6	6	3	27	2	3	4	1	2	1	13	40

- There has been a long term trend of decreasing student enrolments. There has been a 48% decrease in the total number of students enrolled at the school over the past 5 years. The rate of decrease in student enrolments has been greater in Years 7 to 12.
- The total anticipated student enrolment for 2011 has stabilised at 40, with increased enrolments in Kindergarten offset by decreased enrolments in Years 7 and 9.
- Are there particular reasons for enrolment being at these levels?
 - 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.

- During 2010, family relocations have resulted in decreases and increases in student enrolments, with total K-12 enrolments remaining at 40.
- Parents and families continue to plan exit points from the school for their children. There is a significant decrease in enrolments at key transition points, including from Year 6 into Year 7 and from Year 10 into Year 11.
- Parents and families continue to choose to enrol their children at non-local schools. Parents report that key factors influencing their choices include broader social, team sport and co-curricular opportunities for their children. Families also report a tradition of enrolling children in non-local schools, to follow older siblings.

Student attendance

- Are attendance rates increasing, decreasing or remaining static?

Attendance Rates					
K - 6	2005	2006	2007	2008	2009
School	93.7	93.6	93.1	93.1	92.2
Region	92.2	92.0	92.0	92.2	89.9
State	93.8	94.0	94.0	94.1	92.1

- The attendance rate for K-6 students has remained static. There was a small decrease in attendance rates for students in K-6 in 2009. Over the long term, K-6 attendance rates have exceeded the Regional average and matched the State average.

Attendance Rates					
7 - 10	2005	2006	2007	2008	2009
School	95.3	92.9	90.8	90.6	92.2
Region	88.2	88.1	88.0	87.6	87.3
State	90.1	89.9	90.1	90.1	89.9

- The attendance rate for 7-10 students has increased. There was a significant increase in attendance rates for students in 7-10 in 2009. Over the long term, 7-10 attendance rates have exceeded the Regional and State averages.

Attendance Rates					
11 - 12	2005	2006	2007	2008	2009
School	96.6	93.7	93.1	88.5	91.3
Region	89.2	89.1	89.0	88.6	87.2
State	89.5	89.7	89.6	89.8	89.4

- Attendance rates for student in 11-12 have exceeded the Regional and State averages over the long term. There was a significant increase in attendance rates for 11-12 students in 2009.
- Are attendance rates above, below, or consistent with state/region?
 - K-6, 7-10 and 11-12 attendance rates for 2009 are above Regional and State averages.
 - For the period to the end of Term 3 2010, school data indicates student attendance rates continue to exceed previous Regional and State averages.
- What are we doing to improve attendance rates?
 - A very small number of students in K and 9-10 demonstrate a pattern of partial absence (lateness to school).
 - The school is further developing the Attendance Plan
 - Strategies implemented during 2010 to improve attendance rates include improved Roll marking procedures; regular monitoring of student attendance; teacher and Year Adviser contact with parents/caregivers to explain unjustified absences and referral of students to the Learning support Team where necessary.

Student retention (central/secondary schools)

- Are retention rates increasing, decreasing or remaining static?

Retention to Year 12					
	SC03- HSC05	SC04- HSC06	SC05- HSC07	SC06- HSC08	SC07 - HSC09
School	0.0	57.1	25.0	57.1	0.0
SEG	52.9	56.2	49.4	56.0	54.7
State	61.0	61.1	60.8	60.3	61.0

- In 2009 there were two students enrolled in Year 12. Of these, one student withdrew in Term 2 and one student entered Life Skills courses, completing school and TAFE delivered VET courses in Year 12.
- Two students transitioned from Year 6 to Year 7 and two students transitioned from Year 6 to Year 7 at non-local schools, following family planned pathways.
- In 2010, two students returned to Year 11 and then withdrew during Terms 2 and 3.
- For 2011, there are no anticipated enrolments in Year 7 and Year 9.
- How do they compare to state, region and SEG measures?
 - The very small size of student cohorts makes valid comparisons with state, region and SEG retention rates difficult.
 - Retention to Year 12 rates are below SEG, Region and State rates.
 - 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.

Student performance (primary/central schools)

- What does the Best Start Kindergarten Assessment data indicate about the literacy and numeracy levels of students beginning school?

- 66% of students enrolled in Kindergarten were assessed in the Best Start Assessment program. One student enrolled during Week 8 Term 1 and was not assessed.
- BS Assessment data indicated 33% of students entered K at Level One in Aspects of Literacy and at Emergent Level in Numeracy.
- BS Assessment data indicated 33% of students entered K at Level One in Aspects of Literacy and at Emergent Level for Arithmetic Patterns and Facile Level 4 in Number Word Sequences.
- What are the implications for our planning for K-2 students?
 - BS Assessment data indicated 33% of students entered K at age average development levels in Aspects of Literacy and Aspects of Numeracy, and 33% entered K at Minimum Development Level in Aspects of Literacy and Aspects of Numeracy.
 - Planning is required to ensure students entering K at minimum development levels access additional resources to address identified learning needs, including Support Teacher Learning Assistance (STLA).
- **Student performance** (all schools)
- How were the students represented across the bottom 2 and proficient (top 2) bands in NAPLAN?

Year	% students in bottom two Bands			% students in top two Bands (proficient)		
	School	Lachlan	State	School	Lachlan	State
Reading	School	Lachlan	State	School	Lachlan	State
3	0	27	14	50	30	48
5	17	34	20	50	21	33
7	50	28	19	0	27	34
9	25	46	27	24	14	25
Writing	School	Lachlan	State	School	Lachlan	State
3	0	16	6	50	36	56
5	0	24	13	33	15	27
7	50	28	17	0	16	26
9	50	54	32	0	10	20
Spelling	School	Lachlan	State	School	Lachlan	State
3	0	27	13	50	24	46
5	17	28	16	33	20	36
7	0	26	15	0	25	37
9	25	38	20	0	16	28
Grammar	School	Lachlan	State	School	Lachlan	State
3	50	27	15	50	35	54
5	17	29	17	67	34	45
7	0	29	21	0	19	27
9	0	40	23	0	15	26
Numeracy	School	Lachlan	State	School	Lachlan	State
3	50	30	15	50	23	38
5	17	32	16	67	18	32
7	100	32	18	0	18	31
9	0	37	24	0	11	27
Data	School	Lachlan	State	School	Lachlan	State
3	50	29	17	50	18	32
5	17	34	20	66	17	27

7	100	29	19	0	22	35
9	25	37	22	25	10	26
Number	School	Lachlan	State	School	Lachlan	State
3	50	29	14	50	25	40
5	0	30	17	67	21	34
7	100	36	22	0	17	32
9	25	35	21	25	14	31

- What comparisons to LSG and State could be made?

Caution must be exercised in analysis of Quandialla CS NAPLAN data.

The very small size of student cohorts makes valid comparisons of percentages of students achieving in the bottom two and top two bands with SEG, Region and State difficult.

NAPLAN data will be used by teachers to plan individual learning programs for students, to achieve expected growth in aspects of Literacy and Numeracy.

- How did the growth rates for the various aspects compare with state growth rates?

Growth 2010 NAPLAN	School average	Difference from State	Difference from Region	Difference from SEG
Reading				
Y5	74.2	-10.7	-11.2	-16.9
Y7	39.9	-15.6	-16.1	-11.3
Y9	32.0	-5.6	-3.8	0.7
Writing				
Y5	72.9	6.5	6.7	5.8
Y7	-15.4	-52.2	-48.2	-50.2
Y9	17.9	-10.8	-3.7	0.3
Spelling				
Y5	63.2	-19.6	-20.9	-22.7
Y7	48.8	-6.9	-3.7	1.5
Y9	21.3	-15.6	-10.3	-7.6
Grammar and punctuation				
Y5	94.9	-0.3	6.3	-5.2
Y7	101.2	66.8	70.0	69.4
Y9	33.2	-11.8	-6.0	2.5
Numeracy				
Y5	99.5	10.6	16.9	15.3
Y7	34.7	-27.0	-22.8	-19.7
Y9	44.4	5.3	5.9	7.9

Data, measurement, space and geometry				
Y5	84.6	-2.9	2.4	1.8
Y7	28.9	-33.5	-29.2	-27.8
Y9	22.8	14.0	14.4	18.1
Number, patterns and algebra				
Y5	118.2	26.6	35.3	32.1
Y7	34.7	-26.6	-22.5	-17.4
Y9	32.1	-5.6	-6.9	-5.9

Analysis

- Year 5 students' growth rate is above State growth rates in Writing (6.5) and Numeracy (10.6)
- Year 5 students' growth rate is below State growth rates in Reading (-10.7) and Spelling (-19.6)
- Year 7 students' growth rate is above State growth rate in Grammar and Punctuation (66.8)
- Year 7 students' growth rate is below State growth rates in Reading (-15.6); Writing (-52.2); Spelling (-6.9); Numeracy (-27.0); Data, measurement, space and geometry (-33.5) and Number, patterns and algebra (-26.6)
- Year 9 students' growth rate is above State growth rates in Numeracy (5.3) and Data, measurement, space and geometry (14.0)
- Year 9 students' growth rate is below State growth rates in Reading (-5.6); Writing (-10.8); Spelling (-15.6); Grammar and punctuation (-11.8) and Number, patterns and algebra (-5.6)

- What are the overall areas of strength and those for further development?

Analysis of the percentages of students achieving results in the bottom two bands and the top two bands (proficient) enabled identification of **areas strength**, including

- Reading, Writing and Spelling in Year 3
- Reading, Writing, Grammar and punctuation, Numeracy and Data, measurement, space and geometry in Year 5
- Grammar and punctuation in Year 7
- Grammar and Punctuation in Year 9

The analysis identified **areas for further development**, including

- Spelling in Year 5 (less than expected growth)
- Reading in Year 7 (inferential and comprehension)
- Writing in Year 7
- Numeracy in Year 7
- Data, measurement, space and geometry in Year 7
- Reading in Year 9
- Writing in Year 9

- What spread of students were represented across the bands? Is this significantly different from previous years?
 - In 2010 there are smaller numbers of students in the Year 3 and Year 7 cohorts compared with 2009
 - Year 3 students' results were concentrated in the top two bands, with one student consistently achieving scores in Band 6 for each aspect of Literacy and Numeracy
 - Year 5 students' results were concentrated in the top two bands
 - Year 7 students' results were concentrated in the bottom two bands
 - Year 9 students' results were concentrated in the middle bands.
 - The very small size of student cohorts makes valid comparisons with previous years difficult. However, the pattern of students' results is similar to that of previous years, showing a significant decrease in growth for Year 7 students, and a decrease in growth for Year 9 students in most aspects of Literacy and Numeracy.
- What percentage of students achieved minimum growth? Is this significantly different than in other years
 - The very small size of student cohorts makes it difficult to compare percentages of students achieving minimum growth with previous years.

Percentage of Students achieving LESS than Expected Growth (NAPLAN 2010)		
	Year	% students
Reading	Y5	50
	Y7	100
	Y9	50
Writing	Y5	16.7
	Y7	100
	Y9	50
Spelling	Y5	56.7
	Y7	100
	Y9	50
Grammar and punctuation	Y5	33.7
	Y7	0
	Y9	50
Numeracy	Y5	50
	Y7	100
	Y9	25
Data, measurement, space and geometry	Y5	0
	Y7	0

	Y9	25
Number, patterns and algebra	Y5	0
	Y7	0
	Y9	25

Comment

- Growth data is available for 50% of Y7 students only.
- A cautious interpretation of group performance is required where cohort size is small. Generally, cohorts are too small to allow in depth comment.

Student performance (central/secondary schools)

- How many students are choosing Vocational Education pathways? Is this an increasing/decreasing trend?
 - A total of 4 Year 9-10 students are completing Stage 6 Hospitality.
 - 1 Year 11 student is completing Stage 6 Primary Industries
 - The proportion of students choosing VET courses is consistent with the trend over previous years.
- How many students Year 10-12 have completed an AQF Certificate 11 level qualification in 2008/09 or completed Year 12? Is this an increasing/decreasing trend?
 - 1 student completed Year 12 in 2009, at Life Skills outcomes levels.
- Findings of analysis of RAP package
 - Because the very small cohorts, no valid findings are available from a Results Analysis Package (RAP) relating to the 2009 School Certificate and Higher School Certificate.
 - Student performance in the School Certificate and the Higher School Certificate is below State average across all subject areas.

Student engagement

- What findings did the surveys generate on student attitudes and learning experiences in literacy and numeracy to inform school planning?
 - All 3-6 Primary and 7-12 Secondary students completed the on-line Student Surveys in Literacy and Numeracy, via Survey Monkey. The school National Partnerships team analysed the responses to the surveys, with a number of key findings warranting further investigation.
 - The key findings from the Primary Students – Numeracy Survey include
 - Students' responses to the questions on numeracy were strongly positive
 - Students have high expectations of themselves in relation to mathematics
 - Students believe their teachers have high expectations of them in relation to mathematics
 - Students believe mathematics is an important area of learning
 - Students believe their parents' expectations of them in relation to mathematics are higher than the expectations of the school – parents expect students to achieve well and to their best ability in mathematics
 - 46% of students believe their skills in space and measurement are weak

- 30% of students believe they use mathematics skills in other subject areas
- All students responded they try to do their best and take pride in learning, and all agree Maths is an important subject to learn.
- The key findings of the Secondary Students – Numeracy Survey include
 - Students believe their parents’ expectations of them in relation to mathematics are higher than the expectations of the school – parents expect students to achieve well and to their best ability in mathematics
 - 42% of students believe their skills in space and measurement are weak
 - A small number of students believe their teachers do not tell them what they are doing well
 - All students strongly agree/agree they need good numeracy skills and that the tasks they complete in class challenge them to think.
 - 100% of students strongly agreed/agreed that teachers teach them the numeracy skills they need to complete activities and assessments and that teachers clearly explain what Numeracy skills they will be assessed on
- The key findings of the Primary Students – Literacy Survey include
 - Students believe their parents’ expectations of them in relation to literacy are higher than the expectations of the school – parents expect students to achieve well and to their best ability in literacy
 - A small number of students believe they do not have good talking and listening skills
 - A significant number of students did NOT agree that their teachers clearly explained what Literacy skills they are learning and why
 - There were a significant number of “don’t know” responses, indicating students may have had difficulty understanding the question
- The key findings of the Secondary Students – Literacy Survey include
 - 50% of students believe they do not have proficient writing skills
 - Parents have high expectations of students in relation to literacy
 - 100% of students strongly agreed/agreed that they try to do their best and take pride in their learning.

Staff profile

- What percentage of various funding dissections supported staff professional learning?
- Expenditure on staff professional learning was calculated at the end of Term 3

Percentage of various Funds supporting Staff Professional Learning 2010			
Fund	Total Funds	Spent	% Spent
CAP	16266.97	5234.38	32.18%
PSP	27033.44	14401.62	53.27%
TPL	11771.97	10717.09	91.03%
Global TPL Support	3500.00	3449.24	98.54%

Total funds	Spent	% Spent
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58572.38	33802.33	57.71%
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TPL Fund Breakdown	Allocated	Spent	% Spent
Use of ICT	936.06	936.06	100%
Literacy & Numeracy	Funded from PSP, CAP and National Partnerships		
Quality Teaching	1032.38	1032.38	100%
Beginning Teacher	238.82	238.82	100%
Syllabus Implementation	4351.12	3297.01	75.77%
Career Development	4256.59	4256.59	100%
Welfare & Equity	956.23	956.23	100%

- A significant majority of staff are experienced, mature teachers.
- Are there implications for areas of professional learning that could be enhanced?
 - A continued and equal focus on teacher professional learning in Literacy and Numeracy is required to achieve school targets
 - Ongoing teacher professional learning is required in Reading 2 Learn, Maths Matters and SMART2 data analysis to achieve school targets in Literacy and Numeracy
 - Ongoing professional learning is required in the integration of Technology in teaching and learning
- What were our targets for 2008/09 and did our professional learning funds build staff capacity to help us achieve our targets?
 - Literacy **2009**
 - Increase the proportion of students meeting or exceeding the National Minimum Standard in Literacy by 5% in 2009
 - Improved NAPLAN results in Writing – 75% of students to achieve at or above state average growth
 - Evidence of improved student writing strategies across all KLAs K-12 in specified writing tasks

Comment – Teacher Professional Learning Funds **did** build staff capacity to achieve the 2009 targets, as evidenced by:

- 2010 NAPLAN data - In Literacy, 100% of students across the school met or exceeded the National Minimum Standard in Spelling and Grammar and Punctuation. All students in Years 3, 7 and 9 and 84% of Year 5 students met or exceeded National Minimum Standard in Reading. All students in Years 3, 5 and 7 and 75% of Year 9 students exceeded National Minimum Standard in Writing.
- In Writing in Year 5, the class growth was +72.9 compared with the State 66.5. 66% of students achieved at or above State average growth. In Year 7 there was growth data for one student, who failed to achieve state average growth. In Year 9 50% of students achieved at or above State average growth.
- One teacher participated in Reading to Learn training and commenced implementation from Term 2 2009 across Stages 2 and 3
- The Stage 2 and 3 teacher participated in NAPLAN Writing and Marking Training with SEG schools
- SMART Data training enabled staff to analyse school NAPLAN results and integrate the Teaching Strategies into classroom teaching

- The Literacy Blitz implemented during Term 1 2009 focusing on aspects of Grammar involved all teachers in explicit teaching of Grammar and Punctuation. 2010 NAPLAN results indicate an improvement in Grammar and Punctuation across Years 3, 5, 7 and 9.
- Numeracy **2009**
 - Increased levels of Numeracy achievement for every student in line with State Plan targets
 - Improved state-wide diagnostic assessment of Numeracy learning in Kindergarten
 - Increased levels of Numeracy achievement for every student, particularly in Working Mathematically

Comment – TPL Funds **did** build staff capacity to achieve the 2009 targets, as evidenced by:

- 2010 NAPLAN data – Overall growth in Numeracy in Years 5 and 9 exceeded State average growth. In Year 5, 66% of students exceeded State average growth. In Year 9, 75% of students exceeded State average growth.
- The Kindergarten teacher was trained in Best Start Administration early in 2009 and all 2009 Kindergarten students were tested in the Best Start program
- Training for teachers in Mathletics during 2009
- All students participated in Mathletics during 2009 – this program increased student engagement in Numeracy, monitors their progress and provides immediate feedback
- Maths Matters training for Stage 3 and 4 teachers is scheduled to commence in term 4 2010.
- Student Engagement and Retention **2009**
 - Increase Year 10 to 12 retention rates by 5% in 2009
 - Increase attendance rates for K-6 and 7-12 by 5% in 2009

Comment – TPL Funds **did** build staff capacity to achieve the 2009 targets, as evidenced by:

- Teams of teachers participated in the 2009 Enrich All CAP Network Initiative professional learning. Enrich All built teachers' capacity to develop and implement a wide range of strategies that increase student engagement with learning.
- Training for teachers in improved attendance monitoring and Roll marking procedures
- Ongoing training for all teachers in Integration of technology in teaching and learning programs, to promote student engagement with learning
- Teacher Professional Development **2009**
 - All teachers provided with professional development opportunities negotiated through school supervision processes

Comment – TPL Funds **did** build staff capacity to achieve the 2009 targets, as evidenced by:

- All teachers developed an individual Professional Learning Plan that focussed on building capacity to achieve the 2009 targets
- Teachers participated in specific TPL, including Reading to Learn, NAPLAN Writing and Marking, SMART Data Analysis, Integrating Technology in Teaching, Enrich All and Enrich More, Lachlan Access Program KLA Networks, and school based professional learning.
- Whole School Community Development **2009**
 - Increased number of school / community activities that promote positive parent and community member participation

Comment – TPL Funds **did** build staff capacity to achieve the **2009** targets, as evidenced by:

- Participation in professional learning facilitated by PSP Consultant and Community Development Officer, which focussed on building partnerships between the home, school and community.
- What findings did the surveys generate on teacher confidence, beliefs and perceptions in the teaching of literacy/numeracy to inform school planning?
 - The key findings of the Primary Staff – Literacy Surveys include
 - Staff believe their teaching of literacy contributes to achievement of the school’s literacy targets
 - Staff report their teaching programs include a range of strategies to explicitly address students’ literacy needs
 - Staff integrate the teaching of literacy across other Key Learning Areas as in addition to English
 - Staff believe they have a deep understanding of and confidence in their ability to implement the English K-6 Syllabus
 - Staff believe they are teaching explicitly and provide explicit feedback to students about what they are do well and how to improve their literacy skills
 - Staff believe there are not sufficient resources to support teaching of Literacy
 - Staff use NAPLAN data to inform planning and teaching
 - The key findings of the Secondary Staff – Literacy Surveys include
 - Staff feel confident to teach Literacy in their KLA and believe they are responsible for their students’ Literacy development
 - Staff believe the school uses NAPLAN data to inform planning of whole school strategies, however, not all agree that NAPLAN Literacy data informs their teaching practice
 - All staff believe there are sufficient KLA resources to support effective teaching of Literacy
 - Staff believe their professional learning needs are being met
 - A majority of staff believe they are explicitly teaching literacy skills.
 - The key findings of the Primary Staff – Numeracy Surveys include
 - A majority of staff believe there are not sufficient resources to support teaching of Numeracy
 - A number of staff believe they need further professional learning in Numeracy

- Staff believe NAPLAN data is used to inform planning and teaching
- Staff believe they have a deep understanding of and confidence in their ability to teach Numeracy
- All staff believe they are teaching explicitly
- The key findings of the Secondary Staff – Numeracy Surveys include
 - Staff feel confident to teach Numeracy in their KLA and believe they are responsible for their students' Literacy development
 - All staff believe there are sufficient KLA resources to support effective teaching of Numeracy
 - A majority of staff believe they include in T/L programs strategies to explicitly address students' numeracy learning needs

Parents/community

- Are there implications for cohorts of students on attitudes and engagement?
 - Results from Student Surveys and Parent Surveys indicate there is a discrepancy between students' expectations on achievement in Literacy and Numeracy and the expectations of their parents. There is significant scope for student expectations to be raised in relation to their achievement in Literacy and Numeracy.
 - Teachers agreed it is important that parents know that their children believe the parents value education.
- Are there implications for improving parent satisfaction with aspects of school operation?
 - To include information from parents and the local community, the school issued two surveys, developed by the Equity Programs Directorate to support Low SES National Partnerships schools. Surveys used included the *Parent Survey* and the *Community Engagement Survey*.
 - Approximately 40% of parents responded to the Parent Survey. All responses were very positive, with 100% of parents responding "Strongly Agree" or "Agree" to each survey statement. There were NO parents who disagreed with any statements in the survey.
 - All parents Strongly Agreed / Agreed that:
 - The school regularly praises and rewards students when successful
 - They are pleased their child attends this school
 - They share in the education of their children
 - The Annual School Report, Newsletters and other information tell them how the school is performing
 - They are encouraged to participate in important decision making in the school
 - The school's aim is to improve the quality of teaching and learning
 - They feel welcome in the school
 - The school takes their concerns seriously
 - They can talk to their child's teacher about his/her progress
 - The school has high expectations of its students
 - The school has a safe and secure environment

Analysis

- Responses to the Parent Survey were very positive
- The low return rate for the Parent Survey correlates with a low response rate to parent-teacher interview opportunities, and the low level of parent engagement with the local Parents and Citizens Association.
- Are there implications on the level of home, school and community partnerships?
 - There was a small significant number of responses to the Community Engagement Survey, including responses from parents planning to enrol their children at the school in 2011-12. All responses were very positive, with 100% responding “Strongly Agree” or “Agree” to each survey statement. There were NO community members who disagreed with any statements in the survey.
 - All community members Strongly Agreed / Agreed that the school:
 - Effectively Communicates between the school, home and community
 - Effectively Connects learning at home and at school
 - Significantly contributes to Building community and identity
 - Values and Recognises the role of the family
 - Involves the community in Consultative decision making processes
 - Works Collaboratively with groups and organisations beyond the school
 - Promotes the Participation by parents, families and community members in all areas of the school

Analysis

- Responses to the Community Engagement Survey were very positive
- The relatively low response rate to the Community Engagement Survey may indicate a need to engage a larger number of community members with the work of the school

4.0 UPDATED CONCLUSIONS AND RECOMMENDATIONS

Update conclusions and recommendations from previous Situational Analysis Report based on analysis and synthesis of current data.

Conclusion: (Conclusions will inform Achievements/Progress on targets and key strategies)	Recommendation: (Recommendations will inform the targets and key strategies for 2011)
Example 1: <i>While NAPLAN results indicate an improvement of 4% in the number of students achieving at or above minimum standard in Literacy we need to aim to increase the number of students achieving above minimum and proficient bands (top 3 bands).</i>	Example 1: <i>Teacher Professional learning in improving Intellectual Quality of lessons to ensure explicit teaching of literacy demands of texts including metalanguage, text structure and language features.</i>
<p>Student enrolments</p> <ul style="list-style-type: none"> ○ The long term trend of declining enrolments has stabilised in 2010, with increased anticipated enrolments in K1-2 and 7-10 for 2011. <p>Student attendance</p> <ul style="list-style-type: none"> ○ Students attendance across K – 12 continues to exceed Regional and state averages <p>Retention</p> <ul style="list-style-type: none"> ○ Average rates of retention of students to Year 10 and Year 12 are significantly below Regional and State averages. 	<ul style="list-style-type: none"> ○ Development of the partnership between Grenfell Pre-School and Quandialla Central School. Maintain on-site pre-school provision at 2 days per week ○ Development of Transition from pre-school to Kindergarten program. ○ Student Retention is an area for focus, with a focus on increasing the percentage of students retained in Years 5, 7, 10 and 12 in 2011. ○ Extend school participation in Lachlan Access Program (LAP) enabling Stage 6 students access to broad curriculum choices, building retention to Year 12
<p>Student performance</p> <p>Best Start</p> <ul style="list-style-type: none"> ○ Best Start data shows that some students are significantly below expected levels on beginning school. Not all 	<ul style="list-style-type: none"> ○ All students enrolled in Kindergarten are assessed in Best Start by Week 2 Term 1 2011.

Conclusion: (Conclusions will inform Achievements/Progress on targets and key strategies)	Recommendation: (Recommendations will inform the targets and key strategies for 2011)
<p>Kindergarten students were assessed using Best Start.</p> <p>NAPLAN</p> <ul style="list-style-type: none"> ○ While NAPLAN results indicate an improvement in the percentage of students achieving in the top two bands to above 20% in Literacy across Years 3 and 5, this was not matched in Years 7 and 9, except in Year 9 Reading. ○ While NAPLAN results indicate above state average growth in writing in Year 5, there was below average growth in Year 7 and 9. We need to aim to increase the number of students achieving state average growth in Writing. <p>Student Growth</p> <ul style="list-style-type: none"> ○ NAPLAN results indicate below state average growth in Year 5, 7 and 9 in Reading and Spelling. We need to aim to increase the number of students achieving state average growth in Reading and Spelling. ○ Due to the small cohorts, it is difficult to make valid conclusions using NAPLAN data. NAPLAN data will be used to help teachers identify areas of strength and weakness within a strand and for particular students. <p>Vocational Education and Training</p> <ul style="list-style-type: none"> ○ A significant number of students in Years 9, 10 11 and 12 currently study a VET course. <p>School Certificate</p>	<ul style="list-style-type: none"> ○ Develop partnership between pre-school and QCS and build links between pre-school and K-2 teachers ○ NAPLAN data will be used by teachers to identify areas of weakness and to develop learning plans individual plans for students to achieve significant growth across Literacy and Numeracy. ○ Other forms of school-based assessment data will also be used to measure students' growth in Literacy and Numeracy during 2011. Note there are no anticipated enrolments in Year 7 and 9 in 2011. ○ Develop Year 5, 7 and 9 students' skills in problem solving in Numeracy. ○ Increase the percentage of students in Years 5, 7 and 9 matching state average growth in aspects of Literacy and areas of Numeracy. ○ Maintain VET provisions in Stage 5 and 6 curriculum form 2011, with a focus on courses linked to Trade Training Centre facility.

Conclusion: (Conclusions will inform Achievements/Progress on targets and key strategies)	Recommendation: (Recommendations will inform the targets and key strategies for 2011)
<ul style="list-style-type: none"> ○ An increase in anticipated number of students in Year 10 2011 compared with 2010 indicates a need to address areas of student engagement identified by school and NAPLAN data. <p>Higher School Certificate</p> <ul style="list-style-type: none"> ○ While current Stage 6 curriculum offers students broad range of subject choices, there is a need to increase student retention to Year 12. 	<ul style="list-style-type: none"> ○ Implement TPL for teachers of Stage 5 students, to increase student engagement with learning and 2011 School Certificate results. ○ Implement TPL for teachers of Stage 6 students, to increase student engagement and retention to the Higher School Certificate.
<p>Student engagement</p> <p>K – 6</p> <ul style="list-style-type: none"> ○ While students’ expectations of themselves in Literacy and Numeracy are high, we need to address the students’ perception that their parents have higher expectations of them than their teachers. <p>7 – 12</p> <ul style="list-style-type: none"> ○ In-school data indicates engagement levels across years 7-12 vary significantly, and this is related to external factors 	<ul style="list-style-type: none"> ○ There is a need to ensure congruence of expectations in relation to student performance across students, parents and the school. ○ Implement Positive Behaviour for Learning across the school in 2011 ○ Implement strategies to integrate Technology in teaching and learning, including DER Laptops 4 Learning to increase student engagement.
<p>Staff Professional Learning</p> <ul style="list-style-type: none"> ○ Development of individual Teacher Professional Learning plans will strengthen the focus on school Literacy and Numeracy targets and enable effective implementation of strategies to achieve the targets ○ Use of coaching, mentoring and peer training for identified staff will develop capacity to achieve targets 	<ul style="list-style-type: none"> ○ In 2011, all teachers required to develop an individual professional learning plan ○ All teachers use Scaffolds 1 and 2 to plan, implement and monitor strategies to achieve school targets

Conclusion: (Conclusions will inform Achievements/Progress on targets and key strategies)	Recommendation: (Recommendations will inform the targets and key strategies for 2011)
Literacy <ul style="list-style-type: none"> ○ There is a need for ongoing training for teachers in Reading 2 Learn Numeracy <ul style="list-style-type: none"> ○ NAPLAN data indicates a need for a continuous and equal focus on teacher professional learning in Numeracy 	<ul style="list-style-type: none"> ○ Provision of ongoing training in Reading 2 Learn enabling teachers to achieve R2L accreditation ○ Provision of ongoing Maths Matters training for Stage 3 and 4 teachers.

5.0 PROGRESS/ACHIEVEMENT 2010 TARGETS

In this section schools should report on progress towards and achievement of the school's 2010 targets and insert the 2011 target.

Target 2010	Achievement and comments Use the drop down box below to indicate achievement of targets. Schools should comment on issues affecting the non achievement of any targets.	Target 2011
Literacy – Increase the percentage of students achieving in the top two bands from 15 to 20% across Years 3, 5, 7 and 9 in 2010	Sound - Target has been achieved Comments: This target was exceeded in Year 3 and 5, but not met in Years 7 and 9	<ul style="list-style-type: none"> ○ Achieve State average growth in all aspects of Literacy across Year 5 and School Certificate in 2011 (Nil anticipated enrolments in Years 7 and 9 in 2011) ○ 80% of K-2 students achieve Regional Benchmarks in Reading by 2011
Literacy – Improved NAPLAN results in Writing – achieve stage average growth in Writing across all cohorts	Basic - Progress has been made towards achievements of the target (near miss) Comments:	

	This target was exceeded in Year 5 but not in Years 7 and 9.	
Literacy – Implement specific Literacy strategies across all KLAs K-12	Sound - Target has been achieved Comments:	
Numeracy – Reduce the percentage of students in the bottom two bands from 30 to 20% for overall Numeracy in NAPLAN	Sound - Target has been achieved Comments: Target was exceeded in Year 5 and 9, but not met in Year 7.	
Numeracy – Meet state average growth for all cohorts in NAPLAN and School Certificate	Basic - Progress has been made towards achievements of the target (near miss) Comments: Target exceeded in Years 5 and 9, but not met in Years 7.	<ul style="list-style-type: none"> ○ Increase the percentage of students in Years 5, 7 and 9 achieving at or above state average growth in 2011 in NAPLAN Numeracy. ○ Year 3 students' NAPLAN Numeracy results match state average.
Numeracy – Implement specific Numeracy strategies across all KLAs K-12	Basic - Progress has been made towards achievements of the target (near miss) Comments: Specific Numeracy strategies implemented across K-6 with limited implementation across all KLAs 7-10.	
Student engagement and retention – Increase Years 10 to 12 retention rates to 75% in 2010	Limited - Little or no progress has been made towards achievement of the target Comments: The long term trend of declining cohort sizes in 10-12, continued throughout 2010.	
Student engagement and retention – Implement engagement strategies to increase	Basic - Progress has been made towards achievements of the target (near miss)	<ul style="list-style-type: none"> ○ 100% of staff implementing Positive Behaviour for Learning

retention from Year 5 to Year 10 to 75%	<p>Comments:</p> <p>Engagement strategies were successfully implemented across Years 5 – 10, however parents and families continue to plan students' exit points resulting in reduced retention rates to Year 10.</p>	<p>in 2011</p> <ul style="list-style-type: none"> ○ Increase the percentage of students transitioning from Pre-school 2011 to Kindergarten in 2012.
Student engagement and retention – Maintain average attendance rates at 95%	<p>High - Target has been exceeded</p> <p>Comments:</p>	
Teacher quality – All teachers to develop a professional learning plan with their immediate supervisor in Term 1 2010	<p>Sound - Target has been achieved</p> <p>Comments:</p>	<ul style="list-style-type: none"> ○ 100% of teachers develop a personal Professional Learning plan ○ 100% of teachers use Scaffolds 1 and 2 to plan their roles in achieving the 2011 school targets
Teacher quality – All T&L programs across Stage 4 to be embedded with elements of the QTF	<p>Sound - Target has been achieved</p> <p>Comments:</p>	
Teacher quality – All COGS units in Stages 1, 2 and 3 to be embedded with elements of the QTF	<p>Basic - Progress has been made towards achievements of the target (near miss)</p> <p>Comments:</p>	
Teacher quality – Implement Stage 5 and 6 training in collaborative technologies	<p>High - Target has been exceeded</p> <p>Comments:</p>	
Aboriginal Education and Training – Improvements in performance for Aboriginal students equal or exceed that for all students	<p>Limited - Little or no progress has been made towards achievement of the target</p>	<ul style="list-style-type: none"> ○ Personal Learning Plans (PLP) are developed and implemented for all Aboriginal

in the State in 2010	<p>Comments:</p> <p>There were no students who identified as Aboriginal enrolled at the school up to the 2010 NAPLAN period.</p>	<p>students inn 2011</p> <ul style="list-style-type: none"> ○ In 2011, Aboriginal students' performance in NAPLAN Literacy and Numeracy matches state average.
Aboriginal Education and Training – Students to have exposure to cultural activities to increase awareness and understanding of Indigenous issues and culture	<p>Basic - Progress has been made towards achievements of the target (near miss)</p> <p>Comments:</p> <p>A range of teaching and learning activities focusing on Aboriginal Culture were planned. One major activity was unexpectedly cancelled .</p>	
Connected Learning – All teachers are to create a learning management system for at least one topic	<p>Basic - Progress has been made towards achievements of the target (near miss)</p> <p>Comments:</p> <p>Secondary teachers are engaged in developing learning management systems for selected topics.</p>	
Connected Learning – Students have increased access to technology across the school	<p>High - Target has been exceeded</p> <p>Comments:</p>	
Connected Learning – Authentic use of Connected Classroom to enhance learning programs	<p>High - Target has been exceeded</p> <p>Comments:</p>	<ul style="list-style-type: none"> ○ Increased use of Connected Classroom activities across K – 12 in all Key Learning Areas
Connected Learning – Broaden Stage 6 Curriculum by 30%	<p>High - Target has been exceeded</p> <p>Comments:</p>	
Whole school community development – Implement quality school community activities	<p>Sound - Target has been achieved</p>	<ul style="list-style-type: none"> ○ Increased parent and family engagement with school

that promote positive participation	Comments:	
Whole school community development – Engage the local business community to enhance learning opportunities for students	Sound - Target has been achieved Comments:	
Whole school community development – identify opportunities for significant and sustainable links with other schools	Sound - Target has been achieved Comments:	

6.0 PROGRESS ON 2010 STRATEGIES FUNDED BY NATIONAL PARTNERSHIPS

In this section schools should report on progress on implementation of the school's key 2010 strategies and indicate key strategies for 2011.

Key strategy 2010	Achievements/Progress Informed by the S.A data analysis	Comments – Schools should comment on issues and constraints affecting progress. (where appropriate)	Strategy 2011 – Schools should choose from the drop down box, then provide any new or revised strategies for 2011
Employ 0.5 EFT teacher as in school National Partnerships Mentor, working across the school K-10, to develop Literacy plans into Teaching and Learning and support implementation of Reading 2 Learn.	<p>In-school NP Mentor</p> <ul style="list-style-type: none"> ○ provided TPL, coaching and mentoring for staff ○ supported collaborative planning of curriculum and strategies ○ supported successful implementation of R2L <p>Staff surveys indicate a majority of teachers believe they are explicitly teaching literacy skills.</p>	Progress was constrained by the delayed start date for In-school Mentor due to turnover in Principal position and adjustments to 2010 School Plan. In-school Mentor role began at end of Term 1	<p>Maintain</p> <p>Comments: Reduce EFT from 0.5 to 0.4 for 2011 R2L trained teachers need continued support in 2011 to achieve Accreditation.</p>

	<p>Primary and secondary staff completed training in R2L during 2010. Mentor has supported R2L teachers with collaborative programming and team teaching in K-2.</p> <p>Mentor provided TPL for Secondary staff at Faculty Meetings in integrating Literacy across all KLAs e.g. Readers Theatre, Spelling activities, Persuasive Writing, Criteria marking.</p>		
<p>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.</p>	<p>Evidenced by</p> <ul style="list-style-type: none"> ○ teachers working collaboratively ○ NP Mentor coaching teachers ○ Team teaching 	<p>NP Mentor utilising coaching model, working with individual teachers within timetable</p>	<p>Maintain</p> <p>Comments:</p> <p>NP Mentor role 2011 includes coaching and mentoring to develop teacher expertise in SMART data analysis, specifically utilising teaching strategies linked to item analysis.</p>
<p>Employ 0.2 EFT teacher to provide relief for AP and Teachers to develop Numeracy plans into Teaching and Learning and support implementation of Mathletics and Maths strategies.</p>	<p>All students K-10 are regularly using Mathletics.</p> <p>Teacher surveys indicate teachers are including explicit Numeracy strategies in their Teaching and Learning programs.</p> <p>NP Mentor has been used to provide 5 hours/fortnight small group Numeracy strategy in primary classes.</p>		<p>Revise</p> <p>Comments:</p> <p>0.1 Staffing allocated to complement STLA / NP Mentor allocation in Primary to further support implementation of Literacy and Numeracy strategies in 2011.</p>

Development of a SEG based Maths Matters TPL program, and working with colleagues across sites.	Deferred to 2011 due to changes in Regional Consultancy. Teacher training in Maths Matters begins Term 4 2010, with implementation scheduled over 2011	Maths Matters TPL not available in Terms 1 – 3 2010	Maintain Comments: Complete TPL in Maths Matters and implement ongoing TPL cycle in Weddin schools.
Employ 0.4 EFT SLSO to support classroom implementation of NP Literacy, Numeracy and Engagement strategies.	Employed F/T SLSO in K1-2 during Terms 1-4. Employed P/T SLSO across 3-6 and 7-10 during Terms 3-4. Resulting in significant increase in student engagement; significant reduction in student behaviour incidents reported on RISC; and significant progress in student learning.	Delays in coordinating Access request process for Transition Funding Support.	Maintain Comments: F/T SLSO allocated to K1-2 for 2011 P/T SLSO allocated to 3-6 and 7-10 for 2011.
Teachers provided with SEG NP Mentor professional support to develop Quality Teaching and Learning programs.	Lachlan SEG National Partnerships Mentor supported the school in Situational Analysis, Planning and SMART data Teacher Professional Learning.	Turnover in SEG NP Mentor position during Term 1 impacted on continuity of support for schools.	Maintain Comments: School allocated 10% NP funds contribution to Regional support for SEG NP Mentor, SEG Connected Learning Cach and DP Aboriginal Pedagogies positions for 2011.
Employ extra SASS for 0.18 EFT to support teachers in Administration and implementation of NP programs.	Supported teachers in NP resource development, and supported SAM in management of NP program funds.		Maintain Comments: Reduce from 0.18 EFT 2010 to 0.1 EFT in 2011.

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