

Low SES School Communities National Partnership



2011 Evaluation Report





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School Data

The following is a report prepared as a result of an evaluation at School Name: Quandialla Cenral School from start date: 20-7-11 to end date: 23-9-11

School Code: 2920

Region: **Western New South Wales**

- Annual school evaluation team members**

Name	Position
Phillip Foster	Principal
Kathryn Harvey	In-school National Partnerships Mentor
Wendy Robinson	Assistant Principal
Lisa Varjavandi	Head Teacher
Robin Dowsett	School Administration Manager
Graham Small	Lachlan SEG National Partnerships Mentor
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Click here to enter text.	Click here to enter text.

- Report authors: names and positions**

Name	Position
Phillip Foster	Principal
Kathryn Harvey	In-school National Partnerships Mentor
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I endorse the contents of this report.

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

Principal: Phillip Foster, 19-9-11

Introduction

Schools participating in the Low SES School Communities National Partnership are required to undertake an annual evaluation and report on the effectiveness of the strategies.

Evaluation is an agent of change based on evidence that has been systematically collected and interpreted. It can be used to plan, monitor and improve activities, make judgements about their impact and the allocation of resources. Evaluation is an integral and essential part of all education programs and supports a culture of continuous improvement and critical review¹.

The 2011 Evaluation Report template is provided to assist schools in reporting information, and will inform revisions to the school plan and ways in which schools will allocate National Partnership funds for the coming year.

The focus of the annual evaluation

The annual evaluation should focus on reporting progress and achievement on the key targets and strategies in the School Plan, to inform decisions about future actions. This includes the revision of targets (where required), the continuation or cessation of current strategies, and whether new strategies need to be developed/implemented.

The annual evaluation should address the following questions:

- What did we say we would achieve?
- How well did we do it? How effective were our strategies?
- Where to next? Future directions?

Planning the annual evaluation

The annual evaluation should be led by the school principal and involve participation of and consultation with key stakeholders. Schools should allocate National Partnership resources to support the annual evaluation process and could include this as an accountability strategy (Reform 5) in their school plans.

What is the scope of the 2011 Evaluation Report?

The annual evaluation will build upon the extensive work already undertaken for the Situational Analysis, and focus on changes and progress over the last twelve months. It should contain information about:

- those aspects of the school context that have changed since the Situational Analysis was prepared (this section of the Report only requires completion where the context has changed)
- a summary of the methodology used by the school to gather information
- evidence of progress towards targets and the effectiveness of Partnership strategies undertaken to achieve the targets
- revised targets (where appropriate) and future strategies
- changes in the school systems and practices as a result of participation in the Partnership.

NSW Department of Education and Training, Evaluation Policy,
https://detwww.det.nsw.edu.au/policies/general_man/accountability/eval_pol/PD20100416_i.shtml

School context

Insert description of school context from the current School Plan or Annual School Report. (Only complete this section if the school context has changed from that provided in the Situational Analysis.)

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 continues, with fewer enrolments anticipated in 2012 and a decreased proportion of Aboriginal students. Secondary cohort sizes are very small.

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 Cargellico 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 on-site service of two days per week and implementation of a Transition to Kindergarten program.

The teaching and support staff are mainly experienced, with low turnover rates.

Methodology

Outline the methodology used by the school evaluation team to conduct the annual evaluation.

(The examples entered into the textbox are provided to you as a guide: please delete, expand on or add to the text below according to your circumstances.)

Example:

- Interviews were conducted with members of the school community, including the following:
 - members of staff
 - students
 - parents and family members
 - community members
 - focus groups
- Analysis of policies and programs, plans, budgets, meeting minutes, assessment information, communications, program evaluations and other documents seen by the school as informing the review
- Classroom observation
- Surveys

- *Analysis of student achievement data, including detailed NAPLAN analysis using SMART*
- *Other sources of information*

In addition to information provided in the example above, Quandialla central School included analysis of the following data in the 2011 National Partnerships Evaluation Report:

- 2010-11 Reading PM Bench Mark data
- 2011 UNSW ICAS Testing Program
- 2011 Waddington Spelling Test results
- 2010 Primary Data Summary Sheet eDSS
- 2010 Secondary/Central School Data Summary Sheet eDSS

Progress towards targets and strategies from the School Plan

For assistance in completing this table please refer to the example provided in Appendix one. Use as many rows as required.

What did we say we would achieve? Target	How well did we do it? How effective were our strategies?		Where to next? Future directions?			
	Progress towards target Select:	Evidence of progress towards target	Key strategies to achieve the target	Target for next year	Reason for maintaining or revising target for next year	Strategies for next year Select:
Increase from 34% to 67% the percentage of students in Year 5 achieving at or above state average growth in 2011 in NAPLAN Spelling	Sound (target achieved)	<p>Year 5 Waddington Spelling Test 23-5-11 results indicate 60% of students achieved at or above chronological age level.</p> <p>Weekly class Spelling Test results indicate 50% of students consistently achieve above 90% accuracy, and all students score improved results compared to previous test period.</p> <p>ICAS Spelling Test results for participating students are below State averages scores.</p> <p>In 2011 NAPLAN Spelling Year 5, 1 student achieved a result below National Minimum Standard, 1 at Band 5, 1 at Band 6 and 2 at Band 7.</p>	<p>Explicit teaching of Spelling is integrated in all KLA areas of Year 5 Curriculum, including subject specific Lists, and in Reading to Learn based strategies.</p> <p>Spelling is also taught as a distinct strand in Literacy, using Spellodrome and Spelling City applications; participation in the Premier's Spelling Bee.</p>	<p>All Year 3, Year 5 and Year 9 students achieve above National Minimum Standard in 2012 NAPLAN Spelling.</p> <p>All students K – 6 and 7 – 10 grow at chronological age as measured by SA Spelling Assessment tested each Semester by 2012</p>	<p>For 2012 Year 3 cohort is significantly larger than the 2011 cohort. There is a need to maintain the focus on explicit teaching of Spelling.</p> <p>School based data indicates a need to maintain a focus on explicit teaching of Spelling across Year 5 in 2012.</p>	<p>Revise strategy & describe</p> <p>Describe new/revised strategy: Undertake an evaluation of strategies used in 2011 to teach Spelling across K to Year 6. Implement a broader range of strategies in teaching Spelling, including proof reading, editing, analysis of word origins and Spelling Rules.</p>

What did we say we would achieve? Target	How well did we do it? How effective were our strategies?			Where to next? Future directions?		
	Progress towards target Select:	Evidence of progress towards target	Key strategies to achieve the target	Target for next year	Reason for maintaining or revising target for next year	Strategies for next year Select:
Increase from 50% to 75% the percentage of students in Year 5 achieving at or above state average growth in 2011 in NAPLAN Reading.	Basic (progress made)	<p>One Year 5 student participating in the Significant Learning Intervention Program demonstrated an improvement of 9 months in Reading during Semester.</p> <p>60% of Year 5 students achieved a reading age above their chronological age on Waddington Reading Test at mid Semester 1.</p> <p>In Oral Fluency Tests, 40% of Year 5 students achieve significantly above expected Year 5 results in Semester 1, with 80% of students demonstrating High Accuracy.</p> <p>In 2011 NAPLAN Reading Year 5, 2 students scored results below National Minimum Standard, 1 student achieved at Band 5, 1 student at Band 7 and 1 student at Band 8.</p>	<p>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.</p> <p>Development of teacher expertise in use of SMART Data analysis, specifically utilising the teaching strategies linked to item analysis.</p>	In 2012, reduce the number of students at or below National Minimum Standard in Reading from 29% as a four year trend in Year 3 to 23% as a five year trend in Year 5, which is 10% less than the WNSW Region trend (16 students).	In 2011, there was a strong focus on explicit teaching of Reading across K to 6. Results from school based assessments and external tests indicate improved results in Reading across K-6, and there is a need to continue the focus on teaching Reading in 2012.	<p>Maintain strategy (no description)</p> <p>Describe new/revised strategy: Purchase and utilise Gail Brown Questioning Skills resources to support teaching of Reading Comprehension across K-6 in 2012.</p>

What did we say we would achieve? Target	How well did we do it? How effective were our strategies?			Where to next? Future directions?		
	Progress towards target Select:	Evidence of progress towards target	Key strategies to achieve the target	Target for next year	Reason for maintaining or revising target for next year	Strategies for next year Select:
Increase from 70% to 90% the number of K-2 students achieving Western NSW Regional Benchmarks in Reading in 2011	Sound (target achieved)	<p>In December 2010, 72% of students in K 1-2 achieved WNSW Regional Benchmarks in Reading. At mid Term 3, 2011, 60% of Kindergarten students achieved Regional Benchmarks; 100% of Year 1 students achieved Regional Benchmarks and 60% of Year 2 students achieved Regional Benchmarks.</p> <p>At May Term 2, 85% of K 1-2 students achieved at or above chronological age results in Waddington Reading Test.</p> <p>At May Term 2, 83% of Year 2 students achieved at or above reading age level in the Burt Word Reading Test.</p> <p>At May Term 2, 75% of Year 1-2 students were above expected Fluency Rate on Oral Reading Fluency Test</p>	<p>Implement Stage Based Literacy Strategy across Primary classes.</p> <p>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.</p> <p>Implement targeted Literacy strategies during DEAR in Primary and Secondary classes.</p>	In 2012, the school average level Reading Benchmark matches or exceeds the Regional Benchmark in Reading for K 1-2.	<p>The long term trend of declining cohort size means the use of percentage based targets in Reading is not valid.</p> <p>For 2012, the target compares school average level results with the Regional Benchmark.</p>	<p>Maintain strategy (no description)</p> <p>Describe new/revised strategy: Click here to enter text.</p>

What did we say we would achieve? Target	How well did we do it? How effective were our strategies?			Where to next? Future directions?		
	Progress towards target Select:	Evidence of progress towards target	Key strategies to achieve the target	Target for next year	Reason for maintaining or revising target for next year	Strategies for next year Select:
Students results in School Certificate English match the State average in 2011	Sound (target achieved)	School Certificate results in English will be available in December 2011. In 2010, SC results in English exceeded the State average.	Click here to enter text.	Target discontinued for 2012	For 2012, there are no Year 10 enrolments anticipated at Quandialla Central School. School Certificate Tests in English will cease from 2011.	Discontinue strategy Describe new/revised strategy: Click here to enter text.
Raise Stage 3 – 4 students on average 2 levels on the Multiplication and Division Learning Framework for Maths Matters by 2012	Basic (progress made)	Stage 3 teachers engaged in Teacher Professional Learning and have developed understanding of the Learning Framework in Maths Matters. This target proved to be not useful or relevant, because when the ten Stage 3 students were tested in March 2011, six were achieving results at the top level of the Learning Framework. Of the four other students, three improved by one level and one remained at the same level. Note that two of these students were not in the Maths Matters trained teacher's group for Number / Numeracy lessons. In 2011 NAPLAN Numeracy Year 5, 1	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 Teacher professional development in Maths Matters for In-school National Partnerships Mentor, Stage 3 and Stage 4 teachers. Analyse and utilise NAPLAN data in classroom Numeracy programming Numeracy strategies developed and implemented across KLAs	Raise Stage 2 – 3 students, who have not achieved the maximum Framework level, on average 1 level on Multiplication/Division and Place Value learning framework for Maths Matters by 2013. Year 5 Numeracy – To reduce the percentage of students at or below the National Minimum Standard over a four year trend from 24% to 20% as a five year trend in 2012. This will be 10% below the Western NSW Region five year trend.	There was a significant delay in W NSW Regional delivery of the TPL and teacher training to support the Maths Matters program in 2011. This target was not addressed in Stage 4 Mathematics.	Maintain strategy (no description) Describe new/revised strategy: District Initiative on Maths Matters working with Lachlan schools o Multiplication and Division.

What did we say we would achieve? Target	How well did we do it? How effective were our strategies?			Where to next? Future directions?		
	Progress towards target Select:	Evidence of progress towards target	Key strategies to achieve the target	Target for next year	Reason for maintaining or revising target for next year	Strategies for next year Select:
		student achieved a result at National Minimum Standard, 2 students at Band 5, 1 student at Band 6 and 1 student at Band 8.	and embedded into programs			
Students results in School Certificate Mathematics match the State average in 2011	Basic (progress made)	School Certificate results in Mathematics will be available in December 2011. In 2010, School Certificate Results in Mathematics were below the State average.	As above.	Target discontinued for 2012.	For 2012, there are no Year 10 student enrollments anticipated at Quandialla Central School. School Certificate Tests in Mathematics will cease from 2011.	Discontinue strategy Describe new/revised strategy: Click here to enter text.
Increase the retention rate for Year 6 to 7 from 50% in 2009 to 75% by 2012	Limited (little or no progress)	There were no 2010 Year 6 students (from Quandialla Central School or other adjacent schools) who transitioned to Year 7 in 2011 at Quandialla Central School.		Discontinue target for 2012.	The long term trend of declining student enrolments across K – 12 continued throughout 2011, and there are no Anticipated Enrolments in Year 7 at Quandialla Central School for 2012.	Discontinue strategy Describe new/revised strategy: Click here to enter text.
Increase the percentage of students transitioning from Pre-school 2011 to Kindergarten to 80% in 2012.	Sound (target achieved)	Anticipated Enrolments at Quandialla Central School for 2012 include 80% of 2011 Pre-School students eligible to enroll in Kindergarten 2012.	Click here to enter text.	Maintain target for 2012.	To continue to develop the partnership with the Grenfell Pre-School and increase the number of enrolments in Kindergarten beyond 2012.	Maintain strategy (no description) Describe new/revised strategy: Click here to enter text.

What did we say we would achieve? Target	How well did we do it? How effective were our strategies?			Where to next? Future directions?		
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Increase to 100% teachers developing a personal Professional Learning plan that focuses on achievement of school targets	Sound (target achieved)	Development of individual teacher Professional Learning Plans is included in School Planning Processes and TARS supervision processes.	<p>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</p> <p>Lachlan SEG Connected Learning Coach providing coaching and mentoring for school staff in Connected Learning pedagogies K – 12</p> <p>Employ additional 0.1 EFT SAO to support teachers in Administration and implementation of National Partnerships programs</p>	Discontinue target for 2012	Development of individual teacher Professional Learning Plans is included in School Planning Processes and TARS supervision processes.	<p>Discontinue strategy</p> <p>Describe new/revised strategy: Click here to enter text.</p>
Increase to 100% teachers using Scaffold 2 to plan their roles in achieving the 2011 school targets	Sound (target achieved)	For 2011, the three Key Improvement Areas are Literacy, Numeracy and Positive Behaviour for Learning. Leaders of teams utilise Scaffold 2 and WNSW Region ByDesign planning processes to achieve school targets.	In-school National Partnerships Mentor provides coaching and mentoring for teachers to support development of Quality Teaching and Learning programs.	Discontinue target for 2012.	Leaders of School Improvement teams embed use of Scaffold 2 and ByDesign planning processes in operationalising school improvement plans for 2012.	<p>Discontinue strategy</p> <p>Describe new/revised strategy: Click here to enter text.</p>

What did we say we would achieve? Target	How well did we do it? How effective were our strategies?			Where to next? Future directions?		
	Progress towards target Select:	Evidence of progress towards target	Key strategies to achieve the target	Target for next year	Reason for maintaining or revising target for next year	Strategies for next year Select:
In 2011 Aboriginal students' performance in NAPLAN Literacy and Numeracy matches the state average for ATSI students	<i>Basic (progress made)</i>	<p><i>In 2011, there were 2 ATSI students participating in the Significant Learning Difficulties Intervention Program. Program testing indicated students achieved significant growth in Word Identification, Word Attack and Passage Comprehension by the end of Semester 1. One Year 8 student achieved an improvement of 2 years 4 months in Passage Comprehension over the 11 month period.</i></p> <p><i>In Year 5 NAPLAN Writing, one student achieved Band 5 – a result which is above WNSW Region and State ATSI averages, but below WNSW Region and State averages in all other aspects of NAPLAN Literacy and Numeracy.</i></p>	Click here to enter text.	Discontinue target for 2012.	There are no anticipated ATSI student enrolments in Years 3, 5, 7, or 9 at Quandialla Central School for 2012.	<p><i>Discontinue strategy</i></p> <p>Describe new/revised strategy: Click here to enter text.</p>

What did we say we would achieve? Target	How well did we do it? How effective were our strategies?			Where to next? Future directions?		
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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.	Basic (progress made)	As a result of the continuing trend on declining student enrolments at Quandialla Central School, cohort sizes in 2011 are significantly smaller compared to 2010. The (adjusted) analysis of Student and Staff Survey results indicated levels student engagement with learning correlated with 2010 levels.	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.	Target discontinued for 2012.	The long term trend of declining student enrolments at Quandialla Central School is expected to continue into 2012. There are no anticipated enrolments in Years 7, 8, or 10 for 2012.	Discontinue strategy Describe new/revised strategy: Click here to enter text.
Increased by 30% parent and family engagement with school activities in 2011 as measured by Parent Surveys in October 2011	Basic (progress made)	The long term demographic trends resulting in the decreased population of the school catchment area continued during 2011. The long term trend of declining student enrolments at Quandialla Central School continued during 2011. In 2011, there has been a significant reduction in the number of parents/carers who regularly attend P&C Meetings, where meetings did not reach Quorum.	Click here to enter text.	Discontinue target for 2012.	Demographic changes and declining population in the school catchment area has significantly reduced the number of parents and family members potentially engaging with school activities.	Discontinue strategy Describe new/revised strategy: Click here to enter text.

What did we say we would achieve? Target	How well did we do it? How effective were our strategies?			Where to next? Future directions?		
	Progress towards target Select:	Evidence of progress towards target	Key strategies to achieve the target	Target for next year	Reason for maintaining or revising target for next year	Strategies for next year Select:
		Five parents participated in K – 6 Parent Numeracy Workshops. Parent and family participation in 2011 Swimming and Athletics Carnivals was comparable to 2011 levels.				
Click here to enter text.	Choose an item.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Choose an item. Describe new/revised strategy: Click here to enter text.
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What did we say we would achieve? Target	How well did we do it? How effective were our strategies?			Where to next? Future directions?		
	Progress towards target <i>Select:</i>	Evidence of progress towards target	Key strategies to achieve the target	Target for next year	Reason for maintaining or revising target for next year	Strategies for next year <i>Select:</i>
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Click here to enter text.	Choose an item.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Choose an item. Describe new/revised strategy: Click here to enter text.

Changes in schools' systems and practices as a result of participation in the Low SES School Communities National Partnership

Section 3 of the 2011 Evaluation Report requires reporting against specific targets and Partnership strategies. Section 4 is an opportunity to identify more broadly the changes occurring as a result of your school's participation in the Partnership. What overall changes are occurring in school functioning – in learning and teaching practices, relationships, student engagement, networks? For example, you might be seeing changes in:

- provision of leadership development opportunities appropriate to staff at differing career points (*Reform 1*)
- teacher capacity to mentor and lead innovation or action research in classroom practice (*Reform 1*)
- the quality and quantity of teacher professional learning plans (*Reform 2*)
- differentiated mentoring programs for early career teachers and/or developing teacher leaders (*Reform 2*)
- partnerships with other schools, universities or community organisations around student learning (*Reform 3*)
- levels of student engagement in learning as a consequence of tailored mentoring programs (*Reform 3*)
- staff confidence in use of student data to inform planning (*Reform 4*)
- support for target groups including Aboriginal, ESL and refugee students, and students with disabilities (*Reform 4*)
- school accountability processes including through use of the Situational Analysis (*Reform 5*)
- processes to strengthen parent/family engagement in school life (*Reform 6*)
- building pathways/transition points for students, including transition from preschool to school, or from alternative to mainstream schooling (*Reform 6*).

Please identify and briefly explain below the key changes occurring as a consequence of the Partnership to date, and the Partnership reforms that the changes align with.

- It is expected that the level of change will relate to length of time on the Partnership.
- Schools should identify **three to four** changes.
- Please be specific and where possible draw on evidence to substantiate the identified change.

Change: **Leadership Development (Reform/s 1 and 2)**

In addition to the Principal, there are two teaching staff members of the Quandialla CS Executive team – the Assistant Principal and the Head Teacher Secondary Studies. An additional leadership position – the In-school National Partnerships Mentor - was established in 2010 and continued throughout 2011. The Assistant Principal, Head Teacher and In-school National Partnerships Mentor lead teams which focus on achieving the school improvement priorities in Literacy, Numeracy and Positive Behaviour for Learning respectively.

Throughout 2010 -11 there has been a strong focus on the development of leadership capacity at the middle executive level. Central to this has been the professional learning and development activities for middle executive in National Partnerships schools, which have been planned and facilitated by the collaboratively funded School Education Group Partnership Mentor. The SEG Partnership Mentor lead the development of SEG based networks for Assistant Principal and Head Teachers/Deputy Principals, and a network for school based National Partnerships Mentors. The main functions of the networks included the provision of professional learning and development of leaderships capabilities for leaders of school teams implementing National Partnerships strategies; training for school based teams in policy, evaluation, planning and accountability relating to Low SES School Communities National Partnerships; and development of sustainable networks to enable sharing and exchange of information and best practices across schools participating in National Partnerships.

Evidence substantiating the development of leadership capabilities at the middle executive level include the embedding of improved planning and monitoring processes relating to the school improvement priorities.

Change: Retaining high quality staff in school (Reform/s 2 and 3)

In 2010 and 2011, Low SES School Communities National Partnership funding was used to increase the part-time employment of the In-school National Partnerships Mentor to 0.5 EFT, complementing the existing 0.3 EFT role as Support Teacher Learning Assistance (STLA). The In-school National Partnerships Mentor provided mentoring and coaching support for teachers implementing Literacy and Numeracy strategies across K – 6 and 7 – 10, including supporting teachers to develop strategic professional learning plans; collaboratively developing teaching and learning programs focusing on Literacy and Numeracy across Stage cohorts; testing and assessment of students and detailed analysis of school based student performance data and NAPLAN/SMART data to inform curriculum planning; development and coordination of Personal Learning Plans for Aboriginal and Torres Strait Islander (ATSI) students and supporting teachers to integrate PLP targets into teaching/learning programs; active participation in the school self evaluation cycle and development of the 2011 Evaluation Report and School Management Plan; facilitating the operation of mentor networks across National Partnerships schools.

An additional 0.1 EFT non-teaching Administration Staff was employed to provide out of classroom support to teachers, to enable them more time to focus on teaching and learning and to achieve improved student learning outcomes in Literacy and Numeracy.

Evidence substantiating the change includes measurable improvement in Literacy / Numeracy test scores and assessment results for targeted students who have been supported by the In-school NP Mentor; provision of mentoring and coaching by In-school NP Mentor for teams of teachers.

Change: Schools working together (Reform/s 3 and 4)

During 2011, Quandialla Central School joined with other National Partnerships schools from the Lachlan School Education Group in planning and providing professional learning for teachers. The Lachlan National Partnerships schools funded the employment of an additional teacher at AP/HT level to facilitate professional learning in Connected Classroom pedagogy and to improve teaching and learning opportunities across groups of schools utilising CC technology.

In addition, the Lachlan National Partnerships schools collaboratively funded employment of a Partnership Mentor. The Partnerships Mentor provided professional learning and direct support for Principals and Executive staff in school evaluation processes and the development of the Evaluation Report; planning the allocation of National Partnerships resources, effective use of the Resource Planning Tool and coordination of NP resources with other sources; school planning processes and the development of the School Management Plan.

Quandialla Central School also joined with adjacent Primary and High Schools to form the Weddin Cluster of schools. The Weddin cluster focussed on joint analysis of NAPLAN/SMART data to identify common areas for teacher professional learning (Literacy, Numeracy and Leadership and Management); and sustaining the local network of schools to ensure Principals and Executive have opportunities to participate in Leadership development programs designed to assist them to successfully implement National Partnerships strategies across school catchments.

Working together with other schools has enabled Quandialla Central School to continue the strong focus on teacher professional learning in Reading to Learn, Maths Matters and Positive Behaviour for Learning.

Evidence substantiating the change includes embedded school evaluation and planning processes, and development of sustainable networks of teachers and Executive across SEG schools.

Change: Enter Title (Reform/s insert reform numbers here)

Provide brief description

Optional section

Sharing your school's Partnership achievements

A major element of the Low SES School Communities National Partnership is sharing schools' achievements so that all NSW schools can benefit.

We warmly invite you to nominate below an effective strategy, program or initiative that is working well in your school that we can share with others.

We will follow up with you once your nomination has been received.

Please provide a brief description of the strategy (two-three sentences) in the space below.
An example of a strategy is provided below.

***Example:** Our school has partnered with a university to provide tutoring support for Years 9 and 10 students in mathematics, with the aim of raising students' learning outcomes. Formal evaluation is being undertaken to determine the effectiveness of the tutoring program, but informal teacher observations are that students are more engaged in class and there are higher rates of homework completion in both years. Student feedback and teacher observation also indicate that relationships with the university students are broadening students' thinking about future education and career options.*

I would like to nominate the following strategy/program/initiative to share with other schools.

Click here to enter text.

Appendix one

Example to support completion of Report Section for: *Progress towards targets and strategies from the School Plan*

What did we say we would achieve? Target	How well did we do it? How effective were our strategies?		Where to next? Future directions?			
	Progress towards target Select:	Evidence of progress towards target	Key strategies to achieve the target	Target for next year	Reason for maintaining or revising target for next year	Strategies for next year Select:
Increase the percentage of students achieving expected growth in NAPLAN Reading between Years 3 and 5 from 37% to 60% in 2011.	<i>Basic (progress made)</i>	45% of students in Year 5 achieved expected growth or better in NAPLAN Reading between Years 3 and 5 in 2011.	Implementation of the Focus on Reading 3-6 program across Stages 2 and 3. <ul style="list-style-type: none"> <i>Lesson observations and teaching programs indicate reading is explicitly taught daily in most classrooms in Stages 2 and 3.</i> <i>A variety of comprehension strategies have been explicitly taught in every classroom.</i> <i>A variety of texts, including visual and multi-modal texts, have been the basis for reading programs in most classrooms.</i> 	Increase the percentage of students achieving expected growth in NAPLAN Reading between Years 3 and 5 from 45% to 60% in 2011.	Progress made towards target; however, not to the anticipated level.	<i>Revise strategy & describe</i> Describe new/revised strategy: Continue with existing strategies and include: Collaboratively set milestones for students in reading for each semester using the Focus on Reading Learning Sequences.