



Low Socio-economic Status School Communities National Partnership



Australian Government



Education & Communities

2012 Evaluation Report

Quandialla Central School



Table of contents

Section 1: School Information

Introduction

The focus of the annual evaluation

Planning the annual evaluation

What is the scope of the 2012 Evaluation Report?

Section 2: School context

Section 3: Methodology

Section 4: Progress toward targets and strategies from the 2012 School Plan

Section 5: Changes in schools' systems and practices as a result of participation in the Low SES School Communities National Partnership

Section 6: Optional section: *Sharing Partnership Achievements*

Appendix one: Example to support completion of *Progress toward targets and strategies from the School Plan*



Section 1: School Information

The following is a report prepared as a result of an evaluation at **Quandialla Central School** of strategies and targets from the 2012 School Plan.

School Code: 2920

Region: Western New South Wales Region

- **Annual school evaluation team members**

Name	Position
Phillip Foster	Principal
Kathryn Harvey	In-school National Partnership Mentor
Wendy Robinson	Assistant Principal
Lisa Varjavandi	Head Teacher Secondary Studies
Robin Dowsett	School Administration Manager
Sheree Rosser	Partnerships Mentor

- **Report authors**

Name	Position
Phillip Foster	Principal
Kathryn Harvey	In-school National Partnership Mentor

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, 12 October 2012.



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 undertaken by the school. Evaluation is the judgement of the merit, worth or value of an activity on evidence that has been systematically collected, analysed and interpreted. Evidence from evaluations can be used to plan activities, monitor and improve their implementation, make judgements about their impact and the allocation of resources. Evaluation supports evidence-based decision making, systems improvement, accountability and successful innovation.¹

The 2012 Evaluation Report template is provided to assist schools in reporting information, and will inform revisions to the school plan and inform 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? What changes have we made?
- 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. Key stakeholders would typically include school executive, teaching staff, students, parents, the P& C Association, the local Aboriginal Education Consultative Group (AECG) Inc and key community groups involved in the school (as appropriate). Regional and state officers are also available to provide support. 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 2012 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:

- the school context
- 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.

¹ NSW Department of Education and Training, Evaluation Policy,
https://detwww.det.nsw.edu.au/policies/general_man/accountability/eval_pol/PD20100416_i.shtml



Section 2: 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 Education Group and is located 195 kilometres southwest of Orange.

Long term 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 for 2013 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/carers and families to plan educational pathways for students. Parents/carers and families continue to plan students' exit points from Quandialla Central School.

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

The school accesses Low Socio-Economic Status School Communities National Partnership 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 High School, Lake Cargellico Central School, Quandialla Central School and Ungarie Central School. An increasing number of schools access single Stage 6 courses via LAP. 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 High School, Grenfell Public School and Caragabal Public School.

The development of a partnership with the Weddin Pre-school has resulted in an on-site provision of two days per week and implementation of an extended Transition to Kindergarten program.

The school has extensive facilities and is well resourced. The teaching and administration staff are very experienced, with very low turnover.



Section 3: Methodology

(The examples below are provided as a guide: please delete, expand on or add to the text below according to your school's 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 the information sources provided in the example above, Quandialla Central School included analysis of the following data in the 2012 Low SES School Communities National Partnership Evaluation Report:

- 2011-12 Reading PM Bench Mark data
- 2012 University of NSW ICAS Testing Program
- 2012 Waddington Spelling Test results
- 2011 Primary Data Summary Sheet eDSS
- 2011 Secondary/Central School Data Summary Sheet eDSS
- 2012 LOW SES School Communities surveys – students; staff; parents and community
- Qualitative data developed during the 2012 Teacher Assessment review, Executive Assessment review and Principal Assessment Review processes
- Documentation that operationalized the 2012 School management Plan, including *ByDesign* Scaffolds developed by executive leaders of the School Improvement Projects – Literacy, Numeracy and Positive Behaviour for Learning
- Stage Team discussions on student performance in Literacy and Numeracy, and planning Stage curriculum
- Peer observations and team teaching during implementation of *Reading to Learn* and *Maths Matters* strategies
- Learning Support Team discussions and case conferencing of selected students, and planning integrated support for students.
- Day to day school management data, including student attendance



Section 4: Progress towards targets and strategies from the 2012 School Plan

What did we say we would achieve? Target (from School Plan)	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	Effectiveness of key strategies to achieve the target	Reason for maintaining or revising target for next year	Target for next year (for School Plan)	Strategies for next year Select:
<p>L 1</p> <p>All Year 3, Year 5 and Year 9 students achieve above National Minimum Standard in 2012 NAPLAN Spelling.</p>	<p>Sound (target achieved)</p>	<p>NAPLAN</p> <p>90% of the total of students in Years 3, 5, 7 and 9 achieved results above the National Minimum Standard in Spelling.</p> <p>Year cohorts are very small – 4 students in Year 3; 2 students in Year 5; 1 student in Year 7 and 1 student in Year 9.</p> <p>Of the 10 students, one student achieved results equal to the National minimum Standard.</p>	<p>Evaluations indicated that the strategy to employ an additional 0.25 EFT teacher as In-school national Partnerships mentor, to work across the school in implementing Literacy Plans and to support implementation of Reading 2 Learn has been highly successful. Evaluations indicate that the role of the In-school NP Mentor In providing professional learning for Stage teams through coaching and mentoring has been highly successful. This has resulted in increased understanding of how to explicitly teach spelling and incorporate spelling in rich classroom tasks.</p> <p>Evaluations have also indicated that the strategy to develop teacher expertise in use of SMART Data analysis, specifically utilising the teaching strategies linked</p>	<p>The target was achieved, at the Sound level; however, evaluations by teachers indicate the target should be broadened to encompass Writing. Strategies for Writing will include the explicit teaching of spelling in rich writing tasks and contexts.</p>	<p>Year 3 2013 Achieve 100% of the cohort at or above the National Minimum Standard in Writing, and at least one student at Band 3 or above.</p> <p>Year 5 2013 Achieve 50% of the cohort at or above the National Minimum Standard in Writing, and at least two students at Band 5 or above, and no students in Band 3. Achieve growth rate at or above the SEG growth rate.</p> <p>Year 7 2013 Achieve 66% of the cohort above the National Minimum Standard in Writing, with at least two students at Band 6 or above, and no students in Band 4. Achieve growth rate at or above the SEG growth rate.</p>	<p>Revise strategy & describe</p> <p>Describe new/revised strategies:</p> <p>A sustained focus on development of K – 10 students Persuasive Writing skills, with classroom teachers supported by the In-school National Partnership Mentor, utilising SMART data analysis to individualise teaching/learning and collaborative planning and teaching.</p>



What did we say we would achieve? Target (from School Plan)	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	Effectiveness of key strategies to achieve the target	Reason for maintaining or revising target for next year	Target for next year (for School Plan)	Strategies for next year Select:
			to item analysis, has been effective. In each Year group, students' growth in Spelling has been equal to the State Average.			
L 2 All students K – 6 and 7 – 10 grow at chronological age as measured by SA Spelling Assessment tested each Semester by 2012	Basic (progress made)	Data is for an 18 month period, as the SA Spelling Assessment was not used during 2011. Data is for current year (2012), but is not comparative data for the Secondary faculty. In Years 3 – 6, eight students (50%) grew at or above chronological age, with five students growing at below chronological age in spelling. Note that three students joined the 3 – 6 class after initial testing was completed. Two students who grew at below chronological age level exited the school during Terms 2 and 3. In Kindergarten 1 – 2 the Waddington Spelling Test was used. Testing identified eight students (80%) at spelling age above their chronological age. In Years 3 – 6,	Data from staff surveys and collegial discussions indicate that the In-school National Partnership Mentor strategy has been successful, particularly in planning programs based on student performance data. However, test results indicate that the anticipated growth in Spelling has not been achieved. While targets have not been met, a significant number of students have demonstrated significant Growth in Spelling. Strategies utilised included analysis of students' test results to identify areas requiring explicit teaching; use of specific Spelling textbooks; use of graded Staged Spelling Lists in teaching;	The target was achieved at the basic level; however, strategies need to continue to further improve achievement and growth in Spelling in 2013. Spelling targets for 2013 are to be based on pre and post testing of students in class, across K – 6 and 7 – 10, and reframed in terms of actual 2013 school cohorts.		Discontinue strategy Describe new/revised strategies: Discontinue strategy.



What did we say we would achieve? Target (from School Plan)	How well did we do it? How effective were our strategies?		Where to next? Future directions?			
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		Waddington Spelling Tests identified seven students (45%) at or above chronological spelling age. Year 7 – 10 students' spelling performance was not assessed using the SA Spelling Assessment.	NAPLAN/SMART data Item analysis and NAPLAN/SMART teaching strategies. Teacher surveys and faculty discussions indicate that Reading to Learn was not used consistently to teach spelling. R2L was used as a short term strategy to teach aspects of Reading. Teacher surveys and faculty discussions also indicated that the implementation of Staged Literacy Groups across K – 6 and the detailed analysis of SMART data to inform curriculum planning were both successful strategies.			
L 3 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,	Sound (target achieved)	NAPLAN There were no Year 5 students who scored below the National Minimum Standard in Reading in Year 5. This reduced the percentage of students as a five year trend to 27%, which is 5 % below the Western NSW Region trend. The percentage of students in the Proficient bands rose	Evaluations completed by teachers and parents indicated they believed the strategy to employ an additional 0.15 CRT to implement Staged Literacy Strategy across Primary classes has been successful. Evaluations also indicated the strategy to engage teachers in ongoing training in Reading 2	The target was achieved at the sound level; however, strategies need to continue to focus on achieving further improvement in Reading in 2013. The target needs to be reframed in terms of actual 2013 school cohorts.	Year 3 2013 Achieve 50% of the cohort at or above the National Minimum Standard in Reading, and at least one student at Band 3 or above. Year 5 2013 Achieve 100% of the cohort at or above the National Minimum Standard in Reading, with at least two students at Band 5 or above, and no students in	Revise strategy & describe Describe new/revised strategies: A sustained focus on development of K – 10 students Reading skills, with classroom teachers supported by the In-school National Partnership Mentor, utilising SMART data analysis to individualise teaching/learning and



What did we say we would achieve? Target (from School Plan)	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	Effectiveness of key strategies to achieve the target	Reason for maintaining or revising target for next year	Target for next year (for School Plan)	Strategies for next year Select:
which is 10% less than the WNSW Region trend (16 students).		from 41% to 42% as a five year trend, which is 20% above the Western NSW Region trend.	<p>Learn has been successful, but that R2L needs to be adapted in implementation across the small Stage 3 and 4 cohorts. In addition, other Reading strategies are required to complement and support R2L to ensure students achieve growth in Reading</p> <p>Evaluations indicate the strategy involving the In-school National Partnerships Mentor working collegially with K – 6 and 7 – 10 teachers to develop Teaching and Learning programs which have embedded and explicit Literacy strategies, has been successful, but more so in the K – 6 curriculum areas.</p> <p>Evaluations also indicated the strategy focussing on the Development of teacher expertise in use of SMART Data analysis, specifically utilising the teaching strategies linked to item analysis, has been</p>		<p>Band 3. Achieve growth rate at or above the SEG growth rate.</p> <p>Year 7 2013 Achieve 100% of the cohort at or above the National Minimum Standard in Reading, with at least two students at Bands 6 or above, and no students in Band 4. Achieve growth at or above SEG growth rate.</p>	collaborative planning and teaching.



What did we say we would achieve? Target (from School Plan)	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	Effectiveness of key strategies to achieve the target	Reason for maintaining or revising target for next year	Target for next year (for School Plan)	Strategies for next year Select:
			highly successful.			
<p>L 4</p> <p>In 2012, the school average level Reading Benchmark matches or exceeds the Regional Benchmark in Reading for K 1-2.</p>	<p>Sound (target achieved)</p>	<p>In 2011 for Kindergarten and Year 1, the school average level Reading Benchmark exceeded the Regional Benchmarks in Reading.</p> <p>In Year 2, four of the five students (80%) exceeded the Regional target in Reading.</p> <p>At mid Term 3 in 2012, 56% of the students in Kindergarten, Year 1 – 2 have exceeded the Regional Benchmark for students' reading performance by the end of 2012.</p> <p>In Oral Reading Fluency, four of the five students (80%) in Years 1 – 2 have significantly exceeded the expected Fluency rate, as measured by the Blacktown Oral Reading Fluency test. For students in Years 3 – 6, eight of the thirteen (62%)</p>	<p>Evaluations indicate the strategy to Implement Best Start program including assessment and development of individualised curriculum for Kindergarten students, has been highly successful</p> <p>Evaluations also indicate the strategy to 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, has been highly successful.</p>	<p>The target was achieved at the sound level; however, strategies need to continue to focus on achieving further improvement in student performance relative to Regional Reading Benchmarks in 2013.</p>	<p>Achieve at least 80% (4 students) of Year 1, 2013 achieving Regional Reading Benchmarks (from 40% of Kinder at end of Term 3, 2012)</p> <p>Raise to 100% (2 students) of Year 2, 2013 achieving Regional Reading Benchmarks (from 50% of Year 1 at end of Term 3, 2012)</p>	<p>Revise strategy & describe</p> <p>Describe new/revised strategies:</p> <p>A sustained focus on development of K – 2 students Reading skills, with classroom teachers supported by the In-school National Partnership Mentor, utilising Best Start data analysis to individualise teaching/learning and collaborative planning and teaching.</p>



What did we say we would achieve? Target (from School Plan)	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	Effectiveness of key strategies to achieve the target	Reason for maintaining or revising target for next year	Target for next year (for School Plan)	Strategies for next year Select:
		exceeded the expected Fluency rate.				
<p>N 1</p> <p>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 2012.</p>	Sound (target achieved)	<p>Ongoing assessment of student performance within the Maths Matters program indicated that of the seventeen students in Stages 2 and 3, 3 were raised by 2 levels in the Place Value learning framework; 2 students were not raised, and 13 students were raised by one level.</p> <p>In the Multiplication and Division learning framework, 10 students were raised by one level; 3 students were raised by two levels and 4 students were not raised.</p>	<p>Data from staff surveys and faculty discussions indicate that the In-school National Partnership mentor strategy has been effective. The NP Mentor has provided individual support to identified students; coaching and mentoring in Maths Matters strategies for class teachers and supported class teachers in analysing student performance data to inform program development.</p> <p>Evaluations indicate the strategy to Employ 0.25 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</p>	<p>Maintain target – to continue to achieve ongoing growth and raise Stage 2 – 3 students on average 1 level on the Multiplication and Division learning framework and 1 level on the Place value learning framework for Maths Matters.</p> <p>Note that there is no further Western NSW Region provided training for teachers in Maths Matters. Primary teachers will embed Maths Matters strategies in Stage Programs and Faculty processes.</p> <p>Primary teachers will also utilise the Japanese Lesson Model in 2013 to plan, deliver, evaluate and modify Numeracy teaching in Staged Numeracy Groups.</p> <p>The Assistant Principal classroom teachers and</p>	Maintain current target for 2013	<p>Maintain strategy (no description)</p> <p>Describe new/revised strategies:</p> <p>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.</p>



What did we say we would achieve? Target (from School Plan)	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	Effectiveness of key strategies to achieve the target	Reason for maintaining or revising target for next year	Target for next year (for School Plan)	Strategies for next year Select:
			<p>Matters, has been highly successful</p> <p>Evaluations also indicate the strategy to engage Stage 2 and 3 Teachers in professional development in Maths Matters supported by the In-school National Partnerships Mentor, has been highly successful</p>	<p>In-school NP Mentor will continue to work as a collaborative team, providing coaching and mentoring to each Primary classroom teacher in Math Matters.</p>		
<p>N 2 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.</p>	<p>Basic (progress made)</p>	<p>NAPLAN</p> <p>One student (who has transferred to another school) achieved at National Minimum Standard and this adversely affected the school's results and trend. Target not achieved. Due to the very small cohort size, the percentage of students at or below the National Minimum Standard as a five year trend was 26%. This is 4% below the Western NSW Region trend. However, the percentage of students in the Proficient bands increased from 39% to 42% as a five year trend,</p>	<p>Evaluations indicate the strategy to Employ an additional 0.15 CRT to implement small group Numeracy strategy in Primary classes, has been successful</p> <p>Evaluations also indicate the strategy to engage Stage 2 and 3 Teachers in professional development in Maths Matters, supported by the In-school National Partnerships Mentor, has been highly successful.</p> <p>Evaluations also indicate the strategy to Analyse and utilise NAPLAN data in classroom Numeracy</p>	<p>The target was achieved at the basic level; however, strategies need to continue to focus on achieving further improvement in 2013. The target needs to be reframed in terms of actual 2013 school cohorts.</p>	<p>Year 3 2013 Achieve 50% of cohort at or above National Minimum Standard in Numeracy, and at least 1 student in Band 3 or above</p> <p>Year 5 2013 Achieve 100% of cohort at or above National Minimum Standard in Numeracy and at least 3 students at Band 5 or above, and have no students in Band 3. Achieve Growth rate at or above SEG growth rate</p> <p>Year 7 2013 Achieve 66% of cohort at or above National Minimum Standard in Numeracy, and at least 2 students in Band 6 or above, and have no students in Band</p>	<p>Revise strategy & describe</p> <p>Describe new/revised strategies:</p> <p>A sustained focus on development of K – 10 students Numeracy skills, with classroom teachers supported by the In-school National Partnership Mentor, utilising SMART data analysis to individualise teaching/learning and collaborative planning and teaching.</p>



What did we say we would achieve? Target (from School Plan)	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	Effectiveness of key strategies to achieve the target	Reason for maintaining or revising target for next year	Target for next year (for School Plan)	Strategies for next year Select:
		which is 25% above the Western NSW region trend.	<p>programming, has been highly successful and needs to be maintained over the long term.</p> <p>Evaluations also highlighted the ongoing need to include Numeracy strategies across KLAs and to embed these into teaching programs</p>		4. Achieve Growth rate at or above SEG growth rate.	
<p>E&A 1</p> <p>Increase from 60% 2011 to 80% the percentage of students transitioning from Pre-school to school in 2012.</p>	Sound (target achieved)	<p>For the 2012 school year, 7 eligible children successfully Transitioned from the on-site Pre-school to Kindergarten at Quandialla Central School. Subsequently, two students exited Kindergarten during 2012.</p> <p>For the 2013 school year there are 3 children who are eligible to transition from the on-site Pre-school to Kindergarten at QCS.</p>	<p>Evaluations indicated the Transition to school program for early learners and development of partnership with Grenfell Pre-School, has been highly successful</p> <p>Evaluations also indicate the Implementation of the Wambinya Early Years Learning Pilot Program in Stage 1 has been highly successful.</p> <p>Evaluations by teachers, students and parents also indicate Implementation of the Positive Behaviour for Learning (PBL) program across the school has been successful in promoting student retention at the school.</p>	The target was achieved at the sound level; however, strategies need to continue to further increase the number of students transitioning into Kindergarten and Year 6 in 2013 and beyond.	<p>Increase from 80% to 100% the percentage of students transitioning from Pre-school to school in 2013.</p> <p>Increase the percentage of students transitioning from Year 6 to Year 7 from 0% to 50% in 2013.</p>	<p>Maintain strategy (no description)</p> <p>Describe new/revised strategies:</p>



What did we say we would achieve? Target (from School Plan)	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	Effectiveness of key strategies to achieve the target	Reason for maintaining or revising target for next year	Target for next year (for School Plan)	Strategies for next year Select:
			Evaluations also indicate the strategy The strategy to 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, has been highly rated by parents/families as an advantage offered by the school.			
L&M 1 Develop Scaffold 2 operational documents as a sustainable aspect of school leadership culture within Quandialla School.	High (target exceeded)	Evidence demonstrating progress towards this target includes formation of three School Improvement Teams – in Literacy, Numeracy and PBL – and the use of Scaffold 2 by SIP leaders to plan and monitor implementation of each SIP. Use and analysis of Scaffold 2 has been included in 2012 EARS processes and training on use of Scaffold 2 was provided at the Term 1 and term 2 School Development Days. These strategies have contributed to the development of the	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 Employ additional 0.1 EFT SAO to support teachers in Administration and implementation of National Partnerships programs In-school National Partnerships Mentor provides coaching and mentoring for teachers to support development of	The target was achieved at the high level, and will be maintained, to further develop and embed distributed leadership as a key element of the school culture.	Maintain current target for 2013	Maintain strategy (no description) Describe new/revised strategies: Develop Scaffold 2 operational documents as a sustainable aspect of school leadership culture within Quandialla School.



What did we say we would achieve? Target (from School Plan)	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	Effectiveness of key strategies to achieve the target	Reason for maintaining or revising target for next year	Target for next year (for School Plan)	Strategies for next year Select:
		leadership culture of the school.	Quality Teaching and Learning programs			
<p>L&M 2</p> <p>100% of parent community are aware of and support the strategies and targets within the school management plan.</p>	High (target exceeded)	<p>Data from the National Partnerships Low SES Schools community surveys demonstrates that more than 85% of parents/carers are aware of and support the targets and strategies in the School management Plan.</p> <p>Feedback from discussions at Parents and Citizens Association meetings confirms this finding. A strong and supportive relationship has been developed with the 2012-13 P&C Association, which is coordinating and aligning its' planning and operations with the School Management Plan.</p> <p>Formal and informal evaluations and discussions with parents/carers also</p>	<p>Strategies to up skill and increase the capacity of the school Parents and Citizens Association have been highly effective, resulting in effective information sharing and communication between the P&C Association and the school.</p> <p>Data from surveys indicate that strategies to engage parents/carers and the Parents and Citizens Association in aspects of school to support students learning have been highly effective. Strategies included a community volunteer program and developing relationships between the school and prospective students' families.</p>	Maintain the target for 2013, to continue the focus on whole school development and School Improvement, and to continue to develop the positive relationships between the home, school and the community.	Maintain target for 2013.	<p>Maintain strategy (no description)</p> <p>Describe new/revised strategies:</p> <p>100% of parent community are aware of and support the strategies and targets within the school management plan.</p>



What did we say we would achieve? Target (from School Plan)	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	Effectiveness of key strategies to achieve the target	Reason for maintaining or revising target for next year	Target for next year (for School Plan)	Strategies for next year Select:
		confirm this finding.				



Section 5: Changes in schools' systems and practices as a result of participation in the Low SES School Communities National Partnership

Section 5 provides 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 and/or 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*)
- improved student learning outcomes as a result of targeted interventions (*Reform 4*)
- 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 the use of the evaluation and planning (*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 and 2012. 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 2011 -12 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.

Quandialla Central School



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 includes the embedding of improved planning and monitoring processes relating to the school improvement priorities; improved supervision of teaching staff responsible for implementing key Literacy and Numeracy strategies; effective teamwork to plan and coordinate Stage based curriculum across the Primary and Secondary faculties.

Change: Retaining high quality staff in school

(Reform/s - 2 and 3)

In 2011 and 2012, Low SES School Communities National Partnership funding was utilised to increase the part-time employment of the In-school National Partnerships Mentor to 0.5 Equivalent Full Time, complementing the existing 0.3 EFT role as Learning And Support Teacher (LAST). 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 2012 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 provide teachers with 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 and 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; use of student performance data to inform curriculum planning; embedding improved, collaborative curriculum planning processes in the work of Stage teams.

Change: Schools working together

(Reform/s - 3 and 4)

During 2011 and 2012, 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 Assistant Principal/Head Teacher level to facilitate professional learning in Connected



Classroom pedagogy and to improve teaching and learning opportunities for students across groups of schools utilising Connected Classroom technology.

In addition, the Lachlan National Partnerships schools collaboratively funded employment of a Partnership Mentor, at PH2 level. 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 National Partnerships resources with other sources; school planning processes and the development of the 2012 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 staff have ongoing 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, and Middle Executive leadership development.

Evidence substantiating the change includes embedded school evaluation and planning processes, development of sustainable networks of teachers and Executive across SEG schools, strengthened leadership at the Middle executive level across the school.



Section 6: 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.

Title:

Short description:



Appendix one

Example to support completion of: *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 <i>Select:</i>	Evidence of progress towards target	Effectiveness of key strategies to achieve the target	Reason for maintaining or revising target for next year	Target for next year	Strategies for next year <i>Select:</i>
To increase the percentage of Year 5 students in the NAPLAN Reading Proficient Bands (7 and 8) from 14% to 20%.	Sound	2012 NAPLAN DATA demonstrated that 21% of Year 5 students were placed in the highest bands for reading in 2012, compared to 14% in 2010.	<p><i>Staff surveys indicate that creating the Literacy Leader (0.6) to lead Focus on Reading led to an increased understanding of how to explicitly teach comprehension strategies and supported teachers to examine the important role of rich talk in classrooms and its connection to comprehension.</i></p> <p><i>Evaluations following PL on SMART2 demonstrated that staff were able to identify, analyse and interpret NAPLAN data to inform teaching and learning for their student group.</i></p> <p><i>Following parent workshops, parents indicated that they were more confident in their ability to support their child's reading at home.</i></p> <p><i>Parents agreed that that the new home readers were age appropriate and facilitated their child's engagement in reading.</i></p>	The target was achieved; however, strategies need to continue to further improve achievement in 2013. The target is still below the region's average (27%) and the State's average (35%).	To increase the percentage of Year 5 students in the Proficient Bands 7 and 8 in NAPLAN reading from 21% to 27%.	<p>Maintain implementation of the <i>Focus on Reading</i> 3-6 program.</p> <p>Implement new strategy and describe</p> <p>Create an additional full time executive position, at AP level, to coordinate Reading pedagogy across the school, including:</p> <ul style="list-style-type: none"> identifying the reading demands of the Proficiency bands and explicitly teaching the skills in the context of authentic texts organising effective reading groups within the classroom timetabling Reading teaching and learning across the school utilising all support personnel in classrooms. <p>Provide ongoing information in the school newsletters and website about supporting reading at home.</p>