



Education &
Communities

School Management Plan



Quandialla Central School

2012 – 2014

WESTERN NSW REGION SCHOOLS

Quality schools, quality systems and quality outcomes for all





Quandialla Central School

School Management Plan – 2012 to 2014

School Priority Areas 2012 – 2014 - 3 Year Horizon

1. Literacy
2. Numeracy
3. Engagement and Attainment
4. Leadership and Management

Public Schools NSW – Strategic Directions 2012 - 2014

1. Leadership & Management
2. Curriculum & Assessment
3. Engagement and Attainment
4. Literacy & Numeracy
5. Aboriginal Education
6. Organisational Effectiveness

Low Socio-Economic Reforms

Reform 1: Incentives to attract high performing principals and teachers.

Reform 2: Adoption of best-practice performance measurement and staffing arrangements that articulate a clear role for principals.

Reform 3: School operational arrangements that encourage innovation and flexibility.

Reform 4: Provision of innovative and tailored learning opportunities.

Reform 5: Strengthen school accountability.

Reform 6: External partnership with parents, other schools, businesses and communities and the provision of access to extend services.

School Context

Quandialla Central School is a small K-12 central school 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 Weddin Pre-School has resulted in an on-site service of two days per week and implementation of a Transition to Kindergarten program.

The school has extensive facilities and is well resourced. The teaching and support staff are mainly experienced, with low turnover rates.

Intended Outcomes (3 year horizon, developed from School Priority Areas 2012 – 2014)

1. Literacy – Reading and Writing.

By 2014, student growth in Literacy will match State Average growth in Reading and Writing, with K – 6 students demonstrating proficiency in reading, with fluency at or above chronological age level, ability to derive inferred meaning from texts and ability to write extended tasks and responses evident in all criteria of writing.

2. Numeracy

By 2014 there will be incremental improvement in students K – 6 understanding of language and wording of numeracy questions, demonstrating deep understanding of the Learning Framework in Number in Working Mathematically, with increasing ability to solve complex mathematical problems evidenced through improved results in annual diagnostic test data, Mathletics data and classroom observations as outlined in the K – 6 Assessment policy.

3. Engagement and Attainment

By 2014 there is a strong and sustainable transition program from Early Childhood Pre-school provision to early Sage 1. As a result, 100% of students from within the Quandialla enrolment zone attend Quandialla school.

4. Leadership and Management

By 2014 all executive staff have clearly developed role statements and operational documents that build leadership and articulate the school manage plan.
By 2014 the strong and viable Parents and Citizens Association work closely with school management in support of whole of school initiatives.

Principal: Phillip Foster

Date: 5-11-12

Endorsed by School Education Director:

Date:

School Identified Priority Area/s	Summary of Targets
1. Literacy	<p>1.1 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>1.2 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>1.3 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>2.1 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.</p> <p>2.2 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 Band 3. Achieve growth rate at or above the SEG growth rate.</p> <p>2.3 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>

School Identified Priority Area/s	Summary of Targets
	3.1 Achieve at least 80% (4 students) of Year 1, 2013 achieving Regional Reading Benchmarks (from 40% of Kinder at end of Term 3, 2012) 3.2 Raise to 100% (2 students) of Year 2, 2013 achieving Regional Reading Benchmarks (from 50% of Year 1 at end of Term 3, 2012)
2. Numeracy	1. 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. 2. 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 3. 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 4. 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 4. Achieve Growth rate at or above SEG growth rate.
3. Engagement and Attainment	1. Increase from 80% to 100% the percentage of students transitioning from Pre-school to school in 2013. 2. Increase the percentage of students transitioning from Year 6 to Year 7 from 0% to 66% in 2013. 3. 100% of staff are trained in the Positive Behaviour for Learning framework, and implement Positive Behaviour for Learning across the school.
4. Leadership and Management	1. Develop Scaffold 2 operational documents as a sustainable aspect of school leadership culture within Quandialla School. 2. 100% of parent community are aware of and support the strategies and targets within the school management plan.

School Identified Priority Area: Literacy

Intended Outcome/s: By 2014, student growth in Literacy will match State Average growth in Reading and Writing, with K – 6 students demonstrating proficiency in reading, with fluency at or above chronological age level, ability to derive inferred meaning from texts and ability to write extended tasks and responses evident in all criteria of writing.

Target/s:

- 1.1 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.
- 1.2 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.
- 1.3 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.
- 2.1 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.
- 2.2 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 Band 3. Achieve growth rate at or above the SEG growth rate.
- 2.3 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.
- 3.1 Achieve at least 80% (4 students) of Year 1, 2013 achieving Regional Reading Benchmarks (from 40% of Kinder at end of Term 3, 2012)
- 3.2 Raise to 100% (2 students) of Year 2, 2013 achieving Regional Reading Benchmarks (from 50% of Year 1 at end of Term 3, 2012)

Target Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2012 Resource Allocation & Funding Source
				2012	2013	2014		
1.1 – 3.2	Employ 0.2 EFT additional teacher as In-school National Partnerships Mentor to implement Literacy plans into Teaching and Learning, to support implementation of Reading 2 Learn, and to implement Staged Literacy Strategy across Primary classes	<ul style="list-style-type: none"> ▪ Students K-10 demonstrate improved skills in aspects of Literacy ▪ Improved NAPLAN Literacy results achieved by students in Years 3, 5, 7, and 9 	R 1, 2, 3, 4, 5.	✓	✓		Principal In-school National Partnerships Mentor	S1 Low SES National Partnerships \$9,464 S2 Global \$10,000
2.1 – 2.3	A sustained focus on development of K – 10 students Literacy skills (Persuasive Writing and Reading) with classroom teachers supported by the In-school National Partnership Mentor, utilising SMART data analysis to individualise teaching/learning and collaborative planning and teaching.	<ul style="list-style-type: none"> ▪ Teachers have implemented Reading 2 Learn Strategies ▪ Reading to Learn is embedded in Stage based Programs ▪ Explicit strategies to teach Persuasive Writing are embedded in Programs 	R 2	✓	✓	✓	Assistant Principal, Head Teacher	TPL SI \$1,000
1.1 – 3.2	Provide support and time for teachers to work collegially, within and across schools, to develop Teaching and Learning programs based on the Australian Curriculum English Syllabus K - 10	<ul style="list-style-type: none"> ▪ Stage based English K – 10 Programs are planned and developed ▪ Teachers participate in professional learning activities focussing on implementing Australian Curriculum English K – 	R 2, 4	✓	✓	✓	Assistant Principal, Head Teacher	TPL SI \$2,000

Target Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2012 Resource Allocation & Funding Source
				2012	2013	2014		
		10.						
1.1 – 2.3	Development of teacher expertise in use of SMART Data analysis, specifically utilising the teaching strategies linked to item analysis.	<ul style="list-style-type: none"> Teachers demonstrate evidence of the use of specific SMART strategies in Teaching and Learning Programs and classroom practice. 	R 2	✓	✓	✓	In-school National Partnerships Mentor, All staff	
1.1 – 3.2	In-school National Partnerships Mentor works collegially with K-6 and 7-10 teachers to develop Teaching and Learning programs which have embedded and explicit Literacy strategies – Semester 1.	<ul style="list-style-type: none"> Improved results in NAPLAN Literacy for students in Years 3 and 5, 7 and 9 In-school National Partnerships Mentor provides coaching and mentoring for teachers in Literacy strategies. 	R 6	✓	✓		Assistant Principal, In-school NP Mentor	
1.1 – 2.3	Implement targeted Literacy strategies during DEAR in Primary and Secondary	Literacy strategies addressing areas for development are implemented in Secondary DEAR.	R 4	✓	✓		Assistant Principal, Head Teacher, In-school NP Mentor	
3.1 – 3.2	Implement Best Start program including assessment and development of individualised curriculum for Kindergarten students.	Individual learning plans develop and implemented for kindergarten students.	R 4	✓	✓		Assistant Principal, STLA	Global \$350

School Identified Priority Area: Numeracy

Intended Outcome/s: By 2014 there will be incremental improvement in students K – 6 understanding of language and wording of numeracy questions, demonstrating deep understanding of the Learning Framework in Number in Working Mathematically, with increasing ability to solve complex mathematical problems evidenced through improved results in annual diagnostic test data, Mathletics data and classroom observations as outlined in the K – 6 Assessment policy.

Target/s:

1. 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.
2. 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
3. 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

4. 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 4. Achieve Growth rate at or above SEG growth rate.

Target Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2012 Resource Allocation & Funding Source
				2012	2013	2014		
1 – 4	Employ 0.2 EFT additional teacher as In-school National Partnerships Mentor to implement Numeracy plans into Teaching and Learning and to implement Staged Numeracy Strategy across Primary classes	<ul style="list-style-type: none"> Students K-10 demonstrate improved skills in areas of Numeracy Improved NAPLAN Numeracy results for students in Years 3, 5, 7 and 9 	R 1, 2, 3, 4, 5	✓	✓		Principal In-school National Partnerships Mentor	S1 Low SES National Partnerships \$9,464 S2 Global \$10,000
1 – 4	Provide support and time for teachers to work collegially, within and across schools, to develop Teaching and Learning programs based on the Australian Curriculum Mathematics Syllabus K - 10	<ul style="list-style-type: none"> Stage based Mathematics K – 10 Programs are planned and developed Teachers participate in professional learning activities focussing on implementing Australian Curriculum Mathematics K – 10. 	R 4	✓	✓		Assistant Principal, Head Teacher, In-school NP Mentor	TPL SI \$1,000
1	Implement Maths Matters Program across Stages 1, 2 and 3.	<ul style="list-style-type: none"> Teachers embed Maths Matters strategies into Stage 3 and 4 Teaching and Learning programs. 	R 4	✓	✓	✓	Assistant Principal, Head Teacher, In-school NP Mentor	
1	Implement Best Start Program in Kindergarten in 2012 and 2013	<ul style="list-style-type: none"> BS Measurement of Numeracy achievement of students in early years K-2 students develop skills to work mathematically 	R 4	✓	✓	✓	Assistant Principal, STLA, Stage 1 teacher	Global \$350
2 – 4	<ul style="list-style-type: none"> Analyse and utilise NAPLAN data in classroom Numeracy programming Numeracy strategies developed and implemented across KLAs and embedded into programs 	<ul style="list-style-type: none"> Teachers utilising SMART / NAPLAN data Programs reflect analysis of SMART data Staff understanding of SMART data is increased through coaching and mentoring TPL 	R 5	✓	✓	✓	Assistant Principal, Head Teacher, In-school NP Mentor	

School Identified Priority Area: Engagement and attainment

Intended Outcome/s:

By 2014 there is a strong and sustainable transition program from Early Childhood Pre-school provision to early Sage 1. As a result, 100% of students from within the Quandialla enrolment zone attend Quandialla School.

Target/s:

1. Increase from 80% to 100% the percentage of students transitioning from Pre-school to school in 2013.
2. Increase the percentage of students transitioning from Year 6 to Year 7 from 0% to 66% in 2013.
3. 100% of staff are trained in the Positive Behaviour for Learning framework, and implement Positive Behaviour for Learning across the school.

Target Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2012 Resource Allocation & Funding Source
				2012	2013	2014		
3	<ul style="list-style-type: none"> ▪ Implementation of the Positive Behaviour for Learning (PBL) program across the school ▪ Achieve criteria for progression to Phase Two training in Positive Behaviour for Learning 	<ul style="list-style-type: none"> ▪ Reduced number of student behaviour incidents recorded on RISC ▪ Reduced student on suspension ▪ Increased student engagement with learning ▪ Improved student performance 	R 4	✓	✓	✓	Principal, Region PBL Coach, Head Teacher, All Staff	Global \$1,000
1 – 2	<ul style="list-style-type: none"> ▪ Employ a School Learning Support Officer to support Primary classroom teachers to maximise engagement of students in learning and attainment in Literacy and Numeracy. 	<ul style="list-style-type: none"> ▪ Improved student engagement in learning ▪ Reduced classroom behaviour incidents recorded on RISC ▪ Improved student performance in Literacy and Numeracy 	R 3	✓	✓		Assistant Principal, Head Teacher, All Staff	CAP \$13,933
2 – 3	Implement School To Work plan, including development of student work-placement links with businesses	Increased number of businesses involved in STW program and providing work-placements for students		✓	✓	✓	Careers Advisor	STW \$2,000
2 – 3	<ul style="list-style-type: none"> ▪ Implement the DET 17 Years Policy ▪ School participation in Lachlan Access Program, enabling access to broad range of curriculum choices for Preliminary students in 2011 	Increased retention from Year 10 to Year 12	R 6	✓	✓	✓	Principal, Head Teacher Access, Head Teacher SS	LAP \$1,000 TPL SI \$1,000
1 – 2	<ul style="list-style-type: none"> ▪ Transition to school program for early learners and development of partnership with Grenfell Pre-School ▪ Transition to Year 7 program for Year 6 to Year 7 students. 	<ul style="list-style-type: none"> ▪ Increased number of students transitioning from pre-school to Kindergarten ▪ Increased numbers of students transitioning from Year 6 into Year 7. 	R 4	✓	✓		Assistant Principal, Primary Staff	Global \$700

Target Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2012 Resource Allocation & Funding Source
				2012	2013	2014		
1 – 2	<ul style="list-style-type: none"> Develop and implement Personal Learning Plans for all Aboriginal students Professional learning for teachers in development and implementation of Personal Learning Plans for Aboriginal students 	<ul style="list-style-type: none"> Personal Learning Plans are developed for all Aboriginal students Increased engagement of Aboriginal students Improved Aboriginal student performance Increased teacher understanding of Personal Learning Plans for Aboriginal students 	R 4	✓	✓	✓	Assistant Principal, Head Teacher, All Staff	TPL L&N \$1,000
1 – 3	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.	Professional learning for staff has been presented in ICT through structured Professional Learning activities that support each staff members' professional learning plan.	R 1, 6	✓	✓		Principal, Assistant Principal, Head Teacher	S1 Low SES National Partnerships \$1,263 TPL QT \$1,200

School Identified Priority Area: Leadership and Management

Intended Outcome/s:

By 2014 all executive staff have clearly developed role statements and operational documents that build leadership and articulate the school management plan.

By 2014 the strong and viable Parents and Citizens Association work closely with school management in support of whole of school initiatives.

Target/s:

- Develop Scaffold 2 operational documents as a sustainable aspect of school leadership culture within Quandialla School.
- 100% of parent community are aware of and support the strategies and targets within the school management plan.

Target Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2012 Resource Allocation & Funding Source
				2012	2013	2014		
4.1, 4.2	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 – Semester 1	<ul style="list-style-type: none"> Effective implementation of Low SES National Partnerships Low SES NP Evaluation Report and School Plan completed 	R 1, 2, 4, 5	✓	✓		Principal, Lachlan SEG NP Mentor	S1 Low SES National Partnerships \$1,543 \$700 relief

Target Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2012 Resource Allocation & Funding Source
				2012	2013	2014		
4.1	Employ additional 0.1 EFT SAO to support teachers in Administration and implementation of National Partnerships programs – Semester 1	Literacy and numeracy initiatives have been strongly supported with integration of library resources into classroom pedagogies.	R 3	✓	✓		Principal, SAM	S1 Low SES National Partnerships \$2,361 S1
4.1, 4.2	In-school National Partnerships Mentor provides coaching and mentoring for teachers to support development of Quality Teaching and Learning programs	Increased engagement and student performance in K-12	R 2	✓	✓		Assistant Principal, Head Teacher, In-school NP Mentor	
4.1	<ul style="list-style-type: none"> ▪ Development of Professional Learning Communities across Lachlan SEG and Lachlan Access Program (LAP) ▪ Coordinated Teaching and Assessment programs across Lachlan SEG and LAP 	Teachers participate in network professional learning and KLA development activities across Lachlan SEG and LAP	R 6	✓	✓	✓	HT Access, Head Teacher, Assistant Principal	Global \$1,000
4.1, 4.2	<ul style="list-style-type: none"> ▪ Leadership and Management professional learning for HT (DP Network); AP (PPA Network); SAM (SASSPA Network) and Principal (SPC Network) 	<ul style="list-style-type: none"> ▪ Evidence of increased Executive leadership capacity across the school ▪ Executive lead successful implementation of School Improvement projects 	R1, 2, 3, 4, 5, 6		✓	✓	Head Teacher, Assistant Principal, Principal, School Administration Manager	Global \$6,500

GLOSSARY

Intended Outcomes

Outcomes describe what a school wants to achieve by the end of the three year planning cycle in each school-identified priority area.

Outcomes are clear, specific and concise statements that indicate what the school aims to achieve.

Outcomes can be measured or evaluated through the collection of data or through observation during and at the end of the three year planning cycle.

Outcomes addressing literacy and numeracy are required in all school plans to align school planning and accountability to state and regional plans.

Targets

Targets describe the incremental steps to the achievement of the intended outcomes.

There may be more than one target for an intended outcome.

To align school planning and accountability to state and regional plans, overarching school targets should be set in line with state and regional targets.

Literacy and Numeracy targets are mandatory.

More specific targets or indicators can be added to assist in focusing school improvement.

Target setting guide **Start with a Verb – increase, raise, decrease, reduce, expand, apply / then state the thing you want to affect – the percentage of students in the lower two bands of overall literacy / then state the baseline measurement – from 23% in 2011 / then state the measurement level you want to get to – to 15% / then state your time frame – by 2012.** e.g. *Increase the percentage of Year 5 students achieving expected growth in reading from 51.2% in 2011 to 61.2% in 2012*

Indicators

Indicators demonstrate whether the identified strategies are achieving the intended outcome or target

Indicators are included in the plan to describe the progress towards achieving intended outcomes a school expects to **observe** or **measure**, if the strategies are working as expected.

Funding Codes

Colour (taken from the Palette in Word)	Funding Source
Red	Low SES National Partnership e.g. employ DP
Black	Global Budget e.g. purchase resource
Blue	CAP e.g. employ teacher
Green	PSP & PAS e.g. employ TA
Purple	Professional Learning e.g. attendance at R2L
Orange	Aboriginal Education e.g. \$2500 SiP employ SLSO
Dark Red	Other e.g. \$1000 Community Grant