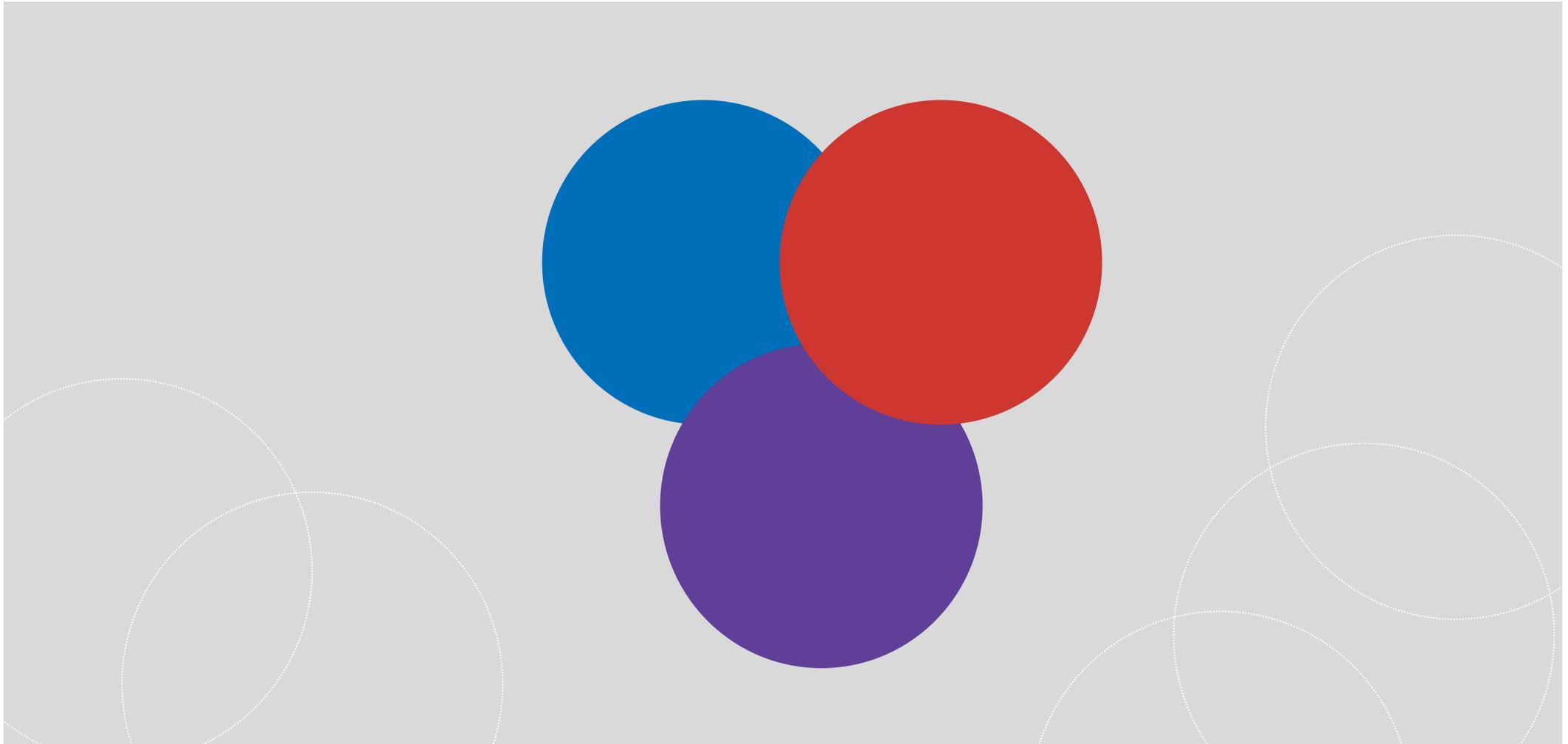




School plan 2015 – 2017

Quandialla Central School - 2020





School vision statement

The school vision is ***Together we provide opportunities to succeed.***

Our focus is on providing a curriculum which is relevant, engages students and addresses their individual needs.

The school has a strong tradition of student success in academic, sports and co-curricular areas. Our students achieve success at local, regional and state levels and are acknowledged as responsible citizens within the community.

The school motto is *Suprema Peto* – ***aim high.*** Our families have high expectations for their children. The school works in partnership with families and the community to ensure students achieve their potential.

The community values the school highly and strongly supports the school. The local Parents and Citizens Association is proactive and involved in school planning.

School context

Quandialla Central School is a small K – 12 central school in mid-southwest NSW. The school is a member of the Lachlan Network and is located equal distance from Grenfell, Young, Temora and West Wyalong.

A trend of declining enrolments continues, with fewer enrolments in 2015. The Secondary cohort is very small and continues to decrease. The Primary cohort has stabilised at 20 K – 6 students, with a gradual increase anticipated to 26 in 2017.

The school participates in the Lachlan Access Program and TVET, enabling Year 12 students to access a broad HSC curriculum. K – 6 students participate in a broad co-curricular program. A partnership with the Grenfell Pre-School enables an on-site service of two days per week and an extended Transition to School program in Term 4.

The school networks with adjacent schools, participating in locally developed teacher professional learning and curriculum initiatives. Partner schools include Weddin and Forbes small schools. The school has extensive facilities and is well resourced. The staff is highly experienced, with low turnover. A proactive Parents and Citizens Association provides strong support for the school. During 2015-16 the school will transition from a Central to a Public school structure, with the Secondary faculty moving into recess after the 2015 Year 12 students have completed the HSC program.

School planning process

A school planning team was formed in Term 3 of 2014. The team worked collaboratively with stakeholders throughout Term 3-4 to develop the school plan. The team surveyed parents, community members and school staff on the Strategic Directions for the 2015 School Plan; analysed the results of the surveys and consulted widely with parents, community members and school staff on the Strategic Directions and key elements of the plan.

The team provided opportunities for stakeholders to provide feedback and to have input into the development of the school plan.

The local Parents and Citizens Association was included in the planning process and endorsed the Strategic Priorities and the draft school plan.

The feedback and stakeholder input was incorporated into the draft, which was endorsed by the Executive and P&C Association in Term 1 of 2015.



Planning Process:

The 2015-2017 School Planning Team considered the school vision; the school context statement; data from Parent surveys about school culture; data from Student surveys about *Quality of School Life* and *Quality Teaching* staff survey data. The planning team consists of representatives from across the school community and also functions as a consultation team during the school's transitions from a K-12 Central School to a K-6 Public School.

STRATEGIC DIRECTION 1

Build on an engaged community within the context of a small rural school.

STRATEGIC DIRECTION 2

Increase our teaching and learning impact, focusing on 21st Century Learners.

STRATEGIC DIRECTION 3

Achieving standards through capacity building opportunities.

Purpose of Strategic Direction 1

The school is in the process of being reclassified. In 2015, the secondary school will move towards being placed into recess and there will be K-6 and Year 12 students, with reduced staff. In order to provide the very best learning opportunities, the school must embrace and expand community ownership and involvement.

Purpose of Strategic Direction 2

As a multi-stage category school, we must continue to engage our students in teaching and learning that prepares them to be global citizens in the 21st Century.

Purpose of Strategic Direction 3

To provide a safe, productive and high achieving learning environment.

Strategic Direction 1: Build an engaged community within the context of a small rural school.

Purpose

The school is in the process of being reclassified. In 2015, the secondary school will be in recess and there will be K-6 and Year 12 students, with reduced staff. In order to provide the very best learning opportunities, the school must embrace and expand community ownership and involvement.

Improvement Measures

- ❖ Increased numbers of parents and community members are aware of and understand the work of the school
- ❖ Increased numbers of parents and community members are engaged in and support the work of the school
- ❖ The school develops as a focal point for community activities and K – 6 education
- ❖ There is increased community use of school facilities, ensuring facilities are sustainable and well maintained

People

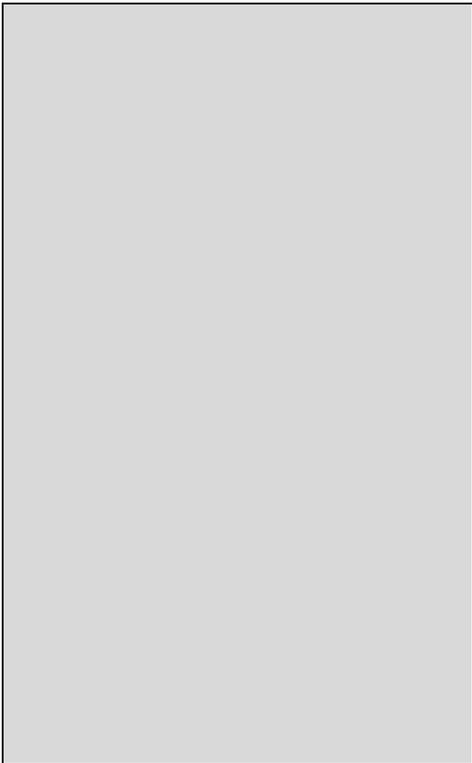
- The Principal will identify appropriate members from staff, student, parent and community partners as the key members for a Community Engagement Team.
- A number of established networks will continue to support quality learning across all KLA'S
- **Students** – Embedded into the student timetable will be the opportunity to develop student capabilities. Year 12 students will continue to access LAP and TAFE.
- **Staff** –Establish protocols when working with established school networks and the local community including the delivery of professional learning modules online and at staff meetings. Year 12 students will continue to access current LAP and TAFE options supervised by Principal.
- **Parents** – Offer learning opportunities to support student learning. Both in- school and out-of-school workshops will assist train or up-skill parents to develop their understandings of procedures, policies and practices.
- **Community Partners**– Work with Community Partners, including local industries, TAFE, Community Health, Local Landcare, Weddin Shire to engage with and support learning activities related to curriculum and

Processes

- The Community Engagement Team (E Team) will create a plan that includes surveying the community, identifying calendar of events, identifying activities, including both within classroom learning and beyond.
- Year 12 students work towards completing their own personal pathways. Student progress will be monitored through completion of assessment tasks and school attendance.
- Appropriate protocols will be followed to involve community volunteers to use their expertise and contribute to various learning activities across KLA's including an understanding of ACARA.
- Through formal and informal means, promote the use of school facilities, both in school and out of school hours.
- From data collected by the E Team, identify and use the expertise of the community in all KLA's (specifically PDHPD, Science and Technology and creative arts).
- Specialists and community volunteers will be trained to work with students.
- The plan will be published for the

Products and Practices

- Successful establishment of a team that has networked with the community to promote teaching and learning.
- The integration of reading tutors 3 times per week.
- Participation in the already established Stephanie Alexander Garden Program. Weekly assistance to provide hands- on, real life skills.
- Validate all activities –100% of student involvement. Data collected as to community involvement and success. (Ongoing)
- Involvement of community into a consistent and regular pattern. (timetabled)
- Monitored through a number of indicators (e.g. Student results/attendance/community involvement)
- Quality use of facilities on a regular basis to focus on skill development and learning outcomes appropriate to the new curriculum.
- Principal to plan celebration of success and completion of Year 12. (Final Year 12 cohort for Quandialla Central School in 2015)



targeted programs.

- **Leaders** – School Principal or nominee to work with leaders in the P&C, SRC, Identified community leaders and staff to promote Quandialla as an inclusive learning community.

school community in both the weekly school newsletter and the community newsletter.

- Participants will be acknowledged for their assistance.
- Create rosters for activities.
- Invite parents to participate.
- Communicate, publicise, and advertise the opportunities.
- Invite the CWA/ Health Centre/ shopkeepers/ local farmer/ etc.
- Consider school activities such as sport/ reading/ art/ etc.

Strategic Direction 2: Increase our teaching and learning impact, focussing on 21st Century Learners.

Purpose

As a multi-stage category school, we must continue to engage our students in teaching and learning that prepares them to be global citizens in the 21st Century.

Improvement Measures

- ❖ Students' performance in NAPLAN matches or exceeds that for all students
- ❖ Students achieve at or above State Average Growth in Literacy and Numeracy
- ❖ There are an increased numbers of parents, community members and businesses/organisations engaged in classroom activities supporting student learning.

People

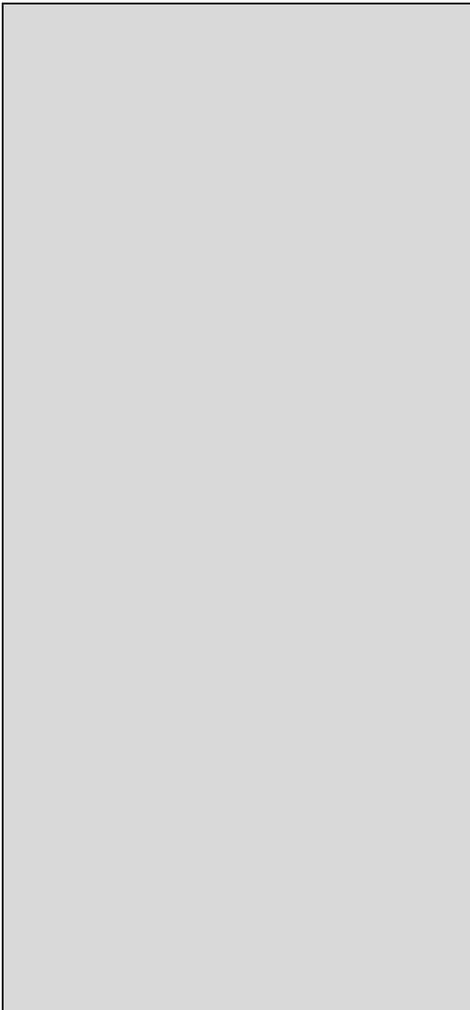
- Mandatory and identified teaching and learning programs will continue to form the professional learning framework for the staff.
- Appropriate capability training will be sought and undertaken between 2015 and 2017.
- Staff – Staff utilise DEC and BoSTES calendars, policies, procedures and Excellence in Schools Framework (School Biz) to ensure all deadlines are met to cater for individual and cohort needs. Principal and staff identify, record and provide for professional learning needs of staff through activities such as SDD's, staff meetings, TARS/EARS, as well as staff requests in order to meet accreditation requirements.
- Students – Strengthening of the curriculum will occur with student knowledge, skill and understandings of targeted literacy, language and numeracy programs. Capability understanding will be embedded into programs. Individual learning plans for identified students will be developed.

Processes

- Teachers will continue to plan, implement learning and teaching programs using contemporary knowledge and understandings.
- Professional learning plan for each staff member in consultation with the principal. MyPL will be utilised to track the completed PL.
- Collaborative decision making as to school development day training opportunities.
- 21st century learning programs utilising general capabilities will be written, published, implemented and evaluated. Where appropriate the Program Builder will be accessed.
- Plans to be collaboratively developed for identified students.
- ILP's and PLP's will be developed using data, feedback from LST meetings, teacher evaluation, benchmarking and collecting (as appropriate) information during Term 1 to be implemented immediately, to be evaluated end of each Semester.

Products and Practices

- All new syllabuses will be implemented with ongoing evaluation.
- Capability training.
- Further accreditation towards professional standards.
- Ongoing data collection to ensure mandatory, relevant and school based training.
- Students demonstrate confidence and ability to showcase innovative technology practices into 21st century learning at regular intervals throughout the year.
- Explicit strategies will be monitored and evaluated through checklists, running records, and standardised testing, with ongoing adjustments.
- A published calendar of events will be distributed throughout the community.
- Parent's willing involvement within the



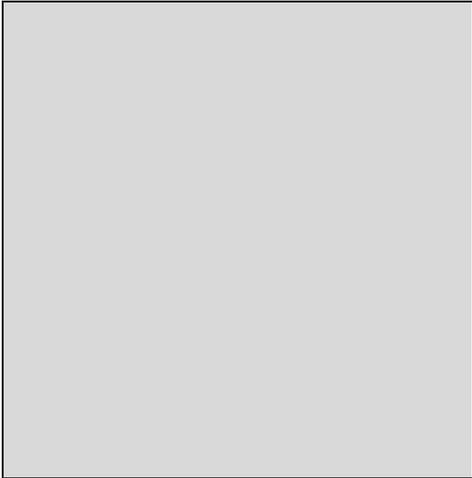
- Parents - Offer learning opportunities to support student learning. Both in-school and out-of-school workshops will assist, train or up-skill parents to develop their understandings of procedures, policies and practices.
- Community Partners – Classroom learning will be supported by expert knowledge delivered to class groups based on Cross- Curriculum Priorities.
- Leaders - Classroom learning will be supported by community leaders with local knowledge that formalises a mentor and role model program – emphasising Ethical Beliefs and Values of People Past and Present.

- Survey parents, by a variety of methods, to ascertain learning needs according to stage development and interests.
- Principal to formally identify community partners and develop a program of learning opportunities.
- Principal to invite partners to be involved.
- Student, teacher and community partnerships will be implemented and consolidated across the next three years.
- Principal to formally identify leaders and develop a program of learning opportunities. Principal to invite leaders/ mentors to be involved at timetabled opportunities.

- classroom, encouraging positive contribution and open dialogue.
- Using available business expertise and resources to strengthen community links and a formal School to Work integrated learning program, to meet the needs of a small rural community.
 - Local media publicity to promote and inform our achievements.

Strategic Direction 3: Achieving standards through capacity building opportunities.

Purpose	People	Processes	Products and Practices
<p>To provide a safe, productive and high achieving learning environment.</p>	<ul style="list-style-type: none"> • Staff – Principal will ensure quality systems and practices are in place. • Staff will engage in school, out of school and on line training. 	<ul style="list-style-type: none"> • Review all polices related to student/ staff welfare. • Review all policies related to the use of school facilities and best use of current and future human and physical resources. • Staff will provide structured classroom opportunities. • Staff will continue to use RISC. RISC reports will track both positive and negative consequences 	<ul style="list-style-type: none"> • Policies available to community and distributed as appropriate. • Community awareness and knowledge of school developed policies.
<p>Improvement Measures</p> <ul style="list-style-type: none"> ❖ Stakeholders are aware of and understand school developed policies and programs ❖ The school provides systematic and explicit training for stakeholders in key policies, programs and procedures ❖ There is a reduction in the number of RISC reports of inappropriate student behaviour ❖ The school provides opportunities for stakeholders to provide feedback ❖ Parents are proactively engaged in school planning processes 	<ul style="list-style-type: none"> • Student s will display understanding and adherence to the school welfare and discipline policy. Student voice opportunities will be provided. • Parents/ Community Partners and Leaders – develop understanding of school policies (e.g. excursion, sun safe) • Community use of school facilities 	<ul style="list-style-type: none"> • Leadership opportunities through interschool, district and state learning. • Social skill development for students • Understanding and practicing school policies. E.g. sun safe/ cyber safety/ bullying/ road safety 	<ul style="list-style-type: none"> • Students will use and understand the school welfare meta language (PBL) to achieve positive behaviours. • Less negative RISC reports will be written and positive s acknowledged through the school merit system, while fewer suspensions will be issued. • Students will display leadership skills and confidence in peer presentations. • Establishment of increased harmonious relationships both within the school and within the community. • Explicitly teach required policies and monitor practice and progress. • Parents will support and feel confident to discuss and amend as required any issues.



and encourage attendance at school-community events.

- Offer skills workshops eg school readiness, transitions. Publish relevant school policies as well as current information. Informal conversations regarding these issues
- Offer community resources as per Community Use of School Facilities.

- Continued use of school facilities as appropriate by identified groups.