



Education &
Communities

School Management Plan



School Name

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 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.

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, Mathematics 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 management 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: 21-10-11

Endorsed by School Education Director:

Date:

School Identified Priority Area/s	Summary of Targets
1. Literacy	<ol style="list-style-type: none"> 1. All Year 3, Year 5 and Year 9 students achieve above National Minimum Standard in 2012 NAPLAN Spelling. 2. All students K – 6 and 7 – 10 grow at chronological age as measured by SA Spelling Assessment tested each Semester by 2012 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, which is 10% less than the WNSW Region trend (16 students). 4. In 2012, the school average level Reading Benchmark matches or exceeds the Regional Benchmark in Reading for K 1-2.
2. Numeracy	<ol style="list-style-type: none"> 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 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.

School Identified Priority Area/s	Summary of Targets
3. Engagement and Attainment	<ol style="list-style-type: none"> 1. Increase from 60% 2011 to 80% the percentage of students transitioning from Pre-school to school in 2012.
4. Leadership and Management	<ol style="list-style-type: none"> 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. All Year 3, Year 5 and Year 9 students achieve above National Minimum Standard in 2012 NAPLAN Spelling.
2. All students K – 6 and 7 – 10 grow at chronological age as measured by SA Spelling Assessment tested each Semester by 2012
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, which is 10% less than the WNSW Region trend (16 students).
4. In 2012, the school average level Reading Benchmark matches or exceeds the Regional Benchmark in Reading for K 1-2.

Target Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2012 Resource Allocation & Funding Source
				2012	2013	2014		
1.1, 1.2	Employ 0.25 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.	<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	Low SES National Partnerships \$26,950
1.3	Purchase Literacy Resources to support implementation of Literacy Plans in Teaching and Learning.	Increased use of current resources in Literacy programs and DEAR	R 3	✓	✓	✓	Assistant Principal, Head Teacher	Global \$2,000
1.3, 1.4	Ongoing training in Reading 2 Learn for 2 Primary teachers and Initial training for 1 Primary teacher.	Teachers complete ongoing/initial training in Reading 2 Learn and achieve accreditation.	R 4	✓	✓	✓	Assistant Principal, Head Teacher	PSP \$3,300 relief TPL \$700
1.3, 1.4	Implement Reading 2 Learn program across Primary classes and Stages 4 and 5 in Secondary.	Teachers have implemented Reading 2 Learn Strategies	R 2	✓	✓	✓	Assistant Principal, Head Teacher	
1.3	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 – 3 CRT x 1 day per Term	<ul style="list-style-type: none"> Evidence of peer evaluation of explicit teaching and learning strategies Improved writing outcomes for students using Reading 2 Learn tools 	R 2, 4	✓			Assistant Principal, Head Teacher	CAP \$2,000 relief
1.1, 1.2, 1.3	Development of teacher expertise in use of SMART Data analysis, specifically utilising the teaching strategies linked to item analysis.	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	

Target Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2012 Resource Allocation & Funding Source
				2012	2013	2014		
1.3, 1.4	Employ an additional 0.15 CRT to implement Staged Literacy Strategy across Primary classes	Improved Literacy skills demonstrated by K-6 students	R 3	✓			Assistant Principal, Primary Staff	PSP \$8,350 Low SES National Partnerships (unspent CS) \$4,175
1.1 – 1.2	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.	<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	
1.3	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	
1.1 – 1.2	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	CAP \$330

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 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.

Target Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2012 Resource Allocation & Funding Source
				2012	2013	2014		
2.1, 2.2	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 Matters	<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	Low SES National Partnerships \$26,950
2.1, 2.2	Teacher professional development in Maths Matters for In-school National Partnerships Mentor, Stage 3 and Stage 4 teachers	Students demonstrate improved Numeracy skills across all strands in Mathematics	R 4	✓	✓		Assistant Principal, Head Teacher, In-school NP Mentor	CAP Course Fees \$1,500 Relief \$2,500 TPL \$2,780 relief
2.1, 2.2	Implement Maths Matters Program across Stages 3 and 4	Teachers embed Maths Matters strategies into Stage 3 and 4 Teaching and Learning programs	R 4	✓	✓	✓	Assistant Principal, Head Teacher, In-school NP Mentor	
2.1	District Initiative on Maths Matters working with Lachlan schools on Multiplication and Division.	Lachlan Schools Maths Matters program developed and implemented by teachers working collegially across schools	R 6	✓	✓		Assistant Principal, Head Teacher, In-school NP Mentor Stage 3 and 4 teachers	CAP \$2,000
2.1	Purchase resources to support implementation of Maths Matters and Numeracy programs	Evidence of increased student engagement in maths and improved competence in working mathematically as a result of purchase of resources.	R 4	✓	✓		Assistant Principal, Head Teacher	Global \$2,000
2.1 – 2.2	Implement Best Start Program in Kindergarten in 2011	<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	CAP \$330
2.1 – 2.2	All K-2 students are assessed using SENA	K-2 teacher utilises SENA data and strategies to direct teaching program	R 4	✓			Assistant Principal, STLA,	

Target Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2012 Resource Allocation & Funding Source
				2012	2013	2014		
							Stage 1 teacher	
2.1, 2.2	<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 accessing 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	
2.1, 2.2	Employ an additional 0.15 CRT to implement small group Numeracy strategy in Primary classes	<ul style="list-style-type: none"> Improved Numeracy skills evident in students' classwork and results Improved results in NAPLAN Numeracy test Above state average growth in Numeracy in Years 5 and 7 	R 4	✓			Assistant Principal, Primary Staff	PSP \$8,350 Low SES National Partnerships \$4,175

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:

- Increase from 60% 2011 to 80% the percentage of students transitioning from Pre-school to school in 2012.

Target Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2012 Resource Allocation & Funding Source
				2012	2013	2014		
3.1	<ul style="list-style-type: none"> Implementation of the Positive Behaviour for Learning (PBL) program across the school Maintain implementation of Fish Philosophy across Primary and Secondary 	<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	TPL \$1,000

Target Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2012 Resource Allocation & Funding Source
				2012	2013	2014		
3.1	<ul style="list-style-type: none"> CAP Regional Initiative – James Nottingham Strategy – including School Development Day Term 2 and development of CAP network involving Primary and Secondary teachers Purchase resources to create engaging learning environments in every classroom and learning spaces 	<ul style="list-style-type: none"> Improved student engagement in learning Reduced classroom behaviour incidents recorded on RISC Improved student performance 	R 3	✓			Assistant Principal, Head Teacher, All Staff	CAP \$4,000
3.1	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 \$1,500
3.1	<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	Global \$1,500 LAP \$1,000 TPL \$2,800
3.1	Transition to school program for early learners and development of partnership with Grenfell Pre-School	Increased number of students transitioning from pre-school to Kindergarten	R 4	✓	✓		Assistant Principal, Primary Staff	
3.1	<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	Global \$1,300 relief
3.1	Implement Wambinya Early Years Learning Pilot Program in Stage 1	<ul style="list-style-type: none"> Personal Learning Plans are developed for all Aboriginal students Increased engagement of Aboriginal students Improved Aboriginal student performance 	R 4	✓			Assistant Principal, STLA	Aboriginal Education \$4,800
3.1	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	Low SES National Partnerships \$2,721
3.1	Provision of professional learning for K-6 and 7-12 teachers by Country Areas Program (CAP) Consultant in Connected Learning and collaborative pedagogies	Teachers have accessed coaching and modelling in Connected Learning pedagogies and there is evidence of increased staff competence of connected technology in learning and increased student engagement resulting	R 1, 6	✓			Assistant Principal, Head Teacher, All Staff	CAP

Target Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2012 Resource Allocation & Funding Source
				2012	2013	2014		
		from increased frequency of use of Connected Learning.						

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:

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.

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	<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	Low SES National Partnerships \$3,325
4.1	Employ additional 0.1 EFT SAO to support teachers in Administration and implementation of National Partnerships programs	Literacy and numeracy initiatives have been strongly supported with integration of library resources into classroom pedagogies.	R 3	✓			Principal, SAM	Low SES National Partnerships \$2,361 S1 CAP \$2,361 S2
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	

Target Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2012 Resource Allocation & Funding Source
				2012	2013	2014		
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	LAP Global \$1,000

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