



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.

**Note** – Quandialla Central School completed the Low SES School Communities National Partnership at the end of Semester 1 in 2013, fully expending all program funding. No funding is allocated for 2014.

### School Context

Quandialla Central School is a small K-12 central school in central-southwest NSW. The school is a member of the Lachlan Network and is located 190 kilometres southwest of Orange Office. 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 2014 and a decreased number of Aboriginal students. Secondary cohort sizes are very small and continue to decrease. 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 for students to transition from Year 6 at Quandialla Central School into Year 7 at other schools.

The school participates in the Lachlan Access Program, which includes Condobolin HS, Lake Cargellico CS, Quandialla CS and Ungarie CS. LAP enables students in Stage 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 an extended 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. The small Parents and Citizens Association provides strong support for the school.

**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 Stage 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: 5-12-13

Director Public Schools:

Date:

School Identified Priority Area/s	Summary of Targets
1. Literacy	1.1 All students achieve a level of growth comparable with the State in Writing. 1.2 All students achieve above the National Minimum Standard in Writing.  2.1 All students achieve a level of growth comparable with the State in Reading. 2.2 80% of students reading at or above their chronological reading age. 2.3 All students achieve the National Minimum Standard in Reading.
2. Numeracy	1.1 All students achieve a level of growth comparable with the State in Numeracy. 1.2 All students achieve above the National Minimum Standard in Numeracy.

School Identified Priority Area/s	Summary of Targets
3. Engagement and Attainment	1.1 100% of students transition from pre-school to Quandialla Central School. 1.2 75% of Year 6 students transition to Year 7 2014 at Quandialla Central School. 1.3 Decrease the number of student behaviour incidents in 2014 by 10% compared with 2013.
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 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 All students achieve a level of growth comparable with the State in Writing.

1.2 All students achieve above the National Minimum Standard in Writing.

2.1 All students achieve a level of growth comparable with the State in Reading.

2.2 80% of students reading at or above their chronological reading age.

2.3 All students achieve the National Minimum Standard in Reading.

Target Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2014 Resource Allocation & Funding Source
				2012	2013	2014		
1.1 – 2.3	The Learning and Support Teacher works with teams to implement whole school Literacy plans; to support implementation of Reading 2 Learn strategies, and to implement Staged Literacy Strategy across Primary classes	<ul style="list-style-type: none"> <li>Students K-10 demonstrate improved skills in aspects of Literacy</li> <li>Improved NAPLAN Literacy results achieved by students in Years 3, 5, 7, and 9</li> </ul>	R 1, 2, 3, 4, 5.	✓	✓	✓	Principal, LST, Assistant Principal, Head Teacher	<b>Global \$750</b>
2.1 – 2.3	A sustained focus on development of K – 10 students Literacy skills (Writing and Reading) with classroom teachers supported by the Learning and support Teacher; utilising SMART data analysis to individualise teaching/learning programs, and collaborative planning of teaching programs	<ul style="list-style-type: none"> <li>Teachers have implemented Reading 2 Learn Strategies</li> <li>Reading to Learn is embedded in Stage based Programs</li> <li>Explicit strategies to teach Persuasive Writing are embedded in Programs</li> </ul>	R 2	✓	✓	✓	Principal, LST, Assistant Principal, Head Teacher	<b>TPL SI \$1,000</b>
1.1 – 2.3	Provide support and time for teachers to work collegially, within and across schools, to develop Teaching and Learning programs based on the new BOS Syllabuses, including English K – 6 and 7 - 10	<ul style="list-style-type: none"> <li>Stage based English K – 6 and &amp; - 10 Programs are planned and developed</li> <li>Teachers participate in professional learning activities focussing on implementing Australian Curriculum English K – 10.</li> </ul>	R 2, 4	✓	✓	✓	Assistant Principal, Head Teacher	<b>TPL SI \$2,000</b>
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"> <li>Teachers demonstrate evidence of the use of specific SMART strategies in Teaching and Learning Programs and classroom practice.</li> </ul>	R 2	✓	✓	✓	LST and All staff	

Target Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2014 Resource Allocation & Funding Source
				2012	2013	2014		
1.1 – 2.3	Learning and Support Teacher 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"> <li>Improved results in NAPLAN Literacy for students in Years 3 and 5, 7 and 9</li> <li>Learning and Support Teacher provides coaching and mentoring for teachers in Literacy strategies.</li> </ul>	R 6	✓	✓	✓	Assistant Principal, LST	
1.1 – 2.3	Implement targeted Literacy strategies during DEAR in Primary and Secondary	<ul style="list-style-type: none"> <li>Literacy strategies addressing areas for development are implemented in Primary and secondary DEAR.</li> </ul>	R 4	✓	✓	✓	Assistant Principal, LST, Head Teacher	
2.2	Implement Best Start program including assessment and development of individualised curriculum for Kindergarten students.	<ul style="list-style-type: none"> <li>Individual learning plans developed and implemented for Kindergarten students.</li> </ul>	R 4	✓	✓	✓	Assistant Principal, LST	<b>Global \$350</b>

### 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, Mathematics data and classroom observations as outlined in the K – 6 Assessment policy.

#### Target/s:

1.1 All students achieve a level of growth comparable with the State in Numeracy.

1.2 All students achieve above the National Minimum Standard in Numeracy.

Target Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2014 Resource Allocation & Funding Source
				2012	2013	2014		
1.1 – 1.2	The Learning and Support Teacher works with teams of teachers to implement Numeracy plans into Teaching and Learning and to implement Staged Numeracy Strategy across Primary classes	<ul style="list-style-type: none"> <li>Students K-10 demonstrate improved skills in areas of Numeracy</li> <li>Improved NAPLAN Numeracy results for students in Years 3, 5, 7 and 9</li> </ul>	R 1, 2, 3, 4, 5	✓	✓	✓	Principal, LST, Assistant Principal, Head Teacher	<b>Global \$750</b>
1.1 – 1.2	Provide support and time for teachers to work collegially, within and across schools, to develop Teaching and Learning programs based on the BOS	<ul style="list-style-type: none"> <li>Stage based Mathematics K – 6 and 7 - 10 Programs are planned and developed</li> <li>Teachers participate in professional learning activities</li> </ul>	R 4	✓	✓	✓	Assistant Principal, Head Teacher,	<b>TPL SI \$1,000</b>

Target Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2014 Resource Allocation & Funding Source
				2012	2013	2014		
	Mathematics Syllabuses K – 6 and 7 - 10	focussing on implementing the new BOS Syllabuses in Mathematics K – 6 and 7 – 10.					LST	
1.1 – 1.2	Implement elements of the Maths Matters Program across Stages 1, 2 and 3.	<ul style="list-style-type: none"> <li>Teachers embed Maths Matters strategies into Stage 3 and 4 Teaching and Learning programs.</li> </ul>	R 4	✓	✓	✓	Assistant Principal, Head Teacher, LST	
1.1 – 1.2	Implement Best Start Program in Kindergarten in 2012 and 2013	<ul style="list-style-type: none"> <li>Complete Best Start Measurement of Numeracy achievement of students in early years</li> <li>K-2 students develop skills to work mathematically</li> </ul>	R 4	✓	✓	✓	Assistant Principal, LST, Stage 1 teacher	<b>Global \$350</b>
1.1 – 1.2	<ul style="list-style-type: none"> <li>Analyse and utilise NAPLAN data in classroom Numeracy programming</li> <li>Numeracy strategies developed and implemented across KLAs and embedded into programs</li> </ul>	<ul style="list-style-type: none"> <li>Teachers utilising SMART / NAPLAN data</li> <li>Programs reflect analysis of SMART data</li> <li>Staff understanding of SMART data is increased through coaching and mentoring TPL</li> </ul>	R 5	✓	✓	✓	Assistant Principal, Head Teacher, LST	

### 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 Stage 1. As a result, 100% of students from within the Quandialla enrolment zone attend Quandialla School.

#### Target/s:

1.1 100% of students transition from pre-school to Quandialla Central School.

1.2 75% of Year 6 students transition to Year 7 2014 at Quandialla Central School.

1.3 Decrease the number of student behaviour incidents in 2014 by 10%.

Target Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2014 Resource Allocation & Funding Source
				2012	2013	2014		
1.3	<ul style="list-style-type: none"> <li>Implementation of the Positive Behaviour for Learning (PBL) program across the school</li> <li>Achieve criteria for progression to Phase Two training in Positive Behaviour for Learning</li> </ul>	<ul style="list-style-type: none"> <li>Reduced number of student behaviour incidents recorded on RISC</li> <li>Reduced number of student suspensions</li> <li>Increased student engagement with learning</li> </ul>	R 4	✓	✓	✓	Principal, External PBL Coach, Head Teacher, All Staff	<b>Global \$1,000</b>

Target Number	Strategies	Indicators	Reform Area	Timeframe			Responsibility	2014 Resource Allocation & Funding Source
				2012	2013	2014		
		<ul style="list-style-type: none"> <li>Improved student performance</li> </ul>						
1.1 – 1.3	<ul style="list-style-type: none"> <li>Employ School Learning Support Officers to support Primary classroom teachers to maximise engagement of students in learning and attainment in Literacy and Numeracy.</li> <li>1 SLSO at 3.5 hours per day – 3-6 class</li> <li>1 SLSO at 3.0 hours per day – K 1 – 2 class</li> </ul>	<ul style="list-style-type: none"> <li>Improved student engagement in learning</li> <li>Reduced classroom behaviour incidents recorded on RISC</li> <li>Improved student performance in Literacy and Numeracy</li> </ul>	R 3	✓	✓	✓	Principal, Assistant Principal, Head Teacher,	3.5 h/day <b>Integration</b> <b>\$15,540</b> <b>Equity</b> <b>\$5,985</b>  3.0h/day <b>Equity</b> <b>\$3,415</b> <b>Global</b> <b>\$15,035</b>
1.1 – 1.3	<ul style="list-style-type: none"> <li>Implement School To Work plan, including development of student work-placement links with businesses</li> </ul>	<ul style="list-style-type: none"> <li>Increased number of businesses involved in STW program and provide work-placements for students</li> </ul>		✓	✓	✓	Careers Advisor	
1.2 – 1.3	<ul style="list-style-type: none"> <li>Implement programs for 15-17 year old students at risk of disengaging from schooling</li> <li>Develop partnership with Young campus, Riverina Institute TAFE</li> <li>School participation in Lachlan Access Program, enabling access to broad range of curriculum choices for Preliminary students in 2011</li> </ul>	<ul style="list-style-type: none"> <li>Stage 6 students access TVET courses via Young campus of Riverina Institute TAFE</li> <li>Increased student retention from Year 10 to Year 12</li> </ul>	R 6	✓	✓	✓	Principal, Head Teacher Access, Head Teacher SS	<b>TPL SI</b> <b>\$1,000</b> <b>Global</b> <b>\$1,000</b>
1.1 – 1.3	<ul style="list-style-type: none"> <li>Transition to school program for early learners and development of partnership with on-site Weddin Pre-School</li> <li>Transition to Year 7 program for Year 6 into Year 7 students</li> </ul>	<ul style="list-style-type: none"> <li>Increased number of students transitioning from pre-school to Kindergarten at QCS</li> <li>Increased number of students transitioning from Year 6 into Year 7 at QCS</li> </ul>	R 4	✓	✓	✓	Assistant Principal, Primary Staff	<b>Global</b> <b>\$700</b>
1.1 – 1.3	<ul style="list-style-type: none"> <li>Develop and implement Personal Learning Plans for all Aboriginal students</li> <li>Professional learning for teachers in development and implementation of Personal Learning Plans for Aboriginal students</li> </ul>	<ul style="list-style-type: none"> <li>Personal Learning Plans are developed for all Aboriginal students</li> <li>Increased engagement of Aboriginal students</li> <li>Improved Aboriginal student performance</li> <li>Increased teacher understanding of Personal Learning Plans for Aboriginal students</li> </ul>	R 4	✓	✓	✓	Assistant Principal, Head Teacher, LST	<b>TPL L&amp;N</b> <b>\$1,000</b>



## 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	2014 Resource Allocation & Funding Source
				2012	2013	2014		
1, 2	<ul style="list-style-type: none"> <li>Executive and LST provides coaching and mentoring for teachers to support development of Quality Teaching and Learning programs</li> </ul>	<ul style="list-style-type: none"> <li>Increased student engagement and performance in K - 12</li> </ul>	R 2	✓	✓	✓	Assistant Principal, Head Teacher, In-school NP Mentor	
1	<ul style="list-style-type: none"> <li>Development of Professional Learning Communities across Lachlan Network, Forbes Small Schools Network and Lachlan Access Program (LAP)</li> <li>Provide time via teacher relief for teachers to work collaboratively in developing teaching programs for new BOS Syllabuses, including English, History, Science, Mathematics and Technology.</li> <li>Coordinated Teaching and Assessment programs across Lachlan Network and LAP</li> </ul>	<ul style="list-style-type: none"> <li>Teachers participate in network professional learning and KLA and Curriculum development activities across the Lachlan network, Forbes Small Schools Network and LAP</li> <li>Draft Curriculum and Teaching Program documents developed; resources evaluated and purchased</li> <li>Increased teacher understanding of new BOS Syllabuses</li> </ul>	R 6	✓	✓	✓	HT Access, Head Teacher, Assistant Principal, Teachers	<p><b>TPL SI \$2,000</b></p> <p><b>Global \$5,000</b> (resources for new syllabuses)</p>
1, 2	<ul style="list-style-type: none"> <li>Leadership and Management professional learning for HT (DP Network); AP (PPA Network); SAM (SASSPA Network) and Principal (SPC Network)</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of increased Executive leadership capacity across the school</li> <li>Executive lead successful implementation of School Improvement projects</li> </ul>	R1, 2, 3, 4, 5, 6		✓	✓	Head Teacher, Assistant Principal, Principal, School Administration Manager	<b>Global \$6,500</b>

## 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
<b>Red</b>	<b>Low SES National Partnership</b> e.g. employ DP
<b>Black</b>	<b>Global Budget</b> e.g. purchase resource
<b>Blue</b>	<b>CAP</b> e.g. employ teacher
<b>Green</b>	<b>PSP &amp; PAS</b> e.g. employ TA
<b>Purple</b>	<b>Professional Learning</b> e.g. attendance at R2L
<b>Orange</b>	<b>Aboriginal Education</b> e.g. \$2500 SiP employ SLSO
<b>Dark Red</b>	<b>Other</b> e.g. \$1000 Community Grant