



Low Socio-economic Status School Communities National Partnership



Final Report 2009 Schools



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Section 1: School Information

The following is a report prepared to summarise and document participation in the Low SES School Communities National Partnership at **Quandialla Central School** from the beginning of Semester 2, 2009 to the end of Semester 1, 2013.

School Code: 2920

Region: Western NSW Region, superseded by Team 4 from Term 2 of 2013.

- **Final Report 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
David Dixon	President, P&C Association
Kym Orman	Partnership Mentor

- **Final Report authors**

Name	Position
Phillip Foster	Principal

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*, 18 September 2013



Introduction

Schools completing their participation in the Low SES School Communities National Partnership are required to produce a final report on the progress and achievements of the National Partnership activities undertaken by the school.

The Final Report provides an opportunity for the school to summarise and document what has changed in the school as a result of the strategies implemented throughout the school's participation in the partnership.

The Final Report template is provided to assist schools in reporting changes and achievements, and provides an opportunity to articulate future planning.

The focus of the Final Report

The Final Report should focus on summarising progress and achievements on the key targets and strategies addressed across the school's participation in the National Partnership.

The Final Report should summarise answers to the following questions:

- What did we say we would achieve?
- How well did we do it? How effective were our strategies? What changes have been made?
- How will we sustain improvements to achievement, systems and practice?
- Where to next? Future directions?

Planning the Final Report

The production of the Final Report should be led by the school principal and involve participation of and consultation with key participants and stakeholders in the school's National Partnership program. 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 plan to allocate National Partnership resources to support the production of the Final Report.**



What is the scope of the Final Report?

The Final Report will summarise and document the work of the school undertaken as a result of the school's participation in the Low SES School Communities National Partnership.

The report will describe changes, progress and achievements over the life of the partnership. It should contain information about:

- the school context (page 5)
- progress and achievement of targets and strategies over the past year including evidence to support statements of progress, achievements and effectiveness of strategies undertaken as part of participation in the Partnership (page 6)
- changes in the school systems and practices as a result of participation in the Partnership. (page 11)
- sustainability of improvements to achievement, systems and practice (page 13).

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 School Education Group and is located 195 kilometres southwest of Orange Office.

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 in 2013 and a decreased proportion of Aboriginal students. Primary and Secondary cohort sizes are very small. Anticipated enrolments for 2014 include an increase in Kindergarten enrolments; no students transitioning from Year 6 to Year 7, and continued decline in secondary enrolments. Total enrolments K – 12 continue to decrease for 2014. The Executive Review 2013 for 2014 process resulted in the Assistant Principal and Head Teacher positions being placed on review for 2014.

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. Typically, students transition from Year 6 at Quandialla Central School to Year 7 at a different school.

In addition, the transitory character of a number of families has resulted in increased uncertainty in relation to anticipated enrolments for 2014.

For Semester 1 2013, the school accessed transitional Equity resources. Transitional Equity resources replaced the resources provided by the Country Areas Program. Transitional Equity resources provided a small amount of funding. At the end of Semester 1 2013, transitional Equity resources and Low Socio-Economic Status School Communities National Partnership funding



ceased. 2013 School Plan allocated these funds to supplement teacher staffing in the Primary faculty, and these funds were fully expended by the end of Semester 1. Global funds were utilised to maintain Primary staffing supplementation throughout Semester 2.

During Semester 1 2013, the school accessed 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; ongoing development of middle executive leadership capacity 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. LAP provides the opportunity for students to complete Stage 6 at Quandialla Central School. However, at Week 1 of Term 2 2013, there were no students enrolled in Stage 6 at Quandialla Central School.

The school is a member of the Weddin Community of Schools, and staff members participate in jointly delivered PLLD professional learning programs; 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. Primary staff members also participate in joint planning of new curriculum and teaching programs with the Lachlan Small Schools Network.

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 number of students transitioning from the on-site pre-school to Kindergarten at the school has remained steady at two in 2012 and two in 2013. This is anticipated to increase to seven in 2014 and then decrease to six in 2015.

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

However, with the exception of anticipated increased enrolments in Kindergarten over 2014-15, the long term trend of decreasing student enrolments will impact on whole school staffing entitlements. For 2014, student enrolments in the Primary faculty will result in a teacher entitlement of one classroom teacher and a Small Primary School supplement. Secondary teacher entitlements will remain at 2013 levels.

This has had an effect on teachers' career pathways, with a number of teachers considering their career options. The school has provided strong support for staff, enabling them to prepare for merit selection processes.

In general, the teaching staff and the Parents and Citizens Association continue to be optimistic and focus on maintaining the high quality education provided by Quandialla Central School.



Section 3: Progress and achievement of Low SES NP key targets and strategies for 2013

This section is to provide information about progress over the past year of the partnership only.

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 implemented to achieve the target	Reason for maintaining or revising target for next year	Target for next year	Continue strategies for next year? Select:
L 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.	Basic (progress made)	<p>NAPLAN 2013</p> <p>Year cohort is very small, (1 student) and significantly below the size required for statistically valid analysis of results.</p> <p>However, in terms of the target, 100% of Year 3 students achieved at the National Minimum Standard (NMS) in Writing, with no student achieving at Band 3 level.</p> <p>Stage based assessment data correlates with the NAPLAN results in Year 3 Writing.</p>	<p>Evaluations indicated that the strategy to employ an additional 0.2 EFT teacher as In-school National Partnerships Mentor, to work across the school in implementing Literacy Plans and supporting Stage teams in teaching aspects of Writing 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 also been highly successful. This has resulted in increased understanding of how to explicitly teach Writing and incorporation of Writing in rich classroom tasks.</p> <p>Evaluations have also indicated that the strategy to develop teacher expertise in use of SMART Data analysis,</p>	<p>The target was achieved, at the Basic level. However, evaluations by teachers indicate the target should be revised to ensure the focus is on the progress of cohorts rather than comparison of outcomes for different cohorts. Strategies for Writing will include the explicit teaching of the range of Writing genres in rich tasks and contexts.</p> <p>The anticipated enrolment in Year 3 for 2014 is two students. It is highly problematic to develop statistical targets relating to this very small cohort.</p>	<p>All students achieve a level of growth comparable with the State in Writing.</p> <p>All students achieve above the National Minimum Standard in Writing.</p>	<p>Revise strategy & describe</p> <p>Describe new/revised strategies:</p> <p>At the end of Semester 1 of 2013, all Low SES School Communities National Partnership funding was fully expended. The 0.2 EFT In-School National Partnerships Mentor role was adjusted for Semester 2, shifting to a classroom teacher role allocated to the Early Stage 1 / Stage 1 class. Throughout Semester 2, this position was funded by the school.</p> <p>For 2014, the anticipated Teacher Entitlement for the Primary faculty includes a Primary Smaller School Supplementation. The Supplementation will be fully allocated to a Primary classroom teaching role, enabling the formation of Stage based and Learning Needs based groups in Literacy.</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 implemented to achieve the target	Reason for maintaining or revising target for next year	Target for next year	Continue strategies for next year? Select:
			specifically utilising the teaching strategies linked to item analysis, has been effective. In each Year group, students' growth in Writing has been comparable to the State Average.			
L 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.	Sound (target achieved)	NAPLAN 2013 Year cohort is very small, (4 students) and significantly below the size required for statistically valid analysis of results. In terms of the target, 75% of Year 5 students achieved above the NMS in NAPLAN Writing, with 50% of students achieving at Band 5 or above; no students achieved at or below Band 3, and 25% of students achieved growth above the State average. Stage based assessment data correlates with the NAPLAN results in Year 5 Writing.	In addition to the information in L 1.1 above: Teachers in Stage and Primary Faculty meetings reported that continued implementation of the Reading 2 Learn program has equipped them to provide explicit instruction in Reading and Writing strategies. Feedback from Primary Faculty meetings indicates that the use of the Literacy Continuum K – 6 supports teachers in developing a more systematic understanding of student literacy development. The provision of	The target was achieved, at the Sound level; however, evaluations by teachers indicate the target should be revised to ensure the focus is on the progress of cohorts rather than comparison of outcomes for different cohorts. Strategies for Writing will include the explicit teaching of the range of Writing genres in rich tasks and contexts. The anticipated enrolment in Year 5 for 2014 is four students. It is highly problematic to develop statistical targets relating to this very small cohort.	All students achieve a level of growth comparable with the State in Writing. All students achieve above the National Minimum Standard in Writing.	Revise strategy & describe Strategy as for L 1.1 above.



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 implemented to achieve the target	Reason for maintaining or revising target for next year	Target for next year	Continue strategies for next year? Select:
			<p>professional learning for all teachers on the use of SMART data analysis package has assisted teachers with the selection and use of appropriate writing strategies to suit the needs of their students.</p> <p>Teacher evaluations of the professional learning on SMART data analysis indicate significantly increased awareness of how student assessment data provides valuable evidence to inform explicit teaching.</p> <p>School evaluations indicate the establishment of the 0.2 EFT In-school National Partnership Mentor position, to support implementation of whole-school Literacy strategies has been effective. As a result, teaching and learning programs reflect an increased understanding of the stage requirements in the Writing strand of the English K – 6 Syllabus.</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 implemented to achieve the target	Reason for maintaining or revising target for next year	Target for next year	Continue strategies for next year? Select:
L 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.	Basic (progress made)	<p>NAPLAN 2013</p> <p>Year cohort is very small, (2 students) and significantly below the size required for statistically valid analysis of results.</p> <p>In terms of the target, 100% of students achieved at the National Minimum Standard in Writing, with no student achieving at Band 6 level. 50% of students achieved growth above the State average.</p> <p>Stage based assessment data correlates with the NAPLAN results in Year 7 Writing.</p>	<p>Year 7 and 8 students are combined in a Stage 4 Mathematics group.</p> <p>In addition to the information in L 1.1 and L 1.2 above:</p> <p>Evaluations indicated that the strategy to employ an additional 0.2 EFT teacher as In-school National Partnerships mentor, to support teachers and provide professional learning on Literacy programs has been successful. As a result, teaching and learning programs reflect an increased understanding of the writing demands across subject and KLA areas and that teachers have a diverse range of appropriate teaching strategies for Writing.</p> <p>Analysis of teaching and learning programs indicated that teachers understand how to adapt and refine explicit teaching strategies to</p>	<p>The target was achieved, at the Basic level; however, evaluations by teachers indicate the target should be revised to ensure the focus is on the progress of cohorts rather than comparison of outcomes for different cohorts. Strategies for Writing will include the explicit teaching of the range of Writing genres in rich tasks and contexts.</p> <p>There are no anticipated enrolments in Year 7 for 2014.</p>	<p>All students achieve a level of growth comparable with the State in Writing.</p> <p>All students achieve above the National Minimum Standard in Writing.</p>	<p>Revise strategy & describe</p> <p>Strategy as for L 1.1 and L 1.2 above.</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 implemented to achieve the target	Reason for maintaining or revising target for next year	Target for next year	Continue strategies for next year? Select:
			<p>address to writing criteria and targets developed by Faculty teams.</p> <p>Analysis of Secondary Faculty Meeting minutes indicated that the explicit teaching of writing skills is being addressed by all teachers.</p>			
<p>L 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>Sound (target achieved)</p>	<p>NAPLAN 2013</p> <p>Year cohort is very small, (1 student) and significantly below the size required for statistically valid analysis of results.</p> <p>In terms of the target, 100% of Year 3 students achieved above NMS in Reading, achieving at Band 5 level.</p> <p>Stage based assessment data correlates with the NAPLAN results in Year 3 Reading.</p>	<p>Evaluations indicated that the strategy to employ an additional 0.2 EFT teacher as In-school National Partnerships mentor, to work across the school in implementing Literacy Plans and supporting Stage teams in teaching aspects of Reading 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 also been highly successful. This has resulted in increased understanding of how to explicitly teach Reading and incorporation of</p>	<p>The target was achieved, at the Sound level; however, evaluations by teachers indicate the target should be revised to ensure the focus is on the progress of cohorts rather than comparison of outcomes for different cohorts. Strategies for Reading will include the explicit teaching of the Reading in rich tasks and contexts.</p> <p>The anticipated enrolment in Year 3 for 2014 is two students. It is highly problematic to develop statistical targets relating to this very small cohort.</p>	<p>All students achieve a level of growth comparable to the State in Reading.</p> <p>80% of students reading at or above their chronological reading age.</p> <p>All students achieve above the National Minimum Standard in Reading.</p>	<p>Revise strategy & describe</p> <p>Describe new/revised strategies:</p> <p>Strategy as for L 1.1, L 1.2 and L 1.3 above.</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 implemented to achieve the target	Reason for maintaining or revising target for next year	Target for next year	Continue strategies for next year? Select:
			<p>Reading 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 to item analysis, has been effective.</p> <p>In each Year group, students' growth in Reading has been comparable to the State Average.</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 implemented to achieve the target	Reason for maintaining or revising target for next year	Target for next year	Continue strategies for next year? Select:	
L 2.2 Year 5 2013 Achieve 100% of the cohort at or above the National Minimum Standard in Reading, with at least two	<p>Basic (progress made)</p> <p>NAPLAN 2013</p> <p>Year cohort is very small, (4 students) and significantly below the size required for statistically valid analysis of results.</p> <p>In terms of the target,</p>	<p>In addition to the information in L 2.1 above:</p> <p>Teacher feedback in Stage and Faculty meetings indicated the implementation of the Reading 2 Learn program has supported them in</p>	<p>The target was achieved, at the Basic level; however, evaluations by teachers indicate the target should be revised to ensure the focus is on the progress of cohorts rather than comparison of outcomes for different cohorts. Strategies for</p>	<p>All students achieve a level of growth comparable to the State in Reading.</p> <p>80% of students reading at or above their chronological reading age.</p>	<p>Revise strategy & describe</p> <p>Describe new/revised strategies:</p> <p>Strategy as for L 1.1, L 1.2, L 1.3 and L 2.1 above.</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 implemented to achieve the target	Reason for maintaining or revising target for next year	Target for next year	Continue strategies for next year? Select:
students at Band 5 or above, and no students in Band 3. Achieve growth rate at or above the SEG growth rate.		<p>75% of Year 5 students achieved above the NMS in Reading with 25% of students achieving growth above the State average.</p> <p>Stage based assessment data correlates with the NAPLAN results in Year 5 Reading.</p>	<p>developing explicit teaching strategies in Reading.</p> <p>Further, feedback from teachers indicates that the use of the Literacy continuum K – 6 supports them to develop a systematic approach to teaching Reading.</p> <p>Evaluations following the professional learning in SMART data analysis demonstrate that teachers understand how to analyse SMART data to inform teaching and learning for targeted students and Stage groups.</p> <p>Teacher surveys indicated that the employment of additional School Learning Support Officer resources enabled more individual support for students and small group support in Reading.</p>	<p>Reading will include the explicit teaching of Reading in rich tasks and contexts.</p> <p>The anticipated enrolment in Year 5 for 2014 is four students. It is highly problematic to develop statistical targets relating to this very small cohort.</p>	All students achieve above the National Minimum Standard in Reading.	



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 implemented to achieve the target	Reason for maintaining or revising target for next year	Target for next year	Continue strategies for next year? Select:
L 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.	Basic (progress made)	<p>NAPLAN 2013</p> <p>Year cohort is very small, (2 students) and significantly below the size required for statistically valid analysis of results.</p> <p>In terms of the target, 50% of students achieved at NMS and 50% of students achieved above NMS in Reading with 50% of students achieving growth above the State average.</p> <p>Stage based assessment data correlates with the NAPLAN results in Year 7 Reading.</p>	<p>Year 7 and 8 students are combined in a Stage 4 English group.</p> <p>In addition to the information in L 2.1 and L 2.2 above:</p> <p>School evaluations indicated that the employment of the In-school National Partnership Coordinator to support implementation of whole school Literacy strategies resulted in increased understanding of how to explicitly teach reading and comprehension, and supported teachers to develop the link between rich discussions in classrooms and improved Reading and comprehension.</p> <p>Analysis of minutes of the secondary faculty meetings indicates that Secondary teachers are including explicit reading strategies in teaching programs e.g. activities to teach students the</p>	<p>The target was achieved, at the Basic level; however, evaluations by teachers indicate the target should be revised to ensure the focus is on the progress of cohorts rather than comparison of outcomes for different cohorts. Strategies for Reading will include the explicit teaching of Reading in rich tasks and contexts.</p> <p>There are no anticipated enrolments in Year 7 for 2014.</p>	<p>All students achieve a level of growth comparable to the State in Reading.</p> <p>80% of students reading at or above their chronological reading age.</p> <p>All students achieve above the National Minimum Standard in Reading.</p>	<p>Revise strategy & describe</p> <p>Describe new/revised strategies:</p> <p>Strategy as for L 1.1, L 1.2, L 1.3, L 2.1 and L 2.2 above.</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 implemented to achieve the target	Reason for maintaining or revising target for next year	Target for next year	Continue strategies for next year? Select:
			<p>meaning of technical and subject specific terminology.</p> <p>During meetings, Secondary teachers also indicated that the coaching and mentoring provided by the In-school National Partnerships Mentor has improved their ability to adapt and refine explicit teaching strategies to improve student responses to identified NAPLAN test items.</p>			
L 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)	Sound (target achieved)	<p>Year cohort is very small, (4 students) and significantly below the size required for statistically valid analysis of results.</p> <p>There are three students currently enrolled in Year 1, two of whom attended this school in Kindergarten. One student is on target to exceed the Reading Benchmark; another student has already exceeded the Reading Benchmark. The recent</p>	In faculty and Stage meetings, class teachers reported that the use of the Literacy continuum K – 6 enables them to develop a more systematic understanding of student literacy development; provision of full time SLSO support for high needs students and the joint approach to programming teaching and learning across K, 1 – 2 has enabled them to provide explicit instruction in Reading and Writing and to implement effective	The target was achieved, at the Sound level; however, evaluations by teachers indicate the target should be revised to ensure the focus is on the progress of cohorts rather than comparison of outcomes for different cohorts. Strategies for Reading will include the explicit teaching of Reading in rich tasks and contexts.	Increase to 100% of Year 1 students 2014 achieving Reading Benchmarks, from 66% of K at end of Term 3, 2013.	<p>Revise strategy & describe</p> <p>Describe new/revised strategies:</p> <p>Strategy as for L 1.1, L 1.2, L 1.3, L 2.1, L 2.2 and L 2.3 above.</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 implemented to achieve the target	Reason for maintaining or revising target for next year	Target for next year	Continue strategies for next year? Select:
		<p>new enrolment is reading at a level significantly below the Reading Benchmark.</p> <p>Stage based assessment data correlates with the Reading Benchmark data results in Year 1 Reading.</p>	<p>reading and writing strategies.</p> <p>Teachers also report detailed use of Best Start data in developing individual learning plans and improved coordination of teaching across K, 1 – 2.</p>			
<p>L 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)</p>	<p>Sound (target achieved)</p>	<p>Year cohort is very small, (2 students) and significantly below the size required for statistically valid analysis of results.</p> <p>There is currently one student enrolled in Year 2 who attended this school in Year 1. This student has already exceeded the Reading Benchmark for Year 2. The recent new enrolment is a non-reader.</p> <p>Stage based assessment data correlates with the Reading Benchmark results in Year 2 Reading.</p>	<p>Analysis of Faculty Meeting minutes and Stage Programs indicates teachers are utilising Best Start assessments to adapt and refine explicit teaching strategies for identified students.</p> <p>Teachers report they value the extended SLSO resource allocated to the K, 1 – 2 group, as this enables additional individual support for students in the classroom.</p>	<p>The target was achieved, at the Sound level; however, evaluations by teachers indicate the target should be revised to ensure the focus is on the progress of cohorts rather than comparison of outcomes for different cohorts. Strategies for Reading will include the explicit teaching of Reading in rich tasks and contexts.</p>	<p>Increase to 100% of Year 2 students 2014 achieving Reading Benchmarks, from 66% of Year 1 at end of Term 3, 2013.</p>	<p>Revise strategy & describe</p> <p>Describe new/revised strategies:</p> <p>Strategy as for L 1.1, L 1.2, L 1.3, L 2.1, L 2.2 and L 2.3 above.</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 implemented to achieve the target	Reason for maintaining or revising target for next year	Target for next year	Continue strategies for next year? Select:
N 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.	Basic (progress made)	<p>Stage cohorts are very small, (5 students in each) and significantly below the size required for statistically valid analysis of results.</p> <p>Stage based assessment data indicates that Stage 2 and 3 students are progressing towards higher levels of achievement on Multiplication/Division and Place Value in the Maths Matters learning framework. At current progress, students will achieve an additional level by the end of Term 4.</p>	<p>Feedback from teachers indicates that the implementation of the Maths Matters strategy across Stages 2 and 3 has been effective in supporting student growth in key elements of the learning framework in Maths Matters.</p> <p>Analysis of teaching and learning programs indicates that Maths Matters strategies have been embedded, and that teachers are confident in adapting and refining strategies to address the needs of identified students.</p>	The target was achieved, at the Basic level. However, evaluations by teachers indicate the target should be revised to ensure the focus is on the progress of cohorts rather than comparison of outcomes for different cohorts. Strategies for Numeracy will include the explicit teaching Numeracy in rich tasks and contexts.	<p>All students achieve a level of growth comparable with the State in numeracy.</p> <p>All students achieve above the National Minimum Standard in Numeracy.</p>	<p>Revise strategy & describe</p> <p>Describe new/revised strategies:</p> <p>At the end of Semester 1 of 2013, all Low SES School Communities National Partnership funding was fully expended. The 0.2 EFT In-School National Partnerships Mentor role was adjusted for Semester 2, shifting to a classroom teacher role allocated to the Early Stage 1 / Stage 1 class. Throughout Semester 2, this position was funded by the school.</p> <p>For 2014, the anticipated Teacher Entitlement for the Primary faculty includes a Primary Smaller School Supplementation. The Supplementation will be fully allocated to a Primary classroom teaching role, enabling the formation of Stage based and Learning Needs based groups in Numeracy.</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 implemented to achieve the target	Reason for maintaining or revising target for next year	Target for next year (for School Plan)	Continue strategies for next year? Select:
N 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	Sound (target achieved)	<p>NAPLAN 2013</p> <p>Year cohort is very small, (1 student) and significantly below the size required for statistically valid analysis of results.</p> <p>In terms of the target, 100% of students achieved above the NMS in Year 3 Numeracy, with 100% of students achieving at Band 4 level.</p> <p>Stage based assessment data correlates with the NAPLAN results in Year 3 Numeracy.</p>	<p>Evaluations indicated that the strategy to employ an additional 0.2 EFT teacher as In-school National Partnerships mentor, to support teachers in implementing Numeracy plans in Stage programs and to implement Stage-based Numeracy groups has been successful. Evaluations indicate that allocating the In-school NP Mentor to teach across Stage-based Numeracy groups has been successful. This has resulted in individualised programs for students in Numeracy and improved student outcomes in Numeracy.</p> <p>School evaluations have also indicated that the strategy to develop teacher expertise in use of SMART Data analysis, specifically utilising the teaching strategies linked to item analysis, has been effective.</p> <p>In each Year group, students' growth in</p>	<p>The target was achieved, at the Sound level. However, evaluations by teachers indicate the target should be revised to ensure the focus is on the progress of cohorts rather than comparison of outcomes for different cohorts. Strategies for Numeracy will include the explicit teaching of Numeracy in rich tasks and contexts.</p> <p>The anticipated enrolment in Year 3 for 2014 is two students. It is highly problematic to develop statistical targets relating to this very small cohort.</p>	<p>All students achieve a level of growth comparable with the State in numeracy.</p> <p>All students achieve above the National Minimum Standard in Numeracy.</p>	<p>Revise strategy & describe</p> <p>Describe new/revised strategies:</p> <p>Strategy as for N1 above.</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 implemented to achieve the target	Reason for maintaining or revising target for next year	Target for next year (for School Plan)	Continue strategies for next year? Select:
			Numeracy has been comparable to the State Average.			
N 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	Basic (progress made)	NAPLAN 2013 Year cohort is very small, (4 students) and significantly below the size required for statistically valid analysis of results. In terms of the target, 50% of Year 5 students achieved above the NMS in Numeracy, with 25% of students achieving at NMS and 25% of students achieving growth above the State average. Stage based assessment data correlates with the NAPLAN results in Year 5 Numeracy.	In addition to the information in N2 above: Teacher comments in Stage group meetings indicate that employment of additional School Learning Support Officer (SLSO) resources to provide individualised classroom support for students in Mathematics has been highly successful. Teacher feedback from Stage group meetings demonstrated the value of collaborative planning and programming opportunities through provision of additional teacher release time. Teachers indicated this has encouraged professional dialogue in reflecting on and refining	The target was achieved, at the Basic level. However, evaluations by teachers indicate the target should be revised to ensure the focus is on the progress of cohorts rather than comparison of outcomes for different cohorts. Strategies for Numeracy will include the explicit teaching of Numeracy in rich tasks and contexts. The anticipated enrolment in Year 5 for 2014 is four students. It is highly problematic to develop statistical targets relating to this very small cohort.	All students achieve a level of growth comparable with the State in numeracy. All students achieve above the National Minimum Standard in Numeracy.	Revise strategy & describe Describe new/revised strategies: Strategy as for N1 and N2 above.



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 implemented to achieve the target	Reason for maintaining or revising target for next year	Target for next year (for School Plan)	Continue strategies for next year? Select:
			<p>classroom practices.</p> <p>Staff surveys indicated the effectiveness of employing the In-School National Partnership Mentor to support implementation of Numeracy programs and provide coaching and mentoring for teachers. Teachers reported they have an increased understanding of how to explicitly teach numeracy across KLAs.</p> <p>Analysis of teaching and learning programs indicates teachers have improved knowledge of effective planning for Numeracy teaching across KLAs, as a result of mapping numeracy skills to KLAs.</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 implemented to achieve the target	Reason for maintaining or revising target for next year	Target for next year (for School Plan)	Continue strategies for next year? Select:
<p>N 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.</p>	<p>Basic (progress made)</p>	<p>NAPLAN 2013 Year cohort is very small, (2 students) and significantly below the size required for statistically valid analysis of results. In terms of the target, 50% of Year 7 students achieved above the NMS in Numeracy and 50% of students achieved at the NMS with 50% of students achieving growth above the State average. Stage based assessment data correlates with the NAPLAN results in Year 7 Numeracy.</p>	<p>Year 7 and 8 students are combined in a Stage 4 Mathematics group. In addition to the information in N2 and N3 above: Teachers commented in Stage group meetings that they have improved knowledge of SMART data analysis to inform teaching and learning; and their analysis of SMART data has resulted in the identification of areas of strength and weaknesses in teaching Numeracy. Further, teachers agreed they have increased knowledge of numeracy strategies and resources. The School evaluation found that teachers are better able to identify key aspects of Numeracy underperformance by students and are more confident in developing focussed intervention strategies.</p>	<p>The target was achieved, at the Basic level. However, evaluations by teachers indicate the target should be revised to ensure the focus is on the progress of cohorts rather than comparison of outcomes for different cohorts. Strategies for Numeracy will include the explicit teaching of Numeracy in rich tasks and contexts. There are no anticipated enrolments in Year 7 for 2014.</p>	<p>All students achieve a level of growth comparable with the State in numeracy. All students achieve above the National Minimum Standard in Numeracy.</p>	<p>Revise strategy & describe Describe new/revised strategies: Strategy as for N1, N2 and N3 above.</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 implemented to achieve the target	Reason for maintaining or revising target for next year	Target for next year (for School Plan)	Continue strategies for next year? Select:
E&A 1 Increase from 80% to 100% the percentage of students transitioning from Pre-school to school in 2013.	Sound (target achieved)	For the 2013 school year, 75% of the eligible children transitioned from the on-site pre-school to Kindergarten at Quandialla Central School.	<p>School and parent evaluations indicated the Transition to School program for pre-school children and the continued development of the partnership with the Grenfell Pre-school has been highly successful.</p> <p>In addition, the school and the Parents and Citizens Association have developed links with the parents, and involved them in school activities. This has improved the pathway for children from Pre-school to Kindergarten at Quandialla Central School.</p>	<p>In 2013 there are seven children eligible to transition from Pre-school to Kindergarten at Quandialla CS.</p> <p>In 2014 there are six children who will be eligible to transition from pre-school to Kindergarten.</p> <p>The target is to enrol each eligible child in Kindergarten at Quandialla CS.</p>	<p>100% of students transition from Pre-school to Quandialla Central School.</p> <p>Decrease the number of student behaviour incidents by 20% in 2014.</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 implemented to achieve the target	Reason for maintaining or revising target for next year	Target for next year (for School Plan)	Continue strategies for next year? Select:
E&A 2 Increase the percentage of students transitioning from Year 6 to Year 7 from 0% to 66% in 2013.	Limited (little or no progress)	There is no evidence to demonstrate progress towards achieving this target. 100% of the 2013 Year 6 cohort will transition to Year 7 at an alternative (selective) government high school	<p>Evaluations by teachers, students and parents do indicate that implementation of the Positive behaviour for Learning (PBL) program has been successful in promoting positive perceptions of the school. Evaluations also indicate this has been a factor in the continued increase in the percentage of children from the on-site Pre-school transitioning to Kindergarten at Quandialla CS.</p> <p>In addition, evaluations demonstrate a significant increase staff capacity relating to curriculum development and planning. Teachers have been strongly supported and accessed professional learning provided by the Leadership Networks established by the jointly funded SEG Partnership Mentor and Connected Learning Coach positions. Teachers report they are confident the planning for</p>	Of the 4 students in the 2014 Year 6 cohort, 3 are expected to transition to Year 7 at Quandialla CS in 2015.	<p>75% of students transition from Year 6 to Year 7 at Quandialla Central School.</p> <p>Decrease the number of student behaviour incidents by 20% in 2014.</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 implemented to achieve the target	Reason for maintaining or revising target for next year	Target for next year (for School Plan)	Continue strategies for next year? Select:
			the new BOS Syllabuses (English, History, Mathematics and Science) will increase student engagement and performance.			
L&M 1 Develop Scaffold 2 operational documents as a sustainable aspect of school leadership culture within Quandialla School.	High (target exceeded)	Evidence demonstrating achievement of this target includes the formation of three School Improvement Project teams in 2012 and the continuation of their work throughout 2013 – in Literacy, Numeracy and Positive Behaviour for Learning. Scaffold 2 is utilised by the SIP leaders to plan and monitor implementation of each School Improvement Project. Use and analysis of Scaffold 2 has been embedded in the Executive Assessment Review Schedule processes and detailed training in the use of Scaffold 2 was provided at previous School development days. These strategies have contributed to the	The key strategy implemented to support achievement of this target is “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” – a SEG based Partnership Mentor. This strategy was extended from the end of Semester 1 to October 2013. Additional strategies included “Employ additional 0.1 EFT SAO to support teachers in administration and implementation of the National Partnership programs. This strategy was extended to include Semester 2 of 2103.	This target will be maintained for 2014, however all Low SES School Communities National Partnership funding allocated to the school has been expended as at end of Semester 1. A very small amount of school held funds were utilised to extend the 0.1 SAO position into Semester 2.	Team leaders develop Scaffold 2 operational documents as an embedded aspect of the leadership culture within Quandialla School.	Maintain strategy (no description) Describe new/revised strategies:



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 implemented to achieve the target	Reason for maintaining or revising target for next year	Target for next year (for School Plan)	Continue strategies for next year? Select:
		development of leadership capacity of the school.	School and group evaluations indicated both of the above strategies were highly effective. The PH2 Partnership Mentor provided ongoing coaching and mentoring for the Principal and the middle Executive team. This resulted in significant increases in the leadership capacity of the school leaders, and improved systems in school management and organisation.			



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 implemented to achieve the target	Reason for maintaining or revising target for next year	Target for next year (for School Plan)	Continue strategies for next year? Select:
	Choose an item.					Choose an item. Describe new/revised strategies:
	Choose an item.					Choose an item. Describe new/revised strategies:
	Choose an item.					Choose an item. Describe new/revised strategies:
	Choose an item.					Choose an item. Describe new/revised strategies:



Section 4: Changes in schools' systems and practices as a result of participation in the Low SES School Communities National Partnership

This section is an opportunity to identify more broadly the changes and achievements as a result of your school's participation in the Partnership. What overall changes occurred in school functioning – in school planning and evaluation, learning and teaching practices, relationships, student engagement and/or networks? For example, you might be seeing changes in:

- teacher quality and/or teacher capacity as a result of the employment of additional executive, or Highly Accomplished Teacher, to lead teaching and learning (*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*)
- levels of student engagement in learning as a consequence of tailored mentoring programs (*Reform 3*)
- improved student learning outcomes as a result of targeted interventions (*Reform 4*)
- staff confidence in use of student data to inform planning (*Reform 4*)
- support for target groups including Aboriginal, ESL and refugee students (*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 your involvement in the Partnership.

- It is expected that the level of change will relate to length of time on the Partnership.
- Schools should identify **at least four** of the most significant changes.
- Please be specific and where possible draw on evidence to substantiate the identified change.

Change: Leadership Development – building capacity of middle executive to lead teaching and learning across the school (Reforms 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 2011, 2012 and Semester One of 2013. The Assistant Principal, Head Teacher and In-school National Partnerships Mentor lead school teams which focus on achieving the school improvement priorities in Literacy, Numeracy and Positive Behaviour for Learning respectively.

Throughout 2011 -13 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 leads the development of SEG based networks for Assistant Principal and Head Teachers/Deputy Principals, and a network for school based National Partnerships Mentors.

The main functions of the networks included the provision of professional learning and development of leadership 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 the National Partnership.

Additionally, the Assistant Principal and the Head Teacher joined with the Curriculum Leaders from the Weddin schools to undertake professional learning and support curriculum change. The AP and HT then led and facilitated school based teams in developing teaching and learning programs for the new BOS Syllabuses in English K – 6; English 7 – 10; Mathematics 7 – 10; Science 7 – 10 and History 7 – 10.

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; and effective teamwork to plan and coordinate Stage based curriculum across the Primary and Secondary faculties.

Change: Retaining high quality staff in school (Reforms 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). In Semester One of 2013, this was reduced to 0.4 EFT In-school NP Mentor and 0.2 Learning Support Teacher. School Global funds were utilised to maintain this supplementary staffing throughout Semester Two.

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 and 2013 Evaluation Reports and School Management Plans; facilitating the operation of mentor networks across National Partnerships schools.

An additional 0.1 EFT non-teaching School Administration Officer was employed to provide out of classroom support to teachers and Library administration. This provided 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 (Reforms 3 and 4)

During 2011, 2012 and 2013, Quandialla Central School joined with other Low SES School Communities National Partnership 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 2011, 2012 and 2013 School Management Plans.

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.

Additionally, the Assistant Principal and Head Teacher joined with the Executive staff of Weddin schools to undertake an extended program of professional learning relating to managing curriculum change. The Assistant Principal and Head Teacher then led and facilitated professional learning for teachers at Quandialla Central School on planning, programming and implementing the new BOS Syllabuses.

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 Lachlan SEG



schools, strengthened leadership at the Middle executive level across the school, and systematic planning for implementation of the new BOS syllabuses.

Change: School accountability processes including the use of National Partnership evaluation and planning processes (Reforms 5 and 6)

A consistent focus throughout the period of the Low SES School Communities National Partnership (2010 – 2013) was on improving the school evaluation, planning, reporting and accountability processes. Critical to this was the mentoring and coaching provided by the SEG Partnership Mentor and the In-school Partnership Mentor. The mentors provided and facilitated professional learning for teachers on the use of data and evidence in evaluating student and school performance; coached class teachers in the use of data and evidence in informing curriculum planning; coached the executive team in data collection and analysis; coached the executive team in school self-evaluation processes; mentored the executive team in school planning processes; and coached the executive team in reporting and accountability processes.

In addition, the SEG Partnership Mentor provided ongoing mentoring for the school executive in the use of the Western NSW Region developed *Improvement By Design* tools, including the *Improvement Project Planning* tool and *Quality Teaching By Design* tool.

As a result, the school has implemented a systematic evaluation, planning, reporting and accountability cycle (modelled on the PDSA cycle) on an annual basis. Scaffolds have been utilised to plan and monitor the work at each stage, ensuring completion within timeframes. The executive team leads Faculty involvement at each stage, ensuring whole-school input.

Implementing this improved approach has ensured the annual School Evaluation focuses on students' performance, and that targets and strategies developed in the evaluation are included in the School Plans. This approach has ensured a consistent, aligned focus on improving students' learning outcomes in Literacy and Numeracy over the period of the National Partnership.

Evidence substantiating the changes includes high quality annual Evaluation Reports, School Plans and Annual School Reports are completed and published within the required timeframes; and a consistent and sustained focus on improving students' literacy and numeracy outcomes throughout the period of the National Partnership.

Section 5: Sustainability

In this section schools should give an overview of the sustainability of improvements to achievement, systems, community partnerships and practice that will continue beyond the participation in the Low SES School Communities National Partnership. Schools may choose to comment on those strategies that are sustainable and the barriers that may exist to continuing other strategies.

These will be as a result of strategies implemented and might include:

- Improvements in teacher quality – changes in leadership capacity, teacher skills and practice, peer coaching/mentoring
- Increased capacity in school planning and evaluation including data analysis
- Systems
- Resources



- Partnerships – community, university, community of schools (where appropriate)

Sustainability

This section of the Final Report should be read in conjunction with the Quandialla Central School 2012 – 14 School Plan.

The Low SES School Communities National Partnership provided an opportunity for schools to “*transform the ways that schooling takes place*”.

Throughout the period Term 4 of 2009 to Term 2 of 2013, Quandialla Central School received funding provided by the Low SES School Communities National Partnership. The funding was for a fixed four year period.

During this period, the school was required to apply the funds to address two mandatory elements and six Reform areas.

Mandatory elements:

- Actions to improve the availability of high-quality teaching (Reforms 1 and 2) and
- Professional development for school executives and teachers to help them use and analyse data to cater to student needs (Reforms 2, 4, 5)

Reform areas:

Reform 1 – Incentives to attract high-performing principals and teachers

Reform 2 – Adoption of best practice performance management and staffing arrangements that articulate a clear role for principals

Reform 3 – School operational arrangements that encourage innovation and flexibility

Reform 4 – Providing innovative and tailored learning opportunities

Reform 5 – strengthened school accountability, and

Reform 6 – External partnerships with parents, other schools, businesses and communities and the provision of access to extended services (including through brokering arrangements)

It is important to note that Quandialla Central School allocated all of the Low SES School Communities National Partnership funding to directly address the mandatory elements and the six reform areas, and that the school fully expended this funding within the four year period of the National Partnership. This ensured that the additional resources were applied intensively to achieving the targets in the School Plans over the four year period. The targets related to improving students’ learning outcomes in Literacy and Numeracy, and their Engagement with learning.

During the four year funding period, the school evaluations consistently indicated that a significant percentage of students have achieved improvements in aspects of Literacy and Numeracy – the students have achieved NAPLAN test results that are equivalent to those achieved by students in similar schools. This indicates that the additional resources provided by the Low SES School Communities National Partnership resulted in improvements for students’ learning - that is, the partnership had a positive impact.



The additional resources were also utilised to provide deep and sustained professional learning for the school Executive and for classroom teachers. School self-evaluations show there has been significant growth in leadership capacity; significant growth in teacher capacity and practice, and peer coaching/mentoring is embedded in the school.

There is strong evidence to demonstrate that the jointly funded Lachlan Partnership Mentor and In-school Partnership Mentor have resulted in increased capacity in relation to school planning and evaluation including data analysis. This is evidenced by the embedding of the school self-evaluation, planning and reporting cycle, and by the high quality documentation produced at each stage of the process. There has been significant improvement in other systems developed and implemented by the school, including the financial planning, monitoring and annual budgeting systems; school organisation and monitoring systems, and communication systems.

The partnership funding also enabled the school to work collaboratively with other schools. The school joined with four schools to form the Weddin Network, which collaborates on curriculum development and executive leadership development programs. The Lachlan National Partnership schools also collaborated in funding the key Partnership Mentor position. A sustainable element of the Low SES School Communities National Partnership is the networks formed during the period of the partnership. The increased capacity in school leadership and demand by teachers for ongoing professional development will provide the momentum that will sustain these networks. Participating schools have demonstrated they are willing to contribute to operational costs of the networks, further contributing to sustainability.

In summary, the sustainable elements of the partnership include the increased capacity, or human capital, generated directly by schools participating in the National Partnership.

Unfortunately, the unsustainable elements of the partnership include the additional staffing that was funded by the National Partnership. The school self-evaluations demonstrate this element had the greatest direct impact on improving students' learning outcomes. The additional teacher resources enabled additional Literacy and Numeracy support to be provided to targeted students. When the partnership concludes and the funding is fully expended, this additional staffing will be lost. The school will need to examine ways of re-organising cohort groups, to ensure class sizes do not return to the higher levels of the pre-partnership organisations.

Concurrently, in the absence of partnership funding to the school, there will be reduced opportunities for the school to be innovative in the ways it provides schooling to our students. Reduced levels of funding, as a result of the cessation of the National Partnership, will reduce opportunities for the school to employ additional staff and access additional resources. There will be increased necessity for the school to revert to more traditional ways of organising learning.

In conclusion, the school community expresses thanks to the Federal Government for providing the opportunity to intensively apply additional resources to improve student learning outcomes



over the period of the Low SES School Communities National Partnership. The evidence indicates that this level of funding should be maintained beyond the period of the partnership.