National Partnerships Program Report

St Joseph’s Primary School Murgon

Semester Two, 2009

The purpose of this document is to report on the progress of the National Partnerships Program which was implemented into St Joseph’s Primary School at the beginning of Term 3, 2009. This document will outline specific initiatives and activities which have been developed and implemented in an attempt to reach the desired targets outlined in the school’s National Partnerships Plan (see Appendix 1). It is also intended that this document will develop an awareness of what has been accomplished and achieved thus far.

To address the identified needs and strive towards meeting National Partnerships targets the school firstly developed a National Partnerships plan. This plan involved employing a fulltime school counsellor to work toward addressing the main identified needs within the school. This involves the School Counsellor (National Partnerships) working with ‘at risk’ students who have experienced trauma, abuse and/or dysfunctional home lives which significantly impact on their ability to learn within the school environment. Following the appointment of the School Counsellor (NP) a National Partnerships Committee was formed to provide direction for the National Partnerships plan within the school and to monitor and support the work of the School Counsellor (NP). The committee is chaired by the School Counsellor (NP) and members include the Principal, APRE, an Indigenous Teacher and Indigenous and non-Indigenous School Officers. During Semester Two, 2009 the School Counsellor (NP) with guidance and assistance from the National Partnerships Committee has developed and implemented the following programs and activities to work towards achieving the school National Partnerships targets:

1. The development and implementation of whole school preventative programs:

   - **Small Group Work Program:** This group consisted of 4 Indigenous girls who were identified as requiring further skills for managing conflict, accepting consequences of poor behaviour and general social and emotional skills. The School Counsellor (NP) met with the group every week for approximately an hour and created activities addressing these areas of need. Some activities also involved the girls learning life skills such as cooking.

   - **Pastoral Care Program:** The School Counsellor (NP) is a member of the school’s Pastoral Care Committee which selects a small group of students to work with each term who are identified by the Pastoral Care Committee as having similar needs which require intervention (e.g. friendship issues, social skills etc...). The School Counsellor (NP) and two other members of the pastoral care team met with the group once a week for lunch, conversation, and activities to address identified need/s.

   - **Boys Club Program:** After being alerted to a serious problem with substance abuse (petrol sniffing) involving children (predominately boys) within the community the School Counsellor (NP) together with two Indigenous staff members developed and implemented a early prevention and intervention ‘Boys Club’ program. They enlisted the help of CTC Diversionary program and the CTC HEART program and
ran the program in partnership with them. The program was open to all boys from grade 4 to 7. With the exception of two boys in Year 3. Parents and carers received information about the program and were given the opportunity to consent to their child participating in the program. The program was run for an hour and half at the school each week for the duration of 8 weeks. There were two main activities within the program. One activity involved creating and maintaining a school vegetable garden to enhance boy’s confidence, develop skills for working together as a team and caring for the environment. Secondly, boys were involved in information sessions and discussions related to general health and well-being issues and social education. The Boys Club Program will be run again in 2010, with possible additional partnerships with Qld Health and Qld Police Service. A full program outline was developed and evaluated (see Appendix 2).

- **Breakfast Program:** A Breakfast Program was introduced into the school to assist with student’s general well being and to support student learning. A simple breakfast consisting of sandwiches and milo is offered to all students each school day prior to the commencement of class. There is a regular group of 20+ who access this.

- **Kids Matter Program:** After attending an information session on the Kids Matter program the National Partnership Committee identified great benefits in implementing the program across the school. The implementation of the Kids Matter program will begin in 2010 and will provide further assistance in achieving National Partnerships targets. The School Counsellor (NP) and a Teacher on staff will complete the necessary training and lead this program within the school.

2. **Provide appropriate support and counselling for students in a welcoming and safe environment:**

- **Individual Counselling:** The School Counsellor (NP) conducted individual counselling sessions with 9 different students on a weekly basis throughout the semester. The 9 students were identified by The National Partnership Committee as ‘at risk’ and in great need of interventions to support their social and emotional development and well-being.

- **Group Counselling:** The School Counsellor (NP) conducted numerous group counselling sessions relating to social emotional concerns amongst students (e.g. friendships, conflict resolution etc…).

- **Informal visits:** The School Counsellor (NP) was available to see any student at any time if they required support and their teacher and the counsellor deemed it necessary. The counsellor’s room was also open to all students to come and have a chat and join in activities every Monday lunch time.

- **Support students at points of transition:** The School Counsellor (NP) supported one ‘at risk’ Yr 7 boy in the transition process into high school by collaboratively working with the High School’s Guidance Officer and setting up a meeting between the two. She also introduced him to other support staff within the school and showed him around the school.

- **Crisis Intervention and Support Protection:** The School Counsellor (NP) supported a number of students through crisis situations which involved student protection concerns.

- **Counselling Environment:** A Well Being Centre has been established on the school site which provides the School Counsellor (NP) with adequate space and resources to perform her role. The space provided for the centre includes a computer, printer, phone, furniture, filing cabinet, whiteboards, blackboard, reverse cycle air conditioning, bookshelf and resources. The centre is centrally located within the school grounds and all students and staff members are aware of its location.
National Partnerships Committee recently voted on a suitable name for the centre and it was concluded that the centre be named Koolkuna (Aboriginal word meaning place of safety).

3. Support offered to parents. (e.g. parent education and counselling):

- **Parenting Program**: As part of the Boys Club program it was hoped that a parenting program could be included which would focus on supporting and educating parents about substance abuse and general health issues affecting their children. Unfortunately time did not allow to fully get this off the ground. However, in the lead up to the program a detailed letter informing parents about the program and asking for their permission for their child to attend was sent out. This was followed up by phone calls and visits to some parents who may not have received the information or who had not returned a form. Parents were invited to the programs break up to see what their boys had achieved. In 2010, the program will be offered to the boys from one year level each term. Therefore, the number of boys and as such parents that are targeted at any time will be much less. As a result it is envisioned that the parenting program will be more manageable.

- **Home visits**: The School Counsellor (NP) and the Indigenous Participation Officer and another Indigenous School Officer often make pastoral visits to parents to keep them informed about certain issues concerning their children at school (programs, health, behaviour, etc...)

- **Support and counselling**: The School Counsellor (NP) provides education, resources, general support and counselling to parents as required.

4. Participate in and contribute to Professional Development, Training and Supervision:

- **Professional Development**: The School Counsellor (NP) attended all BCE Professional Learning Days for Semester 2, 2009. In 2010, she intends to attend professional days offered by outside agencies as well.

- **Formal Supervision**: The School Counsellor (NP) is part of the North Supervision Group which meets once a term for professional supervision and she also attends individual supervision with her Supervisor once a term.

- **Training in assessment practices**: Conducting assessments on students is not a focus of the School Counsellor (NP) role. However, she works collaboratively with the other Guidance Counsellor who attends the school who at this time conducts such assessments if required. The School Counsellor (NP) will still be trained in conducting these assessments early in 2010.

5. Contribute to the professional development of staff to meet school needs and BCEC requirements:

- **Staff In-service**: Prior to the commencement of the Boys Club program the School Counsellor (NP) in-serviced all teachers and school officers at separate meetings about petrol sniffing. This included providing information to staff about what petrol sniffing involves, what to look for and how to handle a child suspected of sniffing.

- **Staff Professional Development**: During the staff days at the beginning of 2010 the School Counsellor (NP) will be conducting a presentation to staff relating to ‘How
Trauma Impacts on Children’. In addition she will also present information to staff relating to the National Partnerships program and her role within the program. Furthermore, she will also be conducting the mandatory student protection training at this time.

6. Collaborate with other agencies and professionals.

- **Partnerships developed**: The School Counsellor (NP) has successfully developed a partnership between the school and South Burnett CTC Inc. In 2010, it is hoped that additional partnerships can be formed with Qld Health and Qld Police Service.
- **Professional networking**: The School Counsellor (NP) has become part of outside agencies such as, the Cherbourg/Murgon Community Advisory Group, the Volatile Substance Misuse Focus Group and the Truancy Focus Group.

7. Complete administrative tasks in accordance with BCE Guidelines:

- **Administrative tasks**: The School Counsellor (NP) completes all administrative tasks with a great deal of organisation and professionalism. This includes correspondence with parents, outside agencies and other educational settings. It also includes the writing of reports and the development, writing and evaluating of programs and resources needed within the programs.
- **Record keeping**: The School Counsellor (NP) begun working with the new CPI database and using it as a recording keeping tool. This includes recording students details, referral information and case notes. She also keeps update and organised files relating to her position and the National Partnerships program in a locked filing cabinet.
Appendix 1 – National Partnerships Plan

NAME OF SCHOOL: Saint Joseph’s Primary Murgon

NAME OF PRINCIPAL: Br Daniel Hollamby

ADDRESS OF SCHOOL: 32 Angel Avenue Murgon

STUDENT FTEs AS AT: 175 as per census

SCHOOL CONTEXTUAL BACKGROUND & KEY PRIORITIES TO BE ADDRESSED:

Briefly outline the key issues the school is facing including evidence that would support the rationale for the strategies that will be implemented through this plan.

Saint Joseph’s School is situated in the town of Murgon and draws its enrolments from the town of Murgon, from the Indigenous community at Cherbourg, and from a number of surrounding villages. Of the 175 children enrolled in 2009, 57 are from an Indigenous background. Many children live in dysfunctional families and are either the victims of, or exposed to domestic violence and other forms of abuse. There are 10 children in the ‘care of the state’.

These circumstances mean that a number of children find learning difficult due to issues beyond the school. Many of these children lack skills in self-protection. There are very limited mental health facilities for children and families in the area. These are ‘at risk’ students, and this project seeks to assist their learning by supporting them with the development of personal skills and improving their general well being.

COMMUNITY ENGAGEMENT AND CONSULTATION PROCESS UNDERTAKEN:

Describe briefly the process used to consult with staff, parents, students and other key stakeholders in developing the plan.

- Record of poor student behaviour analysed with an emerging pattern identifying ‘at risk’ children
- Discussion with staff
- Discussion with the parent community
- Discussion with members of the Indigenous community
- Discussion and planning meetings with the Area Supervisor
- Area Supervisor discussed the identified need with senior BCE personnel
- Discussions with a targeted counsellor about the practicalities of the program to address the identified need
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<thead>
<tr>
<th>PERFORMANCE INDICATORS</th>
<th>SCHOOL TARGETS</th>
<th>EVIDENCE SOURCE</th>
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<tbody>
<tr>
<td>Attendance Rates.</td>
<td>Raise the attendance rates of targeted 'at risk' children.</td>
<td>Class Rolls.</td>
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<td>Participation – all children participate in class activities and are engaged in the curriculum.</td>
<td>Targeted children are working within the classrooms, and participating appropriately in group activities (minimize the number of class and school exclusions).</td>
<td>Teacher &amp; School Officer feedback Observations.</td>
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<td>Improvement in Literacy and Numeracy levels for targeted children.</td>
<td>Increase the number of targeted children at or above the NAPLAN State average.</td>
<td>NAPLAN Results. Teacher Running Records. Formal School Reports.</td>
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<td>Enhancement of children’s life skills, social and emotional wellbeing.</td>
<td>Establish a Well Being Centre, and provide specific programs that focus on social and emotional skills for children and their families.</td>
<td>Observations. Parent and teacher feedback. General improvement in the school climate. Improvement in student/student relationships. Improvement in student/staff relationships.</td>
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<tr>
<td>Enhancing staff understanding and skills in dealing with ‘at risk’ children.</td>
<td>Staff to be encouraged and provided with more opportunities for PD in this targeted area.</td>
<td>Staff confidence and skill development. Improved student/staff relationships.</td>
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<td>REFORM AREA</td>
<td>STRATEGIES</td>
<td>MILESTONES &amp; TIME FRAME</td>
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| Incentives to attract high performing principals and teachers              | 1. School Leaders and all staff participate in professional development targeted at the needs of low SES and ‘at risk’ students.  
2. Induction Program for all new staff.  
3. Critical Incident Plan to ensure that staff are offered additional support at times of need and strategies put in place to promote staff and student well being and build resilience within the school community. | 1. All staff participate in a minimum of 1 whole PD day each year related to this area.  
Regular staff in-service conducted at weekly staff meetings.  
1. All staff participate in a minimum of 1 whole PD day each year related to this area.  
2. Principal to continually enhance new staff Induction Program by focusing on school properties and needs.  
3. Annual review of Critical Incident Plan. School Counsellor (NP) to develop and promote strategies to enhance staff and student well-being and build resilience. | N/A | SRF                       |
| Adoption of best practice performance management and staffing arrangements that articulate a clear role for principals | 1. Teachers participate in professional development to improve knowledge and skills focusing on literacy and numeracy, curriculum planning, teaching and assessment.  
2. Induction Program for all new staff.  
3. Critical Incident Plan to ensure that staff are offered additional support at times of need and strategies put in place to promote staff and student well being and build resilience within the school community. | 1. All staff participate in a minimum of 1 whole PD day each year related to this area.  
2. Principal to continually enhance new staff Induction Program by focusing on school properties and needs.  
3. Annual review of Critical Incident Plan. School Counsellor (NP) to develop and promote strategies to enhance staff and student well-being and build resilience. | N/A | SRF                       |
| School operational arrangements which encourage innovation and flexibility   | 1. School Counsellor (NP) employed full time for 4 years to develop, implement and maintain counselling program relating to schools targeted needs. | 1. School Counsellor (NP) on site to provide counselling support in all areas to staff, students and their families, and to also develop links with outside support agencies. | Wages: Approx $80 000 per year for 4 years  
Resources: ??????? | SRF                       |
<table>
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<tr>
<th>Providing innovative and tailored learning opportunities</th>
<th>1. Establish links with local heroes and mentors to improve student engagement with learning and overall social and emotional well being.</th>
<th>2. Establish a Hall of Fame displaying the background and achievements of local heroes. Develop links with local heroes and mentors and embed their knowledge and expertise into whole school curriculum and counselling program to enhance student learning and well being.</th>
<th>$6000</th>
<th>$6000 (through a grant from ACCIC)</th>
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<td>2. New processes established to improve attendance rates and address issues of non-attendance.</td>
<td>2. Introduce a Breakfast Program to assist with student general well being and support learning.</td>
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<td>$7000</td>
<td>$7000 (through a grant from the Foundation for Rural &amp; Regional Renewal)</td>
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<td>Strengthened school accountability</td>
<td>1. Additional procedures are developed to ensure that intervention with students, such as the School Counselling Program is data driven and evidence based.</td>
<td>1. Principal, School Counsellor (NP) and Counselling Program Committee develop and implement procedures for collecting and responding to data which are regularly reviewed.</td>
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<td>School Counsellor (NP) to undertake professional development provided by BCE and other agencies and is also provided with regular group and individual supervision sessions.</td>
<td>Professional Development: $1000 per year  Supervision: $350 x ??? per year</td>
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<td>External partnerships with parents, other schools, business and communities and the provision of access to extended services (including through brokering arrangements)</td>
<td>1. A Well Being Centre established on site to provide integrated counselling support and educational services to staff, students and their families. Parenting Programs developed and delivered to respond to community needs. 1. School Counselling Program developed and services delivered to address key issues such as abuse and domestic violence within community. Parenting programs are offered regularly to all parents and/or guardians.</td>
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<td>Structural adjustments and furnishings: $3000</td>
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**CERTIFICATION**

This Plan (with Budget and Annual Financial Return) was developed in consultation with the school community and is a meaningful report of achievement and a statement of direction that meets school needs and systemic requirements.

Print Name   Sign Name  Print Name   Sign Name  Print Name   Sign Name
Principal     P&F President    Board Chair

RETURN A COPY OF THIS TO YOUR AREA SUPERVISOR TO ACTIVATE FUNDING

Area Supervisor Name:  Signature:
Appendix 2 – Boys Club Program and Evaluation

St Joseph’s Primary School Murgon

In partnership with

Reach Up - Reach Out Program

Boys Club Program Term 4, 2009
Program Planning:

- The Boys Club program will be developed and delivered by St Joseph’s Primary School Murgon in partnership with South Burnett CTC Youth Services Diversionary program and HEART program.

- The program will be open to all boys from grade 4 to 7. With the exception of two boys in Year 3. Therefore, Boys Club is open to approximately 50 boys. Parents and carers will receive information about the program and will be given the opportunity to consent to their child participating in the program.

- The Boys Club program will take place every Thursday from 1.30pm -3pm at St Joseph’s Primary School for the duration of 8 weeks.

- There will be two main activities involved in the program. One activity involves creating and maintaining a school vegetable garden. The other activity will involve developing the boy’s awareness on general health and well-being issues and social education. In addition to these two activities the boys will be involved in designing and painting a mural for the undercover play area in the school. The mural will represent Christianity, Indigenous culture and other significant aspects of our wider community.

- Boys participating in the program will be broken into two groups. Every second week groups will rotate between the two activities.

- St Joseph’s staff and CTC staff will work together to deliver the program and provide adequate supervision.

- Each educational session will focus on a different theme. These themes will also be linked to the development and delivery of St Joseph’s Parenting Program which will also begin in Term 4. Parents of the boys will be able to meet each Wednesday prior to Boys Club each Thursday to gain the same information given to the boys about substance abuse, general health and well being issues. Furthermore, parents will be given the opportunity to discuss issues they face raising their boys. The themes are as follows:
Week 1

General health and well-being issues facing young boys and the starting work on the vegetable garden.
Week 2

Peer pressure/Bullying and getting garden ready for planting.
Week 3

Making good choices (focus on substance abuse) and planting vegetables in the garden.
Week 4

Making good choices (focus on substance abuse) and finishing off planting vegetables in the garden. Also preparing designs for mural.
Week 5

Local role models day. Arthur (Bullet) Bradley – Boxer and Steve Dunn – Camp Drafter.
Week 6

Violence and Consequences. Also maintain garden and watching the vegetables grow.
Week 7

Reflecting on achievements in Boys Club so far. Painting a memento to take home as a reminder of what was learnt and achieved at Boys Club. Watching a DVD about role models and leaders within our community and maintaining the vegetable garden.
Week 8

Break Up Celebration. Afternoon tea was provided for all boys and their parents who were invited in to share and be witness to the boy’s achievements. Each boy was presented with a certificate of participation, a memento with a special message on it and a T-shirt.
Evaluation and Recommendations:

The ‘Boys Club’ program was developed after the school was alerted by a concerned parent to a serious problem with substance abuse (petrol sniffing) involving children (predominately boys) within the community. Hence, with great urgency a program was developed by members of the National Partnership Committee at St Joseph’s Primary School. The aim of the program was to address this need by providing support to the boys in the school through an holistic early intervention and prevention program. Parental consent was received for 42 boys to participate in the program in 2009. We enlisted the help of CTC Diversionary program and the CTC HEART program and finally created the Boys Club program which we ran in partnership with them. The National Partnerships Committee, together with CTC staff reflected on the strengths and limitations of the program and made the following evaluations and recommendations for improvements:

Limitations

- **Group size too large.** When first developing the plan for the Boys Club program there were a number of identified at risk boys in the school from grades 4-7, as well as two boys in grade 3. Therefore we decided to address this need we would need to open the program up to all boys both Indigenous and non-Indigenous in these grades. This resulted in 42 boys participating in the Boys Club program in Term 4, 2009. Although we managed to successfully deliver the program with this number of boys, we believe that it would be more manageable for staff and more beneficial for the boys if the group size was reduced by at least half. In 2010, we will deliver the program to boys of one year level each term. Therefore, there will only ever be a maximum of 15 boys at any time participating in the program.

- **Space limitations.** With the large group of boys we had participating in the program in 2009 space was limited in the Manyung building were information sessions were held. Reducing the size of the group next year will rectify this problem. Also when the new school library is completed in Term 4 next year more space will become available within the school for activities.

- **Time of sessions cutting into boy’s lunch play time.** A small number of boys found it difficult to miss out on their 20 minutes of lunch play time to come to Boys Club. This decision to use this time for part of the Boys Club program was made to address the large group size. We basically wanted to ensure that we allowed enough time for each session. We found that we were able to do this successfully even with such a large group. Therefore, next year with smaller group sizes we will be able to reduce the time of each session and as such, boys will be able to attend Boys Club after their lunch playtime. Please note however, that this affected a very small minority of boys, most others arrived to boys club early each week.

- **Parent concern.** One parent was concerned that their child would miss important classroom lessons to attend Boys Club each week. However, mostly only girl’s
remained in the majority of classes and as such teachers used this time for art and craft activities only. Therefore the boys did not miss any important curriculum lessons. Also we believed that the Boys Club program was an essential part of any schools curriculum and structured it accordingly.

- **Lacked some resources.** We were very fortunate to receive all the materials we needed to construct the vegetable garden from the CTC HEART program. This included the soil, mulch, slabs of wood, vegetable plants and watering device. However, all tools and other resources were supplied by the school. We certainly made do with what tools and equipment we had already at school and borrowed some tools from staff. However, with such a large group of boys we did not have enough tools for all boys to participate at the same time. The other main resource we lacked was general health and substance abuse information suitable for primary aged children. All information we found was targeted at teenagers and young adults. The CTC Diversionary program also provided their staff members time to aid in the delivery of the program for which we were very grateful. St Joseph’s Primary School’s National Partnership program provided funds for other resources we needed for the program.

- **Lack of formalised feedback.** When reflecting on the success of the program and completing this evaluation we felt it would be very beneficial to have formalised feedback and evidence to support our evaluation. Even though we have obtained much positive verbal feedback we felt it would enhance the validity of the program to formalise this process. Therefore next year we will include surveys for students, teachers and parents to complete at the end of the program.

- **Parenting program did not become fully functional.** In our initial planning we hoped to deliver a parent program focusing on the same content that was to be delivered in the Boys Club program. We wanted to deliver this to interested boy’s parent the day prior to Boys Club each week to give parents information on issues we would be discussing with the boys the next day. We made a number of home visits to parents informing them of the program. However, time limitations prevented us from getting the word out to all parents as much we had hoped we could. As such, the parenting program did not get off the ground. Parents were invited to attend the programs break up to witness and celebrate the boy’s achievements. A good number of parents attended. Next year we plan to try to incorporate the parenting program again with more realistic time considerations. A smaller group of boys will mean we are targeting a smaller group of parents and we are all considering inviting parents to attend any of the Boys Club sessions themselves.

**Strengths**

- **Boys were fully engaged in the program.** Next year we play to maintain enthusiasm and engagement through the interactive delivery of information and enhancing the program content with more practical activities and excursions.
• **Holistic program.** The program had a very broad focus, yet it addressed the need which it was initially developed for (petrol sniffing). Delivering the program in such an holistic way made it relevant and beneficial for all boys who participated in it. We also received great feedback and acknowledgment from parents and community members about this aspect of the program. Next year we intend to maintain and enhance this holistic approach to our program planning and delivery.

• **Positive feedback from students, teachers, parents and community.** From the moment the program started to when it finished we received very positive feedback from the boys participating in the program and from girls wanting to participate in the program. Parents also commented positively about the impact the program had on their sons and the changes they witnessed over the 8 weeks of the program.

• **Clear evidence of improvements in many boys’ confidence, social skills and behaviour.** From the feedback we received from parents and teachers and through our own observations and interactions with the boys it was clear that noticeable changes were occurring in a number of the boy’s attitudes towards others, their self-confidence and their general behaviour.

• **Many people wanting to become involved in program.** Once people found out about the program we had offers of help and assistance. We had two local role models volunteer their time to come in and speak to the boys about their life achievements. We also had another parent volunteer their skills to assist in the delivery for the program. We have also had other outside agencies show interest and offer their time and expertise to the program for next year. Next year we intend to involve as many people as we can to make the program as productive as possible.

• **Positive Partnership with CTC Youth Services.** Having staff members from CTC’s Diversionary program involved in the delivery of the program was greatly received from the boys. They enjoyed having them around and looked up to them as role models. It also gave the boys a sense of the seriousness of the issues being discussed and the support that is available for anyone who is affected by these issues. Next year we hope to develop new partnerships with Qld Health and Qld Police Service.

• **Vegetable garden gave boys a great sense of achievement and self pride.** The construction of the vegetable garden gave boys an outlet for their energy, it allow for outside learning and most of all gave the boys a great sense of achievement and self-pride. The vegetables grow very quickly so the boys were able to witness the results of their hard work. The boys also gained a healthy respect for the environment and how to care for it.

• **Flexible plan and organisation.** The Boys Club program was planned and organisation very well. However, it was also delivered in a flexible manner. Therefore, if one staff member was unable to attend a session the session could be adapted or swapped for another without much effort or disruption.
• Can easily be adapted and use in other educational settings. The flexibility of the program allows it to be easily introduced to curriculum programs in other schools or educational settings.

**St Joseph’s Primary School National Partnership’s Committee and Boys Club Support Workers.**

Br Daniel Hollamby (Principal)
Lena Redman (School Counsellor, National Partnerships)
Eric Law (Indigenous Teacher)
Shirley Law (Indigenous School Officer)
Nikki Law (Indigenous School Officer)
Elise Crawford (Indigenous School Officer)
Graham Turnbull (Guidance Counsellor)
Benita Carney (School Officer)

**South Burnett CTC Inc.**

Bruce Simpson (Coordinator Diversionary Program)
Norman Bond (Diversionary Support Worker, VSM)
Jonathan Sandow (Diversionary Support Worker, VSM)
Kay Lyons (Coordinator HEART program)