

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

PERFORMANCE INDICATORS	SCHOOL TARGETS	EVIDENCE SOURCE
<p>Attendance Rates.</p> <p>Participation – all children participate in class activities and are engaged in the curriculum.</p>	<p>Raise the attendance rates of targeted 'at risk' children.</p> <p>Targeted children are working within the classrooms, and participating appropriately in group activities (minimize the number of class and school exclusions).</p>	<p>Class Rolls.</p> <p>Teacher & School Officer feedback Observations.</p>
<p>Improvement in Literacy and Numeracy levels for targeted children.</p> <p>Enhancement of children's life skills, social and emotional wellbeing.</p> <p>Enhancing staff understanding and skills in dealing with 'at risk' children.</p>	<p>Increase the number of targeted children at or above the NAPLAN State average.</p> <p>Establish a Well Being Centre, and provide specific programs that focus on social and emotional skills for children and their families.</p> <p>Staff to be encouraged and provided with more opportunities for PD in this targeted area.</p>	<p>NAPLAN Results. Teacher Running Records. Formal School Reports.</p> <p>Observations. Parent and teacher feedback. General improvement in the school climate. Improvement in student/student relationships. Improvement in student/staff relationships.</p> <p>Staff confidence and skill development. Improved student/staff relationships.</p>

LOW SES NATIONAL PARTNERSHIP

SCHOOL PLAN:

St Joseph's Primary Murgon

REFORM AREA	STRATEGIES	MILESTONES & TIME FRAME
<p>Incentives to attract high performing principals and teachers</p>	<p>1. School Leaders and all staff participate in professional development targeted at the needs of low SES and 'at risk' students.</p>	<p>1. All staff participate in a minimum of 1 whole PD day each year related to this area.</p> <p>Regular staff in-servicing conducted at weekly staff meetings.</p>
<p>Adoption of best practice performance management and staffing arrangements that articulate a clear role for principals</p>	<p>1. Teachers participate in professional development to improve knowledge and skills focusing on literacy and numeracy, curriculum planning, teaching and assessment.</p> <p>2. Induction Program for all new staff.</p> <p>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.</p>	<p>1. All staff participate in a minimum of 1 whole PD day each year related to this area.</p> <p>2. Principal to continually enhance new staff Induction Program by focusing on school properties and needs.</p> <p>3. Annual review of Critical Incident Plan.</p> <p>School Counsellor (NP) to develop and promote strategies to enhance staff and student well-being and build resilience.</p>
<p>School operational arrangements which encourage innovation and flexibility</p>	<p>1. School Counsellor (NP) employed full time for 4 years to develop, implement and maintain counselling program relating to schools targeted needs.</p> <p>2. Principal, School Counsellor (NP) and staff engage with the National Partnerships website to access information and resources to support the implementation of the Low SES National Partnership agreement and the school plan.</p>	<p>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.</p> <p>2. Establish a Counselling Program Committee to develop a school counselling program which targets evidence based needs within the school community. Committee also to offer support and monitor the work of School Counsellor (NP). Committee uses the NP website as a tool for planning and resources.</p>

<p>Providing innovative and tailored learning opportunities</p>	<p>1. Establish links with local heroes and mentors to improve student engagement with learning and overall social and emotional well being.</p> <p>2. New processes established to improve attendance rates and address issues of non-attendance.</p>	<p>1. 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.</p> <p>2. Introduce a Breakfast Program to assist with student general well being and support learning.</p>
<p>Strengthened school accountability</p>	<p>1. Additional procedures are developed to ensure that intervention with students, such as the School Counselling Program is data driven and evidence based.</p>	<p>1. Principal, School Counsellor (NP) and Counselling Program Committee develop and implement procedures for collecting and responding to data which are regularly reviewed.</p> <p>School Counsellor (NP) to undertake professional development provided by BCE and other agencies and is also provided with regular group and individual supervision sessions.</p>
<p>External partnerships with parents, other schools, business and communities and the provision of access to extended services (including through brokering arrangements)</p>	<p>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.</p>	<p>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.</p>

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.

Br Daniel Hollamby *BrDaniel*
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Print Name Sign Name
Principal
01/08/2009

Prue Collard *Prue Collard*
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Print Name Sign Name
P&F President
01/08/2009