

QLD LOW SES NATIONAL PARTNERSHIP AGREEMENT: REPORT TO BE SUBMITTED BY JUNE 25, 2010

SCHOOL NAME: ST JOSEPH'S PRIMARY SCHOOL, MURGON

FUNDS RECEIVED BY SCHOOL AS AT JUNE 30, 2010 _\$102 300.00_____

School Implementation Plan Strategies	Details of Achievements against strategies
<p>1. School Leaders and all staff participate in professional development targeted at the needs of low SES and 'at risk' students.</p>	<ul style="list-style-type: none"> • Staff In-service: The School Counsellor (NP) conducted BCE Student Protection training for all staff on two separate occasions during Term One, 2010. • Staff Professional Development: During the staff days at the beginning of 2010 the School Counsellor (NP) conducted a 3hr presentation for staff relating to 'How Trauma Impacts on Children'. In addition she also presented information to staff relating to the National Partnerships program and her role within the program. • Consultation with staff: The School Counsellor (NP) is available to consult with staff on all matters of concern and to provide information and assistance when required.
<p>2. Teachers participate in professional development to improve knowledge and skills focusing on literacy and numeracy, curriculum planning, teaching and assessment.</p>	<ul style="list-style-type: none"> • Staff In-service: Staff members engage in professional learning in-service each week as part of the weekly staff meeting. Each staff member presents information on a specific area of interest or concern. Staff members have also participated in numerous other in-servicing during semester one, 2010 relating to: Kids Matter program implementation, Emotional Intelligence, Games activities for building class spirit and Indigenous local history. • Staff Professional Development: Staff members also participate in professional development opportunities through BCE and other agencies focusing on literacy, numeracy, curriculum planning, teaching and assessment. • Consultation with staff: Throughout semester one, 2010 staff have had the opportunity to consult with specialist staff from BCE who have visited the school to share their knowledge and assist teachers in these areas. These have included Eileen Coghill, Peta Rowe, Rob O'Brien, Georgina Kadell.
<p>3. Induction Program for all new staff.</p>	<ul style="list-style-type: none"> • Maintained and enhanced: Principal continually enhances new staff Induction Program by focusing on school properties and needs. During the beginning of 2010, this was achieved by selecting highly relative in-servicing and professional opportunities to assist new staff in developing an understanding of the students, families, school

	<p>community and wider community in which they now work. In addition, new staff members have the opportunity to consult with and gain support from other members of school staff such as the Indigenous Support officers and School Counsellor (NP) whenever needed. The Principal takes responsibility for the induction of Graduate Teachers.</p>
<p>4. 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>	<ul style="list-style-type: none"> • Annual review: The Critical Incident Plan is reviewed annually. • School Counsellor (NP): is available to support and enhance staff and student well-being and build resilience within the school community. • Pastoral Care Program: The School Counsellor (NP) is a member of the schools 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 needs. • Reach Up – Reach Out Boys Club Program: In 2009 this program was first developed and implemented as an early prevention and intervention program to address increased incidents of petrol sniffing in the local community. The Boy’s Club Program continues to be offered to boys from Year 4 to 7 in 2010. After evaluating the program in 2009 the following changes and enhancements have been made to the delivery of the program: <ul style="list-style-type: none"> ➤ Each term the program will be run for a different year level of boys for the duration of 8 weeks per term. Therefore the program will be run 4 times in 2010. ➤ Each year level program will be developed and delivered with a specific focus. (eg. respect, responsibility, transition/coping skills and leadership). ➤ Parents are welcome and encouraged to be part of the program as well by coming along to sessions to observe and/or participate. ➤ After a successful partnership with CTC South Burnett last year, we will again work in partnership with the organisation again this year to deliver the programs. ➤ In 2010 we have also incorporated visits from members of the Qld Police Service, Murgon Fire Brigade and Qld Health. ➤ In 2010 it is hoped that the program can incorporate ‘Cultural Camps’ to Bunya Mountains, A-Flat (Barambah Environmental Centre) etc to enhance the benefits of the program. <p><i>(For full program details for Term One and Two, 2010 see Appendix 1).</i></p>

<p>5. School Counsellor (NP) employed full time for 4 years to develop, implement and maintain counselling program relating to schools targeted needs.</p>	<ul style="list-style-type: none"> • School Counsellor (NP): has been employed fulltime from July, 2009 to provide on-site counselling support in all areas to staff, students and their families. During semester one, 2010 the School Counsellor further developed and maintained a counselling program involving individual counselling 11 'at risk' students, group counselling, parent and staff support, crisis intervention and student protection concerns.
<p>6. 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>	<ul style="list-style-type: none"> • National Partnerships Committee: National Partnerships Committee was formed in 2009 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 one, 2010 the National Partnership Committee met monthly. The School Counsellor (NP) developed agendas and recorded minutes of this meetings.
<p>7. Establish links with local heroes and mentors to improve student engagement with learning and overall social and emotional well being.</p>	<ul style="list-style-type: none"> • Hall of Fame: established displaying the background and achievements of local heroes, especially those from the Indigenous Community. Each year an additional two members will be added to this Hall of Fame. • Develop links with local heroes and mentors: achieved through the implementation of the school's Reach Up – Reach Out Boy's Club Program. The program incorporates visits from local heroes, role models and mentors such as members of the Qld Police Service, Murgon Fire Brigade and Qld Health.
<p>8. New processes established to improve attendance rates and address issues of non-attendance.</p>	<ul style="list-style-type: none"> • Breakfast Program: A Breakfast Program was introduced into the school in 2009 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 every morning on their arrival to school. This program is being maintained throughout 2010. • Kids Matter Program: The implementation of the Kids Matter program started at the beginning of Term 1 in 2010. This program will provide further assistance in achieving National Partnerships targets by enhancing student's sense of belonging within the school environment and creating further opportunities for social emotional learning and parental involvement within the school. The Kids Matter Action Committee meets on a regular basis throughout each Term. • Pastoral Home Visits: The School Counsellor (NP) and the Indigenous Participation Officer and another Indigenous School Officer often make pastoral visits to parent/carers homes to keep them informed and

	<p>discuss certain issues concerning their children at school (attendance, programs, health, behaviour, etc). These visits also include positive feedback to parents.</p>
<p>9. Additional procedures are developed to ensure that intervention with students, such as the School Counselling Program is data driven and evidence based.</p>	<ul style="list-style-type: none"> • Professional Development: The School Counsellor (NP) attended all BCE Professional Learning Days for Semester 1, 2010. • Formal Supervision: The School Counsellor (NP) is part of the North Supervision Group which meets twice a term for professional supervision and she also attends individual supervision with her BCE Supervisor once a term. • Training in assessment practices: Conducting assessments on students is not a focus of the School Counsellor (NP) role. However, the School Counsellor (NP) works collaboratively with the other Guidance Counsellor who attends the school (one day per week) who at this time conducts such assessments if required. The School Counsellor (NP) has completed the first stage of training required by BCE to use these assessments tools.
<p>10. A Well Being Centre established on site to provide integrated counselling support and educational services to staff, students and their families.</p> <p>Parenting Programs developed and delivered to respond to community needs.</p>	<ul style="list-style-type: none"> • Counselling Environment: A Well Being Centre was been established in 2009 on the school site which provides the School Counsellor (NP) with adequate space and resources to perform the 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. The centre has been named <i>Koolkuna</i> (Aboriginal word meaning place of safety). In semester one, 2010 the centre continued to be updated and resourced to provide the School Counsellor (NP) with adequate space and resources to perform her role along with providing children, staff and families a safe and comfortable environment in which to meet and attend counselling sessions. • Parenting Program: Establishing a parenting program which caters for all parents is still work in progress. To establish stronger links with parents and carers it was decided by the National Partnership Committee to continue trying to encourage parent involvement within the school. This was achieved during Semester One, 2010 in the following ways: <ul style="list-style-type: none"> ➤ As part of the Boy's Club Program each term the parents of boys participating in the program are invited to attend and participate in the program alongside their child. ➤ Indigenous Parent/Carer Morning Teas held twice a term at Cherbourg Catholic Church. These morning teas gave Indigenous parents an accessible and

	<p>comfortable environment where they were able to express any concerns or questions they may have about their child's education. It also was a great opportunity for staff and parents to get to know each other in an informal environment.</p> <ul style="list-style-type: none"> ➤ Pastoral Home Visits to discuss concerns and issues with parents/carers and keep lines of communication open at all times. ➤ The School Counsellor (NP) provides education, resources, general support and counselling to parents as required. ➤ The School Counsellor communicates with parents through the school's newsletter, formal letters home, phone calls, home visits and at school meetings.
<p><i>A current (updated) school implementation plan directs school activity and is published on school website</i></p>	<ul style="list-style-type: none"> • National Partnerships School Plan: a copy of the school's National Partnerships plan is available on the school website. The National Partnerships Committee will review and update this plan as required.
<p><i>Professional development of principals and staff</i></p>	<p><i>Please refer to School Implementation Plan Strategies numbers 1 and 2.</i></p>
<p><i>Teacher Induction</i></p>	<p><i>Please refer to School Implementation Plan Strategies number 3.</i></p>
<p><i>Strategies to improve literacy, numeracy and science performance (In particular details of L/N performance using local school verified data and or NAP measures as well as information on school strategies)</i></p>	<ul style="list-style-type: none"> • School Counsellor (NP): has been employed to develop and maintain a school counselling program to address the needs of those students which are disengaged and 'at risk'. These students have experienced trauma, abuse and/or dysfunctional home lives which significantly impact on their ability to learn within the school environment. This support is being provided in conjunction with Literacy and Numeracy Support through ATSI Focus Schools Programme.
<p><i>Parent and community engagement strategies</i></p>	<p><i>Please refer to School Implementation Plan Strategies number 10 for details of achievements relating to parental engagement within the school.</i></p> <ul style="list-style-type: none"> • Partnerships developed: The National Partnerships Committee has successfully developed a partnership between the school and South Burnett CTC Inc. Also in 2010, additional partnerships are been formed with Qld Health, Qld Police Service and Murgon Fire Bridage. • 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.

<i>Teacher incentive and workforce planning strategies</i>	
<i>Student well being and engagement strategies</i>	Please refer to School Implementation Plan Strategies numbers 4, 5, 7, 8, and 10 for details of strategies and achievements relating to student well being and engagement.
<i>Strategies to improve transition from school to work and further study</i>	<ul style="list-style-type: none"> • Support students at points of transition: The School Counsellor (NP) supports through points of transition such as transitioning from primary school to high school, moving schools and new enrolments.

Appendix 1 – Reach Up – Reach Out Boys Club Program (Term1 & 2, 2010)

Term One (Respect): Year Four

Week 1 – 4th Feb

Respecting Culture: National Apology to Indigenous Australians and Stolen Generation.

Week 2 – 11th Feb

Respecting Culture: National Apology to Indigenous Australians and Stolen Generation.

Week 3 – 18th Feb

Respecting the Environment: Maintaining school vegetable garden and other gardens within the school.

Week 4 – 25th Feb

Role Models: Elders and other significant members of the community.

Week 5 – 4th Mar

Respecting yourself and others: Creating a PowerPoint displaying text and images which show their understanding of respect.

Week 6 – 11th Mar

Respecting yourself and others: Creating a PowerPoint using text and images to display their personal understanding of respect.

Week 7 – 18th Mar

Respecting yourself and others: Creating a PowerPoint using text and images to display their personal understanding of respect.

Week 8 – 25th Mar

Program Break Up: Afternoon tea and final discussions followed the presentation of certificates and mementos (eg hats, t shirts).

Term Two (Responsibility): Year Five

Week 1– 13th May

Introduction: What is responsibility and how does it shape the way I make decisions, act and speak to others?

Week 2– 20th May

Responsibility and friendships (making good choices and encouraging others to make good choices)

Responsibility within the community (School, home, sports clubs etc)

Week 3 – 27th May

Responsibility and the environment/Responsibility and myself (keeping safe): Visit from Murgon Fire Brigade.

Week 4– 3rd Jun

Responsibility and the law/ Responsibility for myself and others: Legal and justice issues facing young people today and acting responsibly. (Visit from Senior Sergeant Lance Guteridge)

Week 5– 10th Jun

Responsibility and my future: What I do now shapes my life in the future (Visit from role models)

Week 6 – 17th Jun

Program Break Up: Afternoon tea and final discussions followed the presentation of certificates and mementos (hats?).

****Please note that the maintenance of the boy's club vegetable garden will form part of the program during sessions when time and weather permits. Working on this garden encourages a sense of ownership, responsibility and team work amongst the boys.***