

Section 3 – Low SES School Communities

Six Month Progress – 1 January 2011 to 30 June 2012.

St Joseph’s School Murgon has developed and implemented a National Partnerships Program to improve student learning by focusing on the social and emotional well-being of all students, especially those who are at risk. Over the past six months this program has continued to be implemented in accordance with our school’s National Partnership Plan. At the beginning of 2012 we reviewed our current plan and made some adjustments to it so that it was aligned more closely with our School Strategic Renewal Plan and Annual Improvement Plan. The following school goals are aligned with National Partnerships Reforms:

Priority 2 – Learning Teaching

Goal: Students are supported in ways that enhance their readiness to learn.

Goal: To maintain a comprehensive whole school approach to student well being which provides pastoral care, student behaviour support, protection of students and fosters social emotional learning.

Goal: Develop strategies and pedagogical practices that are data informed and evidenced based to assist in the identification and monitoring of our diverse student population.

Priority 3 – Professional Practice and Collaborative Relationships

Goal: To strengthen and support opportunities for parent consultation and engagement within our school and parish community, whilst recognising that as parents they are the primary educators of their children.

Taken from the “St Joseph’s Primary School Murgon Strategic Renewal Plan”

These current goals support the continuation of programs and activities which have already been established to improve outcomes for students such as, the Boys Well Being Program (Reach Up – Reach Out Boys Club Program), Girls Well Being Program (Bright Futures Girls Program), Breakfast Program, Kids Matter Program, Small Group Social Skills Program, Alternative Afternoon Curriculum Program (Berne Program), Junior Police Rangers Program, Individual, Group and Family Counselling, Crisis Intervention and Student Protection.

Furthermore, new programs have been established and implemented at the beginning of 2012 including, Intensive Literacy and Numeracy Support Program (ILNSP), Joint Indigenous Parent Forums and the creation of a parent/visitor meeting space within the school. We have also incorporated the expertise of other agencies to support our current programs and services this year. For example to increase students awareness on how to stay safe we enlisted the help of Bravehearts who came to the school and performed their “Ditto Keep Safe Show” for all students from Prep to Year 4. We also enlisted the help of Cherbourg Community Health’s Alcohol and Other Drug Service to come in a do a session with our Year 7 students during our Reach Up Reach Out Boys Club Program and Bright Futures Girls Program about making healthy and informed decisions in relation to smoking and drinking alcohol.

This year we also continue to increase our support for parents and strive to find creative and purposeful ways to engage them more in their child's learning and overall well-being. Parents have been encouraged to become more engaged in the school and wider community through events such as, Joint Indigenous Parent Forums and coming along to our new meeting space for parents, carers, staff and visitors to gather for a coffee and a chat. This meeting space is to be furnished and have available to parents information about health and wellbeing issues and services within our school and wider community. We have also hired a coffee machine for this area which can also be used for other functions involving parents and visitors within the school. Next term we will host four light breakfasts to encourage parents, carers and staff to use the space.

Our National Partnerships Program also supports staff within the school in many ways. Already this year staff have been involved in professional development activities focusing on supporting their own social and emotional well-being. The School Counsellor (NP) conducted a staff session on vicarious trauma and gave staff some suggestions on how to support their own well-being within a challenging work environment. The School Counsellor (NP) has conducted professional development for all staff relating to the new Student Protection legislation which also incorporated a general refresher for the year. The School Counsellor (NP) has also attended professional development training on trauma and brain development and also attended the Positive Schools 2012 Conference with another staff member at Southbank.

As part of our review process and as a means of measuring and reporting our achievements in relation to our National Partnerships Plan we conducted mid-year surveys of staff, students and parents seeking feedback on programs and activities run as part of National Partnerships Reforms. The surveys from students clearly indicated that the majority of students in all year levels enjoyed the programs and services. The results also indicated that over half the school population could name the School Counsellor (NP) and would know where in the school to find her and would go to her if they needed help. Student surveys also showed that with those students who had previously attended sessions with the School Counsellor (NP) that 97% found that she was very helpful and 95% said they liked going to their counselling sessions.

Staff survey results showed that on a scale from not effective to outstanding most staff felt that the School Counsellor (NP) sessions were effective, very effective or outstanding. The majority of programs were also shown to be well received by staff with most staff indicating that each program was from somewhat effective to outstanding. Over 60% of staff also indicated that the programs had a great impact on helping us achieved our goals of students being in class, listening and following instructions and being willing to learn. Staff indicated that the greatest impact of the programs was students feeling valued and welcomed within the school and class environments. All staff agreed that the programs have a great and/or outstanding impact on student well-being. Parent survey results showed that the majority of parents support the programs and believe they should continue within the school. (Please see Appendix One for detailed mid-year survey results).

Significant Achievements/Activities – 1 January 2012 to 30 June 2012.

During Semester One this year we continue to support students and their families in many productive ways to support our National Partnerships goals as outlined above. To progress further towards achieving these goals we have we have also created and implemented new programs and services which support and enhance student's social and emotional well-being and learning. These programs include:

Intensive Literacy and Numeracy Support Program (ILNSP)

This program has been developed to support students who require individual intensive support with literacy and numeracy. The students work in small multi-age groups 3 times per week for approx 1 hr where they are supported by two School Officers and overseen by a Teacher. During Semester One this year, four students have been involved in this program. The students' abilities were tested by our Learning Support Teacher and their progress is being tracked. At the beginning of the program the majority of the students tested on the Waddington Diagnostic Reading Test (2000) recorded a reading age of 3 or more years below their chronological age. At the start of the program these four students were disengaged and/or lacked confidence in their ability to complete work in class. One of these students recently returned to the school at the beginning of the year and would not enter the classroom because she was embarrassed that she couldn't do the work. Since attending the program she is in class and is engaged in learning. Feedback from staff and the students themselves indicate that these four students have increased levels of confidence, are willing to have a go and find learning enjoyable. These students attend the sessions each time with remarkable enthusiasm and motivation to learn. Their teachers comment that this attitude then flows into the classroom. In our mid-year survey 100% of students attending the program indicated that they really liked being involved in the program. Due to the success of this program the National Partnerships Committee have decided to create another small group of 3 students who require similar support to become a part of the program at the beginning of Term 3. The progress of students in this program will continue to be tracked throughout the year and the results of their progress will be reported at the end of the year.

Joint indigenous Parent Forums – Cherbourg

At St Joseph's School Murgon we are always looking at new and creative ways to engage our Indigenous parents into the school community. Since the beginning of this year we have joined with our local P-12 School, St Mary's Catholic College in Kingaroy to host Indigenous Parent Forums at the Catholic Church in Cherbourg. Parents with children from either school attend the sessions each fortnight for approximately one to two hours. The first sessions involved welcoming parents and asking them what they wanted support with. Parents indicated that one thing they would like to learn more about was how children learn and how trauma affects the brain. The School Counsellor (NP) presented information to parents on the impact of early trauma on the brain and parents and carers were very engaged in the presentation. Another forum was held after school hours to allow for staff from St Mary's to attend. This forum involved staff gaining a better understanding of life in Cherbourg past and present from visiting the Ration Shed Museum and then meeting with parents at a BBQ afterwards. Feedback from parents and staff indicated that they found the forums were successful and were opening up opportunities for parents and teachers to communicate and learn valuable information from each other. These joint forums will continue to be held each fortnight throughout the year. (Please see *Showcase Activity* for more information on these forums).

Parent/Visitor Meeting Space

To encourage all parents to feel welcome to come into the school to communicate with staff, ask for assistance or for any matter concerning their child's well-being or learning we have started setting up a meeting space within the school where parents, staff and visitors can meet and have a coffee and chat and gather information if needed. The space is at the end of our central administration block which has a communal kitchen and outdoor area. The space already hosts a coffee machine, kitchen facilities and an area for information to be displayed such as school communications and pamphlets outlining services of local community organisations. Before the start of Term 3 the space will also be furnished to include a dining room table and chairs and an outdoor setting.

A competition will be run next term for students to create a special name for this space. The National Partnerships Committee will also be hosting four light breakfasts from this space next term to encourage parents to come along and chat with staff and other parents and benefit from this facility.

Barriers to Progress – 1 January 2012 to 30 June 2012.

At St Joseph's School Murgon we continue to be challenged by barriers to progress towards our goals such as lack of parent engagement and communication with the school along with the transient nature of students and their families. These issues and more were highlighted in our recent mid-year surveys where staff indicated the following barriers to progress within our school and wider community:

- Lack of follow up support at home
- Family circumstances and socio-economic background
- Class dynamics
- Transient nature of families resulting in gaps in learning
- Language skills
- Peer pressure
- Community pressure
- Pedagogical approaches
- Student willingness
- Communication and attitudes of some staff members

Support for Indigenous Students – 1 January 2012 to 30 June 2012.

Our National Partnerships Program supports the learning and social and emotional well-being of all students, especially those who are most at risk. A large number of our Indigenous students are at risk and are therefore supported in the following ways:

- Small Group Social Skills Program
- Reach Up –Reach Out Boys Club Program
- Bright Futures Girls Program
- Berne Program
- Intensive Literacy and Numeracy Support Program
- Junior Police Rangers Program
- Joint Indigenous Parents Forums
- Breakfast Program
- Kids Matter Program
- Manyung Building (Cultural Centre)
- Koolkuna Room (Well-being Centre – School Counsellor NP Room)

- Individual Counselling
- Group and Family Counselling
- Crisis Intervention and Student Protection
- Indigenous Hall of Fame
- Indigenous Support Staff
- Indigenous Teacher employed as the Coordinator of Indigenous Studies
- Partnerships with local agencies which providing support and mentoring
- Pastoral home visits to parents
- Yearly celebration of Sorry Day and NAIDOC day
- Cultural Literacy Program

Most of the above programs and support structures are offered to all students within the school. However, some programs are specially designed to support our Indigenous students and their families such as, Berne Program (open to non-Indigenous and Indigenous students, however all participants are currently Indigenous), Indigenous Parents Program, Junior Police Rangers Program (Indigenous students only).

Support for other cohorts (if applicable) – 1 January 2012 to 30 June 2012.

As discussed above

Activities you would like to showcase – 1 January 2012 to 30 June 2012.

The National Partnerships Program at St Joseph's School Murgon encompasses a number of successful programs and activities which we are very proud of. There have been numerous highlights for the start of 2012 and our Joint Indigenous Parent Forums are one of these highlights. The forums have been well attended by Indigenous parents from both schools. Below is a brief summary of the forums written by Eric Law (Coordinator of Indigenous Studies):

2012 JOINT INDIGENOUS PARENT FORUMS

In response to the Commonwealth Government's Indigenous Education Action Plan a Parent Forum Meeting was held at Cherbourg on Tuesday 21st February 2012. Seven (7) parents were invited to this forum and on the day six (6) parents turned up! For the first meeting this was a very pleasing effort. There were parents who had children at both St Joseph's Murgon and St Mary's Kingaroy. This initial meeting was more of a 'get-together' and touch base with parents rather than determining a strategy for the rest of the year. Parents were informed of what is happening in schools, in particular with the National Curriculum. The Forum participants were then asked to share with others – their concerns or issues with the education of their children. As this was the first meeting – most parents were worried more about administrative issues as opposed to classroom activities, etc. This Forum was a very encouraging meeting and all participants were happy with the opportunity to come together on a regular basis. Attached are some photos of the Forum. The Forum agreed to meet every second Tuesday at the Catholic Church in Cherbourg.

Our Second Parent Forum was held today (Tuesday 6th March) at the Cherbourg Catholic Church. We had a group of eleven (11) parents of which eight (8) were new members of the Forum. This number was exceptional as the weather was not very good as it was raining! The eight new members were very excited about the potential of the Parent Forum. Mr Michael

Naylor, Principal of St Mary's Kingaroy and Mrs Lauren Arrell, Indigenous Support Teacher St Mary's also attended this particular Forum meeting.

Mrs Redman, School Counsellor St Joseph's gave a very informative talk about trauma and how this affects children. The Forum started to discuss the importance of preparing our children for school. During Mrs Redman's talk - many of the parents were seen to be nodding approval to what was being shown in the powerpoint presentation. Discussion was held about the benefit of readiness for school. Most participants agreed that our children need a loving environment to help them. Well done to Mrs Redman, she provided the Forum with many ideas to consider in the future.



Appendix One:

Annual Improvement Plan – Mid Year Survey – Student Results

Breakfast Program – Average attendance rate

Breakfast Program – Average attendance rate					
	Monday	Tuesday	Wednesday	Thursday	Friday
Number of students receiving breakfast	25	23	31	31	29
Percentage of Students Surveyed	21.19%	19.49%	26.27%	26.27%	24.58%

Small Group Program - Student Enjoyment

Small Group Program					
	I really didn't like it	I didn't like it	It was okay	I liked it	I really liked it
TOTAL PARTICIPANTS - 80					
Number of Students	0	3	16	19	42
Percentage of Students	0.00%	3.75%	20.00%	23.75%	52.50%

Bright Futures Girls Program - Student Enjoyment

Bright Futures Girls Program					
	I really didn't like it	I didn't like it	It was okay	I liked it	I really liked it
TOTAL PARTICIPANTS - 28					
Number of Students	1	1	1	11	14
Percentage of Students	3.57%	3.57%	3.57%	39.29%	50.00%

Reach up, Reach out Boys Program – Student Enjoyment

Reach up, Reach Out Boys Program					
	I really didn't like it	I didn't like it	It was okay	I liked it	I really liked it
TOTAL PARTICIPANTS - 30					
Number of Students	0	0	3	7	20
Percentage of Students	0.00%	0.00%	10.00%	23.33%	66.67%

Berne Group (Middle Session) – Student Enjoyment

Berne Group (Middle Session)					
TOTAL PARTICIPANTS - 2	I really didn't like it	I didn't like it	It was okay	I liked it	I really liked it
Number of Students	0	0	0	0	2
Percentage of Students	0.00%	0.00%	0.00%	0.00%	100.00%

Berne Group (Afternoon Session) – Student Enjoyment

Berne Group (Afternoon Session)					
TOTAL PARTICIPANTS - 6	I really didn't like it	I didn't like it	It was okay	I liked it	I really liked it
Number of Students	0	0	0	0	6
Percentage of Students	0.00%	0.00%	0.00%	0.00%	100.00%

Police Rangers – Student Enjoyment

Police Rangers					
TOTAL PARTICIPANTS - 24	I really didn't like it	I didn't like it	It was okay	I liked it	I really liked it
Number of Students	0	1	2	1	20
Percentage of Students	0.00%	4.17%	8.33%	4.17%	83.33%

Breakfast Program – Student Enjoyment

Breakfast Program					
TOTAL PARTICIPANTS - 74	I really didn't like it	I didn't like it	It was okay	I liked it	I really liked it
Number of Students	0	1	14	23	36
Percentage of Students	0.00%	1.35%	18.92%	31.08%	48.65%

School Guidance Counsellor – Student Knowledge and Satisfaction

Guidance Counsellor				
	Number of Students who answered correctly	Percentage of Students who answered correctly		
Who is the school counsellor?	84	71.19%		
Do you know where to find them?	78	66.10%		
	Number of YES	Percentage of YES	Number of NO	Percentage of NO
Would you go to them if you had a problem or needed help?	73	61.86%	45	38.14%
Have you been to them before?	45	38.14%	73	61.86%
Did they help you?	44	97.78%		
Did you like going to them?	43	95.56%		

Annual Improvement Plan – Mid Year Survey – Staff Results

Effectiveness of Guidance Counsellor Sessions

Guidance Counsellor Sessions					
TOTAL PARTICIPANTS - 8	Not Effective	Somewhat Effective	Effective	Very Effective	Outstanding
Number of Staff	0	0	2	3	3
Percentage of Staff	0.00%	0.00%	25.00%	37.50%	37.50%

Effectiveness of Small Group Program

Small Group Program					
TOTAL PARTICIPANTS - 8	Not Effective	Somewhat Effective	Effective	Very Effective	Outstanding
Number of Staff	0	1	4	3	0
Percentage of Staff	0.00%	12.50%	50.00%	37.50%	0.00%

Effectiveness of Bright Futures Girls Program

Bright Futures Girls Program					
TOTAL PARTICIPANTS - 7	Not Effective	Somewhat Effective	Effective	Very Effective	Outstanding
Number of Staff	0	1	3	2	1
Percentage of Staff	0.00%	14.29%	42.86%	28.57%	14.29%

Effectiveness of Reach up, Reach out Boys Program

Reach up, Reach out Boys Program					
TOTAL PARTICIPANTS - 8	Not Effective	Somewhat Effective	Effective	Very Effective	Outstanding
Number of Staff	0	0	3	4	1
Percentage of Staff	0.00%	0.00%	37.50%	50.00%	12.50%

Effectiveness of Police Rangers

Police Rangers					
TOTAL PARTICIPANTS - 6	Not Effective	Somewhat Effective	Effective	Very Effective	Outstanding
Number of Staff	0	2	2	0	2
Percentage of Staff	0.00%	33.33%	33.33%	0.00%	33.33%

Effectiveness of Breakfast Program

Breakfast Program					
TOTAL PARTICIPANTS - 11	Not Effective	Somewhat Effective	Effective	Very Effective	Outstanding
Number of Staff	0	0	1	6	4
Percentage of Staff	0.00%	0.00%	9.09%	54.55%	36.36%

Effectiveness of Kids Matter Training

Kids Matter Training					
TOTAL PARTICIPANTS - 8	Not Effective	Somewhat Effective	Effective	Very Effective	Outstanding
Number of Staff	0	0	2	5	1

Percentage of Staff	0.00%	0.00%	25.00%	62.50%	12.50%
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Effective of Healthy Children's Day

Healthy Children's Day					
TOTAL PARTICIPANTS - 8	Not Effective	Somewhat Effective	Effective	Very Effective	Outstanding
Number of Staff	0	2	1	4	1
Percentage of Staff	0.00%	25.00%	12.50%	50.00%	12.50%

Effectiveness of Berne Group (Middle Session)

Berne Group (Middle Session)					
TOTAL PARTICIPANTS - 6	Not Effective	Somewhat Effective	Effective	Very Effective	Outstanding
Number of Staff	0	1	1	3	2
Percentage of Staff	0.00%	16.67%	16.67%	50.00%	33.33%

Effectiveness of Berne Group (Afternoon Session)

Berne Group (Afternoon Session)					
TOTAL PARTICIPANTS - 6	Not Effective	Somewhat Effective	Effective	Very Effective	Outstanding
Number of Staff	0	1	1	3	1
Percentage of Staff	0.00%	16.67%	16.67%	50.00%	16.67%

Impact of programs on students being class

Students being in class					
TOTAL PARTICIPANTS - 10	No Impact	A Limited Impact	Some Impact	A Great Impact	An Outstanding Impact
Number of Staff	0	1	2	6	1
Percentage of Staff	0.00%	10.00%	20.00%	60.00%	10.00%

Impact of programs on students listening and following instructions

Students are listening and following instructions					
TOTAL PARTICIPANTS - 8	No Impact	A Limited Impact	Some Impact	A Great Impact	An Outstanding Impact
Number of Staff	0	1	2	5	0
Percentage of Staff	0.00%	12.50%	25.00%	62.50%	0.00%

Impact of programs on students having an attitude that shows they are willing to have a go and try

Students have an attitude that shows are willing to have a go and try					
TOTAL PARTICIPANTS - 7	No Impact	A Limited Impact	Some Impact	A Great Impact	An Outstanding Impact
Number of Staff	0	1	2	4	0
Percentage of Staff	0.00%	14.29%	28.57%	57.14%	0.00%

Impact of programs on students feeling valued and welcomed within the school and class communities

Students feeling valued and welcome					
TOTAL PARTICIPANTS - 9	No Impact	A Limited Impact	Some Impact	A Great Impact	An Outstanding Impact
Number of Staff	0	1	2	3	3
Percentage of Staff	0.00%	11.11%	22.22%	33.33%	33.33%

Impact of programs on student well being

Student Well Being					
TOTAL PARTICIPANTS - 8	No Impact	A Limited Impact	Some Impact	A Great Impact	An Outstanding Impact
Number of Staff	0	0	0	7	1
Percentage of Staff	0.00%	0.00%	0.00%	87.50%	12.50%

How strongly staff feel these programs should continue within the school (1 – not at all / 5 – very strongly)

Continuing Programs					
TOTAL PARTICIPANTS - 8	1	2	3	4	5
Number of Staff	0	0	2	1	8
Percentage of Staff	0.00%	0.00%	25.00%	12.50%	100.00%

Barriers identified:

Lack of follow up support at home (2)
Family circumstances / socio-economic background (6)
Class dynamics (2)
Students missing school / gaps in learning (2)
Language skills
Peer pressure (2)
Community pressure (2)
Pedagogical approaches need to be reviewed
Student willingness
Communication / attitude of some staff

Room for improvement:

Gifted and talented program
Whole school behaviour program / Positive Behaviour Support (including a review of current program in place)
(4)
Greater use of outdoor learning centres such as Ficks Crossing and Barambah Environmental Centre
Teacher to be released to take Berne Group (as opposed to school officers)

Part 1 - Milestones not reported/not achieved/partially achieved from 1 January 2012 to 30 June 2012.

Milestone	Detail of achievement against milestone. <i>Quantitative and Qualitative</i>	If not achieved or partially achieved, reasons why. <i>Qualitative</i>	Strategies put in place to achieve milestone (including updated timeframe) <i>Quantitative and Qualitative</i>

Part 2 - Milestones in Progress Report - (Achieved 1 January 2012 to 30 June 2012).

Milestone	Detail of achievement against milestone. <i>Quantitative and Qualitative</i>	If not achieved or partially achieved, reasons why. <i>Qualitative</i>	Strategies put in place to achieve milestone (including updated timeframe) <i>Quantitative and Qualitative</i>
7 (C) additional Principals (phase 3 & 4- Deception Bay, Nanango, Kingaroy, Inala, Childers, Gayndah & Laidley) participated in tailored professional development	Not applicable		
7 (C) additional schools (phase 3 & 4- Deception Bay, Nanango, Kingaroy, Inala, Childers, Gayndah & Laidley) receive funding	Not applicable		
Schools implementing teacher incentive and workforce planning strategies	Not applicable		
6 (C) schools (phase 2 & 3 Acacia Ridge, Murgon, Woodridge, Deception Bay, Nanango & Kingaroy) implementing parent and community engagement strategies	<p>We have implemented the following programs and events to enhance and improve parent and community engagement:</p> <ul style="list-style-type: none"> Kids Matter Program Healthy Children’s Day Joint Indigenous Parent Forums Manyung Building (Cultural Centre) Police Rangers Program Reach Up –Reach out Boys Club Program Bright Futures Girls Program Berne Program Parent/Visitor Meeting Space 		<p>Parents and community members are invited to share their knowledge and expertises in most of these programs and/or invited to come along to events to support students etc... Some programs are implemented in partnership with outside agencies such as QPS, Cherbourg Community Health etc... For detailed information on these achievements please refer to</p>

			Progress Report.
1 (C) schools (Kingaroy) implementing strategies to improve transitions from school to work and further study	Not applicable		
6 (C) schools (phase 2 & 3 Acacia Ridge, Murgon, Woodridge, Deception Bay, Nanango & Kingaroy) implementing strategies to improve literacy, numeracy and science performance	<p>We have implemented the following programs and counselling services to improve students well-being which directly impacts on student learning:</p> <ul style="list-style-type: none"> Kids Matter Program Police Rangers Program Reach Up –Reach out Boys Club Program Bright Futures Girls Program Breakfast Program Berne Program Intensive Literacy and Numeracy Support Program Small Groups Social Skills Program Individual counselling Group/Family counselling 		For detailed information on these achievements please refer to Progress Report.
6 (C) schools (phase 2 & 3 Acacia Ridge, Murgon, Woodridge, Deception Bay, Nanango & Kingaroy) implementing strategies to Close the Gap between Indigenous and non-Indigenous achievement	<p>All the programs offered within our National Partnerships Program support student well-being and enhance opportunities for students to achieve their best. Some specific strategies we are implementing to improve learning outcomes for Indigenous students are:</p> <ul style="list-style-type: none"> Police Rangers Program Breakfast Program Berne Program Pastoral Home Visits Individual counselling Group/Family counselling Joint Indigenous Parent Forums Parent/Visitor Meeting Space 		For detailed information on these achievements please refer to Progress Report.
7 (C) additional completed school plans (phase 3 & 4- Deception Bay, Nanango, Kingaroy, Inala, Childers, Gayndah & Laidley)	Not applicable		
Event held to celebrate effective parent, community and school partnerships	<p>Events held during Semester One, 2012 to celebrate effective parent, community and school partnerships:</p> <ul style="list-style-type: none"> 75th Jubilee celebrations Award celebrations Sorry Day Liturgy and activities Joint Indigenous Parent Forums Parent/Visitor Meeting Space Reach-Up Reach Out Boys Club Program Bright Futures Girls Program 		<p>For detailed information on these achievements please refer to Progress Report.</p> <p>Incorporating the services of outside agencies to benefit students learning during these programs such as, Cherbourg Community Health and Bravehearts.</p>
Regional and School Action Research published	Staff were involved in the developed of our current Strategic Renewal and Annual Improvement plan at the beginning of the year. Focus was greatly given to National Partnerships reform areas in the development		Conducted during Staff Days at the beginning of 2012.

	<p>in of this plan.</p> <p>Mid-year Surveys conducted in relation to programs and activities created to support National Partnerships Reforms.</p>		<p>Surveys were conducted on all students and staff and a selected group of parents on the student's enjoyment, effectiveness and continued benefits of National Partnerships programs and services within the school.</p>
<p>Teachers from 10 schools (Acacia Ridge, Murgon, Woodridge, Deception Bay, Nanango, Kingaroy, Inala, Childers, Gayndah & Laidley) participate in teacher induction program</p>	<p>All teachers at the school have participated in the New Teacher Induction Program. This program is reviewed and amended when necessary.</p>		<p>The principal conducts the induction program with new teachers at the beginning of every year.</p>
<p>Social and Emotional Learning professional development</p>	<p>During Semester One, 2012 staff have undertaken the following professional development focusing on social and emotional learning:</p> <p>All staff – Vicarious Trauma, presented by School Counsellor (NP) and New Student Protection Legislative Compulsory training and refresher, presented by School Counsellor (NP).</p> <p>School Counsellor (NP) and class teacher attended the Positive Schools 2012 conference at Southbank. Information gained from conference will be shared at Kids Matter Action Meeting and Staff meeting.</p>		<p>All staff were given the opportunity to attend and participate in these professional learning activities.</p> <p>Staff are encouraged to attend any PD which helps to support the social and emotional learning of students.</p> <p>Information to be shared to staff and Kids Matter Action team.</p>
<p>Interim evaluation report published</p>	<p>Pending DEEWR initiation of evaluation.</p>		

Part 3 - Milestones that will progress through the 2012 calendar year (with no set milestone date)

Milestone	Detail of achievement against milestone. <i>Quantitative and Qualitative</i>	Strategies put in place to achieve milestone (including updated timeframe) <i>Quantitative and Qualitative</i>