

## Section 3 – Low SES School Communities

### Twelve Month Progress – 1 January 2011 to 31 December 2011.

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 twelve months this program has continued to be implemented in accordance with our school’s National Partnership Plan. This has involved the continuation of programs and activities that have already been successfully established within the school and also implementing new programs. The School Counsellor (National Partnerships) along with other staff members has continued to provide established activities and services such as the Boys Well Being Program (Reach Up – Reach Out Boys Club Program), Breakfast Program, Kids Matter Program, Individual, Group and Family Counselling, Crisis Intervention and Student Protection.

Furthermore, new programs have been established and implemented during 2011 including, Small Group Social Skills Program, Alternative Afternoon Curriculum Program (Berne Program), Girls Well Being Program (Bright Futures Girls Program), Junior Police Rangers Program, Indigenous Parents Program. The participation rate of students involved in these programs during 2011 was at the highest since the National Partnerships Program was first initiated into the school in July 2009. *(Please see Appendix One for student participation percentages).*

As the year comes to an end we reflect on what has been achieved, review new and existing programs and discuss possible changes which will further enhance the effectiveness and overall positive outcomes for students. All programs are reviewed by members of the National Partnership Committee which meets each term. During these meetings members contribute their own feedback and also feedback and ideas from teachers, school officers, students, parents and community members. After reflecting and discussing the feedback received from all members of the school and wider community it is clearly evident that our National Partnerships program is continuing to improve the social and emotional well-being of students in our school in many ways, including:

- Increased self –awareness
- Increased self-esteem
- Improved ability to self-regulate
- Development of life skills (goal setting, cooking, being healthy, hygiene, and gardening etc...)
- Expressing emotions and feelings in an appropriate manner
- Increased ability to engage in meaningful relationships with peers
- Increased ability to work cooperatively with peers
- Increased social awareness and acceptance of differences
- Greater respect for self and others
- Improved conflict resolution skills
- Less class and school exclusions for aggressive and in appropriate behaviour
- Increased motivation to learn new things
- Higher morale throughout school community
- Improved communication between school and parents
- Increased interest and support from parents in their child’s education and social and emotional well-being
- No recent reports of students being involved in substance misuse
- Increased ability to engage appropriately with members of community
- No problem with truancy. High attendance rates for all students, including at risk students

- Higher rate of students willing to seek help when feeling unsafe (resulting in a large number of notifications to DOCS and/or QPS - involving 7.1% of student population in 2011)

Our National Partnerships Program focuses on student well-being because we understand that an improved sense of wellbeing and feeling safe and valued, can improve learning outcomes for all students. Therefore, improved student well-being will eventually begin to be reflected in the overall learning outcomes for students. This has become evident when reflecting on our school's NAPLAN results from 2009 to 2011. These results show clear improvements in students overall learning. There is a clear decrease in the number of students achieving below the national minimum in each year level. It is apparent that students learning and overall outcomes are improving since imitating the National Partnerships Program in July 2009. *(For detailed NAPLAN summaries please see Appendix Two).*

As already mentioned our National Partnerships Program focuses on improving students learning through supporting and enhancing student's social and emotional well-being. We acknowledge that this would be difficult to achieve unless we not only put in place support structures at school, but also assist with creating and maintaining support structures within the family environment and the wider community. This year we have increased our support for parents and strive to continue to find creative and purposeful ways to engage them more in child's learning and overall well-being. Parents have been encouraged to be become more engaged in the school and wider community through events such as, Indigenous Parent Forums, Healthy Children's Day, Break Up BBQ for National Partnerships Programs, NAIDOC Day, Sorry Day and other school celebrations.

Our National Partnerships Program also supports staff within the school in many ways. This year staff have been involved in professional development activities focusing on social and emotional well-being and have also had opportunities to improve and/or support their own well-being such as attending a staff breakfast, talking to School Counsellor (NP) and participating in the New Teacher Induction Program. The School Counsellor (NP) has also attended professional development training on vicarious trauma and will present what she has learnt to staff at the beginning of next year. We were also very honoured to be asked to present information about our National Partnerships Program at a BCE professional Learning day which focused on working with children from diverse backgrounds. The School Counsellor (NP) and two Indigenous Support Staff presented information about the programs and activities which are implemented at the school and discussed some of their experiences.

All the achievements outlined above directly support us in meeting our school targets which we originally identified in our National Partnerships School Plan.

### **Significant Achievements/Activities – 1 January 2011 to 31 December 2011.**

During this year we have created and implemented new programs which support and enhance student's social and emotional well-being and learning. These programs include:

#### ***Small Group Social Skills Program***

We have established a Small Group Social Skills Program to support and teach social skills to identified students. The program is lead by a Teacher one day a week and involves 4 small groups from mixed year levels. Each group has a particular learning focus such as friendship building, anger management, self-esteem and self-control etc... Teachers are ask to nominate students who need support in particular areas and also those who have strengths in particular areas that can be added to groups as peer teachers. During Term 4 this year the program included a direct focus in class on transition to high school for our Year 7 students. Students appear to always be fully engaged in learning within these small groups and it has been noted by teachers and other staff, the changes in some student's behaviours in class and in the playground.

### ***Alternative Afternoon Curriculum Program (Berne Program)***

This program was named after The John Berne School in NSW as it was created for the similar purpose of supporting those students who find it difficult to cope in mainstream schooling environments. Our Berne Program gives selected students time out of the classroom each afternoon to improve their skills in a flexible learning environment. At present the program caters for 7 students ranging from Year 5 to Year 7. Each afternoon a different staff member provides a different activity for learning for these students. The current timetable includes activities such as, team sports, painting and art, woodwork, gardening and cooking. The activities offered give students great variety and scope to learn new skills and feel good about their achievements. This program has received much positive recognition and feedback from parents, teachers and the students themselves.

After reviewing the program we have decided to make the focus for learning literacy and numeracy next year for the Berne Group. All students involved in this program are Indigenous and many are at risk. This program will now offer them the opportunity for one on one support with literacy and numeracy learning activities which will be tailored to their level of ability.

### ***Girls Well Being Program (Bright Futures Girls Program)***

This program supports girls to develop life skills and have discussions about issues that concern them. All girls from Years 4 to 7 will have the opportunity to participate in the program as it is offered to one year level per term. The program runs for 7 weeks each term and involves the girls learning life skills such as cooking, healthy living, hygiene and appearance, social and emotional skills etc... The girls that have already participated in this program this year have really enjoyed learning about themselves and each other in a safe and supportive environment.

### ***Indigenous Parenting Program***

Previously we have provided Indigenous parents with the opportunity to talk to a few members of school staff about concerns and questions they may have relating to their child's education informally with a morning tea at the Catholic Church in Cherbourg. This was well received with 8 parents coming along. This year we wanted to further support and engage parents by offering them the opportunity to meet and have morning tea again. However, this year we also invited along Michael White from AusIDentities who has categorised students learning styles based on personality profiling. These learning styles are known as Dreamtime Personalities and most students at the school are aware of which style they belong to (Wombat, Eagle, Dolphin or Kangaroo). It was our intention that Michael would attend parent morning teas with our Indigenous parents to chat to them about how they could best help their child learn at school based on their particular learning style. The first session was unfortunately unattended, however the second session was very well received with 10 parents attending and giving feedback that they really found the information and discussions helpful and would like to continue to learn more.

### ***Junior Police Rangers Program***

Starting in Term 3 this year, the Cherbourg Police and St Joseph's School started an exclusive group called the 'Cherbourg Junior Police Rangers' and invited all Indigenous Students from years 5 to 7 to participate. The program is run by Cherbourg Police staff in conjunction with Joseph's staff. The program involves the children going by bus to the Cherbourg Police Station every Wednesday after school for 2 hours to learn police, military and emergency services related skills and drills and also learn about Aboriginal history, traditions, stories, food, music, dance and art. Students also learn how to care for other people and property through volunteer work. This program requires the help of many Cherbourg and Murgon community members to share their knowledge

and skills with the Junior Police Rangers and increases student's community spirit and pride and also improves their self esteem. All Indigenous students participating in the program are extremely proud of being Junior Police Rangers and enjoy working with the local police.

### ***Kids Matter Program – Healthy Children's Day***

As part of our Kids Matter Program within the school for the past two years we have hosted a Healthy Children's Day. The aim of this day is to give students opportunities to develop an understating of why it is important to keep their mind and body healthy and teach them strategies to achieve this. The motto for this year's Healthy Children's Day was "Act- Belong- Commit". This motto was embedded in each learning activity and was explained to students as they moved from one activity to the next. This year we encouraged staff and parents to focus on their well-being too. Parents were able to attend to school for free hand and foot massages and golf lessons and staff were able to attend a breakfast gathering at the beginning of the day. This was a very successful event gain this year and we hope to continue to improve it each year.

### ***Break Up BBQ***

During the second last week of school this year we will be clebra6ing the achievements of all students involved in some of Our Nati0onal Partnerships Programs including the Reach Up –Reach Out Boys Club Program, Bright Futures Girls Program and Berne Group. Approximately 100 students, staff and parents will come together at our local Bjelke-Peterson Dam to celebrate the achievements students in these programs throughout 2011. It is a very special day for students where they will be able to have fun swimming and playing sport with their friends and family members and also enjoy lunch. The day will conclude with a presentation ceremony where all students will be given a certificate of participation and a momentum to remind them of their achievements. A large number of parents and siblings will be attending the event this year to support the students.

### **Barriers to Progress – 1 January 2011 to 31 December 2011.**

- **Parent involvement and communication difficulties:** It is sometimes difficult to get in contact with parents who live out in Cherbourg as many do not have home phones and their mail is not delivered, it has be collected. We have attempted to break down this barrier by providing parents opportunities to meet with us (e.g. parent forums). Our Indigenous Participation Officer also is a great means of communication for us with our Indigenous parents.
- **Transient Nature of Indigenous Students:** Some of our Indigenous students attend the school for a short time and then for many different family reasons they may transfer to another school. Many of these students return to our school at least once or twice and then move on again. As a result of this tracking and obtaining meaningful attendance data is extremely difficult. However what we have observed is that when students are enrolled at the school they attend regularly and are more than often only absent with good reason. Throughout the year we have spent much time developing relationships between the school and Indigenous parents through our parent forums, parenting program and also by visiting their homes.
- **Increased demand:** Many students are approaching staff asking if they can be involved in programs or asking when it is going to be their turn. All programs are kept to capacity level which ensures that

students are properly supervised and able to learn effectively. With each program we offer we have to factor in time availability, staffing, resourcing etc... All programs at present have reached capacity and some students will not be able to participate in programs. Students are selected to participate in some selective programs such as the Berne Program at monthly National Partnerships Committee Meetings.

### **Support for Indigenous Students – 1 January 2011 to 31 December 2011.**

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
- Junior Police Rangers Program
- Indigenous Parents Program
- Breakfast Program
- Kids Matter Program
- Manyung Building (Cultural Centre)
- Kollkuna Room (Well-being Centre – School Counsellor Room)
- Individual Counselling
- Group and Family Counselling
- Crisis Intervention and Student Protection
- Indigenous Hall of Fame
- Indigenous Support Staff
- 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 2011 to 31 December 2011.**

As discussed above

### **Activities you would like to showcase – 1 January 2011 to 31 December 2011.**

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 many highlights for 2011 and our Healthy Children's

Day was one of these highlights. It was a proud day for the school when students, parents, community members and staff came together to enjoy teaching and learning about health and well-being. Below is an article which was published on the BCE Public Website and also in the local Murgon Moments publication.

### **St Joseph's Celebrates Healthy Children's Day**

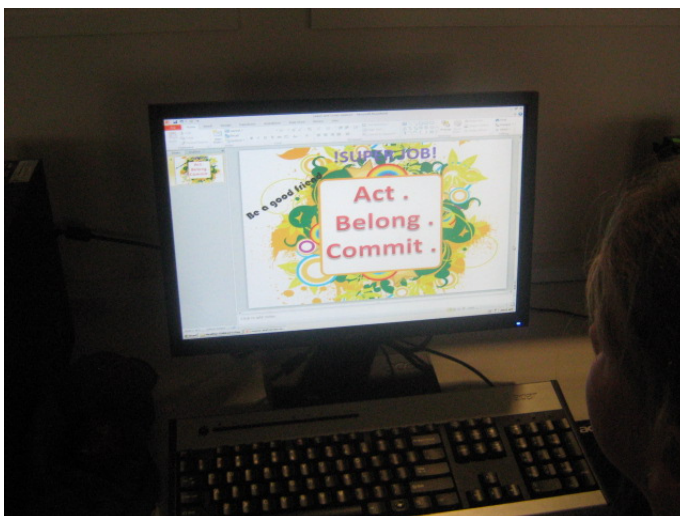
Healthy minds, bodies and spirits are integral to learning!

Emma Lunney (Coordinator of St Joseph's Kids Matter Action team) felt that Children's Wellbeing week would be the best time to act. Through collaborative partnerships students were immersed in a range of activities that included music therapy, art therapy, nutrition, self esteem, building posters to spread the wellbeing message, touch football, judo and talking about thoughts and feelings. Brother Daniel Hollamby (Principal) commented "Our invited presenters participated with enthusiasm and passion. As each class rotated around eight set activities students were positively engaged. We are very lucky to have such an active community who supports our school."

Lena Redman (Guidance Counsellor) said "Research indicates that small effects cast over large groups have positive effects on overall health. Although this may seem a 'one-off' day, conversations will continue. The inclusion of the Healthy Children's Day motto 'Act, Belong, Commit' makes conversations at home much more possible."

At the conclusion of the day Emma Lunney linked Healthy Children's Day to the Kids Matter components. Emma referred to the School's personalised artworks relating to the components. Emma said "Perhaps the component which links into Healthy Children's Day most accurately is 'School and Families Caring for Kids'. In a special way our wider community is an extension of our family. It is obvious from the support we have received that our community cares for each student and wants the best for them."

Our deepest thanks to Murgon Fruit Mart (Paul Brunjes) for the donation of the ingredients to our healthy salad wraps; to our eight activity presenters – Murgon CPIU Officer Cassandra Goyen and Cherbourg Police Scott Prendergast and Louise Thompson, Stan Munday, Jennie Ballard, Eric and Shirley Law, Nikki Law and Elise Crawford, Gillian Voigt, Bernice Hilly and Claire Dennis.





**Appendix One:**

<b>Program</b>	<b>Number of students/parents who participated in program during 2011</b>
Reach Up – Reach Our Boys Club Program	38 (22.6%)
Bright Futures Girls Program	43 (25.5%)
Berne Group	11 (6.5%)
Small Group Social Skills Program	104 (61.9%)
Kids Matter Program	All Students
Breakfast Program	Available to all students
Indigenous Parents program	12 parents
Police Rangers program (Indigenous Students only)	31 (18.4%)

*Note: Current School Enrolment: 168 students.*

## Appendix Two:

The following comparisons can be made between 2009-2010-2011 NAPLAN results for all students in Years 3-5-7.

Year 3

Year 3 2009	Grammar and Punctuation	Spelling	Reading	Writing	Numeracy
Number Well Above (Bands 7 and 8)	10	3	3	7	2
Number Above (Bands 5 and 6)	7	12	15	16	16
Number at Minimum (Band 4)	7	10	13	7	6
Number Below (Bands 3 or lower)	15	14	8	8	15

Year 3 2010	Grammar and Punctuation	Spelling	Reading	Writing	Numeracy
Number Well Above (Bands 7 and 8)	2	1	2	1	2
Number Above (Bands 5 and 6)	2	3	2	4	1
Number at Minimum (Band 4)	1	1	2	1	2
Number Below (Bands 3 or lower)	1	1	0	0	1

Year 3 2011	Grammar and Punctuation	Spelling	Reading	Writing	Numeracy
Number Well Above (Bands 7 and 8)	2	1	3	1	0
Number Above (Bands 5 and 6)	7	10	5	8	6
Number at Minimum (Band 4)	1	1	3	3	6
Number Below (Bands 3 or lower)	4	2	3	2	1



Year 5

Year 5 2009	Grammar and Punctuation	Spelling	Reading	Writing	Numeracy
Number Well Above (Bands 7 and 8)	1	3	3	1	2
Number Above (Bands 5 and 6)	7	10	5	11	12
Number at Minimum (Band 4)	8	7	9	5	9
Number Below (Bands 3 or lower)	11	7	10	10	4

Year 5 2010	Grammar and Punctuation	Spelling	Reading	Writing	Numeracy
Number Well Above (Bands 7 and 8)	2	2	1	1	0
Number Above (Bands 5 and 6)	8	12	9	9	9
Number at Minimum (Band 4)	4	3	3	4	5
Number Below (Bands 3 or lower)	3	0	4	3	2

Year 5 2011	Grammar and Punctuation	Spelling	Reading	Writing	Numeracy
Number Well Above (Bands 7 and 8)	9	5	5	1	0
Number Above (Bands 5 and 6)	8	12	8	16	16
Number at Minimum (Band 4)	6	4	6	8	9
Number Below (Bands 3 or lower)	5	10	13	6	6

Year 7

Year 7 2009	Grammar and Punctuation	Spelling	Reading	Writing	Numeracy
Number Well Above (Bands 7 and 8)	2	2	5	1	1
Number Above (Bands 5 and 6)	8	10	6	9	8
Number at Minimum (Band 4)	5	5	7	5	9
Number Below (Bands 3 or lower)	5	3	2	5	2

Year 7 2010	Grammar and Punctuation	Spelling	Reading	Writing	Numeracy
Number Well Above (Bands 7 and 8)	3	3	1	2	1
Number Above (Bands 5 and 6)	6	6	10	9	9
Number at Minimum (Band 4)	4	5	3	5	5
Number Below (Bands 3 or lower)	3	2	2	0	1

Year 7 2011	Grammar and Punctuation	Spelling	Reading	Writing	Numeracy
Number Well Above (Bands 7 and 8)	0	0	0	0	0
Number Above (Bands 5 and 6)	4	3	7	2	12
Number at Minimum (Band 4)	7	9	11	9	5
Number Below (Bands 3 or lower)	8	7	1	8	2

## Section 5 – Milestone Reporting

### Part 1 - Milestones not reported/not achieved/partially achieved in Annual Report for 2011

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 2011 to 31 December 2011)

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	We have implemented the following programs and events to enhance and improve parent and community engagement: Kids Matter Program Healthy Children's Day Indigenous Parenting Program and forums Manyung Building (Cultural Centre) Police Rangers Program Reach Up –Reach out Boys Club Program Bright Futures Girls Program Berne Program		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. For detailed information on these achievements please refer to 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	We have implemented the following programs and counselling services to improve students well-being which directly impacts on student learning: Kids Matter Program Police Rangers Program Reach Up –Reach out Boys Club Program Bright Futures Girls Program Breakfast Program Berne 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	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:  Police Rangers Program Breakfast Program Berne Program Pastoral Home Visits Individual counselling Group/Family counselling		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	Events held during 2011 to celebrate effective parent, community and school partnerships:  Healthy Children's Day Break Up BBQ for NP Programs NAIDOC Day		For detailed information on these achievements please refer to Progress Report.
Regional and School Action Research published	NAPLAN results were presented to staff and P & F members. The presentation focused on areas of improvement and areas of development.  Our National Partnerships Program was presented at a BCE Professional Learning Day which focused on working with children from diverse backgrounds.		Teacher presented results at P & F meeting and a staff meeting.  School Counsellor (NP) and Indigenous Support Staff presented information about all programs and activities which form part of our National Partnerships Program.
Teachers from 10 schools (Acacia Ridge, Murgon, Woodridge, Deception Bay, Nanango, Kingaroy, Inala, Childers, Gayndah & Laidley) participate in teacher induction program	All teachers at the school have participated in the New Teacher Induction Program. This program is reviewed and amended when necessary. This year the program included a visit to the Cherbourg Ration Shed Museum for new and existing teachers and school officers.		The principal conducts the induction program with new teachers at the beginning of every year.

Social and Emotional Learning professional development	During 2011 staff have undertaken the following professional development focusing on social and emotional learning:  Insight into the pillar of Presence (presented by former principal of The Berne School) Non-violent crisis intervention training (provided by APRE )		All staff were given the opportunity to attend and participate in these professional learning activities.
Interim evaluation report published	Pending DEEWR initiation of evaluation.		

**Part 3 - Milestones that will progress through the 2011 calendar year (with no set milestone date)**

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