

## **Jinda Cluster of Schools**

### **Cherbourg SS, Murgon SS, St Joseph's Primary School**

## **BACK ON TRACK**

### **A program that targets highly at risk Indigenous students in the 11 and 12 year age group**

#### **BACKGROUND:**

Over the past 5 years, the Jinda Aboriginal Consultative Council and its subsidiary, the Jinda Interagency Education Forum has focussed their priorities on attendance and retention rates across its member school communities. Membership of the Jinda Council includes the Principal and Aboriginal Community Liaison Officers from Cherbourg State School, Murgon State School, Murgon State High School, St Joseph's Primary School and Wondai P-10 State School, as well as officers from the Indigenous Education Unit, DEST (Gympie), Wide Bay West District Office (DETA), Jumbunna Youth Service (Dept of Communities, Cherbourg) and Elders.

The Jinda Council convenes the Jinda Interagency Education Forum that includes QPS (Murgon & Cherbourg), Cherbourg Community Health, Qld Health, Dept of Child Safety, Dept of Communities, Cherbourg Critical Incident Women's Group, Special Education Unit, CTC Connections, Christian Bros (Edmund Rice Educ), YACCA (Youth Services, Murgon), Centrelink, Graham House (Family & Community Support), Cherbourg Men's Group, representatives from the Cherbourg Negotiation Table and local Indigenous community groups.

Over 80 Indigenous young people, mainly of secondary school age, were identified as regular non-attendees, many of whom were at risk of or had entered the juvenile justice system. Through the collaborative implementation of co-operative strategies, around 90% of these young people have been engaged in varying degrees of learning activities through alternate programs, training options and personal development/life skills programs. The reduction in juvenile offences has dramatically decreased, some students have returned to mainstream schooling, while others still require intensive assistance to engage.

However, there remains a small number of primary aged students within the 11-12 year old group who are consistently absent, disruptive to classes when they do show up and are clearly unable to function within a regular classroom setting. There is currently no suitable program available for these children.

The schools have continuously worked with the parents and families of the truant children, together with Elders and many community based support agencies and mechanisms to manage the poor behaviours and encourage the students to attend school. These young people come from a dysfunctional home environment with very little security or discipline, lots of uncertainties, negative generational influences and many traumatic experiences.

Through continual dialogue and consultation with all stakeholders, the necessity of providing an alternate education program, suited to the needs of these children has been identified as a top priority. Due to their continued absences, these students have poor literacy and numeracy skills together with the consequential shaming and lack of respect for both self and others.

By providing an alternate and more suitable approach to their educational experiences, we aim to improve these young people's attendance rates, literacy achievements, self esteem and love of learning thereby enhancing their opportunities to effectively transition into secondary schooling.

**ACTION PLAN AUGUST 2007**

<b>AIM:</b> To re-engage high risk primary students who have been persistently absent					
<b>TARGET GROUP:</b> Thirteen identified 11-12 year old students (7 from Cherbourg SS, 3 from Murgon SS and 3 from St Joseph's Primary School) and their families					
<b>STRATEGY:</b> Provide a quality alternate education program that both addresses the needs of the learners and improves their educational achievements through different approaches to the delivery of curriculum including cultural and outdoor education programs.					
<b>ANTICIPATED OUTCOME:</b> Students will re-engage with learning and demonstrate improved attendance rates and educational outcomes; students will be better equipped for secondary schooling.					
<b>ACTION</b>	<b>PARTNERS</b>	<b>RESOURCES</b>	<b>WHO</b>	<b>TIMEFRAME</b>	<b>OUTCOME</b>
1. Establish an inclusive Working Party to oversee:- - the development of an appropriate & effective education program with a focus on engaging students & developing their literacy skills - the receipt of regular monthly reports from program managers - the monitoring & review of program effectiveness (term) - the provision of progress reports to relevant community bodies and authorities (semester) - the development of effective parent participation strategies	<ul style="list-style-type: none"> <li>• Principals</li> <li>• Teachers</li> <li>• Indigenous Education Workers</li> <li>• Parents, Elders &amp; Community representatives</li> <li>• Edmund Rice Education</li> <li>• YACCA</li> <li>• Barambah Environmental Education Centre (BEEC)</li> <li>• CTC Connections</li> </ul>	<ul style="list-style-type: none"> <li>• Co-ordination of group and activities</li> </ul>	<ul style="list-style-type: none"> <li>• Jinda Project Officer</li> </ul>	Sept 2007	<ul style="list-style-type: none"> <li>• An approved Alternate Education Program that clearly articulates the implementation and operational plans including curriculum content, delivery of services, appropriate supporting educational activities, anticipated outcomes, assessment tools and performance indicators</li> <li>• A completed schedule of actions, timeframes and meeting dates</li> <li>• Parents have appropriate opportunities to participate in their child's education</li> </ul>

<b>ACTION</b>	<b>PARTNERS</b>	<b>RESOURCES</b>	<b>WHO</b>	<b>TIMEFRAME</b>	<b>OUTCOME</b>
2. Identify and liaise with supporting providers of educational activities	<ul style="list-style-type: none"> <li>• Elders &amp; Community</li> <li>• BEEC</li> <li>• Connections</li> <li>• Health &amp; other government agencies</li> <li>• QPS</li> <li>• Indigenous support groups</li> <li>• Indigenous Resource Centres</li> </ul>	<ul style="list-style-type: none"> <li>• Known networks</li> <li>• Co-ordination of links and services</li> </ul>	<ul style="list-style-type: none"> <li>• Working Party</li> <li>• Nominated personnel</li> </ul>	Sept/Oct 2007	<ul style="list-style-type: none"> <li>• A schedule of learning activities and providers has been identified, agreed upon and incorporated into the Education Program</li> </ul>
3. Advertise and appoint a senior quality teacher experienced in alternate education	<ul style="list-style-type: none"> <li>• Cherbourg SS, Murgon SS, St Joseph's Primary School (Jinda Schools)</li> <li>• Wide Bay West District Office</li> </ul>	<ul style="list-style-type: none"> <li>• Funding for position for initial 15 months \$115,000 (approved)</li> </ul>	<ul style="list-style-type: none"> <li>• DETA</li> </ul>	Sept/Oct 2007	<ul style="list-style-type: none"> <li>• Teacher appointed</li> </ul>
4. Advertise and appoint 2 Indigenous Support Officers	<ul style="list-style-type: none"> <li>• Jinda Schools</li> <li>• DEST</li> </ul>	<ul style="list-style-type: none"> <li>• Funding for positions for initial 15 months \$ 68,000</li> </ul>	<ul style="list-style-type: none"> <li>• <b>DEST \$52,000</b></li> <li>• Jinda Schools \$16,000</li> </ul>	Oct 2007	<ul style="list-style-type: none"> <li>• Funding approved</li> <li>• Indigenous Support Workers appointed</li> </ul>
5. Provide locations and resources for program	<ul style="list-style-type: none"> <li>• Jinda Schools</li> <li>• Other providers</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate venues for relevant activities</li> </ul>	<ul style="list-style-type: none"> <li>• Jinda Schools</li> <li>• Other providers</li> </ul>	Oct 2007 and ongoing	<ul style="list-style-type: none"> <li>• Relevant locations have been secured for conducting successful educational activities</li> </ul>
6. Implement alternate education program	<ul style="list-style-type: none"> <li>• Jinda schools</li> <li>• Other providers</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching staff, locations, support services</li> </ul>	<ul style="list-style-type: none"> <li>• Principals (x3)</li> <li>• Senior teacher</li> <li>• Indigenous support workers</li> </ul>	Oct 2007 – Dec 2008	<ul style="list-style-type: none"> <li>• Students attend program on a regular daily basis</li> <li>• Students' educational achievements show significant improvement</li> </ul>

ACTION	PARTNERS	RESOURCES	WHO	TIMEFRAME	OUTCOME
7. Link program with existing school based strategies and initiatives (eg WoSI\PSPI projects, Future Visions Program)	<ul style="list-style-type: none"> <li>• Jinda Schools</li> <li>• DEST</li> <li>• Govt agencies</li> <li>• NGOs</li> <li>• Business, industry and further education institutions</li> </ul>	<ul style="list-style-type: none"> <li>• Networks</li> <li>• Transport</li> </ul>	<ul style="list-style-type: none"> <li>• Jinda Schools</li> <li>• Project Officer</li> </ul>	Oct 07 and ongoing	<ul style="list-style-type: none"> <li>• Program is aligned with schools' AOPs and runs effectively through integration with other projects.</li> </ul>
8. Provide transport for:- - ensuring attendance & safe return home - travel to outdoor and other venues for educational activities	<ul style="list-style-type: none"> <li>• Jinda Schools</li> <li>• YACCA/ERE</li> <li>• DEST</li> </ul>	<ul style="list-style-type: none"> <li>• Access to transport</li> <li>• Funding for travel - contribution for daily student pick up &amp; take home - funding for twice weekly travel outdoor educational activities \$14,600</li> </ul>	<ul style="list-style-type: none"> <li>• YACCA - ERE \$4000</li> <li>• <b>DEST \$10,600</b></li> </ul>	October 2007 and ongoing	<ul style="list-style-type: none"> <li>• Students are attending on a daily basis and demonstrate improved educational outcomes</li> <li>• Students have ready access to relevant outdoor and cultural programs</li> </ul>
9. Identify needs and provide skill development workshops for parents and carers	<ul style="list-style-type: none"> <li>• Jinda Schools</li> <li>• Community agencies</li> </ul>	<ul style="list-style-type: none"> <li>• Programs, facilitators and catering \$1500</li> </ul>	<ul style="list-style-type: none"> <li>• Jinda Schools &amp; community agencies \$1500</li> </ul>	Nov 2007 & ongoing	<ul style="list-style-type: none"> <li>• Parents have identified their gaps in skills</li> <li>• A schedule of appropriate workshops is developed from needs audit</li> </ul>
10. Development of a sustainable model that integrates alternate programs with mainstream practices	<ul style="list-style-type: none"> <li>• Jinda Schools</li> <li>• Other supporting providers</li> <li>• Community</li> </ul>	<ul style="list-style-type: none"> <li>• Reports &amp; review data from alternate program</li> </ul>	<ul style="list-style-type: none"> <li>• Jinda Schools</li> <li>• Working Party</li> </ul>	<ul style="list-style-type: none"> <li>• By August 2008</li> </ul>	<ul style="list-style-type: none"> <li>• Sustainable model developed and applied</li> </ul>