Section 3 – Low SES School Communities

Twelve Month Progress – 1 January 2012 to 30 June 2012.

Funding was used to continue supporting students through the teacher / learning assistant teaching team. This commenced in 2011 and has proved successful in providing focused teaching and learning for all students in the classroom. It allows flexibility of individual, small group and whole group support for students. Students are supported academically, emotionally and behaviourally with their learning.

A significant investments in a laptop program that was funded through school resources and National Partnership resources have resulted in greater student engagement in learning, particularly in years 4-7. 15 laptops per class are available for use in three classrooms (yr2/3, yr4/5, yr6/7). The use online learning programs and digital media have resulted in quality learning achievements through greater engagement.

Combined funding of school resources (SWD) and National Partnership funds has allowed the opportunity for 20 students with learning difficulties to engage and learning with Fast ForWord. Fast ForWord is a brain training program that assists with literacy and numeracy development.

Program Achieve has also began implementation in term 2. Using the Keys to Success to improve social emotional learning will remain an important focus and part of the KidsMatter framework.

The leadership team of Principal, APRE, and ST-IIE/Curriculum have completed a Coaching course to support staff in their roles to improve learning and teaching.

A particular focus on oral language in 2012 will result in an explicit systematic teaching of oral language through the implementation of the Australian Curriculum: English. This is still in early stages of implementation with limited data available at this time to measure improvement.

Information Type: Qualitative

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

Students have shown improvement in reading which has been measured using the PM Benchmark system. Of particular note were the students who participated in the Fast ForWord program. Of the 20 students who participated, all improved, however 6 students improved greater than their expected goal. Note: 4 students were new so their data could not be reviewed against previous school data.

Information Type: Qualitative and Quantitative

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

A significant factor is still trying to motivate students to become learners and gain support from their parents. While there have been some improvements made we still need to
make further progress with this. With the introduction of Program Achieve parent sessions were conducted with a slight improvement of parent attendance.

Student attendance is still high with some students for unknown reasons. Increased communication with parents about the significant impact this has with children has had some impact however will still need to continue.

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

Indigenous students are supported through the increased staffing ratio. The needs of our particular Indigenous children are similar to the needs of the majority of our students, therefore the strategies put in place are also suits the needs of our Indigenous students.

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

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

We have found that through engaging students through the embedding of ICLT, students are able to create work that is of a high standard and something that they can be proud of. This is particularly the case for students when engaging in multi-model texts. The use of laptops in years 4-7 have provided significant improvement in engagement and learning.

Section 5 – Milestone Reporting

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

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

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

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Detail of achievement against milestone. <strong>Quantitative and Qualitative</strong></th>
<th>If not achieved or partially achieved, reasons why. <strong>Qualitative</strong></th>
<th>Strategies put in place to achieve milestone (including updated timeframe) <strong>Quantitative and Qualitative</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementing parent and community engagement strategies</td>
<td>Greater parent engagement with student learning.</td>
<td>The Learning Log partially achieved this milestone. The majority of children have their learning log signed each night, however there is still a small number that don't.</td>
<td>Increased contact with parents regarding the purpose of the Learning Log. More parent information sessions aimed to assist parents help their child.</td>
</tr>
<tr>
<td>Implementing strategies to improve literacy through engagement with ICLT's</td>
<td>Evidence of increased achievement through student work samples and reading data.</td>
<td>This partially achieved and will continue through the second half of the year.</td>
<td>Continue in current format and enhance through PD for teachers and observation of best practise in other schools.</td>
</tr>
</tbody>
</table>

**Part 3 - Milestones that will progress through the first half of 2012 (with no set milestone date)**

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Detail of achievement against milestone. <strong>Quantitative and Qualitative</strong></th>
<th>Strategies put in place to achieve milestone (including updated timeframe) <strong>Quantitative and Qualitative</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementing strategies to improve literacy, numeracy and science performance</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>