**Section 3 – Low SES School Communities**

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

In 2011 funding was used to support all students in the classroom through extra staffing of teachers and school officers. Class sizes ranged from 17 to 25 students. In addition to small class sizes, new teaching and learning teams were created. The class teaching and learning team consist of a full-time teacher and a school officer (now titled learning assistant) who works 9:00am – 1:00pm each day.

The partnership between teacher and learning assistant allows focused teaching 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.

To support student learning further Learning Logs were introduced. The student learning log is a reflection tool on the day’s learning. It also is a data gathering tool recording student engagement in learning and behaviour.

The implementation of the new Support Teacher – Inclusive Education has continued. The restructure of non-contact time for class teachers coincides with the day the ST-IE is released. This has allowed better support for teachers and resulting in supporting students with higher needs. The ST-IE is also released to attend professional development through support teacher network days once a term.

Curriculum Support has also improved in 2011. All four class teachers have two days release each term. Teachers use this time to work with the principal and curriculum support teacher to further support teaching and learning. Curriculum support teacher and principal attend professional development through attendance of curriculum meetings once a term.

**Information Type: Qualitative**

**Significant Achievements/Activities – 1 January 2011 to 30 June 2011.**

The teacher / learning assistant partnership has had a benefit with the stabilising of student behaviour within all four classrooms. This has resulted in less students removed from classrooms.

Teacher quality has improved through the coordinated role of the ST-IE and Curriculum Support to improve planning and professional development opportunities.

**Information Type: Qualitative and Quantitative**

**Barriers to Progress – 1 January 2011 to 30 June 2011.**

Three of four teacher / learning assistant partnerships have been effective and will continue to do so, however one partnership has broken down. Work will continue with both the teacher and learning assistant to improve the partnership. If the partnership can
not be improved then a restructuring of staff may need to be arranged.

Information Type: Qualitative

Indigenous students are supported through the increased staffing ratio.

Information Type: Qualitative and Quantitative

Support for other cohorts (if applicable) – 1 January 2011 to 30 June 2011.

Information Type: Qualitative and Quantitative

Activities you would like to showcase – 1 January 2011 to 30 June 2011.

A significant professional development opportunity attended by principal and ST-IE was the Principal Postcards session run by the Queensland Education Leadership Institute. The session was instrumental in implementing the student learning log.

Apart from being a reflective learning tool the learning log provides a greater connection between school and home. Two students in year 3 who have learning difficulties and behaviour issues have made significant improvement with their behaviour, which is beginning to result in improved learning outcomes. The learning log and the students’ parent’s better connection to the classroom is directly attributed to this improvement.

Information Type: Qualitative

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Section 5 – Milestone Reporting

Part 1 - Milestones not reported/not achieved/partially achieved in Annual Report for 2010

<table>
<thead>
<tr>
<th>Milestone (state and territories may wish to identify whether the milestone relates to all sectors or a particular sector within their jurisdiction)</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 2011 to
### Part 3 - Milestones that will progress through the 2011 calendar year (with no set milestone date)

<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>
<tbody>
<tr>
<td>20 (State) additional principals recruited and appointed under Performance Agreement conditions</td>
<td>Not applicable</td>
<td>Not applicable</td>
<td>Not applicable</td>
</tr>
<tr>
<td>7 Catholic additional principals participated in tailored Professional Development</td>
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<td></td>
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<tr>
<td>7 Catholic additional schools receive funding</td>
<td></td>
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<tr>
<td>Teachers from 7 Catholic schools participate in teacher induction program</td>
<td></td>
<td></td>
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</tbody>
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