

SCHOOL PROFILE

CODE OF CONDUCT

Providing a supportive school environment to learn through

- CARE** Caring for self
Caring for others
Caring for the environment

- CONSIDERATION** Showing respect
Tolerating others

- COOPERATION** Contributing to a positive school tone/image
Understanding that with rights come responsibilities

- COMMON SENSE** Accepting consequences when the Code is broken
Safe and sensible work and play

In order to provide an educational environment where teachers, students and parents can work and interact in a secure, supportive and cooperative environment, certain rights and responsibilities need to be put in place.
Rights can only be enjoyed when in partnership with responsibilities.

CHILDREN have the right to learn
TEACHERS have the right to teach
PARENTS have the right to participate in our school

BASIC NOTIONS OF EFFECTIVE MANAGEMENT

The Behaviour Management Policy is founded on four basic notions for effective student behaviour management. They are:

- students learn best in learning environments that are success oriented. (Belonging and Relevance)
- students undergo an "apprenticeship in democracy" while at school. (Rights and Responsibilities)
- managing students is most effective when done in partnership with parents and with all school adults. (Partnership)
- managing students' irresponsible behaviour must include planned disciplinary actions which increase every students' opportunity to succeed and maintain a safe, orderly learning environment. (Planned Discipline)

Self Management

Self-management is about enabling students to change inappropriate behaviours by themselves, or establishing new skills in their repertoire. Students learn that there won't always be someone around to give feedback and/or reinforcers for appropriate behaviours, so they must do this for themselves. This involves students taking responsibility for themselves and learning self-management skills. Self discipline is actively promoted school wide through the Human Relationships Education including special programs such as; social skills programs and conflict resolution courses. A Cool Down room operates where students work with key teachers to examine inappropriate behaviours and develop personal plans.

Positive Feedback

Through combining positive feedback for appropriate behaviour and negative consequences for inappropriate behaviour, teachers can clearly establish the parameters of the behaviour that they expect. They will be in the position to motivate the children to make the choice to eliminate their problem behaviour and increase the appropriate behaviour. All children want the teachers' attention. If they feel that they are unable to gain it by being "good" then they will try to gain it by being "bad". If teachers recognise and only respond to the children's negative behaviour, they will continue to misbehave in order to receive attention from the teachers. The more teachers utilise praise and support to influence behaviour, the better children will feel about themselves. In order for teachers' positive responses to be meaningful, they need to be:

- ◆ responses teachers are comfortable with.
- ◆ something the child wants and enjoys.
- ◆ provided as soon as possible after appropriate behaviour.
- ◆ provided as often as possible.
- ◆ planned in advance.

Planned Management

The school acknowledges that sometimes, planned management is required to protect the rights of students to learn and teachers to teach. To protect these rights, specific classroom, playground and beyond classroom management strategies are at times necessary. The school's phases of behaviour are described on the following page. These phases are determined by teachers at phases one and two, and by either the Principal or Deputy Principal at the higher phases. Consequences at the higher phases are determined by school administration.

Chatswood Hills State School is in the South-East Brisbane Education District, twenty-one kilometres south of Brisbane, in Springwood, Logan City. The school has 570 primary children. Staff includes a principal, deputy principal, classroom teachers, a music teacher, teacher librarian, physical education teacher, learning support teachers and L.O.T.E. teacher (Japanese). Ancillary staff includes a registrar, two part time office staff, nine teacher aides, four cleaners and a janitor groundsman.

Chatswood Hills School is situated in six hectares of very attractive grounds. The school community spends many hours and funds to enhance the school grounds. Classroom activities often have an environmental theme and children are very much aware of the importance of protecting our environment. The school also has a Project Club which focuses on establishing gardens to provide homes and food for local fauna. Learnscapes areas have been established outside the classrooms so teacher/s and students can utilise these learning areas.

The school is committed to 'Stage Based' (see separate booklet) teaching and learning and this is reflected in our school's educational philosophy. Cooperative teaching exists throughout the school in double teaching areas with concertina doors to enable smaller focused activities to occur. Students will often have the same teachers for two or three years in succession.

The school is well stocked with physical resources to support curricular and extra curricular programs, including two adventure playgrounds, two multi purpose courts and an oval with an artificial grass cricket wicket. Our school multi-purpose hall was completed in 2005.

A strong extra-curricular program operates in the school. The school participates in interschool sport for boys and girls and has a busy intra-school program for all children. Inter-school sports played include cheerleading, softball, tennis, cricket, soccer and netball. In addition, our Instrumental Music Program supports a band, choir, and strings ensemble. Opportunities for interschool debating and public speaking are also available for older students.

The Parents & Citizens Association and staff work together to provide resources and an educational climate that allows children to work to their potential. A strong middle management approach facilitates decisions through the committees such as the Management Committee. The community works together to organise school functions, extra curricular activities and provide assistance in the classroom.

**LETTER FROM CHATSWOOD HILLS
PARENT & CITIZENS ASSOCIATION**

We wish to take this opportunity to welcome you to Chatswood Hills State School. Parents/Caregivers play an important role in their children's education. Parental help is sometimes needed to help our students in their school years. The P & C Association works in conjunction with the school staff to provide:

- Parent Information Nights & Tea and Chat Parent Talks
- Family Skills & Learning Workshops
- Financial support for school resources, both classroom and sporting
- Ongoing recognition of children's achievements

The school actively seeks parental involvement, a valued role being that of a volunteer at our school. The Parents and Citizens' Association meetings, held on the second Monday of each month, provide a formal means of communication within the school community. Issues about curriculum, organisation and community are discussed at these meetings.

Your participation in your child's education is encouraged and appreciated. There are many ways you can help and your support in our school makes it a rich environment for our students. Some possibilities are:

- classroom work for example helping with reading, maths or art activities,
- excursions,
- tuckshop,
- sports day, and
- school functions.

This is a really good opportunity for you to meet new people, while at the same time, contributing in a very real way to the education and development of your children. They will realise from your involvement, that the adults in their lives are working together for their ultimate benefit. Our school is one to be proud of and with continued support from the community, this pride can be maintained.

Welcome to our school community.

P and C Executive
2007

SPECIAL NEEDS

Chatswood Hills State School's philosophy of a Stage Based Learning and Teaching community supports the provision of appropriate learning experiences for all students. Support personnel, along with the special needs committee, enhance the school philosophy by providing specific support and intervention for students with special needs, their teachers and families.

The school recognises three broad groups of Special Needs children:

- Those with exceptional learning abilities
- Those with learning difficulties or disabilities
- Those with low incidence disabilities (physical, visual, hearing, speech-language, intellectual impairments or autistic spectrum disorder).

The school's Special Needs Action Committee (SNAC) is chaired by the Principal or Deputy and includes the Guidance Officer, Support Teacher Learning Difficulties (STLD), Advisory Visiting Teachers (AVTs) and classroom teachers as needs arise. SNAC facilitates the overall provision of services for all children with special needs in the school and preschool. This group reviews children's needs and plans the nature of the support/intervention program. SNAC ensures all referrals from teachers and parents are handled appropriately by specific support personnel and they then monitor the effectiveness of subsequent intervention.

Children with Special Needs are identified in a range of ways. The Year 2 Diagnostic Net and tests in Years 3, 5 and 7 help to identify support needs. Other whole class diagnostic tests are also periodically employed. In addition both teachers and parents may express concerns about particular children and other testing may be used to identify specific concerns.

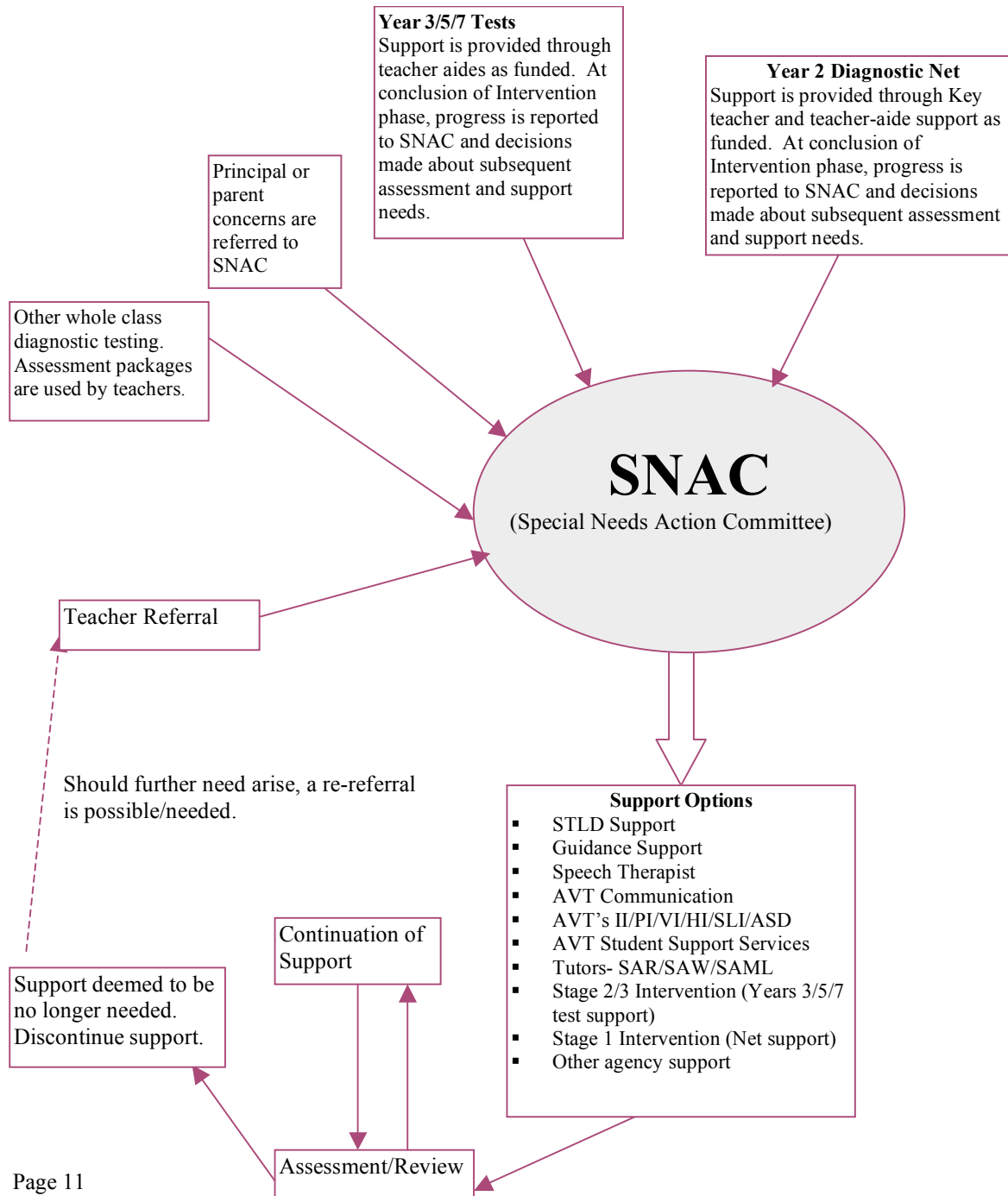
Two STLDs are attached to the staff of the school and assist class teachers with children who are having difficulties with their work. The STLD also coordinates the work of a range of ancillary staff members who provide assistance through programs such as Support-a-Reader, Support-a-Writer, and Support-a-Maths-Learner. Other visiting specialists include the Speech Therapist and various advisory visiting teachers for low incidence support needs.

Needs of exceptional children are catered for by ability grouping in Mathematics in all stages. Various teachers are also provided with opportunities for students to access particular activities such as Tournament of Minds, writers' workshops, local eisteddfods, debating and spelling competitions etc.

In addition the Birds and Trees Project Club provides opportunities for students to engage in real life learning providing both extension activities for gifted students and real-life learning and development of adaptive skills. Other extension opportunities are available through student participation in Student Council, Games Ranger Program, Environmental Rangers as well as through school concerts and camps etc. Interschool sport and the Instrumental Music program, all provide opportunities for students to extend their learning.

The process for referral and support of students in the Special Needs Program is identified on the flowchart on Page 11.

SPECIAL NEEDS REFERRAL PROCESS



PARENTS AND CITIZENS ASSOCIATION SUB-COMMITTEES

Sub-committees of the P & C include an After School Care Committee and the Fund-Raising Committee. Other sub-committees are formed as the need arises and a great deal of activity surrounds these groups. You will be advised, by newsletter, of activities and dates of meetings.

AFTER SCHOOL CARE/BEFORE SCHOOL CARE PUPIL FREE DAYS/VACATION CARE

The school has 'Before' and 'After School Care' programs which operate between 6:30am and 8:15am and 2:30pm and 6:00pm daily and 7am – 6pm on Pupil Free Days and during school vacations (Vacation Care). Application forms for entry into the program can be obtained from the coordinator. After School Care is based in the 'Out of School Hours' building near the Gibbon Street school entrance. Phone contact 3208 1610.

DRESS CODE

Our school prides itself on having very high support for the wearing of our school uniform. It provides a more egalitarian atmosphere for children to work within, reducing the incidence of bullying related to clothing. In addition, it supports our Workplace Health and Safety policy by making our students readily identifiable both within the school grounds and outside on school excursions. It also strengthens the community perception of our school as a quality school, in that our students appear smartly dressed and well presented. See full brochure for school uniform items and Dress Code information.

PARENTING EDUCATION PROGRAMS

A range of opportunities is regularly made available to parents to help support the parenting role. Family Learning Nights are a feature of the school. They provide an educational and fun way to share in your child's education. Together the whole family can experience discovery learning at its best, while establishing networks with other parents and teachers. Parent Information Talks and Tea and Chat Talks are also held regularly. Sessions on 'Understanding and working with your teenage child', 'Managing young children', the 'Developing Literacy skills at home' and 'Year 2 Net' have previously been held.

Courses in Support-a-Reader and Support-a-Writer can also be useful in working with both your own children and in the classroom. These courses are run periodically by our Support Teachers and are advertised in school newsletters.

CURRICULUM STUDIES

All students will take study in the following Key Learning Areas:

- English – Reading, Writing, Speaking, Spelling and Viewing.
- Mathematics – Number, Patterns & Algebra, Measurement, Spatial concepts and visualisation
- Study of Society and the Environment – Time, Continuity and Change, Place and Space, Culture and Identity, Systems, Resources & Power.
- Science – Science and Society, Earth and Beyond, Energy and Change, Life and Living, Natural and processed materials.
- The Arts – Dance, Drama, Media, Music & Visual Art
- Health and Physical Education – Promoting the Health of Individuals and Communities, Developing Concepts and Skills for Physical Activity and Enhancing Personal Development and
- Languages Other Than English (Japanese).

Human Relationships Education is also an important part of the curriculum.

Subjects are usually taught using integrated units of work. However, we believe English and Mathematics are vital aspects of the curriculum, and specific times are allocated to the teaching of English such as reading and spelling for example. Mathematics is taught in groups levelled across the stages. This is because much of the content of Mathematics is hierarchical; that is to say that you need to know some concepts, say addition, before you will understand multiplication – which is really multiple additions. The children are grouped based on teacher evaluations which determine the most appropriate group for your child. Where a child's performance level changes, for whatever reason, the child's maths group may also change.

EXTRA-CURRICULAR ACTIVITIES

Instrumental Music Program

In addition to group music lessons, children in years 3,4,5,6,7 have opportunities to learn a musical instrument. Departmental instructors visit the school on a weekly basis teaching strings, woodwind, brass and percussion instruments. The number of children in this program is limited by the number of instruments the school owns. As families purchase their own instruments, a larger number of children enjoy tuition. To supplement this program, a school concert band and string ensembles practise weekly. It is the forerunner of the children's band involvement, at secondary school.

Religious Education

Religious Education is taken in children's classrooms and involves combined religions using an eucamenical program. Children in Stage 1 are not involved in Religious Education by outside personnel, but rather R.E. is incorporated in class programs with the teachers.

Student Leadership

A range of opportunities is available for students to develop their leadership skills. Whilst these are more accessible for students in Stage 2 and 3, nevertheless, within each class group, there are many opportunities for interested students to participate such as Environmental Rangers, Play Leaders, class leaders and so on.

Student Council

All students in Stage 2 and 3 have the opportunity, at the start of the year, to be elected as their class's student councillor. The Student Council exists to fulfil the following broad aims:

- To voice the opinions and views of the students
 - To create an active interest in the local affairs and community events at the school
 - To create and foster a sense of civic and school pride among the student community
 - To participate in and achieve an understanding of the operations and functions of school affairs
- Each class elects a Student Councillor for the year who then attends meetings of the Council and acts as the go-between for his/her class. As particular concerns arise these are discussed by the Student Council when they meet with the Deputy Principal and a representative from the school staff.

During the year Student Councillors are invited to take on leadership roles within the community such as helping out with Under-Eights Day, Koala Challenge Day, Stage 1 Sports Days and so on. In 2007 the Student Council provided:

- Stage 1 Discos
- Support for various school 'special days' such as Under 8's Day

School Captains

Each year a rigorous selection process is undertaken to choose the School Captains. Nominated students speak at a Stage 3 Assembly, after which a student election provides some helpful information to the selection panel. A panel of people consisting of the school principal or his nominee, a staff representative and a parent representative makes the final decision.

Play Leaders

Stage 3 students are offered the opportunity to train as Play Leaders. The role of a Play Leaders is to work in pairs with small groups of children from Stage 1 providing structured play opportunities during lunch times. Being a Play Leader enables these children to take on more of a leadership role within the school thus developing self-esteem as well as leadership and management skills.

Sports House Captains

Students in each sports house (Mars, Venus, Mercury and Pluto) select the leaders for their house. The main responsibilities are for assistance on the school's sports carnival days namely Athletics, Swimming and Cross Country and supporting the Physical Education teacher in sports programs.

Environmental Rangers

Each class from Year 1 to Year 7 elects an Environmental Ranger. The Rangers meet fortnightly with the Principal to discuss the appearance of our school environment, conduct audits of class care areas, and undertake projects in the school. Rangers also talk on assemblies and assist the janitor groundsman to improve our school environment.

CHILDREN LEARN WHAT THEY LIVE

If a child lives with criticism,
He learns to condemn.

If a child lives with hostility,
He learns to fight.

If a child lives with ridicule,
He learns to be shy.

If a child lives with shame,
He learns to feel guilty.

If a child lives with tolerance,
He learns to be patient.

If a child lives with encouragement,
He learns confidence.

If a child lives with praise,
He learns to appreciate.

If a child lives with fairness,
He learns justice.

If a child lives with security,
He learns to have faith.

If a child lives with approval,
He learns to like himself.

If a child lives with acceptance and friendship,
He learns to find love in the world.

Sport

Stage 3 children have the opportunity to participate in interschool sport at various times of the year. The range of sports on offer will depend on staff and students interests as well as possibly, parent expertise and availability.

We consider it necessary for all children to acquire the basic skills needed to participate in sports. Our Physical Education program will aim to provide:-

- Physical exercises and activities to facilitate good health, physical fitness, body awareness, control and social skills.
- Adequate practice and training to master basic skills.
- Sport and organised games to allow use of the skills acquired. Such games could be within the school or played against children from other schools.

Birds and Trees Project Club

Chatswood Hills has a very successful project club (a year 6/7 class in stage 3). The "Birds and Trees" club's major project is the development of an Australian rainforest and the breeding of Australian finches and quails. The club activities are varied, ranging from club meeting procedures to caring for their environment in a real way. Project Club's motto "Learning by Doing" is certainly reflected in the "Birds and Trees" Club.

Environmental Education

Many of the schools special gardens are used as outdoor classrooms for teaching across the curriculum areas. The special learnscapes which have been developed are indicated on the map at the back of the booklet. They include:

- Colour and scent garden
- Line and texture garden
- Shape garden
- Rainforest garden
- Habitat garden
- Aboriginal use garden
- Growing garden, and
- Koala corridor

An ecotourism brochure and video are available for visitors to view the very special environmental characteristics of our school. 'Learnscapes Alive' (the Chatswood Hills State School Environmental Education Program written by staff in consultation with outside consultants) is the teaching resource which supports this.

SCHOOL-HOME COMMUNICATION

We believe that it is vital for your child that parents and teachers work together for the benefit of each child. Please do not hesitate to contact the school if anything is worrying you in relation to curriculum as sometimes a short visit or phone call to the office to schedule an appointment with administrators or your child's teacher can save many hours of unnecessary worry.

SCHOOL PHILOSOPHY

When a teacher takes over a class, he/she is always confronted with a group of widely diverse individuals with different abilities, strengths, weaknesses and interests. For many years, we as teachers have attempted to cope with this phenomenon by placing children of roughly similar ages together and giving them similar experiences, regardless of whether these experiences were suitable for every child, or within their capabilities. There is not, nor has there ever been, any educational justification for this type of organisation. For some children it is frustrating, leading to a sense of failure and worthlessness. For others, it develops an (inaccurate) notion that school is “easy” and learning is “boring”, and for a small minority of children it is “just right”.

In many country schools, children are, of necessity, grouped in multi-age groups where ideas are broached in varying depths according to the child’s readiness to understand and accept them. It is well recorded that some of the best education takes place in these environments where children’s educational needs are able to be catered for in a non-threatening manner.

“Grade - mindedness” of some adults is inconsistent with present-day knowledge of the wide range of developmental stages, academic ability, social and emotional development, home environment and experiential background found in every group of children, regardless of their age.

With stage groupings, children of different ages work together to increase their repertoire of skills and knowledge.

The supportive climate developed in this organisation - the spirit of independence, responsibility and mutual assistance is most desirable. Efforts to establish these qualities in classes in large schools such as this one have led to family or vertical groupings in larger primary schools in all Australian states and overseas countries. The children get the best of both worlds.

Since continuity of programming becomes more the teacher’s responsibility, there is less need at a school level to prescribe what is taught in each year level. There is an increased responsibility, however, to focus on student outcomes, individually and collectively, at a school level. Such outcomes need to be carefully monitored. When the results of school level monitoring are provided to teachers, their class programs should be modified accordingly.

So that children are not locked in to a learning environment where they may not be learning effectively, a need for regular placement reviews exists. This occurs at the end of every semester for maths groupings in Stages 2 and 3, and class groupings at the end of each year.

CURRICULUM VALUES

Our beliefs about Learning

- Learning is developmental, child-centred and purposeful.
- Child initiated, self-directed activity is a strong motivation for learning.
- Children are encouraged to be independent and responsible for their own actions. Self-discipline and consistent behaviour expectations from home and school mould the personalities of children.
- Children are encouraged and taught to develop skills so that they are better able to take control of their own learning.
- Cultural, social and intellectual equity are the underlying considerations in learning experiences.
- Equitable learning experiences are those which recognise, value and respond to individual and group differences, whether due to gender, ethnicity, social-economic background, intellectual ability and/or physical disability.
- A child's education is the result of the interaction which takes place between the child and the environment.
- It is the right of children to realise and reach their potential. Children are expected to accept the responsibility which go with these rights. The role of the school is to provide learning experiences and opportunities to facilitate this.

Our beliefs about Teaching

- Stage-based grouping is important to meet the individual needs of children.
- Teaching requires activity-based learning that is connected to the real world.
- Teaching is planned and implemented cooperatively, drawing from a wide variety of techniques and strategies.
- A process approach to teaching is used where content is the vehicle for the skills and processes which are understood and learned in an integrated way.
- Decision-making is collaborative involving all stakeholders in the educational process.
- School programs reflect modern developments in education through continual review and revision.
- Teachers are positive models for all children providing support and guidance during the learning process.
- The “Productive Pedagogies” underpin all curriculum and learning programs. The four elements are: Intellectual Quality, Connectedness, Recognition of Difference and Supportive Classroom Environment.

Environmental Education Environmental education is for now and for the future. It is not a subject but an integrated, multi-disciplinary approach to learning. At Chatswood Hills, children and teachers capitalise on the school grounds and local issues for learning the key curriculum areas as well as the knowledge, skills, attitudes and values for developing ‘stewardship of the earth’.

In particular, the school grounds are an all-important focus where, as outdoor classrooms, they provide ideas, resources and inspiration for the day-to-day learning and teaching events.