

# SUBMISSION 59

## Response to the Inquiry into Civics and Electoral Education

On behalf of Primary teachers at Hambleton State School Edmonton, Qld.

A belief in the necessity for Education for Active and Informed Citizenship as an intrinsic part of school curriculum and practices from the earliest years of education, form the basis of this submission. Respect, responsibility and rights are the cornerstone of such a curriculum.

Key elements include:

- Valuing democracy, justice, equity and peace, diversity and sustainability;
- Learning through Active Investigative Learning; Critical Thinking and decision-making and problem-solving strategies;
- Action Skills at personal, interpersonal and practical participatory levels, and
- Knowledge of democratic processes, rights and responsibilities of citizens, interrelatedness of systems, historical perspectives of significant events and issues, diversity of values, beliefs, customs and traditions in societies.

The submission writers have used the concept of Active and Informed Citizenship Education to facilitate classroom organisation, management and learning processes since 1995. This focuses on a distinct pedagogical practice which allows a democratic approach to all the activities in the classroom. This requires the teacher to provide ‘citizenship’ Values, Cognitive Processes, Action Skills and Knowledge as the key elements in a holistic curriculum. In this learning approach, students learn THROUGH Citizenship activities rather than ABOUT Citizenship Activities. This is the primary difference between learning ABOUT and learning THROUGH, and the teacher’s attitude is paramount. The teacher must take risks to allow the democratic classroom to function with respect for the rights and responsibilities of the ‘Citizens’ of the classroom.

Background:

A Key teacher in the school had been involved with the Parliamentary Education Office through a Teaching Fellowship in the early 1990s. The Senate Standing Committee on Employment Education and Training was collating the “Active Citizenship Revisited” Report at that stage and both the PEO and the Australian Electoral Commission supported trialling of process approaches to Citizenship Education in Far North Queensland. A variety of strategies were developed which complemented the development of Active and Informed Citizenship Education. At that stage Queensland Education Department had a strategic priority developing Curriculum for Active and Informed Citizenship and the Hambleton State School became involved in a program trialling strategies.

These strategies included:

- Class Parliaments with non adversarial politicians acting as Ministers for a range of class and school responsibility areas.
- School democratic elections supported by the AEC. (See DVD with AEC staff outlining this process - sent by post separately.)
- Training for electoral officers (Students) to officiate for these elections
- Development of class units to learn and practice preferential voting, writing to selection criteria for preselection applications for selection by a panel of teachers, past school student leaders, and specialist teachers across the school.
- Student Council elections from Yrs 4 – 7 democratically conducted.
- Student Council participation in school based decision-making, dissemination of information to lower grades, charitable activities, school leadership camps and Regional Student Council Conference,
- Sports House Captains democratically elected by House members.

- Development of preselection processes designed to support the election of school captains. (See Appendix A – “Hambleton Overview for Active and Informed Citizenship” - original document from 1997 and Appendix B – “Supporting Students for Success” document 2004. These demonstrate the ongoing principles with evolving strategies used by teaching staff reflecting an evolving of ethos within the school encapsulated within the philosophy described initially.)
- Classroom meetings/Discussion Circles/”Quality Circles” (Glasser) for lower grades
- Local, state, and federal politicians present awards to students.
- School Adopt-a-Cop has developed a DVD presentation for students about the history of policing and how the law affects young people. (He is also involved in many school activities.
- Fitted practices to the Choice Theory approach to classroom management across lower grades.
- Active and Informed Citizenship Scheme funded and supported by local business. (Also described in the Appendix.)

Outcomes include:

- Trial school for original development of the federal “Discovering Democracy” Materials
- Subsequent winner as a Signpost school for Discovering Democracy.
- Used as a model for many schools, students, and university lecturers to demonstrate both democratic processes and electoral education in practice.
- Multiple opportunities and invitations to present at Discovering Democracy Conferences, Social Educator Conferences, and Australasian Philosophy Conference, Student Council Conferences and others.
- Since the adoption of Active and In formed Citizenship strategies and processes, many of the students from Hambleton State school have subsequently become leaders in the 8 Secondary schools which students from Hambleton attend.
- Teachers who initiated the processes in 1995 have observed students progressing through this scheme excel in Secondary school and often subsequently at University.
- New teachers in the upper school continue to be introduced to Class Parliament practices by current teachers in a flow-on effect.
- Classes and teachers in lower grades include Ministers from Year 7 Class Parliaments in their programs for a variety of reasons aligned with their Ministerial portfolio – organisation of sports teams, after school entertainment for other students, technology audits, care of environment (liaison with Reef Guardian activities), buddy class activities and a multitude of extra-curricula activities such as local sign-on days for sporting teams.
- Students have an extremely good concept of Parliamentary procedure and knowledge of the language of Parliament and elections.
- Relevant Bills such as a Healthy Schools Bill make self-regulated classroom rules a simpler process for teachers and students
- Responsibility of students for their actions and recognition of the rights of others is enhanced.

The practitioners believe that the longevity of the processes involved, the ongoing commitment of teachers involved to these processes and the ready adoption of these by new staff and students at the school provides evidence of the effectiveness of the Active and Informed Citizenship Education strategies. Obviously there is much more involved in the actual intricacies of designing and maintaining a program such as this. Some of these are explained in the Appendices attached.

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*Submission from Hambleton State School teachers to the Joint Standing Committee on Electoral Matters  
Inquiry into Civics and Electoral Education, 2006.*

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## **Overview of Hambledon State School**

The school is a large Primary school on the southern edge of Cairns, in an area that has grown extremely rapidly in the last 5 years. With rapid growth, the school community found it difficult to maintain a 'small school feeling' where all members felt valued. The development of a system of increased participation for all school community members has been the solution reached through action research. Many in the community would not be aware of the "whole picture" as this document attempts to portray it, but would be able to give examples of how they were able to participate or express opinions. They would also vouch for the consistency of basic values that underpin the whole program.

At Hambledon State School we believe education is about increasing peoples' ability to participate successfully and productively in their society's activities in the context of global interdependence. In a democratic society where citizenship entails rights and obligations, this participation is a co-operative process in which people work together to promote their individual and collective welfare. Understanding these activities and processes and how to contribute to them is the key to successful participation. This understanding and valuing of a particular philosophy is the focus of Hambledon State School's approach to "*Education for Active and Informed Citizenship*" (AIC) in our school's context (see model of Education for Active and Informed Citizenship).

Our programs continually strive to provide opportunities for students and staff to acquire knowledge, values, attitudes and action skills as active and informed citizens in real situations that are relevant to the school community. The school's decision-making structure is organised to include all interested parties and input from all is considered and valued. This requires constant checking for validity and reviewing to improve/check the representation of different groups. Much of this seems incidental but is part of an established 'way-of-thinking' in the school that would be difficult to ignore. Over time staff, students and parents have come to value the strategies and structures available for increased communication and participation. Many of our activities are completely familiar to most schools. We have not invented anything different.

Continuity of these programs requires professional development for all staff including ancillary staff and community members. A database of all staff members identifies and allows analysis of PD fund allocations and priority areas. The PD committee is responsible for responding to needs from all committee areas and coordinating and balancing whole school needs with individual requests. This allows an evaluation of the trends in the school and the areas of PD being accessed most frequently. In 2000, this is being extended to allow all in-service opportunities to be written on a calendar displayed in the staffroom to determine the spread across the year and the type being most frequently accessed.

The element of choice for both students and staff is basic to respect and democratic decision-making. A survey of staff members allows them to select the committee areas they wish to participate in. This encourages a level of expertise in the development of whole school programs because staff members select areas in which they personally excel. Multiple intelligences of staff members are thus recognised and utilised to extend other staff members' expertise. Recognition of individual differences within a positive framework is fundamental to the overall school ethos for students and staff and promotes a healthy pursuit of excellence in a cooperative environment where teams support each other.

## **Rationale of AIC at Hambledon SS**

*Active and Informed Citizenship* has been a focus for teachers and students for 5 years. Responses throughout the school indicate that the key elements have been absorbed into many of our school structures and form a basis for decision-making and problem solving in many areas of the school. In 2000, previous students from Hambledon were elected school leaders in 6 of the 8 secondary schools that Hambledon students attend around Cairns. These students were in Year 7 at Hambledon when *Active and Informed Citizenship* was introduced.

### **Key Elements of Active and Informed Citizenship**

The key elements of Education for Active and Informed Citizenship are interrelated and relevant when exploring issues at local, national and international levels.

#### **Values**

- ◆ Democratic processes include: respect for and acknowledgment of equitable decision-making processes, diverse opinions, political choice, the right to vote, legal and moral principles of justice, peaceful resolution of conflict, personal integrity, cooperation, fairness in speech and action.
- ◆ Social justice includes: concern for the welfare, rights and dignity of all people; a focus on equity of outcome for all, equality of access to opportunities; recognition of legitimate struggles to remove discrimination based on age, race, ethnicity, gender and sexual identity, socio-economic background, religion, physical or intellectual differences.
- ◆ Ecological sustainability includes: respect for the well-being of all living creatures and environmental heritage, and enhancing in an equitable way the quality of life of present generations without prejudicing the well-being of future generations.

#### **Knowledge**

- ◆ Democratic rights and responsibilities include: awareness of UN conventions regarding fundamental freedoms of conscience and religion, belief, opinion and expression, peaceful assembly and association; human rights, civil liberties and struggles for political freedom, enhanced citizenship and social justice.
- ◆ Historical perspectives include: significant national and international events and social movements that have influenced our ideas of citizenship.
- ◆ Cultural diversity includes: understandings about diverse values, beliefs, customs and traditions within societies, especially Australia.
- ◆ Inter-relatedness includes: studies about the inter-related ecological, social, cultural, political, legal and economic systems and peoples' place within them

#### **Cognitive processes**

- ◆ Active and investigative learning includes: skills of defining issues, acquiring, organising, classifying, interpreting, synthesising, substantiating and presenting information.

- ◆ Critical and creative thinking includes: recognising points of view, distinguishing facts from value positions, detecting bias, identifying cause and effect relationships, making generalisations, suggesting solutions and drawing conclusions.
- ◆ Decision making and problem solving includes: viewing information from different perspectives, speculating on possibilities, identifying options, predicting consequences and planning strategies for action.

#### **Action skills**

- ◆ Personal skills include: developing confidence, empathy, building self-esteem, demonstrating initiative and assertiveness, goal setting and accepting responsibility,
- ◆ Inter-personal skills include: sharing; cooperating and negotiating, resolving conflicts, considering alternative points of view, accepting constructive criticism.
- ◆ Community participation includes: public advocacy, lobbying and representing interests, voting, writing letters and petitions meeting with others informally or as a member of school and community groups such as; school project clubs, community welfare organisations, service organisations, social action groups, charities and other groups.

### ***DESCRIPTION OF SCHOOL CITIZENSHIP ACTIVITIES***

#### ***1. School Citizenship Scheme***

The following is the information given to new teachers and parents or carers at Hambledon State School to describe the Citizenship Scheme.

#### Citizenship Awards

Our school aims to promote active community involvement by all students and encourages students to become responsible community members. With this in mind we have devised a Citizenship Award program where our students earn points on a yearly basis for involvement in community activities.

These points are credited to each student and are recorded on a class Citizenship Award chart; this is to be handed in at the end of the school year. Certificates are awarded annually from Yrs 1-7 on a rating that increases with each Year level, beginning with 20 points in Yr 1. The total possible points from this list would be approximately 145 points per year. The aim of this scheme is for each student to achieve the highest possible award by the time they complete year seven. Certificates are awarded in years one to three while medallions are awarded to students in years four to seven. Awards are allocated as follows - Bronze award after 140 points, silver award after 300 points and a gold award after 500 points. Awards Days will be held annually and Year 7 students will receive their award at the end of year Celebration Dinner.

The following is a suggested list of activities undertaken annually by Hambledon State School Students; These have been listed by Student Council and points allocated by them depending on the amount of personal effort and time they think each activity requires. There may be more and teachers are encouraged to add to the list as events occur in classrooms.

A major point to remember is that Citizenship by its nature cannot be competitive and simply needs to be rewarded and recognised to model this form of behaviour towards other people.





Cumulative Total													
TOTAL													

### School Volunteers

An annual afternoon tea is held to thank all volunteers who contributed to the range of activities undertaken in and around the school. Lists are drawn up from each classroom and an invitation is sent from the Principal and staff. This models (for students) acknowledgement of parents for their participation in citizenship activities within the school.

### Ownership of Heritage Buildings by P&C

When the school population growth forced the removal and replacement of two of our 100 year-old buildings, the school P&C negotiated to have these left on site for use by the community. These are cared for and cleaned by the P&C, and currently used as After School Care facilities and the school Music Block.

### Safety House Talks, Fire Awareness

Annual visits from IMA Safety House are coordinated for all students. A staff member coordinates the local program. Visits from Fire Officers are organised annually for Years 1 and 2 students.

## ***2. School Behaviour Management Programs***

As part of the school Behaviour Management Policy, the following rules have been agreed to as covering the range of behaviours that the Hambledon school community finds acceptable in the school grounds for all our people.

Many proactive programs are in place to assist students with behavioural difficulties, as we believe these are learned and students with these learning difficulties require intensive support in the same way as students with English or Maths difficulties. We would be educationally remiss if proactive strategies were not continually developed to support the variety of learning needs of all our students. This approach provides a positive framework

from which to develop behavioural programs, and gives all concerned a team approach to dealing with this issue. It also 'allows' a student to improve as a natural development and this is totally expected.

The school Behaviour Management Committee meets monthly to discuss improvements and strategies and professional development programs for teachers involving new approaches to discipline in classrooms and playground are popular with staff.

Strategies include:

- Explicit teaching of rules and discussion of expectations at Hambledon State School. All classes begin the school year with discussions of classroom rules and school rules. Teachers negotiate classroom rules with their classes at the beginning of the school year. These are featured prominently in the classroom and referred to frequently.
- The four basic rules of the school – Safety, Respect, Learning and Environment - are described and discussed regularly and students are asked to identify which category any rule belongs to.
- In years 6 and 7, the Education Officer from the Queensland Law Society presents sessions outlining rules and laws in the wider community and answers student questions.
- In all year levels the school Adopt a Cop is accessible and speaks with classes or individuals whenever requested. The Adopt a Cop is attached to our school through the local police station and attends all Social Justice Committee meetings and, if possible, attends school camps, Year 7 Celebration Dinner, and other functions. He also participates and helps with extraordinary discipline matters and supports students and teachers with access to demonstrations from Dog Squads, Drug Awareness, and general local information. His cooperative attitude and willingness to be involved in school activities in his own time is greatly appreciated.
- To assist learning, the whole school agrees to an interruption free session from 9.00am to 11.00am when all calls and class visits are curtailed to allow uninterrupted learning and teaching time.
- School staff have accessed Professional Development in Community Accountability Conferencing to assist with conflict resolution in both the school and community.
- Peer mediation programs are run for students at regular intervals to enable conflict resolution in the playground.
- All students are required to attend the school based Ethics program if they do not attend a religion class. All teachers on a rotation at Lower, Middle and Upper year level groups, teach these. Resources are provided and different year levels access different programs according to their needs (see School Based Ethics program for more information).
- The Family Counsellor employed by Cairns City Council and based in Edmonton attends and liaises with the school in a variety of ways including attendance at Social Justice Committee meetings and school functions, coordination of parent meetings,

assistance and advice with families requiring assistance, coordination of events for youth in the district and provision of an alternative venue for school activities when required.

- Adventure Based Counselling - we prefer to call this Adventure Based Decision-Making. Teachers in the school have been trained in the Adventure Based Decision-Making course. For the last four years it is used in different year levels as deemed appropriate. A system of cooperative activities is used followed by a debriefing to teach cooperation, initiative, group dynamics, team building and positive social skills. Teachers and Guidance Officers find it very useful for whole class activities aimed at alleviating stressful situations within a class. Available from Project Australia or Karl Rohnke (USA) books e.g. The Bottomless Bag, Silver Bullets & Quick Silver.
- Buddy Teachers as a solution for Behaviour Issues. “Buddy teachers” is a strategy used in Behaviour Management to allow a cooling off time for students and teachers when a situation can be seen to be developing and everyone wants to avoid it. Students who have a high need in this area actually choose a buddy teacher (who does not have to accept the nomination but usually does!). When a situation is developing where the home teacher and the student are having ‘communication’ difficulties the teacher may request the student to go to the buddy teacher’s room and just sit there to have a time out period. At the end of the session the buddy teacher usually discusses the behaviour with the student and reports back to the home teacher. Increasing use of the buddy teacher time out is seen as a development in the behaviour and further action can then be taken. Usually time out is all that is required.
- At the whole school level, the Behaviour Management Policy document is structured as rights and responsibilities of the various groups in the school showing how these are interdependent.

STUDENTS		STAFF		PARENTS	
RIGHTS	RESPONSIBILITIES	RIGHTS	RESPONSIBILITIES	RIGHTS	RESPONSIBILITIES
<b>SAFETY</b>					
⇒ To have a happy, safe school and expect fair discipline policies appropriately administered	⇒ To adhere to code of behaviour and to encourage others to do so. ⇒ To be a cooperative member of the school	⇒ To expect safety for themselves and their property ⇒ To expect each child to be part of a safe secure environment	⇒ To respect the property of others ⇒ To teach and reinforce protective behaviours	⇒ To expect that every precaution has been taken to ensure their child’s safety	⇒ To teach and reinforce protective behaviours
<b>RESPECT</b>					

⇒ To be respected and treated equitably	⇒ To respect themselves and others	⇒ to be treated with respect, dignity and equity	⇒ to respect the needs, attitudes, abilities and opinions of a total school community	⇒ to expect that they and their children will be treated fairly and equitably	⇒ to treat others with fairness and equity
⇒ To be trusted and treated equitably	⇒ to act in a trustworthy manner, to be honest, truthful and develop self discipline	⇒ to be treated professionally and receive school community support	⇒ to act professionally, provide and promote a positive role model	⇒ to be advised about their child's social and academic development	⇒ to support and assist school in the academic and social development of child and advise school of aspects which may influence this development
⇒ To express their opinions	⇒ to respect opinions of others and be a courteous listener	⇒ to express their opinions	⇒ to respect opinions of others and be a courteous listener	⇒ to have concerns listened to	
⇒ To be treated with understanding	⇒ to treat others fairly and with understanding	⇒ to expect support from school executive, Ed Q, and the total school community to be accepted	⇒ to act in accordance with school and Ed Q policy and the teachers' Code of Ethics	⇒ to be informed of the school's policies and expectations.	⇒ to consider the school's recommendations
⇒ To be accepted as they are	⇒ to accept others as they are		⇒ to accept others as they are	⇒ to be accepted	⇒ to encourage a positive attitude towards school policy and expectations and be familiar with them. ⇒ to accept others as they are
LEARNING					

⇒ to receive an education consistent with their level of development	⇒ to perform to the best of their capabilities	⇒ to expect members to strive to reach their potential	⇒ To have an understanding of members level of development and be sensitive to their needs	⇒ To expect each child to develop to his/her full potential	⇒ To have realistic expectations of their child's achievements
⇒ to learn without interruption in a positive, supportive environment	⇒ to allow others to learn and work independently when required	⇒ to expect members to uphold the code of conduct	⇒ To model the code of behaviour and maintain efficient effective work habits	⇒ To expect members to uphold the code of behaviour	⇒ When visiting the school to model the code of behaviour
⇒ to expect members to maintain consistent work habits	⇒ to model appropriate work habits consistently	⇒ to expect members to maintain consistent work habits.	⇒ To model appropriate work habits consistently	⇒ To expect members to maintain consistent work habits	⇒ To model appropriate work habits consistently

**ENVIRONMENT**

⇒ to work in a positive and supportive environment	⇒ to help maintain a positive classroom and school tone	⇒ To work in a positive supportive environment	⇒ To help maintain a positive classroom and school tone and to provide a positive advisory role	⇒ To be and feel welcome in their school	⇒ To be supportive at home and school
⇒ to have an opportunity to participate in some making programs and processes	⇒ to abide by decisions made by the school community	⇒ To have an opportunity to participate in decision-making processes	⇒ To abide by decisions made by the school community	⇒ To expect their child to work in a positive supportive environment	⇒ To help maintain a positive classroom and school tone
⇒ to be a member of a socially responsible group	⇒ to develop socially responsible behaviours	⇒ To expect members to be responsible	⇒ To allow children to make appropriate decisions and	⇒ To have an opportunity to participate in decision-making	⇒ To abide by decisions made by the school community

	⇒ to take responsibility for self and property.	⇒ To expect members to display appropriate behaviour consistently	reinforce responsibility for one's own actions ⇒ To provide a clear understanding of rights and responsibilities focussing on the behaviour rather than the member	processes ⇒ To expect members to be responsible	⇒ To allow members to make appropriate decisions and reinforce responsibility for one's own actions.
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### Parenting Programs

A variety of Parenting Programs are coordinated, organised or accessed by parents at Hambledon. Resources purchased by the school allow these to be organised as required. Professional Development for leaders is also accessed as available.

These include:

- ◆ Positive Parenting run by Queensland Health Workers attached to Edmonton Community Health Centre,
- ◆ Access to Family Support Worker employed by Cairns City Council,
- ◆ “Triple P” programs Levels 2 – 5. Coordinated by Queensland Health,
- ◆ Parents Effectiveness Program,
- ◆ Practical Parenting Course (1994, ACER, Ed Pam Linke),
- ◆ STEP –Systematic Training for Effective Parenting – (1989, American Guidance Service, Don Dinkmeyer, Gary D. McKay),
- ◆ Stop, Think, Do,
- ◆ Specifically designed courses eg Year 7–8 Transition, by Dr Ray Perry, Behaviour Support Teacher,
- ◆ Children with Special Needs, run by Principal,
- ◆ Facts Sheets from Department of Psychology (various universities),
- ◆ Creative Parenting,
- ◆ Responsible Independent Children’s Program (RICH) run by Guidance Officer,
- ◆ PATCH – Parents as Tutors of Children – several people in the school have accessed training for this and two offices have camera set-up to allow course within the school,
- ◆ Support-a-Reader, Support-a-Writer and Support-a-Number courses for Parents.

### Karate Program

At Hambledon State School we offer lessons by a qualified Karate Instructor, for students who need to develop a sense of responsibility and respect for themselves and others. Places in this class are offered to students as part of their Behaviour Management Intervention program. The class operates in the undercover area during school time, on a

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Wednesday. It takes one hour of school time. The benefits of self control and respect learnt through this lesson make up for the loss of classroom time involved.

If students use karate in an improper way, they are dropped IMMEDIATELY from the program. The instructor conducts meetings with parents about how this class improves self-esteem, self discipline and self respect, as well as respect for others. Parents are invited to attend any class to watch students. Parents are asked to note the following points:

- If you give your child permission to attend the class, you must fill in information about their health as there will be physical activity involved and the school requires this information for their safety,
- There will be no cost unless you wish to purchase a Karate uniform for your child personally (The school has purchased a selection of sizes for students to borrow),
- This class is associated officially with the Matsumoto Karate Academy. An accredited instructor with Mr Matsumoto will be operating with his permission. He is providing this service purely as a Behaviour Intervention strategy for the good of individuals who require it. Any students who wish to follow up with further instruction after this course will need to contact the Matsomoto Academy to ask about that option,
- The Instructors' judgment about continuing the course for any particular student will be absolutely final as their credibility as a Karate instructor is at stake. For this reason, only students deemed to be following the code of behaviour required of a Karate student will continue to attend.

### Precision Marching

Precision marching has been introduced as an option for afternoon sport to encourage self-discipline and self-respect. Expertise of particular staff members is taken advantage of through such programs to extend opportunities and strategies for individual needs.

Behavioural needs are seen in the perspective of a learning need in any other area, and specific opportunities for students to improve and learn are designed from that perspective.

### Horticulture

Children with particular behaviour needs are offered a special course at Hambleton State School in horticulture, to be completed each afternoon from 1.50pm to 3.00pm in lieu of regular class work. This is a result of finding that a particular student's learning needs require a different program from regular class lessons. Part of this course will increase the student's general knowledge about real life work as a horticulturist by assisting the Janitor Groundsman to propagate flowers, shrubs and generally look at Workplace Health and Safety issues.

The basic aim is to increase the student's ability to feel important in the school by giving her/him important work to do that s/he can achieve at her/his level. This gives her/him more of a sense of purpose for her/his education and hopefully motivates her/him to do better in other areas as a consequence.

As a behaviour management strategy we also aim to increase her/his sense of responsibility towards school and her/his fellow students by giving him real work to do for the school. Parents sign a form to allow their child to attend the Horticulture Program with the Grounds person supervising the course. Modules of work related to real horticulture courses are modified to suit student needs. Testing for completion of units is oral and certificates are presented for each module completed.

### **OVERVIEW OF HORTICULTURE MODULES FOR JUNIORS**

**Module 1.**  
Maintenance

Introduction to  
Design

Preparation

Planting

• <b>School layout</b>	•	•	•
• <b>Gardens</b>	•	•	•
• <b>Improvements</b>	•	•	•
• <b>Timelines</b>	•	•	•

**Module 2**

Event Preparation  
Selling

Fete

Practice

•	•	•	•
•	•	•	•
•	•	•	•

**Module 3**

Propagation  
Maintenance

Selection

Practice

•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•

**Module 4**  
Check

Workplace Safety

Responsibility

Practice

•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•



**Module 5**  
Review and

Landscaping

Contouring

Practice

Presentation

•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•

### 3. School Based Ethics Program

School based Ethics lessons and the flow-on effect these have had into all classrooms provide for students and teachers a set of values from which to base judgements of the quality of rules. Professional Development and provision of resources for these lessons has an impact on the efficiency and knowledge base of teachers across the school. Several class level teams have developed a program for their year level since inception of this program and others have selected particular texts as most appropriate for their level and use this consistently.

#### Overview of Hambledon SS Ethics Program

##### Main Idea

The ethical, moral and spiritual needs of students at Hambledon State School are part of the Effective Learning and Teaching Principles addressed in our Social Justice Program. Students not attending religious education provided by Ministers of Religion are being catered for in our school through this program of Ethics that uses a variety of resources for the half hour lesson when specific churches are teaching religion. Classroom teachers are rostered to provide this lesson to students at the year level of their class. Professional judgement is expected and many groups of teachers have found creative and effective ways to work with their year level teachers to provide interesting and valuable lessons for their groups. As it is only for half an hour a week, it is not expected that a large amount of time should be spent on preparation so many resources have been purchased which allow a quick perusal and choice of activity to suit the group's age level. Many times, a discussion of a controversial issue may form the basis of the half hour lesson at upper year levels, or illustration of a moral or ethical lesson may form the basis in the lower school. Opportunities for drama, art and writing which are also very effective, may suit some teachers better than others. It is a professional decision of the teacher, how to occupy the class following the general outline below, to teach our students the values listed in Education Queensland's draft "Study of Ethics" program.

##### Values

- respect for life
- respect for reasoning
- fairness
- concern for the welfare of others
- respect for diversity

- peaceful resolution of conflict
- justice
- responsibility
- freedom
- honesty
- integrity
- ecological sustainability

#### Scope and Sequence Chart

A Scope and Sequence chart suggests topics for each year level that can be expanded on in a variety of ways to include literature, art, drama, oral and written language, and many other curriculum areas relating to all SOSE strands, HPE Personal Development strand, Science and English. Teachers are encouraged to integrate areas of the curriculum, making the links to ethics as explicit as possible.

#### Resources

The school has many resources available in the form of books, videos, magazine articles, photocopiable material, and people. Consultation with year level teachers is required to decide whether a cooperative approach suits or individualised lessons each week. Examples of both are available.

### **4. Social Justice Activities**

The Social Justice Committee has the responsibility for implementation and supervision of the following programs: Guidance, Special Education, Special Needs and Learning Support team, Behaviour Management, Preschool, Student Council, G&T, ASSPA. All areas of the school and community are represented on this committee to ensure every school program conforms to Social Justice Principles.

Active participants on this committee include students, the Adopt a Cop, Family Support Worker, parents and representatives from all year levels, specialist teachers and teacher-librarian. A Social Justice Strategy document outlines issues and strategies designed to maximise access, participation and outcomes for all students through a supportive school environment, inclusive curriculum, effective learning and teaching, equitable resourcing and responsible monitoring and reporting processes.

A variety of strategies and surveys allow identification of issues in a whole school framework. These include identification of issues relating to learning needs, teaching strategies and practices, behaviour management strategies, socio-economic issues, multiple intelligences, and accessing school events.

Reports from all areas are presented and discussion of issues pertaining to any section of the school and community is held on a monthly basis.

#### School Calendar of Events

An annual calendar is drawn up to facilitate planning for parents and teachers, detailing events to occur during the school year. This social justice issue allows the low socio-economic group to plan and cater for their children more easily. Providing this information ensures that more children actually attend the events. This list was facilitated by the Student

Council who interviewed every class asking: “What are the opportunities available every year for Hambledon students?” and “How are these accessed?”

The “Events” calendar was the outcome of this activity. This list was transferred to a school calendar so parents could see how much money was required for participation in annual school events, and whether participation was optional or required. For those with difficulty meeting these costs, the Social Justice Committee organises alternative ways of paying or ‘time to pay’ processes. No child is excluded because of money, if we know about it.

### Special Events Survey

This survey is to find out all the special things classes do at Hambledon School during the year, and how people get to do those things.

For example, one special thing is school excursions, and children have to get their parent or guardian's permission, and usually pay money for it.

On the sheet it would look like this:

Special Event	How Do You Get To Do It?
Class Excursion	- Parent’s Guardians Permission
	- Money

Please help us to think of all the special things - even things like Maths competitions and market days - that are different from ordinary school classes.

**Special Events in School**

<b>EVENTS</b>	<b>MONEY</b>	<b>PERENTAL PERMISSION</b>	<b>TEACHER PERMISSION</b>	<b>KEEPING ON TASK</b>	<b>PARENTAL HELP</b>	<b>PROPERTY AND UNIFORM ACCESSORIES</b>	<b>PERSONAL EFFORT AND INTEREST</b>	<b>ORGANISATION</b>	<b>BEHAVIOUR</b>	<b>SPONSORS</b>	<b>TEACHER HELP</b>
Arts Council											
Market Day											
Book Club/Fair											
Fete											
Excursions											
Under 8s Day											
Sports Days											
Book Parade											
Obsthon											
Arbor Day											
Show Displays											
TOM											
Camps											
Swimming											
Cross Country											
Friday Sport											
Dances											

Break Up Day											
Easter Hat Parade											
Special Visitors											
Maths/ English/ Technology/ Mapping Competitions											
Free Time											
Citizenship Awards											
Pets at School											
Colouring Comps											
Eisteddfod Choirs											
Christmas Choirs											
Musical											
Ball Games											
Science Days											
Jump Rope for Heart											

Junior Red Cross Club

Year 7 students and teachers have begun a Junior Red Cross Club supported by parents and community members with expertise in First Aid. This is held weekly, after school, in the Year 7 classrooms. It may be extended to lower grades if interest from Year 7 wanes.

Charities Policy

Year 5 students and teachers coordinate both Famine Fighters for volunteer students, and a Kindness Day activity where all students are invited to write a kind thought to be read aloud to all. Student Council makes a calendar of charities such as Jeans for Genes, Daffodil Day etc and rotates these every second year. Annual charity collection days are supported and Citizenship points earned for participation by students. See Citizenship Chart for other charity opportunities. There are too many to deal with all every year, so they are mostly repeated every alternate year.

Family Breakfast – Education Week

Year 6 and 7 students organise a breakfast for parents and community members during Education Week every year. This is done as a maths activity and all shopping, cooking and serving is done by students, coordinated by their teachers.

## **5. Student Participation and Leadership Opportunities**

Student Council and School Captains

*Submission from Hambledon State School teachers to the Joint Standing Committee on Electoral Matters  
Inquiry into Civics and Electoral Education, 2006.*

The school's Student Council is set up with a consistent set of guidelines, based on Active and Informed Citizenship principles.

The process is as follows:

- Selection Criteria are issued to all Year 7 students.
- Class lessons are conducted addressing the writing of the genre required for selection criteria applications.
- Dates are set for return of the applications for Male and Female Captain and Vice Captain positions (second place becomes Vice Captain).
- Depending on the number of applicants, all are preselected and advised of a date for presentation of their campaign speech to Yr 4-7 Assembly (in the past 3 years we have not had to preselect a shorter number as the selection criteria seems to minimise greater numbers. Previously we had up to 35 applicants from 75 students that was unworkable for all to deliver 3 minute campaign speeches to the rest of the school).
- Campaigns are conducted throughout school involving how to vote cards, captions, slogans, posters and similar devices.
- Speeches are presented to School Assembly.
- Electoral Officers from the District AEC visit the school to train election officials and obtain names of candidates for voting papers (video – Training for Polling Officials, AEC, Canberra).
- Voting registration forms are handed out to all eligible voters.
- Electoral roll is prepared with names of all students from Years 4-7 and all teachers and staff.
- Election Day is held with help from the Australian Electoral Officers. Preferential system is used (rate of informal voting in 1999 was less than 4%).
- Winning school captains are announced in classrooms and in school newsletters.
- All Year 4-7 classes during this time have undertaken class voting for 2 class captains who become the Student Councillors for their class for the year.
- Ceremony is held involving presentation of School Captains Badges and an oath of office, with guests and presenters – MHR for Leichhardt, MLA for Mulgrave, and City Councillor for Cairns City Council Division 1. Student Councillors are also presented with their badges at the Presentation Ceremony for School leaders. School Captains address the assembly, which also includes interested community leaders and parents. School leaders following the ceremony serve morning tea to guests.
- School Captains and Vice Captains become the chair and secretary of the Student Council, alternating the role on a fortnightly basis.
- Student Council Meetings are held every second Tuesday afternoon for an hour in school time. The teacher-librarian or one of the Year 7 teachers facilitates this (it could be any interested teacher).
- Half the time is devoted to skills building such as meeting procedure, note taking, school structure and committees, conflict resolution etc. The other half is per agenda from classrooms and Student Councillor.
- Student Councillors coordinate variety of student committees including Playground, Communication, Charities, Sport, and Technology.
- The day after the Student Council the school Captains and Vice Captains have lunch with the Principal and Deputy Principal to share news of issues, and suggest strategies and solutions to problems in the school.
- School Captains are expected to address the school, important guests, visiting school groups and represent the school on other occasions as necessary.

- Student Councillors also agree to represent a class for year levels not in the Student Council and are expected to arrange a meeting time with that class to become informed of significant issues from the lower school. This includes preschool.
- Student Councillors are expected to present issues from their own classes having conducted classroom meetings prior to the Student Council meeting.

### Classroom Meetings

All classes are encouraged to conduct classroom meetings to allow student opinions to be heard. These may be conducted by class teachers and/or student councillors (either for their own class or their buddy class in Years 1-3). Early in the year, classroom meetings are modelled for beginning teachers especially in Year 4, as this is when student councillors begin throughout the school. We encourage participation in decision-making through this method and model respect for other people's opinions across the school.

### Sports House Captains

- Students from each sports house meet at lunchtime to vote for two female and two male captains.
- Year 7 students nominate themselves and give campaign speeches to their House group.
- Students vote by secret ballot.
- House Captains are responsible for assisting House teachers to organise and train students for Athletics Days, Ball Games days, and other areas as needed.
- Sports Captain badges are presented at the Student Leaders ceremony with School Captains and Student Councillors.
- Sports House Captains also undertake an oath of office and are subject to dismissal for failure to behave in an appropriate manner as a student leader.

### APPLICATION FOR SCHOOL CAPTAIN/ HOUSE CAPTAIN POSITIONS

NAME ..... CLASS .....

POSITION APPLIED FOR (tick): BOY'S SCHOOL CAPTAIN  
 GIRL'S SCHOOL CAPTAIN  
 SPORTS HOUSE CAPTAIN  
 (House) .....

#### ROLE DESCRIPTION

Candidates for School Captain/House Captain in 1999 have been asked to write to four selection criteria (SC). When writing to these criteria please give examples of specific achievements you have made, and initiatives you plan to undertake if you are elected. As a School Captain you will be expected to perform such tasks as addressing the whole school on a regular basis as the student representative; organising events; coordinating student activities and questionnaires; participating at all levels of school activity as a role model for other students.

As a House Captain you will be expected to assist House teachers and the HPE Specialist to organise sports events; coordinate House practices for athletics and ball games; keep records

of House teams and practice times; lead other students by your example; show a responsible model of a good sporting attitude.

### SKILLS REQUIRED

The skills involved in these roles involve

- having good leadership skills,
- communication skills with all people at the school - students and adults,
- good organisational and written skills for student council meetings, house meetings and school events,
- a positive attitude towards the responsibilities involved in carrying out the roles you will be expected to perform.
- willingness to participate in all school activities.

### PROCESS

You may apply for either or both of the positions, School Captain and /or House Captain. Your written application (not more than 2 A4 pages) addressing the four selection criteria must be completed and handed to your class teacher by Monday 8 February. You will need to obtain two (2) referees who are prepared to provide oral references for your application. Their names should be inserted below.

A school preselection committee consisting of Principal, Teachers and past students (School captains and House captains) will evaluate and preselect successful candidates.

The successful candidates will deliver their campaign speeches in Week 4, at School Assembly.

Elections for School Captain will be held on Thursday 25 February, for all Year 4-7 students. All students will have an opportunity to enrol and the Queensland Electoral Office will supervise the election process.

House Captains will be required to present their speeches at a later date, to their specific House groups.

### REFEREES:

1. Name ..... 2. Name .....  
Contact number ..... Contact number .....

### SELECTION CRITERIA

Please write, in no more than 2 x A4 pages, how you fit these selection criteria. Your application should be handed to your class teacher by Monday 8 February.

SC1 (ATTITUDE) Demonstrated commitment to the school through being a positive role model, exhibiting high standards of integrity, behaviour, and involvement in school activities.

- positions of responsibility and trust held.
- demonstrated involvement in co-curricular activities
- pride in personal presentation, including the way the school uniform has been worn
- participation in, or support for school activities
- attendance and behaviour in class



SC2 (COMMUNICATION) Demonstrated ability to communicate effectively with students, teachers and others in the school community.

- positions of responsibility and trust eg coaching, refereeing, tutoring, student council, RCAs,
- participation in, and support for school activities
- specific occasions where communication skills have been used eg. Junior public speaking, addressing parades, speeches to other classes
- participation in class discussion and oral activities

SC3 (ORGANISATION) Highly developed organisational skills

- time management skills
- regular and punctual attendance at lessons, training, rehearsals
- organisation of own school work, homework, sports practices

SC4 (LEADERSHIP) Demonstrated ability to encourage, support and inspire others.

- support for school activities
- influential positions in school, teams and community
- specific incidents when you encouraged, supported or inspired others.

#### *SAMPLE PROGRAM FOR LEADERSHIP CEREMONY*

##### **LEADER'S PRESENTATION PROGRAM**

- |   |                                  |
|---|----------------------------------|
| 1. National Anthem  | School choir/tape                |
| 2. Welcome  | Ian Moller-Nielsen<br>Principal  |
| 3. Address and Presentation of certificates to P&C and Sports representatives |                                  |
|   | Warren Entsch<br>MHR, Leichhardt |
| 4. Presentation of perpetual trophy   | Callaghan family                 |
| 5. Address  | Warren Pitt                      |

	MLA, Mulgrave
6. Presentation of badges and certificates to School Captains and Student Councillors	Warren Entsch, MHR Leichhardt and Warren Pitt, MLA Mulgrave
7. Presentation of badges and certificates to Sports Captains	Lou Piccone , Sponsor of Citizenship Fran Lindsay, Councillor, City of Cairns
8. a) Signing of Pledge Contracts	
b) Declaration of Pledge	Student leaders
9. Leaders' Pledge	Pieter
10. Vote of Thanks	Stacey

## PLEDGE

*We are aware of the duties and responsibilities that come with the positions of School Captain, Student Councillor and Sport Captain. We promise to carry out these duties and responsibilities to the best of our abilities.*

### Class Parliaments

- Early in Year 7 all classes study government in Australia. All students watch the video – “Class Parliament” produced by the Parliamentary Education Office, Canberra (this sometimes involves professional development for, and preparation on the part of, a new year 7 teacher). Discussions in class then centre on ways of making this work within the separate classes. Each class individualises the Parliamentary sessions and Parliamentary people, but basically all conduct business in a similar way.
- Much time is spent examining the roles of various Parliamentary people. Students role-play Parliament with a special Opening Ceremony attended by the “Governor General” (Principal or Deputy Principal).
- Actual responsibilities evolve and are negotiated. Frequently this is a matter of catering for learning styles and aptitudes of students in the class. No one is forced into a role but all students eventually opt for a part. These may include Minister for External Affairs (responsible for lower grades welfare), Minister for Social Justice (representing students on school Social Justice Committee), Minister for Finance or Treasurer (coordinates class fundraising etc) and of course, the Speaker who conducts the sessions, the Prime Minister, and Deputy, the Bearer of the Black Rod, and Hansard Reporters.
- At every session of Parliament – usually once a week, class issues are raised, bills passed, reports given and debates held. Each class establishes their own class Parliament patterns. These may differ slightly across the classes but follow essentially the Australian Parliamentary system with one important difference.
- We do not encourage oppositional politics.
- Our Shadow Ministers in every area are assistants to the Minister and help with the portfolio. Portfolios may include Prime Minister, Finance, Arts, Sport and Recreation, Social Justice (attend school Social Justice meetings), Foreign Affairs (liaise with lower classes to report to their own class to ensure a view of smaller children is heard).

- Every child has a role. Some are Hansard reporters and Hansard is kept as permanent records of Class Parliament activities. Many other schools have sent teachers to observe our Class Parliaments in operation and teachers involved believe it is an extremely effective model for real involvement of students in decision-making in the school.
- Resources to assist this process have been accumulated over several years and separate school budgets are kept for Student Council and Active and Informed Citizenship.
- Videos - The People of Parliament 1989 PEO, Canberra; That's Democracy, 1986 AEC, Canberra; Democracy at Work, 1991, ABC; Who Really Cares? 1993, READ School Support Centre Media Unit, Cairns. Other resources – Electoral Education Teachers' Resource Folder, AEC Canberra; Parliament Pack 1, PEO, Canberra; Active and Informed Citizenship Kit, READ SSC, Media Unit Cairns; The Informed Citizenship Project, 1997, DEETYA.

#### Resource Centre Assistants

- Early in Term 1, students from Years 4-7 are invited to apply to be Resource Centre Assistants for their class. Two students per class are voted in.
- These students are trained to work in the Resource Centre during lunch times and have meetings every fortnight for half an hour for training.
- News from the Resource Centre is forwarded to classes through these representatives who also often make announcements regarding the Resource Centre on school assemblies.
- Organisation of Book Week activities and events held in the Resource Centre are coordinated this way.
- Badges for Resource Centre Assistants are presented later in the year after some evidence of commitment to lunchtime duties is observed.

#### Buddy Classes for Special Education Students

Peer tutoring is used as a strategy for managing some activities for Special Education students in some situations. This can include classroom work, excursions, lunch times and sports times.

The SEU teachers have developed "The Lonely Planet Guide to visiting the SEU" for use with students from other classes who wish to buddy SEU students. The buddy strategy is also used for students with very low self-esteem who find it valuable that they can provide real assistance to another student in the school.

#### Kidpower Group

This is a Junior Workplace Health and Safety Committee composed of a group of students who volunteer to assist with questioning injured students during breaks and to ascertain where injuries occur most often in the school grounds. They complete a form showing how the child was injured, which part of their body was injured, and where it occurred.

#### Golden Broom Award

As a result of identification that rubbish around the school grounds was an issue for the whole school, a classroom teacher and the Ministers for the Environment in Year 7 Class Parliaments established an award system. This involves teachers on playground duty giving tokens to all students who pick up rubbish. The token is glued to a class chart and each week on school assembly, the class with the most tokens is presented with the Golden Broom Award – a spray-painted broom. The students in Year 7 conduct the administration and supervision of the scheme weekly, with some input from a classroom teacher.

## 6. Cross Cultural Awareness

### Aboriginal Laws and Multiculturalism

- In Year 5 SOSE Units require students to have an understanding of the Aboriginal history of Australia.
- Teachers have accessed Professional Development sessions from the former NEAP team from READ SSC, from Mr Ernie Grant, ATSI Research Officer with Education Queensland, and from the ATSI Equity Unit at Education Queensland.
- Local Aboriginal elders and Torres Strait Islanders have spoken with students and staff about Aboriginal issues
- NAIDOC Week Activities have focussed on both present and past cultures of Aborigines and Torres Strait Islanders.
- A flag raising ceremony in NAIDOC Week features an address from the ATSI Chair from Cairns, Ms Nerelle Nichol and the youngest students in preschool carry the flags – Aboriginal, Torres Strait Islander and Australian.
- National Sorry Day in Reconciliation Week was organised by Year 5 classes with a presentation for the whole school assembly and the creation of a Wall of Hands signifying reconciliation at our level.
- Year 4 SOSE units on Local Areas include a tour of the Local Area that shows them sites of Aboriginal significance in the area.
- Students with Aboriginal and Torres Strait Islander backgrounds have cooperated to build a garden featuring local native species. Following research with Cairns Botanical Gardens and conferring with local Aboriginal elders, they have developed a tour of the “Nature Trail” describing the plants and their uses for Aborigines. School visitors are offered this tour by the students involved who are very proud of this achievement.
- Year 5 students participate in an excursion to Tjapukai Dance theatre that portrays Aboriginal history and culture.
- Year 6 students visit Fitzroy Island and the Interpretive Centre there, which have strong Aboriginal cultural stories from pre-contact with European people to present day.
- Students in Year 7 participate in a game of BaFa BaFa – a cultural awareness game that requires debriefing and discussion about cultural expectations, stereotyping and equity issues.
- Year 5-7 students view the video “Blue Eyes, Brown Eyes” and participate in role-play, debriefing and discussion. This requires sensitive debriefing as it is very powerful.

*SAMPLE PROGRAM FOR NAIDOC WEEK*  
NAIDOC Week Celebrations at Hambledon State School

Monday 12

- 9.00 Years 4-7 Parade - Guest singers Bobongi Sisters
- 10.00 Morning tea
- 10.30 Flag Raising ceremony for whole school by 3 youngest students from Preschool -  
\* Aboriginal flag - Darryl Murcha  
\* Torres Strait Islanders' Flag - Carmon McPhee  
\* Australian Flag - Connie Richards  
(Accompanied by students on didgeridoo, drums and recorder)  
Special Guests - Warren Pitt, MLA, Nerelle Nicholls, Chair ATSI, Mrs Oliver,  
Aboriginal Elder, Mr Tom, Torres Strait Islander parent.  
Address by Nerelle Nicholls, ATSI Chair from Cairns.
- 11.00 Guided tours of Nature trail featuring Indigenous plants, planted by ATSI  
students in 1998. (Students have developed the tour and the spiel attached to  
describe ATSI uses of plants)  
(Can be booked throughout week)  
Art Exhibition in foyer all week - Mulunji  
Art Exhibition in Resource Centre all week - Students

Tuesday 13

- Rock 'n Roll Dance sessions (Bring a gold coin to help SEU students go to  
Townsville for Disabled Students' Athletics!)
- Preschool - Yr 2 10.00 - 11.00  
Yrs 3 - 5 12.00 - 1.00  
Yrs 6 - 7 2.00 - 3.00

Wednesday 14

- Making Dhurries and Leis - Torres Strait Islands  
Mr Tom and Idabi Tom.  
Classes book in all day  
Cooking Damper and Aboriginal storytelling  
Mr Morgan Allen  
Classes book in all day.  
Artist in Residence - Torres Strait Islander  
Mr Danny Gaiea  
Classes book in all day
- 4.00 pm Concert - Special Guests, Yarrabah School Band  
Afternoon tea of damper and tea/coffee  
Hamledon Eisteddfod Choirs and Concert Band

Thursday 15

- Making Dhurries and Leis - Torres Strait Islands  
Mr Tom and Idabi Tom.  
Classes book in all day  
Artist in Residence - Torres Strait Islander  
Mr Danny Gaiea  
Classes book in all day

Friday 16

- Parramatta State School Dance teams
- 9.00 Years 4/5  
9.40 Years 2/3  
9.41 10.20 Preschool/Yr 6  
12.00 Yrs 1/7

Cooking - Sop Sop - Mrs Joyce Perrins

Classes book in

Preschool times - Painting boomerangs - 2 sessions in week.

Bafa Bafa Game

This patented game involves up to 50 people in a “cultures” game where the feeling of total inability to comprehend another culture is role-played. Debriefing is essential. Written by R. Garry Shirts and published by Simulation Training Systems, PO Box 910, Del Mar, California, 92014.

Blue Eyes, Brown Eyes Role Play

Following viewing of the video “Blue Eyes Brown Eyes” a group of students in the class is designated as having Blue Eyes and treated as inferior citizens – for no more than about 5 minutes. This has a major effect on most students who then perceive discrimination and racism in a totally different perspective. Sensitive debriefing is essential! The video we have was taped from ABC Television, from a program when Jane Elliott was in Australia describing the way it worked in USA. It should be viewed before showing students because it shows very upset adults.

National Celebrations, Commemorations and Events

1. ANZAC Day
  - Different classes take responsibility for organising two ANZAC Day ceremonies at school, one for lower school and one for upper school. Songs and skits are performed.
  - Local RSL members address the students at school.
  - School choir sings for the Dawn Service.
  - Students march in uniform for the street parade and School Captains lay a wreath from the school.
2. Remembrance Day
  - Students participate in one minute’s silence.
  - Classes discuss significance of Remembrance Day.
3. Australia Day
  - Teachers plan different activities for each year level.
  - Resources are purchased by the school to assist.
4. International Women’s Day
  - Significance of International Women’s Day is addressed at Assemblies with lower and upper school.
  - Art Display is organised by Art committee and students.
  - Competitions are organised in Resource Centre for classes.
  - Writing or art tasks are devised by teachers e.g. Write about the most important women in your life; create a collage with pictures of women who do not stereotype women.
5. Labour Day
  - Discussion with classes and on Assemblies about significance of Labour Day
6. National Days for other countries

- Days such as St Patrick’s Day, and other National Days are mentioned on assemblies and in school newsletters
- Classes do Activity Days or Work Units based on different National Days.

## 7. Multiple Intelligence Programs

Use of multiple intelligences within the curriculum is identified as an important element in individualising instruction. The committees responsible for curriculum initiate whole school programs to provide opportunities for all students to identify and extend their strengths. Several texts have identification strategies to assist teachers to identify the strengths of their students. Self-identification is used in the upper school and curriculum tasks cater for the different strengths, while demanding that these be extended to include improvement of other styles. A culture of acceptance of different talents and encouragement for effort has evolved the following educational opportunities for students across the school.

*MUSIC Program -  
Eisteddfod Singing,  
Verse Speaking Choirs,  
Band,  
Musical,  
Christmas Choirs,  
Junior Rock Eisteddfod.*

Students audition early in the school year for places in two senior school choirs. Many opportunities to perform are accessed during the year. Cairns and Innisfail Junior Eisteddfods, performance at teacher conferences, local events, school fetes, church fetes, and concerts provide outlets for musical talents annually. There is also a Year 4 choir and an all Boys’ Choir, which caters for boys from Years 2-7 and currently has 120 members. Several musical staff members assist the Music Specialist and the program is considered to be a model for other schools.

Instrumental Music teachers attend the school once a week and students selected for instruments play in a Concert Band at events in Cairns and at school.

Every second year a major musical is undertaken and Years 6 and 7 students may audition for parts. The music teacher, her attitude and her expertise are incredible assets to our school. Junior students (Year 2) form a verse-speaking choir contesting the Cairns Eisteddfod annually.

Year 3 students coached by Year 3 teachers, participate in the Junior Rock Eisteddfod held in conjunction with the Cairns Reef Festival each year.

### Assembly Performances

Classes take it in turns to volunteer for performances to others on school assemblies. These may take the form of musical or dramatic items, talks about an event their class has undertaken, reports about a theme being studied, etc.

### Jump Rope For Heart – Hambleton Hurricanes

A staff member conducts weekly Jump Rope for Heart practices during lunch times and any interested students may participate. The school team enters the annual competition to become the District Representative Team and have achieved this three years in a row. They then travel to surrounding schools including the Atherton Tableland to demonstrate their skills. They also perform for class groups and at the school fete as a team. Again the coordinating teacher and her attitude and expertise are invaluable assets to the school.

*ART Program -  
Artist in Residence Awards,  
Exhibitions,  
Competitions*

An annual bursary is donated by a local citizen to an Artist in Residence – a student whose artwork is deemed worthy of framing. This is then displayed in the school foyer. The Art committee coordinates entries into the annual Cairns Show, and exhibitions of student art are held in conjunction with school functions such as Education Week Breakfast, Cairns Art and Craft Show, School Fete, Book Week etc. The Program Manager for this area is likewise a great asset to the school. All the Visual Art Committee teachers show initiative and talent in organising these opportunities for students. A Christmas Art competition is offered from the Member for Leichhardt's offices and students are encouraged to enter.

Voice of Youth – Junior Public Speaking

All Years 4-7 students, as a component of English Speaking studies, prepares and delivers a 3–5 minute speech. These are adjudicated and winners at each year level represent the school in a Cairns District competition. These speeches are videoed for demonstration purposes for following years. A staff member coordinates entries and information, as well as tutoring school representatives during lunch hours.

Gifted and Talented Program

Students participate in a variety of camps at Environmental Education Centres for Science, Art, Writing and Music. The school's Social Justice budget makes provision for funds or applications are made for specific projects to fund these. Neighbouring schools also cooperate to coordinate specific days of G&T activities. A school team also participates in a district Chess Tournament. The teacher-librarian coordinates this program with assistance from interested teachers depending on the area of curriculum involved.

Tournament of Minds

Students in Years 5-7 participate in classroom based Tournaments based on the model conducted throughout Australia. These are held across year levels and ALL students participate. A school team is selected from self-nominated students to contest the regional TOM. It is obvious at regional finals that past students from Hambleton State School are still participating at secondary level in a variety of schools, with considerable local and state success.



### School Camp Program

A long established program of school camps for Years 3-7 has been operating at Hambleton State School. These cover a range of educational objectives including a cross section of the KLAs and social skills. For this reason a variety of environments is selected for the venues and these are revised and reviewed frequently so the program stays relevant to the curriculum. Mostly classroom teachers accompany their own classes as this is seen as most beneficial for Social Education, but this is negotiable as teachers are not compelled to take classes camping. Students with poor behaviour are restricted from attendance for security reasons as most environments contain an element of risk.

Venues are as follows:

Year level	Duration	Environment	Venue
Year 3	1-night	Holloways Beach EEC	Beach/salt water
Year 4	2 nights	Daradgee EEC	Freshwater creek
Year 5	2 nights	Chillagoe Train and Caves (Dry inland)	
Year 6	2 nights	Fitzroy Island	Beach/Island
Year 7	2 nights	Mungalli Falls	Mountainous waterfalls/ freshwater

<i>Health Promoting Schools –</i> Worm Farm, Nature Trail, Junior Red Cross, Environmental activities
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Cairns City Council calls for expressions of interest from schools with a proposal for activities that will have a positive impact on the health of students. Our school has used these funds to:

- develop a Nature Trail of Australian Native Plants, for which ATSI students conduct tours for school visitors,
  - begin a worm farm for school scraps, including a large brick worm farm and several small classroom based worm farms for lower grades,
  - establish a Junior Red Cross group that meets weekly in a classroom, coordinated by community members with expertise in First Aid training.

### Green Schools' Program

The school cleaners and grounds person have been using only environmentally friendly cleaning products.

The Workplace Health and Safety Committee design environmentally appropriate strategies and procedures for whole school operations and investigates issues relating to unsafe situations in the school.

## 8. Generic Strategies For Reaching Consensus

### Forum Process

This is a useful strategy used frequently at Hambleton State School in which conflict between members of the community can be resolved. This allows all stakeholders to have a say without interruption, then a solution that best meets the needs of all the perspectives can be reached.

### Social Investigation Strategy

The following strategy has been included as an inquiry based model used in a variety of situations in Hambleton State School. It aligns strongly with the Qld SOSE syllabus recommendations and can be used in many areas of curriculum and school activity.

*This format was used at a Student Council Conference to investigate issues for students at different school. The process for any investigation is similar.*

**TOPIC:** How can students participate in real decision-making in schools?

**1. Motivate:** Guest speakers, stakeholders. Listening to viewpoints - students, teachers, parents, administration, past students, community representatives.

**Skills Lessons:** Public speaking, presenting arguments, debating, analysing points of view.

**2. Explore:** Group meetings supervised by teacher from school, exploration of group values, beliefs, attitudes towards decision-making in the school; What do we know now?; What are the controversial issues within the topic?; Who are the stakeholders?; Is there a particular issue for our student council?; What are the issues for other schools?; Are any similar?

**Skill lessons:** Brainstorming, Six Hat thinking, SIS introduction, writing from personal stance now and reporting back.

**3. Frame Questions:** (Groups) How is our own school organised?; What scope is there for participation?; What structures exist for students to participate?; What do we need to know?; How can we find out?; What skills do we need to find out?; What skills do we need to participate?; What are we aiming for in our own school?

**Skill Lessons:** Bloom's questions, model for planning activities, National Issues Forums concept

**4. Gather Information:** (Groups) locate, record, organise and classify from answers to previous questions through school documents, policies, AOPs, SDPS, P&C minutes etc, reporting to other groups.

**Skills Lessons:** note-making, conflict resolution, decision-making, future's wheels, problem solving, classroom meeting procedures, lists of skills, report to other groups.

**5. Analyse Information:**

**Skills lessons:** Developing skills of public speaking, answering questions, lobbying, preparing policies, campaigning strategies.

6. Conclude, Review, and Plan: Prepare an action plan for your own Student Council to return to school. Represent what you have learnt/achieved/developed/planned through a performance - song, dance, music, drama, artwork.

7. Reflect: What could we have done differently?; How could we improve it?;  
Each participant to report on reflections.

8. Take Action: Back at school, make decisions about the possible outcomes of various forms of actions to solve your school issue.

9. Identify, Negotiate: As part of ongoing Student Council business, continue with strategies used throughout conference to negotiate issues within the school.

(District Student Council Conferences for up to 350 Primary and Secondary students have been coordinated by Hambledon staff members to share strategies for student leadership.)