

SUPPLEMENTARY SUBMISSION NO. 114

Hi Sonia,

Here are some of the documents used by the Social Justice Committee, the SOSE Committee and the other various groups involved to start the thinking about Active and Informed Citizenship processes at Hambledon from 1995 ->. This document aligned the various programs then used at Hambledon, to the Key themes in Discovering Democracy - which we actually thought was more for 'Learning about' than 'Learning through Democracy' and therefore less relevant than it should be for learners.

It has to be a wholistic approach and has to have school Administration support or it is too piecemeal to work well across the whole school and loses some impact.

Anne Holden

Description of Activities

Middle Primary Themes:

Stories of the People and Rulers

School Citizenship Scheme

Activities 1,2,3 9.

Yrs 1-7 sponsored by local business.

Certificates and Bronze, silver and gold awards for participation and Achievement

Annual Award to Citizen of the Year at Year 7 Celebration Night.

Citizenship pledge for Naturalisation Ceremonies studied as part of Australia Day celebrations

See Appendix A

School Behaviour Management Policy.

Activities 4, 5, 12, 14, 15, 16, 68, 69, 95, 97, 99.

Class room / 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.

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.

See Appendix B

Student Council

See Appendix C

Activities 6, 17, 62, 73, 93, 96, 104, 105.

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 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. (We have not had to preselect a shorter number as the selection criteria seems to minimise greater numbers)
- Campaigns are conducted throughout school involving how to vote cards, captions, slogans, posters and similar devices.
- Speeches are presented to School Assembly.
- Electoral Officers 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 Councilors 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 Councilor for Cairns City Council Division 1. Student Councilors 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 councillors.
- 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 Councilors 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 Councilors are expected to present issues from their own classes having conducted classroom meetings prior to the Student Council meeting.

Sports House Captains

See Appendix C

Activities 6 ,7, 17,

- 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 organize 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 Councilors.
- 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.

Class Parliaments.

Activities 8, 61, 62, 7494, 96, 104, 105,

- 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.
- 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.

Activities 10.

- 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 will be 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 Library is forwarded to classes through these representatives who also often make announcements regarding the library 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.

Activity 11

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 "Lonely Planet Guide to visiting the SEU" for use with students from other classes who wish to buddy SEU students.

Rules and Laws

Rules and Laws at school and in the wider community

Activities 4, 5, 12, 13, 14, 15, 16, 17, 19, 22, 54, 66, 68, 95, 98, 99,

See Appendix B

- All classes begin the school year with discussions of classroom and school rules
- The 4 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 Yrs 6 and 7, the Education Officer from the Queensland Law Society presents sessions outlining rules and laws in the wider community and answering student questions.
- In all grades the school AdoptaCop is accessible and speaks with classes whenever requested.
- To assist learning the whole school agrees to an interruption free session from 9.00 to 11.00 when all calls and class visits are curtailed to allow
- 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.

Interruption free session of learning

Activity 20.

From 9.00 to 11.00 every day is designated as interruption-free time in classes. Office notices, phone calls (unless urgent) and "Walkaround Notices" are not to be delivered to classrooms in this session.

School Based Ethics Program.

See Appendix E

Activities 21, 65,

- 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.

Aboriginal Laws and Multiculturalism

See Appendix F

Activities 18, 27, 34, 63, 64, 100, 101, 103.

- In Yr. 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 Ed Queensland, and from the ATSI Equity Unit at Ed Q.
- 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.
- Flagraising ceremony in NAIDOC Week features an address from the ATSI Chair from Cairns, Ms Nerelle Nichol and the youngest students in the preschool carrying the flags – Aboriginal, Torres Strait Islander and Australian.
- National Sorry Day in Reconciliation Week was organised by Yr 5 classes with a presentation for the whole school assembly and creation of a Wall of Hands signifying reconciliation at our level.
- Year 4 SOSE units on Local Areas includes a tour of the Local Area which 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.
- Yr 5 students participate in an excursion to Tjapukai Dance theatre which portrays Aboriginal History and culture
- Yr 6 students visit Fitzroy Island and the Interpretive Centre there which has strong Aboriginal cultural stories from precontact with white 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.
- Yr 5-7 students view the video “Blue Eyes, Brown Eyes” and participate in roleplay, debriefing and discussion. (This requires sensitive debriefing as it is very powerful)

Kidpower Group.

Activity 23

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, 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.

We Remember

National Celebrations, Commemorations and Events.

1. ANZAC Day

Activities 24, 25, 26,

- 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

Activity 29.

- Students participate in minute's silence
- Classes discuss significance of Remembrance Day

3. Australia Day

Activity 30

- Teachers plan different activities for each Year level.
- Resources purchased by the school to assist.

4. International Women's Day

Activities 31, 102

- 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 which do not stereotype women.

Labour Day

Activity 32

- Discussion with classes and on Assemblies about significance of Labour Day

National Days for other countries

Activity 33

- 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.

School Calendar of Events

Activity 35

See Appendix G.

An annual calendar is drawn up to facilitate planning for parents and teachers detailing events to occur during the school year. This is a Social Justice issue to allow the low socio-economic group to plan and cater for their children more easily. Providing this information has ensured more children actually attend the events. This list was facilitated by the Student Council who interviewed every class for "What are the Opportunities available every year for Hambleton students?" Then "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.

Joining In

Eisteddfod Singing and Verse Speaking Choirs, Band, Musical, Christmas Choirs, Junior Rock Eisteddfod.

Activities 36, 37, 38, 39,40,41,42, 43, 44.

Students audition early in school year for places in two school choirs. These are fairly flexible as many opportunities to perform are accessed during the year. 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 participate in the Junior Rock Eisteddfod held in conjunction with the Cairns Reef Festival each year.

Assembly performances

Activity 45

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.

Junior Red Cross Club, Kindness Day and Charities

Activities 46, 47, 56, 57.

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

Year 5 students and teachers coordinated both Famine Fighters for volunteers, and a Kindness Day Activity where all students were invited to write a kind thought and these were read 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.

Family Breakfast – Education Week.

Activity 48.

Year 6 and 7 students organise a breakfast for parents and community 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.

Jump Rope for Heart.

Activity 49.

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 two 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 Awards, exhibitions and competitions.

Activities 50, 51.

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 these 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.

Safety House talks, Fire Awareness,

Activities 52,53.

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 Year 1 and 2 students.

School Adopt a Cop

Activity 54.

The Adopt a Cop attached to our school through the local police station 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.

Family Counsellor and Community Nurses.

Activity 55.

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.

Voice of Youth – Junior Public Speaking

Activity 58, 80.

All Yrs 4-7 students as a component of English Speaking studies prepare and deliver a 3 – 5 minute speech. These are adjudicated and winners at each 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.

School Volunteers.

Activity 59

An annual thankyou afternoon tea is held to thank all volunteers from the whole range of activities around the school. Lists are drawn from each classroom and an invitation sent from the Principal and staff.

Upper Primary Themes.

Parliament Vs Monarch

Class room Meetings

Activity 60.

All classes are encouraged to conduct class room meetings to allow student opinions to be heard. These may be conducted by class teachers, student councillors (either for their own class or their buddy class in Yrs 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.

Class Parliaments.

Activity 61.

In Year 7 during Term 1, each class establishes their own class Parliament. 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.)

In fact every child has a role. Some are also 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.

Election Processes

Activity 62.

These are covered in Student Council Description. Page 1.

BafaBafa Game.

Activity 63.

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

Blue Eyes, Brown Eyes roleplay.

Activity 64.

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.

The Law Rules

School Based Ethics Program

Activity 65.

Described on Page 3

Appendix E

Law Society Speaker

Activity 13, 66.

The Queensland Law Association employs an Education Officer who is available to visit schools to talk with students and teachers. Contact number 07 3842 5816

Buddy Teachers as a solution for Behaviour Issues.

Activity 68.

Appendix B

“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 the time out is all that is required.

Teacher Professional Development

Activity 69.

A database of all staff members (not just teachers) is kept, showing where PD funds are spent and what sort of PD is applied for by staff. 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 which areas of PD are being accessed most frequently. In 2000 this is being extended to allow all Inservice opportunities to be written on one big calendar displayed in the staff room to determine the spread across the year, the type being most frequently accessed, and if some are not accessed at all.

Adventure Based Counselling (ABC)

Activity 70

We prefer to call this Adventure Based Decision-Making in this school. Teachers in the school have been trained in the Adventure Based Decision-Making course for last four years. Used in different year levels as deemed appropriate. Uses a system of cooperative activities followed by 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 eg The Bottomless Bag, Silver Bullets & Quick Silver.

People Make a Nation

NAIDOC WEEK and Reconciliation Day

Activities 71, 72.

Described with Aboriginal Laws etc.

See Appendix F.

Student Council and Class Parliament

Activities 73, 74

See Appendix C

SOSE Units as per SOSE curriculum or any similar planning.

Activities 67, 75 – 77

People Power

Social Investigation Strategy

Activity 78

See Appendix H

Active and Informed Citizenship Key Elements

Activity 79

See Appendix D

AIC has been a focus of programs for students and teachers for 5 years. Responses throughout the school indicate 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.

Health Promoting Schools – Worm Farm, Nature Trail, Junior Red Cross, Environmental activities.

Activity 82, 90

Cairns City Council calls for expressions of interest from schools with a proposal for activities which will have a positive impact on the health of students. Our school has used these funds to 1. Develop a Nature Trail of Australian Native Plants, for which ATSI students conduct tours for school visitors, 2. Begin a worm farm for school scraps, including a large brick worm farm and several small classroom based worm farms for lower grades. 3. Establish a Junior Red Cross group which meets weekly in a classroom, coordinated by community members with expertise in First Aid training. In addition the school cleaners and Groundsman have been using only environmentally friendly cleaning products for several years as part of Green Schools Program.

Tournament of Minds

Activity 83.

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.

Gifted and Talented Program

Activity 84

Students participate in a variety of camps at Environmental Education Centres for Science, Art, Writing and Music. School 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.

School Camp Program.

Activity 85

A long established program of school camps for Years 3-7 has been operating at Hambledon. 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 curriculum. Mostly class room 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.

Year level	Duration	Venue	Environment
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

Parenting Programs

Activity 86, 87 88, 89.

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 Dept of Psychology,
- ◆ 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,

Ownership of Heritage Buildings by P&C.

Activity 91.

When 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.

LOWER SECONDARY UNITS

Activities 90 – 109.

Many of the themes within the Lower Secondary Units are already dealt with in activities described here, so these could also be useful for secondary schools. The others listed are self-explanatory so no further descriptions will follow.

Appendices

APPENDIX A

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 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 can not be competitive and simply needs to be rewarded and recognised to model this form of behaviour towards other people. 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.

CITIZENSHIP AWARDS - CLASS CHART - _____
YEAR _____

NAMES														
Red Cross	20													
Anzac Parade	20													
Happy Gram	5													
RAD Roll	5													
Obstathon	10													
JRFH	10													
Student of Week	10													
Salvation Army	20													
Cancer Fund	20													
Musical	10													
Band	10													
Student Council	15													
Speeches	10													
Class Special	5													
Choir	10													
Verse Speaking	5													
Library Assistant	10													
LOTE Eisteddfod	10													
Sports Rep.	5													
Sports Day	5													
Cross Country	5													
Ball Games	5													
Ed'n Week B'fast	10													
Clean Up Day	5													
Consistent Homework	5													
Peers as Learners	10													
New Total														
Cumulative Total														
TOTAL														

Rights and Responsibilities of Behaviour at Hambledon SS

STUDENTS		STAFF		PARENTS	
RIGHTS	RESPONSIBILITIES	RIGHTS	RESPONSIBILITIES	RIGHTS	RESPONSIBILITIES
SAFETY					
⇒ 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
RESPECT					
⇒ 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 class room 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 reinforce responsibility for one's own actions	▷ To have an opportunity to participate in decision-making processes	⇒ To abide by decisions made by the school community
	▷ to take responsibility for self and property.	⇒ To expect members to display appropriate behaviour consistently	⇒ To provide a clear understanding of rights and responsibilities focussing on the behaviour rather than the member	▷ To expect members to be responsible	⇒ To allow members to make appropriate decisions and reinforce responsibility for one's own actions.

Appendix C

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 election process will be supervised by the Queensland Electoral Office. 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.

PROGRAM

- | | |
|---|--|
| 1. National Anthem | School choir/tape |
| 2. Welcome | Ian Moller-Nielsen
Principal |
| 3. Address and Presentation of certificates to P&C
and Sports representatives | Warren Entsch
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.

The **key elements of Education for Active and Informed Citizenship** are outlined below.

These elements 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, socioeconomic 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** includes: 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.

Key Elements of Active and Informed Citizenship

Values

- Democratic processes
- Social justice
- Ecological sustainability

Knowledge

- Democratic rights and responsibilities
- Historical perspectives
- Cultural diversity
- Inter-relatedness

Cognitive Processes

- Active and investigative learning
- Critical and creative thinking
- Decision-making and problem solving

Action Skills

- Personal
- Interpersonal
- Community participation

Appendix G continued on Page 20

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's 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.

Overview of Hambledon SS Ethics Program**Main Idea**

The ethical, moral and spiritual needs of students at Hambledon 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 which uses a variety of resources for the half hour lesson when religion is being taught by specific churches. Class room 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 your 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 the Queensland Education Department'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

The Scope and Sequence chart

The Scope and Sequence chart (attached) which suggests topics for each Level can be expanded in a variety of ways to include literature, art, drama, oral and written language, and many other curriculum areas relating to all SOSE strands, the HPE personal development strand, Science and English. Feel free 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, photocopyable material, and people. Please consult with the Year level teachers to decide if a cooperative approach suits or individualised lessons are preferred each week. Examples of both are available.

Naidoc Week Celebrations at Hambleton 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 Murgha
* Torres Strait Islanders' Flag - Carmon McPhee
* Australian Flag - Connie Richards
(Accompanied by students on didjerido, 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
Hambleton 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.

Appendix G

Special Events in school

EVENTS	MONEY	PARENTAL PERMISSION	TEACHER PERMISSION	KEEPING ON TASK	PARENTAL HELP	PROPERTY AND UNIFORM ACCESSORIES	PERSONAL EFFORT AND INTEREST	ORGANISATION	BEHAVIOUR	SPONSORS	TEACHER HELP
Arts Council											
Market Day											
Book Club/Fair											
Fete											
Excursions											
Under 8s Day											
Sports Days											
Book Parade											
Obstathon											
Arbor Day											
Show Displays											
T>O>M>											
Camps											
Swimming											
Cross Country											
Friday Sport											
Dances											
Break Up Day											
Easter Hat Parade											
Special Visitors											
Maths/ English/ Technology/Mapping Comps											
Free Time											
Citizenship awards											
Pets at School											
Colouring Comps											
Eisteddfod Choirs											
Christmas Choirs											
Musical											
Ball Games											
Science Days											
Jump Rope for Heart											

Social Investigation Strategy

Topic: *How can Students participate its real decision-making in schools?*

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

Motivate: Guest speakers, Stakeholders? Listening to viewpoints - students, teachers, parents, Administration, past students, community representatives.

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 personal stance **now.** reporting back.

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

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

Analyse Information: (Skills lessons)

Developing skills of public speaking, answering questions, lobbying, preparing policies, campaigning strategies,,

Conclude, Review, 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, art work

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

Take Action: Back. at school.

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