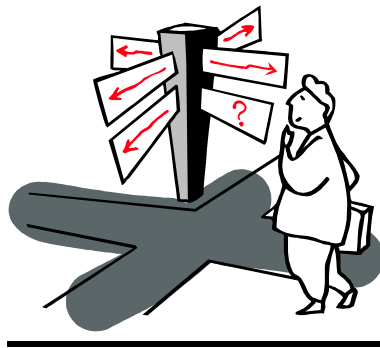


## UNDERSTANDING

**HILDER ROAD STATE SCHOOL**

**WITHIN**  
**EDUCATION QUEENSLAND**



**A Guide for Parents & Community Members**  
**2004**

# HILDER ROAD STATE SCHOOL

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# HILDER ROAD STATE SCHOOL

## INTRODUCTION

The information which follows has been developed to assist parents and other family members to understand some of the educational words and procedures which are used within Hilder Road State School's "Learning Community".

Like all organisations, schools and Government Departments have their "own language". Parents may feel more able to understand and discuss what is happening at school for their child, if some of these terms and processes are explained.

Whilst this information will be updated regularly, you may hear or see information which isn't included. New educational procedures and terms are being identified each year.

You can find out more about any educational terms, policies or programs through enquires to the Principal or Deputy Principal.

### Acknowledgment

We would like to acknowledge the ongoing support from Glenys Carlson (parent), Kylie Graham (parent), Josephine Bottrell (Principal), Liz Irwin (Deputy Principal), Janine Leach (Acting Deputy Principal), Vicky Alley (Support Teacher) and staff at Hilder Road State School for the development of this guide for our community.

# HILDER ROAD STATE SCHOOL



## Education Queensland: Local Structure

### Education Queensland

Education Queensland is the body responsible for 1307 government schools, including all state preschools, primary, secondary and special schools in Queensland.

Queensland is divided into 33 education districts based on geographical boundaries. Each district office is responsible for curriculum and administration support and quality assurance services. District office staff review all school-based curriculum documents and policies. Hilder Road State School, along with 4 other schools in The Gap cluster, are located within the

### Stafford/Geebung District.

### Hilder Road State School

Hilder Road State School is a state primary school, with a current enrolment of 340 children, located in the Brisbane suburb of The Gap. The school is of **modern design** and is set within 6.4 hectares of **very attractive landscaped grounds**, which include an Olympic size athletic track.

Our **school community** consists of highly literate families who value education and support our children enthusiastically. The school's community is stable, resourceful, interested and single-minded in its desire for their children to achieve to their best. This **positive attitude to education** is reflected in parental expectations and the high levels of achievement attained by our students.

The school is managed through a **well defined decision making structure** that involves administrative, professional and ancillary staff together with representatives from the parents and student bodies and also from the wider community.

**Enrichment and support programs** and resources are available to all teaching staff for every year and ability level.

Our aim at Hilder Road State School is to expose children to **contemporary technology**, and to skill them in the use of technology as part of the teaching/learning process. The school's physical layout and environment provides **excellent opportunities for this as well as a variety of outdoor activities**.

Children in years 5,6 and 7 participate in a Friday afternoon sports program involving both an Inter-school and Intra-school competition. In summer, this program provides opportunities in cricket, softball, touch football, tennis, tae kwon do and swimming while winter sports include soccer, netball, hockey and athletics.

In its twenty five years the school community has developed a sense of pride through the academic, sporting and cultural **achievements of our pupils**.

The year 2004 marks our celebration of the 25<sup>th</sup> Anniversary of Hilder Road State School.

# HILDER ROAD STATE SCHOOL

## Roles and Responsibilities

### **The School Principal is responsible for:**

- ⊗ school management ( policy, decision-making)
- ⊗ finances/budget
- ⊗ facilities (building maintenance etc)
- ⊗ staffing
- ⊗ class allocation
- ⊗ attending Parents & Citizens committee and subcommittee meetings
- ⊗ student leadership
- ⊗ communication with parents
- ⊗ networking with principals in district
- ⊗ representing the school at school and community events

### **The Deputy Principal is responsible for:**

- ⊗ curriculum implementation
- ⊗ behaviour management
- ⊗ timetabling (eg. term calender, playground duty)
- ⊗ staff in-service
- ⊗ organising teacher relief
- ⊗ parent information sessions
- ⊗ in class teaching (50%)

### **The Classroom Teachers are responsible for:**

- ⊗ planning and implementing classroom activities (quality learning programs in key learning areas), taking into account the diverse needs and learning styles of students within the class group.
- ⊗ Creating a supportive learning environment
- ⊗ undertaking evaluation and assessment of each student
- ⊗ reporting to parents
- ⊗ attending in-service programs to keep abreast of current teaching philosophies and strategies
- ⊗ networking with colleagues at many levels
- ⊗ participating in school-based committees (i.e., curricular and extra-curricular)

# HILDER ROAD STATE SCHOOL

**The Specialist Teachers/Teachers with key roles are responsible for planning and implementing programs in:**

- ⊗ Classroom Music
- ⊗ Instrumental Music
- ⊗ Choir
- ⊗ Languages Other Than English (LOTE) - Chinese
- ⊗ Health and Physical Education
- ⊗ Teacher Librarian (T/L)
- ⊗ Support Teacher Learning Difficulties (STLD)
- ⊗ Literacy Coordinator
- ⊗ Technology Teacher
- ⊗ Key Teacher (Coordinator of Year 2 Net which includes Number, Reading and Writing Continua for Years 1-3)

**The Teacher Aides are responsible for:**

- ⊗ assisting teachers to implement learning programs by working with individual or small groups of students, and by preparing teaching materials

**The Registrar is responsible for:**

- ⊗ budgets and finances
- ⊗ maintenance of building and grounds
- ⊗ supervision of ancillary and administrative staff
- ⊗ assisting the Principal and Deputy Principal with policy development and management

**The Office Administrative Staff are responsible for:**

- ⊗ money collection and accounting
- ⊗ communicating (e.g., telephone, fax, email)
- ⊗ preparing and duplicating printed materials (eg. school newsletter)
- ⊗ assisting teaching staff and the Administration with administrative tasks

**The School Ancillary Staff includes**

- ⊗ The Schools Officer (Janitor Groundsman)
- ⊗ Cleaners
- ⊗ (The Tuckshop Convenor and Out of School Hours Carers are employed by the P & C Association.)

**Volunteer positions at the school include:**

- ⊗ P & C Executive
- ⊗ Uniform Convenor
- ⊗ Classroom Helpers
- ⊗ Religious Education Instructors
- ⊗ School & P&C Decision Making Groups
- ⊗ Parent P&C Representatives
- ⊗ Tuckshop Workers
- ⊗ Music & Sport Support Groups

# HILDER ROAD STATE SCHOOL

## **EDUCATION QUEENSLAND INITIATIVES**

- Education Training & Reforms for the future (E.T.R.F)
- Early Years Curriculum/Prep trial HRSS (2004)
- Middle Phase of Schooling
- Boys in Education Queensland
- Literate Futures: Reading
- Girls and Technology
- Information and Computer Technology (ICTs) for Learning
- Partners for Success

## **CURRICULUM**

- Curriculum Plan
- Literacy Strategy
- Numeracy Strategy
- ICTs for Learning Agreement
- New Outcomes Syllabus eg. The Arts 2004
- Gifted and Talented Students
- Students with Disabilities

## **HRSS SCHOOL BASED POLICIES**

- Drug Education Policy
- Behaviour Management Policy  
(Includes Anti-Bullying)
- Intervention Policy (including Appraisement)
- Reading Policy
- Spelling Policy
- Oral Language Policy
- Inter and Intra School Sport

# HILDER ROAD STATE SCHOOL

## TEACHING & LEARNING

### Outcomes Based Education – Integrated Studies

The Qld curriculum is based on an outcomes approach to education.

**Core learning outcomes** are descriptions of what learners should know and do with what they know; these outcomes describe the learning considered essential for all students.

The core learning outcomes are organised in strands and levels which form learning continua, moving from fundamental understandings through ever-increasing complexity and sophistication.

The intention is that students progress from a core learning outcome at one level to the related core learning outcome in the next level in a seamless, continuous and coherent way.

Students do not move forward just because they have reached a certain age. Rather they must demonstrate competency at one level before moving forward. More detailed information on outcomes-based education available at <http://>

### New Basics Project

Developed by Education Queensland to improve the learning outcomes of students, the New Basics Project is currently under trial and consists of the following elements:

**New Basics** refers to categories for organising curriculum which allows students to deal with a rapidly changing world

- ∞ Life Pathways and Social Futures  
(Who am I and where am I going?)
  - ∞ Multi-literacies and Communications Media  
(How do I make sense of, and communicate with, the world?)
  - ∞ Active Citizenship  
(What are my rights and responsibilities in communities, cultures and economies?)
  - ∞ Environments and Technologies  
(How do I describe, analyse and shape the world around me?)
- Hilder Road State School has organised its curriculum around these New Basics Organisers.

**Rich Tasks** refers to inter-disciplinary activities that have real world value and use.

**Productive Pedagogies** is a balanced theoretical framework enabling teachers to reflect critically on their work. There are 20 dimensions in Productive Pedagogies which focus on the learning process and these are categorised in four dimensions of Intellectual Quality, Connectedness, Recognition of Difference and Supportive Classroom Environment.

Pedagogy = The science of teaching.

# HILDER ROAD STATE SCHOOL

## **Assessment**

### **Developmental Continua:**

Developmental frameworks showing the learning phases of children in reading, writing and number. A range of student abilities is represented by any particular phase.

All classroom teachers of year 1, 2 and 3 are required to map student learning progress on the reading, writing and number developmental continua. Mapping is an ongoing process and occurs through the first three years of compulsory schooling.

At Hilder Road State School we track our students in reading, writing and spelling from years 1-7.

### **Yr 2 Diagnostic Net:**

A process of monitoring and reporting on student's literacy and numeracy development during the early years of schooling. It identifies those students who are experiencing difficulties in literacy and numeracy, and provides a framework for developing appropriate learning programs for those students.

### **State-wide Testing Program:**

State-wide tests assessing aspects of literacy and numeracy are conducted in years 3, 5 and 7 at all Queensland schools. They are used to monitor and respond to literacy and numeracy standards.

The last two years, HRSS has been asked to assist NSW's Education Department with Basic Skills Tests in Years 4 and 6.

### **Assessment of Outcomes:**

Outcomes based learning helps teachers to decide on appropriate means of assessment and to form judgements about student progress to report to parents and students.

At Hilder Road State School assessment tasks are developed to track and record student progress on core learning outcomes from the "Integrated Study". Criteria sheets are also developed to provide parents and students with teacher expectations.

### **Middle Years of Schooling**

The Middle Phase of Learning focus is part of Education Queensland Reforms for the Future. The Middle Phase of Learning Action Plan sets direction, clarifies expectations and commits support for excellence and improvement for educating students in Years 4 – 9. The plan is aligned to curriculum, pedagogy and assessment to bring greater consistency and rigour to what is taught and greater reliability in how it is assessed.

# HILDER ROAD STATE SCHOOL

In the early 1990's, Education Qld promoted increased autonomy within schools in relation to budgeting and other decisions. The involvement of parents in decision-making committees was included in this process.

## **School Management/Curriculum Terms:**

### **OP:** Operational Plan

A document prepared each year by school staff in a format provided by Education Qld. The plan identifies systemic and school objectives and performance targets for each of the Key Learning Areas, and details of the school budget to support those objectives.

### **SAR:** School Annual Report

A report on the implementation of the previous years OP. Together they are now described as SAROP.

### **PD:** Professional Development

Ongoing learning opportunities such as seminars and workshops for staff relating to curriculum and pedagogy and their work roles.

### **P&C:** Parents and Citizens

An association of parents and citizens is the forum for parents to become involved in many aspects of school based decision-making. Fundraising to improve the facilities and resources within the school is a priority activity of the P&C Association.

### **KLA:** Key Learning Area

The curriculum for the compulsory years of schooling, Yrs 1 – 10, is based on eight key learning areas that are currently being developed and implemented in Qld State Schools.

- ⊗ English
- ⊗ Health and Physical Education (HPE)
- ⊗ Languages Other Than English (LOTE)
- ⊗ Mathematics
- ⊗ Science
- ⊗ Studies of Society and Environment (SOSE)
- ⊗ Technology
- ⊗ The Arts (Music, Drama, Dance, Media and Visual Arts)

## **CULMINATING ACTIVITY**

This describes an activity at the end of an Integrated Study that provides a focus for parents to observe and participate in their child's learning.

# HILDER ROAD STATE SCHOOL

## **Syllabus:**

Documents developed by the Qld Studies Authority for each of the KLAs containing the core learning outcomes.

## **ESL:** English as a second language

Some students are attending school with a limited knowledge of English, but a good knowledge of another language.

At Hilder Road State School Advisory Teachers work with ESL students to support their understanding of English.

## **Base Ten:** The fundamental number system taught in mathematics.

At Hilder Road State School we focus on understandings of Base Ten particularly in the early years of schooling.

## **HRE:** Human Relationships Education/Social Skills

At Hilder Road State School HRE has been incorporated into our school's Social Skills Program which aims at explicit teaching of skills, actions and understandings accepted by our society.

## **RE:** Religious Education

At Hilder Road State School RE is taught once per week for 30 minutes by volunteer community representatives. They use an ecumenical approach. RE is not compulsory.

**Cohort:** The group of children at each year level within a school or across schools.

# HILDER ROAD STATE SCHOOL

## **SPECIAL NEEDS TERMS**

### **STLD:**

“Support Teacher Learning Difficulties” is a teacher who has expertise in identifying and supporting a child’s strengths and needs.

Students with learning difficulties in state primary schools have access to the services of an STLD.

STLD and class teacher collaborate to plan and implement support aimed at improving outcomes for these students.

### **Guidance Officer:**

A Guidance Officer is able to provide additional assistance in identifying support needs and liaising with other agencies. They are trained in teaching and psychology.

### **Ascertainment:**

A process used by Education Qld to identify the types and the level of specialist educational support needed by students with disabilities. A level of support between 1 and 6 will be recommended.

### **Appraisement:**

Appraisement is a process that involves identifying children with learning difficulties, prioritizing their needs through accumulative and one off assessments, communicating the assessment reports to parents and collaborative planning for support plans and reviews. This process is carried out by the STLD.

### **IEP:**

Individual Education Plan

All students ascertained at levels 4 – 6 require an IEP, which clearly defines specific, individual educational goals to be worked on.

### **ESP:**

Education Support Plan

All Children who are in state custody require an Education Support Plan.

### **AVT:**

Advisory Visiting Teacher

A teacher with expertise in programming for educational needs arising from disabilities. One AVT may service many schools.

### **SKILL PROGRAM:**

Supporting Kids in Literacy Learning

Year 2 students who are at risk in reading maybe able to access the SKILL program. At Hilder Road State School it is conducted by teachers and volunteer parents who are trained.

### **BUDDIES:**

This is one term used to describe “buddy” relationships set up for children in years 5,6,7, Prep, years 1 and 2. At Hilder Road State School in Term 3 Buddies are trained in “Support-a-Reader” programs to assist readers in year 1 and 2.

# HILDER ROAD STATE SCHOOL

## PARENT EDUCATION PROGRAMS

- ICT's for learning
- Support A Reader
- Family Maths/Science Evenings
- How to help your child with Maths
- How to help your child with Reading
- How to help your child with Spelling
- Parent/Information Evenings

At Hilder Road State School Parent Education Programs are developed each year in response to school priorities outlined in the Operational Plan.

# **HILDER ROAD STATE SCHOOL**

Attachment

Hilder Road State School Curriculum Framework and Curriculum Plan

# HILDER ROAD STATE SCHOOL CURRICULUM PLAN

**Shared Vision:** Graduating students from Hilder Road State School will demonstrate the ability to flourish in a changing world, decision-make and problem solve in a confident, effective and informed manner, become aware, tolerant and responsible participants in society and be confident, empathetic and effective communicators.

## EXIT STATEMENT

At the end of Year 7, students leaving **Hilder Road State School** should have acquired the skills, knowledge and attributes that contribute to them having the ability to become life-long learners. They will be:

**a) Reflective learners who have the ability to:**

- ◆ Identify personal strengths and weaknesses
- ◆ Analyse consequence/ possibilities/ situation and how they impact on them personally
- ◆ Identify situations to select specific strategies to deal with them
- ◆ Reflect/ evaluate situation

**b) Self directive learners who have:**

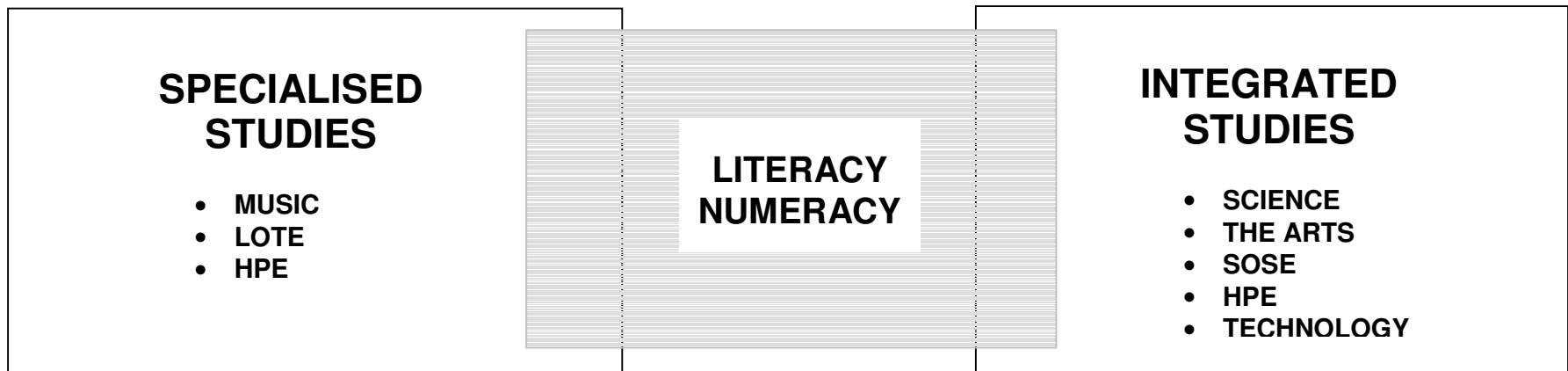
- ◆ Self motivation
- ◆ Risk taking abilities
- ◆ Deep knowledge
- ◆ Problem solving skills
- ◆ the ability to communicate effectively

**They will become such Life Long Learners by being:**

1. active investigators
2. effective communicators
3. knowledgeable scholars
4. complex thinkers
5. active participants
6. creative people

## ***CURRICULUM ORGANISERS***

LIFE PATHWAY & SOCIAL FUTURES	MULTILITERACIES & COMMUNICATIONS MEDIA	ACTIVE CITIZENSHIP	ENVIRONMENTS & TECHNOLOGIES
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← INFORMATION COMMUNICATION TECHNOLOGIES →