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# Health promoting schools ... a storybook of success stories

Society today inflicts change on our young people in so many ways; from the changing configuration of the nuclear family to the diverse and ever-changing ways knowledge and its delivery are evolving.

Today's youth need to be equipped with the abilities to adapt and to be resilient. These qualities are something that a health promoting school can foster in young people.

The concept of health promoting schools was initiated by the World Health Organisation and has a strong following internationally, nationally and locally. It is an holistic approach to health promotion and health education in schools. International experience demonstrates that this is far more effective than traditional, curriculum-based health education models.

A health promoting school is one that creates an environment that is supportive and inclusive. Students, staff, parents and the wider community are involved in decision-making, and plan and implement strategies to address local health needs. This inclusive approach enhances 'connectedness' within the school community, a protective factor for many health risk behaviours.

'Health promoting schools ... a storybook of success stories', provides Queensland school communities with a range of ideas for addressing health issues in primary, secondary and special school settings. The storybook provides ten chapters of project and activity ideas, written by the schools that participated in the Western Gateway Health Promoting Schools Grant Scheme. Hopefully you will find this resource to be useful when looking for ideas to create a healthy school environment for young people to learn, work and play.



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# What is a Health Promoting School?

A health promoting school (HPS) is one that works in a way that demonstrates a whole school commitment to improving and protecting the health and well-being of the school community. More specifically, a HPS is one that uses a health promoting schools approach<sup>1</sup>. The HPS approach is a way of thinking and working where health is valued by the school community and considered holistically throughout all areas of the school with the involvement of the students, staff and parents<sup>2</sup>.

The HPS approach recognises that effective health education encompasses supportive school environments (both physical and social), policy development, community action, and personal skill development. Enabling school communities to act in ways that promote the well-being of school community members can have many benefits such as:

- ❖ student-centred classroom learning with real life relevance
- ❖ happier, healthier students and staff
- ❖ more coordinated approach to the teaching of health within the curriculum and better learning
- ❖ a systematic process to address your school's unique needs (social, emotional, physical, cognitive, spiritual and environmental)
- ❖ practical support for the Year 1-10 Health and Physical Education Syllabus and Senior Health Education Syllabus
- ❖ the best possible use of human and financial resources
- ❖ marketing opportunities for your school
- ❖ enhanced capacity through the involvement of a wide range of people within the school and local community
- ❖ a more cohesive and effective school community<sup>2</sup>.

The health promoting schools approach is really a way of thinking and working that is adopted by the whole school, in order to make the school the best possible place to learn, work and play. It is an organisational management framework for schools in which they can coordinate activity.

The approach is based on the following principles:

- ❖ schools play an important role in shaping the lives of those who go there to learn, work and play
- ❖ schools are much more than just 'classrooms and lessons' as other components of the school contribute significantly to making the school what it is
- ❖ our physical, mental, social, emotional and spiritual well-being has a big impact on how well we can learn, work and play, and in turn, on what we can achieve in our lives
- ❖ people in the school community have much to contribute to the school and their involvement has the potential to make the school a better place<sup>1</sup>.

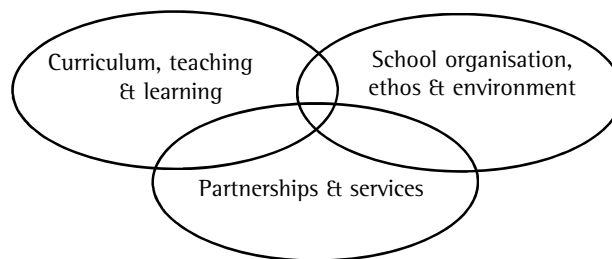
This thinking underpins a way of working that is defined by:

- ❖ people from across the school community **working together** to plan and deliver school activities
- ❖ an ongoing consideration of the broad range of factors which make up the school, to ensure that **positive and comprehensive** school systems, environments, programs and activities are provided<sup>1</sup>.

The HPS approach is one which considers the broad (physical, emotional and social) health needs of all school community members. These health needs are addressed collaboratively and comprehensively using a combination of strategies linked to three essential and interrelated components:

- ❖ curriculum, teaching and learning
- ❖ school organisation, ethos and environment
- ❖ partnerships and services<sup>2</sup>.

These three interrelated components make up the health promoting schools framework (**figure 1**)<sup>2</sup>. In the health promoting schools framework all three of these components are inter-connected, have a direct influence on one another, and are integral to the make-up of the whole school. The framework is simply a model representing the complex nature of a school community. It serves as a continual reminder to consider the importance of working across all areas of the school and thereby encourages a coordinated and comprehensive approach to planning and delivering school activities, programs and policies<sup>1</sup>.



**Figure 1: the health promoting schools framework**

The HPS approach is implemented by following the health promoting schools process. This process is a cycle of steps to bring about desired change and guide ongoing development as a health promoting school. It is flexible to accommodate the needs of all school communities. The cycle consists of the following six phases.

- ❖ Prepare
- ❖ Create a shared vision
- ❖ Select the priority issues
- ❖ Develop an action plan
- ❖ Put the plan into action
- ❖ Review, reflect and plan for the future<sup>2</sup>

Using the combined HPS framework and process will enable school communities to take comprehensive, practical action on key issues, and result in better health and learning for the whole school community<sup>2</sup>.

For further information about health promoting schools visit the Health Promoting Schools Association Queensland Inc. website, [www.hpsaq.org](http://www.hpsaq.org). You can also order a copy of the video, 'Health promoting schools ... creating healthy places to learn, work and play', on this website. There are many resources available through Queensland Health to help your school address health issues such as head lice, nutrition, hygiene, injury prevention and smoking. Contact your local Queensland Health Public Health Unit for further details about how to access copies of these resources.

#### References:

1. Queensland Health & Education Queensland. 2001. A toolbox for creating healthy places to learn, work and play, Central Public Health Unit Network, Queensland Health, Queensland.
2. Health Promoting Schools Association Queensland Inc. website - [www.hpsaq.org](http://www.hpsaq.org) [accessed 21st March 2004].

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# About the Western Gateway Health Promoting Schools Grant Scheme

The Western Gateway Health Promoting Schools Grant Scheme was a three year project, completed in November 2002, which involved a partnership between Queensland Health, Education Queensland and Community Renewal (Department of Housing).

The Grant Scheme provided an opportunity for ten schools in the Inala-Ipswich corridor (a disadvantaged corridor in Brisbane's west) to make use of the health promoting schools framework to address health issues within their school. The project aimed to have students feel more confident in their ability to contribute to the school community and therefore feel as though they belonged to the school (this is known as "student connectedness"). Student connectedness has been shown to be a protective factor for emotional health, violence, substance abuse and unhealthy sexuality in adolescents.

A funding grant of \$28 000 was allocated to each of the ten schools - six primary, three secondary and one special school. The West Moreton Public Health Unit provided the grants on a yearly basis (commencing November 1999) and each school was responsible for the management of this budget. The Program Manager, from the Public Health Unit, supported schools to plan, implement and evaluate their program through professional development workshops and visits to the schools.

The use of the health promoting schools approach ensured that all ten schools considered the broad health needs of the school community, and addressed these needs in the context of curriculum, teaching and learning; school organisation, ethos and environment; and school partnerships and services. The health promoting schools approach provided a systematic but flexible guide by which each school community identified its own priority health issues and developed its own action plans and strategies as appropriate in each unique school context.

A range of issues were identified by the schools and included food & nutrition, hygiene, behaviour management (including bullying), smoking and alcohol consumption. These issues were common concerns for most of the schools involved in the project, both primary and secondary. In order to address these issues, the schools used a comprehensive and collaborative approach that had a high level of student involvement. This ensured the best possible chance of success and ownership by the large majority of the school population, the students. Each of these schools worked towards developing a culture that was inclusive, encouraged participation, valued the input of all members of the school community and most importantly built capacity.

This Storybook aims to take you on a journey through each of these ten schools, identifying strategies and activities undertaken within the schools, successes achieved, barriers faced and lessons learnt through using the health promoting schools process.

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# Project Outcomes

The Western Gateway Health Promoting Schools Grant Scheme was evaluated over three years by investigating the influence of the health promoting schools approach on school connectedness. The evaluation also aimed to investigate how the health promoting schools approach promotes school connectedness. School connectedness is defined as ‘the level of cohesiveness of different groups in the school community including students, staff, parents, health services and community agencies’<sup>1</sup>.

Connectedness with school is an important factor in the lives of young people, and along with an adolescent’s sense of connectedness to parents, family, and other adults, serves as a protective factor against a variety of health risk behaviours including emotional health, violence, substance use and sexuality<sup>2</sup>.

The following findings of the evaluation of the Western Gateway Health Promoting Schools Grant Scheme have been adapted from: Rowe, F. 2004. Building School Connectedness: Evidence from the Health Promoting School Approach. Unpublished thesis. Queensland University of Technology, Brisbane. These findings showed that key health promoting schools processes and activities positively impact on school connectedness. These findings are outlined as follows.

- ❖ **WHOLE-SCHOOL ACTIVITIES** that engage all groups within the school community, such as students, parents, school staff and the broader community, working together towards a shared goal contribute to school connectedness. In particular, whole-school activities that are held as a celebration within the school community greatly enhance the sense of school pride and connection to the school, and activities that are held in a relaxed and informal way facilitate the development of relationships within the school community eg. between students and school staff and school staff and families.
- ❖ **WHOLE-CLASS ACTIVITIES** that involve all students and school staff working together towards a shared goal or activity contribute to improved relationships between students and between students and teachers. Activities that are held in a ‘real-life’ context and informal manner provide opportunities for students, and students and school staff to get to know each other and develop relationships. It is also through these informal activities that an increased acceptance of students of different abilities develops by other students.
- ❖ **STUDENT-CENTRED ACTIVITIES** that are ‘hands-on’, based on real-life situations and that give students a say in their learning enhances their engagement in the school curriculum and connection to the school environment. Real-life activities enhance students’ motivation for learning if it is for a broader purpose, for example, organising and preparing for a school launch. Giving students a say in the activities also makes them feel more involved and engaged in the curriculum and in the school environment<sup>1</sup>.

Some of the general outcomes from the Western Gateway Health Promoting Schools Grant Scheme as identified by a range of people from within the ten school communities include:

- ❖ improved staff morale
- ❖ improved student participation
- ❖ improved partnerships with parents
- ❖ a change in school culture<sup>1</sup>.

The key elements of health promoting schools activities that promote school connectedness include projects and events that are/involve:

- ❖ positive, fun, celebratory
- ❖ social

- ❖ economically inclusive (ie. free or low cost)
- ❖ well managed
- ❖ food and eating together
- ❖ based on a real-life activity
- ❖ the school community working together
- ❖ informal activities
- ❖ the school community having ownership and having a say<sup>1</sup>.

A successful health promoting school requires the commitment and dedication of a person within the school who 'pulls the threads together'. The following qualities are important in this person:

- ❖ empathetic with all community members
- ❖ ability to 'push the right buttons' in people
- ❖ an engaging personality
- ❖ approachable, listens and provides the opportunity for others to speak
- ❖ 'gives their heart and soul'<sup>1</sup>.

In order for health promoting schools to be a success and become part of the structure of a school community, teaching staff must be able to demonstrate how HPS activities can be embedded within the school curriculum and contribute to learning outcomes, and also demonstrate the effectiveness of programs (ie. getting the micro system working well)<sup>1</sup>.

The following school factors will support the implementation of health promoting schools processes within a school community.

- ❖ embedding the processes and 'the way things are done' into the culture of the school
- ❖ embedding HPS activities and processes into curriculum frameworks
- ❖ embedding HPS activities into the physical infrastructure of the school, such as a 'Kids Cafe'
- ❖ being open, flexible and willing to 'give things a go'
- ❖ ensuring clear and open channels of communication to ensure ongoing satisfaction of activities by all members of the school community<sup>1</sup>.

A health promoting school is a school that is committed to improving the health and well-being of all members of the school community. It is a school that recognises that health and education are intrinsically linked and that good health is vital for effective learning. The health promoting schools approach is a way of thinking and working that is adopted by the whole school, in order to make the school the best possible place to learn, work and play<sup>3</sup>. Each of the 10 schools involved in the Western Gateway Health Promoting Schools Grant Scheme should be congratulated on their great achievement of creating a school environment that reflects these principles. They have created a healthy environment that supports young people to learn, work and play.

#### References:

1. Rowe, F. 2004. Building School Connectedness: Evidence from the Health Promoting School Approach. Unpublished Thesis. Queensland University of Technology: Brisbane.
2. Resnick, Michael D et al. 1997. Protecting Adolescents From Harm. JAMA. September 10. Vol 278, No 10. pp. 823-832.
3. Queensland Health & Education Queensland. 2001. A toolbox for creating healthy places to learn, work and play, Central Public Health Unit Network, Queensland Health, Queensland.

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# Chapter 1:

## About Bremer State High School

Bremer State High School was established in 1959 to service the retail-industrial and residential communities of South and East Ipswich and those of the surrounding rural area and of the Amberley Air Base. The communities represent a range of socio-economic levels reflected in the wide diversity of student educational and vocational requirements.

Particular features of Bremer include a stable, very committed staff with high morale, a mix of old, new and refurbished buildings in a cared-for environment, an enthusiastic, well-managed Parents and Citizens' Group which has provided the Assembly Hall, the Sports Complex and extensive shade areas. P&C sub-committees operate the school canteen (industry standard) and uniform shop. The school manages a most effective resourcing program (Bremertext). Bremer has recently been successful in gaining a place in phase two of the school renewal process.

A strong functioning Interagency Support Network links campus, State and community support agencies. On the school site, student support is extended with a permanent part-time Youth Nurse, Student Support Worker, Behaviour Management Support Teacher and Chaplain. An A&TSI population (predominantly Aboriginal) of approximately 60 students is supported by a part-time Community Education Counsellor who can access District personnel and resources. Approximately 20 Polynesian students (predominantly Samoan) have support through access to a voluntary social worker. Bremer staff and students have a close working relationship with the Silkstone Beat Police Officer and the local support agencies. Bremer is currently undergoing a process of curriculum renewal encompassing both the Junior and Senior schools.

We are also proud to say that we are a Health Promoting School working consistently and actively in the areas of curriculum teaching and learning; school organisation, ethos and environment; partnerships and services to make Bremer a healthy place to learn, work and play.

At Bremer we believe:

- ❖ students should learn in an environment that encourages mutual respect and commitment to work
- ❖ that education is a partnership between school, home and the wider community
- ❖ in promoting a curriculum that will equip students for lifelong learning
- ❖ in the need to respond positively to the challenges presented by an ever changing society.

# BUTT-OUT Quit Smoking Program

**Contact person:** Linda McInnes (School Based Youth Health Nurse)

**Contact telephone number:** 3432 5222

## Primary target group for project/activity:

Self nominated students (mostly Year 11/12 age group) who identified as wanting help and support to give up smoking. Students identified through referral and counselling (Guidance Officer/Deputy Principal).

## Overview of project/activity:

A series of sessions aimed at quitting smoking looking at understanding and controlling the habit/addiction and possibly changing these. A group of 10 students worked with a facilitator who had a good understanding of both group dynamics and basic counselling principles.

## How was the issue identified and the project developed?

During the HPS anti-smoking lobbying campaign which commenced term 2, 2002 a number of students had the opportunity to discuss their smoking habits with staff. Given the number of students who identified as wanting to quit, the BUTT-OUT program was developed using the basic principles of the adult QUIT program and resources produced by organisations such as the Queensland Cancer Fund.

## What were the positive outcomes identified by the school community as a result of this project/activity?

The six week program focusses quite heavily on group therapy/support principles. Success of quitting smoking varies between groups.

## What were the barriers/problems experienced?

Ongoing group therapy will continue all year to revisit and find solutions to the emotional/psychological addiction to tobacco which is yet to be addressed.

## What were the solutions?

Whole school support for students to encourage and keep them focussed on quitting. Students who have been through the program are themselves encouraging others to quit and join the next program.

## Tips for success/lessons learnt:

Similar age students works best (the two younger students in the current program identified feeling a bit alienated at times). Focussing constantly on how far each student has come from the first session. Persistence is the key - if at first you don't succeed.....

# Smoking and Toilets

**Contact person:** Chris Owen

**Contact telephone number:** 3432 5222

## **Primary target group for project/activity:**

All Bremer SHS community - all students and teachers.

## **Overview of project/activity:**

Thirty teachers and 50 students involved in supervision of the school toilets at minor and major breaks. The students/teachers are offering advice to smokers such as QUIT and promoting the smoke free zone in the toilets for a safe place for all Bremer students.

## **How was the issue identified and the project developed?**

Staff and student scans. Identified as a major concern by staff in 2002 scans. Project was developed by HOD HPE (Chris Owen), School Based Youth Health Nurse (Andrea Baker) and parent/teacher aide (Noela Rothery).

## **What were the positive outcomes identified by the school community as a result of this project/activity?**

Ongoing project Term 2 & 3 2002. Feedback has shown positive improvements in reducing incidence of smoking in the school toilets/staff and student relationships.

## **What were the barriers/problems experienced?**

- ❖ Continued smoking in the toilets
- ❖ Student refusal to attempt QUIT
- ❖ Senior students not turning up to help
- ❖ Feeling it is too hard.

## **What were the solutions?**

- ❖ Deputy Principal's helping with difficult students
- ❖ QUIT program with the Guidance Officer
- ❖ Support for all staff involved
- ❖ Assembly and curriculum information.

## **Tips for success/lessons learnt:**

- ❖ Whole school approach is vital
- ❖ All stakeholders need to be involved
- ❖ It is a long term project/difficult to do -> takes persistence.

# Drug Strategy

**Contact person:** Chris Owen/Larisa Seghers/Linda McInnes

**Contact telephone number:** 3432 5222

## **Primary target group for project/activity:**

All students at Bremer SHS.

## **Overview of project/activity:**

Utilising a HPS framework, Bremer will address the public health goal of reducing drug related harm to individuals in our community.

## **How was the issue identified and the project developed?**

- ❖ Targeting tobacco, alcohol and marijuana and other drugs
- ❖ Scans and surveys have been used to gather data
- ❖ National and state statistics have been used
- ❖ Project developed by three key people plus a committee.

## **What were the positive outcomes identified by the school community as a result of this project/activity?**

- ❖ Using the HPS framework to implement health education
- ❖ Inservice of all staff
- ❖ Raising awareness of issue
- ❖ Implementing a counselling and referral approach to Drug Strategy.

## **What were the barriers/problems experienced?**

- ❖ Hard issues
- ❖ Changing culture.

## **What were the solutions?**

- ❖ Whole school approach
- ❖ 'Selling' to staff.

## **Tips for success/lessons learnt:**

- ❖ Long term planning
- ❖ Using a model that works
- ❖ Engage whole school
- ❖ Administrative support is vital
- ❖ Outside agencies support.

# Health Week 2000-2004

**Contact person:** Chris Owen

**Contact telephone number:** 3432 5222

## **Primary target group for project/activity:**

Whole school event at Bremer SHS, including staff and students.

## **Overview of project/activity:**

One week every year we conduct a large number of activities over a week, before, during and after school. Three quarters of staff were involved in conducting activities including cooking, physical activities, Year 8 Health Day, assembly and much more.

## **How was the issue identified and the project developed?**

Developed through Health Promoting Schools committee - whole school commitment to increasing awareness of the health of students - teachers, students, parents, administration.

## **What were the positive outcomes identified by the school community as a result of this project/activity?**

- ❖ Whole school feeling of involvement
- ❖ Activities for students at lunch time
- ❖ Year 8 Health Day - very successful
- ❖ Increased awareness of Health Promoting Schools
- ❖ Staff activities.

## **What were the barriers/problems experienced?**

- ❖ Organisation is required
- ❖ To continue we will need funding.

## **What were the solutions?**

- ❖ Budget request to Principal
- ❖ Share the organisation out amongst various HPS members.

## **Tips for success/lessons learnt:**

- ❖ Staff related activities eg. massages, dinner, BBQ
- ❖ Assembly and advertising of events
- ❖ Enthusiasm by whole staff.

# Revamping Toilet Blocks

**Contact person:** Chris Owen/Judith McKenzie/Debbie Pidgeon

**Contact telephone number:** 3242 5222

**Primary target group for project/activity:**

Student body as a whole.

**Overview of project/activity:**

To make “running repairs” to toilets (door latches, toilets roll holders etc) and to repaint walls of these toilets. Paint murals on boys/girls toilet walls.

**How was the issue identified and the project developed?**

As part of Youth Action Panel (YAP) - significant number of students identified this as something they felt really needed to be done to improve the toilet environment and to make them more accessible to students.

**What were the positive outcomes identified by the school community as a result of this project/activity?**

Project still underway.

**What were the barriers/problems experienced?**

- ❖ Money
- ❖ Getting all students in groups to commit to, and participate in, at least some aspect of the task
- ❖ Time to do things
- ❖ Commitment of YAP students.

**What were the solutions?**

Still working through these.

**Tips for success/lessons learnt:**

As above.

# Staff Welfare

**Contact person:** Cheryl Solomon/Michelle Harris

**Contact telephone number:** 3432 5222

## **Primary target group for project/activity:**

All Bremer SHS staff - teaching and non teaching.

## **Overview of project/activity:**

One of our HPS targets has been to address the needs and welfare of staff at our school. Our committee is dedicated to improving work conditions for our staff (teaching and non-teaching).

## **How was the issue identified and the project developed?**

A sub-group of the HPS committee have been dedicated to implementing strategies and ideas that will help staff and increase their feelings of wellbeing.

## **What were the positive outcomes identified by the school community as a result of this project/activity?**

- ❖ Staff massages
- ❖ Staff BBQs
- ❖ Staff incentives/thankyous
- ❖ Staff food
- ❖ Staff raffles
- ❖ Staff dinners.

## **What were the barriers/problems experienced?**

- ❖ Time and organsiation
- ❖ Spreading the word
- ❖ Addressing needs of all staff.

## **What were the solutions?**

- ❖ Talk to staff
- ❖ Scan staff
- ❖ Advertise the information.

## **Tips for success/lessons learnt:**

Vital to keep staff as they are an important part of HPS.

# Bullying

**Contact person:** Larisa Seghers/Sandra Latter

**Contact telephone number:** 3432 5222

## **Primary target group for project/activity:**

Bremer SHS students (especially Yr's 8 & 9).

## **Overview of project/activity:**

"Acting Against Bullying" - staff at Bremer have been inserviced about anti-bullying strategies utilising a drama genre. Year 11 Health, Drama and English students learnt the process. These Year 11 students then peer taught the Year 8 students. The Year 8 students then peer taught the Year 6 students at Silkstone State School.

## **How was the issue identified and the project developed?**

Issue of Bullying was surveyed and discovered to be of serious concern to our school. Needed to create a supportive school environment for all of our school population.

## **What were the positive outcomes identified by the school community as a result of this project/activity?**

- ❖ Excellent peer tutoring opportunities
- ❖ Teachers believe the project to be very valuable
- ❖ Students were very positive about the project
- ❖ Raised the issue of bullying and addressing this issue proactively.

## **What were the barriers/problems experienced?**

- ❖ Organisation/time
- ❖ Addressing needs of all Year 8's
- ❖ Coordinating across curriculum areas and schools.

## **What were the solutions?**

- ❖ More Year 11 classes need to be involved
- ❖ Participation of all Year 8 students.

## **Tips for success/lessons learnt:**

- ❖ Drama is a great vehicle for addressing health issues.

# Nutrition & Physical Activity

**Contact person:** Chris Owen

**Contact telephone number:** 3432 5222

## **Primary target group for project/activity:**

Health/PE/SOSE/Science/Home Ec/Year 7 classes (feeder primary schools).

## **Overview of project/activity:**

- ❖ Cross curricular approach to nutrition topics
- ❖ Years 7, 8, 9, 10 and 11 students to work on individual projects to deliver research and work at HPS and Child Care (CC) Expo.

## **How was the issue identified and the project developed?**

- ❖ Childhood obesity is currently a national and state priority
- ❖ This issue was one of the main focus areas for the 2004 HPS & CC Expo held at Bremer SHS
- ❖ Opportunity for a series of student curriculum projects addressing this topic in the lead-up to the Expo was identified by local HPS cluster members
- ❖ Committee formed with representation from a number of subject areas at Bremer SHS, some teachers from a feeder primary school, and representatives from the local HPS cluster
- ❖ A number of student projects were developed across a range of year levels and subject areas
- ❖ Students presented their work (including fitness circuits, menu planning etc.) at the HPS & CC Expo. They also discussed their projects at the official opening of the Expo.

## **What were the positive outcomes identified by the school community as a result of this project/activity?**

- ❖ Links with canteen
- ❖ Cross curriculum planning
- ❖ Links with primary school
- ❖ Students engaged in the Expo
- ❖ Teachers enthusiastic.

## **What were the barriers/problems experienced?**

- ❖ Linking with other subjects
- ❖ Linking with other schools
- ❖ Different ideas.

## **What were the solutions?**

- ❖ Make the time to meet and talk
- ❖ Round tables
- ❖ Engage other health providers.

## **Tips for success/lessons learnt:**

- ❖ Really great to work as a team of teachers
- ❖ Primary and secondary schools collaborating
- ❖ Participation at HPS & CC Expo.

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# Chapter 2:

# About Bundamba State School

Bundamba State School is located on the border of Ipswich City in the South East Corner of Queensland. The school was opened in 1873 and has grown to a size of approximately 500 students in the primary school and 80 students in the pre-school.

## School Statement

### Aim:

To foster the social, emotional, intellectual, physical and cultural development of each student according to individual needs and abilities.

### Objectives:

Our school will seek to provide a warm, friendly and secure environment where the child will be guided in the development of:

#### ❖ Social and Emotional Development

- a positive self concept
- consideration and respect for others, their property and their beliefs
- self discipline
- self reliance

#### ❖ Intellectual Development

- a mastery of basic skills
- the acquisition of knowledge
- independent training
- a love of learning
- working to his or her ability through the provision of a challenging and motivating educational programme

#### ❖ Physical Development

- good health standards
- fine and gross motor skills
- a variety of recreational activities

#### ❖ Cultural Development

- an awareness of and a willingness to participate in cultural activities through music and dance, art, speech and drama
- a respect and tolerance for all cultures and their differences.

# Behaviour Management

**Contact person:** Leanne Johnson

**Contact telephone number:** 3816 6666

**Primary target group for project/activity:**

All students.

**Overview of project/activity:**

Responsible Choice Room based upon the philosophy of the Responsible Thinking Process (RTP).

**How was the issue identified and the project developed?**

- ❖ Whole school community underwent Health Promoting Schools Survey at the end of 1999. Behaviour management identified as an area of improvement
- ❖ Support for Responsible Thinking Process from wider school community shown after professional development of staff and parent information sessions
- ❖ Responsible Thinking Process committee formed in 2000 to visit other schools using RTP and set up a Responsible Thinking Classroom and purchase equipment for the 2001 school year.

**What were the positive outcomes identified by the school community as a result of this project/activity?**

- ❖ All staff completed behaviour management survey at the end of Semester 1, 2001; results were positive in supporting the initiative of the Responsible Thinking Classroom
- ❖ Supply teachers wanting to teach at our school
- ❖ Absenteeism decreasing - support from students and parents
- ❖ Other schools visiting our site to observe the Responsible Choice Room (RCR) in operation
- ❖ Responsible Choice Room (2002) a part of school tours.

**What were the barriers/problems experienced?**

As Responsible Thinking Process patented, needed to change name for 2002.

**What were the solutions?**

Name change to Responsible Choice Room (RCR).

**Tips for success/lessons learnt:**

- ❖ Survey
- ❖ Setting up a committee
- ❖ Research and planning
- ❖ The right teacher for the position.

# The Games Factory

**Contact person:** Leanne Johnson

**Contact telephone number:** 3816 6666

## **Primary target group for project/activity:**

Students.

## **Overview of project/activity:**

The Games Factory, conducted by a behavioural management specialist and two members of our teaching staff, is currently being run at our school in some classes and as part of organised lunchtime activities.

It is a program of games that are structured to make group co-operation essential and to encourage practising of appropriate social skills. The strategies teach children to regulate their own behaviour based on learned social skills and a practical understanding of the value of co-operative behaviour in achieving what they want.

The games are physically interactive, requiring strategy and perseverance. Although they are not physically taxing and they do not require athletic skills or demanding levels of co-ordination, the games challenge and encourage resilience and optimism. They require co-operativeness and a tolerance of others to succeed. The program provides an opportunity for students to learn to manage difficult issues such as stress, anger, fear and failure. It is appealing to both boys and girls and encourages children to think about consequences before they act.

Children desire and want to feel good from doing the right thing. This then leads to high self-esteem.

## **How was the issue identified and the project developed?**

Originally, a need for playground activities was identified. From this, two teachers were in-serviced and skilled in running the Games Factory. They were then timetabled appropriately for playground duty so that they could run the Games Factory during the lunch breaks.

The behaviour management teachers ran it during class times.

## **What were the positive outcomes identified by the school community as a result of this project/activity?**

- ❖ Children loved the sessions
- ❖ The sessions provided an insight into the children's personalities/social interactions for the teachers
- ❖ Sessions provided alot of scope for discussion with the children eg social skills (being nice to each other, co-operating, tolerance, trying something new etc)
- ❖ Making smart choices.

## **Tips for success/lessons learnt:**

Behaviour management teacher (BMT) when running sessions with classes, required teachers to be involved so that they gained some skills to be able to run sessions for their class in the future without the presence of the BMT.

# Lifelong Learning/ Community Partnerships

**Contact person:** Leanne Johnson

**Contact telephone number:** 3816 6666

## **Primary target group for project/activity:**

School parents and Ipswich community.

## **Overview of project/activity:**

- ❖ Curriculum and interest based workshops - to encourage and assist the school parent body and the wider Ipswich community to develop and extend knowledge, skills and self-esteem.
- ❖ Parent Reference Group - to foster a strong and supportive partnership between the school and parent body through a class parent representative.
- ❖ Newsletter Articles:
  - ◆ Dr John Irvine
  - ◆ healthy bodies and other health issues
  - ◆ nutrition articles
  - ◆ You Can Do It! program
  - ◆ positive verses
  - ◆ road safety
  - ◆ focus Forty program
  - ◆ sun safety
  - ◆ time savers.

## **How was the issue identified and the project developed?**

Initiated by Principal and developed by the Community Liaison Officer.

## **What were the positive outcomes identified by the school community as a result of this project/activity?**

- ❖ Increased participation and enthusiasm from the parent body to the lifelong learning program
- ❖ Increased parental involvement in voluntary school activities
- ❖ Building of self-esteem and skills of the parent community
- ❖ Positive feedback from parents
- ❖ Parents submitting requests for further workshops - identified topics.

## **Tips for success/lessons learnt:**

Workshops need to be relevant and targeted at parent's interests/concerns.

# Lunchtime Activities Program

**Contact person:** Leanne Johnson

**Contact telephone number:** 3816 6666

**Primary target group for project/activity:**

All students.

## Overview of project/activity:

- ❖ Organised activities for students to participate in during second lunch break
- ❖ Jump Rope for Heart, Aerobics, Line Dancing, Chess, Board Games, Craft.

## How was the issue identified and the project developed?

- ❖ Suggestion made by students that there wasn't enough for students to do at lunch breaks
- ❖ Parent Reference Group undertook survey of Years 5, 6 and 7 students offering suggestions for activities eg. board games, organised games, sporting and playground equipment, craft
- ❖ From Healthy Lifestyle & Food Expo a number of activities and leaders were developed - line dancing, aerobics, Jump Rope for Heart
- ❖ Expression of interest was sought from students concerning craft with the following responses - card making, glass painting, art, gift boxes etc.

## What were the positive outcomes identified by the school community as a result of this project/activity?

- ❖ Enthusiastic involvement
- ❖ Groups of students able to perform at 2002 Healthy Lifestyle & Food Expo.

## What were the barriers/problems experienced?

- ❖ Costs - entry fee of 20c had to be charged as Aerobics Instructors charged school
- ❖ Children forgetting their entry fee
- ❖ Numbers dropping off
- ❖ Card making - too many in limited time.

## What were the solutions?

- ❖ Entry fee brought up with Parent Reference Group - felt not a problem
- ❖ Money raised to put back into program
- ❖ Card making was extended by one session with more helpers and kits made up ready for assembly.

## Tips for success/lessons learnt:

- ❖ Children's input and ideas
- ❖ Large number of helpers.

# Nutrition

**Contact person:** Leanne Johnson

**Contact telephone number:** 3816 6666

## **Primary target group for project/activity:**

All students and parents.

## **Overview of project/activity:**

- ❖ Raised awareness to include nutritional activities in teaching and learning
- ❖ Teaching staff raised awareness amongst students of healthy contents of lunchboxes
- ❖ Monitoring of children's lunches and praising children
- ❖ Nutrition-based parent and student workshops
- ❖ Quick, inexpensive and nutritious cooking demonstration
- ❖ Healthy Lifestyle & Food Expo
- ❖ Yr 6 Personal Development Workshop
- ❖ Supportive Tuckshop Convenor using Better Eating At Tuckshop (BEAT) program strategies/ideas - changing products to those with Nutrition Australia approval
- ❖ Breakfast bar introduced at tuckshop
- ❖ Nutrition articles placed in school newsletter eg lunchbox ideas.

## **How was the issue identified and the project developed?**

- ❖ Nutrition was an area that was identified for improvement
- ❖ Staff following nutrition curriculum
- ❖ Tuckshop Convenor investigating BEAT program
- ❖ Community Liaison Officer found guest speakers to lead cooking demonstrations - local TAFE and Kelvin Grove, QUT students for final assessment.

## **What were the positive outcomes identified by the school community as a result of this project/activity?**

- ❖ Raised awareness of healthy eating, food plate and five food groups
- ❖ Approval from wider school community of changes in the tuckshop
- ❖ Costs of school lunches, packaged food vs home prepared foods
- ❖ Children have been exposed to healthy alternatives in their lunchboxes
- ❖ Positive feedback from nutrition-based workshops and requests for more.

## **What were the barriers/problems experienced?**

Not all parents take on board the suggested healthy alternatives. Children continue to bring "snack" lunchboxes.

## **What were the solutions?**

Continuing to bring health issues to the attention of parents and in particular targeting student awareness.

## **Tips for success/lessons learnt:**

- ❖ Healthy tuckshop
- ❖ Constant exposure to healthy alternatives.

# Personal Development

**Contact person:** Leanne Johnson

**Contact telephone number:** 3816 6666

**Primary target group for project/activity:**

Year 6 students.

## Overview of project/activity:

- ❖ Conducted over two x 3½ hour sessions on consecutive weeks at the beginning of 4th term
- ❖ Students divided into two groups, ie. Group A and B for two hours
- ❖ Day 1:
  - 1st session - "A" covers personal health, hygiene, skin, hair, teeth, nail care, diet, body shapes, posture; while "B" covers nutrition and exercise
  - 2nd session - both groups come together for 45 minutes - table setting and social etiquette
- ❖ Day 2:
  - 1st session - the groups swap activities from Day 1
  - 2nd session - both groups come together for 45 minutes - personal appearance, grooming, deportment, dress sense, fashion parade.

## How was the issue identified and the project developed?

- ❖ Initiated by Year 6 teacher in 2000
- ❖ Community Liaison Officer organised different avenues and costs
- ❖ Discussions with TAFE teacher in Beauty Therapy and QUT 4th year Nutrition and Dietetics student - Kelvin Grove
- ❖ Small working party formed - Year 6 parents and Parent Reference Group to:
  - ◆ help on the day
  - ◆ collate contents of sample bags
  - ◆ organise for permission notes to be sent home and advise of any allergies to creams or food.

## What were the positive outcomes identified by the school community as a result of this project/activity?

- ❖ Positive feedback from presenters, teachers, students and parents to continue for future year 6 students (now in 3rd year)
- ❖ Enthusiastic involvement from students
- ❖ Year 6 children wearing suitable attire for Year 6/7 dance.

## What were the barriers/problems experienced?

- ❖ Not all permission notes allowing children to attend were received the first year - needed to contact parents
- ❖ Contact Religious Education teachers and Specialist teachers to rearrange timetables.

## What were the solutions?

- ❖ Ensuing years - permission notes only to be returned if students not allowed to attend - 100% attendance
- ❖ Organise early to avoid any inconvenience to RE and Specialist teachers.

## Tips for success/lessons learnt:

- ❖ Vibrant leaders
- ❖ Working party
- ❖ Letters of donations sent early.

# Spoil our Staff

**Contact person:** Leanne Johnson

**Contact telephone number:** 3816 6666

**Primary target group for project/activity:**

All staff.

**Overview of project/activity:**

Afternoon teas, therapeutic massage, foot baths, music, wine & cheese, offered by the school for staff.

**How was the issue identified and the project developed?**

- ❖ Organised by Community Liaison Officer and Parent Reference Group
- ❖ Networking with other Health Promoting Schools and identified by staff and students at a High School
- ❖ Community Liaison Officer brought idea to Principal to go ahead
- ❖ Staff survey about the idea initially and suggestions on what activities they would like
- ❖ Positive and appreciative reaction.

**What were the positive outcomes identified by the school community as a result of this project/activity?**

Enjoyed and appreciated by all who attended.

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# Chapter 3:

## About Claremont Special School

Claremont Special School is located in the suburb of Silkstone and services the communities of Ipswich and adjacent suburban and country areas reaching from Gales to Karalee, Boonah, Rosewood, Laidley and Lowood. The community consists of families from suburban areas, established farms, developing hobby farms, small country towns and the RAAF base at Amberley. These families come from a broad cross section of socio-economic backgrounds. Whilst most students live in a regular family environment, a small number are residents of the Basil Stafford Centre.

Claremont was established at this location by the Endeavour Foundation in 1978 having operated the school in the historic home 'Claremont' for a period of 22 years. Whilst the name 'Claremont' has been retained, the school is a State Special School, with Education Queensland having been responsible for its operation since January 1986.

Claremont Special School has a current enrolment of 69 students all with varying special needs. The range of needs include intellectual impairment, ASD (no intellectual impairment), IAS (intellectual impairment & autistic spectrum disorder), PI (physical impairment), MI (motor impairment), and VI (visual impairment). The students age from six years to eighteen years and the curriculum program is designed to cater for all students within any of these areas with a specialisation in autistic spectrum disorder.

# Breakfast Tuckshop

**Contact person:** Barbara Marlow

**Contact telephone number:** 3813 5333

## Primary target group for project/activity:

Individual classes to run tuckshop. Whole school as clients.

## Overview of project/activity:

The breakfast tuckshop is run by students for students. There are four aspects to the program:

1. Need for many students to be able to prepare a simple breakfast for themselves
2. Need for students to be aware of healthy breakfasts
3. Need for students to be involved in a meaningful activity to develop skills in food preparation, safety and health knowledge, maths and english exercises
4. Working ethos eg. completing tasks, working as a team, using appropriate language, accepting diversity.

## How was the issue identified and the project developed?

Teachers reported students coming to school hungry and therefore not ready to work.

1. Teacher was released to work on submission with whole staff input
2. Committee formed - included students, staff, parent
3. Whole school involved in planning and implementing renovations to Lifeskills Centre
4. Class identified to run tuckshop
5. Class involved in planning and preparation eg. research into cost of food, writing letters seeking donations, preparation of menu, study of what constitutes a healthy diet, writing of stocktaking checklists, order forms, advertising etc
6. Opening ceremony held. This incorporated displays from dental nurses, health department, classes etc. Community representatives to open breakfast tuckshop. Health promoting schools representatives, parents, Peter Whitelaw (District Director).

## What were the positive outcomes identified by the school community as a result of this project/activity?

1. Food preparation skills
2. Independence in preparing and eating breakfast (particularly younger students)
3. Knowledge of healthy eating
4. Increased involvement - from one class to five classes running the program
5. Greater acceptance of diversity (particularly with ASD students accepting less able students)
6. First whole school activity outside of organised assemblies, allowing students to interact with all age groups
7. Led to other whole school activities based on building good relationships in the school:
  - ❖ RYDE program - Respect Yourself Drama Education
  - ❖ Lunchtime Tuckshop (Vocational Education Training - VET)
  - ❖ Better interactions - staff/student, student/student throughout the school
  - ❖ Friends Program implemented throughout the school.

## **What were the barriers/problems experienced?**

1. Students' skills limited
2. Student behaviour
3. Lack of ongoing parental involvement
4. Coordination when five classes involved
5. Time!
6. Staffing - especially to address student skills and behaviour.

## **What were the solutions?**

1. Skills improved with practise
2. Social skills training both on site and in class
3. Ongoing problem - parents more willing to be involved in clubs
4. Flexibility of aid time.

## **Tips for success/lessons learnt:**

1. Need for time spent in planning
2. Needs tight structure, rostering and identification of individual student goals
3. Need for coordinator
4. Need for more regular meetings to give feedback to community and reassess students involved and running of program.

# Lunchtime Tuckshop

**Contact person:** Elsa Wrighton

**Contact telephone number:** 3813 5333

## Primary target group for project/activity:

Senior students (Vocational Education Training - Work Readiness Certificate 1).

## Overview of project/activity:

There had been a tuckshop at school previously but there was a need to improve nutrition and student skills. The tuckshop provided students with the opportunity to learn workplace skills (teamwork, health and safety, communication, workplace ethos). The tuckshop offers other students the experience of purchasing, age appropriately. Students learn hospitality skills. Students prepare and present morning teas to groups. During this time they wear uniforms purchased with funds from the Western Gateway HPS Grant Scheme.

## How was the issue identified and the project developed?

- ❖ The lunch time tuckshop was a follow-on from the breakfast tuckshop
- ❖ The tuckshop was developed from individual student needs to teach curriculum and work readiness
- ❖ Need in the school for lunch time tuckshop.

## What were the positive outcomes identified by the school community as a result of this project/activity?

- ❖ Students ability to appropriately purchase items
- ❖ Social skills (across whole school eg waiting, patience)
- ❖ Development of hospitality skills eg customer skills
- ❖ Junior students are purchasing weekly groceries
- ❖ Students involved in planning future cafe.

## What were the barriers/problems experienced?

1. Location - due to changes in the school we had to relocate. We continued to trial and adapt various locations until needs were met
2. Students have been allowed to order and then don't pay
3. Student behaviour on particular days - not on task etc
4. Too few sales and discard/waste of stock.

## What were the solutions?

1. Established base in hall, made adaptations to suit needs
2. More structured and consistent rules for ordering. Effective communication to staff and community
3. Student sign in and out - working toward accumulated total hours
4. Make items more interesting and affordable, students bake rather than buy, and advertising within school and newsletter, buying wholesale.

## Tips for success/lessons learnt:

- ❖ Stay flexible
- ❖ Stay adaptable
- ❖ Communicate throughout whole school community.

# Social Skills Program

**Contact person:** Barbara Marlow

**Contact telephone number:** 3813 5333

## **Primary target group for project/activity:**

Intermediate students.

## **Overview of project/activity:**

Having identified the intermediate group as being one with the most need in social training (identified through such projects as breakfast tuckshop & lunch time behaviour) I sought advice to develop anti-bullying programs and self-esteem programs.

Various classes trialing Friends program (Junior - Senior), RYDE (Respect Yourself Drama Education, ASD classes), anti-bullying (whole school), Games Factory (intermediates), whole school clubs.

## **How was the issue identified and the project developed?**

Projects developed from issue of bullying and non-acceptance of people with differences, particularly by people with ASD.

RYDE Program initially conducted by a representative from Queensland Health in two classes. I then ran it with another class. Plans next Term (4) for the Queensland Health rep to run another six week session and also train staff. Funded by Western Gateway HPS Grant Scheme.

Friends program: two teachers trained at Griffith University, they then informed staff. Run in several classes. Purchases of Teachers' Manuals and training of staff funded by Western Gateway HPS Grant Scheme.

Anti-bullying unit run by whole school in Term 3.

Games Factory run by intermediate teachers. Supported by Education Queensland Behaviour Management Team.

School clubs: run in Terms 2 & 3, one session per week. Some parents involved. Various clubs eg. craft, science, car, woodwork, sensory, pottery, soccer, skating etc. All students involved. Some peer tutoring.

## **What were the positive outcomes identified by the school community as a result of this project/activity?**

1. Projects are ongoing however already we are seeing more students participating appropriately.  
RYDE program assessment being collated presently
2. A more positive attitude expressed by staff as they have fun with students.

## **What were the barriers/problems experienced?**

- ❖ Initial resistance to something new (staff and students)
- ❖ Lack of clear rules and organisation
- ❖ Need for volunteers and parents to help
- ❖ Dynamics of club participants needs to be considered.

## What were the solutions?

- ❖ Term 3 students chose own clubs
- ❖ Students had input into club list
- ❖ Familiarity with routine solved many issues
- ❖ Volunteers enlisted
- ❖ Need for more adult help still a minor problem.

## Tips for success/lessons learnt:

- ❖ Structure, structure, structure
- ❖ Set the ground rules
- ❖ Watch dynamics of groups
- ❖ Staff - join in, have fun!!

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# Chapter 4:

## About Durack State School

Durack State School is situated in the outer south-western suburbs of Brisbane, about 20 km from the CBD. The school was opened in 1959 and offers programs from Preschool to Year 7. The 2003 enrolment was approximately 330 primary students and 50 preschool students in two full-day programs. Enrolment fluctuates throughout the year.

The Inala community is made up of various cultural groups including Vietnamese, Aboriginal and Torres Strait Islanders, Fijian-Indian families that are predominantly Muslim, Pacific Islanders, and a number of other ethnic groups with small representation.

The school community reflects this population distribution. While unemployment is twice that of the greater Brisbane area, many family members are employed in a variety of occupations. There are a wide variety of social, cultural and economic groups represented in the community. The school is identified as a Literacy Enhancement Special Program School. This also reflects the high support needs necessary to achieve educational outcomes.

The school is enriched by its culturally diverse population. Some children come to our school as immigrants or from a non-English-speaking background, and English may be their second or third language. This means there is a variety of family and personal expectations with regard to student educational outcomes.

Our mission is to provide learning experiences across key curriculum learning areas to develop quality outcomes for students as participating community members, and where possible, to refine practices to increase outcomes for students. In this we are responsive to:

- ❖ student outcomes
- ❖ fair and equitable practices
- ❖ cultural diversity
- ❖ productive partnerships with other providers and the school community.

# I can be fit

**Contact person:** Jill Hole

**Contact telephone number:** 3714 2666

## Primary target group for project/activity:

Whole school program.

## Overview of project/activity:

I Can Be Fit program aims to address the current and long term fitness issues identified at the school and local level through the provision of ongoing educational awareness and skilling programs.

### Upper School

The school sports and recreation program is a highlight of the upper school program in particular. Historically, staff, students and parents have enthusiastically supported team sports for Years 5 to 7. The overall benefits to students self-esteem and the development of social skills has been obvious. All students in the upper school are expected to participate in a team sport. As well, outside sporting groups are invited to run programs in the school. A key objective has been to maintain these programs.

### The Junior School

The main thrust of the Junior School program has been water safety. All students in Years 1-4 attend learn to swim lessons at a nearby pool. The program is linked to classroom programs that reinforce water safety.

## How was the issue identified and the project developed?

This need for this component of the I Can Be project was identified as a result of school-based community consultations. The project was developed for the following reasons.

### Senior School

- ❖ A number of students are overweight and need regular activity
- ❖ Some students find it difficult to work in teams
- ❖ The majority of the students achieve on the sporting field
- ❖ Very few students participate in community sporting activity.

### Junior School

- ❖ The majority of students cannot swim confidently.

Both programs are organised by teachers and the PE teacher.

## What were the positive outcomes identified by the school community as a result of this project/activity?

- ❖ Increased school involvement in local sporting events
- ❖ Improved self-esteem
- ❖ Future options for adult sporting activity
- ❖ Improved commercial services participation (swimming school).

## **What were the barriers/problems experienced?**

1. Students contributing each week to the costs involved in sporting programs
2. Staffing arrangements.

## **What were the solutions?**

High level of promotion of the sporting program and swimming program through the introduction of the “Durack Dragons”. Students were asked to design a dragon logo following discussion of the qualities of dragons and their prowess. Students readily identified with the dragon as a great mascot. Students who participated well at sport or swimming and/or are highly motivated in PE classes are nominated for the weekly Durack Dragon Award. This award is very popular!

The PE teacher is employed to work one half day extra per week to support programs and alleviate staffing problems.

## **Tips for success/lessons learnt:**

1. Teacher support and involvement in program delivery is pivotal
2. The school has to make budgetary provision for transport and subsidising swimming lessons.

# I can be fit - fitness club

**Contact person:** Karen Harvey

**Contact telephone number:** 3714 2666

**Primary target group for project/activity:**

Years 4-7.

## Overview of project/activity:

The main aim of the 'club' was to encourage all/as many children as possible from years 4-7 to participate in fun before school outdoor activities.

Children's input in the activities was greatly encouraged so as to promote ownership. Activities included ten pin bowling, shooting hoops, cricket, skipping, paddle bats, hoola hoops and a variety of structured games.

Children met as a whole group initially then split into groups to do various activities. I was rover or stayed at one activity depending on the needs of the activity. Children came together at the end of the 30 minute session, returned equipment and gave names so that two random names could go into a draw for a monthly prize.

## How was the issue identified and the project developed?

Initially the school placed the problem in the children's hands and asked them to suggest ways to be fit and healthy. The final outcome was to develop a Kids Club and from there the Fitness Club was proposed. This proposal was then put to consultation with teachers, parents and children and through consultation the club was established.

## What were the positive outcomes identified by the school community as a result of this project/activity?

- ❖ This 'club' encouraged children to cooperate with other peers by providing opportunities for them to mix with children of different ages/year levels
- ❖ By running the 'club' before school this helped in alleviating before school problems of fighting or bullying as children were freely occupied in fun activities therefore developing the harmony within the school.

## What were the barriers/problems experienced?

- ❖ Reminders: Initially children were very enthusiastic and there are still a number of children who regularly attend. As our aim was to engage as many children from years 4-7 as possible, we tried to encourage those who didn't lend themselves to sport/physical activities. It was these children we wanted to participate
- ❖ When running the 'club' I found some children didn't return equipment as a result, it either disappeared or had to be looked for at the end of the activity
- ❖ Lastly, as I was the only one who organised and ran the 'club' if I was sick there was no-one to take my place.

## What were the solutions?

- ❖ To encourage those children to participate the school released flyers, made use of the home newsletter, announced the club on parade and encouraged the children to spread the word. I also made use of intermittent prizes to try and boost participation
- ❖ To alleviate this problem, children were listed with equipment and names were crossed off when returned - either by myself or by monitors within the 'club'
- ❖ To assist me I sought out a member of staff to help with the 'club' when I was sick.

## Tips for success/lessons learnt:

- ❖ Children enjoyed having their input into activities and as a result, participated happily
- ❖ At times less structured activities were more popular than the structured ones.

# I can be healthy

**Contact person:** Jill Hole

**Contact telephone number:** 3714 2666

## Primary target group for project/activity:

Whole school program.

## Overview of project/activity:

- ❖ I Can Be Healthy program aims to address the current and long term health issues identified at the school and local level through the provision of ongoing educational awareness and skilling programs
- ❖ The school also uses this program to acknowledge and inform classroom programs with regard to improving health and access to health services
- ❖ Opportunities to promote and explore current health practices are included in class programs
- ❖ The tuckshop accesses support services to ensure healthy menus and practices are maintained. Promotion is done through a variety of avenues:
  - ◆ static displays
  - ◆ local health service representatives visiting the program ie. nutritionist, hearing specialists, oral hygienists, school nurses
  - ◆ teachers access packaged/commercial programs ie. Healthy Jarjums, Head Lice Programs, Colgate Dental Program, Look Out Stomach, Woolworths Shopping Program, Life Education
- ❖ All students in the school contribute to the program within the context of their year level.

## How was the issue identified and the project developed?

The need for this component of the I Can Be project was identified as a result of school-based community consultations. The project was developed for the following reasons.

1. Absenteeism due to ongoing health problems
2. Students with suspected hearing loss were undiagnosed
3. Students with minor health problems sometimes developed serious complications and were hospitalised as a result
4. Some parents were unsure about accessing health services
5. Accessing health services due to transport was also an issue for some families
6. Drug Education programs were not working.

The project is managed through the Committee of Management. This committee identified three main groups to take the responsibility for implementing programs.

1. Teachers eg.
  - ❖ Year P-2 - teeth cleaning, head lice prevention, nose blowing
  - ❖ Years 3-4 - Healthy Jarjums and healthy shopping
  - ❖ Years 5-7 - Healthy Bodies, Healthy Minds - eg. Look Out Stomach, Puberty.
2. Administration
  - ❖ Whole school initiatives eg Life Education Program, School Screening, Travel Safety Program, Health Professionals
  - ❖ Workshops for students and parents, resource acquisition, monitoring absenteeism.
3. Parents and Citizens Association
  - ❖ Tuckshop quality control
  - ❖ Parent information sessions

#### 4. ASSPA and Parent Liaison Teacher Aide

- ❖ Access to medical services
- ❖ Parent information sessions
- ❖ Transport organisation.

### What were the positive outcomes identified by the school community as a result of this project/activity?

- ❖ Increase in access to local services and health professionals
- ❖ Decrease in head lice cases
- ❖ Decrease in dental cavities
- ❖ Increased school involvement in community events
- ❖ Improved community services participation
- ❖ Recognition of health issues as a possible contributing factor has led to improved behaviour management strategies - ie breakfast program available
- ❖ Monitoring system in place re tuckshop menus
- ❖ New refit for tuckshop.

### What were the barriers/problems experienced?

- ❖ Committee of Management capacity to monitor and oversee program initiatives
- ❖ Staff commitment and follow through with class health programs ie the health programs are not always seen as a priority ie. Healthy Jarjums program is haphazard in implementation, red caps are not always on heads in Year 1 and 2 etc.
- ❖ Resources do not always arrive on time
- ❖ Health professionals change their visiting times.

### What were the solutions?

- ❖ Committee of Management capacity to monitor and oversee programs initiative.

#### Responses:

- ❖ COM meets three times per year to plan, monitor and then review
- ❖ COM representatives attend HPS workshops.
- ❖ Staff commitment and follow through with class health programs ie the health programs are not always seen as a priority ie. Healthy Jarjums program is haphazard in implementation, red caps are not always on heads in Year 1 and 2 etc.

#### Responses:

- ❖ Administration and parent reps need to clearly outline expectations
- ❖ Administration need to continue to monitor implementation
- ❖ Organise community service providers to introduce programs - teachers to implement
- ❖ Different staff to attend each HPS workshop
- ❖ Incorporate HPS concepts into PD program plan
- ❖ Time events across the school calendar year.
- ❖ Resources do not always arrive on time
- ❖ Health professional change their visiting times.

#### Response:

- ❖ Plan ahead!

### **Tips for success/lessons learnt:**

1. The need for community services involvement and participation is vital to improve health
2. Teacher support and involvement in program delivery is pivotal
3. Tuckshops need to make a profit - some leeway with menus is needed.

# I can be healthy - teeth cleaning

**Contact person:** Melissa Wearne

**Contact telephone number:** 3714 2666

## **Primary target group for project/activity:**

Preschool children - group teeth cleaning session.

## **Overview of project/activity:**

Children enter the Preschool at 9.00am and after putting bags away, find their toothbrush container and sit on the carpet in a circle. When everyone has arrived we place tooth paste on the brushes and begin to brush (counting to 10 each time), the advised way by the Oral Health Service. Children then rinse their toothbrush and leave in an open container to air. Discussions on healthy food etc. are also included.

## **How was the issue identified and the project developed?**

I had seen the Toothbrushing Program implemented at a few schools (relief teaching). The children at Durack tend to have a great deal of tooth decay and when talking about oral hygiene I discovered a great deal of children do not clean their teeth before coming to Preschool.

## **What were the positive outcomes identified by the school community as a result of this project/activity?**

Children showed a marked improvement in their ability to brush their own teeth. Much more aware of looking after their teeth - healthy eating etc.

## **What were the barriers/problems experienced?**

Some children reluctant at beginning of term to participate.

## **What were the solutions?**

This is usually easily solved when they realise their peers are actively participating.

## **Tips for success/lessons learnt:**

Parents are usually very supportive of this program - children are interested and it is a great way to start off the group session each morning.

# I can belong

**Contact person:** Jill Hole

**Contact telephone number:** 3714 2666

## Primary target group for project/activity:

Whole school program.

## Overview of project/activity:

- ❖ The I Can Belong program aims to enhance self-esteem, tolerance and participation by consciously developing local partnerships with parents and community members from the different cultures to promote aspects of their culture in the school setting
- ❖ The school also uses this program to acknowledge and inform classroom programs with regard to improving access to services for those students from different cultural backgrounds
- ❖ Opportunities to promote and explore different cultures are incorporated into the school calendar
- ❖ Promotion is done through a variety of avenues - cultural days, guest speakers, static displays - wall murals, festivals, local cultural events, contact with community groups.

All students in the school contribute to the program within the context of their year level.

## How was the issue identified and the project developed?

This need for this component of the I Can Be project was identified as a result of school-based community consultations. The project was developed for the following reasons.

1. At the time there were ongoing behaviour management issues with students
2. Parent and community group participation was minimal
3. The school was committed to renewal with the goal of achieving improved educational outcomes for its membership.

The project was developed over three years using an action research model.

Small working groups which are representative of key cultural groups are established each year. Each group works with teachers to establish mini units of working classrooms. To celebrate the learning, a Whole School Culminating Activity is held.

## What were the positive outcomes identified by the school community as a result of this project/activity?

- ❖ Increase in confidence and belonging to the community
- ❖ Increased school involvement in community events
- ❖ Improvement in academic achievement
- ❖ Community participation
- ❖ Improved behaviour
- ❖ Acceptance of cultural differences
- ❖ Increased expectations of teachers re student achievements and abilities
- ❖ Increase in parent teacher interviews - 67 (1999) and 221 (2002).

## What were the barriers/problems experienced?

- ❖ Number of committees - time consuming
- ❖ Staff confidence to participate in cultural activities that they themselves were not familiar with
- ❖ Timing events to school calendar
- ❖ Changing mindsets and expectations of staff.

## What were the solutions?

- ❖ Number of committees - time consuming.

### Responses:

Multiple committees at the outset with a management committee to oversee the implementation of the plans.

- ❖ Staff confidence to participate in cultural activities. That they themselves were not familiar with.

### Responses:

Lead by example - use role models from the community to support staff to implement programs.

- ❖ Conduct ongoing professional development throughout the year
- ❖ Timing events to school calendar.

### Response:

COM establish a yearly calendar.

- ❖ Changing mindsets and expectations of staff.

### Response:

Develop an induction program that incorporates a conducted tour of the community. The purpose of the tour is to heighten awareness of local cultures, location of local services and identify and meet leaders, Elders in the community.

## Tips for success/lessons learnt:

1. The need for community involvement and participation is vital to promoting tolerance and well-being
2. There needs to be flexibility with the working groups - each one is different
3. Teacher support and involvement in program delivery makes cross cultural interactions possible
4. Culminating activities need to be embedded in the school calendar and aligned to specific cultural festival times if possible ie. Moon Festival Week
5. Culminating activities are best structured around themes with a specific common framework for each cultural event
6. Cultural studies is now one of our curriculum organisers
7. Maintain contact with community groups - invite them to all culminating days
8. Provide practical support to staff from a variety of cultures.

# I can belong - Vietnamese moon festival

**Contact person:** Jill Hole, Kim La

**Contact telephone number:** 3714 2666

**Primary target group for project/activity:**

Primary students P-7.

**Overview of project/activity:**

An integral component of our Studies of Society and the Environment (SOSE) program is cultural awareness raising about the three major cultural groups in our school - Vietnamese, Samoan and Indigenous cultures. Each year, one key facet of the culture is addressed - in 2001 the major focus was on art, festivals and cultural celebrations.

The Vietnamese community worked with our Vietnamese staff (two teachers and one teacher aide) to develop the program across the whole school. Activities included workshops, dance classes and a concert presentation. The culminating event was to participate in the Moon Festival in China Town and to participate in the Lantern Parade held there each year. The initiative is a whole school program conducted across all year levels over a period of 2-4 weeks.

**How was the issue identified and the project developed?**

The project was developed as a result of a review by teaching staff of the integrated units of work currently implemented across the year levels. A key finding was the cultural awareness and identity opportunities were not adequately addressed through individual class programs. As our student population is very diverse this was noted to be a major oversight and needed to be addressed through the HPS program - I Can Belong.

**What were the positive outcomes identified by the school community as a result of this project/activity?**

- ❖ Participation by Vietnamese parents and community members was high
- ❖ Vietnamese students had the opportunity to demonstrate aspects of their culture to other students in the school ie. dance, songs wedding ceremony, Vietnamese traditional stories, school customs and uniforms
- ❖ All students spent time in class participating in lantern making, food sampling, art activities, cultural ceremonies pertinent to Vietnamese culture
- ❖ A deeper understanding of the culture and traditions of the Vietnamese students in our school.

**What were the barriers/problems experienced?**

One of the major barriers was that the majority of the organisational details fell to a few ie. our Vietnamese teaching staff. This was because of the language barrier and the lack of knowledge and contacts by other teachers re the Vietnamese culture.

Another problem was that the school had not developed close local links with the Vietnamese community prior to this first program.

## What were the solutions?

I believe that this year, we will lighten the workload considerably now that we have established links to the local Vietnamese community. The community groups are keen to be involved now that they know what we are trying to achieve.

## Tips for success/lessons learnt:

- ❖ Establish a working party that is balanced - parents, community members, students and teaching staff
- ❖ Allow funding for Teacher Relief Time for staff to place and organise the program.

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# Chapter 5:

## About Inala State School

Inala State School was established in 1955 servicing the suburbs of Inala and Durack, a low socio-economic area. While the overall school population of about 480 remains stable, transience causes student fluctuations. Only 50% of the current Year 7 students enrolled at Inala in Preschool or Year 1.

Our students come from diverse cultural and language backgrounds, approximately 12.26% being Aboriginal and Torres Strait Islander students. Approximately 55 to 60% of students from at least 16 nationalities have non-English speaking backgrounds. Approximately 31.2% have a Vietnamese background and 11.3% Samoan, while other cultural and ethnic groups include Serbo-Croatian, Bosnian, Tongan, Spanish, Maori, Philippine, Indian, Chinese, Cook Island, Chilean, Fijian, Italian, French and Thai.

Inala State School has a Special Education Unit that caters for students ascertained with Autistic Spectrum Disorder and/or Intellectual Impairment category level 5 and 6. There are currently 31 students enrolled in the Unit with more waiting ascertainment. These students are supported by special education teachers and teacher aides. There are other students ascertained in other disability areas supported by advisory visiting teaching service.

The school is enriched by the cultural diversity of our community and we encourage our students and families to value and appreciate the multicultural aspects of our school community.

# Behaviour Management Program (Pre-school - Year 2)

**Contact person:** Janine Foreman

**Contact telephone number:** 3372 0777

## **Primary target group for project/activity:**

Pre-school - year 2.

## **Overview of project/activity:**

Social Skills Program for Preschool, Year 1 and Year 2 focussing on the following areas:

- ❖ communication
- ❖ classroom management
- ❖ cooperation
- ❖ social problem solving
- ❖ personal management - self-esteem and positive support and personal hygiene
- ❖ each section is broken down into specific skills such as in communication - getting to know you, responding to others' greetings, listening, expressing personal feelings etc.
- ❖ each specific skill is linked with a story and an ensuing activity
- ❖ this is to be teacher-friendly
- ❖ literature based on art activities for consolidation
- ❖ all specified sections will be covered in the calendar year.

## **How was the issue identified and the project developed?**

- ❖ The need for a continuous, developmental program within the school was identified when PeaceBuilders was not able to fulfil the school community's needs
- ❖ A Behaviour Management committee was assigned the task of collecting resources, sourcing professional development with the manager, collating and writing a program.

## **What were the positive outcomes identified by the school community as a result of this project/activity?**

- ❖ A common language and experiences for all students and staff
- ❖ A developmental program tailored to suit the needs of Inala State School, which can readily be adapted to individual student's needs.

## **What were the barriers/problems experienced?**

- ❖ Time taken to prepare program
- ❖ An additional program for teachers to implement.

## **What were the solutions?**

- ❖ A concise layout that teachers can readily slot into current programs
- ❖ Have resources readily accessible.

# Behaviour Management Program (Years 3-4)

**Contact person:** Janine Foreman

**Contact telephone number:** 3372 0777

**Primary target group for project/activity:**

Years 3 - 4.

## Overview of project/activity:

- ❖ More in depth Social Skills units set out in lesson plans accompanied by blackline masters/resources required for the lessons
- ❖ Units deal with:
  - ◆ Feelings
  - ◆ Cooperation
  - ◆ Bullying
  - ◆ Accepting and valuing difference
  - ◆ Choosing appropriate headtalk
  - ◆ Self-esteem
  - ◆ Anger control
  - ◆ Engaging in constructive conversations
  - ◆ Choosing appropriate behaviours.

## How was the issue identified and the project developed?

- ❖ Behaviour difficulties within the school community particularly in the playground
- ❖ The identification of the need for a common language and experiences throughout the school community
- ❖ The Administration of the school identified the issue through the Behaviour Management Committee.

## What were the positive outcomes identified by the school community as a result of this project/activity?

- ❖ A common language used throughout the school
- ❖ Shared expectations.

## What were the barriers/problems experienced?

- ❖ Time spent developing the program
- ❖ Resourcing suitable material
- ❖ Costs of professional development.

# Behaviour Management Program (Years 5-6)

**Contact person:** Janine Foreman

**Contact telephone number:** 3372 0777

**Primary target group for project/activity:**

Years 5 - 6

## Overview of project/activity:

- ❖ Continuation of the Social Skilling Program
- ❖ This section focusses on bullying:
  - ◆ Types of bullying
  - ◆ Why kids bully
  - ◆ Exploring different types of bullying
  - ◆ Responsible reporting of bullying
  - ◆ The bystander
  - ◆ Buddies
  - ◆ Staying in the neutral zone
  - ◆ Say “no” like you mean it
  - ◆ Using “I” messages.

## How was the issue identified and the project developed?

- ❖ Within the school there was a need for a continuous, developmental program, building on earlier experiences when PeaceBuilders was not able to fulfil the school community’s needs
- ❖ A Behaviour Management committee was assigned the task of collecting resources, sourcing professional development with the manager collating and writing a program.

## What were the positive outcomes identified by the school community as a result of this project/activity?

- ❖ A common language used throughout the school
- ❖ Shared expectations.

## What were the barriers/problems experienced?

- ❖ Time spent developing the program
- ❖ Resourcing suitable material
- ❖ Costs of professional development.

# Dealing with anger

**Contact person:** Ms G Pitman

**Contact telephone number:** 3372 0777

**Primary target group for project/activity:**

Year 2.

## Overview of project/activity:

As a whole class we looked at, “When I am angry I .....”

Then we addressed issues such as:

- ❖ How I feel
- ❖ What emotions we show
- ❖ What we do to control our anger.

## How was the issue identified and the project developed?

It was an issue arising within the group and the teacher identified the need to help students learn some techniques to cope with anger. Resources used were available through the school library.

## What were the positive outcomes identified by the school community as a result of this project/activity?

Children recognised that anger is an emotion we all feel. It’s ok to feel angry. Then they learnt good, practical responses to anger - talking to someone, thinking pleasant things, deep breathing, exercise, walking away etc.

## What were the barriers/problems experienced?

Breaking the cycle of physical retaliation (hitting back) as an appropriate way of dealing with anger.

## What were the solutions?

- ❖ Reflection on personal individual ways of dealing with anger
- ❖ Use of role playing, literature and visual arts to practise dealing with anger.

## Tips for success/lessons learnt:

Students worked together to create a mural depicting the lessons learnt about how to manage our emotions appropriately. Students are directed to refer to the mural to make appropriate choices about their behaviour when they are angry or upset. This helps them to manage their anger and make more suitable choices.

# Improving everyday food choices

**Contact person:** Janine Foreman

**Contact telephone number:** 3372 0777

## **Primary target group for project/activity:**

Upper school Special Education Unit (SEU) - Years 5, 6, 7

## **Overview of project/activity:**

- ❖ Identify everyday/sometimes foods using the healthy food pyramid
- ❖ Collecting and sorting pictures of foods from Coles/Woolworths catalogues incorporating price, measurement and value for money
- ❖ Discussing and sending home a pictorial poster to inform parents
- ❖ Developing a display board listing good choices for the lunchbox. Each child was allocated a coloured square which they placed daily in the relevant space if they ate that item for lunch eg fruit, sandwich, dairy product, grains etc.
- ❖ Verbal and physical unpacking of individual lunchboxes with children identifying healthy/sometimes foods
- ❖ Fortnightly shopping trips locating same in supermarket
- ❖ Cooking sessions where children prepared lunch items
- ❖ Eating lunch together in the classroom.

## **How was the issue identified and the project developed?**

Children were frequently coming to school with no breakfast/little lunch/poor choices. As part of the Living Skills Program in the SEU we focussed on developing healthy eating habits. Also helping students to recognise value for money was an issue.

## **What were the positive outcomes identified by the school community as a result of this project/activity?**

- ❖ A dramatic increase in good eating choices
- ❖ Children were able to distinguish between everyday and sometimes foods
- ❖ Children recognised the need for balance between healthy/sometimes foods
- ❖ Children requested that parents change purchase habits eg. brown bread and over a few weeks lunches changed dramatically
- ❖ Parents were pleased children were eating better food choices
- ❖ Children still need a little prompting to make good choices and proudly show off everyday choices
- ❖ One year later children still verbalise healthy everyday foods and proudly produce such foods for recognition by teacher.

## **What were the barriers/problems experienced?**

- ❖ The lack of awareness of parents/students of what foods are needed for a balanced diet
- ❖ The need for the change in shopping/cooking habits
- ❖ Educating the parents.

## What were the solutions?

- ❖ Daily positive reinforcement for good choices
- ❖ Informing parents of the program by class newsletter and a poster
- ❖ Taking students shopping, buying ingredients and teaching them to prepare simple choices eg. make a sandwich, boil an egg, tasting variety of fruit and vegetables
- ❖ Discuss the cost of home prepared food versus commercially packaged food eg cheese and crackers
- ❖ Encouraging the children to take responsibility for making their own lunch
- ❖ Help identify good choices on the tuckshop menu and assist ordering
- ❖ Constant and consistent discussion and praise.

## Tips for success/lessons learnt:

- ❖ Parents and students need to be educated in selecting food for lunches. Commercial products are not necessarily good choices as well as being expensive
- ❖ Supervised eating times foster an environment where children eat well
- ❖ Constant positive reinforcement with teachers sharing common experiences
- ❖ The concrete display of what students were eating was a valuable tool for individual reward as well as a tracking device.

# Constructing, planting, maintaining & harvesting a no-dig organic vegetable garden

**Contact person:** Janine Foreman

**Contact telephone number:** 3372 0777

## **Primary target group for project/activity:**

Upper school Special Education Unit (SEU) - Years 5, 6, 7

## **Overview of project/activity:**

- ❖ Researching and constructing a no-dig garden
- ❖ Planting a variety of vegetables and herbs
- ❖ Care of plants and monitoring growth
- ❖ Harvesting, weighing, packaging, selling crops
- ❖ Identifying common vegetables and relating to a balanced diet
- ❖ Locating common vegetables in the supermarket
- ❖ Preparing vegetables for eating
- ❖ Discussing various recipes and preparing some
- ❖ Establishing a compost bin using food scraps from lunches and cooperating with Year 1 on same project.

## **How was the issue identified and the project developed?**

- ❖ Teacher driven to encourage students to eat a wider variety of fresh vegetables
- ❖ Incorporated into a unit of work
- ❖ Used to develop more life skills.

## **What were the positive outcomes identified by the school community as a result of this project/activity?**

- ❖ School support for SEU students in their project
- ❖ Much improved knowledge of vegetables and how to prepare them
- ❖ Greater awareness of the seasonal vegetables and those in season are cheaper and more plentiful
- ❖ Tracking plants from seed, germination to produce
- ❖ Willingness of students to extend their tastes
- ❖ Students took on the responsibility of continuous care
- ❖ Many students established a garden at home with parent's support
- ❖ Profits from garden donated to Farmhand helping to extend students' awareness of the wider community.

### **What were the barriers/problems experienced?**

- ❖ Support required from groundsmen etc. to help with construction and use of tools
- ❖ Monitoring children as small groups worked in the garden
- ❖ Organising watering throughout holidays
- ❖ Concern about vandalism.

### **What were the solutions?**

- ❖ Asked a school neighbour to water during holidays
- ❖ Utilised aides to support children
- ❖ Built garden in view of video cameras.

### **Tips for success/lessons learnt:**

- ❖ Thoroughly research the project using the internet
- ❖ Explaining each step with class building models and recording data in classroom on display board prior to the real experience. Revisit information regularly so children become familiar with it
- ❖ Class visit a nursery to seek advice and see commercial ventures
- ❖ Germinate some seeds, pot them and sell to finance more seedlings etc.

# Healthy lunchbox choices

**Contact person:** N Goebel/Janine Foreman

**Contact telephone number:** 3372 0777

**Primary target group for project/activity:**

Preschool.

## Overview of project/activity:

Helping parents prepare healthy food choices suitable for lunchboxes so that they do not contain sometimes foods. On enrolment parents are informed of the need to provide healthy food in lunchboxes. Parents are given a pictorial list of good options. An enlarged chart is kept on the bulletin board. Interpreters are used to assist. During eating children are supervised and children with inappropriate food have a message sent home. The program includes games, songs, and activities to increase children's awareness of healthy choices. Home corner/shopping corner increases awareness.

## How was the issue identified and the project developed?

Children at preschool frequently had insufficient/inappropriate choices eg. a pie bought on the way to school. Poor/inappropriate behaviour linked to lack of food. Healthy Jarjums Make Healthy Food Choices Resource was used as a base.

## What were the positive outcomes identified by the school community as a result of this project/activity?

- ❖ Children's eating habits greatly improved
- ❖ No identified hungry children
- ❖ Children learned to recognise many fruit and vegetables and their colours
- ❖ Established children's ability to distinguish between sometimes/everyday food
- ❖ Good lunchbox habits established to continue to Year 1.

## What were the barriers/problems experienced?

- ❖ Crossing the language and cultural barriers as a high percentage of children are Vietnamese speaking only
- ❖ Changing parents shopping habits
- ❖ Educating parents to plan ahead for lunches
- ❖ Introducing new food to children with limited range of foods.

## What were the solutions?

- ❖ Include in enrolment program
- ❖ Pictorial representations for healthy choices
- ❖ Providing free alternatives and sending a note home to remind parents
- ❖ Focus program on healthy foods and introducing children to a variety of options through games/craft/cooking/poster etc.

## Tips for success/lessons learnt:

- ❖ Introduce at enrolment
- ❖ Consistent supervision, encouragement and reinforcement
- ❖ Healthy eating habits modelled by staff
- ❖ Consolidate with teaching program.

# PeaceBuilders

**Contact person:** Janine Foreman

**Contact telephone number:** 3372 0777

## Primary target group for project/activity:

The community of Inala State School encompassing the wider community.

## Overview of project/activity:

PeaceBuilders was a catalyst to draw the school and parent community together and provide a common language. The staff was inserviced on the program and the entire school community was inducted into implementing the four messages focussing on building resiliency and living a fulfilling, socially contributing life in spite of adverse experiences. These messages permeated throughout the school with many worthwhile activities taking place. We had a whole school launch supported by the wider community.

## How was the issue identified and the project developed?

A school survey in 1998 revealed findings that there was a lack of feeling of safety within the community. The search for answers led to the PeaceBuilders program and the Health Promoting Schools model was used to implement this program in 2000 and most of 2001.

## What were the positive outcomes identified by the school community as a result of this project/activity?

- ❖ It provided a catalyst to focus and draw the school community together
- ❖ It provided a common language
- ❖ It promoted the message everyone within the school community has the right to be safe and happy.

## What were the barriers/problems experienced?

- ❖ The program did not provide a developmental structure to cater for the different year levels
- ❖ It was not teacher friendly
- ❖ It was not an Australian developed program
- ❖ It was difficult to maintain the momentum
- ❖ The vocabulary the messages used were difficult for the children to understand - it was foreign to their culture
- ❖ The activities provided were boring.

## What were the solutions?

Develop a school-based program that catered for the needs of the different age groups and build school resources to assist teachers to implement.

## Tips for success/lessons learnt:

For such a program to be successful and become a part of the school culture it must be tailored to suit the needs of the school community and use familiar language. One size does not fit all.

# Sit down eat lunch

**Contact person:** Janine Foreman

**Contact telephone number:** 3372 0777

## **Primary target group for project/activity:**

Initially Year 1-3 but this was extended to the whole school community in 2002.

## **Overview of project/activity:**

For the first 10 minutes of the 11am break each class, together with their teacher, eats lunch together. In the lower school this usually takes place in the classroom with upper school allowed to choose wherever suits them. If children are identified by the teacher as having no lunch, a simple form is filled in by the teacher which the child takes to the office. Here a sandwich is made for the child. Breakfast is also provided for children who are identified as hungry.

## **How was the issue identified and the project developed?**

Children with behaviour problems were often tracked as hungry kids. Many children came to school without food and the tuckshop only operates three days. In the lower school, children were not eating so that they could play. Lunches were thrown in bins. Parents complained lunches were not eaten as well as duty teachers noting problems. Teachers decided as a group it was the best way to solve these problems as the teacher knew their class best. A year later school behaviour and litter issues had become major difficulties in the upper school. As a result the staff voted to extend the program throughout the school community.

## **What were the positive outcomes identified by the school community as a result of this project/activity?**

- ❖ Easy identification of those students without food
- ❖ Children eating their lunches appropriately
- ❖ Greatly improved behaviour control
- ❖ Much improved litter control
- ❖ Healthier food choices eaten as teacher praised/rewarded good choices.

## **What were the barriers/problems experienced?**

Teachers needed to give up 10 minutes of their break.

## **What were the solutions?**

Teachers paired up to share this time.

## **Tips for success/lessons learnt:**

It is much easier to ensure students sit and eat their lunch with minimum behavioural issues.

# Encouraging children to make healthy choices at the tuckshop

**Contact person:** K Medland/Janine Foreman

**Contact telephone number:** 3372 0777

## Primary target group for project/activity:

Whole school community - Years 1-7.

## Overview of project/activity:

The parents involved in running the tuckshop worked with the Brisbane Markets (promotions department) to run a healthy eating promotion every term to encourage children to purchase foods containing vegetables and fruits; drinks that have juice content; fruit yoghurt; and salads. When children purchased these items they were given stickers and cards provided by the Markets.

## How was the issue identified and the project developed?

Parents involved in organising the tuckshop recognised the need to widen children's choices to more healthy ones. They were able to access the resource available through the promotions department at the Brisbane Markets (this group also visited the lower school and SEU students with a video, posters and samples linking it to classroom activities).

## What were the positive outcomes identified by the school community as a result of this project/activity?

There was an immediate increase in the number of children who made choices containing vegetables or fruit. Salad box orders also increased. Greater interest was generated when a Brisbane radio station interviewed tuckshop personnel. Many students were introduced to these foods for the first time.

## What were the barriers/problems experienced?

- ❖ The majority of children only purchased these items during promotions
- ❖ The shop across the road offers poor alternatives before school and children spend their money on the way to school.

## What were the solutions?

- ❖ Displaying the menu more attractively
- ❖ Discussion with shop owner requesting he be more aware of the items he sold before school.

## Tips for success/lessons learnt:

- ❖ Promote healthy eating by offering good choices only
- ❖ Have children pre-order lunches before school
- ❖ Reward with stickers etc. for good choices
- ❖ Competitions eg. create a character to promote healthy eating (Annie Apple, Benny Banana, Olly Orange, Francis Fruit Juice, Sammy Salad).

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# Chapter 6:

## About Ipswich State High School

Ipswich State High School has approximately 1000 students and services the community of Brassall and adjoining West Ipswich Suburbs. There are approximately 750 students in Years 8, 9 and 10 and 250 in Years 11 and 12.

The school has a student population with a very broad range of abilities and widely different aspirations and expectations. We offer a curriculum including a wide range of Board and Non-Board Subjects and some subjects with accredited TAFE components.

The school community has identified motivation and attitude of students as major concerns and we hope this policy will assist to improve these areas. Staff have expressed a strong need to improve learning outcomes of the students at the school.

Our school program includes a HRE program from Year 8 to Year 12, which also includes camps at Year 8, 10 and 12. We have a Leadership Program in the school, which we believe develops leadership in all students.

We have several interest groups associated with the school such as School Council, P&C Association, Swimming Club, Aboriginal Student Support and Parent Awareness Committee, Prefects and Senior and Junior Student Council. Our students excel in a wide range of sports and we have quite a few students who go on to State and International levels in their sports. A Uniform Sub-committee of the P&C Association continually review the uniform requirements, policies and procedures and set the school uniform.

# Gathering data

**Contact person:** Janet Sullivan

**Contact telephone number:** 3813 4431

**Primary target group for project/activity:**

Committee members.

**Overview of project/activity:**

Use of a variety of strategies to gather health data about the school community.

Aim - To gather data and set the target areas that are relevant to the community needs.

Process:

- ❖ Identify the focus areas for data collection
- ❖ Identify the data gathering procedures
- ❖ Implement procedures
- ❖ Collate data
- ❖ Write executive summary
- ❖ Develop strategies (see attached list).

**How was the issue identified and the project developed?**

- ❖ Brainstorming
- ❖ Using HPS toolbox.

**What were the positive outcomes identified by the school community as a result of this project/activity?**

The activities we have since done are based on relevant health data and not preconceived ideas.

**What were the barriers/problems experienced?**

It took a long time (18 months).

**What were the solutions?**

Worth the effort.

## DATA GATHERING PROCEDURE

### PROFILE OF COMMUNITY

<b>FOCUS GROUP</b>	<b>FOCUS AREAS</b>	<b>METHOD</b>
YR 8 1999	All	Survey and class report
YR 8 2000	All	Survey
YR 10-12	All	Focus groups
All students	Dietary intake	Survey by yr12 HEC
Teaching Staff	Open ended	Priority list
Ancillary staff	Open ended	Priority list
All students	Open ended	Priority list identified by teaching staff
All students	Open ended	Priority list identified by ancillary staff
All students	All	Parent telephone interviews
Parents	All	Parent telephone interviews
All students	All	Profile (Disabilities, absenteeism etc)

### CURRICULUM TEACHING AND LEARNING

<b>FOCUS GROUP</b>	<b>FOCUS AREAS</b>	<b>METHOD</b>
All staff	Teaching and learning techniques	Survey
HODS	Curriculum	Survey

### SCHOOL ORGANISATION, ETHOS, ENVIRONMENT

<b>FOCUS AREAS</b>	<b>METHOD</b>
Physical setting	Audit
Social setting	Student survey and focus group, parent interview,
School policy & procedures	List in all focus areas

### PARTNERSHIPS AND SERVICES

<b>FOCUS AREAS</b>	<b>METHOD</b>
Community Alliances in Curriculum	List input into focus areas
Community Alliances/support services	List input into focus areas

**FOCUS AREAS FOR DATA COLLECTION**

<b>GENERAL AREA</b>	<b>SPECIFIC AREA</b>
Alcohol	Frequency, Where, Who with, When, Commencement date, Funding, Where obtained from, What, Why.
Substance Abuse	Frequency, Where, Who with, When, Commencement date, Funding, Where obtained from, What (including over counter & other peoples medication), Why.
Existing Conditions- Ear infection, Diabetes, Asthma, ADD, ADHD, Epilepsy, Eye problems	Medical Management, Lifestyle Compliance, Medication Compliance.
Emotional Health- Depression, Stress, Eating disorders, suicide, Diagnosed disorders	Frequency, Type, Extent, Management.
Bullying	Frequency, Form, When
Absenteeism, Truancy	Frequency, Why, Who, Where, Level of parental concern
Healthy Choices- Diet, Exercise, Healthy Bodies	What, Where, When, Cost, Special Dietary Needs, Why, Additives
Relationships- Peer, Family, Sibling, Other	Safe Sex, Contraception, Communication, Abuse (sexual, physical, emotional)
Environmental Safety- Sun, Atmosphere, Waste disposal	Hats, Sunscreen, Shade, Allergy, Recycle, Litter, Toxic waste disposal,
Personal Hygiene	Practices (washing hands), Head lice, Hepatitis ABC, Body Piercing, Sharing (drink bottles), Dental
Transport	Bike, Pedestrian, Car driver, Car passenger, Motorbike
Activities	Risk activities, Home alone, water safety

# Help Available

**Contact person:** Janet Sullivan

**Contact telephone number:** 3813 4431

**Primary target group for project/activity:**

Students and parents.

**Overview of project/activity:**

Use of a variety of strategies to highlight help and information about health issues.

Aim - To increase the profile of help available to our community members.

Process - Implement a variety of strategies to target different groups and needs.

Strategies:

- ❖ Help lists behind toilet doors (using perspex)
- ❖ Display of pamphlets at foyer, P&T meeting, parent information nights, library, near support centre
- ❖ School magazine article
- ❖ Health facts in school notices
- ❖ School newsletter articles
- ❖ Positive affirmations on school billboard
- ❖ HPS noticeboard with help lists
- ❖ HPS awards at Awards night
- ❖ HPS overview in student organiser, new student information, potential student information
- ❖ Implement the yellow ribbon program (see attachment).

**How was the issue identified and the project developed?**

This issue was seen as a way of increasing the profile of HPS, at the same time providing resources to help our community.

**What were the positive outcomes identified by the school community as a result of this project/activity?**

Resource personnel and information is being used by the students and parents.

**What were the barriers/problems experienced?**

Nil

**What were the solutions?**

N/A

**Tips for success/lessons learnt:**

- ❖ Have a multi-pronged approach
- ❖ Target all areas of the school community
- ❖ Keep information up to date.

## Yellow Ribbon Program

**The Yellow Ribbon Program aims to develop a community that knows how to respond to the needs of young people.**

### How does the Program work?

- The program communicates the message “*IT’S OK TO ASK FOR HELP*”. It encourages young people to talk about their fears, improving self-esteem, sense of connectedness, and hope for a brighter future.
- The program uses yellow cards to empower young people to ask for that help in times of need or crisis.
- The front of the card has a message explaining the purpose of the card. On the back are directions about what to do, and some services to contact for help for someone in need.
- Yellow Ribbon aims to make the drill “*stay-listen-get help*” well known for times of emotional emergency.

### When is the card used?

- The card is meant for anyone who
  - Is feeling down
  - Needs help
  - Is finding it difficult to ask for the support they need
  - Needs someone to talk to
  - Or is unsure what to do to solve a problem in his/her life

### Who is the card given to?

- The card is given to a person who is trusted
- Could be teacher, counsellor, parent, friend, doctor, relative, sibling, neighbour, coach, someone else’s parent, youth worker etc.

### What to do if someone hands you a Yellow Ribbon card

- The person receiving the card is not expected to be a counsellor, or to attempt to ‘fix’ the problem. They are purely that person’s lifeline to experienced help and support.
- **Stay** with the person – you are their lifeline
- **Listen** to them and treat them and their concern with respect
- **Get/Call help** immediately – contact a number on the card, or an identified ‘other’ support with, or for, the person in need.

# Hygiene

**Contact person:** Janet Sullivan

**Contact telephone number:** 3813 4431

**Primary target group for project/activity:**  
Students.

## Overview of project/activity:

Use a variety of strategies to target both personal and environmental hygiene.

Aim - Improve both student's personal and the school's environmental hygiene.

Process:

- ❖ Identify the issues
- ❖ Investigate strategies (students gave report to staff meeting)
- ❖ Implement strategies.

Strategies:

- ❖ Student on the Workplace Health and Safety committee, who liaises with the HPS committee
- ❖ Use UV light, special hand lotion and glitter bug powder to show how to wash hands (Home Economics and Hospitality)
- ❖ Install soap dispensers near taps in foyers (this is a vandal proof area)
- ❖ Provide tongs for staff on playground duty for students to pick up litter
- ❖ Audit bins usage and placement
- ❖ Change bin placement to needs area
- ❖ Replace bins with ones more suitable (immovable, crowproof)
- ❖ 5c surcharge on one canteen item (softdrink cans). Staff to give students a ticket if they put litter in bin etc. Go into a weekly draw for a prize (voucher at the canteen - cost from surcharge). (We are working towards implementing this strategy).

## How was the issue identified and the project developed?

The data gathered showed that staff thought student hygiene was a health issue.

## What were the positive outcomes identified by the school community as a result of this project/activity?

- ❖ Still being implemented.

## What were the barriers/problems experienced?

- ❖ Involving the whole staff including canteen.

## What were the solutions?

- ❖ Make it relevant to them
- ❖ Give alternatives within the solution when communicating with other committees.

## Tips for success/lessons learnt:

- ❖ Involve students in suggesting strategies and implementing them.

# Celebrating Life

**Contact person:** Janet Sullivan

**Contact telephone number:** 3813 4431

**Primary target group for project/activity:**

Students.

**Overview of project/activity:**

To capture the many formal and informal activities that occur at Ipswich High into a photographic collage of happy, resilient faces.

Aim - To give students an opportunity to realise that resilience comes from mundane as well as special activities.

Process:

- ❖ Take photos of students in the playground (digital camera)
- ❖ Print off on printer (not colour)
- ❖ Put up on notice board. Add more photos each week.

**How was the issue identified and the project developed?**

The data gathered showed that resilience and mental health is an issue for our students (more strategies will be implemented in this area in the future).

**What were the positive outcomes identified by the school community as a result of this project/activity?**

Still being implemented.

**What were the barriers/problems experienced?**

Each student must have a signed consent form for the photos to be displayed.

**What were the solutions?**

Use the school's global publicity waiver form.

**Tips for success/lessons learnt:**

Applied for grant from the Qld Mental Health Association to purchase camera.

# Proschoool - reduce absentee rates

**Contact person:** Janet Sullivan

**Contact telephone number:** 3813 4431

## Primary target group for project/activity:

Students, especially students who have an unacceptable level of absenteeism.

## Overview of project/activity:

Absentee rates of students are an important indicator of success at school and later life.

Aim - To reduce the absentee rate of students.

Process:

- ❖ Collect data on student absentee rates and types of absenteeism
- ❖ Investigate the reasons for absenteeism
- ❖ Research strategies for reducing absenteeism
- ❖ Implement strategies to reduce absenteeism.

Strategies:

- ❖ Add Attendance Policy to the Behaviour Management Plan
- ❖ Identify trends in absentee rates
- ❖ Attendance rates be a criteria for behaviour level 1 & 2
- ❖ Absentee rates to be criteria for moving students down a level in the senior school (part of Senior Schooling strategies)
- ❖ Reward perfect attendance with certificates
- ❖ Phone calls from the withdrawal room to parents of students who are not at school
- ❖ Subschool Co-ordinators Strategies - chase notes, interview students, phone calls to parents, list of strategies to improve report card results/comments, attendance rates
- ❖ Alter three day letter to indicate number of lessons/subjects missed
- ❖ Remind staff of the need for a positive learning environment and the use of productive pedagogies to enhance student learning and success at school
- ❖ Form teacher to include the role of monitoring students absentee rates
- ❖ Use a student workbook in the withdrawal room to identify reasons for student's misbehaviour, truancy, and absenteeism
- ❖ Revive the anti-bullying committee
- ❖ Increase number of lunchtime activities
- ❖ Use school billboard to emphasise the importance of attendance
- ❖ Newsletter articles re the importance of attending school
- ❖ Provide a list of strategies for parents to help their child with a poor report card
- ❖ Provide a list of strategies for students to employ to improve their poor report card
- ❖ Set targets for improvement.

## How was the issue identified and the project developed?

The data gathered showed the extent of the problem in the school.

## **What were the positive outcomes identified by the school community as a result of this project/activity?**

Absentee rates have reduced - but still not to our goal.

## **What were the barriers/problems experienced?**

There is an ingrained belief that trivial reasons can be an excuse for not attending school. Parents often condone absenteeism, which is not for illness.

## **What were the solutions?**

- ❖ Education program for the school community about the harm absenteeism is having on student potential
- ❖ An ideal solution would be that school is so great that students do not want to miss it.

## **Tips for success/lessons learnt:**

- ❖ While general solutions have an impact the greatest impact is contacting parents specifically about student absenteeism
- ❖ Have a multi-pronged approach.

# Spoil Our Staff

**Contact person:** Janet Sullivan

**Contact telephone number:** 3813 4431

## Primary target group for project/activity:

Staff at the school, including ancillary staff.

## Overview of project/activity:

By providing a range of positive activities/thank you's, staff may reduce their stress levels and be able to work in a happier and more productive work environment.

Aim - to reduce staff stress.

Process - survey staff about what is causing stress in the school (what is working, what is not working) and implement strategies, which may help.

Strategies:

- ❖ Implement some changes suggested (changes to carpark, work load, playground duty)
- ❖ Have a once a month thank you for each staff member (fruit, balloons, lolly, teabag, bookmarks etc). Include world teachers day, teacher aides day etc.
- ❖ Staff meeting raffle (raffle a free lesson)
- ❖ Pamper activities (card making, massage, relaxation)
- ❖ Inclusion of daily affirmation and joke of the day on daily notices
- ❖ Inservice staff (fun activity of making mocktails and being introduced to the local Employee Advisor, who explained his role).

## How was the issue identified and the project developed?

Identified in our data gathering as the number one health issue for staff.

## What were the positive outcomes identified by the school community as a result of this project/activity?

While it does not identify nor address the core of staff stress, it has brought a positive feel to the staff group.

## What were the barriers/problems experienced?

Time is a critical issue. To gain a true insight into the causes of individual stress would require a specialised program and individual consultation.

## What were the solutions?

To keep reminding people of available resource personnel (eg Employee Advisor).

## Tips for success/lessons learnt:

- ❖ Keep asking what is causing the stress. Some solutions maybe small and achievable
- ❖ Small solutions to a larger complex issue such as stress are worth pursuing eg. thank you
- ❖ Keep reminding people of professional resource people that can help
- ❖ Have activities within the school that focus on staff and have nothing to do with teaching nor students.

# Stamp Out Substance Abuse Week

**Contact person:** Janet Sullivan

**Contact telephone number:** 3813 4431

## Primary target group for project/activity:

School community.

## Overview of project/activity:

Use a variety of strategies to highlight various aspects of substance use/abuse as related specifically to adolescents in our community.

Aim - To highlight the effects of substance abuse and provide harm minimisation strategies related specifically to adolescents in our community.

Process:

- ❖ Collect data on student substance use/abuse as related to our community
- ❖ Develop a program, which targets this data
- ❖ Implement the program.

Strategies:

- ❖ Staff meeting to inform staff of local situation (Police)
- ❖ Parent Forum to provide information and dialogue with community groups dealing with substance abuse and family relationships
- ❖ Teen challenge guest speaker re. addictive behaviours (yr 10)
- ❖ Guest speaker - drug awareness cycle
- ❖ Drug Arm van visit during lunch times
- ❖ ATODs prize wheel during lunch times
- ❖ Pouring standard drinks (yr 10)
- ❖ Alateen guest speaker (yrs 8, 9)
- ❖ Talk to ADHD/ADD students from local pharmacist re use/misuse of medication
- ❖ Library display of literature re substance abuse
- ❖ Mocktail samples during lunch time
- ❖ Tobacco free-day
- ❖ Facts on student notices
- ❖ Toilet blitz to check for smoking
- ❖ Thank you letters to local outlets for not supplying our students with alcohol/tobacco
- ❖ Post formal mystery tour instead of post formal party
- ❖ Docudrama of a mock fatal car crash the morning after a party
- ❖ Guest speaker from ATODs re chroming
- ❖ Road Accident Awareness Program (Queensland Fire and Rescue Authority)
- ❖ Review drug education and intervention policy
- ❖ QUIT program
- ❖ Food tasting and displays
- ❖ Aligning the substance abuse topics with the age group they are most relevant to
- ❖ Reviewing the HPE students booklets to reflect current thinking.

## **How was the issue identified and the project developed?**

The data gathered showed that alcohol was the most common form of substance abuse, with chroming, tobacco, marijuana or prescription drugs used by particular groups.

## **What were the positive outcomes identified by the school community as a result of this project/activity?**

Highlighted the effects of substance abuse and gave students harm minimisation strategies.

## **What were the barriers/problems experienced?**

- ❖ This was a huge event to organise and took a long time to plan and implement
- ❖ Getting parents involved was hard with very little response.

## **What were the solutions?**

- ❖ Look at the group needs very carefully and use this to choose strategies
- ❖ A focus week is good for this topic but maybe not for others. Many hands make light work.

## **Tips for success/lessons learnt:**

- ❖ Have a multi-pronged approach
- ❖ Choose topics that suit the audience eg. misuse of medication for the ADHD/ADD students.

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# Chapter 7:

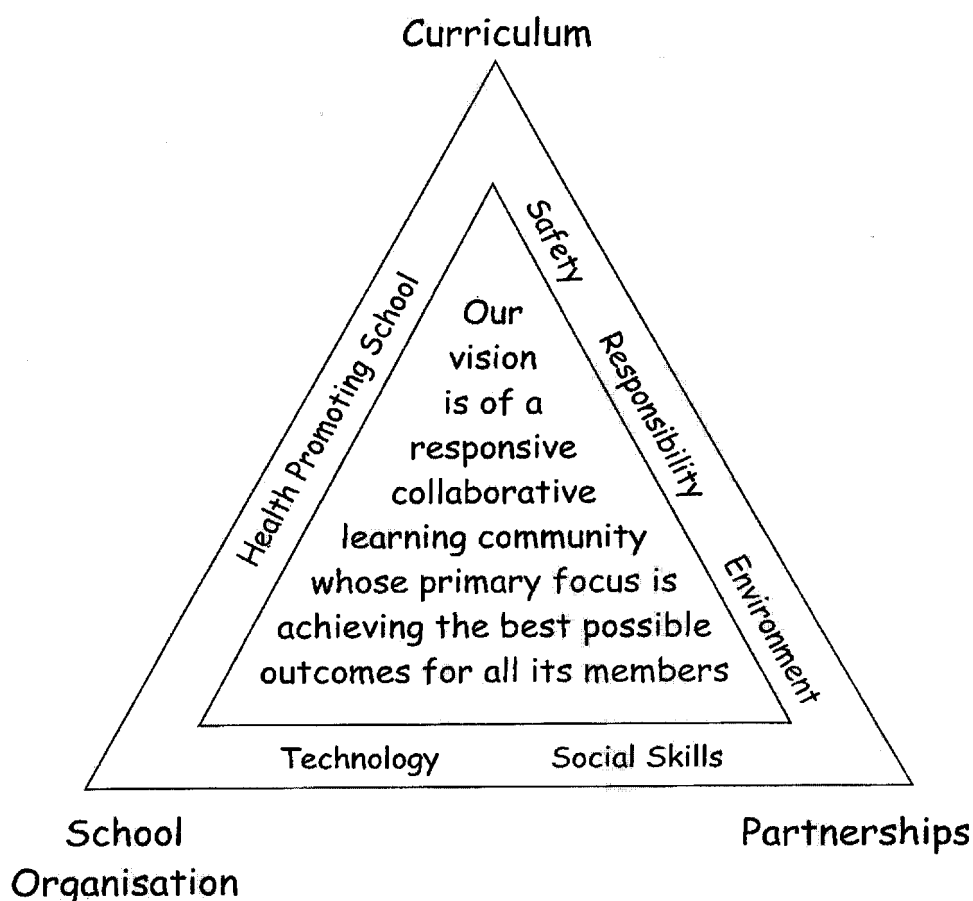
## About Raceview State School

Raceview State School was established in 1901 and has a strong family tradition. It has a proud record of sporting and cultural achievements. The preschool was opened in 1977.

Raceview State School is located in the suburb of Raceview approximately seven minutes driving time from the Ipswich Central Business District. It serves the suburbs of Raceview, Flinders View and Ripley. The current enrolment is 850.

The school is characterised by a collaborative culture which values shared decision making and reflection. Parents/caregivers are generally very supportive of their children's education and the school's activities/initiatives.

Our school vision statement reflects our strong orientation to the HPS framework.



# A New Start for the Underachiever (ANSUA)

**Contact person:** Jennie Bayley

**Contact telephone number:** 3294 4111

## **Primary target group for project/activity:**

Lower primary.

## **Overview of project/activity:**

Initial health audit identified need for sensory motor program. Review of current research indicated some links between ANSUA and improved learning outcomes for students.

## **How was the issue identified and the project developed?**

ANSUA (A New Start for the Underachiever, now known as the Learning Connection) was identified as a training provider. Links were developed with Bundamba Secondary College (BSC) for practical training. At that time BSC had a full time ANSUA teacher working with students with learning and behaviour difficulties. This teacher acted as a trainer and mentor for our staff over a three year period until he left to take up a similar position in the UK. The sustained nature of our contact with both BSC and ANSUA has meant that we have a pool of teachers who are trained in the methods.

## **What were the positive outcomes identified by the school community as a result of this project/activity?**

Data collected in individual classes demonstrated improved literacy performance after the ANSUA program was introduced. This was published in ANSUA newsletters. Anecdotal evidence also showed improved coordination and confidence levels by students, particularly those who had learning disabilities.

## **What were the barriers/problems experienced?**

Time for training, physical classroom space required/reluctance to commit curriculum time.

## **What were the solutions?**

Mentored/supported teachers to develop timetable/negotiated space in spare classroom/demonstrated links to improved literacy and numeracy outcomes to justify curriculum time. With HPS funds we were able to provide TRS to release teachers to undertake training in school time. The training always included a delicious meal!

## **Tips for success/lessons learnt:**

Communication with parents needs to be ongoing, particularly in the establishment phase. Also ongoing communication regarding improved literacy and numeracy outcomes. Teachers need constant updating in relation to the practical aspects of ANSUA ie. they need to get down on the floor to DO the exercises!

# Peer support program/ bullying review

**Contact person:** Jennie Bayley

**Contact telephone number:** 3294 4111

**Primary target group for project/activity:**

Whole school.

## Overview of project/activity:

- ❖ Development of whole school strategies for developing resiliency especially in relation to coping with bullying
- ❖ Development of Bullying: No Way policy
- ❖ Introduction of a whole school program.

## How was the issue identified and the project developed?

- ❖ A recommendation of the 2000 Behaviour Review was to look closely at aspects of our playground particularly in relation to bullying. Parents, students and staff contributed to the review
- ❖ 2002 behavioural data records indicated that there had been an increase in reported incidents of bullying
- ❖ A school community survey was conducted during 2002 to identify the nature and extent of the problem
- ❖ Forums on bullying were conducted
- ❖ HPS committee research focus on whole school programs for resiliency identified Peer Support Program as an option
- ❖ Collaboration with Redbank SS to determine effectiveness of the program
- ❖ Teacher training undertaken term 4 2002
- ❖ Program implemented in 2003
- ❖ Staff, parent and student bullying forums were conducted
- ❖ Teacher teams researched causal factors and preventative programs.

## What were the positive outcomes identified by the school community as a result of this project/activity?

Note: this project is ongoing.

- ❖ Parental support for the introduction of Peer Support as a proactive response to the identified area of concern is already a positive outcome
- ❖ Interschool communication/collaboration.

## What were the barriers/problems experienced?

- ❖ Initial staff response that the problem of bullying did not exist at this school
- ❖ Organisational arrangements to accommodate Peer Support Program.

## **What were the solutions?**

- ❖ Evidence based ie. survey of nature and extent of bullying, analysis of data shared with staff, parents and students to raise awareness
- ❖ Persistence, planning and preparation!

## **Tips for success/lessons learnt:**

- ❖ Importance of accurate data collection, aligning policy decisions with evidence
- ❖ Liaise with other schools which have successfully implemented similar programs, especially large schools for organisational arrangements.

# Supervised Eating/Nutrition

**Contact person:** Jennie Bayley

**Contact telephone number:** 3294 4111

## **Primary target group for project/activity:**

Whole school.

## **Overview of project/activity:**

Establishment of guidelines for Supervised Eating for all year levels. Classes eat in their class groups supervised by their class teacher either in the class room or the adjacent playground. All years 1-7 are supervised in curriculum time at 10.30am. Years 1-3 have a further supervised eating time at 1.15pm, years 4-7 have a Cool It Snack It Time as part of second break at 1.45pm.

## **How was the issue identified and the project developed?**

During the establishment phase of our three year HPS project a Behaviour Review was carried out by a teacher released for the purpose. The review identified a number of priority areas. One of these was the need to review student eating practices, especially in relation to overcrowding of eating areas, children not eating food at school and the consequent large amount of food in the bins after breaks and the eating of unsuitable food. Parents, students and staff were all involved in this review and needs identification.

The project developed as follows:

- ❖ Term 3 2000 - need identified, plan developed, trial supervised eating with year 2
- ❖ Term 1 2001 - whole school trial
- ❖ April 2001 - independent review by Rachael Farquharson/Fiona Rowe
- ❖ Following this review the supervised eating program was adopted by the school as part of the curriculum
- ❖ The recommendations of the independent review are being progressively implemented throughout the school in consultation with the community.

## **What were the positive outcomes identified by the school community as a result of this project/activity?**

- ❖ Increased focus on nutrition
- ❖ All students eat in socially appropriate groups, emphasis on social aspects of eating
- ❖ Overwhelming parent support for all aspects of the project, connectedness of school community
- ❖ Enhanced tuckshop awareness of healthy eating.

## **What were the barriers/problems experienced?**

- ❖ Teachers resent "loss" of curriculum time
- ❖ Parental belief that lunchbox content should not be scrutinised.

## **What were the solutions?**

- ❖ Supervised eating linked to outcomes of HPE syllabus
- ❖ Development of guidelines for teachers especially including awareness of cultural issues and discriminatory practices.

## **Tips for success/lessons learnt:**

- ❖ Involve all sections of community in developing policy
- ❖ Link to KLA outcomes to ensure teacher acceptance
- ❖ Excellent communication to ensure process is accountable and transparent and available for community scrutiny
- ❖ Use evidence based approach
- ❖ Review independently to ensure validity.

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# Chapter 8:

## About Redbank Plains State High School

Redbank Plains State High School was established in 1987 on land with spectacular views of the surrounding ranges and Brisbane. The original school consisted of eight single buildings. The school has grown dramatically over the past 16 years to a current school enrolment of approximately 1180 students and with many new buildings and facilities being added. Redbank Plains State High School has come a long way from its humble beginnings in 1987.

Our students come from a diverse range of cultural and socio-economic backgrounds. This has at times contributed to a sense of disharmony within the school with some friction between cultural groups. The school is also in an area where there are many social problems which have the potential to affect students' health and educational performance.

Despite this the school has developed a strong culture of success in academia, sport, performing and visual arts as well as our more recent success in catering and hospitality. The Health Promoting Schools Project has been an excellent medium for addressing some of our school's issues. It has also been a great way of promoting our school and its programs thus strengthening pride in our school and connections to our local community.

# Creating Shade

**Contact person:** Allison Heironymus

**Contact telephone number:** 3814 2033

**Primary target group for project/activity:**

Students.

## Overview of project/activity:

Initial health surveys showed that 97% of students thought that we did not have enough shade.

Negotiations took place between the health promoting schools committee and the Manual Arts department regarding the feasibility of using the construction of shade sails as one of the Building and Construction classes tasks.

The Year 12 Building and Construction class under the direction of a registered builder and teacher constructed 4 shade sails at the beginning of 2001. These added shade to the central area of the school to make the environment much shadier as well as aesthetically pleasing. Since the original four shade sails were constructed in 2000 a further eight sails and associated landscaping has added shade to our school environment

The plan is to add additional shade sails each year as part of an ongoing project to increase shade and seating around the school.

The Health Education students, as part of their curriculum, carried out the second part of this project. This involved looking at the broader issues of sun safety as an environmental health issue for our school. They investigated school policy, sun safety education and health promotion relating to sun safety and then reported back with a set of recommendations advocating for improvements to our whole school approach to sun safety.

## How was the issue identified and the project developed?

The issue was identified from initial school surveys that showed that 97% of students at school thought that there was insufficient shade. From there the health promoting schools committee came up with the idea.

## What were the positive outcomes identified by the school community as a result of this project/activity?

Increased shade and a pleasant school environment are the obvious outcomes but in addition to that is the fact that this project was completed by students as part of their curriculum. This was also significant in terms of student ownership and reduced vandalism.

The shade sails also act as social gathering places for groups of students giving them a sense of having their own place. This encourages students to take ownership of the area and look after it.

### **What were the barriers/problems experienced?**

We have had a small amount of vandalism with one particular shade sail, which was disappointing.

### **What were the solutions?**

The students responsible responded well when it was pointed out that it was student work that was being damaged. Recurrences have been rare. It has also been important to publicise regularly that students provided the shade, especially as new students enter the school each year.

### **Tips for success/lessons learnt:**

Success in any project seems to increase according to the amount of student involvement. In addition, is the fact that this project is ongoing. I believe that it has maintained momentum because it is part of the curriculum. This means that it becomes not an extra but a task that has meaning and is real to the whole school community.

# Trial Toilet Upgrade

**Contact person:** Allison Heironymus

**Contact telephone number:** 3814 2033

**Primary target group for project/activity:**

Students.

## Overview of project/activity:

Senior Health students came up with the idea to renovate one set of toilets as “trial toilets” to see if it would work and be sustainable. They presented their case to students, teachers and parents and got the go ahead.

At the end of 2000 the toilets were renovated. This included:

- ❖ repainting
- ❖ murals painted by students
- ❖ refitted with soap dispensers, electric hand dryers, and exhaust fans.

Part of the toilet problem was smoking in the toilets that had non-smoking students complaining of the smell and the fact that they got accused of smoking.

To ensure one set of “non-smoking” toilets, playground duty rosters were re-organised to have a teacher always near these toilets.

Two years on, the “trial toilets” have been a big success and the school is going to renovate another set of toilets next year.

## How was the issue identified and the project developed?

The issue was identified from initial school surveys that showed that 98% of students at school thought that the toilet facilities at the school were poor. Students from a senior Health Education class came up with the idea and went through investigation of the issue to then recommending the action plan to renovate one set of toilets. Students, with the assistance of teachers, then went about organising the renovation. Students were responsible for the mural design and painting with some assistance from dedicated art staff.

## What were the positive outcomes identified by the school community as a result of this project/activity?

- ❖ Clean, smoke-free toilets
- ❖ Students, especially girls, now actually go to the toilet whereas previously they would try not to use school toilets at all!
- ❖ No graffiti in the trial toilets
- ❖ Significant reduction of smoking suspensions from 2000 to 2001.

## What were the barriers/problems experienced?

Negative attitudes - some students thought that it wouldn't work and the toilets would be vandalised.

## **What were the solutions?**

Reorganising playground duty was an important part of supporting this project. It ensured a high teacher presence therefore discouraging unwanted behaviours.

## **Tips for success/lessons learnt:**

Student enthusiasm really was the key to the success of this project. It was an important real issue that nearly every student related to. Also the fact that the results were so visually pleasing meant that there was pride and student ownership of the renovation and a desire to maintain the facility.

# Young Parents Support Group

**Contact person:** Lavinia Donaldson

**Contact telephone number:** 3814 2033

## **Primary target group for project/activity:**

Pregnant and parenting students.

## **Overview of project/activity:**

We started 2002 with the support group up and running. The Pregnant and Parenting Policy and Handbook were in place, teacher mentors had been identified and were willing to help out in any way they could, maternity uniform was ready to be loaned to any student in need, the role of the support group and the policy were explained to the teachers and management team. We were expecting two Year 12 students to return after taking 2001 off to spend with their babies. Haley (mother of Brandon) and Bronwyn (mother of Natasha) were happy to be back at school. Haley had been instrumental in helping to set up the support group and was very confident. Both students had nominated a teacher mentor, but throughout the year I had a lot of contact with the girls and was able to chat informally with them on a regular basis. They coped well with school and did not encounter harassment from students or teachers. They did complain of sleep deprivation (as all parents of young children do). They managed to juggle school, homework and parenthood with the usual teenage social activities. Both students completed the year. This is a major achievement for Bronwyn especially, as she is the first person ever in her family to complete high school. Bronwyn and Haley both plan to continue with their education next year. An innovation for the year was the development of a close relationship with the Youth Health Workers at Goodna Community Health. Our two students were invited to the Young People's Coffee Club and to take part in a community art project for young parents. During Mental Health Week, we had their art work on display in the Resource Centre.

We now have two girls who are expecting their babies at the end of the year. As these girls are both indigenous, the Community Education Officer has been working with the students and liaising closely with the Support Group to ensure the welfare of the students.

2003 update: Haley & Bronwyn are now both at TAFE with a view to going to university. We have five young mothers and one young father at Redbank Plains SHS this year. Our two students who were pregnant last year have returned and a student who had left has also returned. We have picked up a student from another school who had family problems and is living with relatives nearby. An ex-student who is now mature aged has also returned.

## **How was the issue identified and the project developed?**

I initially identified the need for the support group when Bronwyn was pregnant in 2001 and was unable to continue at school. She had been very proud of the fact that she would be the first person in her family to complete high school and it seemed grossly unfair to me that she should miss out just because she had become pregnant. I believed that there must be some way we could work to keep these young women in education. Coincidentally, I read about the AWE publication and was inspired. I floated the idea past the school nurse who was wholeheartedly enthusiastic, and so we started a working party from there. We met fairly regularly at first to work out how we would best be able to support our pregnant and parenting students. Input came from many people including students themselves. I made contact with co-ordinators at Plumpton High School in Sydney and at Mabel Park SHS. We based our policy and handbook on documents gained from these schools as well as the AWE Present, Pregnant and Proud publication. I made up the role statement for the teacher mentors based on common sense ideas about how best to support our students. The project then evolved as we went along. The Support Group is still evolving as we encounter unforeseen challenges.

## **What were the positive outcomes identified by the school community as a result of this project/activity?**

- ❖ Increased retention of pregnant and parenting students
- ❖ Two students who might not have returned after the birth of their babies completed Year 12 and two other students who are currently pregnant have remained in education and plan to return after the birth of their babies
- ❖ Increased level of tolerance of girls who become pregnant at school
- ❖ Less “shame” felt by pregnant and parenting students
- ❖ Boost to self-esteem by positive encouragement of young parents
- ❖ More acceptance by staff of pregnant and parenting students.

## **What were the barriers/problems experienced?**

- ❖ No anti-bullying policy in the school
- ❖ Time constraints - when to do this work?
- ❖ No money available for a budget to implement some of our ideas.

## **What were the solutions?**

- ❖ Working on anti-bullying
- ❖ Time problem - just get on with it and as teachers always do, just fit it in
- ❖ Money problem is on-going - looking for alternate sources of funding.

## **Tips for success/lessons learnt:**

- ❖ Don't reinvent the wheel - get hold of the AWE publications (Present, Pregnant and Proud and Step by Step, Side by Side); talk to other schools and gather information
- ❖ Be positive; don't be put off by critics or doomsayers
- ❖ Believe that what you are doing is right, even when there are disappointing set backs or the students don't seem to take advantage of opportunities
- ❖ Speak to anyone who'll listen; educate staff, parents, community
- ❖ Develop good relationships with the local media - good positive publicity in the local area will help your program.

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# Chapter 9: About Redbank State School

Redbank State School is a small school located in the Ipswich Education District and is situated 12 km from the Ipswich city centre. The oldest school in the area, opened in 1865, Redbank State School caters for children from preschool to year 7 in the Redbank area and surrounding suburbs of Goodna and Riverview. Currently, there are 170 students enrolled in the primary school and 24 in the preschool.

Redbank is an old established community surrounded by suburbs including housing commission areas, a housing estate, caravan park and an industrial area.

Redbank State School is very much a community school, reflecting the values and feelings of the local area.

# Gerbusters

**Contact person:** Colleen Engel

**Contact telephone number:** 3381 4111

**Primary target group for project/activity:**

Whole school.

## Overview of project/activity:

Gerbusters provided a program based on a “peer model of education” to inform students about correct toilet hygiene. Students in year 5 taught the rest of the school about hand washing and also made soap to be placed in the toilets.

## How was the issue identified and the project developed?

In 2000, the toilet area was creating a concern with inappropriate use of toilets in both the boys and girls toilets. Students were wasting soap. Results of our initial community survey indicated that toilets were a concern. Discussions with the Public Health Unit, led us to discover the Gerbusters kit, which assisted us with the implementation of this program into our school.

Over the next two years our Project Officer, with the support of the year 5 students, implemented this project and continued to make the soap for the toilets.

## What were the positive outcomes identified by the school community as a result of this project/activity?

- ❖ Toilet hygiene improved and has maintained a high level since the implementation of the project
- ❖ Student ownership of this cleanliness is evident
- ❖ When the project did not recommence this year, students were vocal and spoke up about the necessity to get the program started again
- ❖ Staff, although untrained in delivery and implementation of this program, unanimously agreed for the program to be resurrected due to its positive and healthy outcomes.

## What were the barriers/problems experienced?

- ❖ When the Project Officer left the school, it was evident that no other staff member had been inserviced in the delivery and implementation process of this project, consequently the project did not recommence at the beginning of the year
- ❖ Although the toilets remained clean, students were concerned that there was no soap in the toilets
- ❖ The soap recipe made by the students was too thin and students were dissatisfied
- ❖ Staff were feeling as though this was another project that someone had to take responsibility for and like most projects seemed to be the responsibility of one of the upper school classes.

## What were the solutions?

- ❖ After students identified the need for the project to be reinstated, staff were asked to look at their focus for the rest of the year and determine if they could include this project into a meaningful learning component of their unit of work. The years 1 and 2/3 classes buddied up and developed a thick broth of soap and together worked on getting the soap back into the toilets
- ❖ The staff agreed that at the beginning of each year they would indicate who would be responsible for this project and at what time of the year
- ❖ It was also agreed that there was a necessity for more than one staff member to be aware of how programs work so that sustainability may be more easily achieved.

## Tips for success/lessons learnt:

- ❖ Project needs to be embedded into the school with a commitment from staff to run successful programs
- ❖ Sometimes things have to get worse to see the benefits of a project that was already in place
- ❖ Students have a voice and should be heard. It is also important to give students a supportive environment where they feel comfortable to express their opinions
- ❖ More than one staff member needs to be aware of projects so that they continue to evolve with the inevitability of staff changes
- ❖ Projects will continue if their worth has been evident.

# Health Promoting Schools Committee

**Contact person:** Colleen Engel

**Contact telephone number:** 3381 4111

**Primary target group for project/activity:**

Whole school community.

**Overview of project/activity:**

The health promoting schools committee is the voice of the project. The committee meetings feed information to the student, parent and staff body of the school and help to drive projects at an operational level.

**How was the issue identified and the project developed?**

The development of this committee began in the initial stages of the school formally attaining the title of a Health Promoting School.

It was identified as a need to keep the community informed and to have the community actively involved at the decision making level.

**What were the positive outcomes identified by the school community as a result of this project/activity?**

- ❖ The committee has continued over the last three years, and its active involvement provides a voice to be heard and acted upon
- ❖ Members of the committee have included the School Nurse, Adopt a Cop, parents, students and staff
- ❖ The Student Council has in the latter half of this year been subsumed into the health promoting schools committee due to a constant overlapping of agenda
- ❖ Students have been committed to the committee and new member enthusiasm is very high
- ❖ Parents have felt comfortable to attend meetings when issues of relevance have been discussed at meetings
- ❖ Some parents see their child's entry to the committee as an extremely rewarding achievement for their child.

**What were the barriers/problems experienced?**

- ❖ The continuation of community members is very difficult to sustain with shift work and the need for us to hold meetings at a suitable time to involve students
- ❖ It has taken a long time for students to feel comfortable to give their opinions and provide information at the meeting or conference level
- ❖ The committee did not have direct access to the budget and sometimes the committee has been given information on these new projects after they have commenced.

## What were the solutions?

- ❖ The committee continued, with or without the community member focus
- ❖ Community members are now invited to attend if the committee wishes to get information about specific services as in focus groups
- ❖ Student interest has not waned and with fewer adults at the committee level students have become more vocal
- ❖ Changes in formats to include breakfasts and workshop meetings have given a welcome relief to the meeting structure for the students
- ❖ Up to date information on current projects is fed back to the committee each month and two committee members have begun meeting formally with the principal to give an up date on the details of the meeting.

## Tips for success/lessons learnt:

- ❖ Committees are necessary to keep a focus on the projects and goals
- ❖ More than one adult should be aware of the procedures and work together to continue the committee's role
- ❖ Continual referral to the years action plan and modifications to that plan need to be addressed at the committee level.

# Kidz Kafe

**Contact person:** Colleen Engel

**Contact telephone number:** 3381 4111

## Primary target group for project/activity:

Whole school with the Year 7 class organising the catering.

## Overview of project/activity:

With the help of their teacher and teacher aide, students in year 7 designed the menu, advertised, took orders, purchased the ingredients, cooked the meal, set the tables, served the meal and cleaned up.

## How was the issue identified and the project developed?

- ❖ In 1999, parent assistance in the tuckshop had diminished to the stage where the tuckshop had to be closed one day of the three it had been previously operating
- ❖ Students in year 7 had been cooking during their lifeskills afternoon and were becoming bored with this program
- ❖ The students identified that they may be able to assist by providing a healthy meal pack to one or two classes one day a week
- ❖ The year 7's formulated a committee and began the process of setting up a small business venture.

## What were the positive outcomes identified by the school community as a result of this project/activity?

- ❖ Students learnt a lot about nutrition, workplace health and safety, cooking, budgeting and running a small business
- ❖ Students throughout the school learnt about nutrition and hygiene
- ❖ Parents were opting for a healthy meal when allowing students to spend money for the week at school
- ❖ The whole community responded to the experience and pavers were painted by them, fired, and placed on the area to be known as Kidz Kafe. The Kidz Kafe area was funded by the schools Minor Works funding. The Government Railways provided sails for this project in order for shade to be offered.

## What were the barriers/problems experienced?

- ❖ There became an expectation that the year 7 class would continue this project as a part of their class activities for the year
- ❖ Sustaining student motivation to complete all facets of the program was difficult as the less stimulating tasks such as cleaning did not encourage volunteers and this task was left to the teacher or a handful of students to finish
- ❖ In accordance with the Department of Education Manual (DOEM), students required a teacher to be present during the cooking; this was at times impossible
- ❖ Students' needs identified that this activity was not a priority in subsequent years.

## What were the solutions?

- ❖ The P&C together with the tuckshop, took over the cooking with the students formulating menus and advertising. This worked to some degree during 2001
- ❖ Staff were asked to identify a time when they were engaged in nutrition units within their classroom. The year 6 class did formulate a menu this year which was offered to the whole school on a particular day. This was not continued
- ❖ A staff meeting discussed this issue and looked at the opportunity for continuance of the program - it was agreed that the Kidz Kafe area could be used and the concept could be developed in line with the implementation of HPE curriculum across year levels.

## Tips for success/lessons learnt:

- ❖ Projects must not be an extra workload to staff but complement the units of work that students are to be exposed to
- ❖ Project needs to be embedded into the school with a commitment from staff to run successful programs
- ❖ Projects must be allowed to continually evolve and organisers need to be aware that this is not represented as a failure of the program
- ❖ A commitment from students is not always sustainable and some ingenuity is needed to ensure that students continue to be involved and enthused about the project.

# Peacekeepers

**Contact person:** Colleen Engel

**Contact telephone number:** 3381 4111

## Primary target group for project/activity:

Whole school but particularly years 1 and 2.

## Overview of project/activity:

The Peacekeepers Program was developed by the Ipswich District Behaviour Team as a framework to support the students in years 1 & 2 in order to address playground issues. Students in years 5 & 6 assist the younger students to solve playground problems through mediation. The “High Five” is taught to all students in the school so that a common language is used when addressing bullying or inappropriate behaviour. This is done by one or a group of students to another.

## How was the issue identified and the project developed?

In 1999, staff saw a need for a common language across the school to deal with behaviour issues arising in the playground. At the same time, playground duty and office staff were becoming increasingly aware of the pattern developing which showed students, particularly in the lower school, engaged in unacceptable behaviour. The project was implemented and continued throughout 2000 but slowly lost impetus during 2001 and was not picked up in 2002. It was during the middle of term 2 that students in year 6 identified that they had not been trained as Peacekeepers and were interested in the program being run again.

The health promoting schools committee also was addressed in the May meeting by students who felt that the High Five needed to be retaught to students and that the Peacekeepers Program should be operating but it was not.

## What were the positive outcomes identified by the school community as a result of this project/activity?

Results in the playground, based on initial baseline data run in 1999 at the beginning and end of the program, showed an improvement in behaviour in the junior playground.

The School Opinion Survey in the year 2000, stated that over 67% of students felt satisfied to very satisfied that they were safe at this school. 77% of parent responses indicated that they felt their child was safe at this school.

Students identified that the program was worthwhile and saw a need for it to be re-implemented.

## What were the barriers/problems experienced?

- ❖ Staff to take this project on as a part of their class activities for the year
- ❖ Sustained student interest and commitment to time, project runs each lunchtime and two students are needed therefore whole class must work for one lunchtime
- ❖ Continuation of the program to commence at the beginning of the school year
- ❖ Identification and commitment of one teacher with which the students were able to debrief at the end of each session.

## What were the solutions?

- ❖ The Behaviour Management Teacher who visits on a weekly basis ran the training sessions for the leaders and delivered the High Five lessons to the year one students
- ❖ The year 6 students will hand over the program to the year 5 students in term 4 of each year to allow for continuity.

## Tips for success/lessons learnt:

- ❖ Project needs to be embedded into the school with a commitment from staff to run successful programs
- ❖ Sometimes things have to get worse to see the benefits of a project that was already in place
- ❖ A commitment from students is not always sustainable and some ingenuity is needed to ensure that students continue to be involved and enthused about the project.

# Peer Support Program

**Contact person:** Colleen Engel

**Contact telephone number:** 3381 4111

## **Primary target group for project/activity:**

Whole school.

## **Overview of project/activity:**

The Peer Support Program began in 1998 at Redbank State School. The Peer Support Foundation of New South Wales has developed the program. Its purpose is to “provide school communities with the opportunity and environment to develop the understandings, attitudes and skills they need to live a safe and healthy lifestyle, realise their potential and contribute positively to society”.

## **How was the issue identified and the project developed?**

Behaviour management and self-esteem issues had been identified by children, staff and parents as barriers to children attaining their potential. The Peer Support Program had been suggested as a means of developing in students the skills to allow them to take a more responsible approach to their own behaviours. It was observed in action and then adopted by our school. Training was provided from the Peer Support Foundation and the program was led in the school by the HPS Project Officer.

## **What were the positive outcomes identified by the school community as a result of this project/activity?**

- ❖ Self confidence in students
- ❖ Effective communicators
- ❖ Real life decision making and problem solving
- ❖ Assertive behaviours being modelled and practised by students
- ❖ Conflict resolution techniques
- ❖ Lower suspension rates
- ❖ An harmonious environment addressing student well-being
- ❖ Connectedness
- ❖ Greater dialogue between students across grades
- ❖ Greater opportunities for leadership qualities to be practised and identified
- ❖ An effective behaviour management structure for whole of school activities.

## **What were the barriers/problems experienced?**

- ❖ Limited student numbers in year 7 to run the program
- ❖ Length of time given to the program by year 6 & 7 students
- ❖ Availability of suitable work space
- ❖ Availability of adult facilitators
- ❖ Cost of training and purchase of new programs and resources (human and material)
- ❖ Untrained staff
- ❖ Relief teachers who did not know the program.

## What were the solutions?

- ❖ Year 6 students trained with year 7 students to lead the program. This gave the students an opportunity to be involved in the program for 40 weeks in total
- ❖ The program fits under the heading of Enhancing Personal Development in the HPE Curriculum and so was addressing 1/3 of a key learning area
- ❖ Utilitisation of non-teaching spaces eg. the staffroom became a suitable work space
- ❖ Close liaison with the Goodna Rotary Club has led to an annual donation to the program
- ❖ Volunteer work from teacher aides, paid teacher aide time, the local police officer, crossing supervisors and retired staff made up the adult facilitators along with classroom teachers
- ❖ All staff were trained and continue to be trained when necessary
- ❖ A relief teacher policy was developed and given to each classroom teacher and peer support group to make available for the relief teacher.

## Tips for success/lessons learnt:

- ❖ If you value the program and it shows positive results then barriers can be addressed
- ❖ It takes time and support from many avenues to make a program work
- ❖ Continue to evolve with the program, what works one year may not work the next - be ready for this.

# School Community Liaison Officer

**Contact person:** Colleen Engel

**Contact telephone number:** 3381 4111

## Primary target group for project/activity:

Whole school community, local businesses, club and the Ipswich City Council.

## Overview of project/activity:

The School Community Liaison Officer's position began during 1999. The position is designed to make families feel welcome and comfortable within the school setting. The liaison officer helps to build friendships and networks.

## How was the issue identified and the project developed?

A parent had been working in a voluntary manner, attending HPS meetings and other community meetings for the school. She had a group of parents who she would often talk to in the afternoons while waiting for her children. She was also a part of the P&C and she seemed to be quickly becoming a point of contact for parents. This was a wonderful opportunity to continue this networking with parents and to strengthen the connections with the school and home.

## What were the positive outcomes identified by the school community as a result of this project/activity?

- ❖ The establishment of the Sunflower Patch - a parent meeting place in a disused classroom
- ❖ A friendly parent face around the school to have a chat with
- ❖ Friday fortnightly parent meetings
- ❖ Information sessions on a needs basis - budgeting, computer use.

## What were the barriers/problems experienced?

- ❖ The Liaison Officer would be able to fill everyday with tasks, but the funding was only available for one day a week. Nevertheless, she is regularly found working in this capacity before and after school most days
- ❖ Funding is a recurring concern
- ❖ Liaison Officer is often privy to too much information or may not be afforded as much information due to the "us and them" issues that some parents believe exist
- ❖ The task becomes so overwhelming that many tasks may be started but not completed.

## What were the solutions?

- ❖ Seeking additional funding
- ❖ Action plans written with the Liaison Officer.

## Tips for success/lessons learnt:

- ❖ The Liaison Officer needs to know a few people in a few different areas of business, industry
- ❖ They need to have had some experience in community groups prior to this position
- ❖ The person needs to be committed to the position and able to work independently and interdependently
- ❖ The process does not achieve success overnight.

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# Chapter 10:

# About Riverview State School

Riverview State School is situated on Old Ipswich Road. Originally it was the main road that connected Ipswich to Brisbane. Riverview is classified as a low socio-economic area.

## OUR STUDENTS

- ❖ High ESL (English as a second language)
- ❖ 220 students
- ❖ Multicultural mix including 60% Samoan
- ❖ Indigenous population
- ❖ Perceived lack of nutrition, health and hygiene
- ❖ Low fitness levels.

# Health Promoting Schools at Riverview State School

**Contact person:** Lorraine Topp, Janice Doyle

**Contact telephone number:** 3816 6111

## **Primary target group for project/activity:**

Families in our community.

## **Overview of project/activity:**

- ❖ Overview of the HPS project at our school
- ❖ To improve the health and nutrition of our students and families
- ❖ To improve fitness levels
- ❖ To improve hygiene and awareness of healthy bodies
- ❖ To make children aware of illnesses such as skin cancer etc.

## **How was the issue identified and the project developed?**

- ❖ Teachers noted that children were having poor/no breakfast/lunches. Lunches were usually high fat/sugar/salt and a lack of fitness was noticed
- ❖ Obesity in families
- ❖ Poor nutrition knowledge
- ❖ Lack of overall health awareness.

## **What were the positive outcomes identified by the school community as a result of this project/activity?**

- ❖ Increased knowledge of nutrition
- ❖ Increased awareness of links between health and diet and active lifestyle
- ❖ An area where children can enjoy their lunch
- ❖ Increased awareness in upper school.

## **What were the barriers/problems experienced?**

- ❖ Lack of tuckshop support
- ❖ English as a second language (ESL) component in our school
- ❖ Time constraints
- ❖ Local shops near school
- ❖ Complacent attitude.

## **What were the solutions?**

- ❖ Consistent reinforcement through classrooms - exercise, food
- ❖ Programs: Tuckerbags, Fresh Fruit Competition, Breakfast Programs
- ❖ Making fitness fun
- ❖ Whole school approach - Principal's party, Mini Olympics, Health Expo, Shave for a Cure, Heroes Day, Polynesian Day, dental awareness, drug policy.

## **Tips for success/lessons learnt:**

- ❖ Immediate success is slow
- ❖ Involve school leaders more.