



# DARLING HEIGHTS 5/6 PROGRAM



Darling Heights State School  
EDUCATION QUEENSLAND

## STAFF



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## OVERVIEW

The 5/6 program operates in a similar fashion to a high school. Students move to different classrooms, teachers and subjects throughout the day. To facilitate this, students are issued with a timetable that they carry with them in their student diaries. Students are also responsible for ensuring that they have all stationery and books required for each class.

There are six teachers in the 5/6 areas, three who teach English, and three Mathematics. Students are put into home groups according to their academic needs in these two subjects. The first two hours of the day are spent learning Mathematics and English, with an hour allocated for each. Students then go to mixed module classes for the rest of the day, with two lessons in the middle session, and an hour in the afternoon for specialist subjects such as Music and HPE along with a variety of Art, Media and Technology subjects.

## GENERAL INFORMATION

### *Home Class*

The first few minutes of every home group class are set aside for administration, with the roll being taken. This is also time for other tasks such as distribution and collection of newsletters, notes and permission forms, the relay of important messages.

### *Roll Marking*

In accordance with Education Queensland policy, all rolls must be taken twice a day. If your child is late or absence without notice, then you will receive a text message asking you to explain their whereabouts. If you know your child will be unable to attend school, a note to the home teacher or an email or phone call to the school will ensure that your child's record is updated in a timely fashion.

### *Timetables*

On the following page is an example of a typical student timetable. Students study five subjects a day, beginning with an hour each of English or Mathematics. After morning tea, the students then have classes of an hour each of their module classes.

Darling Heights State School  
Student Timetable - Term 4

	Monday	Tuesday	Wednesday	Thursday	Friday
P1a	8:45-9:15 MAT071B NAUMPE	8:45-9:15 MAT071B NAUMPE	8:45-9:15 MAT071B NAUMPE	8:45-9:15 MAT071B NAUMPE	8:45-9:15 MAT071B NAUMPE
P1b	9:15-9:45 MAT071B NAUMPE	9:15-9:45 MAT071B NAUMPE	9:15-9:45 MAT071B NAUMPE	9:15-9:45 MAT071B NAUMPE	9:15-9:45 MAT071B NAUMPE
P2a	9:45-10:15 ENG071B ALLAKA	9:45-10:15 ENG071B ALLAKA	9:45-10:15 ENG071B ALLAKA	9:45-10:15 ENG071B ALLAKA	9:45-10:15 ENG071B ALLAKA
P2b	10:15-10:45 ENG071B ALLAKA	10:15-10:45 ENG071B ALLAKA	10:15-10:45 ENG071B ALLAKA	10:15-10:45 ENG071B ALLAKA	10:15-10:45 ENG071B ALLAKA
B1	10:45-11:25	10:45-11:25	10:45-11:25	10:45-11:25	10:45-11:25
P3a	11:25-11:55 LIB071D SHORJU LIBR	11:25-11:55 MCR071D NAUMPE	11:25-11:55 GEG071D THOMKE	11:25-11:55 RFL071D ALLAKA	11:25-11:55 MCR071D NAUMPE
P3b	11:55-12:25 LIB071D SHORJU LIBR	11:55-12:25 MCR071D NAUMPE	11:55-12:25 GEG071D THOMKE	11:55-12:25 RFL071D ALLAKA	11:55-12:25 MCR071D NAUMPE
P4a	12:25-12:55 IND071D BISSCO	12:25-12:55 RFL071D ALLAKA	12:25-12:55 GSO071A ROLLBR	12:25-12:55 RFL071D ALLAKA	12:25-12:55 GSO071A ROLLBR
P4b	12:55-1:25 IND071D BISSCO	12:55-1:25 RFL071D ALLAKA	12:55-1:25 GSO071A ROLLBR	12:55-1:25 IND071D BISSCO	12:55-1:25 GSO071A ROLLBR
B2	1:25-2:00	1:25-2:00	1:25-2:00	1:25-2:00	1:25-2:00
P5a	2:00-2:30 MUS071D RACKZA	2:00-2:30 IMI071D ALLAKA	2:00-2:30 ASM071A THOMKE	2:00-2:30 GEG071D THOMKE	2:00-2:30 GSO071A ROLLBR
P5b	2:30-3:00 HPE071D ROLLBR CPA3	2:30-3:00 IMI071D ALLAKA	2:30-3:00 ASM071A THOMKE	2:30-3:00 GEG071D THOMKE	2:30-3:00 GSO071A ROLLBR

Legend:

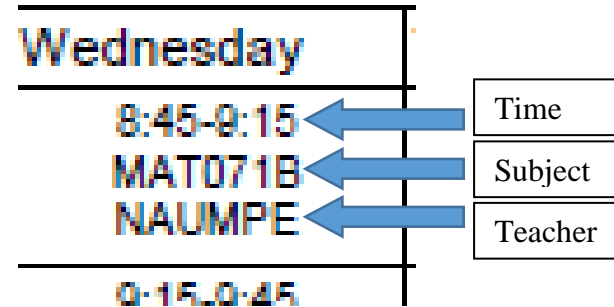
Class Code	Class Name	Teacher Code	Teacher
ASM071A	Assembly	ALLAKA	Mrs Allan
ENG071B	English	BISSCO	Ms Bisshop
GEG071D	Geography	NAUMPE	Mr Naumann
GSO071A	Girls Softball	RACKZA	Ms Rackemann
HPE071D	Health and Physical Education	ROLLBR	Mr Rolls
IMI071D	Imagine If	SHORJU	Miss Short
IND071D	Indonesian	THOMKE	Mr Thompson
LIB071D	Library		
MAT071B	Mathematics		
MCR071D	Making Changes, Comparing		

First group is a student's home-class.  
English and Maths (Lessons 1 and 2) (These groups are multi-levelled and do not change unless teachers move students.)

Module groups (Lessons 3, 4 and 5) This classes are of students with mixed academic needs. Students go to a different teacher for each subject.

Subject codes, teacher codes and full names.

Each box in the timetable has the start and finish of each lesson (given in half-hour units as HPE and Music are half an hour each), the subject code, class code and teacher code.



While the core subjects of English and Mathematics, along with HPE, Music and LOTE are studied in the same class with the same teacher all year, module units are usually only a term long. This ensures that students will have access to four units of Science, History and Geography, along with a variety of Health and Art units. The exception to this is Reading For Life, which the students have two hours of each week, rotating to a new English teacher each term.

### Class Requisites

A list of stationery requirements for The Senior School is issued each year. It outlines the basics for students to effectively participate in the learning program. The list is as simple and as small as possible to avoid expensive and unnecessary costs.

In some cases, as the year progresses some students lose necessary items or they run out. In both cases, replacement is necessary if effective learning is to occur. The teachers request that you **check** with your child **at least each term** to ensure that the correct books, pencils etc are available.

Students receive these timetables at the start of Term One, and at the end of each term thereafter. They are required to glue them into their diaries, and may colour code them to allow for easy reading. Parents may request an extra copy of the timetable if they feel it will help with organisation.

This is especially important in regards to scissors, glue sticks, rulers and erasers.

We do not ask that text books are purchased as these are acquired in class sets. Dictionaries and atlases are also available at school. Please assist us in having all necessary items available.

### ***Exercise Books***

The book list requires that students start the year with seven 96 pages A4 exercise books, and fourteen 48 page pages A4 exercise books. The 96 page books are for the core subjects of English and Mathematics, while the 48 page books are to be used for module subjects such as Science and History. 48 page books are also required for Reading For Life classes. At the end of a module unit students may recycle exercise books by turning them upside down, relabelling them and starting from the back of the book if sufficient space is available.

### ***Computers***

All Senior School students will need to complete a 'Technology Agreement' form. They will be issued with individual user names which must be used to access the computer system. The Senior School has a large number of computers available for student use. The main computer room in Block 4 is open before school and during both breaks. Sometimes certain groups are given priority on a roster eg; Year 6 Girls, to ensure that all students get access.

Software available is Microsoft Office as well as a number of encyclopaedias and some subject specific programs. At selected times, students are allowed internet access to facilitate particular tasks they have been given. **Students are only allowed to access the Internet with the permission of a teacher.** Usage is for the preparation of school assignments and not for private matters. USBs from home must be

checked by a teacher before being put into a school computer. Appropriate use and care of the equipment is expected.

### ***Jewellery, Make-up and Hair***

Given the nature of some of the activities that are undertaken at school, the wearing of excessive jewellery can be dangerous

It is expected that students will have no more than one set of earrings – sleepers or studs and a watch. No other piercings are permitted. A necklace with cultural or religious significance is allowed, although it should be worn inside a uniform. Hairbands and ribbons must be in the school colours of green, yellow and black. In addition, make-up, nail polish and hair dyed an unnatural colour (e.g. blue or green) is not permitted.

### ***Hats***

**Wide-brimmed hats (Caps are not acceptable) must be worn for all activities conducted outside buildings and covered areas.** The dangers of skin cancer necessitate this policy. There always seems to be a few students who deliberately leave hats at home to avoid having to participate in outdoor lessons. These students will usually be given a hat from a collection that is located in the Senior School. Students who consistently and persistently come without a hat will be given a Responsible Thinking Room detention (RTR). At lunchtimes, students without a hat will have to play in a covered area.

### ***Teacher-Parent Communication***

#### ***Interviews***

Parents are encouraged to arrange interviews with teachers in The Senior School whenever they feel the need. At times, teachers will request an

interview. End of term interviews are still undertaken but only for students with a particular need that requires attention. The procedure to follow is to **contact the school whenever there is something of importance to be discussed**. Initial contact should be made to the Senior School Home group teacher.

### *Cooee*

The school newsletter is handed out to the youngest in the family every week and contains important information about the school, along with photos and stories of what's happening at Darling Heights.

### *Facebook*

All information contained in the Cooee is posted to our Facebook page. Most parents keep an eye on the page as it is the best way to keep up to date with alerts regarding events and changes. Photos and information of student activities are also put up on a regular basis.

### *QSchools*

This is a phone app which allows parents to access information about any state school in Queensland. This information includes school hours, the tuckshop, and recent notifications and newsletters. It is also a source of school forms and documents which may be downloaded.

### *Diaries and Phone Calls*

Teachers get students to write important information into diaries, and they are also a safe means of carrying school notes. Accordingly, students are required to bring them to every lesson and keep them in good condition. Teachers will also make phone calls to parents on occasion to let parents know of a student's progress. Parents are also encouraged to call a student's home class teacher whenever they have a question or concern.

## *Interim Reports*

In addition to Semester One and Two reports, Interim reports are issued at the end of Term One to give parents an indication of how students are doing in nine areas, including Behaviour, Attitude, Organisation and Bookwork. They do not report on academic achievement, unlike the semester reports, but are a way of celebrating a child's performance, or helping to pinpoint areas for improvement in our Star Values. They are done by home teachers then sent home. Once a parent has read a report, it is to be signed and returned to school so that the teacher can sight a parent's signature.



### INTERIM REPORT

«First\_Name» «Surname»  
Home Group: «Home\_class\_name»

**Darling Heights State School  
Senior School  
Term One 2016**

Dear Parents/Caregivers,

The following gives an indication as to the progress of «First\_Name» through Term One. An Academic Report will be issued at the end of Term Two. Please discuss these aspects of «First\_Name»'s progress with him/her to reinforce the positive effects on academic performance. If you wish to discuss any of these, please contact the school to make an appointment early next term.

In relation to the following areas, I believe «First\_Name» is performing as indicated by the ticks.

<b>Behaviour:</b> To what extent behaviour is appropriate, in line with School Values and contributes to learning. Never _____ Consistently	<b>Application / Focus:</b> To what extent application is appropriate, in line with School Values and contributes to learning. Never _____ Consistently	<b>Co-operation:</b> To what extent co-operation is appropriate, in line with School Values and contributes to learning. Never _____ Consistently
<b>Attitude:</b> To what extent attitude is appropriate, in line with School Values and contributes to learning. Never _____ Consistently	<b>Presentation / Bookwork:</b> To what extent presentation is appropriate, in line with School Values and contributes to learning. Never _____ Consistently	<b>Homework:</b> To what extent homework is appropriate, in line with School Values and contributes to learning. Never _____ Consistently
<b>Organization:</b> To what extent organization is appropriate, in line with School Values and contributes to learning. Never _____ Consistently	<b>Responsibility:</b> To what extent responsibility is appropriate, in line with School Values and contributes to learning. Never _____ Consistently	<b>Respect:</b> To what extent respect is appropriate, in line with School Values and contributes to learning. Never _____ Consistently

Request for meeting: by teacher  by parent/caregiver

Home Teacher: \_\_\_\_\_

Parent/Caregiver Signature: \_\_\_\_\_

10 February 2016 «Home\_class\_name»

Please sign and return this report to school, to allow us to confirm that you have seen the report. It will be returned to your child.

## *Camps*

Each year the 5/6 programme offers students an opportunity to go away on camp. In 2017, a five day camp at the Tallebudgera Beach School is being

offered to 55 students from both year levels. Next year it is likely that the 5/6's will spend a week in Canberra as they did in 2016. Notes for camps are sent out at appropriate times and parents are encouraged to pay deposits as soon as possible to avoid having their child's name put on a waiting list.

### ***Lunches/Tuckshop***

Students are encouraged to order lunches on tuckshop days. This order is provided at first break. It is important that good eating habits are developed and the appropriate balance in selections from the tuckshop is made. Accordingly, if you have specific dietary requirements for your child, Senior school teachers will try to reinforce your requests. A menu is available annually.

### ***Homework Guidelines***

Homework in the senior school is designed to provide students with the opportunity to practise and consolidate skills, processes and the content which has previously been presented in lessons. Homework activities will be of both a **regular** and **irregular** nature.

**Regular** activities will focus primarily on basic areas of literacy and numeracy. These activities might take students between thirty and thirty-five minutes per night Monday to Thursday. Homework may also be given in connection to work being done in module classes.

### ***Homework Club***

The 5/6 teachers run a homework club on Wednesday afternoons from 3-4. Teachers take turns to host students in their classrooms and provide them with a quiet space to work and help when required. This club has been a great success in previous years with students glad of the opportunity to work without distraction, check their understanding with teachers, and even provide other students with help themselves. It should be noted that this service is for 5/6 students only, not siblings, and that **students are required to stay the full hour**, so they should bring a book or other material along with them if they expect to finish their homework early.

### **How Parents Can Help with homework**

Parents should consider the following suggestions to assist their child meet the homework tasks.

- **Provision of a quiet area** with appropriate space and lighting away from distractions.
- **Establish a routine time, even when there is no formal homework.** Revision of other work can always be done on quieter nights. It may be wise to timetable homework before treats or extended free time.
- Impress on your child that you have an expectation that they **meet homework deadlines.**
- **Regularly peruse** your child's bookwork, point out where you see good work and suggest aspects of work that need to be checked.
- Expect that they have **entered homework tasks into their diary** and can show how they expect to meet completion deadlines.
- **Avoid doing your child's work** or giving them the answers, take the time to explain, encourage and demonstrate.

## ***Medication***

If your child requires medication to be administered during school hours, please complete a Medication Form (available from the Office) and hand the medication and form to Office Staff. Your child will need to go to the Office at the designated time where Office Staff will administer the medication and record the details on the form. **NO** medication is to be kept in classrooms or in the child's bag other than asthma sprays and diabetes medication.

## ***Mobile Phones and Electronic Devices***

Students are discouraged from bringing mobile phones etc to school. Parents who feel their child requires one will need to discuss the situation with either the Principal or Deputy Principal. Any of these devices need to be handed in to the office on arrival at school and collected at the end of the day.

## ***Money Collection/ Notes / Permission Forms***

**All** payments must be taken to the main office to be processed. Notes and permission forms that do not involve money should be placed in the collection box in the Senior School staffroom (Room 4A). This should be done **upon arrival** at school, as the box is cleared and sorted at 9.00 am each day. If this procedure is followed, we can ensure forms and money are processed quickly.

All notes should be attached to the **OUTSIDE** of the envelope. Only money is placed inside the envelope. Please mark the name of your student's house as well as the other requested information.

Money collection envelopes are always available from the Senior School Staffroom. Students are able to take home a small bundle if necessary. At other times, envelopes are distributed in conjunction with an event e.g. Arts Council.

## ***Notes***

Permission notes are always required for activities outside the school routine. Deadlines for the return of such notes are usually indicated and will be adhered to. Very often, a considerable amount of organisation is required for these events and the deadlines provide us with the time to complete that organisation. Therefore, if notes are returned late, except in special circumstances, it is likely that those students will miss out on that activity.

Absentee notes and Physical Education non-participation notes are essential. Each student's health and safety are of great importance to the teachers. Notes assist in this regard.

## ***Guidelines for Bookwork***

Students should:

- Label all books and folders with: Name, Class and Subject or Module. Make sure it is easy to read.
- Use cursive script for writing. Print only for specific purposes. Exceptions may be made for EAL/D students.
- Use title pages for each new module.
- Rule margins. Maths books have a margin down the middle.
- Write in pencil, unless requested otherwise.
- Use an eraser for mistakes.
- Use headings as directed by teachers. Underline these in red.
- Colour and label diagrams where appropriate. Colouring pencils are required.
- Paste in handouts neatly aligned with page lines
- Use a ruler for underlining
- Ensure no liquid paper or fancy pens are brought to school.
- Date each day's work.

## *Sport*

Sport occurs on most Friday afternoons. At various times during the year students will be involved in team sports that lead to House competitions. These include Cross Country in Term One, Athletics in Term Two and Swimming in Term Four.

Some sports are offered at an inter-school level in Terms One, Three and Four. Term Two is for athletics training. Special newsletters are sent home detailing the sports available which last year included Touch Football, AFL, Cricket, Hockey, Soccer and Volleyball. There is a cost for buses, some equipment and affiliation fees that must be met by parents. This is usually \$20-25. The sports are played in various grounds in Toowoomba, and parents are welcome to come and support their children.

For students unable to attend interschool sport, social sport at school is offered as an alternative.

The emphasis of the sporting program is on participation and skill development. All students are encouraged to give of their best. With this in mind, **students who display poor behaviour at school or at interschool sports are usually not taken to play.** Furthermore, **students must also have excellent attendance in order to participate.**

## *Sporting Equipment*

The Senior School maintains a collection of sporting equipment that students can borrow before school and during breaks. Sports captains provide supervision at borrowing times.

The equipment borrowed must be returned at the end of the break in which it was borrowed. Failure to show the necessary care or ignoring the borrowing procedures will result in those students being banned for a period of a week or longer if there are repeated infractions.

## *Treat Days*

Each term, eligible students are invited to an event that recognises their **exemplary** behaviour and **excellent** attendance. Students who are involved in issues of a serious nature (e.g. bullying, disrespectful behaviour, stealing) or repeated disregard for school rules will be ineligible for an invitation. Students with poor attendance will also be ineligible. (See the section on Responsible Thinking Room for more detail). Considerably improved behaviour or effort can reduce visits to the Responsible Thinking Room and in some cases improve treat day eligibility.

Treat Day activities can include Sausage sizzles/pizza parties and games usually at a venue away from the school, a visit to the Milne Bay Aquatic Centre, Discos, Bowling etc.

**Invitations are usually issued at the end of each term and the cost of the event is usually under \$10.** Parents are advised to lay aside a couple of dollars each week to make payment easy.

Students who are not invited are expected to come to school in full uniform and participate in a range of activities designed to help them think responsibly and plan for improved behavioural outcomes in the next term.

## *Responsible Thinking Room*

As part of the Behaviour Management policy the Senior School operates a Responsible Thinking Room. The Responsible Thinking Room is used for students who:

- repeatedly fail to complete homework or class work in a reasonable time or to a reasonable standard
- disrupt classes, repeatedly fail to have necessary equipment, cheat etc
- Are rude to staff or show a lack of respect to other students
- fail to follow our S.T.A.R values of Safety, Thinking, Acting Responsibly and Respect
- Require time to complete classwork (These visits do not count towards Treat Day exclusion unless the behaviour is persistent.)



A record of attendance is kept and entered onto a database. Once students receive five behaviour-related R.T.R.'s, a letter and printout of the details is sent home and an interview is sought. Experience suggests that timely advice and action is usually sufficient to improve the situation.

The Responsible Thinking Room operates from 11.00 – 11.25, Monday – Thursday. Students are not sent for minor offences unless there are persistent problems e.g. completing homework. Once again, co-operation between school and home will assist in developing both good work habits and high levels of citizenship for students in this critical time in their education.

### ***Leadership Program***

Year Five students interested in nominating for leadership positions in Year Six are strongly encouraged to follow our STAR values in an exemplary fashion throughout the year. Our leadership programme has been designed so that only the best behaved, most diligent and most responsible students are selected to run for leadership positions. Positions available are Sports Captain (two per house), Music Captain (two), Prep Mentor (four) and School Leader (four). Nominees are strongly encouraged to attend leadership sessions in their lunch breaks and, if selected to run, present speeches before voting towards the end of term. Successful candidates are then named and presented with badges at the Year Six Graduation Ceremony in the last week of school.

### ***Uniforms***

All students are expected to wear the school uniform wherever possible when attending school or school activities. Some activities or “Free Dress Days” do not require the school uniform to be worn. Appropriate and Sun-Safe clothing and footwear is expected on “Free Dress Days.” Thongs and open sandals are NOT appropriate.

Hajibs must be in the school colours or a neutral shade.

The chart below outlines our summer and winter uniform options.

<b>Summer Uniform available from our Uniform Shop</b>	<b>Winter Uniform available from our Uniform Shop</b>
<p>The everyday uniform for boys &amp; girls is:</p> <ul style="list-style-type: none"> <li>• Bottle green unisex short sleeve <b>polo shirt</b> with a broad yellow, and narrow white stripe on the front with contrasting bottle green and yellow sleeves, jacquard collar &amp; embroidered school emblem.</li> <li>• Bottle green unisex rugby knit <b>shorts</b></li> <li>• Alternatively for girls, a bottle green <b>skirt</b> with <b>bike shorts</b> underneath or bottle green <b>skort</b> (these items are only available second-hand from the Uniform Shop)</li> <li>• Plain coloured <b>socks</b> (3 pack, white available at Uniform Shop)</li> <li>• Plain coloured, enclosed <b>shoes</b> (Black available at Uniform Shop)</li> <li>• If required, green &amp; gold Hijab (one or two piece available)</li> </ul>	<p>Options for winter, both boys &amp; girls are:</p> <ul style="list-style-type: none"> <li>• Bottle green unisex long sleeve <b>polo shirt</b> with a broad yellow, and narrow white stripe on the front with green sleeves, jacquard collar &amp; embroidered school emblem with.....</li> <li>• Bottle green and gold <b>microfibre zip jacket</b> with inserted gold panels and contrasting gold piping and embroidered school emblem</li> <li>• Bottle green straight <b>microfibre pants</b></li> <li>• Bottle green &amp; gold <b>polar fleece zip jacket</b> with embroidered school logo</li> <li>• bottle green cotton fleecy V-neck <b>jumper</b> with embroidered school emblem</li> <li>• Bottle green cotton fleecy <b>trackpants</b></li> </ul>
<b>The Uniform Shop also has second hand uniforms available</b>	

## ***Graduation***

The final week of school sees the Year Sixes graduate. This involves a ceremony in the hall which parents are invited to attend. During the ceremony academic, sporting, music and social awards are presented to worthy students. The next generation of leaders are also announced at the graduation.

## ***Christmas Carols***

The 5/6 cohort traditionally sings the last carol of the school carols night, which usually takes place on a night in the second last week of school. Participation is strongly encouraged, and as the song performed does not have a religious theme, all are able to join in.

## ***EAL/D***

As the school has an EAL/D (English as Another Language or Dialect), some 5/6 students attend classes. Students new to the English Language participate in an intensive program during the morning session when other students are taking regular English lessons. Some students also attend EAL/D support in the 3<sup>rd</sup> and 4<sup>th</sup> periods.

EAL/D lessons are designed to provide students with basic literacy skills and vocabulary. However, to accelerate learning, we integrate all students into regular lessons, so that even new arrivals with very limited English can expect to study subjects such as Science and History. Adjustments are made to facilitate their learning, and students may not be assessed in a particular subject if the language demands of that unit are considered too challenging or students have attended EAL/D support during that subject's scheduled time.

## ***Social/Emotional Programs***

There are a number of programs that are offered on a needs basis at Darling Heights State School. These programs are designed to help improve a student's self-esteem, relationships and social awareness. Generally speaking, they are run either by outside agencies or by the Chaplin.

It should be noted that these programs are not religious in nature, but are purely designed to increase social and emotional wellbeing.

