Dear Parents

We welcome your inquiry about Parklands Christian College. Choosing the right school for your children is one of the major decisions you will make in life. The aim of this Prospectus is to provide you with insights about the current and future plans for our College.

We have great plans for our College, and we have every reason to believe it will be a highly regarded College in the Logan community in the years ahead. We have backed this belief with the acquisition of 40 acres upon which to develop our facilities.

Our College commenced in January 2001 in functional facilities provided by Parklands Christian Church. Each year we continue to grow in student numbers, with double stream classes now in every grade, facilities and resources. We see the day when over 1000 students will come on our site each day. The College is divided up into 5 areas; these being Little Learners (Prep), Lower Primary (1-3), Upper Primary (4-6), Middle School (7-9) and Senior College (10-12). We possess facilities and expertise to cater for all of these school groups and will enrol students into all areas during the course of any year. We will keep expanding to meet the demand from the local community.

We believe we can provide a suitable foundation upon which your children can grow, and we look forward to meeting with you to discuss this further. Please consider all the details included with this Prospectus, and then contact the College to proceed with the process of enrolling your children.

Yours sincerely,

Principal
Mr David Baskerville
Parklands Christian College Enrolments

“Foundations for Life”
Statement of Faith

Parklands Christian College Enrolments

“Our Basis of Faith”

Our Basis of Faith

Parklands Christian College is a non-denominational school, but affirming all faithful Christian expressions and committed to teaching and living out the truths of traditional Christianity. The College has a Statement of Faith as part of its legal basis in its constitution. The following is an expression in Plain English of what that statement contains, written to show how it relates to our educational goals.

As a Christian community we believe…..

- That the Bible (the Old Testament and the New Testament), written by men but inspired by God, is essential for obtaining true wisdom. Children will be encouraged to read and study the Bible.

- That God has always existed, and has revealed Himself to us, as Jesus Christ, who spoke of another, the Holy Spirit. God created the world and mankind, indeed the entire universe, and we teach children that we are created in His image, both male and female. We teach them that it is our privilege as human beings to be able to communicate with God, in daily life and prayer.

- That every human being needs to be reconciled to God, receive forgiveness and be transformed, and that this forgiveness is freely offered by God because of His love for us. This is the Gospel, the Good News of God to mankind. God freely forgives regardless of who we are or what we have done, and we are able to receive new life because of His resurrection. We accept His forgiveness and follow Him as our Lord and Saviour, and we look forward with certainty to eternal life with Him. We encourage children to accept God’s forgiveness, but they are always free to make their own decisions without coercion.

- That the worldwide body – past, present and future – of those who put their trust in God’s gift of eternal life through Jesus, regardless of what church they attend or what race or ethnic origin they are, are enabled by His Holy Spirit to live lives that will honour God and reflect the life and teaching of Jesus.
Sports Program

Parklands Christian College Enrolments
“Foundations for Life”

Purpose

Parklands Christian College believes that a good sporting program is a vital part of a balanced educational program. It provides students with a range of experiences and opportunities that are unique in the educational setting and as such we expect every student to participate in these activities.

We endeavour to offer a wide range of sporting opportunities for our students, both on and off the school site.

Facilities & Venues

Parklands Christian College sports facilities include basketball and netball courts, a soccer field and oval with a 400 meter running track and athletics facilities. We also bus students to local playing fields to engage in district competition.

District & Regional Competition

Parklands Christian College is part of the Greenbank district for the purpose of representative team selections and students frequently go on to represent the College at Regional levels. We are also active participants in the Christian Schooling Sports Competitions and have had students go on to represent our state.

Sports played

All students are required to participate in two seasons of interschool sport as well as a wide range of sports in PE & HPE classes including:

- Touch football, netball, soccer, hockey, volleyball, tennis, AFL, swimming, cross country, basketball, athletics and much more.
The Primary School staff deliver curriculum which meets the needs of pre-adolescent children. Our Primary structures and routines assist the child to feel safe as they navigate these important years of education.

The subjects offered are:

- English (Literacy)
- Mathematics (Numeracy)

Integrated Studies

- Study of Society & Environment
- Science
- Physical Education
- Music
- Christian Life Skills
- Technology
- The Arts
- Library

The curriculum emphasises the development of competency in literacy and numeracy and we focus much of our attention on the development of these areas throughout our diverse curriculum. Our Learning Enrichment staff also provides extra assistance according to the individual needs of students.

The curriculum and enrichment activities, both inside and outside the classroom, provide our students with opportunities to develop their God-given gifts and abilities. The Primary School has specialist teachers in Music, Visual Art and Physical Education. We also introduce our Upper Primary Students to secondary teaching specialists in Science and Drama.

Through our Responsible Thinking Process, students are encouraged to seek responsibility for their behaviours rather than controlling students through punishment. Through the use of pastoral care and the Responsible Thinking Process, students are encouraged to respect the rights of others to learn and be safe whilst striving to adhere to our college values of Christlikeness, Learning, Excellence, Attitude & Respect.
Becoming all that God wants us to be

At Parklands Christian College we recognise that there are distinct differences in the needs of students in early adolescence and in the curriculum that best suit their needs. Because adolescence is a distinct developmental phase, it requires a unique response. We have designed a stimulating and varied curriculum to assisting students to become all that God wants them to be.

Students enrolled in our Middle School engage in a program intended to foster a harmonious transition from our Upper Primary School to Senior College. As the needs of young teenagers are different from those of primary school or older students, this program emphasizes a very structured approach to curriculum, with fewer teachers and fewer classroom changes. It is the foundation of a stable beginning to life at high school.

To ensure that all students have the opportunity to reach their full potential, the Parklands Christian College Middle School Curriculum offers the following subjects:

- English (streamed across grades 7-9)
- Maths (streamed across grades 7-9)
- Science
- Health & Physical Education
- Music
- Geography & History
- Home Economics & Technology
- Drama & Business
- Visual Art & Graphics
- Christian Life Skills

In an attempt to maximise student learning opportunities the Middle School makes use not only of traditional classroom routines, but takes full advantage of the resources of our local area, drawing on outside professionals and facilities to enrich our educational programme. The Middle School Curriculum is an integrated curriculum, jointly planned by all Middle School Team Members. Thus, learning is meaningful and connected rather than fragmented and teachers are always aware of what is happening with students in all Middle School classes. In Middle School the programme can be divided into three main phases;

- transition to Middle School in Year 7,
- consolidation in Year 8 and,
- moving toward independence in Year 9.
Grades 10, 11 & 12

The focus of the Senior Years is to prepare students for life beyond the College. The excellent College staff assist students to identify their strengths and what pathway will suit them best. The College seeks to develop these pathways with students, and their parents, and to create the best possible opportunities for each student to experience success beyond their school years.

The Senior College endeavours to provide a holistic education which recognises and caters for the uniqueness of each child and challenges each child to reach his/her full potential. More specifically our programs aim to develop the young person in the following areas:

1. Academic Development
2. Spiritual Development
3. Social Development
4. Physical Development
5. Vocational and Cultural Development

Senior Subjects

OP Subjects
- English
- Maths A, B, C
- Physics
- Chemistry
- Biology
- Ancient History
- Graphics (AUTO CAD)
- Home Economics
- Physical Education
- Music
- Drama
- Visual Art

Non-OP
- Prevocational Maths
- English Communications
- Certificate 1 Construction
- Certificate 1 Engineering
- Certificate 2 Active Volunteering
- Visual Art Studies
- Certificate 2 Business
- Hospitality
- Christian Life Skills (school subject)

The aforementioned is subject to change based on demand and staff availability. Students must choose 6 subjects unless otherwise negotiated.
Purpose of the Arts Program

This program is made available across both Junior and Senior Schools of the College. The Co-Curricular Arts Program is designed to help complete the total education of your child. A love of the arts is encouraged at Parklands, whether students are performing in competitions or just for their own pleasure. Our talented students have participated successfully in Rock Eisteddfod Challenges, plays, musicals, gala events and College Band productions entertaining both the college and wider college community.

Music

Such is our value of music and the arts that it is a mandatory part of a student’s education at Parklands Christian College from grades one to eight. We are privileged to have specialist music teachers who dedicate themselves to developing the music abilities of our students. Through our instrumental music program, students can learn almost any instrument on campus and be involved in our College Worship Team.

Instrumental Classes

These are usually conducted during school hours. They are ½ hour in duration. Secondary students can request lesson times suited to their timetables i.e. recess or lunchtime.

Musicals & Plays

We are proud to perform a musical or a play each year at Parklands. These productions involve students from across grade levels and subjects areas. Our students participate in a range of activities including sound and lighting, catering, hair, makeup, props and costume design and much more. Please ask us how your child can be involved.
Responsible Thinking Process

Mission Statement
Enriching lives by fostering right relationships and responsible thinking.

Vision
Our vision is to see each student think and behave responsibly, and recognise that their actions have individual and collective consequences.

RTP is a process that teaches respect for others by fostering responsible thinking.

What promotes change within another person, and what makes change possible?

First, it is the belief that someone cares, that someone really respects you and is willing to work with you until you can succeed.

Second, it is the belief that somehow it is possible to succeed, to make things better, and to resolve our internal conflicts.

This unique classroom discipline process is both non-manipulative and non-punitive. It creates mutual respect by teaching students how to think through what they are doing in relation to the rules of wherever they are. This results in students being personally accountable for their actions and choices.

Our Values are CLEAR
Being a member of the Parklands Community means I will value:

CHRISTLIKENESS
I am prepared to serve others in love
♦ I will consider the needs of others
♦ I will be patient, kind and gracious

LEARNING
I am ready to learn
♦ I have all my required equipment
♦ I have enough food for the day

EXCELLENCE
Trying my best
♦ I am determined to achieve to the best of my ability
♦ I will demonstrate and develop my gifts and talents

ATTITUDE
Possessing a positive approach to learn
♦ I am determined to overcome obstacles
♦ I am prepared to work at relationships

RESPECT
Considering the impact of my actions
♦ I will not hinder others right to learn
♦ I am in full and correct uniform.

CLASSROOM RULES

1. I can respect the right of others to learn: It is not ok to disrupt others by leaving my place or talking out of turn or over others or using an outside voice.

2. I can be safe and keep others safe: It is not ok to push, shove or punch others or hurt their feelings. I will ensure I am supervised.

3. I can be prepared for class and be ready to learn: I can bring all required equipment to each lesson and be aware of my time table.

4. I can respect the property of others and the College: It is not ok to mark, break or steal property that is not mine.
Parklands utilises the Responsible Thinking Process (RTP) founded on Perceptual Control Theory (PCT) to help guide our behaviour education strategies. A Responsible Thinking Classroom (RTC), supported by a team of RTP Facilitators is accessed by students to help them learn how to modify their behaviour. We believe that behaviour is a concept that is taught just like any other subject and sometimes students need time and space to get their head around the impact of their behaviour. RTC is such a space. One of the misconceptions about RTC is that it is for ‘naughty’ students and is therefore a punishment and detention. This is not true; rather RTC is a space to learn responsibility, self-control and devise strategies for positive life choices.

Students may use the RTC for the following:

- Own their behaviour and devise strategies to respect the right of others to learn.
- Complete homework, unfinished class work, assignments and exams.
- Personal withdrawal/time-out
- Sort out uniform infringements
- Discuss any difficulties regarding staff or fellow students

Please refer to school handbook and RTP literature for further information or feel free to contact our RTP facilitators to discuss how Parklands implements RTP.

Social Worker / RTP Coordinator
Mrs Bernii Elvery
belvery@parklands.qld.edu.au

RTP Website: http://responsiblethinking.com/
PCT Website: http://www.pctweb.org/

RTP: How it works

The Responsible Thinking Process works when teachers are able to give those students, who are disruptive, the opportunity for self-reflection in a non-controlling and supportive environment. Students who act as disturbances in the class or playground, need to develop the skills required for getting along with others and following the rules.

The student does this in what’s known as the Responsible Thinking Classroom, or RTC. Whilst in the RTC the child will spend time with someone who will listen to them patiently, without making judgment, and help the students to develop ways of achieving their goals and get along with others by thinking responsibly and following the class rules, without violating the rights of others to learn.

The student works through a plan and makes his or her own suggestions on how they can achieve these goals. The student then talks this plan through with the teacher and negotiates a time when they, the student, can return back to the classroom. The teacher can make suggestions to the student to enable him or her to fulfil their plan. A plan is never ignored or refused and is taken as a sincere commitment by the student.

The key component of this classroom discipline process is its focus on how students can achieve their goals without getting in the way of others who are trying to do the same thing. In short, it teaches students how to respect others.

Through using RTP, we can help build the confidence in these students by teaching them how to think and feel good about themselves. One way of doing this is to incorporate quality time. By providing quality time with these students we establish relationship, which is essential in the building up of self-worth and ability to succeed. So when things do go wrong, or a problem arises, the student can learn to achieve their goals whilst respecting other students’ right to learn.

- We take time out to listen to them, and try to understand WHY they feel the need to continue being disruptive.
- We spend quality time with that student.
- We treat them the same as every other student.

FREQUENT FLYERS

No matter how many times a particular student is referred to the RTC. Each “Frequent Flyer” should be given the same opportunities as any other student. Every student is given the opportunity to reflect on the impact of their behaviour and its impact on the teaching and learning process.
Spectrum of Learning

VET stands for vocational education and training. VET is a national system designed to skill workers to work in particular industries such as plumbing, retail. VET is underpinned by a National Training Framework which comprises two components:

- National Training Packages
- The Australian Quality Training Framework

School Based Apprenticeships / Traineeships:
Senior students may elect to undertake a school-based apprenticeship or traineeship provided they can arrange the apprenticeship or traineeship with an appropriate employer. There are some organisations that can provide assistance to students and employers in establishing these programmes. For more information, please contact our VET Coordinator Mrs Deane Hudson.

The Senior Phase of Learning

The focus of the Senior Years is to prepare students for life beyond the College. The excellent College staff assist students to identify their strengths and what pathway will suit them best. The College seeks to develop these pathways with students, and their parents, and to create the best possible opportunities for each student to experience success beyond their school years.

More specifically our programs aim to:
1. Academic Development
2. Spiritual Development
3. Social Development
4. Physical Development
5. Vocational and Cultural Development

Vocational Education & Training

The Middle Phase of Learning

At Parklands Christian College we recognise that there are distinct differences in the needs of students in early adolescence and in the curriculum that best suit their needs. Because adolescence is a distinct developmental phase, it requires a unique response. We have designed a stimulating and varied curriculum to assisting students to become all that God wants them to be.

In Middle School the programme can be divided into three main phases;
- transition to Middle School in Year 7,
- consolidation in Year 8 and,
- moving toward independence in Year 9.

The Primary Phase of Learning

The transition from home to school is an important phase in a student's life. Parklands focuses on providing experiences for students in the areas they need to learn about to be successful at school. The transition through the Primary School can be divided into:
- Prep
- Early Years (Grades 1-3)
- Upper Primary (Grades 4-6)

Parklands Christian College offers students a broad spectrum of learning opportunities in a supportive, caring environment.

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### Spectrum of Learning at Parklands

<table>
<thead>
<tr>
<th>Prep</th>
<th>Years 1-6</th>
<th>Years 7-8</th>
<th>Year 9-10</th>
<th>Year 11-12</th>
<th>Year 11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lower &amp; Upper Primary</td>
<td>Middle School</td>
<td></td>
<td>Senior College</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>English</td>
<td>English (Streamed)</td>
<td>English (Streamed)</td>
<td>English Communication</td>
<td>English</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Mathematics (Streamed)</td>
<td>Mathematics (Streamed)</td>
<td>Pre-vocational Mathematics</td>
<td>Maths A</td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
<td>Science (Includes Physics, Chemistry &amp; Biology)</td>
<td>Science (Includes Physics/Chemistry &amp; Biology)</td>
<td></td>
<td>Ancient History</td>
</tr>
<tr>
<td>Active Learning</td>
<td>Geography &amp; History</td>
<td>Geography &amp; History</td>
<td>Geography &amp; Ancient /Modern History</td>
<td>Elective: Ancient History (Grade 10 only)</td>
<td>Biology</td>
</tr>
<tr>
<td>Social &amp; Personal Learning</td>
<td>Health &amp; Physical Education</td>
<td></td>
<td>Health &amp; Physical Education Elective: Physical Education (Ext) (Grade 10 only)</td>
<td>Business (Cert 2)</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Focus: Literacy, Numeracy, Social &amp; Emotional Competence</td>
<td>Focus: Literacy, Numeracy &amp; Information &amp; Communication Technologies, The Arts &amp; Sport</td>
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</tbody>
</table>

**Focus**: Literacy, Numeracy, Grade 9 & 10 foundation for and transition to Years 11 & 12, Multiple pathways, Flexibility to move between pathways.
Time Guidelines

As a general guide for teachers, students and parents, the following time suggestions are offered for each grade level:

- **Prep**: 10 - 15 minutes
- **Year 1**: 15 - 20 minutes
- **Year 2**: 20 - 25 minutes
- **Year 3**: 20 - 25 minutes
- **Year 4**: 20 - 30 minutes
- **Year 5**: 20 - 30 minutes
- **Year 6**: 45 - 50 minutes
- **Year 7**: 45 - 60 minutes
- **Year 8**: 45 - 60 minutes
- **Year 9**: 60 – 90 minutes
- **Year 10**: 1 - 1½ hrs average 4 nights pw
- **Year 11**: 1½ - 2 hrs average 4 nights pw
- **Year 12**: 1½ - 2 hrs average 4 nights pw

Students are encouraged to include regular revision of daily work in their study and homework time. Therefore, no student should ever make the statement: “I have nothing to do”.

Homework at Parklands

The primary objective of homework at Parklands Christian College is the development of positive work and study habits. Homework provides training in the skills of time management, goal setting and problem solving. It also develops positive personal development in self discipline, persistence, responsibility, integrity, commitment, and delayed self gratification.

Two secondary objectives are to provide teachers with revision work completed, or attempted and to provide parents with a window into work being covered and student progress.

*Colossians 3:23*

“Whatever you do, work at it with all your heart, as working for the Lord not for men”.

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**Home Work & Assessment**

**Prep - 12**

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**Parklands Christian College**

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**Foundations for Life...**
## Homework & Assessment at Parklands

<table>
<thead>
<tr>
<th>Prep &amp; Years 1-3</th>
<th>Years 4-6</th>
<th>Years 7-9</th>
<th>Years 10-12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prep &amp; Lower Primary</strong></td>
<td><strong>Upper Primary</strong></td>
<td><strong>Middle School</strong></td>
<td><strong>Senior College</strong></td>
</tr>
<tr>
<td><strong>Mathematics:</strong></td>
<td><strong>Mathematics:</strong></td>
<td><strong>Mathematics:</strong></td>
<td><strong>Homework:</strong></td>
</tr>
<tr>
<td>⇒ Maths Worksheets (P &amp; 1)</td>
<td>⇒ New Wave Mentals</td>
<td>⇒ As set by teacher (weekly)</td>
<td>Senior College students will typically have regular homework for most subjects throughout the schooling week. Homework tasks are set at the teacher’s discretion.</td>
</tr>
<tr>
<td>⇒ Revision Sheets (Yr 1)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>English:</strong></td>
<td><strong>English:</strong></td>
<td><strong>English:</strong></td>
<td></td>
</tr>
<tr>
<td>⇒ New Wave Spelling (Yr 2-3)</td>
<td>⇒ New Wave Spelling (Yr 2-3)</td>
<td>⇒ Spelling (weekly)</td>
<td></td>
</tr>
<tr>
<td>⇒ Home Readers (x2 per week)</td>
<td>⇒ Home Readers and/or</td>
<td>⇒ Grammar (weekly)</td>
<td></td>
</tr>
<tr>
<td><strong>Weekly Show &amp; Tell (Prep—Yr 2)</strong></td>
<td><strong>Scripture Verse</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Scripture Verse</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Assessment:</strong></td>
<td><strong>Assessment:</strong></td>
<td><strong>Assessment:</strong></td>
<td><strong>Assessment:</strong></td>
</tr>
<tr>
<td>⇒ 1 Presentation or Project per term (Yr 1 &amp; 2)</td>
<td>⇒ Grade 4: 1 Presentation or Project per term</td>
<td>⇒ Mathematics: 2 per term</td>
<td><strong>Exams and/or take home tasks</strong></td>
</tr>
<tr>
<td></td>
<td>⇒ Grade 5: 1 Presentation or Project per term</td>
<td>⇒ English: 2 per term</td>
<td>Senior College students will typically have 2 assessment items per subject, per term. A students folio will not be considered complete unless all assessment items have been submitted.</td>
</tr>
<tr>
<td></td>
<td>⇒ Grade 6: 2 Presentation s or Projects per term</td>
<td>⇒ Geography or History: 2 per term</td>
<td>A full time Senior students enrolled in 6 subjects can expect up to 48 items of assessment over the course of a year.</td>
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<tr>
<td></td>
<td></td>
<td>⇒ Science: 1 per term plus lab reports</td>
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<tr>
<td><strong>Task Completion:</strong></td>
<td></td>
<td></td>
<td><strong>Certificates &amp; Training:</strong></td>
</tr>
<tr>
<td>Students failing to complete set tasks in the class time provided will be required to catch-up in their own time.</td>
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<td></td>
<td>Students engaged in vocational education &amp; training may be required to submit assessment modules to external training organisations in accordance to that organisation’s schedules.</td>
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<tr>
<td><strong>Assignment Writing Process:</strong></td>
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<tr>
<td>Students use the Parklands 5 stage Assignment Writing Process.</td>
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<tr>
<td><strong>College Diaries:</strong></td>
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<tr>
<td>Students are introduced to basic organisational skills and begin to use their College Diary. Diaries should be signed by parents every week (yr 4-8)</td>
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<tr>
<td><strong>Reading Program:</strong></td>
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<tr>
<td>Parklands home reading program commences in Prep with a series of readers &quot;Of Primary Importance&quot; which are the base for both reading and writing. Students progress through a levelled program based on &quot;PM&quot; benchmarking tools. This includes &quot;PM&quot; readers, &quot;PM +&quot; readers, &quot;Breakers&quot;, &quot;Trekkers&quot; and &quot;Oxford Literacy&quot; guided readers.</td>
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</tbody>
</table>
Welcome to Student Care & Wellbeing Services!

Parklands is well-equipped to provide care for our students and families through our Care and Wellbeing team.

The department encompasses a few different roles and programs and information about each is included in this brochure:

- Heart team
- Learning for Life
- Responsible Thinking Program
- Shine
- Strength
- Social Worker

Social Work and Well Being support is available to students and parents 5 days per week onsite. In addition access to Social Work outside hours is available via phone and email.

Social Workers
Bernii Elvery: belvery@parklands.qld.edu.au
Laura Robinson: lrobinson@parklands.edu.au

Well Being/RTP Facilitators
Angela Broughton: abroughton@parklands.qld.edu.au
Leanne McManus: lmcmanus@parklands.qld.edu.au

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Possessing a positive approach to learn
- I am determined to work to overcome obstacles
- I am prepared to work at relationships

RESPECT
Considering the impact of my actions
- I will not hinder others’ right to learn
- I am in full and correct uniform

We acknowledge the ongoing financial support of the Chaplaincy and Student Welfare Program (NSCSWP)* for the services we are able to offer our school community.

“Therefore encourage one another and build one another up, just as you are doing.”
1 Thessalonians 5:11
School Social Workers

Worried about....school, home, friends, family....and everything in between?

The Social Workers are here to work with students, parents/carers, or other family members to provide support and assistance. Bernii and Charmian work with students individually, in small groups or classes.

Referrals are welcomed from students, parents, teachers, or any significant person in the student’s life. Parents are notified when a student speaks with any of the staff in the well being team.

Please note: At times students disclose information about themselves and their families that constitute child safety concerns and staff have the responsibility to hand information about this disclosure to Heads of Primary or Secondary, or the Principal, who will take action as prescribed by Child Protection law.

Shine & Strength

The aim of Shine is for each person to develop understanding of her own personal Worth, Strength and Purpose and to realise the potential within her to fulfill her desires. Shine is a 9 session program facilitated by Mrs Amanda Young for our Year 9 girls on a Wednesday afternoon.

Strength helps our young men to develop understanding of their personal identity, purpose and direction for his life building on the concepts of Significance, Resilience and Courage. Strength is a 9 session program facilitated by Mr Zac Wassenburg (zwassenburg@parklands.qld.edu.au) youth pastor of Parklands Christian Centre.

For more information about Shine or Strength, please talk with Mrs Amanda Young or google Hillsong Shine or Strength. ayoung@parklands.qld.edu.au

Responsible Thinking Process

(Responsible Thinking Classroom)

Parklands utilises the Responsible Thinking Process (RTP) founded on Perceptual Control Theory (PCT) to help guide our behaviour education strategies. A Responsible Thinking Classroom (RTC), supported by a team of RTP Facilitators is accessed by students to help them learn how to modify their behaviour. We believe that behaviour is a concept that is taught just like any other subject and sometimes students need time and space to get their head around the impact of their behaviour. RTC is such a space. One of the misconceptions about RTC is that it is for ‘naughty’ students and is therefore a punishment and detention. This is not true; rather RTC is a space to learn responsibility, self-control and devise strategies for positive life choices.

Students may use the RTC for the following:
- Own their behaviour and devise strategies to respect the right of others to learn.
- Complete homework, unfinished class work and assignments.
- Private study
- Sort out uniform infringements
- Discuss any difficulties regarding staff or fellow students

Through using RTP, we can help build the confidence in these students by teaching them how to think and feel good about themselves. One way of doing this is to incorporate quality time. By providing quality time with these students we establish relationship, which is essential in the building up of self-worth and ability to succeed. So when things do go wrong, or a problem arises, the student can learn to achieve their goals whilst respecting other students’ right to learn.

Please refer to school handbook and RTC literature for further information or feel free to contact our RTP facilitators to discuss how Parklands implements RTP.

Mrs Bernii Elvery
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RTP Website: http://responsiblethinking.com/

PCT Website: http://www.pctweb.org/

Learning for Life

Learning for Life is offered for Prep to Year 3 students and is facilitated by Ann Schatkowski and Kaye Ryan, both teacher aides at Parklands. For more information please email:

kryan@parklands.qld.edu.au
aschatkowski@parklands.qld.edu.au

Well Being for Families

Our school aims to provide care and support to our families who are having a tough time. We have a small team of staff dedicated to arranging care for families in their time of need. Please let Bernii Elvery know, or request a referral to the Well Being Team if your family could do with extra assistance or support. Issues may include loss of a family member, illness, family separation, financial issues. Care will include prayer support, and other assistance as required.