



Woodville  
High School

[woodvillehigh.sa.edu.au](http://woodvillehigh.sa.edu.au)

**DIVERSITY  
INTEGRITY  
RESILIENCE**



# Our Woodville

**Middle Years  
Handbook**



**Government of South Australia**  
Department for Education

# Middle Years Handbook

YEAR 7 - 9

## Our Vision

Woodville High School is a human-centred learning community that nurtures belonging, transformative growth and success.



**Woodville High School**

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**Woodville High School**



**Government of South Australia**  
Department for Education

# School Dates

## 2024

TERM 1	29 January to 12 April	11 Weeks
TERM 2	29 April to 5 July	10 weeks
TERM 3	22 July to 27 September	10 weeks
TERM 4	14 October to 13 December	9 weeks

## 2025

TERM 1	28 January to 11 April	11 Weeks
TERM 2	28 April to 4 July	10 weeks
TERM 3	21 July to 26 September	10 weeks
TERM 4	13 October to 12 December	9 weeks

## 2026

TERM 1	27 January to 10 April	11 Weeks
TERM 2	27 April to 3 July	10 weeks
TERM 3	20 July to 25 September	10 weeks
TERM 4	12 October to 11 December	9 weeks

# From the Principal

## Anna Mirasgentis

I would like to welcome all new and continuing families to our Woodville High School community.

The Middle Years Handbook is designed to give you an overview of all that we offer from Years 7-9. It offers an overview of our educational philosophy and our rich history and traditions that have powerfully shaped our School, fostering a sense of community and belonging. We want to inspire in every student a joy of learning, a willingness to take risks, and a belief in their own power to make a difference wherever they choose to live and work.

Woodville High School is a dynamic and highly respected and impressive school and its values of Diversity, Success and Creativity are the hallmark of a quality education. At Woodville High School we value ideas, creativity and new ways of thinking. All students will be provided with opportunities to truly exercise their capacities through the development and application of knowledge, skills and capabilities in order to actively participate in society and contribute to every aspect of their wellbeing. Students, teachers, parents and our diverse communities will work together to support students to achieve their aspirations.

At Woodville High School we live by our school motto, Ad Astra Per Aspera - to Reach for the Stars. We strive for excellence in everything we do. We aspire for all our students to be the very best they can be and to embrace their innate gifts so that they can thrive within their communities and as global citizens. Woodville High School has achieved formal accreditation by the Council of International Schools and has joined 1360 schools and universities representing 123 countries who have been internationally recognised for their commitment to providing a global education and developing global citizens.

The years of middle schooling are especially important and as such, we will continue to challenge our students in a supportive, progressive environment and help them discover who they are, what they're capable of and prepare them for life beyond school. Students in the middle years have opportunities, face numerous choices and challenges as they experience growth in their cognitive, physical, social and emotional development. During this time, their capacity and ability to make complex personal choices will establish the attitudes, qualities, and values they will take into the senior years and beyond.

To all families I extend an invitation to you to visit Woodville High School and explore our community, our facilities and most importantly, come and talk to our students and teachers who will share our story and our journey and who we aspire to be.



**Anna Mirasgentis**  
Principal

# From the Head of Middle Years

## Alice Forster

The Middle Years of schooling are a significant time in the lives of our young people, and are critical for the development of life long skills and capabilities for the 21st Century. At Woodville High School, development of our Graduate Habits: Respecting Others, Persevering and Thinking in Critical and Creative ways begins during the transition to high school.



Likewise, the school values of Diversity, Integrity and Resilience are nurtured throughout our students' schooling at every opportunity. These values are a focal point at Woodville High School and are part of what makes our school unique.

As a proud member of our Western suburbs community the Woodville High School values are our values. The Inner-West is the community I am very much a part of. My children attend a local public School and our family are involved in a range of local sports and community organisations. Fostering partnerships between the school and local community to build a sense of belonging and increase opportunities for our young people, is a priority for our team at Woodville High School.

In selecting to send your student to Woodville High School you are choosing a high quality, internationally accredited educational experience. We will work with you to support your student's wellbeing, help them reach their potential and encourage them to play an active role in civic life. We are a school for every young person in this community.

As Head of Middle Years I am committed to working with all members of our school community to ensure success for every student.

# Staff Directory

## Senior Staff

Principal  
Deputy Principal  
Senior Leader - Head of Music & ASTRA Program  
Senior Leader - Transition, Learner Management, Student Leadership  
Senior Leader - Head of Middle Years  
Senior Leader - Daily Routines, PLTs  
Senior Leader - Wellbeing & Inclusion  
Senior Leader - Head of Senior Years

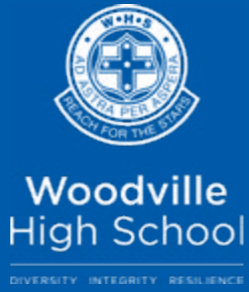
Mrs Anna Mirasgentis  
Mr Luke Smith  
Mr Paul Monaghan  
Mr Sam Tuffnell  
Ms Alice Forster  
Mr Brett Hains  
Mr Sandro Bracci  
Mrs Daniela Piteo

## Learning Area Coordinators

Aboriginal Education  
Arts and Global Projects  
VET/Career & Cross Disciplinary  
Digital Transformation in Education  
EALD/Languages  
English and Literacy Improvement  
HPE  
Humanities and Intercultural Understanding  
Mathematics and Numeracy Improvement  
Music  
Science and STEM  
Technology and Sustainability  
Inclusive Education  
Learning Support in Mainstream

Mr Bronan Economou  
Mrs Rebecca Sykes  
Mr Michael Grant  
Mr Anthony Terminelli  
Ms Belinda Parker  
Ms Belinda Parker  
Mrs Braden Collins  
Ms Michelle Moore  
Mr Elijah Kopstfsis  
Mr Ben Fuller  
Dr Jordan Della Pietra  
Ms Jon Mace  
Ms Amy Biscette  
Ms Lauren George

# Senior Staff



# Learning Area Coordinators



Absent: Amy Biscette

# Ad Astra Per Aspera to Reach for the Stars

Our School Motto, Reach for the Stars, outlines our purpose, connects and ignites our vision, core values, and graduate qualities. The metaphor for Reach for the Stars is a symbol for aspirations, imagination and dreams, where each child shapes their own narrative and vision for the future.

As a school, we aspire for young people to intensely shine their inner light upon the world by mobilising their gifts, values, knowledge and capabilities to create a better future for all. Young people's light brings hope as it penetrates the darkness around them. We want as a school to create a universe where each student's interests, capabilities and aspirations are valued and nurtured to maximise achievement and growth for every learner through agency, human connectedness, and belonging.

The new Strategic Plan titled Towards 2030: Our Future, Our Place, Our Woodville outlines a clear vision for the school, one that holds true to the schools 109 years of history and rich traditions. It reflects the commitment to our students and families that are part of the fabric of our school. The strategic plan provides a new language and a new level of ambition. It promotes innovation, excellence, diversity, inclusivity, collaboration, authenticity, inquiry and enrichment. This Strategic Plan differs from others as it draws on our history and purpose outlined in our motto Ad Astra per Aspera which is the golden thread throughout its history that will lead us to the future that we aspire to. The Strategic Plan is our anchor point to drive improvement, innovation, and renewal in each of our four aspirational constellations for excellence and equity, while holding tight on our core values and our purpose - our why. The four constellations are the patterns we are forming to provide a learning environment where every child's needs, interests, capabilities and aspirations are valued and nurtured.

- Future-focused Learning
- A Vibrant and Collaborative Community
- Improved Health and Wellbeing
- Transformational Leadership and Governance

Students lie at the heart of all we do at Woodville High School and have done so for the past 109 years. The education we offer is for intrinsic value in forming the minds of students in our care as well as preparing them for life. We aspire for every student to have the

confidence and capacity to thrive and prosper beyond the school gates and live with meaning and purpose in all corners of the globe.

Our Strategic plan developed through consultation with all staff, students, families and Governing Council has been formulated in response to the evolving global landscape and the recent launch of the Public Education Strategy. This will serve as a reference point for all in our community providing them with a clear direction and purpose to guide ongoing decision making, planning and resource allocation. In the next three years the School will focus on the four constellations and convert our vision into ideas that can be harnessed into tangible services and strategies for improvement and growth.

We want the Graduates of Woodville High School to confidently and successfully celebrate diversity, elevate integrity and cultivate resilience in a world that is complex, volatile, unpredictable and complex.

The 2024-2026 Strategic Plan which brings together our contemporary vision for education and has enabled us to redefine our narrative for the future. This narrative is reflected in our vision, mission, core values, pillars and strategic goals. These coalesce and highlight our strength as a school is in creating our future, our place, our Woodville. This captures that the strength of our Woodville is in its community, sense of belonging, inclusion and diversity. The strategic plan captures the essence of this experience in an ever-changing world and our role to play in developing the knowledge, skills, attitudes and values that enable people to contribute to and benefit from an inclusive and sustainable future.

We are a school that has a proud history and together we will continue to reach for the stars and leave our own unique legacy as we continue to change and grow as an organisation. We look forward to navigating the stars with you to create an equitable and inclusive universe for all our students.

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DIVERSITY  
INTEGRITY  
RESILIENCE

A Vibrant & Collaborative Community

Future Focused Learning

Transformational Leadership & Governance

Improved Health & Wellbeing

*Our Vision*  
Our Woodville.  
A human-centred learning community that nurtures belonging, transformative growth and success.

*Our Mission*  
Our Woodville.  
Empowering students to pursue their dreams with agency, purpose and competence by cultivating a future-focussed learning ecosystem.

*Reach for the Stars*



Our Future.  
Our Place.  
Our Woodville.

Woodville High School

# Woodville High School School Improvement Plan 2022 - 2024 (2024 Version)



Woodville  
High School

DIVERSITY · CREATIVITY · SUCCESS

Goals	Challenge of Practice	Success Criteria
<b>Goal 1:</b> Increase student achievement in writing for cohesion, audience and sentence structure	We will develop a consistent approach across all learning areas by explicitly teaching high impact writing strategies and designing assessment tasks that focus on audience, cohesion and sentence structure.	We will see students demonstrate an improvement in cohesion: the use of referring words, substitutions, word associations, and text connectives to draw together the multiple threads of whole texts to create meaning. We will see students improve their understanding of Audience, Cohesion and Sentence Structure in their writing, by varying language choices to orient the reader
<b>Goal 2:</b> Increase student achievement in reading with a particular focus on interpreting explicit information and inferring.	We will implement consistent wave 1 high impact research based teaching strategies to support all students to interpret explicit information and enable them to make accurate inferences across a range of text types.	We will see an improvement in students' ability to interpret explicit information and make inferences across a range of text types through analysing close reading data We will see all students demonstrate an improved ability to annotate, analyse, evaluate and reflect on a text through discussion and written reflections
<b>Goal 3:</b> Increase student achievement in numeracy with a particular focus on number, algebra and reasoning	We will implement high impact research based approaches to explicitly teach the elements of place value, multiplicative thinking and generalising: estimating, rounding, ratio's, rates, fractions, decimals, percentages and recognising and using patterns that incorporate the application and transfer of number skills across learning areas.	We will see students demonstrate an improvement in number (estimating, rounding, ratio's, rates, fractions, decimals and percentages) and algebra (recognising, interpreting and using patterns) We will see students demonstrate an improvement and transfer of their understanding, reasoning and problem solving skills across the curriculum by answering questions requiring the use of place value, multiplicative thinking and generalising

#### Improvement Targets

- Increase the percentage of students reaching the SEA benchmarks
- Increase the number and percentage of students achieving in the higher bands
- Improve the overall school average Grade Point Average

#### Levers for Action

- High Impact Teaching Strategies
- Developing Student Agency
- Review, Evaluate and Innovate Learning Design
- High Impact Wellbeing Strategies

## Our Woodville.

DIVERSITY · INTEGRITY · RESILIENCE

# Our 3 Core Values

The three core values at Woodville High School are Diversity, Resilience and Integrity.

## 1 Diversity

We:

Value and celebrate the rich diversity of the cultures, genders, backgrounds, talents and aspirations in our school community.

We see students' backgrounds and experiences as assets for learning and wellbeing.

We will foster an inclusive culture and be proactive in ensuring our student voices are diverse.

We value and elevate the gifts and aspirations of each young person, encouraging them to participate in decision making to promote agency as active citizens in a global world.

We provide opportunities for all students to have agency, where their values, opinions, beliefs, perspectives and diverse backgrounds are valued, heard and nurtured.

## 2 Integrity

We:

Value Integrity as the quality of being honest and having strong moral principles. Integrity informs the way we conduct ourselves and provides the foundation for our actions, both towards others and the world in which we live.

We respect ourselves, others and our environment at all times. By valuing ourselves we can find the value in all people.

We will be honest, respectful, responsible and committed to upholding the truth. We will be responsible for what we do and say, and encourage others to be humble, trustworthy, and to have the courage and freedom to change those things that should be changed.

When we practice integrity, our lives will help establish a world of truth and justice. This is a lifelong journey of growth which we uphold with integrity, courage and hope.

## 3 Resilience

We:

Value Resilience as the capacity to withstand or to recover quickly from difficulties or challenges, to show perseverance and grit in all aspects of our lives.

We understand our strengths and how to leverage them, maintaining a growth mindset when confronted with challenges.

We build and maintain positive and healthy relationships to shape our own impact in our local and global community.

We build self-efficacy and shared responsibility to be agents of positive change and model leadership.

We aim to thrive in the face of adversity.

These three core values are promoted by the school's three graduate habits

- Respecting Others
- Perseverance
- Critical and Creative Thinking

# Year 7 to 9 Middle Years

Students in the Middle Years are engaged successfully in a broad, balanced and meaningful curriculum.

## Welcome and Overview of the Middle Years

The progression of schooling from the primary years into high school presents a diversity of new opportunities; involving a new school environment, new peers from a variety of primary schools and a different timetable structure with teachers specialised in individual subjects.

The transition process also provides opportunities for students to become more independent and build relationships with a broader range of staff and students, who can support them until they successfully complete Year 12. Woodville High School will provide support for every student's learning, wellbeing while strengthening their identity and leadership to become autonomous, entrepreneurial and collaborative learners in contemporary, local and global settings.

21st century learning now requires new thinking, innovative learning, and creative ways of collaborating as well as new agility, creative and transformative learning. Such knowledge and skills will be cultivated across the curriculum as well as through Project Nova which is timetabled each week as part of the Year 7 program.

Students in the middle years are engaged successfully in a broad, balanced and meaningful curriculum. A focus on the Australian Curriculum General Capabilities helps to shape and frame the students' skills and dispositions required to be a successful learner throughout their middle years and to prepare them for the South Australian Certificate of Education (SACE). Building on the rich diversity of our student population, the school embraces its role in developing intercultural understanding, citizenship and to help students to develop respect for themselves and others. Intercultural understanding is incorporated into subjects and our pastoral care program.

In the middle years, students are provided with a wide range of subject choices to cater for their varying

interests and abilities. The Special Interest Music Program, the STEM elective program, the Soccer Program and the Basketball Program are three of the options the school offers. Each of these programs have certain requirements that students must meet through application. An emphasis is also placed on Information Communication Technology (ICT), Critical and Creative Thinking (C&CT) and Science, Technology, Engineering and Mathematics (STEM), which will enable each individual to develop the skills and dispositions to be a 21st Century Learner.

From Year 6, students from our partner primary schools are engaged in the 'Taste of High School' program, providing an opportunity for students to spend a day experiencing life at high school. Students try out a variety of subjects and activities throughout the day and are introduced to key staff and supports to begin their journey at Our Woodville.

Throughout the year, students and teachers work collaboratively with the Primary Schools to strengthen their relationships, aiming to provide a smoother transition to high school. These include music visits, ICT, Basketball and STEM. In Term 4, Year 6 students attend the school for transition days, providing another opportunity to build relationships with their future teachers and to feel comfortable in their new school environment.



# Pastoral Care for Wellbeing

Students are allocated a House Group to provide support, guidance and opportunities to collaborate with parents and caregivers. In Year 7 mentor teachers are timetabled to teach the House Group class for Mathematics, Science, English and HASS.

This supports the seamless transition from primary to secondary setting as it reduces the number of teachers and promotes deeper and authentic relationships. The Pastoral Care Program provides an opportunity to further develop the skills relating to the Graduate Habits. These are the habits the student leadership team, parents and students identified as the best qualities to underpin success in schooling.

At the end of Term 1, a camp is held for Year 7 students as a rite of passage and opportunity to further develop relationships with peers and teachers. Here, students undertake problem solving, critical and creative thinking and team building activities and compete for the Middle Years Challenge Cup.

Year 7 and 8 students are involved in Learning Showcase presentations at the end of the school year to present to parents and their Home Group teachers a summary of the skills they developed throughout the year. These presentations can be conducted in the students' home language if they speak a language other than English at home.

Students in Year 9 continue to experience a wide range of subject choices before they begin to shape a future pathway for the senior years and for life beyond school. Year 9 students also have the opportunity to participate in Career Impact Week which is a great opportunity to broaden the experiences of students, getting them to think about possible post school pathways.

Year 9 students will also participate in a Middle School graduation ceremony to acknowledge this important transition point in their educational journey.



The Pastoral Care Program provides an opportunity to further develop the skills. These are the skills the student leadership team, parents and students identified as the best qualities to underpin success in schooling.

# Wellbeing Support

**Underpinning all successful learning is a safe and happy young person. The school's Strategic Plan begins with strategies that support relationships for learning and assists students to develop the skills of personal leadership.**

Our school believes that wellbeing is the cornerstone of everything we do. When our students are connected, feel safe and secure they are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes.

Woodville High School is a learning community that promotes student wellbeing, safety and positive relationships through a restorative practices approach supporting students to reach their full potential. Our aim is to develop positive wellbeing in all members of our community giving them the skills to thrive and achieve when challenges present themselves.

A key driver of student efficacy and wellbeing is a strengths-based focused approach to engage and support young people. Relationships are the driver to enhance wellbeing and promote high expectations and inclusion, valuing diversity, equality and opportunities for all to succeed.

Our wellbeing work is informed by The Australian Student Wellbeing Framework which believes student wellbeing is enhanced and their learning outcomes optimised when they feel connected to others and experience safe and trusting relationships.

Further details about wellbeing support at Woodville High School can be found in the Wellbeing handbook.

Our Wellbeing team is composed of one Executive team member (Senior Leader of Wellbeing), two Wellbeing Leaders, Social Worker, Pastoral Care Worker, Youth Worker, Social Worker, House Leaders and an Assistance Dog. These resources support the close relationship that is developed over a number of years between students and their Home Group teachers.



# The Wellbeing Team

## Senior Leader - Wellbeing and Inclusion

Mr Sandro Bracci  
Sandro.Braccie704@schools.sa.edu.au

## Wellbeing and Inclusion Leader

Alicia Gillespie  
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## Wellbeing and Inclusion Leader - House Structure

Jessica Michas  
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## Social Worker

Maria Zubarayeva  
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## Youth Worker

Ben Rice  
Benny.Rice940@schools.sa.edu.au

## Pastoral Support Worker

Jodi Miles  
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## Receptionist

Sue Weidemann  
Sue.Weidemann570@schools.sa.edu.au

## House Leaders

### Mercury

Nigel Gramp  
nigel.gramp723@schools.sa.edu.au

### Neptune

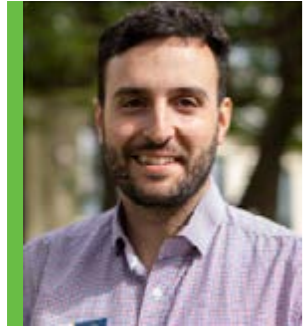
John Katavatis  
john.katavatis625@schools.sa.edu.au

### Jupiter

Megan Patman  
megan.patman736@schools.sa.edu.au

### Sirius

Emily O'Neill  
emily.oneill714@schools.sa.edu.au



**Neptune House Leader**  
John Katavatis



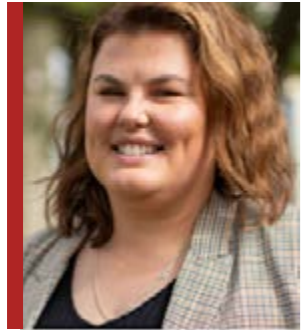
**Sirius House Leader**  
Emily O'Neil



**Senior Wellbeing Leader**  
Sandro Bracci



**Wellbeing Leader**  
Jessica Michas



**Jupiter House Leader**  
Megan Patman



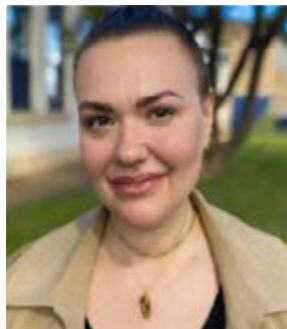
**Mercury House Leader**  
Nigel Gramp



**Wellbeing Leader**  
Alicia Miller



**Youth Worker**  
Ben Rice



**Mental Health Practitioner**  
Mariya Zubaryeva



**Wellbeing Receptionist**  
Sue Weidemann



**Pastrol Support Worker**  
Jodi Miles

## Our Wellbeing Team



**Our Future. Our Place. Our Woodville.**



# Curriculum

The curriculum at Woodville High School aims to provide opportunities and support for successful learning in a safe, supportive environment.

## The Australian Curriculum

The Australian Curriculum is designed to develop successful learners, confident and creative individuals, as well as active and informed citizens. At Woodville High School, the curriculum is presented as a progression of learning from Year 7 to Year 10. It is designed to clearly show students, teachers, families and others in the wider community what is to be taught, and the quality of learning expected of young people as they progress through school. This will support students to prepare for the South Australian Certificate of Education (SACE) and success beyond school.

### What is the Australian Curriculum?

The Australian Curriculum sets out what all young Australians are to be taught, and the expected quality of that learning as they progress through schooling. It provides flexibility for teachers and schools to build on student learning and interest.

- Critical and Creative Thinking
- Personal and Social Capability
- Intercultural Understanding
- Ethical Understanding

These general capabilities will be made explicit in each learning area as appropriate.

### What is the Structure of the Australian Curriculum?

The Australian Curriculum is made up of three interconnected elements:

#### Learning Areas

These include; English, Mathematics, Science, Health & Physical Education (HPE) Humanities & Social Sciences (HASS), the Arts, Technologies, and Languages.

#### General Capabilities

These are skills, dispositions, understandings and attributes considered crucial to young people's successful participation in 21st century life and work.

The seven general capabilities include:

- Literacy
- Numeracy
- ICT Capability

#### Cross-Curriculum priorities

Three cross-curriculum priorities are also embedded within learning areas:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability.

These are designed to ensure that the Australian Curriculum is relevant and prepares students for active and responsible local and global citizenship.

More information can be found at:  
[www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au)

## The three dimensions of the Australian Curriculum



# Middle Years Curriculum

Woodville High School offers an excellent academic program designed to help every student to be successful. With a broad range of subjects available to students, modern facilities, skilled teachers, many co-curricular opportunities and access to digital technology, every student has the opportunity to thrive.

The curriculum at Woodville High School aims to provide opportunities and support for successful learning in a safe, supportive environment in which individuals are encouraged to expand and develop their knowledge, skills and graduate habits. These graduate habits will empower students to be successful members of the local and global community. Woodville High School also has a Special Interest Music Centre. The Music Centre offers a wide range of Specialist Music courses to cater for the varied needs of the student population.

All courses in Year 7 to 10 provide a firm foundation for students entering into the South Australian Certificate of Education (SACE) in Year 11 and 12. During Year 7 and Year 8, students will engage in a broad range of subjects, enabling them to develop an understanding of their skills and interests.

## Year 7

In Year 7, students engage with the core subjects of English, Humanities and Social Science (HASS), Science and Mathematics, with themed units of work. Year 7 students will trial Vietnamese, Indonesian and Aboriginal Studies before choosing which language to pursue at Year 8 for a full year. Students will also study three terms of Health and Physical Education and rotate through term subjects such as The Arts, Technologies and STEM. A range of projects are offered in Year 7 Project Nova, each focussed on developing the skills and capabilities required for 21st century learners. Using a Project Based Learning framework, students will develop their

problem solving, design and entrepreneurial thinking skills.

## Year 8

The Year 8 program continues to provide a range of subjects including English, HASS, Science and Mathematics. Students will engage in a full year of their chosen language, two terms of Health and Physical Education and multiple single term subjects for The Arts, Technologies and STEM subjects. Students also engage in Global Challenges, the Citizenship Project and a Wellbeing Inquiry Project through their Pastoral Care Program.

## Year 9

At Year 9, the compulsory subjects include a full year of English, Science and Mathematics as well as a compulsory semester of Home Economics, History, Health & Physical Education and Technologies. Students are provided the choice of four semester subjects, which can be chosen from a combination of subjects from The Arts, Languages, Health and Physical Education, Technologies and/or HASS. At the end of Year 9, students engage with a career impact week to support students to begin thinking about their future pathway and career options, preparing them for the senior years.

# Curriculum Map

## Course Handbook

The Course Handbook outlines the Curriculum from Year 7 – 12 and is designed to support students and their families to make informed decisions when selecting subjects, to ensure students have a wide range of post-school options. The handbook supports the Course Counselling Process with subject descriptions detailing the content and the assessment requirements. It is important that students, with the support of their families, begin to plan possible career options and pathways of study. The Course Handbook is accessible electronically on our school website.

Below is our Learning Area curriculum map from Year 7 to Year 9.

Learning Area	Year 7	Year 8	Year 9
Aboriginal Studies	<ul style="list-style-type: none"> <li>Aboriginal Studies</li> </ul>	<ul style="list-style-type: none"> <li>Aboriginal Studies</li> </ul>	<ul style="list-style-type: none"> <li>Aboriginal Studies</li> </ul>
The Arts	<ul style="list-style-type: none"> <li>Dance</li> <li>Drama</li> <li>Performing Arts: ATSI Perspectives</li> <li>Elective Music</li> <li>Special Music</li> <li>Visual Art</li> </ul>	<ul style="list-style-type: none"> <li>Dance</li> <li>Drama</li> <li>Performing Arts: ATSI Perspectives</li> <li>Elective Music</li> <li>Special Music</li> <li>Visual Art</li> </ul>	<ul style="list-style-type: none"> <li>Dance</li> <li>Digital Art &amp; Design</li> <li>Drama</li> <li>Elective Music</li> <li>Performing Arts: ATSI Perspectives</li> <li>Special Music</li> <li>Visual Art</li> </ul>
English/English as an Additional Language or Dialect (EALD)	<ul style="list-style-type: none"> <li>English</li> <li>EALD</li> </ul>	<ul style="list-style-type: none"> <li>English</li> <li>EALD</li> </ul>	<ul style="list-style-type: none"> <li>English</li> <li>EALD</li> </ul>
Humanities & Social Sciences (HASS)	<ul style="list-style-type: none"> <li>HASS</li> </ul>	<ul style="list-style-type: none"> <li>HASS</li> </ul>	<ul style="list-style-type: none"> <li>Geography</li> <li>HASS</li> </ul>
Health & Physical Education	<ul style="list-style-type: none"> <li>Health &amp; Physical Education</li> <li>Health &amp; Physical Education (Basketball Program)</li> <li>Health &amp; Physical Education (Soccer Program)</li> </ul>	<ul style="list-style-type: none"> <li>Health &amp; Physical Education</li> <li>Health &amp; Physical Education (Basketball Program)</li> <li>Health &amp; Physical Education (Soccer Program)</li> </ul>	<ul style="list-style-type: none"> <li>Health &amp; Physical Education</li> <li>Health &amp; Physical Education (Sport)</li> <li>Physical Education</li> <li>Physical Education (Basketball Program)</li> <li>Physical Education (Soccer Program)</li> </ul>
Languages	<ul style="list-style-type: none"> <li>Indonesian</li> <li>Vietnamese</li> </ul>	<ul style="list-style-type: none"> <li>Indonesian</li> <li>Vietnamese</li> </ul>	<ul style="list-style-type: none"> <li>Indonesian</li> <li>Vietnamese</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Mathematics</li> </ul>
Science	<ul style="list-style-type: none"> <li>Science</li> <li>STEM</li> <li>STEM: ATSI Perspectives</li> </ul>	<ul style="list-style-type: none"> <li>Science</li> <li>STEM</li> <li>STEM: ATSI Perspectives</li> </ul>	<ul style="list-style-type: none"> <li>Science</li> <li>STEM</li> <li>STEM: ATSI Perspectives</li> </ul>
Technologies	<ul style="list-style-type: none"> <li>Design &amp; Technology</li> <li>Digital Technologies</li> <li>Food Technology</li> <li>Food &amp; Horticulture: ATSI Perspectives</li> <li>Horticulture</li> </ul>	<ul style="list-style-type: none"> <li>Design &amp; Technology</li> <li>Digital Technologies</li> <li>Food Technology</li> <li>Food &amp; Horticulture: ATSI Perspectives</li> <li>Horticulture</li> </ul>	<ul style="list-style-type: none"> <li>Design &amp; Technology</li> <li>Digital Technologies</li> <li>Mechatronics</li> <li>Food Technology</li> <li>Food &amp; Horticulture: ATSI Perspectives</li> <li>Jewellery</li> <li>Textiles</li> </ul>

The subjects, or combinations of subjects offered at each year level, may vary somewhat from year to year, depending upon the needs of different groups of students.

# Learning and Teaching

## The Art and Science of Teaching

Woodville High School sets high standards for teaching and learning. The framework for a shared approach to effective teaching and learning which links to our Vision is Marzano’s Art and Science of Teaching (ASoT).

The ASoT framework focuses on student outcomes and highlights how to optimise learning by ensuring students:

- Receive meaningful feedback
- Get effective content instruction
- Have their basic psychological needs met

ASoT provides a detailed model of instruction which is also incredibly flexible and can be applied across all learning areas to achieve the highest levels of student success.

## The Learning Hub

The Learning Hub is a dynamic 21st Century learning space which promotes innovative and evolving evidenced based pedagogies and approaches to quality teaching and learning with a focus on e-learning, quality thinking and inquiry-based learning. It is a supportive space for both teachers and students which addresses the requirements of the Art and Science of Teaching (ASoT) framework for effective teaching.

In accessing the Learning Hub students are explicitly taught diverse modes of developing and expressing their learning through access to current technologies, quality print materials and 24/7 accessible on-line resources. This is underpinned by designing and supporting learning opportunities that embed critical and creative thinking strategies, research skills, literacy skills, information literacy awareness and student voice. Structured and spontaneous opportunities cater for collaborative and individual learning within a flexible, multi-use space. Access to quality resources and learning opportunities engenders the development of contemporary learners with intercultural understanding including Indigenous and global perspectives. Furthermore, as part of our transition to High School program the Learning Hub provides an orientation program to promote the resources, services and project-based learning processes.

By supporting all to approach learning with a growth mindset and sense of curiosity, this ignites our Hub motto of, Tirkabinna, Irrabina – Those who love learning are warriors.

The Learning Hub is staffed by a skilled and welcoming team who provide a wide range of services within a customer service approach; the heart of that being a compassionate and problem-solving approach to ensure all are provided with support and resources to enable quality teaching and learning experiences. This team is lead by a Pedagogical Coordinator with the expressed role of working with staff and students to enhance learning to be rich, authentic and relevant to today’s learners.

The Learning Hub also hosts after school Homework support sessions which are inclusive of a diversity of learning needs. Students attending these sessions will have full access to the Learning Hub’s e-learning facilities.

## E-Learning

Digital technologies facilitate opportunities for students and staff to communicate and collaborate internationally as developing global citizens. E-learning across the school is lead by the Learning Hub Pedagogical Coordinator using the Learning Hub to design, facilitate, innovate, evidence and research based professional learning workshops and develop projects to build teachers’ and leaders’ professional knowledge and capabilities to improve student learning and wellbeing outcomes. In order for every student to achieve growth and success it is essential that they are empowered to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively.

All Staff will support the e-learning vision by providing students with rich tasks that allow for multimodal presentation in response to the demands of the Australian Curriculum ICT capability. This will build capacity in students to research and present learning making innovative use of technology to research and present learning as well as applying current digital technologies and tools for learning and communication in each stage of the inquiry process. This will prepare students with the readiness for the demands of the 21st Century workplace.

# Learning and Teaching

## Integrated and Project Based Learning

Supporting our school motto of 'Reach for the Stars', Integrated and Project based Learning are important features of the approach to teaching and learning in the Middle Years at Woodville High School. Through such approaches students have the opportunity to further develop and apply knowledge, understanding and skills from across the curriculum. Integration of knowledge and multidisciplinary perspectives are among the top priorities endorsed by professions, indicating that integrated learning not only supports the learning of our students today, but also prepares them for whatever tomorrow holds.

Benefits of this approach include:

- Increased achievement in standardised programme-based assessments (Dowden 2007) (Nolan & McKinnon 2003).
- Increased ability to make decisions, think critically and creatively, and synthesise knowledge beyond the disciplines (Mathison & Freeman 1997)
- Increased motivation towards learning and finding out about how the world works (Mathison & Freeman 1997)
- Growth in self-confidence, independence, and leadership (Boyer & Bishop 2004)

To support innovative pedagogy we have created a number of purpose built flexible classroom spaces equipped with the latest technology and custom furnishings.

Integrated learning is expanded across other learning areas in Year 7 and beyond, through subjects such as STEM, Horticulture, Dance, Drama, Visual Art and Home Economics. Our new, custom built Horticulture and Sustainability and Arts facilities are focal points for curriculum innovation and integration.

All Year 7 students will also be engaged in a weekly timetabled 'Project Nova' which is informed by the school values of Diversity, Creativity and Success. During Project Nova, students will engage in authentic 21st Century integrated learning, driven by a Project-Based Learning approach. Each term will focus on a different contemporary theme with student agency

driving the inquiry focus. Through exploration and making connections within and beyond their own worlds, students will begin to develop the Woodville High School Graduate Habits of Respecting Others, Persevering and Thinking in Critical and Creative Ways.

By expanding and challenging students' thinking, Year 7 Project Nova at Woodville High School will establish strong foundations of inquiry, academic self-efficacy, critical and creative thinking, collaboration, communication and entrepreneurship.

Each term the projects align with a different theme which works to further develop students' sense of belonging by supporting the development of connections between the students, school and wider community.

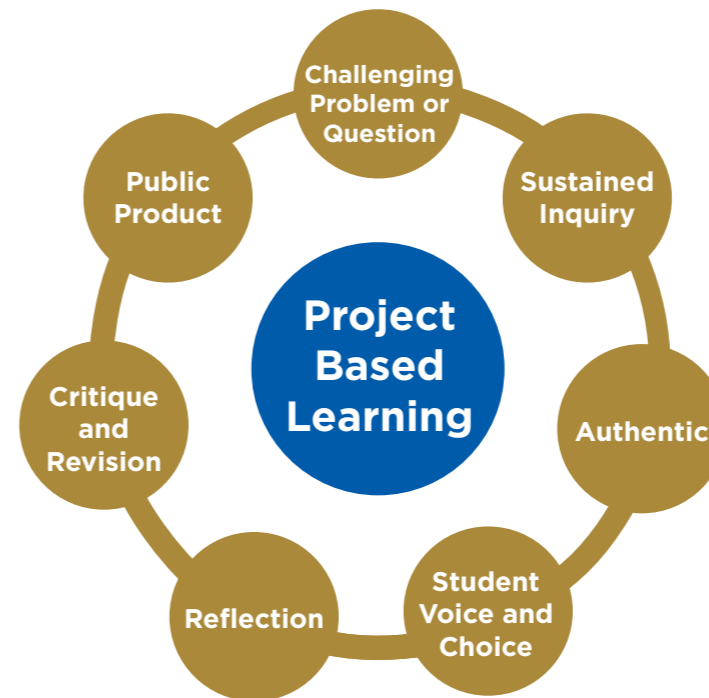
Projects aim to promote learner agency, developing the skills, knowledge and competencies required to navigate the world in which the students inhabit.

# Learning and Teaching

## Pedagogical Approach

Project-Based Learning involves students gaining knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem or challenge. Students develop deep content knowledge, skills and dispositions as well as key capabilities currently sought by professionals and the business community. A number of essential elements promote deeper learning, greater engagement and higher quality work. These elements include;

- Challenging problem or question
- Sustained inquiry
- Authenticity
- Application of learning
- Integration
- Student voice and choice
- A public product for an authentic audience
- Feedback loops of critique, reflection and refinement.



The explicit teaching of Critical and Creative Thinking skills supports our innovative pedagogy across Integrated, Project Based and Inquiry Learning. In the Australian Curriculum (AC), students develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. Responding to the challenges of the twenty-first century - with its complex environmental, social and economic pressures - requires young people to be creative, innovative, enterprising and adaptable, with the motivation, confidence and skills to use critical and creative thinking purposefully. This capability combines two types of thinking: critical thinking and creative thinking. Though the two are not interchangeable, they are strongly linked, bringing complementary dimensions to thinking and learning.

# Assessment and Reporting

## Assessment and Reporting

### What is Assessment?

Assessment is the ongoing process of gathering, analysing, and interpreting data about learners' progress and achievement to improve learning and to support growth along a learning continuum. Deeply embedded in the learning and teaching cycle, the assessment process provides reliable and valid evidence of a student's learning and informs adjustments to teaching strategies that influence the nature, amount, and rate of learning. Learning about learning is fundamental in a society where knowledge is expanding at an exponential rate.

Assessment at Woodville High School requires leaders, teachers, and learners to learn alongside one another, as they uncover evidence that informs both learning and teaching. Learners use both assessment and feedback to reflect on and evaluate their own progress, while teachers and leaders use assessment and evidence to inform and shape the design for learning. It identifies what students know, understand, can do and feel at different stages in the learning process.

As a school we are committed to supporting teachers to develop a curriculum that is innovative, inclusive and values all pathways, one that focuses on the academic, social, spiritual, and emotional development of the students. The purpose of assessment is to improve our students' ability to learn and to give them an opportunity to demonstrate what they know, understand, and can do in a range of assessment conditions.

Assessment is the key component that allows us to effectively differentiate the curriculum and personalise learning. We believe that the best assessment:

- Is ongoing, relevant, and authentic
- Is designed to ensure inclusion, connection, and engagement with learning by responding to learner capabilities
- Is used as a tool for gathering evidence about student learning and informs improvement in curriculum design and pedagogy
- Develops and demonstrates students' knowledge, understanding, skills and dispositions
- Enriches and informs teaching and learning experiences
- Is used to report effectively to students and their parents/caregivers
- Provides information about where students are in

their learning, their depth of understanding and transferability of knowledge, skills, and capabilities

- Monitors student progress and learning over time to provide evidence of growth
- Is used to shape improvement at every level of the school promoting equity and excellence in schooling for all learners.

How is Assessment used?

Every young person is unique and has a personal narrative, a story of experiences that influences what they question, the answers they seek, the possibilities they see, and the ways they come to know truth. Assessment is a means of uncovering the narrative of our learners: their progress, success, and challenges in learning. At its best, assessment engages students, teachers, and families in an authentic relationship with learning. This forms the basis for learning partnerships that enable the full flourishing of every student across all learning domains.

Accessibility assumes that the diversity of learners is provided with access to their curriculum entitlement. The dignity of the child has been respected when learning environments and opportunities for learning take account of the diversity of learners and their rights as learners. Accessibility encompasses issues of provision that are understood in terms of access.

The dimensions of learning described in the Australian Curriculum F-12 provide the basis of student entitlement to which all students are guaranteed access. Each student has the right to access, participate and learn by engaging authentically with the curriculum; and receive feedback on their learning at the level appropriate to their age. Therefore, assessment will be focused on learner growth, relational, transformational, ongoing and continuous.

### Feedback

If our aim is to improve student performance, not just measure it, we must ensure that students know the performances expected of them, the standards against which they will be judged, and have opportunities to learn from the assessment in future assessments. (Grant Wiggins, 2002)

**Effective feedback** in an ongoing practice that provides the bridge between assessment and learning. Students require effective feedback which is timely and provides constructive and instructive advice to



# Assessment and Reporting

ensure students understand their current achievements and how to move towards the desired outcomes. For feedback to be transformational, it should relate back to the established learning outcomes and provide students with an understanding of how to move forward. Feedback should encourage a student's thinking and empower students to be owners of their own learning as they monitor and reflect on their own progress and achievements.

As well as indicating what they did and did not do, effective feedback includes evaluation and further guidance. That guidance might be specified or implied, or it might be elicited from the students by asking questions designed to get them to suggest ways in which they can improve.

**Peer feedback** provides and an opportunity for students to assess and provide feedback on each other's work against an agreed success criterion. The ability to undertake peer assessment does not occur independently. Teachers need to create a class culture which includes explicitly modelling ways to provide and accept feedback. This will take time and practice.

## Purposes of Assessment

Formative and summative assessment are two functions of assessment (Wiliam 1996 & 2013) that work together to monitor and evaluate a student's progression along their learning path, to provide constructive feedback and for judgment against local and/or national standards.

According to Wiliam (2011 p16) there are three key processes in learning:

1. Where the learner is right now
2. Where the learner needs to be
3. How to get there

Traditional assessment practice sees summative assessments as being delivered at the end-of-unit, term, semester and/or year and used to determine what a student knows, understands, and can do. However, summative assessment should be reconceptualised as a powerful formative tool rather than an 'end' event. High-quality assessment practice enables a student to take feedback on their 'summative' work against the standard and feed that forward to the development of their next piece of work. In this way, no assessment piece is ever ultimately summative.

### Assessment of learning is...

teachers using evidence of student learning to make judgements about student achievement against goals, outcomes, and standards. Teachers gather and interpret evidence taken from a range of sources to reach judgements about student achievement, communicated at the time of reporting on a consistent A-E scale.

In your context, how does gathering and interpreting evidence of students' learning enact the principles?

### Assessment for learning is...

teachers and students using evidence of individual progress to inform future learning and teaching. Teachers and students use this information about learning to improve their performance through the design of future learning opportunities, building on each student's prior learning.

In your context, how does assessment used to inform future learning and teaching enact the principles?

### Assessment as learning is...

a tool to support children and young people to reflect on, evidence, plan for and grow their capabilities in partnership with educators and their families. Self-assessment moves students to be self-regulated learners. It occurs when students reflect on and monitor their progress to inform their future learning goals and involves students self-monitoring what they have learnt and how they learnt it. The Key Capabilities Continua provides many opportunities for student self-assessment.

In your context, how does student voice and agency in assessment enact the principles?

A balanced approach to the use of assessments fosters in educators, parents, and students a holistic view of the capabilities of a learner. Throughout the process of assessment consideration needs to be offered on ways to effectively provide feedback.

A Deadline refers to the date/time when a formal task must be submitted for assessment. Deadlines support equitable practices for students and assist them to develop organisational skills and effective self-management.

# Assessment Deadlines

Teachers are responsible for:

- Understanding their students in order to differentiate the pace of work where needed
- Negotiating and managing deadlines that take into account the current workload of students and allowing students sufficient time to complete the task
- Communicating deadlines to students well in advance, including them in the submission information for tasks and on FROG so that parents can support their students and the school
- Negotiating extensions to the deadline as set out in the Woodville High School Deadlines Policy

Students are responsible for:

- Submitting all summative tasks by the due date/ time, unless an extension has been negotiated beforehand with the subject teacher
- Complying with the guidelines as set out in the Deadlines Policy in respect to:
  - applying for an extension
  - submitting tasks late
  - consequences for non-submission.

Parents/caregivers are responsible for:

- Supporting their child to complete and submit work by the relevant deadline as indicated on Unit Plans and assessment task sheets and on FROG.

## Right of appeal

Students are entitled to seek a review of an assessment result where the following grounds exist:

- The student believes an error has occurred in the calculation or judgement of a grade
- The student believes the assessment did not comply with criteria published for the assessment task
- The student believes the assessment did not comply with the school's Assessment and Reporting policy or the Deadline policy (i.e. an error in process has occurred)

Students are entitled to appeal an assessment result to the Curriculum Leader under the following circumstances:

- Where a student believes that grounds exist (see grounds for an appeal above)
- Where the student has approached the teacher directly and they believe that matter is unresolved and that the grounds still exist for an appeal
- When the full appeal process has been completed, no further appeal on the original matter can occur.

The Curriculum Leader will forward appeals to the Deputy Principal where appropriate. If the appeal involves the Curriculum Leader the Deputy Principal will resolve the matter. Teachers need to assess in order to gather information for a variety of purposes that lead to improvements in student achievement. Teachers need to assess in order to gather information for a variety of purposes that lead to improvements in

is used by teachers every day to evaluate the progress of students and to provide immediate feedback about their performance. Informal assessment may include observation of work, questioning, verbal or written feedback, class discussion, student self-reflection and peer feedback. Informal assessment does not usually involve the collection of data.

Formal assessment gathers evidence about achievement of students against the standards at a specific point in time. Formal assessment can include presentations, reports, practical work, portfolios, tests, and performances etc. Formal assessment can be either Formative for feedback purposes, or Summative used for grading purposes.

Teachers are responsible for:

- Using a variety of informal and formal assessment, including formative assessment to provide feedback to the student during the learning task.
- Setting tasks that allow students to demonstrate their knowledge, skills, and understandings at the highest level according to the Australian Curriculum achievement standards and SACE performance standards
- Including opportunities for self-reflection and the development of other higher-order thinking skills as part of the learning program
- Collecting portfolios of student work for the Australian Curriculum as required

Students are responsible for:

- Contributing to assessment through negotiation of task details (where appropriate), through discussion of levels of achievement measured against the published Proficiency Scales and personal goal setting
- Submitting work towards their Australian Curriculum portfolios as required
- Reflecting on feedback provided to progress in learning.
- Curriculum portfolios as required
- Reflecting on feedback provided to progress in learning.

# Assessment Guidelines

## Differentiation in assessment

Woodville High School has a richly diverse population and celebrates Diversity as one of its Core Values. Assessment must accommodate this diversity through differentiation in learning and assessment.

Teachers are responsible for:

- Recognising the diversity within their teaching classes and documenting this as part of their Unit Planning
- Taking into account prior knowledge, skills and understandings, particularly in literacy, numeracy and cultural knowledge when planning learning and assessment tasks
- Providing a variety of learning and assessment pathways and tasks that allow students both access to the learning and tasks, and opportunities to present evidence of their learning for assessment in a variety of formats against the relevant standards
- Using Proficiency Scales as the basis for valid assessment criteria
- Ensuring that all aspects of assessment are explicit and understood by students undertaking tasks
- Incorporating student negotiation in designing assessment tasks.

Students are responsible for:

- Making sure that they understand the Learning Goals for tasks, how these are linked to Proficiency Scales, and for assessment criteria

- Negotiating any preferences in learning task with their teacher
- Using assessment feedback to reflect on progress in their learning and to make improvements.

Parents/caregivers are responsible for:

- Informing the school of any relevant information that might affect their child's learning Schools are required by Commonwealth and State legislation to record and report learner achievement and to provide parents/caregivers with two written reports each year about progress in the Australian Curriculum, and using A – E grades. Aggregated achievement data in literacy, numeracy and SACE are also used to map school effectiveness in supporting success for every student.

At Woodville High School students receive reports at the end of each term, with extended written reports provided at the end of Terms 1 and 3, along with parent-teacher interviews.

A continuous record of assessment is available to students and families at all times via SEQTA.

online (login required).

In addition, schools are expected to provide descriptive reporting about the learner's engagement and achievement, what they have learnt, what they need to learn next, how the teacher, student and parent/caregiver can support these next steps to happen.

# Reporting Guidelines

## Annual Cycle of Reporting

All reception to year 10 educators must report formally in writing twice per year to learners and their parents/caregivers about the learner's progress and achievement in relation to the Australian Curriculum achievement standards for all learning areas using the grades A to E or word equivalents. For all SACE subjects, teachers are responsible for reporting school-assessed SACE and Vocational Education and Training results to the SACE Board through SACE schools

# Reporting Guidelines (continued)

Throughout a calendar year, Woodville High School provides four summary reports, one at the end of each term and two Learning Conferences, previously known as Parent Evenings. As part of the continuous reporting model, students will receive feedback throughout a term on their progress and achievement, accessible in our Learner Management System, SEQTA.

## Our continuous reporting model

Woodville High School delivers a continuous reporting model at all year levels. Continuous reporting or progressive/ongoing feedback refers to the process of teachers providing timely and targeted feedback to students about their learning progress in a subject. This is done through SEQTA and the feedback and assessment information is then made visible/accessible to students and their parents/caregivers.

## Why move to a continuous reporting model from the start of 2024?

The main benefit of this model is that students and parent/caregivers receive feedback in a 'timely' manner about how the child is progressing. This enables teachers to provide limitless feedback either written, audio or video, along with the assessment rubric, with the option to upload annotated student work directly to students and their parent/caregivers.

## Continuous Reporting Requirements

Educators are required to provide written/voice recorded individualised feedback to each student at least once per term based on their performance in a common assessment task. This feedback must include their overall engagement and achievement, what they have learnt, what they need to learn next and how they should aim to improve their learning.

## Why is feedback important for learning and teaching?

Feedback is a key element of the incremental process of ongoing learning, teaching and assessment. Providing frequent and ongoing feedback is a significant means of improving achievement in learning. It involves the provision of information about

aspects of understanding and performance and can be given by practitioners, peers, oneself and from learners to practitioners.

Effective feedback assists the learner to reflect on their learning and their learning strategies so they can make adjustments to make better progress. Effective feedback is designed to determine a learner's level of understanding and skill development to plan the next steps towards achieving the learning intentions or goals. Feedback is one of the most effective teaching and learning strategies and has an immediate impact on learning progress. High-quality feedback is specific and ongoing.

## Electronic Marksbook

Educators are required to maintain their online Marksbook on SEQTA, which captures the formative and summative data for assessment. This will be accessible to students, staff and families via SEQTA Learn and SEQTA Engage. The grades within the Marksbook will be used to populate our Learner Review Model so that we can track and monitor students' progress weekly and then allocate case managers to students who require additional support to help them be more successful.

## End of term reports

There will be an end of term summary report for all four terms throughout a school year. These reports will have the subject name, teacher name, student name, term grades and tick boxes relevant for their learning progress and achievement. These reports will be available to students and families electronically at the end of each term, unless a request is made for a printed copy.

## Learning Conferences

Throughout the year there will be two Learning Conferences hosted by the school where students, parent/caregivers and teachers can meet to discuss each child's progress, engagement, wellbeing and achievement. The focus of the Learning Conference is for the student to lead the conversation with their family and teacher, reflecting on their growth and setting goals for the following term. The first Learning Conference will occur at the beginning of Term 2. The second will occur midway through Term 3.

# Homework and Organisation

## Philosophy

Homework contributes toward building responsibility, self-discipline and lifelong learning habits. It is the intention of Woodville High School staff to assign relevant challenging and meaningful homework assignments that reinforce classroom learning goals.

Homework has an important place in an individual student's education. Its role varies for different individuals, depending on the year level and the characteristics of the individual child.

Homework allows students to use longer periods of time and more private reflective thinking than is possible in a group situation.

Homework should have a purpose clear to the student and the teacher. It should also leave time for other activities that are also of value, such as reading, music practice, sport, special interests and family activities.

## Purpose of Homework

1. To allow time for individual thinking, writing, reading, reflection and application of learning.
2. To allow individual preparation for tests, presentations, creative tasks etc.
3. To allow time for consolidation of material for assignments, projects, essays etc.
4. To give practice at personal time management and independent learning.
5. To further develop skills which cannot be fully developed in the constraints of the school day.

## Timing of Homework

Year 7 - Year 7 Homework will focus on literacy & numeracy

Year 8 - A maximum of 60 minutes per night (plus reading time)

Year 9 - A maximum of 75 minutes per night (plus reading time)

Reading is crucial – and will often go beyond the time allocated.

In the Middle Years, homework will not be set on Friday nights and weekend homework should only be revision, study or larger assignments. Similarly, holiday homework is not set in the Middle Years.

Students will usually have at least a week's notice of a major test or assignment, so that each student can plan their time for preparation within the overall pattern of other demands on their time.

## Students' approach to Homework

Self-organisation is central to homework. In the Middle Years, self-organisation is essential for a student to manage homework effectively.

One of the main values of homework is to help a student develop skills as an independent learner. To support this, the use of digital calendars is essential to record homework tasks, due dates, special events, and other personal activities which will influence homework schedules and timing.

## Parents and Homework

Parents' expectations about homework vary. In general, the school expects that parents will provide an appropriate work environment for the student as their contribution to homework. It is the responsibility of the student and the teacher to check that homework is completed satisfactorily.

Parents are encouraged to comment on and write notes to the teacher regarding any difficulties that a student might have had in completing a task.



## CO-CURRICULAR

# Co-Curricular Activities

Woodville High School is proud to offer a **large range of co-curricular activities** throughout the middle years. Many of these activities run on Wednesday afternoon, our early dismissal day.

## Co-Curricular Activities

These activities occur at both Woodville High School and our local Western Area Secondary Schools. When students are offsite, transportation is provided by registered providers and students are accompanied by a teacher. There is no cost involved in co-curricular activities.

### Chess

The chess club meets once a week, in the Learning Hub. A number of teachers help students develop their chess skills and engage in small, school based competitions. Whilst building their knowledge of chess, students are developing their critical and creative thinking skills and their inter and intrapersonal skills.

These days are advertised through our Learner Management System, FROG and require students to apply through a nomination process. Attendance is dependent on student achievement and work completion.

### Debating

Students in the middle years are able to participate in both intra and inter school competitions, led by members of the English learning area. Students develop skills in oration, critical thinking, empathy and conflict resolution.

### Magazine Club

The magazine club 'The Astral Times', meets once a week at lunchtime in UN5. English teachers support students to decide on articles they might like to write, provide advice on language features and layout, then help students to draft and edit articles. Students develop skills in writing with a particular focus on journalist skills. Students are able to see the outcome of their work in a seasonally published magazine which all students in the school can enjoy reading.

### Dungeon and Dragons

Dungeon and Dragons is a structured yet fundamentally open-ended role-playing game that all students are welcome to participate in. Students will learn teamwork, empathy, connectedness and numeracy skills in a fun and supportive environment. Different Dungeons and Dragons clubs run after school throughout the term.

### Sport

Interschool sports are available for students to participate in throughout each term and are season dependent. Sports occur on Wednesday afternoons and are hosted by schools in the local Western area. Transportation is provided by a registered bus operator and students are accompanied by a staff member. Opportunities also occur throughout the year for students to participate in whole day sporting carnivals.

# Student Leadership

**Our vision of leadership is aligned with our school's motto "Reach for the Stars" where each student is valued as unique individuals who are strong, capable and competent.**

Student Leadership is giving students a democratic voice in shaping their own education and influencing their future. Student leadership strengthens their sense of identity and their ability for complex thinking, to have the chance to affect decision-making.

Student participation in school-level decision-making increases students' sense of agency, feelings of belonging, and civic efficacy. It also has the potential to move our school toward a more equitable dialogue that explicitly incorporates, acknowledges, and values a diverse array of perspectives. This is especially important when most of the students in our school come from different cultural backgrounds. These leadership structures need not include students alone. In fact, empowering teachers, families, and community members is also an important strategy for building and maintaining a positive school climate and advancing equity within our school.

Our Student Leadership will amplify and elevate the voices, gifts, aspirations, concerns, and challenges of young people and their communities; As a school who is rich in diversity we will foster an inclusive culture and be proactive in ensuring our student voices are diverse. True liberation and equity in education.

At its core, learner-centered education honors and values the humanity and dignity of each child—seeing them as unique, curious, wondrous, and capable. It enables each young person to discover and bring forth their unique talents and passions in ways that contribute to their community and society. And, it empowers every educator, family, and community to make the difference they are committed to making for young people.

Woodville High School privileges all voices and this leads to inclusivity of students in the decision making process and active leaders. We do this because when the leader in each student is liberated extraordinary things happen.



## Student Leadership Charter

The Student Leadership Charter aims to:

- Support an inclusive and collaborative culture
- Reflect the school ethos of high expectations and commitment to excellence
- Have a strong moral purpose aligned with strategic action
- Contribute to the improvement of learning, engagement, and wellbeing of every student
- Engage in and model learning and lead the development of a learning culture in our school

- Are collaborative, consultative, empathetic and a presence for others
- Use effective strategies to strengthen student voice in decisions around learning and wellbeing
- Foster and nurture community engagement
- Foster, promote and nurture relationships based on mutual respect and the wellbeing of all staff, students, parents and wider school community.

## STUDENT LEADERSHIP SERVICE CHARTER

### 4 Pillars of Student Leadership Service



Woodville High School

#### Enhance Personal Effectiveness



- Acting with integrity
- Knowing & developing self
- Leading proactively and being solution focused
- Showing adaptability resilience

#### Achieving Performance Goals



- Leading change and monitoring progress
- Engagement in decision making
- Identifying challenges and finding solutions
- Modelling high expectations

#### Driving Future Direction



- Leading change
- Identifying changes, you would like to see in the School
- Creating a vision for the Student Leadership Team
- Helping others understand the importance and strength in change

#### Building Student Culture



- Communicating effectively
- Facilitating collaborative culture & teamwork
- Developing leadership capacity across the school
- Strengthening and igniting the values of Woodville High School

# Student Leadership (continued)

We believe students have an extraordinary wealth of abilities, strengths, inherent gifts and creativity to reach their aspirations. There are many opportunities at Woodville High School for students to have a voice where their student values, opinions, beliefs, perspectives, and cultural backgrounds of individual students and groups of students in a school are valued, heard and nurtured. We are committed to developing young adults of competence, conscience and compassion, striving always for equity and excellence in all they do.

Student leadership gives young people the opportunities and support to find their voices, to participate in decision-making, and to understand their rights and responsibilities as active citizens in a global world.

As Student Leaders, they are given the opportunity to lead their school, and are empowered to have a real impact on learning, wellbeing of others and the school environment.

Leading the Middle Years cohort at Woodville High School are the Middle Years Head Prefect and Deputy Prefect. They work alongside a number of Portfolio Prefects to drive change in areas such as Learning, Wellbeing, Community Engagement, the Environment and Aboriginal and Torres Strait Islander Language and Culture.

Students in the Middle Years are encouraged to apply for portfolios of interest in Term 3 of each school year.



# Leadership Portfolios

## Leadership Portfolios

### Environmental

Prefects leading the environmental portfolio will develop and implement Woodville High School's Environmental Action Plan. This will include stewardship and equitable distribution of school resources, care for the local and global environment, ecological awareness programs, recycling programs, green waste management and the environmental sustainability of the school community.

### Co-Curricular

Prefects leading the co-curricular portfolio will develop and implement the ongoing promotion of a wide range of co-curricular programs, intraschool and interschool competitions, and year level house activities that increase engagement and belonging to Woodville High School community. They will play a key role in the active participation of all students in these programs.

### Community Engagement

Prefects leading the community engagement portfolio will effectively communicate and engage the school with local industry, business, community organisations and local government. Prefects will engage in and support a range of volunteering projects, fund-raising opportunities, community events, including the development of a school community garden and other initiatives that increase Woodville High School's footprint in the community.

### Global Citizenship

Prefects leading the global citizenship portfolio will actively engage Woodville High School in the global community, collaborating with national and global partner schools through our accreditation and membership of the Council of International Schools. Prefects will develop and strengthen partnerships that promote global citizenship by engaging in a problem based learning framework that develops 21st century transferrable skills. They will also co-construct a global education program for Woodville High School.

### Learning

Prefects leading the learning portfolio will work in partnership with Woodville High School's Curriculum Leaders to provide authentic opportunities to co-design curriculum, pedagogy, learning and assessment. Prefects will be a voice at learner review meetings, curriculum planning and mapping days, academic review days, learning conversations and learning area meetings. Students will be empowered to influence and inform the strategic direction of teaching and learning across the school, aiming to achieve success for every student.

### Wellbeing

Prefects leading the wellbeing portfolio will work collaboratively in partnership with the Wellbeing Team, to develop an authentic whole school approach to promote the wellbeing of the student cohort. The prefects will implement processes that enable students to connect and support their peers, lead restorative practices, behaviour support strategies and the redesign of the Pathways Program. They will welcome and mentor transitioning primary school students into the high school community.

### Aboriginal and Torres Strait Islander

Prefects leading the Aboriginal and Torres Strait Islander portfolio will draw on the cultural knowledge of past, present and emerging leaders, using agency to co-construct programs, policies and opportunities across all portfolios at Our Woodville. They are leaders in the development of our Reconciliation Action Plan and will be empowered to promote and enact these directions throughout the school and greater community.

# Middle Years Prefects

		Middle Years Head Prefect Beth Reiger			Middle Years Deputy Head Prefect Jemimah Kennedy Rochester			
Middle School	Year 9	Environmental Rebecca	Learning Beth	Wellbeing Rosa	Co-Curricular Jordan	Community Engagement Django	Global Citizenship TBA	ATSI Walter
	Year 8	Environmental Hayley	Learning Eva	Wellbeing Ava	Co-Curricular Lilly	Community Engagement Mendrel	Global Citizenship Bao	ATSI Justyce
	Year 7	Environmental Miles	Learning Georgie	Wellbeing Ollie	Co-Curricular Veronica	Community Engagement Lenny	Global Citizenship Eleina	ATSI TBA

# Policies and General School Information

## Absence From School

- If a student is unable to attend school, it is requested that a parent telephone the school office by 9.00 am. All absentees are checked by the office staff – this is most important as it assists us in ensuring the safety and welfare of all students.
- If your student has not been recorded as 'present' by 9.35am you will receive a text message advising of their absence and requesting an explanation.
- No student may leave the school grounds during school hours without permission from a parent or the Principal.
- No student may go home during school hours without reporting to the First Aid/Finance Office and to their Home Group teacher.
- Our First Aid facilities/staff cater for any medical, injury or emergency situations which may arise throughout the day. If a student is not well enough to be in class, parents or caregivers will be contacted and asked to collect their student.

## Before School Begins

Please do not arrive before 8.15am (unless for co-curricular activities), when a member of staff will be on duty. The Learning Hub is open from 8.20am for any students who arrive early. Prepare your requirements and selves for the day. Bags must be unpacked and contents placed in lockers for the day. A suitable time before lessons (before school, recess, lunchtime, must be used to select books and materials for the following lessons. You are not to leave the school once you have arrived for the day.

## Behaviour Expectations and Support

Underlying principles:

- Our school must be a safe, caring and orderly learning environment in which the rights of all students to learn and all teachers to teach must be supported in order to provide successful schooling
- The school's approach to behaviour development must be consistent across the school
- Our decisions relating to behaviour are based on restorative justice principles
- Suspension and exclusion are a time when education continues and the student will be able to access a learning program while on suspension or exclusion
- Restorative principles will underpin the re-entry process so that all parties involved are heard

,encouraging students to develop a sense of accountability and personal responsibility for their own behaviour

- A supportive framework is developed for the student's return to school guiding the students to make positive changes toward successful behaviours.

The protective factors involved in schooling which contribute to resilience in young people are:

- a sense of belonging
- positive achievements and acknowledgment at school
- having someone outside of the family who believes in the young person
- School community members use consistent language to describe successful and appropriate behaviour and unsuccessful and inappropriate behaviour.

The following factors contribute to students being at risk in the school context:

- regular absence from school
- academic failure, especially in middle school years
- persistent anti-social behaviour.

Aim:

Woodville High School provides:

- a safe learning environment where behaviours are consistent with quality learning
- consistent expectations of students and application of the school's behaviour management policy
- Staff, student and community confidence in the school management of behaviour issues
- transparent and consistent responses to incidents of behaviour issues (see appendix)
- reported incidents of misbehaviour will be investigated appropriately and support given to both victims and perpetrators.

## Roles and Responsibilities of Students:

- To develop a sense of personal responsibility and accountability for their behaviour
- Aim to learn and allow others to work without disturbance, follow teacher instructions
- Respect yourself, others and property to demonstrate the Graduate Habit of Respect
- Be prepared for lesson, attempt all set work and work to the best of their ability.



# Policies and General School Information (continued)

## Restorative Practices

Restorative Justice is a framework that the Woodville High Community uses to create a safe, supportive environment.

When relationships break down within the school environment, it is about having fair responsive processes in place that meet the needs of those directly involved. These processes encourage everyone to share their stories, hear the impact of their actions, repair the relational harm and figure out the best way forward together.

This process moves the focus beyond rules that may have been broken, to the people involved and the relationships that have been harmed. Students should feel valued and included in this process ensuring their voice is heard within the school community, and be actively involved in the building of meaningful school relationships.

Schools build a restorative culture through how they respond to conflict and harm. Below are examples about what it looks like in practice through the use of non-blaming restorative questions when discussing any behaviour or issue with students.

- **What happened and what were you thinking at the time? What have you thought about since?**
- **Who has been affected by what happened? How do you think they've been affected?**
- **What about this has been the hardest for you?**
- **What do you think needs to be done to make things as right as possible?**

## Borrowing of Devices

Woodville High School has a Bring Your Own Device (BYOD) policy. As an Apple School we recommend that students in the middle school purchase an Apple MacBook Air or similar model. We have a number of purchasing arrangements with suppliers and these can be found on the Woodville High School website.

For students that do not have their own device, the Learning Hub has a number of Apple MacBooks available for daily loan. These devices must be borrowed before Home Group and returned directly after school. An ICT Borrowing form must be signed by both the student and parent/caregiver before this can occur. Arrangements may be made for overnight borrowing in certain circumstances.

## Canteen Hours and Ordering

The canteen has a range of food options available before school, at recess and lunch times. The canteen uses the QKR app for online food ordering. Orders are available for lunch only and must be placed by 8.30am on the day of delivery. A 'how to' guide on downloading and accessing the QKR app is available on the school website. The canteen also accepts cash and has Eftpos facilities.

## Camps and Excursions

Students of Woodville High School will have the opportunity to attend camps and excursions to across a range of different learning areas.

Students attending excursions to inside venues or events must wear full school uniform. Students participating in School camps generally wear casual clothes. During outdoor activities students must wear protective clothing i.e. shoulders must be covered and hats worn. Footwear appropriate to the activity must be worn.

As we are all aware, exposure to the sun is potentially very dangerous. Students attending outdoor excursions or field trips must wear the appropriate school uniform unless advised otherwise.

## Communication

Clear and open communication between home and school is central to student achievement and wellbeing. The school will communicate with families via a range of platforms, primarily: our school website, FROG, email, text message and where necessary phone calls.

To enable effective communication and access to platforms such as FROG it is important that the school has your family contact details recorded correctly. If you need to update or change this you can do so via the update my information tab on the school website, or alternatively call the front office and speak with our administration staff.

Parent teacher & student interviews discuss student learning progress. This is a formal opportunity for families to meet with each of their students' teachers and discuss achievement, growth and areas for improvement. It is an important aspect of the relationship building between school and home. Appointments for these interviews can be made via the portal on the school website or by calling the school. It is important that students attend these interviews with their parent or caregiver.

Teachers will also contact parents outside of these times if they wish to discuss specific aspects of a student's school life, or if there are academic or wellbeing concerns to be addressed, as identified through our Learner Review tracking and monitoring process. Parents and Caregivers are encouraged to do the same and we will arrange a time to discuss your concerns or address any feedback you may have.

To contact a specific teacher or staff member via email, use the contact staff link on the school website. Alternatively, general enquiries may be submitted here.

If you prefer to call, our office staff will direct your enquiry to the relevant staff member/s.

Interpreter support in any language can be arranged for families who require this assistance.

# Policies and General School Information (continued)

## E-Learning

Every student is able to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively. Every student is expected to demonstrate socially responsible use of ICT including respect for others whenever engaging in the online community.

All Staff will support the eLearning vision by providing students with rich tasks that allow for multimodal presentation in response to the demands of the ICT capability. This will provide greater engagement and provide students with the readiness for the demands of the 21st Century workplace.



## End of Day

At the end of the day you must leave the school in full school uniform or sports uniform (if you are attending school sports) unless you have been given written permission for a specific occasion.

## First Aid/Finance

Our first aid facilities manage any illness or injury, which may occur during school hours. Students who become ill during the day will have a note written in their diary by their teacher requesting that they be seen by the First Aid office. Following an assessment, if a student is not well enough to remain at school, parents/caregivers will be contacted and asked to collect their child.

Any student who goes home sick from school, must have reported to the First Aid office prior to leaving the school grounds. In the case of serious injury, if a doctor, dentist or hospital visit is required, every effort is made to notify the parents immediately. The student will be taken to the appropriate facility by the parent, or a staff member if the parent cannot be contacted. If necessary an ambulance will be called.

Students requiring any other medication at school need to have it supplied in the original packaging clearly labelled with their name, the name of the medication, dose to be given and expiry date of medication. It will be stored in the First Aid office and the student can then access it when needed.

Under current legislative requirements, all medications given at school need to be documented. It is vital that the school is aware of all medications each student is taking to enable appropriate care to be given in the event of accidents or illness. We ask that you DO NOT provide students with medication to carry around during the school day.

Students with asthma are encouraged to carry their reliever puffers with them at all times. There is Ventolin available in the First Aid office for emergency use if needed. Students with severe allergies requiring an EpiPen, should carry one EpiPen in their school bag for use outside normal school hours (e.g. for choir, sport practice, catching buses etc), and a second EpiPen should be kept in the First Aid office for easy access in an emergency situation. Individual Health Management Plans will be formulated for all students with severe/frequent asthma or allergies, in consultation with parents and where necessary, their local doctor.

**We also ask that you do not send your child to school if they are unwell.**

The First Aid/Finance office is also the service area for students and parents to make payments that cannot be completed online and to submit camp and excursion paperwork.

Lost property is collected at the First Aid/Finance office and can be retrieved during opening hours.

## Learning Support

All students at Our Woodville have access to a range of learning supports which cater to the diverse needs of our student cohort. Whether your child experiences learning difficulties, whether they are an academic high achiever or have a specific task or learning goal they would like additional support, there are a range of options available.

Currently we provide lunchtime study support with Curriculum Leaders every lunchtime in the Lower Penny study space. This is able to be accessed by any student who wishes to avail themselves. However, at times, teachers may recommend or refer students. Likewise, after school study support is available in both the Learning Hub (Mon, Tues and Thurs) and the Irabinna Centre (Tues and Thurs) until 4.30pm. In class SSO support is also provided to identified students via our team of classroom and bilingual school support officers.

For further information about any of the above, please contact the relevant staff for your year level or our Learning Support in the Mainstream Coordinator.

Our ASTRA program is designed to support students who are identified as high level academic achievers during Years 7 and 8. Further information about this can be found on the Woodville High School website.

## Leave from School

All requests for extended leave from school classes must be made to the Principal in writing. If a student is going to be absent for more than a week of school days, an Application for Exemption Form will need to be completed.

## Lockers and Locks

Students will be allocated a locker at the start of the year and will be responsible for the security of their personal belongings. The locker is the property of the school and must not be damaged, defaced or misused. The school reserves the right to be able to inspect any locker at any time.

It is the responsibility of the student to purchase a lock for their locker. Combination locks are available for purchase at the First Aid/Finance Office. Students are required to keep their lockers locked at all times. The school will not be liable for items that are stolen from lockers. Replacement locks are available from the School Shop.

Students are not permitted to access any other student's locker. If students wish to change their locker they must seek permission from the Year Level Manager. Students will not be permitted to access their lockers during lesson times; they need to organise the appropriate books and materials to cover all their lessons between breaks.

## Lost Property

Lost property will be handed into the First Aid/Finance Office. Students who have lost an item should contact the person on duty in this office as the first point of contact. Any item that is named will be given to the Home Group teacher to hand back when convenient.

# Policies and General School Information

## Mobile Phones

In line with the state governments, new mobile phone ban in secondary schools, students at Woodville High School will not have access to their mobile phones at any time during the school day, unless they have been granted an exemption by the Principal, or they are explicitly being used during a lesson under teacher supervision as part of that subject's curriculum requirements. Mobile Phones are not to be visible during the school day, as stated by the state government.

Mobile phones are a part of everyone's life - either directly or indirectly.

Arguably, they are a very useful communication tool, however research clearly shows that extended periods of time on electronic devices can have negative impacts on a young person's physical and mental wellbeing.

Our school's mobile phone policy states that students should not have access to mobile phones during lesson times unless explicitly instructed to do so by the class teacher.

If families need to get in touch with a student during the school day, they can contact the school at any time through our Front Office Receptionist on 8445 9833 and a message will be delivered to the student. If a student needs to make an urgent call, they can report to the Front Office where a phone will be made available.

If students do bring mobile phones to school, it is preferred that they are secured in the student's locker and not taken out during lesson times. Students not adhering to the guidelines may have their phones confiscated until the end of the school day.

Our full [Mobile Phone Policy](#) is available on our school website.

## Newsletter

The school newsletter is published twice per term (wk 3 and wk 8) via the school website. The Newsletter includes reports from school leadership as well as showcasing school events and student participation and achievement.

The most recent school newsletter can be found here: [Woodville High School News](#)

## Recess and Lunch Times

All classrooms and laboratories close between for the duration of recess and lunch. Students seeking academic assistance are able to access the Lower Penny study area where tutoring staff will be available. If the wet weather siren is sounded, access to inside learning spaces will be made available.

## Sporting Activities

The school offers a range of co-curricular sporting activities for students in the middle years. These include; basketball, netball, badminton, football, soccer plus many others. These activities take place on Wednesday afternoons either at Woodville High School or at other local secondary schools in the western suburbs. Once a student has signed up for the sporting activity they must stay involved for the duration of the season. Cost of transport and uniforms is covered by the Health and Physical Education department.

## Student IDs

All full-time students are issued a Student Photo ID card at the beginning of the school year. This card is used for borrowing school devices and items from the Learning Hub. It is also required for travelling on a student concession ticket on public transport. Replacement cards are available in the First Aid/ Finance Office at a cost of \$10.



All students at Our Woodville have access to a range of learning supports which cater to the diverse needs of our student cohort.

# Lessons and School Times

YEAR 7

Monday	Tuesday	Wednesday	Thursday	Friday
House Group 8.40am (10mins)	House Group 8.40am (10mins)	Lesson 1 - 8.40am (55 mins)	House Group 8.40am (10mins)	House Group 8.40am (10mins)
Lesson 1 - 8.50am (90 mins)	Lesson 1 - 8.50am (90 mins)	<b>THRIVE - 9.35am (55 mins)</b>	Lesson 1 - 8.50am (90 mins)	Lesson 1 - 8.50am (90 mins)
Recess 10.20am (30 mins)	Recess 10.20am (30 mins)	Recess 10.30am (30 mins)	Recess 10.20am (30 mins)	Recess 10.20am (30 mins)
Lesson 2 - 10.50am (70 mins)	Lesson 2 - 10.50am (70 mins)	<b>PROJECT NOVA - 11.00am (55 mins)</b>	Lesson 2 - 10.50am (70 mins)	Lesson 2 - 10.50am (70 mins)
Lesson 3 - 12.00pm (70 mins)	Lesson 3 - 12.00pm (70 mins)	Lesson 4 - 11.55am (55 mins)	Lesson 3 - 2.00pm (70 mins)	Lesson 3 - 12.00pm (50 mins)
Lunch 1.10pm (30 mins)	Lunch 1.10pm (30 mins)	Lunch 12.50pm (30 mins)	Lunch 1.10pm (30 mins)	Lunch 12.55pm (30 mins)
Lesson 4 - 1.40pm (90 mins)	Lesson 4 - 1.40pm (90 mins)	Lesson 5 - 1:20pm (55 mins)	Lesson 4 - 1.40pm (90 mins)	<b>PROJECT NOVA - 1.25pm (55 mins)</b>
		Finish 2.15pm		<b>PROJECT NOVA - 2.20pm (55 mins)</b>
Finish 3.10pm	Finish 3.10pm		Finish 3.10pm	Finish 3.10pm

YEAR 8-12

Monday	Tuesday	Wednesday	Thursday	Friday
House Group 8.40am (10mins)	House Group 8.40am (10mins)	Lesson 1 - 8.40am (55 mins)	House Group 8.40am (10mins)	House Group 8.40am (10mins)
Lesson 1 - 8.50am (90 mins)	Lesson 1 - 8.50am (90 mins)	<b>THRIVE - 9.35am (55 mins)</b>	Lesson 1 - 8.50am (90 mins)	Lesson 1 - 8.50am (90 mins)
Recess 10.20am (30 mins)	Recess 10.20am (30 mins)	Recess 10.30am (30 mins)	Recess 10.20am (30 mins)	Recess 10.20am (30 mins)
Lesson 2 - 10.50am (70 mins)	Lesson 2 - 10.50am (70 mins)	Lesson 3 - 11.00am (55 mins)	Lesson 2 - 10.50am (70 mins)	Lesson 2 - 10.50am (70 mins)
Lesson 3 - 12.00pm (70 mins)	Lesson 3 - 12.00pm (70 mins)	Lesson 4 - 11.55am (55 mins)	Lesson 3 - 2.00pm (70 mins)	Lesson 3 - 12.00pm (50 mins)
Lunch 1.10pm (30 mins)	Lunch 1.10pm (30 mins)	Lunch 12.50pm (30 mins)	Lunch 1.10pm (30 mins)	Lunch 12.55pm (30 mins)
Lesson 4 - 1.40pm (90 mins)	Lesson 4 - 1.40pm (90 mins)	Lesson 5 - 1:20pm (55 mins)	Lesson 4 - 1.40pm (90 mins)	Lesson 4 - 1.25pm (55 mins)
		Finish 2.15pm		Lesson 5 - 2.20pm (55 mins)
Finish 3.10pm	Finish 3.10pm		Finish 3.10pm	Finish 3.10pm



We believe students have an extraordinary wealth of abilities, strengths, inherent gifts and creativity to reach their aspirations.

# Uniform & Appearance

The wearing of our school uniform is compulsory for students from Year 7-12. We encourage senior students to be positive role models for younger students by setting a good example with uniform. The wearing of school uniform promotes:

## Identity

Our uniform policy reflects our values and reinforces our school's culture of high expectations and academic achievement. All students must dress according to the uniform policy. Woodville High School Uniform is a symbol of excellence, courage, hard work and ability to become with effort, sacrifice and study the best they can be.

## Reputation

We are all ambassadors of this 107-year-old school with a strong tradition and proud history and as such all students should take pride in representing Woodville High School in academic, sporting and artistic pursuits within our school and local community.

## Harmony

Our School Uniform is important to us, it promotes a strong, cohesive school identity which supports high standards and expectations in all areas of school life. It promotes harmony between different cultural groups represented in the school, and creates a strong sense of connection and belonging.

## Student safety

As strangers stand out in the school yard uniform is important for the safety of all students.

Full student uniform must be worn at all times during the school day, and during official school activities, unless sanctioned by the Principal and Executive Team. Whenever the student uniform is worn, students should consider themselves to be ambassadors of our school. Our Woodville High School community believes in social justice and will support families to ensure all families have access to all compulsory uniform items.

Woodville High School students are expected to wear the school uniform to and from school.

*Note: The new 2023 School Uniform is now available for purchase. To support the transition to the new uniform, the previous uniform can be worn until the end of 2025.*

- Summer dress
- Skirt
- Shirt White - Unisex
- Shirt White - Unisex Long Sleeve
- Formal shorts
- Pants - Formal - Tailored
- Pants - Formal - Unisex
- School Track Pants
- Polo Unisex Short Sleeve
- Polo Unisex Long Sleeve
- Jumper- Knitted -Unisex
- Jacket-Soft Shell - Unisex
- Jumper Fleecy Zip - Unisex
- Cap
- Tights
- Tie
- Fitted Scarf (HIJAB)
- Loose Fitting Scarf (HIJAB)
- Scrunchie - Winter
- Scrunchie - Summer
- Pompom Beanie

## Specialist Music Students

Specialist Music students will be expected to wear the appropriate uniform for performances and public presentations. This includes the school tie and Specialist Music Blazers.

Sport and Physical Education

- Sublimated PE Shirt
- Plain navy-blue sports shorts or track pants
- Woodville embroidered bucket hat or baseball cap
- Sports shoes
- Note: students change into their PE uniform before the lesson and into their school uniform after the lesson.

## Protective Clothing

- At Woodville High School, we provide a safe learning environment and insist on strict adherence to safety rules. Guidelines regarding clothing, hair safety, footwear, and
- eye protection is explained to students attending Science, VET courses, Technology Studies and Home Economics classes.

## Shoe Policy

As part of Woodville High School's duty of care and Workplace Health and Safety requirements, students are obligated to wear enclosed, all black footwear at school.

- Coloured socks
- Hoodies
- Long sleeved tops under polo top or white shirt
- Leggings
- Non-school track pants
- Logos other than Woodville High School.

- Length of all dresses, skirts, and shorts: above the knee, and no more than 10cm above, from the middle of the knee.

During school terms, the uniform is available for sale at the Finance First Aid Office from 9:00am to 3:00pm on Tuesdays. School uniform will be available to try on for size and to purchase at the school on these days.

Uniforms can now be purchased online and direct from the supplier by visiting <https://www.belgraviaapparel.schools.com/collections/woodvillehigh-school> or by using the QR code below. Once uniforms have been purchased items can either be delivered to Woodville High School and collected on Tuesdays, or alternatively shipped direct to your door via Australia Post.

## Belgravia Apparel

5-6 Second Avenue  
Mawson Lakes SA 5095  
Ph: 08 8281 7155



# Uniform Options & Pricing

			
Woodville High School   Polo - Short Sleeve - Unisex \$40.00 AUD	Woodville High School   Polo - Long Sleeve - Unisex \$45.00 AUD	Woodville High School   Jumper - 1/4 Zip Base Top - Unisex \$50.00 AUD	Woodville High School   Jacket - Unisex \$78.00 AUD
			
Woodville High School   Shirt - Short Sleeve - Unisex \$50.00 AUD	Woodville High School   Shirt - Long Sleeve - Unisex \$56.00 AUD	Woodville High School   Jumper - Knit - Unisex \$78.00 AUD	Woodville High School   Dress - Tailored \$80.00 AUD
			
Woodville High School   Shorts - Formal - Unisex \$30.00 AUD	Woodville High School   Shorts - Formal - Unisex \$30.00 AUD	Woodville High School   Trousers - Formal - Unisex \$38.00 AUD	Woodville High School   Trousers - Formal - Tailored \$40.00 AUD
			
Woodville High School   Tights - Denim \$50.00 AUD	Woodville High School   Sports Polo - Unisex \$25.00 AUD	Woodville High School   Cap \$15.00 AUD	Woodville High School   Pom-Pom Beanie \$28.00 AUD
			
Woodville High School   Head Scarf - High \$15.00 AUD	Woodville High School   Head Scarf - Lower \$15.00 AUD	Woodville High School   Tie \$22.00 AUD	Woodville High School   Scrunchie - Denim Material \$10.00 AUD
			
Woodville High School   Scrunchie - Denim Material \$10.00 AUD	Woodville High School   Tights - Cotton Blend - Navy \$15.00 AUD	Woodville High School   School Bag \$58.00 AUD	



# Middle Years Handbook

YEAR 7 - 9



**Woodville  
High School**

**Woodville High School**  
11 Actil Avenue  
St Clair SA 5011

**T:** 08 8445 9833

**E:** [dl.0801.info@schools.sa.edu.au](mailto:dl.0801.info@schools.sa.edu.au)

[woodvillehigh.sa.edu.au](http://woodvillehigh.sa.edu.au)

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