



# NEWS

JUNE

3:2020



## Principal's corner

What a roller coaster of a term 1 while I was on Long Service Leave. It is great to be back and welcome more and more students returning to continue their studies at school.

Our thoughts go out to the 52 International Students who are unable to be with their own families in Vietnam, China and Japan during these uncertain times. Thank you to their homestays who are important supports to the overseas students who join our learning community.

## Woodville High School

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Government of South Australia

Department for Education

South Australian Government Schools  
CRICOS Provider No. 00018A

I would like to thank Neil Hendry and the Executive team for supporting staff and students during the very difficult time of anxiety in the early stages of the Covid19 pandemic.

Congratulations to the newly appointed members of the Governing Council. Many of the parents and community members continue their leadership from the previous Council and we welcome three new members Dan Nguyen, Darren Calvett and Sheree Calvett. The full list of Governing Council members and their roles is published in this newsletter. The second meeting of the 2020 Governing Council was held as a Zoom meeting on Wednesday 13th May. In the two-hour meeting, the Council members were a part of the consultation about the school's three Core Values, Vision Statement, Graduate Habits of Success and definitions of what we mean by Global Citizenship and Intercultural Understanding. These considerations are a part of the school's reaccreditation under the Council of International Schools. The CIS accreditation framework covers all aspects of the school:

Domain A: Purpose and Directions

Domain B: Governance and Leadership

Domain C: The Curriculum

Domain D: Teaching and Assessing for Learning

Domain E: The Students' Learning and Well-being

Domain F: Staffing

Domain G: Premises and Physical Accommodation

Domain H: Community and Home Partnerships

Domain I: Homestay and Boarding

Following our successful Preparatory visit last year, our school will engage in a virtual visit by the Evaluation Team in August of this year. Teams of leaders and staff are working on evidence to demonstrate how our school meets or exceeds the Evaluation Team standards.

A working party from the Governing Council will work with the Principal on Domain B which relates to the working relationship between the Governing Council (GC) and the school's leadership team. If you would like a copy of the CIS quality assurance framework which guides your school in provision of quality learning for your children, please contact the Principal's secretary, Milena Popov on 8445 9833.

There was also an excellent presentation to GC by the Student Voice representative, Rama Muhanna, Angelia Volaris and Vy Anh Nguyen on the results of a survey of student experiences of online learning from home compared to learning face to face with a teacher.

This report is also included in this newsletter. Staff experiences will also be surveyed so that we can build on our work on online learning over the last couple of months.

I remind parents who drop off and collect their children at school to look closely at the information included in this newsletter from the City of Charles Sturt Council. We all care about your child's safety.

The school is waiting on the announcement of which builder has successfully tendered for our \$10 million redevelopment of facilities.

We have been assured that all will be ready for the incoming Year 7s and 8s in 2022 which will see the school's student enrolment increase to nearly 1,500.

**Meredith Edwards**

Principal

# Governing Council report to the school community



The second meeting of the 2020 Governing Council met via Zoom on Wednesday 13th May. It was an interesting experience for most of us who had never used Zoom for virtual meetings prior to the Covid19 pandemic.

It was a full agenda which started with consultation about the school's Guiding Statements and definitions of both global citizenship and intercultural understanding. We have included copies of the drafts in this newsletter for wider feedback from families. The Governing Council thank Jan Ahrens, Paul Monaghan and Rebecca Sykes for their presentation and facilitation of our feedback.

Also impressive was the Student Voice presentation on the results of a survey of student experiences of online learning during the stage of Covid19 when most students were learning at home. The results will inform the school's moves

towards a blended form of online learning and face to face learning. The Governing Council were pleased to see the greater number of teachers who have uploaded learning and assessment tasks onto DayMap so that parents can support their students to be successful learners.

Other topics that were covered in the meeting include:

- A summary of what the Governing Council would like to see in the appointment of the next Principal of the school from 2021 at the end of the current Principal's tenure.
- Commendation of the school for its response to Covid19 in terms of both online learning and the widespread access to hand sanitiser.
- The establishment of a sub-committee to look at the CIS Domain B relating to the governance of the school and the relationship between the leadership team and the Governing Council. This group will report back to the Governing Council meeting on Wednesday 10th June.

- The Governing Council passed a motion expressing concern about the delay in the education department's response to the school's request for laptops and modems to support students who live in poverty being able to undertake online learning. I am pleased to report that the school has since received 40 laptops and internet dongles to distribute to those most in need and who are still learning from home.
- Rob Davis reported that the Aboriginal Education team have offered to run an awareness-raising activity on the impact of the colonisation of Aboriginal land in South Australia once the pandemic has passed.

We wish the school staff all the best for finalising their self-study on all aspects of the school as a part of the reaccreditation of Woodville High School under the Council of International Schools.

**David Smith**

Chairperson of the Governing Council

## Governing Council Members 2020

Meredith Edwards	Principal
Daniel Lasscock	WILTJA Principal
David Smith	Chairperson & Finance Committee
Jamie Smith	Deputy Chairperson & Finance Committee
Peter McDonald	Minutes Secretary & Finance Committee
Councillor Oanh Nguyen	Charles Sturt Council Representative
Rob Davis	Aboriginal and Torres Strait Islander Parents Group Representative
Milena Popov	Executive Officer for Multicultural Parents' Groups
Dan Nguyen	Vietnamese Parents Group Representative
Christina Assaniotis	Uniform Committee
Paul Attiwill	Business Manager
Elijah Kopsaftis	Staff Representative
Sam Fleming	Staff Representative
Adrian Brock	Staff Representative
Rama Muhanna	Student Representative
Vy Anh Nguyen	International Student Representative
Anjelia Volaris	Student Representative
Stefanie Medrow	Council of International Schools (CIS) Improvement Committee
Akshay Sharma	Parent Representative
Maja Williams	Curriculum Leaders Committee
Bridgette Minuzzo	Parent Representative
Alf Strappazon	Parent Representative
Sheree Calvett	Parent Representative
Darren Calvett	Parent Representative

# Parent feedback on the school's Guiding Statements

Woodville High School is a proud member of the Council of International Schools and we are currently preparing for the five-yearly reaccreditation in August. We seek your feedback on our school's Guiding Statements which provide direction and guide decision making in the school. They were developed in consultation with students, parents and staff over many years and we review them every few years to ensure they still reflect our school community and the needs of all our students.

## Guiding Statements

### Values

Our three core values

- Diversity, Creativity and Success.

### Vision

- Woodville High School is an innovative and creative learning community, committed to quality in education and success **for every student**. As a member of the local and global community, Woodville High School provides rich, world class learning opportunities in a culturally diverse environment that values well-being for all.

### Graduate qualities

Graduates of Woodville High School will be:

- Global and local citizens contributing to a better world
- Respectful of other people
- Confident life-long learners, capable of identifying and collaboratively solving problems.

### Graduate habits

Our graduate habits underpin our daily behaviors and interactions

- Respecting others
- Persevering
- Thinking in critical and creative ways.

### Definition

#### Global citizenship

A global citizen is someone who recognizes that the local, national and global communities to which they belong are interconnected and share a common humanity.

The Woodville High School community values the cultural perspectives and practices of First Nations/Indigenous Australians/Aboriginal and Torres Strait Islanders peoples, immigrants and recent arrivals.

This background offers opportunities for students to travel the world without leaving the classroom, whilst also examining their own beliefs and attitudes.

To build their capacity as global citizens, Woodville High School students engage in a range of learning and collaborative activities in which they develop the knowledge, intercultural understanding, values and intercultural communication skills to take responsible social action and make a difference in the world.

Learning within school subjects, collaborative projects in Pathways programs, and activities beyond the school are designed to develop students' global and intercultural competence and a predisposition to take action for positive change.

A Woodville High School Global Citizen is someone who:

- Values diversity of culture, language, belief systems and world views
- Demonstrates respect and empathy
- Considers their place and impact in a global and local world
- Takes positive action to contribute to a more peaceful, just, fair and sustainable world
- Is a confident life-long learner, capable of identifying and collaboratively solving problems.

We would appreciate any feedback on the wording of the statements and definition.

Please send your feedback to a member of the writing team for CIS Domain A:

Jan Ahrens [jan.ahrens980@schools.sa.edu.au](mailto:jan.ahrens980@schools.sa.edu.au)

Paul Monaghan [paul.monaghan242@schools.sa.edu.au](mailto:paul.monaghan242@schools.sa.edu.au)

Bec Sykes [rebecca.sykes86@schools.sa.edu.au](mailto:rebecca.sykes86@schools.sa.edu.au)



COUNCIL OF  
INTERNATIONAL  
SCHOOLS

## Uniform for Terms 2 and 3

The weather is changing and it's time to think about keeping your child warm and dry during the cooler months.

This uniform list outlines what students are expected to wear during the next two terms.

Please ensure your child has the correct winter uniform.

### Winter uniform (terms 2 and 3)

- The knitted V-neck jumper with the school logo
- The soft shell jacket with the school logo
- White collared cotton shirt or current school polo top to be worn underneath the knitted jumper
- Boys to wear grey college trousers
- Girls to wear navy trousers or the plaid skirt which must be no shorter than 4cm above the top of the knee

- White T-shirts are permitted to be worn under polo tops or white collared shirts
- Girls to wear navy tights or knee high socks (not both)
- Plain navy or plain white scarf (including head scarf)
- No hats other than plain navy beanie with the school logo

### General requirements all year

- Only the Woodville High School backpack or plain navy or black backpacks, satchel or "postmen pack" style bags
- No excessive jewelry or make-up
- Sports uniform and sports shoes are the preferred option for PE lesson

Uniform items are available from Campus School & College Wear.

### Woodville High School uniform hours

#### At the school

Tuesdays 12.50pm - 1.30pm  
(lunch break)

#### At the Welland shop

Hours during each term

- Tuesday afternoon 3pm - 5.30pm
- Friday morning 8am - 10am
- Every third Saturday 9am - 12pm

### Welland shop contact details

- 5A Barrpowell Street, Welland
- PO Box 236, Hindmarsh 5007
- Phone 8346 0830
- Fax 8340 9627
- Email [sales@campusschoolwear.com.au](mailto:sales@campusschoolwear.com.au)

# SCHOOL SAFETY PROGRAM



The City of Charles Sturt has implemented a comprehensive traffic management and parking scheme in the streets surrounding your child's school to help make it a safe place.

Going against the road rules places not only your child's life at risk, but those of others. Tragedies can occur if care is not taken to abide by these rules.



the conditions and take special care, to ensure we keep our children safe. The City of Charles Sturt recognises the need to ensure the safety and convenience of pedestrians, bike riders and motorists. To this end we have installed traffic and parking controls around schools. These controls are designed to ensure the safety of the school students and parents.

The minority of motorists who choose to ignore their traffic and parking responsibilities endanger the safety of the rest of the community. Council Officers do conduct regular patrols around schools and may issue expiation notices to vehicles illegally parked.

Remember that children copy grown-ups – encourage good road sense by watching them closely and leading by example.

## Common Parking Restrictions

**Below are some explanations of signs that are placed around schools to ensure that all of the children stay safe.**



### No Parking Signs

You may use this area for Drop off and pick up only, for a maximum of 2 minutes. You must not queue or wait here. The driver must remain with the vehicle.

**Kiss and Drop Zones** are generally near the school gates and are designated by 'No Parking' signs.

Here are some key reminders when entering a Kiss and Drop:

- Follow the rules of 'No Parking' signs
- Be mindful of others who are also dropping off their children
- Keep an eye out for children crossing the road when exiting the Kiss and Drop zone



### No Stopping Signs/ Yellow Lines

Both No Stopping Signs and Yellow Lines mean the same thing. There might be one or the other or both. Drivers must not stop on a length of road

to which this restriction applies, even if you are stopping for a short period to pick up a child. Stopping here may cause a traffic hazard as well as congestion.

You cannot stop near a school crossing, always follow the signs and yellow lines.



### Bus Zone Signs

You must not stop within a bus zone at any time. This zone is only available to public buses.

If there are no signs, you are not allowed to stop within 20m of the approach to a bus stop or within 10m of the departure side.

## School Safety

Due to the chaotic nature of traffic around schools at peak times, streets can be an extremely dangerous place for children.

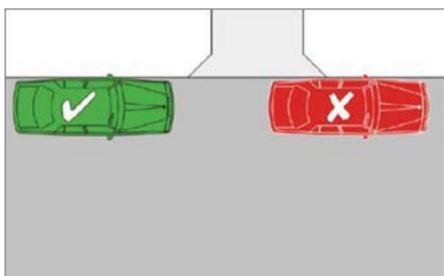
Young children have not yet fully developed their cognitive abilities and therefore their perception, judgement and awareness of potentially dangerous situations is not adequately developed to enable them to cope with the road environment.

Children are not easily visible and often act impulsively, which means if you are driving around a school, you must follow the road rules, drive to



### Parking On or Across a Driveway

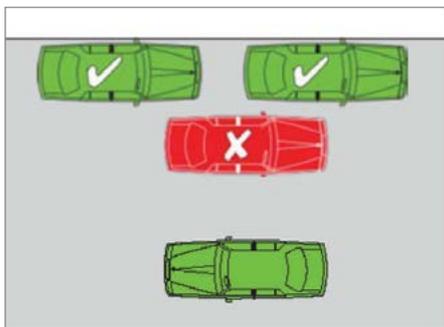
Vehicles parking across driveways can inconvenience nearby residents and result in complaints to Council and the School, particularly when they wish to enter or leave their property and cannot do so because a vehicle is parked across it. Vehicles are not to park in such a manner so as to restrict any part of a driveway. This act can also result in blocking pedestrian access.



Overhanging a driveway

### Double Parking

Drivers must not stop next to a vehicle already stopped or parked at the kerb at any time. This practice is illegal and creates dangerous situations for traffic flow and for pedestrians crossing a road.



### School Zones

School zones apply in locations where there are children likely to be present on the road or path even if they are on a bike. At any time that a child or a teenager in uniform is present anywhere on the road, including on the path, verge or median, all

drivers must drive at 25km/h or below after passing the school zone signs

and zig zag markings until they reach the end of the school zone. It is best to drive slowly and safely anywhere around schools and always travel 25km/h in school zones in case there are children present that you can not see.



Zig Zag markings

### School Crossings

There are many types of school crossings, some have flags or flashing lights, all of them have signs and dashed lines across the road. Drivers must not enter the crossing whenever there is a child crossing or about to cross.



## 6 Helpful Tips for School Zones

As parents and caregivers we have a great responsibility to ensure children stay safe in school zones. We also play a key role in educating children about road safety.

Here are 6 helpful tips for safety in school zones.

1. Consider alternative transport modes to reduce the number of vehicles in school zones (and improve your health!)
2. Allow enough time to take your child to the school gate safely and without rushing.
3. Always observe parking signs and speed limits in and around school zones. They are designed to keep your child safe.
4. Talk about traffic safety with your child. Identify and discuss places where it is safe to get out of the car and to cross the road.
5. Teach your child how to cross the road using the 'stop, look, listen and think' process – stop at the kerb, look and listen for traffic and then decide whether it is safe to cross.
6. Park a few streets away and walk your child to school to reduce congestion and improve safety. This is also good exercise and helps teach your child road safety rules.

### Behaviours To Avoid

- Speeding (note that 25km/h school zones apply when children are present, including children on the path)
- Double parking
- Parking too close to an intersection
- Parking across driveways
- Parking too close to pedestrian crossings

## Special music auditions for 2021

the Year 7 students auditioning for the 2021 Special Interest Music Program were invited to participate in individual Zoom interviews on May 20 and 21.

This is the first time in the Music Centre's 43 years that auditions and interviews were not held face to face.

In line with the COVID 19 restrictions, students were required to upload a video of their instrumental performance rather than perform live.

These performances were watched and adjudicated by Leanda Herring (Head of Music) and Terry Bickley (Music Coordinator) on May 18 and 19.

The Zoom interviews provided the perfect forum for students and their parents/ caregivers to engage in discussion with Ms Herring and Mr Bickley regarding each applicant's musical experience, academic success and school and community involvement.

It also gave families an opportunity to ask questions regarding the specifics of the Special Interest Music curriculum.

The process worked extremely well and both Ms Herring and Mr Bickley are very appreciative of the efforts made by Mr Anthony Terminelli and Mr Simon Newbury for their assistance in advertising the new audition and application process on the school's official website and Facebook page.

Thanks also to our Primary School Music contacts based at Woodville Primary School, Woodville Gardens School, Le Fevre Peninsula Primary School, Allenby Gardens Primary School, Hendon Primary School and Pennington Primary School, all of whom assisted in passing on audition information to their Year 7 Music families.





## Year 12s begin a Certificate 3 Business

A delighted group of 21 Year 12 students has begun a Certificate 3 Business course at the school.

An external provider will deliver the fifteen week course at the school in face to face mode.

Students are excited to know that on completion of their course they will gain their SACE certificate as well as a Certificate 3.

This leads to a wide range of Certificate 4 courses at TAFE and provides a strong foundation for further training beyond school.



## Changes to university entry

Parents and students might be aware of recent reports in the media about some changes to university entry in 2021.

In response to the unprecedented circumstances surrounding Covid-19, Adelaide University and the Australian National University in Canberra announced an alternative entry pathway into some courses next year based on their 2019 Year 11 results.

Students whose applications are successful will receive an early conditional offer from September 2020, around one month after SATAC applications for this alternative entry pathway close.

However, students are advised that this reassurance should not turn into relaxation.

Some Year 12 requirements do still apply and the alternative entry is not available into all courses. The traditional ATAR and subject-based entry pathways are still available, so it's definitely in student's best interests to continue giving their 2020 studies their full effort.

Further details are available on the Adelaide University website at [adelaide.edu.au/study/undergraduate/year11-entry-pathway](https://www.adelaide.edu.au/study/undergraduate/year11-entry-pathway)

## Stretching our Year 12 High Achievers

In a new Senior School initiative, high achieving Year 12s will be given additional attention to help them boost their grades even further.

Students identified with a Grade Point Average (GPA) of 4.5 and above (26 students), or those sitting in the A grade bands in their subjects, will be encouraged to extend themselves further.

A High Achievers Morning will include a breakfast, motivational speaker, wellbeing expert address and a session in which mentors and the students themselves will share successful strategies.

Students on a GPA of 3.75 and above, in the B range, will be encouraged to lift their grades to As.

Mentor teachers will increase their meetings with these students and focus on strategies to improve their achievement in each subject.

Strategies will include improving scheduling and study plans, working closely with subject teachers to refine essays, assignments and test performance, increased use of A+ exemplar material, increased drafting and incorporating revision into their study plans.

## Student success



Congratulations to Year 12 student, Tom Alford, who recently gained a highly sought after School-Based Apprenticeship.

Tom impressed the City of Charles Sturt Council so much during a week of

work experience that they offered him the apprenticeship.

Tom will complete his Certificate 3 in Engineering-Fabrication Trade with Motor Trades Association and the City of Charles Sturt Council and graduate with the other Year 12 students in November this year.

Tom will continue his apprenticeship after Year 12 and this will convert to full time employment on completion.

## SACE special provisions

Achieving the SACE is based on students' ability to show what they have learned during their studies.

For some students, this can be made difficult due to circumstances beyond their control.

The SACE Board allows Special Provisions when students have an illness or impairment that affects their ability to participate in an assessment task.

A student may be eligible for special provisions if they have a:

- physical disability
- vision or hearing impairment
- medical condition
- psychological illness
- learning disability
- experienced an unforeseen incident beyond their control that prevents them from completing an assessment task or examination. This may include, for example an accident, a family death, or an interruption during an examination.

For external and school-assessed tasks at Stage 1 or 2, the school decides whether a student is eligible for special provisions, and what those provisions will be.

These decisions are made by a Special Provisions Panel at the school, are based on evidence provided by the student, and follow SACE Board guidelines and advice.

Special provisions granted will depend on circumstances, and might include:

- A reduction in the number or length of assessment tasks
- Extra time to complete assignments or examinations
- Presenting work orally instead of in written form
- Rest breaks during an examination
- Use of a word processor in tests and exams
- Use of a reader or scribe in exams

If you believe your Stage 1 or 2 student may be eligible for special provisions please encourage him or her to speak with Ms Ahrens or a School Counsellor for further information.

Parents can contact me by phone or email with any questions or concerns about special provisions.



## **Year 11 and 12 mid-year exams**

Mid-year exams will take place in Week 7 (Tuesday 9 – Friday 12 June) with an additional day on Monday of Week 8 for Year 11s.

Exams are held for all Stage 1 (Year 11) and Stage 2 (Year 12) subjects that have a Stage 2 exam as the external assessment.

As we move to electronic exams across the state, many students will do their exams in electronic format so that they have an opportunity to practice these skills under time pressure.

Exams will be held for:

- Mathematical Methods
- Essential Mathematics
- English Literary Studies
- General Mathematics
- Specialist Mathematics
- Biology
- Legal Studies
- Chemistry
- Vietnamese (Continuers)
- Vietnamese (Background Speakers)
- Psychology
- Accounting
- Physics
- Nutrition

### **Year 12 students will not be required to attend classes during exam week.**

We know from analysis of our Stage 2 results from previous years that our students are least successful in the external components of their subjects.

The external aspects (exams in some subjects, investigations in others) are worth 30% of the student's final grade in a subject and so performing poorly in

these can detract from the good results they have built throughout the year in their school assessment.

The exams provide an opportunity to build students' confidence in revising for and managing their exams.

We will be running two sessions, 'Preparing for Exams' and 'Managing the Exam', in Pathways in the lead-up to the exams.

Subject teachers are supporting the students by ensuring they are well prepared, well-rehearsed and confident about what will be in the exam.

This involves:

- revision of material to be in the exam
- looking at a past exam paper, discussing front page instructions, structure, identifying question types
- initial scanning of questions, making best use of reading/noting time
- deconstruction of questions, identifying process words, planning a response
- timed practice of a question or section in class
- feedback on practice questions.

Year 11 students will have their exams in the double lesson for their subjects, and attend school as normal during exam week.

The exams will be held in P6/7 in Lower Penny.

Teachers will supervise their classes in the exams and use this opportunity to build students' confidence in their subject material and exam technique.

They are supporting the students as they approach their first exams by ensuring they are well prepared, well-practiced and confident about what will be in the exam.

### **Jan Ahrens**

Assistant Principal  
Head of Senior School and SACE Improvement

# Student opinion on learning during COVID-19

## Short report

Student Voice held two meetings on Tuesday the 20th April 2020, one in person and one via zoom. In the meetings we discussed questions for the survey.

The goal of this survey was to gain information about student opinions and suggestions regarding how the school has responded to the Coronavirus outbreak.

Using feedback from the meetings Sam Heathershaw, Jack Gurbala and Ms Hutton designed the survey.

The data information was collated by Sam with Jack and Ms Hutton.

It was reviewed and put into a full report shared with executive staff members.

This report summary was developed from this for Governing Council and to report back to the student body.

It should be noted that students at home with no Internet access would not have been able to complete this survey.

For the purpose of this short report we have summarised by common ideas the written responses.

Questions asked were:

Q1: Are you learning from school or from home?

Q2: What is your year level?

Q3: Please rate your happiness over the last four weeks (students were able to add comments about their happiness).

Q4: How connected do you feel with your teachers? (students were able to add comments about teacher connectivity)

Q5: What is your access to technology?

Q6: How much is technology helping you in your learning? (students were able to provide examples).

Q7: Do you prefer online or face-to-face learning? (only students learning from home were asked this question).

Q8: How can online learning be improved? (only students learning from school were asked this question).

Q9: The oval has been closed to support student safety. Do you think this is a good idea? (students were asked the reason for their answer).

Q10: The school has provided hand sanitiser and have requested you respect other people's personal space. Do you believe these measures are useful for personal safety? (the students were asked for further comments).

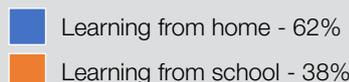
Q11: Is there is anything else the school could be doing?

### Q1: Are you learning from school or from home?

This was the only compulsory question and could not be skipped.



274 responses



At the time of the survey, the majority of students were learning from home. By the start of week 2 it was over 50 percent.

The canteen was shut for the whole of week 1 and Monday of week 2.

There is a reasonable spread of students across the year levels.

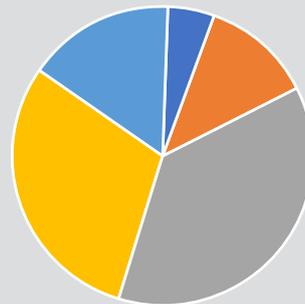
For the purpose of the report the 57 home comments and the 37 school comments were sorted into the categories of:

1. Self
2. Social
3. Academic

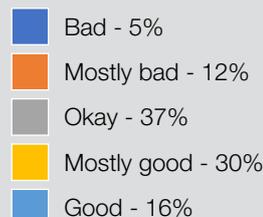
Each category was then separated into plus, minus and interesting responses. All comments are included in the full report.

### Q3: Rate your happiness over the last four weeks.

Responses from students based at home.



170 responses



### Home-based student comments

#### Self

**Plus** - attention spans, better focus, more time with the family and being able to build responsibility for their work. Students who experienced social anxiety in school noted that they were less anxious at home.

**Minus** - including, stress with the amount of work, and greater anxiety that they were confined at home.

#### Social

**Plus** - (only one response) a student noting their own social anxiety and being for comfortable at home.

**Minus** - boredom, sitting too long, missing friends, missing face to face contact with the teachers

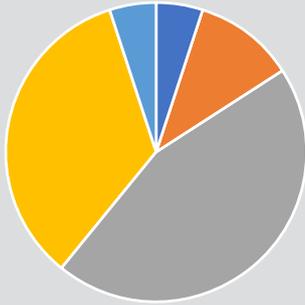
#### Academic

**Plus** - feeling more productive, getting used to being online, opportunity to be responsible, more time to finish a task, less travel in day and less distractions.

**Minus** - feeling stressed, frustrating not being able to get amount of help as usual, overwhelmed, bored and missing friends.

### Q3: Rate your happiness over the last four weeks.

Responses from students based at school.

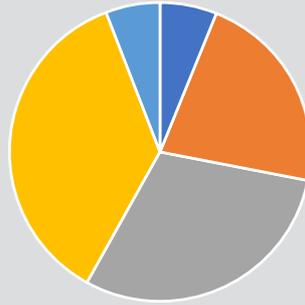


103 responses

- Bad - 5%
- Mostly bad - 11%
- Okay - 45%
- Mostly good - 34%
- Good - 5%

### Q4: How connected do you feel with your teachers?

Responses from students based at home.

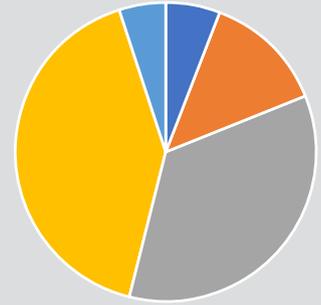


166 responses

- Not connected - 6%
- A little connected - 22%
- Okay - 30%
- Connected - 36%
- Highly connected - 6%

### Q4: How connected do you feel with your teachers?

Responses from students based at school.



104 responses

- Not connected - 6%
- A little connected - 13%
- Okay - 35%
- Connected - 41%
- Highly connected - 5%

#### School-based student comments

##### Self

**Plus** - happier at school, not stressed and seeing friends.

**Minus** - tired and stressed.

##### Social

**Plus** - interacting with others and seeing friends.

**Minus** - the one response was general.

##### Academic

**Plus** - easier to work with less people, easier to work with friends

**Minus** - not all teachers therefore harder, easier to lose motivation when learning

##### School Interesting

Better if canteen was open, confusing, but it's good, different every day.

#### Home-based student comments

**Plus** - students were able to keep connection with teachers through DAYMAP, Zoom, Google Classroom, Google Hangouts, etc, students at home felt they got quick responses. Students appreciate the work teachers have been doing. Work is mostly uploaded. Students like that teachers are checking in with them. Overall these students were very happy and appreciate of the connection they still had with their teacher.

**Minus** - the responses indicated that in some classes the teacher was not keeping good contact, examples giving such as zoom lesson not occurring but students at home not being informed. Some teachers are not as connected as others. Students who learnt better with oral questions indicated they were having trouble with typing questions. A recurring comment was that there is too much work put up and that was overwhelming.

**Interesting** - some teachers are still getting used to on line, this is improving, teachers communication skills vary some great others not so. Feel that students in the class are getting extra information.

#### School-based student comments

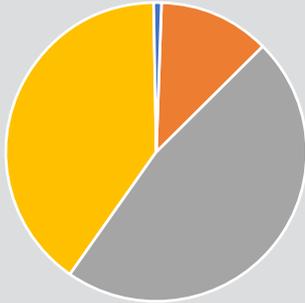
**Plus** - students noted they prefer being at school, find it easier to talk to teachers and get help, teachers are very helpful.

**Minus** - teachers are taking too long to get set up in the class, feeling like they don't teach anything anymore and are preoccupied.

**Interesting** - concerned for teachers health, with VET only at school three days, different levels of connection.

### Q6: How much is technology helping you in your learning?

Responses from students based at home.

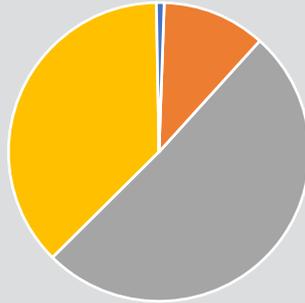


169 responses

- Not at all - 1%
- A little - 12%
- Quite a lot - 47%
- A lot - 40%

### Q6: How much is technology helping you in your learning?

Responses from students based at school.



103 responses

- Not at all - 1%
- A little - 11%
- Quite a lot - 51%
- A lot - 37%

### Q7: Do you prefer online or face-to-face learning?

Responses from students based at home.



170 responses

- Online - 15%
- Face-to-face - 23%
- A mix of both - 51%
- No preference - 11%

#### Home-based student comments

**Plus** - (85 responses) responses were focused on being better able to access resources, ability to research, access to notes. Ability to connect with teacher (DAYMAP, Zoom...) Ease of access to information, allows students to be better organized, including knowing lesson by lesson what to do. Internet at home is not blocked allowing access to sites blocked at school. Several students commented on their access to devices through the school and how that helps their access to technology.

**Minus** - (7 responses) not having teachers there to support when struggling, difficulties with English. One having difficulties getting into Google Drive.

**Interesting** - "Without technology we wouldn't be able to engage at all."

#### School-based student comments

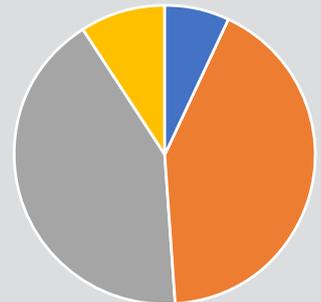
**Plus** - students learning from school had similar pluses to students learning from home. They noted that having a device also allowed increased access to documents and resources (videos, task sheets, lesson recordings), particularly when students were unsure.

**Minus** - (one response) student did not have a device to work on.

**Interesting** - (two responses) when the Internet access for their district failed they were unable to access the curriculum and eye strain from overuse.

### Q7: Do you prefer online or face-to-face learning?

Responses from students based at school.



104 responses

- Online - 7%
- Face-to-face - 42%
- A mix of both - 42%
- No preference - 9%

The results clearly indicate that students prefer face-to-face or a combination of learning over purely online.

### Q8: How can online learning be improved?

This question was only given to students learning from home:

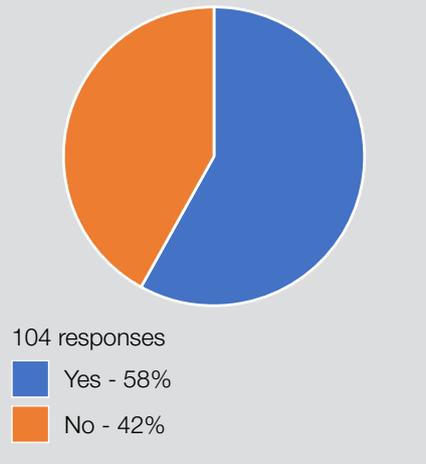
There were comments about sending videos over DAYMAP, being able to open files and having an alert for a DAYMAP message. Most of these are related to the technology of the DAYMAP platform, DAYMAP being clunky and requests for information to be given in smaller bits.

Request for communication to occur in single lessons, request for teachers to use similar platforms, agree on which platforms will be used, multiple platforms were indicated as being overly confusing particular when a teacher is using a platform not being used by other teachers (e.g. iMessage).

Students liked the class video recordings of teachers teaching. A number of students wanted to be able to speak to their teachers more.

Questions 9, 10 and 11 were only asked of students learning from school.

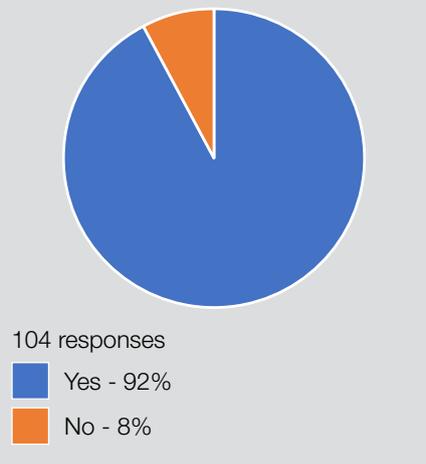
### Q9: The Oval has been close to support student safety. Do you think this is a good idea?



A majority indicated in their responses that they understood the reason for the oval being closed was a safety issue reducing the amount of contact, students stated they did not necessarily like this but understood and agreed to the reasoning.

Those who said no mostly indicated in their comments their want to play sport on the oval.

### Q10: The school has provided hand sanitiser and have requested you respect other people's personal space. Do you believe these measures are useful for personal safety?



Students who said yes, indicated that it supports good hygiene. Students did question why we have sanitisers but it is okay to exchange laptops without any sanitisers.

Some students responded that they were unaware of where some of the sanitisers are located. Students noted that social distancing is being supported in classrooms, however at break times it happens less.

### Q11: Is there anything more that the school could be doing?

The message on whether we should come to school or not was not clear.

Suggestions for devices to be cleaned every day, including keyboards. Better support by having relief teachers to support individual classes when regular teacher is at home.

# 2020 Materials & Services charges (school fees)

Due to COVID-19 and the additional financial stress this has placed upon the community, we have delayed our due date for Materials & Services charges.

To assist our school community, we have extended our due date by two months until 31 July for payment of full fees and also extended the due date for completion of instalment plans by two months until 1 December.

If you are experiencing extreme financial hardship, we encourage you to contact the Finance Officer to discuss an instalment payments plan or a School Card application.

School fees are set annually by the Woodville High School Governing Council and, for 2020, the compulsory Materials & Services charge is \$470.00.

Some courses and extra-curricular activities, including VET, sports, excursions, camps and instrument hire, attract additional fees during the year.

Full payment of the Materials & Services charges is due by 31 July 2020 unless:

- a School Card Application has been completed

or

- a Student Fees Instalment Payments Agreement has been completed.

## Payment options

### 1. Payment of full fees by 31 July 2020

Payment can be made online with a Visa card, Master Card or Debit card via Bpoint through the school website at [woodvillehigh.sa.edu.au](http://woodvillehigh.sa.edu.au).

Follow the links and instructions from the "Pay Invoice" button on the home page and you will be able to use your card to make your payment securely online.

## Eligibility income limits for a student attending a government school

Number of dependent children	Gross annual income limit	Gross weekly income limit
1 child	\$60,264	\$1,159
2 children	\$61,340	\$1,180
3 children	\$62,416	\$1,201
4 children	\$63,492	\$1,222
5 children	\$64,568	\$1,243
More than five children	Add \$1,076 for each dependent child	Add \$21 for each dependent child

You can also pay by cash, cheque or credit card at the school finance office or phone the school and pay by card.

### 2. Apply for the School Card Grant

The School Card Grant is an income-tested scheme to provide assistance to low to average income families for payment of school fees. In terms of eligibility, school card assistance is based on whether the applicant's combined family gross income for the 2018/2019 financial year is within the school card income limits.

Refer to the table for income limits.

**School card eligibility does not automatically roll over year on year. Families seeking assistance are required to apply each school year.**

All application forms, along with detailed information describing the application process (including how to apply online), can be accessed at [sa.gov.au/topics/education-and-learning/financial-help-scholarships-and-grants/school-card-scheme](http://sa.gov.au/topics/education-and-learning/financial-help-scholarships-and-grants/school-card-scheme).

Please complete the form appropriate to your situation. If you need help completing the form, or choosing which form is right for your circumstances, you may either contact the school or call the School Card section on 1800 672 758. Application forms are also available from the school finance office.

### 3. Payment of fees by instalments

To pay fees by instalments parents are requested to complete the Student Fees Instalment Payments Agreement. This agreement is required for all student fees that will not be fully paid by 31 July 2020. All instalment payments should be completed by 1 December 2020.

If you choose to have instalments automatically deducted from a credit card or bank account you must complete the Direct Debit Request form and return the completed form to the school.

Please allow ten days from the date of returning your forms to the start of your first payment. This allows the agreement to be processed by our office and banking institution.

## Garden update

Although the new building works do not start for a few months yet, there is already work happening.

The groundsman and orchid club have been busy to moving all of the orchids and many of the larger potted plants to a temporary plant store located near the Tech Studies centre, where they will be looked after until going back into the new garden.

Thank you to the staff and Governing Council members who gave up time to tidy the garden in term 1.

Garden beds have also started to be dismantled outside of the central area, storing the sleepers for re-use in the new garden along with the garden-bed soil that will also be retained.

Those who know the garden will also see that the olive trees have been relocated to their new position, which will thrive at one end of the new building.

The next step will be a working-bee later in term 2 with some help from local council and community garden members to take cuttings and pot-up as many as possible of all the herbs scattered though the garden.

These will go into the plant store and we hope to be able to be planted out into the new herb-garden section near Actil Avenue.

The building work, likely to start in June or July, will mean removal of a section of fence and one of the eucalyptus trees along Actil Avenue to allow access to the site.

In the new garden, once the fence is back in, this will open up space for new beds and a vista from Actil Avenue along the main spine of the new garden.

### Mr Hendry

Head of Curriculum & Learning



## Tường trình của Hiệu Trưởng

Thật là một chuyển biến nhanh chóng trong Học Kỳ 1 khi tôi đang nghỉ thâm niên. Rất vui mừng khi nhìn thấy học sinh càng lúc càng đông trở về trường để tiếp tục việc học. Chúng tôi suy nghĩ hướng về 52 du học sinh hiện đang không có cơ hội để gặp gỡ gia đình các em tại Việt Nam, Trung Quốc và Nhật Bản trong thời điểm bất định này.

Cám ơn những gia đình bảo hộ, với vai trò quan trọng hỗ trợ cho các em học sinh nước ngoài có thể được cùng tham gia trong việc học tập của trường. Xin cảm ơn thầy Neil Hendry và Ban giám hiệu trường đã hỗ trợ nhân viên và học sinh trong thời điểm rất khó khăn căng thẳng trong giai đoạn đầu của đại dịch Covid19. Chúc mừng các thành viên mới của Hội Đồng nhà trường. Rất nhiều các phụ huynh và đại diện cộng đồng đã tiếp tục vai trò lãnh đạo trong Hội đồng và chúng ta chào đón ba thành viên mới là Đan Nguyễn, Darren Calvett và Sheree Calvett.

Các học sinh đại diện cho Tiếng nói Học sinh là các em Rama Muhanna, Angelia Volaris và Vy Anh Nguyễn đã thực hiện một tường trình xuất sắc cho Hội đồng nhà trường về kết quả cuộc thăm dò cảm tưởng của việc học trực tuyến tại nhà so sánh với việc học đối diện trực tiếp với giáo viên.

Nhà trường đang chờ thông báo việc nhà xây cất nào sẽ thắng thầu cho việc tái triển khai các thiết bị trường trị giá 10 triệu đô Úc.

Meredith Edward

Hiệu trưởng

## Chương trình an toàn cho trường học

Lái xe bất hợp lệ sẽ không chỉ thiếu an toàn cho con em quý vị nhưng còn ảnh hưởng đến người khác. Tai nạn có thể xảy ra nếu không cẩn thận tuân thủ luật giao thông.

### Những hạn chế đậu xe thông thường

Dưới đây là những giải thích về một số bảng chỉ dẫn được đặt chung quanh trường nhằm bảo đảm an toàn cho học sinh.

### Bảng không được đậu xe

Phụ huynh có thể dùng khu vực này để chỉ dừng lại cho học sinh xuống hoặc đón, tối đa là 2 phút. Quý vị không được đậu nối đuôi xe hoặc chờ ở đó. Tài xế phải ở lại trong xe.

**Khu vực chào tạm biệt và thả xuống** thường ở gần các cổng và có gắn bảng "Không được đậu xe".

### Bảng không được ngừng lại/Lấn vãng

Cả hai dấu hiệu không được ngừng lại và lấn vãng đều có nghĩa giống nhau. Có thể chỉ có một trong hai dấu hiệu hoặc cả hai. Tài xế không được dừng lại tại khu vực có các bảng cấm trên, ngay cả khi ngừng lại để đón học sinh hoặc cho em xuống.

### Bảng khu vực xe buýt

Tài xế không được ngừng lại khu vực dành riêng cho xe buýt bất cứ lúc nào. Khu vực này chỉ dành riêng cho xe buýt công cộng.

## Khu vực trường học

Khu vực trường học ở các khu vực có thể có trẻ em hiện diện dọc đường hay ngay cả khi các em chạy xe đạp. Bất cứ lúc nào khi thấy có trẻ em mặc đồng phục trường bất cứ chỗ nào trên đường, bao gồm lối đi bộ, ven đường hoặc góc đường, mọi tài xế đều phải lái xe với tốc độ tối đa 25 cây số/giờ hoặc chậm hơn, khi chạy ngang khu vực có bảng ghi dấu khu vực trường học.

## Những thay đổi trong việc Vào Đại Học

Phụ huynh và học sinh có thể nhận biết với thông tin gần đây qua các phương tiện truyền thông về một số thay đổi đến việc vào đại học năm 2021. Để thích ứng với tình huống chưa từng có liên quan đến Covid-19, Đại Học Adelaide và Australian National University tại Canberra đã thông báo một lộ trình thay thế vài khoá học năm tới dựa trên kết quả lớp 11 năm 2019. Học sinh có đơn xin được chấp nhận sẽ nhận một lời mời sớm có điều kiện vào tháng 9 năm 2020, khoảng một tháng sau khi đơn của SATAC cho lối vào lựa chọn thay đổi đảo hạn.

Tuy vậy, học sinh được khuyến là việc cam đoan lần nữa này không nên trở thành quá thư giãn. Một số yêu cầu cho lớp 12 vẫn phải thực hiện và lối vào thay đổi này không áp dụng cho mọi khoá học. Điểm truyền thống ATAR và việc vào đại học dựa trên các lối vào dựa trên một số các khoá học căn bản vẫn còn áp dụng bình thường, do vậy tốt nhất là học sinh vẫn tiếp tục nỗ lực tối đa trong việc học tập năm 2020.

Cần thêm thông tin xin vào trang mạng của Đại Học Adelaide: <https://www.adelaide.edu.au/study/undergraduate/year11-entry-pathway/>

## Làm giãn ra cho học sinh có kết quả cao lớp 12

Qua việc khởi xướng của chương trình lớp 12 dành cho học sinh đạt kết quả cao sẽ được hỗ trợ thêm nhằm giúp các em có cơ hội đạt thêm kết quả tốt hơn. Học sinh được nhận diện với Điểm Trung Bình Thứ Hạng (GPA) từ 4.5 trở lên (26 học sinh), hoặc có điểm A trong môn học sẽ được khuyến khích tham gia chương trình này.

## Tiêu chuẩn đặc biệt cho chương trình SACE

Đạt được SACE dựa trên khả năng của học sinh chứng minh việc học các bộ môn của mình. Một số học sinh có thể gặp trở ngại khi có những tình huống ngoài sự kiểm soát của em. Hội đồng SACE cho phép một số Trường Hợp Đặc Biệt khi học sinh bị bệnh hoặc suy yếu ảnh hưởng đến khả năng tham dự vào một kỳ thi. Học sinh có thể được hội đủ điều kiện cho miễn giảm nếu em có:

- Khuyết tật thể chất
- Suy yếu về khả năng nhìn hoặc nghe
- Vấn đề về sức khỏe
- Bệnh tâm lý
- Khuyết tật học tập
- Gặp phải những sự kiện đặc biệt ngoài tầm kiểm soát của em làm trở ngại cho em hoàn tất bài kiểm hay bài thi. Việc này bao gồm một số trường hợp như bị tai nạn, có người trong gia đình qua đời, hoặc những gián đoạn trong khi thi.