

# SCHOOL CONTEXT STATEMENT

School Name: WOODVILLE HIGH SCHOOL

School Number: 0801

## 1. General Information

### Part A

School Name :	<b>WOODVILLE HIGH SCHOOL</b>	
School No. :	0801	<b>Courier :</b> Inner West Partnership
Principal :	Ms Meredith Edwards	
Postal Address :	11 Actil Avenue, St.Clair 5011	
Location Address :	11 Actil Avenue, St.Clair 5011	
District :	Central North-West	
Distance from GPO :	10kms	<b>Phone No. :</b> (08) 84459833
Category of Disadvantage :	2	<b>Fax No. :</b> (08) 84457863

### February FTE Enrolment

		2013	2014	2015	2016	2017	2018	2019	2020
Secondary	Special Class	20	21	21	21	26	36	33	35
	Year 8	177	212	165	169	197	182	204	218
	Year 9	187	174	197	157	156	165	181	217
	Year 10	220	200.2	148	204	180	171	187	206
	Year 11	218.8	214.4	176	160	206	167	166	216
	Year 12	164	162.8	168	138.6	141.2	174	134	165
	Year 12 plus	5		4	3	1	3		
<b>TOTAL:</b>		991.8	984.4	858	831.6	875.2	905	905	10557
	FLO Students	111	130	89	75	68	67	72	75

## **Part B**

### **Principal**

Ms Meredith Edwards

### **Head of Curriculum and Learning**

Mr Neil Hendry (Head of Curriculum & Teaching and Learning)

### **Head of the Special Interest Music**

Ms Leanda Herring (The Arts),

### **Senior Leaders:**

Mr. Luke Smith (Middle School & Teacher Professional Growth), Ms Margaret Lawless (Daily Routines), Mr. Sandro Bracci (Student Wellbeing and Student Services), Ms Jan Ahrens (Senior School & SACE Improvement), Mr. Constantin Naum (Timetabling and Staffing), Ms Cathy Bushby (Student Wellbeing and HPE)

### **School Website Address**

dl.0801\_info@schools.sa.edu.au

### **School email address**

[whs@woodvillehs.sa.edu.au](mailto:whs@woodvillehs.sa.edu.au)

## **Staffing numbers**

Total teaching staff; 79 which includes Special Education 3.35, 3 Special Class teachers, Special Interest Music staff 2.2, ESL 3.55. In addition, the school has BSSO's for the Vietnamese, and African communities, a Pastoral Care Worker 15 hpw, 2 x ASETO, 1 x ACEO and 1.2 Aboriginal Education Teachers (which includes a Coordinator of Aboriginal Education). In 2020 the school established its own Intensive English Class (ISEC) for international students. In support of student well-being and engagement the Governing Council has funded a Youth Worker and a School Psychologist.

## **Leadership positions:**

Principal (PC09) (F)

Head of Curriculum (Band 5) (M\*) (Curriculum, Professional development and Teaching & Learning)

Head of Music and the Arts (Band 5) (F\*) and Year 10 Management

Senior Leader (F\*)(Band 2) (Whole school organisation, Daily Routines and Year 9 Management)

Band 2 Time-tabler (M\*)

Senior Leader (M\*) (Band 3) (Middle School/Teacher Professional Growth/Year 8 Management)

Senior leader (M\*) (Band 3) (Student Wellbeing & Student Services/Year 11 Management)

Business Manager (SS05) (M\*)

Together with Middle Management for Learning Areas at a Band 1 Coordinator level, there are Student Managers for each year level, supported by a Senior Leader. Year Level Student Managers are given additional time to support students in the year level. These are internal management positions for staff. Similarly, internal management

positions have been created for the respective management of career pathways, international students, and liaison with the Adelaide Secondary School of English (ASSOE). In addition, the school has 4 Advanced Skills 2 teachers, a Highly Accomplished Teacher (HAT) and a Lead Teacher. They lead curriculum projects related to the school priorities. The leadership structure has moved back to Band 1 Coordinators in the Middle Management, providing greater focus on subject areas as well as one whole school focus. Currently the Middle Management positions are:

Band 1 Coordinator (F\*) HASS & Cross Global perspectives across the curriculum

Band 1 Coordinator (F\*) English & Literacy Intervention

Band 1 Coordinator (F\*) Science & STEM

Band 1 Coordinator (M\*) Maths & Numeracy Intervention

Band 1 Coordinator (F\*) EALD/ & Languages

Band 1 Coordinator (M\*) Music in the Special Interest Music Centre

Band 1 Coordinator (F\*) Learning Hub Manager

Band 1 Coordinator (M\*) Digital Learning and Computing

Band 1 Coordinator (F\*) Aboriginal Education

Band 1 Coordinator (F\*) VET & Career Pathways

Band 1 Coordinator (F\*) Special Options classes and Equity

Band 1 Coordinator (F\*) Special Needs in the Mainstream

2 X Band 1 Coordinator Student Counsellors (M\*&F\*)

### **Local School Management:**

The school takes advantage of programs and training opportunities to develop skills required for school improvement. The school is a member of the Council of International Schools (CIS) and was awarded accreditation in 2015 and is currently working on re-accreditation in August 2020. As an active member of the Inner West Partnership, Woodville High School has led a number of collaborative projects. In 2017/2018, led PD Critical and Creative thinking called Tactical Teaching: Thinking. The school is also an active member of the Western Adelaide Secondary Schools Network (WASSN).

**Enrolment trends:**

The school enrolments remain stable with gradual increases despite the trend towards lower fee-charging schools. The school community is cognisant of the potential impact of the second high school in the CBD and is working with local members of parliament and DfE personnel to ensure the strength of Woodville High School in a competitive market. We are expecting to have over 1,100 in 2021 and an additional 200 in 2022 when Year 7s join the school community. The school community is preparing to support the transition of Year 7s into our high school. The school has Governing Council support for the establishment of an additional leader at Band 3 to support the transition of Year 7s into High School. This position will start in 2021.

**Special arrangements:**

Out of zone students are accepted into the Special Interest Music Program (SIMC).

Previously the school hosted the middle school of the Wiltja Secondary College but they will be co-located at the Avenues College from 2021.

**Year of opening: 1915.**

In 2015 the school celebrated 100 years of producing proud scholars in a proud community in. The Woodville High School Old Scholars Association is actively involved in the organisation and promotion of the school's celebrations. There are many notable South Australians who proudly acknowledge their education at Woodville High School. The President of the WHS Old Scholars is Peter Anderson.

**Public transport access:**

Torrens Road bus (stop 26)

Circle Line bus (stops on school boundary)

Train to Woodville Railway Station and the new St. Clair Railway Station

Port Road bus to Woodville Road (15 minute walk)

Centro Arndale Shopping Centre Interchange

**2. Students (and their welfare)****General characteristics:**

The school celebrated over one hundred years of public education in 2015 and has developed a proud tradition of academic performance and sporting achievements. Past scholars represent the state in a range of sports and cultural endeavours.

The school continues to enjoy a high profile and high regard in its local community and on a statewide basis resulting in its marketing image of 'Proud scholars in a proud community.' This is supported by strong involvement of the Woodville High School Old Scholars Association.

The core values of the school are Diversity, Creativity and Success. There are over 70 different cultural groups represented in the school, with many from families recently arrived in Australia. Student success is valued and supported in a range of learning opportunities. As a part of the CIS accreditation, the school community decided on three Graduate Habits to promote to underpin success in our secondary school. These three Graduate habits are: Respecting Others, Persevering and Critical and Creative Thinking.

The school has also widened its curriculum delivery to become more flexible and inclusive of the full range of its students. While academic learning outcomes are emphasised, quality teaching and learning methodologies include problem solving, skills for independent learning, e-learning group skills and skills for social living are encouraged. Increasingly, vocational pathways and more flexible learning options are being expanded so that all students experience success in a safe and caring environment which supports student resilience and achievement. The school acknowledges and builds upon individual learning styles and preferences. To this end, all staff participate in professional development and the implementation of the learning strategies relating to effective teaching and the explicit scaffolding of reading and writing strategies. The school has adopted the Marzano *Art and Science of Teaching (ASoT)* framework as the shared framework for effective teaching. Professional Learning Teams focus on deepening out understanding of the strategies to implement this framework across the school.

The school has a major commitment to creating an environment that is safe and supportive for all students. Clear structures and strategies for dealing with all forms of bullying, including cyber-bullying and harassment operate within the school. There is a peer support for Year 8's and the school is actively involved in Learner Well-being programs such as Growth Mindsets. In cooperation with the local community and the Commonwealth funding, a Pastoral Support Worker (formerly called a School Chaplain) has been appointed. This position has received Commonwealth funding from 2017 and adopts an inter-faith approach. The school works to become regarded as a "faith-friendly organisation" with a multi-faith prayer room. There are Bilingual School Support Officers (BSSOs) to support Vietnamese and African students. In support of student well-being and engagement the Governing Council has funded a Youth Worker and a School Psychologist.

The school emphasises the richness of cultural diversity and proudly flies the United Nations flag along with the state, Aboriginal & Torres Strait Islander flags.

Woodville High School is a funded Special Interest Music School (SIMC) and caters for students who have special abilities or interest in music. The SIMC celebrates its 40th anniversary in 2017. Students gain entry into the Special Interest Music Program through an audition process. They receive special tuition in Music with additional specialist support through the Instrumental Music teachers. Students can also gain entry into the special course if potential abilities are demonstrated during the first two years of elective Music study. Students in the Music Centre participate in high level public performances both state and nationally throughout their schooling. The school is well regarded for the quality and extent of its public performances in dance and aerobics. Every second year, all forms of the Arts collaborate in an Arts Spectacular. A special Visual Arts Enrichment Program has been offered to year 8 students through a selection process.

There are over 80 Aboriginal students enrolled at the school from local Adelaide and regional communities. These students participate in all mainstream activities and are supported by the school's Aboriginal Community Education Officer (formerly AEWs), ASETOs and two Aboriginal Education Teachers (AETs). The school funds an Aboriginal Education Coordinator position as a part of this team.

The school has high numbers of students who attract funds through the Disadvantaged Schools Index. Approximately 48% of students are on School Card. The school has very high numbers of students from over 70 diverse cultural, linguistic and religious backgrounds and this is reflected in the extensive English as an Additional Language or Dialect (EALD) program. The school has benefitted from increased numbers of students from India and the Philippines whose parents came to Australia on work visas. Teachers are trained to use scaffolded literacy support methodologies to support the learning of all students. The school has a published and resourced focus on literacy improvement, funding a Literacy Intervention coach to work with leaders and teachers. There are whole of school agreements relating to literacy, numeracy, Explicit learning goals and ICT.

#### **Pastoral Care programs / Pathways program:**

Supportive relationships underpin all aspects of learning with formal home group time allocated for 15 minutes each day and a lesson each week.

The school has an extensive program of pastoral care called the Pathways program (8-12). Nearly all teaching and leadership staff have homegroup and pathways program responsibilities. The activities are organised around the promoting local and global citizenship in line with the school's Vision statement. There are two teachers who work with each homegroup and they remain with the same homegroup for year 8-11 and then teacher mentors work with year 12's.

**Support offered:**

Additional student support is provided by specialist staff in the following areas: Literacy, Numeracy, Students with High Intellectual Potential (SHIP), Music, Counselling, Special Education, Aboriginal Education, Peer Support, Career Counselling, ESL, Student Behaviour Management and Students at Risk. The school has a policy of extending and/accelerating students with high intellectual potential. The school has a 18-year partnership with Youth Opportunities to provide courses for year 10s in personal leadership through goal setting and communication skills. The school has over 70 students involved in the FLO (Flexible Learning Option) program. This is led by a manager in charge of flexible learning pathways who is supported by a school based SSO and the Senior Leader in charge of Students Wellbeing & Students at Risk. The school has a highly successful Tutorial room and works in partnership with the Smith Family to provide after school homework sessions.

**Student management:**

The school operates a clearly defined Student Behaviour Management Policy which is based on the importance of respecting others, with corresponding structures and procedures. Expectations of behaviour and consequences for breaching expected behaviour are made explicit to students, staff and caregivers. Emphasis is placed on students taking responsibility for their own behaviour. Time Out Room, buddy classes and after school support systems support students in meeting appropriate behavioural standards and monitor their progress. The student uniform is determined by a Uniform committee, ratified by the Governing Council and the Student Voice and is supported by the school community. The school has a formal gender neutral uniform with grey college pants and school shirts, school shirts, blue pants or summer dresses and winter skirts. All students are expected to wear black leather shoes, except when they are participating in sports and white socks. Year 12's have their own distinctive tops, designed by them each year. There is a school sport uniform.

**Student government:**

Woodville High School is widely known for the quality of its student leadership. Student Voice is a structure which allows students to have input into decisions which affect them and to initiate their own projects and activities, both within the school and in the wider community.

Members of the Student Voice are nominated as student representatives on the School Governing Council, Uniform Committee, Canteen Committee and Facilities/OHSW Committee. Each year level has representation on the Student Voice. The year 12 Student Captains run the formal, seated assemblies held each term. Students from Woodville High School are actively involved in the local City of Charles Sturt Council's YAC (Youth Advisory Committee) and district Aboriginal Youth Advisory Committee (AYAC).

**Special programmes:**

Students are allocated to home groups, which are organised into year levels. There are two Wellbeing Leaders; one male and one female. Students with learning difficulties are catered for in small groups, or in class support, or access a Tutorial Centre. One Child: One Plans are provided for identified students with special learning needs and those with learning difficulties. Individual student counselling occurs for course choices. An extensive EALD program supports learners from diverse cultural and linguistic backgrounds. A Career Education program and counselling provide support for students' future career and study choices. Work Experience and vocational educational programs are offered to provide career pathways for all students. Operation Flinders and programs for Students with High Intellectual Potential (SHIP) are in place. The school welcomes full fee paying international students on study programs, international students on short term visits and exchange students. We have international students from Japan, and Vietnam, on study programs. We have over 60 students in our growing International Schools program and have developed our own ISEC class. 90% of the International students are from Vietnam. Groups of students from Uenohara High School in Japan have been involved in short-term visits over many years.

The school has always taken advantage of opportunities for school improvement. In line with this commitment to providing the best education for its local community, the school is accredited under the Council for International Schools (CIS). In August of 2020, the school will be re-accredited .

The Governing Council supports early closure on Tuesdays to enable teachers to work in Professional Learning Teams which focus on effective teaching practices in the classroom, including explicit literacy support and differentiation, using the Marzano *Art and Science of Teaching* framework.

**Key School Policies****Site Improvement Plan**

In 2019 the school set its current Strategic Plan priorities (2020-2022). These priorities are translated into annual action plans in line with Council of International Schools' recommendations. The school is preparing for re accreditation under the Council of International Schools (CIS) in 2020.

Following comprehensive self-studies in all areas of Curriculum, Student Support and School Operations, a comprehensive road map for improvement over the next 5 years. As a part of our updated Guiding Statements, the school community refined its school purpose statement, a vision statement and the values and actions which would underpin the achievement of the following vision:



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

The school community also developed Graduate Habits which underpin success and wellbeing. The Graduate Habits are Respecting others, Preserving & Critical & Creative Thinking.

# vision

## WOODVILLE HIGH SCHOOL'S VISION...

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

D I V E R S I T Y - C R E A T I V I T Y - S U C C E S S

## GRADUATE HABITS FOR SUCCESS

The graduates of Woodville High School will be prepared to be:

- Global and local citizens
- Respectful of other people
- Confident life-long learners

The following Graduate Habits are the foundation for success.

### Respecting others

- Showing manners and courtesy
- Behaving in ways that are right for yourself and others
- Valuing difference and diversity
- Learning cross-cultural communication skills

### Persevering

- Focus on our success
- Ability to “bounce back”
- Positive attitude
- Knowing where to get advice and support

### Thinking in Critical and Creative ways

- Being open to new ideas
- Thinking and solving problems in different ways
- Reflecting on learning and experiences
- Collaborating with others

D I V E R S I T Y - C R E A T I V I T Y - S U C C E S S

**Recent Key Outcomes:**

- The school was awarded accreditation under the Council of International Schools (CIS) in 2015 and was successful in its Preparatory CIS visit in 2019
- Opening in February 2018 of the STEM Learning Centre.
- Allocation of a future \$10 million to both upgrade areas of the school & accommodate expected enrolment increases, including the inclusion of Year 7s into High School.
- Successful involvement by our Special Interest Music Students in James Morrison's "Generations of Jazz"
- 18-year partnership with Youth Opportunities, a personal leadership course for Year 10 students
- Large numbers of multi arts and music public performances such as the Arts Spectacular
- Partner school with the West Adelaide Trade School for the Future to offer a wider range of vocational education courses
- Many major facilities up-grades
- The transformation of the former library into a dynamic 21st Century Learning Hub
- The introduction of its own Intensive Secondary English Course (ISEC) to cater for a growing number of international students.

**Subject offerings:**

Woodville High School is a fully comprehensive school which offers continuity of secondary education for all students from Year 8 to Year 12. The school incorporates a Special Interest Music Centre which attracts additional staffing.

The Australian Curriculum and SACE curriculum requirements currently form the curriculum, achievement standards assessment and reporting framework of the school. The school has an established tradition of taking advantage of curriculum projects which will further teacher understanding of how to actively engage students in their learning. The school offers VET certificate courses in Allied Health Services (Certificate 11), Children's Services (Cert II), Horticulture (Cert II), Doorways to Construction (Cert I) and Doorways to Construction Plus. The school is in a partnership with The Queen Elizabeth Hospital and the Nurses Federation offer Allied Health Services (Cert III) and is offering Doorways to Construction in partnership with local residential developers. Other VET pathways are accessed on Fridays and Mondays through the West Adelaide Trade Schools for the future. We are increasing the number of students who undertake school based traineeships.

Other significant curriculum features include: a focus on effective teaching using the Marzano framework called the "Art and Science of Teaching" (ASoT), explicit and scaffolded literacy teaching implementing a genre-based and scaffolded approach to the teaching of literacy across the curriculum, acceleration of high achievers and SHIP programs, and implementation of the Australian Curriculum. The school has high participation in programs such as Flinders University Enrichment, Adelaide University Engineering Pathways, STEM programs, Australian Business Week, Career Education, VET Program and Adelaide University's Head Start program. The school offers Indonesian and Vietnamese languages for study. Other languages can be accessed through the South Australian Secondary School of Languages (SASSOL).

**Special Interest Music Centre:**

Specialist music courses are offered to students who are selected through a music audition process. An audition process at the end of year 8 also enables students to transfer into the Special Interest Music Program from General Arts courses. The Special Music course is a double subject with access to the learning of two instruments. The emphasis of the Special and Elective Music courses is on performance, with theoretical and practical training as a component. The Music Centre's proposed upgrade and expansion is an indication of the growing popularity and esteem in which the specialist program is held by the local community. The program attracts students who are out of zone.

**Special needs:**

EALD across the curriculum, Special Needs student support, case management of Aboriginal students using One Child One Plans, literacy support, ACEO, ASETO and AET and homework centre support for Aboriginal students, Youth Opportunities, Safe Partying and Drug Strategy projects, Student Services committee. Students who have a history of not engaging in mainstream schooling are invited to be enrolled as FLO (Flexible Learning Options) student, accessing external courses and case management. The school has a Tutorial Centre to provide both support for students with identified learning difficulties and those who need extending in reading skills. These intervention and support strategies are overseen by the Senior Leader 2: Student Wellbeing and Student Services and the Coordinator of Special Education. The school also employs a Speech Pathologist and a School Psychologist and a Youth Worker. The school has its own School Assistance Dog with two handlers in the school.

**Teaching methodology:**

Collaborative teaching and shared resources with EALD and Special Education. Staff are encouraged to implement strategies for planning, programming and teaching which increase student engagement in learning in their classrooms. In 2014, the school made a commitment to use the *Art and Science of Teaching* (ASoT) as the shared framework for considering and evaluating effective teaching strategies. All staff have been trained and it guides discussion in Professional Learning Teams. The Learning Areas have also developed improvement plans arising from self-studies of Teaching and learning in their area under the auspices of the Council of international Schools. Woodville High School is a light house school in the implementation of Tactical Teaching: Thinking strategies as an approach to critical and creative thinking and is working on a Blended Learning Model based on the success of home schooling during Covid19.

**Assessment procedures and reporting:**

Examinations are conducted, as appropriate, at senior levels. The Australian Curriculum has been gradually introduced as the curriculum and assessment framework since 2012. Assessment is an ongoing process throughout the year and the Assessment and Reporting is being updated. Reports on student progress occur at the end of each term/semester. In addition, any students at risk receive a mid-term Snapshot report.

Parent/teacher interviews are part of the reporting process and prior to these, parents are informed of progress through mid-term “snapshot” reports. The assessment and reporting strategies will be further reviewed in light of state and national developments. The school is focussing on the use of assessment rubrics and Proficiency Scales, linked to achievement standards in the Australian Curriculum, to make the Learning intentions and the criteria for assessment explicit. Families can also access the learning plans & assessment timelines for their children through *DayMap*'s Parent Portal.

**Sporting Activities**

A range of sports available: after school matches (Zone Sport), lunch and after school practices, transport arranged to interschool matches, state knock-out cup matches, swimming and athletics, school and interschool, state athletics. These are managed by a Sports Manager who is given release time. The school has won titles in Soccer, Indoor Soccer, Volleyball, Table Tennis, Basketball and Rugby. The school benefits from a shared use agreement with the local City of Charles Sturt Council to access the new St Clair Recreation Centre's sporting facility. The school is introducing a specialist Basketball program to the advantage of the outstanding new shared facilities.

**Staff support systems:**

Special support is available through EALD, Special Education, Bilingual School Support Officers for Vietnamese students and those from different parts of Africa, Literacy, Career Pathways, ACEOs, ASETOs and AET in the Aboriginal Education program. Literacy and Numeracy coaches and an ICT coach are funded by the school. A strong counselling team, led by the Senior Leader 3: Student Wellbeing and Student Services, offers comprehensive social and emotional support.

Extensive use is made of the external support agencies and local youth workers employed through the Charles Sturt and Port Adelaide/Enfield councils and the Western Area Multicultural Youth Services and the Vietnamese Association. The school hosts an In-school Psychologist and employs a Speech Pathologist.

There is an active staff social committee and staff well-being is an important focus of the Workplace Health and Safety committee and the leadership team.

**Performance and Development:**

Staff members meet with their identified line managers once a semester. These meetings are formally documented in line with the school's Performance Development Policy and the Australian Professional Standards for Teachers. The school commits considerable resources to support the professional development of staff as a key tool in school improvement. The school has a peer-observation process in line with *the Australian Professional Standards for Teachers* to provide teachers with evidence-based feedback on their implementation of key aspects of the *Art and Science of Teaching* strategies.

**9. School Facilities****Buildings and grounds:**

Major 2009-2020 redevelopments of school facilities has resulted in a Learning Hub, senior learning area, counselling suite, Language Learning Centres, Performing Arts building and Trade Training Centre, a new Home Economics and Horticultural area along with new PE facilities and upgraded Visual Arts.. Extensive landscaping, hard play and paved student courtyards complement the buildings. Disabled access is available through an elevator and ramps with the majority of buildings linked by undercover verandahs. These developments complement the St. Clair residential site opposite the school. The school self-funded the upgrade of two dated Science laboratories and is investigating how to upgrade the student toilet facilities. In 2018 the new Science, Technology, Engineering & Maths (STEM) Learning Centre was opened. In 2018 the new Science, Technology, Engineering & Maths (STEM) Learning Centre was opened. A future \$10 million will see additional expansion & upgrade of facilities and will begin in 2020.

The school benefits from a shared use agreement with the local City of Charles Sturt Council, with access rights to the oval and relocated tennis courts. Through this shared use agreement, dating back to 1950, the school has recently benefitted from access to a new oval relocated near the residential development. The school is currently working with the City of Charles Sturt Council to gain funding for a major upgrades of the St. Clair Recreation Centre to provide access to improved indoor sporting facilities.

**Specialist facilities:**

Specialist areas for: Music, Art, Business Studies, Computing, Dance, Drama, Languages, Health and Physical Education (including a weights room), Home Economics and the Constuction industries Trade Training Centre, Technology Studies (including facilities for wet photography), laboratories for Physics, Chemistry, Biology and General Science, a 21st Century Learning Hub, a garden for Horticulture courses. The school shares the new St Clair Recreation Centre and relocated and upgraded tennis courts.

**Student facilities:**

Extensive outdoor seating for students, student recreation areas, modern canteen facilities, access to a public phone, weights room and an outdoor tennis table and access to the dance studio and music facilities for lunchtime rehearsals. The school built two large shade areas, with school-funded paving and seating. The Senior students benefit from a dedicated Senior learning Area.

**Staff facilities:**

Modern, well-lit and well-equipped staff room, conference and meeting rooms, Learning Area preparation rooms, access to EDSAS, internet and intranet with access to wireless technologies as a part of the infrastructure. All teachers are allocated a lap top and IPAD to support their integration of e-learning opportunities and most classrooms have smartboards. These latter initiatives have been supported by the Governing Council. Staff use the technology to mark rolls for daily and lesson attendance using *DayMap*. Teaching programs and assessment timelines are available to families via the *DayMap* parent portal.

**Access for students and staff with disabilities:**

There are ramps at all levels, an elevator with access to other buildings and automatic sliding door access to main building next to the elevator. Access for the disabled has been a key feature of redevelopments. The school has three Special classes with their own teaching space and a suite of rooms for special learning needs support.

**Meetings:**

The Governing Council meets twice a term and is composed of active individuals committed to school wellbeing & improvement representing the school and the local community. The views of Aboriginal, African, Vietnamese, Filipino, Indian and European parents are fed into the Governing Council through their own groups.

Learning Area meetings three times a term with fortnightly Professional Learning Team meetings facilitated through early closure supported by the Governing Council. School Support Staff – meet fortnightly.

Personnel Advisory Committee: Principal, Staff representative, AEU nominee and SSO representative – meets fortnightly.

Joint staff, parent and student groups, Curriculum Leaders, Governing Council, Finance Committee, Canteen Committee, Uniform Committee. Workplace Health & Safety and Facilities Committee.



Staff Groups: Student Services, Learner Review, Equity Committee, PD Committee, Timetabling Committee, Multicultural Week Committee, ICT Committee and Facilities/Workplace Health and Safety Committee. The Staff Meeting is a compulsory meeting.

Other Groups: Student Voice and the Woodville High School Old Scholars' Association.

### **School Operations**

#### **Decision making structures:**

The majority of the school's decision-making bodies consist of staff, student and parent participation and focuses on 4 spheres of decision-making: Strategic Directions, Curriculum, Well-being and Finances and are aligned to ensure the implementation of the recommendations from the Council of International Schools review. The Governing Council has a number of subcommittees including Finance, Canteen, Uniform and Facilities. The Curriculum Leadership group meets fortnightly and has the responsibility for developing the school's policies, procedures and future directions relating to curriculum, following consultation with Learning Area members. The Executive team, with co-opted members, develops, documents and reviews policies and procedures which are then considered for endorsement by the staff.

A staff member chairs the staff meetings which are convened regularly as scheduled in term planner. Other decision-making groups include the Executive team meetings, PAC, Curriculum Leaders, Equity, Learning Areas, Workplace Health and Safety/Facilities, Student Voice. The decision-making policy has been aligned to the Council of International Schools (CIS) sections and was updated in 2020.

#### **Regular publications:**

Staff Handbook which is available online, course handbooks, and daily bulletin notices (staff and student) newsletter twice a term, School Information Brochures, School Year Book. In 2015, the school published the 100th Anniversary History book.

#### **Other communication:**

Translations of various documents into Vietnamese and the provision of interpreters at parent meetings cater for the cultural and linguistic diversity of the school's community.

The school has a robust and widespread wireless network that supports staff and student laptops, i-Pads and standalone computers. The school is an Apple school. The school's intranet is established to support curriculum and communication within the school community with a regularly updated web page. *DayMap* has become the widespread platform for on-line learning to support classroom work and after-hours access to learning materials.

**Special funding:**

Woodville High School's Disadvantage Schools Index 2, "Better Schools" funding to close the literacy and numeracy gap. The Special Interest Music Centre attracts special funding for staff and resources. The school received both funding for STEM Works and for LED downlights and additional solar panels. Most recently the school has been identified for the first round of \$10 million to both upgrade the Visual Arts & Home Economics areas as well as increase the school's enrolment capacity.

**11. Local Community****General characteristics:**

The local residential suburbs include Woodville Park and Woodville as well as the former "Parks" suburbs of Athol Park, Woodville Gardens, Mansfield Park and Ridley Grove which have been redeveloped as a part of the Westwood residential development. Located in the western suburbs, Woodville is adjacent to the new St. Clair residential development to the north and manufacturing industries on the other side of Torrens Road to the east. Amada Arndale shopping centre and many small businesses along Hanson Road provide extensive retail outlets. The area is heavily populated by Vietnamese-Australians and migrant groups, recently arrived in Australia. The City of Charles Sturt Council takes an interest in the school and regards the school as a significant partner in local development. The community holds the school in high regard and there is a strong Woodville High School Old Scholars' Association. Many current leaders in public life are old scholars of the school who maintain their connections and support the school in its marketing focus of producing 'proud scholars in a proud community'. The local community, like the school, is proudly multicultural.

**Parent and community involvement:**

There is an active Governing Council. In addition, there are enthusiastic Aboriginal, African, Vietnamese, Filipino, Indian and European Parents' Committees. Parent involvement occurs through formal information evenings, parent-teacher interviews, and committee membership, as well as attendance at the many performances and exhibitions.

**Feeder schools:**

Woodville High School is a member of the Inner West Partnership which includes Woodville Primary School, Woodville Gardens B – 7 School, Challa Gardens Primary School, Kilkenny Primary School, Seaton Park Primary School, Allenby Gardens, Brompton Primary School and Pennington Primary School and Early Learning Centres. In addition, there are about 15 smaller feeder primary schools across the western area.

**Other local care and educational facilities:**

Vietnamese Australian Association, Buddhist Temple and Mosque, Greek and Serbian Orthodox communities, The Parks Community Health and Youth Services, Reconnect, Headspace which offers psychological support services for young people which is relocating to Port Adelaide, Youth Support Agencies on Woodville Road. The school is also a member of the African Workers Network which meets at the Australian Refugee Association (ARA) premises on Henley Beach Road. The school has close links with Headspace, located in Port Adelaide.

**Commercial/industrial and shopping facilities:**

Amada Arndale Shopping Centre, West Lakes Shopping Centre, Port Adelaide. A Coles Supermarket and smaller shops are located in the St. Clair development. The residential development consortium of Urban Pacific and AV Jennings are the major partners with the City of Charles Sturt Council and Woodville High School in local redevelopment of community resources. This includes both the residential development opposite the school as well as the development of a Woodville Village concept sponsored by the local council. The school actively lobbies for new improved and shared gymnasium facilities through an upgraded St Clair Recreation Centre which was opened by the end of 2019.

**Local Government body:**

City of Charles Sturt Council (CCSC). The school also accesses programs funded through the Port Adelaide / Enfield Council. There is a local council member from CCSC on the school's Governing Council.