



Woodville
High School

woodvillehigh.sa.edu.au

**DIVERSITY
INTEGRITY
RESILIENCE**



Our Woodville

**Senior Years
Handbook**



Government of South Australia
Department for Education

Senior Years Handbook

YEAR 10 - 12

Our Vision

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



Woodville High School

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CIRCOS Provider No. 00018A

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INTRODUCTION



Woodville High School



Government of South Australia
Department for Education

2024 School Dates

2024

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

2025

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

2026

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



From the Principal

Anna Mirasgentis

Welcome to the Senior Years. The journey from Year 10 to 12 is an exciting one for every young person and we feel very honoured to be part of it with you. We believe that the journey should be one that is enriching, inspiring and where every senior school student will cultivate the capabilities, skills and dispositions that will enable them to thrive as they navigate an ever-changing world of work.

As a school rich in diversity we encourage personal excellence, according to each student's ability, and nurture students' strengths and interests. Learning is tailored to the interests and needs of each individual student through flexible programs, acceleration and extension. We know we are preparing students for a disrupted world and that their success as individuals and global citizens will be based on their willingness to engage with the world beyond school. Students in the Senior School look to a future, alive with possibilities as they plan their tertiary studies or vocational pathways and prepare for lifelong and life wide learning.

A Senior School Handbook supports students and families with information about what to expect in the Senior School and supports students for a successful transition into life beyond school. The services and resources outlined in the Senior School Handbook will support students to develop strategies to live, learn, lead, and participate successfully in an ever-changing society, whether they are headed for university, further education, training, an apprenticeship or straight into the workforce.

We believe in the genuine partnerships between home and school as the basis of having our students thrive and the Senior School Handbook outlines our high expectations for all students as they Reach for the Stars. I look forward to us working together as we continue to build a dynamic and welcoming Woodville High School.

We wish you success as you map your pathway through the SACE and offer our support on this journey as you develop the graduate habits for success and be the innovators and creators of a positive future. We feel privileged to be part of this journey.



**Anna
Mirasgentis**
Principal

From the Senior Leader of the Senior Years

Daniela Piteo

At Woodville High School, we go to great lengths to ensure that we offer an engaging and supportive learning environment that provides opportunity and encouragement for each of our students. This allows us to be able to develop our students' individual strengths and talents. We are proud of the achievements of our students, and all school staff members are committed to ensuring our students develop life-long learning skills, curiosity, resilience and determination. Academic rigour, initiative and self-discipline are central to life at the senior levels with a cooperative team culture supporting each student's journey for success. We are a school that values and celebrates diversity in culture, interests and skills and we encourage celebration of this breadth of difference.

We now live in an environment characterised by complexity and discontinuity where individuals need to become lifelong learners, and effective managers of their own careers, in order to successfully negotiate the many transitions and challenges they will encounter. Over the past few decades, there have been significant and irreversible changes in the world of work. Globalisation, economic restructuring, technological advances and social trends have dramatically altered the working environments of people in many countries throughout the world. The future of our society is based upon our ability to change and grow. Every single one of us at Woodville High School has demonstrated our capacity for growth, flexibility and resilience more than ever before. We now need to continue to build on these characteristics, applying all that we learnt to continually help us grow into better people.

It is essential that during your schooling years you develop the ability to live in an ever changing world. As you progress through the final stage of your secondary education, through our school motto of 'Reach for the Stars', you will be challenged to be creative problem solvers, you will be encouraged to understand the importance of lifelong learning and you will be provided with opportunities to cultivate effective communication skills.

Australian Jobs

The best advice we can give you is to undertake education and training in an area you have an interest

in and are suited to, and to keep learning throughout your career. Short courses and 'micro-credentials' will build your skill set over the years ahead. Remember, employers are looking for someone with the whole package. Not just qualifications but also employability (21st Century) skills – communication, collaboration, teamwork, innovation, literacy, numeracy, problem solving, and more. They are skills and dispositions that are transferable across all industries and occupations and are highly valued by employers.

You can build these in work-related activities while you are still at school. Work experience, part time work, volunteering and work placements give you an understanding of what is expected in the workplace and demonstrate to employers that you are committed to work, and that you're reliable and trustworthy.

In the senior school, all students are leaders. They represent the school to our community, providing a benchmark to which we hope the younger students can aspire to.

I wish every young person success during their Senior Years journey at Woodville High School.



Daniela Piteo

Senior Leader of the Senior Years and SACE Quality Assurance

Staff Directory

Senior Staff

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

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

Learning Area Coordinators

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

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

Ad Astra Per Aspera to Reach for the Stars

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

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

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

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

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

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

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

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

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

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

woodvillehigh.sa.edu.au
DIVERSITY
INTEGRITY
RESILIENCE

Reach for the Stars

Our Vision

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

Our Mission

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

A Vibrant & Collaborative Community



Transformational Leadership & Governance



Improved Health & Wellbeing



Future Focused Learning



Woodville High School
Our Future. Our Place. Our Woodville.

Our 3 Core Values

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

1 Diversity

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

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

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

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

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

2 Integrity

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

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

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

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

3 Resilience

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

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

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

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

We aim to thrive in the face of adversity.

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

- **Respecting Others**
- **Perseverance**
- **Critical and Creative Thinking**

Wellbeing Support

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

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

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

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

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

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

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



The Wellbeing Team

Senior Leader - Wellbeing and Inclusion	Mr Sandro Bracci Sandro.Braccie704@schools.sa.edu.au
Wellbeing and Inclusion Leader	Alicia Gillespie alicia.gillespie377@schools.sa.edu.au
Wellbeing and Inclusion Leader - House Structure	Jessica Michas Jessica.michas277@schools.sa.edu.au
Youth Worker	Ben Rice Benny.Rice940@schools.sa.edu.au
Pastoral Support Worker	Jodi Miles jodi.miles142@schools.sa.edu.au
Receptionist	Sue Weidemann Sue.Weidemann570@schools.sa.edu.au

Year 10 to 12 Senior Years

House Leaders

Mercury

Nigel Gramp
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Neptune

John Katavatis
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Jupiter

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

Sirius

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

Woodville HS is a place to start, to grow, to live, to learn, to lead and to discover.

Woodville is a feeling of pride, it's an education, a destination, a community, a moment, an experience, an adventure, a home, a story, a generation, a history, a life.

We want to challenge our students in a supportive, progressive environment and help them discover who they are, what they're capable of and prepare them for life beyond school. Furthermore, we want to ensure that our students have the skills, knowledge, social and emotional capabilities they need to thrive now and throughout their adult life.

We will embrace the unique qualities of every individual, so that everyone can thrive in their unique personal and cultural identity.



Year 10 to 12 Senior Years

In the senior years we aim to prepare students for successful participation in a complex and globalised economy.

Our senior years integrates academic excellence and wellbeing. Through the curriculum, co-curricular and wellbeing programs, students are encouraged to deeply explore their innovative and growth mindset while furthering their social conscience, so that they are academically, emotionally and socially ready for life after Woodville High School.

Providing a positive and supportive environment, our focus is to know each student deeply and encourage them to challenge themselves through diverse and new experiences. At Woodville High School they will become an independent learner who is able to self-manage and be responsible for their own learning well into their future.

As students move through their senior years, they acquire the skills and personal attributes needed to flourish in a highly complex world. They develop the confidence to manage themselves in unfamiliar contexts while achieving their best in any pathway they choose.

In partnership we will work to cultivate the qualities, skills and understandings needed to engage in effective learning across the broad range of curriculum, co-curricular and leadership opportunities on offer.

Year 10 to 12 Senior Years (continued)

Leadership	Organisation	Emotional intelligence
Team work	Communication	Adaptability
Respectful relationships	Personal responsibility	Intercultural understanding
Critical and creative thinking	Problem solving	Initiative

Students in the Senior Years look to a future alive with possibilities as they plan their tertiary studies or vocational pathways, and their future careers. Learning is tailored to the interests and aspirations of each individual student through flexible programs, acceleration and extension. A Senior Years Handbook supports students and families with information about expectations in the Senior Years.

Mentoring

Each Year 12 student has knowledgeable, experienced teachers who works alongside them to guide them through the opportunities and challenges of Year 12 and to plan for their future studies. There are frequent opportunities to talk about learning, progress, strategies, successes and to work through challenges.

This promotes a greater sense of belonging and connectedness to school through being known, understood, and supported. There are opportunities for close collaboration, and the sense of achievement that comes from successfully working through challenges. Students grow in confidence and develop their identity within a supportive and inclusive environment.

THRIVE Program

Themes in the THRIVE Program focus on the development of the Graduate Habits, study skills and wellbeing. There are sessions on time management, subject counselling, managing workloads and preparation for examinations. For all senior students there is a focus on completion of the SACE pattern and its compulsory requirements. The school's approach to holistic wellbeing for every student underpins sessions based around safe behaviours, consent, and respectful relationships. Student initiated and led local and global projects culminate in a Day of Action that features fundraising and awareness raising for a range of organisations and issues. Students develop a sense of personal agency, leadership skills and increased understanding about global and local affairs. For Stage 1 students, there is a special emphasis on road safety and a series of SAPOL lectures and presentations are delivered by invited guests. At Stage 2, student-led assemblies are a feature. Presentations from universities and TAFE are delivered, and students are guided through the SATAC admission process and scholarship applications.

A broad range of additional activities and events enrich student's Senior Years experience including Year 11 Orientation into starting Year 12, Year 10 Careers Expo, University visits, Year 10 Work Experience, Parent Evenings, SACE Information Evening, University and TAFE Evening, Year 12 Formal, Year 12 Breakfast, and Year 12 Graduation.

Learning and Teaching

In their final years, students begin to make the academic choices which lay the foundation for their future lives and careers.

We respect that many students in their senior years do not know exactly what they want to do when they leave school, which is why our School Curriculum Handbook is comprehensive and responsive to student needs and the demands of our fast-paced global society.

Offering a comprehensive and balanced contemporary curriculum with a broad and diverse range of subjects, the internationally recognised qualification facilitates the development of individual talents, while enabling them to achieve at the highest level. We believe it is implicit in every student's course of study that they are provided with choice and the opportunity to be challenged. Our curriculum allows for exploration of several careers while maintaining a broad subject base. This includes a number of certified vocational education courses.

The SACE certificate prepares students for life beyond school, and places an emphasis on students becoming independent, informed citizens and life-long learners, as well as critical and compassionate thinkers. It also provides our students with the opportunity to develop independent critical research and analytical skills which are necessary for success in their tertiary studies and throughout their lives.



The SACE

Students who successfully complete their senior secondary education in South Australia are awarded the South Australian Certificate of Education (SACE)

What is the SACE?

The South Australian Certificate of Education (SACE) is a modern, internationally recognised secondary school qualification designed to equip you with the skills, knowledge and personal capabilities to successfully participate in our fast-paced global society.

The SACE has evolved to provide students with the flexibility to choose subjects that reflect their interests, skills and career goals, using a combination of SACE subjects, Vocational Education and Training (VET), community learning, university and TAFE studies.

The certificate is based on 2 stages of achievement. **Stage 1** is normally undertaken in Year 11 and **Stage 2** is usually completed in Year 12. Students will be able to study a wide range of subjects and courses as part of the SACE.

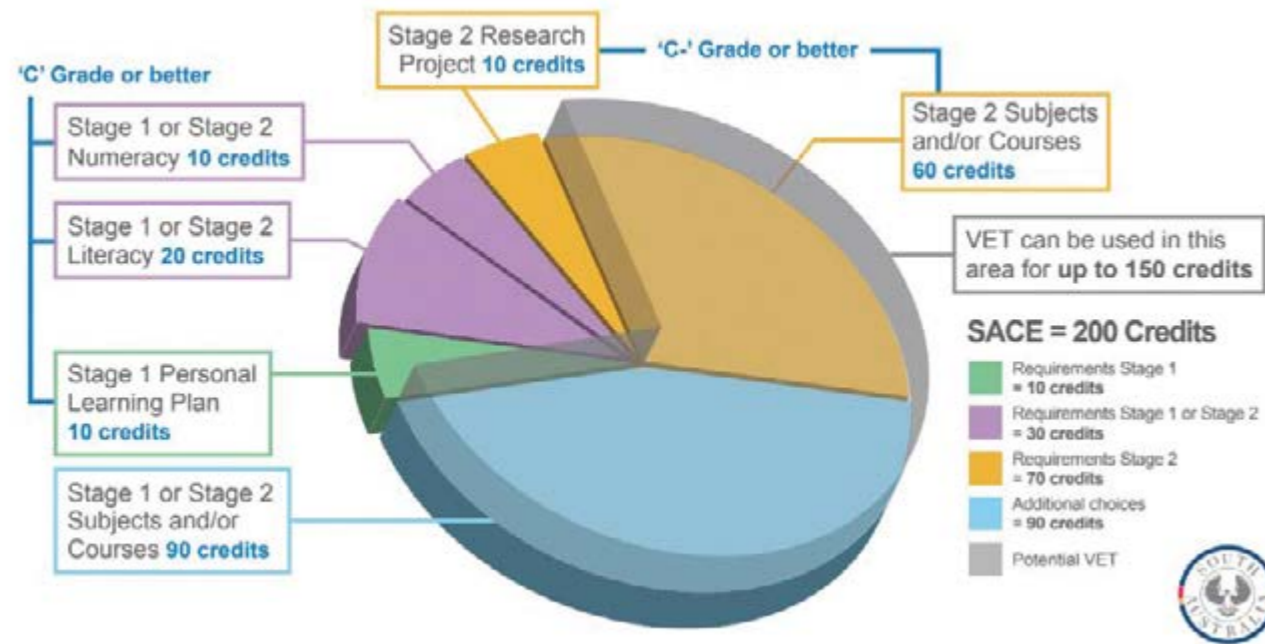
SACE subjects are made up of investigations, performances and other assessment tasks to demonstrate your knowledge, skills, and personal capabilities throughout the year. Some Stage 2 subjects will have an end of year examination, worth 30% of the overall grade.

To complete the qualification students will need to attain 200 credits from a selection of Stage 1 and Stage 2 subjects. A 10 credit subject is usually one semester of study, and a 20 credit subject is usually over 2 semesters.

Here's how it works:

COMPULSORY SUBJECTS	STUDENT SELECTED SUBJECTS	
	50 Credits	+90 Credits
<ul style="list-style-type: none"> The Personal Learning Plan (PLP) (10 Credits) Literacy requirement (20 Credits) demonstrated from a range of English/EALD subjects at Stage 1 or 2 Numeracy requirement (10 Credits) demonstrated from a range of Mathematics subjects at Stage 1 or 2 Research Project (10 Credits) 	<ul style="list-style-type: none"> Choose and successfully complete a selection of Stage 1 and Stage 2 subjects, recognised VET courses, or community learning. 	<ul style="list-style-type: none"> Choose and successfully complete a selection of Stage 2 subjects and/or VET courses worth 20 Credits in total. Stage 2 subjects are externally assessed by the SACE board of South Australia.

To be eligible for calculation of an ATAR, students need to select an additional 20 credit subject at Stage 2.



Community Learning

The SACE recognises learning that happens in a range of community settings, including part-time employment, sport, as a carer, volunteer or performer, and in a range of community organisations and programs. You can count up to 80 credits of Community Learning in your SACE. There is no grade or score attached to community learning, only SACE credits. To obtain recognition of learning in the community you need to negotiate with the SACE Coordinator and provide appropriate evidence of your learning.

Welcome to SACE Booklet for parents download from here:

<https://www.sace.sa.edu.au/documents/652891/91fb0639-30cf-a26c-0fb8-2f43b59f1ff3>



Where to go for help

Visit the SACE Board website at www.sace.sa.edu.au for further information concerning the SACE.

Students Online Using the SACE registration number and pin at www.sace.sa.edu.au/studentsonline provides access to information about an individual student's SACE.

- Students Online can help students to:
- plan their SACE and consider different subjects and course combinations
 - check their progress towards completing the SACE
 - access their results.

Post School Pathways

University Entrance 2024

There are now many avenues available to students wishing to gain entry to University:

Australian Tertiary Admissions Rank (ATAR)
Grades Based Entry (UniSA)
Subject-based Entry (Flinders University)
UniTest (Flinders University)
Portfolio (Flinders University)
Special Tertiary Admissions Test (STAT)
Foundation Studies (UniSA, Flinders University)
VET (Certificate IV or Diploma)
Preparatory Program (University of Adelaide)

What is the ATAR?

Selection into highly competitive university courses is based on both eligibility and rank. This is represented by the ATAR. Eligibility allows students to be considered for selection, while rank determines whether they are competitive enough to be selected. Students competitiveness in relation to other applicants is based on their Selection Rank. This is made up of the ATAR plus any Adjustment Factors. The ATAR is a rank given to students on a range from 0 to 99.95 and is calculated from their university aggregate.

Eligibility using the ATAR

- To be eligible for selection into a university course/program using an ATAR students must:
- Complete the SACE
 - complete at least 90 credits at Stage 2, of which at least 60 credits must be from 20-credit Tertiary Admissions Subjects (TAS)* and the other 30 credits from TAS, and up to 20 credits of Recognised Studies
 - complete any prerequisites required for your chosen university courses
 - comply with the rules regarding subject combinations and preclusions
 - normally 10-credit subjects do not count towards this requirement but some 10-credit subjects in the same area can substitute for a 20-credit subject when they are studied in pairs.

*A Tertiary Admissions Subject (TAS) is a SACE Stage 2 subject that has been approved by the universities and TAFE SA as providing suitable preparation for tertiary studies. Almost all SACE subjects are recognised as Tertiary Admissions Subjects (TAS) except for Community Studies and modified subjects.

- Normally 10-credit subjects do not count towards this requirement but some 10-credit subjects in the same area can substitute for a 20-credit subject when they are studied in pairs.

The SATAB website www.satab.edu.au, individual university websites and the TAFE SA website explain what students need to study specific courses. Tertiary institutions provide their own information of their courses and selection requirements via their websites, as well as open days in Term 3.

TAFE Entry Requirements

Completion of a Certificate III qualification at school can lead to study of Certificate IV or higher at TAFE. Competitive entry (high demand) courses may have additional requirements for entry, such as a portfolio or interview. Some courses may require a literacy and numeracy test. A completed SACE can also meet the Course Admission Requirements for most of the TAFE SA courses.

For further details, access the TAFE SA website www.tafesa.edu.au



Vocational Education & Training (VET)

Vocational Education and Training (VET) refers to the national vocational qualifications that are endorsed by industry. VET qualifications provide students with the opportunity to develop specific industry-related skills. Students with VET qualifications are well prepared to take on apprenticeships (including School-Based Apprenticeships and Traineeships), further education and training, and skilled jobs.

The flexibility of the SACE enables students to **include a significant amount of VET in their SACE studies**. Please speak to the VET/Careers Coordinator for more information about VET in the SACE or visit the SACE Board website: www.sace.sa.edu.au/web/vet

What are the benefits of completing a VET course?

- Gaining a nationally-recognised qualification, endorsed by the relevant Industry Skills Council of the Training and Skills Commission, while completing the SACE.
- Getting a 'head start' in a chosen career.
- Making senior years study more relevant and interesting.
- Providing opportunities to learn on-the-job through workplace learning.
- Gaining the skills and knowledge that employers seek.
- Providing pathways into apprenticeships, traineeships (including School-Based Apprenticeships and Traineeships), further education, training and direct employment.

What other SACE subjects could I study that are relevant to my VET course?

A SACE Stage 1 and 2 subject that is highly recommended for VET students is **Workplace Practices**. This can be related to your VET course. In this subject, students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the value of unpaid work to society, future trends in the world of work, workers'

rights and responsibilities and career planning. Students can undertake VET and workplace learning as part of this subject. This handbook contains pathways that may relate to your chosen VET course.

Structured Workplace Learning (SWL)

Most VET courses require students to undertake Structured Workplace Learning (SWL) to complete their qualification. This involves learning opportunities related to a VET course in a real or simulated workplace. These placements provide on-the-job training and mentoring to develop your technical and employability skills. SWL also provides opportunities for on-the-job assessment as part of your VET course.

The Department for Education provides Workplace Learning Procedures for all South Australian schools. Before participating in workplace learning, our school will ensure students have undertaken a program of workplace learning preparation. Students will also need to complete a Workplace Learning Agreement Form from their school, and ensure that it is signed by all parties (work placement provider, parent/caregiver, student and Home School Principal). A Health and Safety Checklist is to be completed by the work placement provider and signed off by the school representative. Please see your VET Coordinator for a copy of Woodville High Workplace Learning Agreement Form and Health and Safety Checklist.

Vocational Education & Training (VET) (continued)

VET programs affect other subjects

Some students may miss lessons for other subjects while at their VET program. This means that they will need to be well organised and prepared to negotiate subject learning requirements by working closely with their subject teachers and VET Coordinator.

Additional VET Opportunities

In addition to the courses and subjects outlined in this handbook, students can access opportunities in Vocational Education and Training offered at other schools through the Western Adelaide Regional VET Programs and private NTO's that are listed on the DfE preferred provider list. This will be in consultation with the VET coordinator. For more information please visit www.wats.sa.edu.au and discuss with the VET/Careers Coordinator.

VET opportunities for Aboriginal Torres Strait Islander students

The Aboriginal Education Team at Woodville High School works with Aboriginal and Torres Strait Islander students to provide a range of vocational programs to support them in successfully completing their SACE. This is initiated in partnership with South Australian Aboriginal Sports Training Academy (SAASTA), Maxima Group Training and McLeod Centre of Excellence.

The qualifications offered annually are subject to change depending on the scope of delivery of our partners. For further information please contact the Aboriginal Education Team.

Applying for a VET Program

Students can contact the VET/Careers Coordinator to discuss all VET options and pathways so that they can make an informed decision and course selection.

Flexible Industry Pathways

A Flexible Industry Pathway is an industry-endorsed pathway from secondary school to employment in key growth industries in South Australia. The training programs have been designed in consultation with industry and endorsed by the South Australian Training and Skills Commission's Industry Skills Councils. Flexible Industry Pathways include one or more VET qualifications at Certificate II to III level that industry considers suitable for school students, delivering enterprise and employability skills training and specific requirements linked to the pathway.

The following Certificate level (nationally accredited) courses will be offered in 2024:

- Certificate II in Construction Pathways (D2C)
- Certificate II in Community Services
- Certificate II in Food Processing
- Certificate II in Horticulture
- Certificate III in Individual Support (Ageing and Disability)

Our Woodville is also in the process of being established as a Cyber Hub School, we are also developing a FIP pathway as well as developing strong industry links in the Cyber Security sector.

The following SACE Flexible Industry Pathways packages are available from 2022:

Building and Construction Flexible Industry Pathways Package

YEAR 10	VET	YEAR 11	YEAR 12	EMPLOYMENT
Industry Immersion Construction Pathways		VET Qualification	Advanced Skills VET Cluster (TBA)	
Stage 1, 10 Credits Integrated Learning *white card training included VET tasters Work experience Or On-Job Training/ SBAT Personal Learning Plan	→ Readiness Orientation →	Certificate II in Construction Pathways Research Project in relevant field Compulsory Mathematics Compulsory English Stage 1 Workplace Practices Industry Tasters Work experience Or On-Job Training/ SBAT	May include On-job training/SBAT near full-time construction apprenticeship. OR Stage 2, 60 Credits Construction Pathways Curriculum Package • Stage 2 Construction Pathways *includes licence to operate a forklift truck • Stage 2 Workplace Practices • Stage 2 Free Choice Subject	Full-time employment at entry level within Construction industry University Pathways <ul style="list-style-type: none"> • Bachelor of Construction Management • Diploma of Construction • Foundation Studies

Aged Care and Disability Flexible Industry Pathways Package

YEAR 10	VET	YEAR 11	YEAR 12	EMPLOYMENT
Industry Immersion Aged Care and Disability		VET Qualification	VET Qualification	
Stage 1 10 Credits Integrated Learning *WWCC screening included VET tasters Work experience Or On-Job Training/ SBAT Personal Learning Plan	→ Readiness Orientation →	Certificate II in Community Services OR Certificate III in Individual Support (Ageing and Disability) Research Project in relevant field Compulsory Mathematics Compulsory English Stage 1 Workplace Practices Work experience Or On-Job Training/ SBAT	Certificate III in Individual Support (Ageing and Disability) May include On-job training/SBAT near full-time community services/aged care traineeship. OR Stage 2, 60 Credits Aged Care and Disability Curriculum Package • Stage 2 Health • Stage 2 Workplace Practices • Stage 2 Free Choice Subject	Full-time employment at entry level within Aged Care and Disability industry University Pathways <ul style="list-style-type: none"> • Bachelor of Nursing • Diploma of Health • Foundation Studies • Diploma of Nursing

Food Processing Flexible Industry Pathways Package

YEAR 10	VET	YEAR 11	YEAR 12	EMPLOYMENT
Industry Immersion Food Processing Pathways		VET Qualification	Advanced Skills VET Cluster (TBA)	
Semester 1 Stage 1, 10 Credits Community Studies Personal Learning Plan Semester 2 Stage 1, 10 Credits Community Studies VET tasters Work experience Or On-Job Training/ SBAT	→ Readiness Orientation →	Certificate II in Food Processing Research Project in relevant field Compulsory Mathematics Compulsory English Community Studies (Driver training/ license) Work experience Or On-Job Training/ SBAT	May include On-job training/SBAT near full-time construction apprenticeship. OR Stage 2, 60 Credits Food Processing Curriculum Package • Stage 2 Food and Hospitality • Stage 2 Workplace Practices • Stage 2 Free Choice Subject	Full-time employment at entry level within ; • Food Processing industry • Hospitality industry • Agriculture industry

Horticulture Flexible Industry Pathways Package

YEAR 10	VET	YEAR 11	YEAR 12	EMPLOYMENT
Industry Immersion Horticulture		VET Qualification	Advanced Skills VET Cluster (TBA)	
Semester 1 Stage 1, 10 Credits Community Studies Personal Learning Plan Semester 2 Stage 1, 10 Credits Community Studies *First Aid training included VET tasters Work Experience Or On-Job Training/ SBA	→ Readiness Orientation →	Certificate II in Horticulture Research Project in relevant field Compulsory Mathematics Compulsory English Community Studies (Driver training/ license) Work experience Or On-Job Training/ SBAT	May include On-job training/SBAT near full-time horticulture traineeship. OR Stage 2, 60 Credits Horticulture Curriculum Package • Stage 2 Integrated Learning (Horticulture Project) • Stage 2 Workplace Practices • Stage 2 Free Choice Subject	Full-time employment at entry level within; • Horticulture industry • Agriculture industry University Pathways • Diploma of Science • Bachelor of Agricultural Science • Bachelor of Science • Foundation Studies

Assessment and Reporting

Assessment and Reporting

What is Assessment?

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

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

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

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

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

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

How is Assessment used?

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

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

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

Feedback

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

Effective feedback in an ongoing practice that provides the bridge between assessment and learning. Students require effective feedback which is timely and provides constructive and instructive advice to ensure students understand their current achievements and how to move towards the desired outcomes.

Assessment and Reporting

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

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

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

Purposes of Assessment

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

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

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

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

Assessment of learning is... teachers using evidence of student learning to make

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

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

Assessment for learning is...

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

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

Assessment as learning is...

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

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

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

Senior Secondary/SACE

Both school based and external assessment in SACE subjects is designed using the assessment design criteria as communicated in each subject outline. Performance standards are used to identify, for students, assessable course content, skills and dispositions for a given task; to determine the level of achievement within a student's assessment task (Stage 1: A to E; Stage 2: A+ to E-); and to facilitate student reflection and goal setting for future learning. Performance standards are also utilised to ensure clarity, consistency, and validity of assessment and facilitate internal and external moderation.

Reporting Guidelines

Schools are required by Commonwealth and State legislation to record and report learner achievement and to provide parents/caregivers with two written reports each year about progress in the Australian Curriculum, and using A – E grades. Aggregated achievement data in literacy, numeracy and SACE are also used to map school effectiveness in supporting success for every student.

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

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

Annual Cycle for Continuous Reporting

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

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

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

Our continuous reporting model

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

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

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

Why is feedback important for learning and teaching?

Feedback is a key element of the incremental process of ongoing learning, teaching and assessment. Providing frequent and ongoing feedback is a significant means of improving achievement in learning. It involves the provision of information about aspects of understanding and performance and can be given by practitioners, peers, oneself and from learners to practitioners.

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

Electronic Marksbook

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

End of term reports

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

Learning Conferences

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



Assessment Guidelines

Teachers need to assess in order to gather information for a variety of purposes that lead to improvements in student achievement. Informal assessment is used by teachers every day to evaluate the progress of students and to provide immediate feedback about their performance. Informal assessment may include observation of work, questioning, verbal or written feedback, class discussion, student self-reflection and peer feedback. Informal assessment does not usually involve the collection of data.

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

Teachers are responsible for:

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

Students are responsible for:

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

Differentiation in assessment

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

Teachers are responsible for:

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

Students are responsible for:

- Making sure that they understand the Learning Goals for tasks, how these are linked to Proficiency Scales, and for assessment criteria
- Negotiating any preferences in learning task with their teacher
- Using assessment feedback to reflect on progress in their learning and to make improvements.

Parents/caregivers are responsible for:

- Informing the school of any relevant information that might affect their child's learning
- Using the Parent Portal on SEQTA to keep a track of their child's submission of assessment tasks and their progress.

Assessment Deadlines

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

Teachers are responsible for:

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

Students are responsible for:

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

Parents/caregivers are responsible for:

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

Right of appeal

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

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

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

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

The Curriculum Leader will forward appeals to the Deputy Principal where appropriate. If the appeal involves the Curriculum Leader the Deputy Principal will resolve the matter.

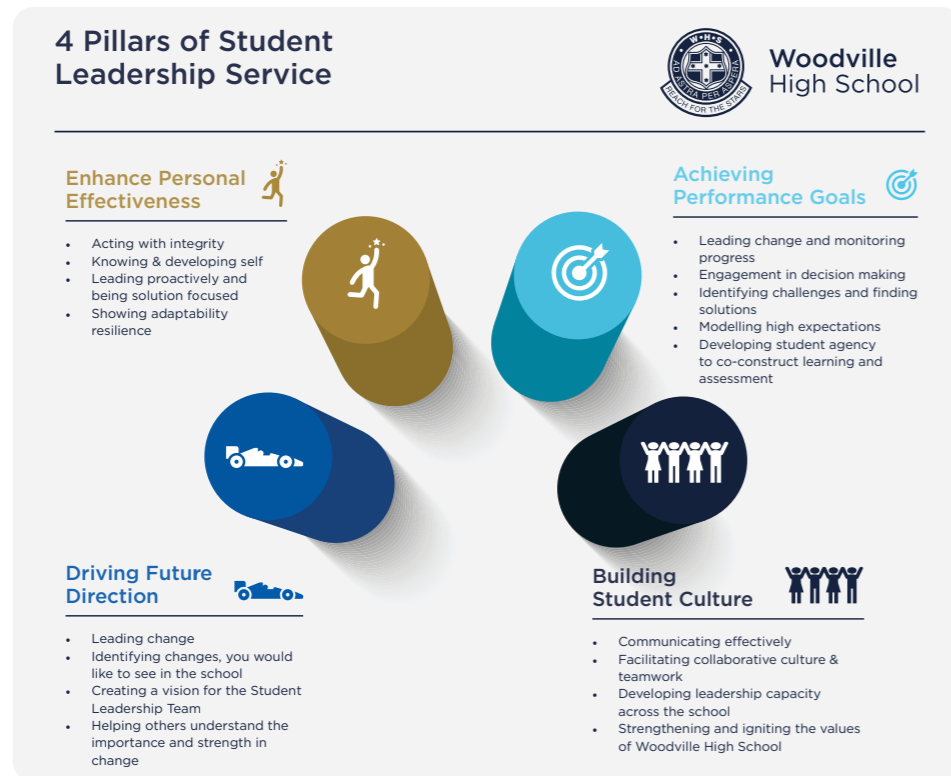


Student Leadership

Charter

The Student Leadership Charter aims to:

- Support an inclusive and collaborative culture
- Reflect the school ethos of high expectations and commitment to excellence
- Have a strong moral purpose aligned with strategic action
- Contribute to the improvement of learning, engagement, and wellbeing of every student
- Engage in and model learning and lead the development of a learning culture in our school
- Be collaborative, consultative, empathetic and a presence for others
- Use effective strategies to strengthen student voice in decisions around learning and wellbeing
- Foster and nurture community engagement
- Foster, promote and nurture relationships based on mutual respect and the wellbeing of all staff, students, parents and wider school community.



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

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

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

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

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

Portfolios

Leadership Portfolios

Environmental

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

Co-Curricular

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

Community Engagement

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

Global Citizenship

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

Learning

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

Wellbeing

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

Aboriginal and Torres Strait Islander

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

Senior Years Prefects

Whole School	SIRIUS <i>Eoin Grierson</i>	MERCURY <i>Kane Nelson</i>
	NEPTUNE <i>Felix Guenou</i>	JUPITER <i>Jasper Jasper</i>

		Head Prefect Liam Norman			Deputy Head Prefect Sinead Wunderer					
Senior School	Year 12	Environmental Diamond	Learning Deliah	Wellbeing Rowan	Co-Curricular Calee	Community Engagement Charlize	Global Citizenship Sinead	ATSI Latrell	Year 12 Music Captains Claire	Year 12 International Captain Nhien
	Year 11	Environmental Victoria	Learning Chloe	Wellbeing Michael	Co-Curricular TBA	Community Engagement TBA	Global Citizenship TBA	ATSI Pearce	Year 11 Music Captains Matty	
	Year 10	Environmental Eleanor	Learning Natasha	Wellbeing Mora	Co-Curricular Kalyan	Community Engagement Thor	Global Citizenship TBA	ATSI Siarrah		



Year 10 Course Selection

Selection

Students in Year 10 will study 2 semesters of:

- English
- Mathematics
- Science

And one compulsory semester each of:

- History
- Health
- Physical Education

(Special Interest Music Students will complete only 2 of the above subjects)

- Personal Learning Plan **this contributes to student's SACE and must be completed at a 'C' grade or better.**

In addition, students choose 4 semester subjects from:

- Arts (Dance, Drama, Music, Design, Visual Arts)
- Elective Music
- HASS (Geography)
- Health/PE (Physical Education Extension, Outdoor Education, Child Studies, Food & Hospitality, Power Cup)
- Languages (Vietnamese, Indonesian)
- Technologies (Digital Technology, Information Technology, Automotive Technology, Construction Futures, Metalwork, Woodwork, Media Studies).

Note:

Some semester 2 courses such as Music and Vietnamese can only be taken if the corresponding Semester 1 subject has been completed.

Other subjects can be studied for one semester in Semester 1 or Semester 2 or in both semesters to make a 2-semester course. As an example, a student can choose Art A or Art B or Drama A and Art B.

Students are given a subject selection form prior to subject counselling time to enable them to discuss their choices with parents, Home Group teachers, subject teachers and if appropriate, Special Education, EALD and Music teachers.

Selections are completed online by the advertised due date.

Student choices will be considered and decisions made about the classes that will proceed. **Only those subjects with sufficient enrolments will proceed.**



Year 10 Course Selection

Youth Opportunities

This course is a co-curricular activity where selected students attend one day per week for ten weeks. The course has achieved outstanding success rates in increasing student motivation, academic success, communication and goal-setting skills. The course provide available opportunity to further develop students emotional and social wellbeing.

For more details contact:
Mr Paul Monaghan

Industry Immersion Week

Industry Immersion Week provides our Year 10 students with an opportunity to build careers knowledge and experience over several different industry areas. During the week, a range of 'taster' activities will be facilitated by industry qualified trainers. These will focus but not be limited to the Flexible Industry Pathways at Our Woodville, including:

- Aged Care and Disability
- Building and Construction
- Cyber
- Early Childhood Education
- Food Processing
- Horticulture

Career development activities, utilising the Student Pathways website will also be incorporated into the week and contribute to the students' World of Work challenge, build their CV and develop their employment potential.

As a result of attending and participating in the Industry Immersion Week Year 10 students will be adequately prepared to apply for further VET study in their chosen career pathway.

Contact Teacher
Mr Michael Grant

Students develop enterprise skills in the areas of team work, thinking innovatively, being creative and risk taking.

Year 11 Course Selection

There are compulsory SACE subjects that all students are enrolled into in Year 11 and must pass to achieve the SACE.

Year 11 students are expected to choose a minimum of 6 subjects (60 credits) in semester 1 and 6 subjects (60 credits) in semester 2. The compulsory literacy and numeracy requirements and Research Project must be included in these 14 subjects.

Flexible timetables become a feature of study in the Senior School and students are supported in making effective use of their time.

SUBJECTS FOR YEAR 11 (STAGE 1)	
At Stage 1 students will study the following:	
2 Semesters (Full Year)	Please note: in many subjects there may be excursions and school events to enrich the curriculum content. These may incur an additional cost which is not included in your school fees. The subject teacher will advise parents/ caregivers and students in writing if this is the case.
<ul style="list-style-type: none"> • English/EALD • Research Project 	
1 Semester	
<ul style="list-style-type: none"> • Mathematics (a full year is advised) 	
Choice From:	
<ul style="list-style-type: none"> • Arts • Cross-Disciplinary • Design, Technology and Engineering • Health and Physical Education • Home Economics?? • Humanities and Social Sciences • Languages • Mathematics • Science • Vocational Education and Training (VET) 	

Year 12 Course Selection

To be eligible for the ATAR used for university entrance, Year 12 students **must choose four 20 credit Stage 2 subjects**. This enables students to maximise their options for future pathways as well as for tertiary entrance.

Some flexibility exists to allow students to choose to study three 20 credit Stage 2 subjects, plus 1 or more 10 credit subjects.

The pattern of study can be selected by negotiation, and may be recommended to support students who are undertaking Modified SACE subjects, VET or other recognised learning programs.

Every Stage 2 subject will have 30% external assessment, which means an expert from outside the school will assess the student's work. 70% of the subject's assessment is school based. These standards will also be checked by an expert panel from outside the school as part of the SACE Board's quality assurance processes.

Students who have not achieved passing grades in the compulsory Stage 1 numeracy and literacy subjects and the Personal Learning Plan subject and the Stage 2 Research Project, will need to complete these subjects offline in their own time. This will be in addition to other enrolled subjects.

When not engaged in face to face contact with teachers, Year 12 students are programmed into independent study time. Students are expected to use their time wisely and efficiently at school. Flexible timetables and Home Study are available to you in Year 12 and you will be supported in making effective use of your time.

SUBJECTS FOR YEAR 12 (STAGE 2)	
At Stage 2 students will study the following:	Please note: in many subjects there may be excursions and school events to enrich the curriculum content. These may incur an additional cost which is not included in your school fees. The subject teacher will advise parents/ caregivers and students in writing if this is the case.
2 Semesters (Full Year) Choice From: <ul style="list-style-type: none"> Arts Cross-Disciplinary Design, Technology and Engineering Health and Physical Education Home Economics?? Humanities and Social Sciences Languages Mathematics Science Vocational Education and Training (VET) 	

What to Expect in the Senior Years

Our Study Space

Our Lower Penny Study Area is a positive and productive environment in which you can maximise your learning and achieve your goals. It is an area in which we promote the graduate habits of perseverance, critical and creative thinking, and respecting others. Our aim is to help you develop motivation, organisation, independence and support you to achieve your personal best. We believe that every student can learn and achieve success and we encourage a growth mindset. These are qualities you will take with you into further study and work, and they will enable you to flourish and achieve success in your chosen further education and career.

Your Mentor teachers and our Senior School Team will support you to grow in confidence and independence as you progress through the year. They are committed to:

- developing your confidence and communication skills
- strengthening your ability to process, analyse, solve and overcome obstacles
- setting short and long-term goals
- building and sustaining positive relationships.

The aim is to inspire young people to actively engage in lifelong learning, achieve their best, and become global citizens who serve their communities.

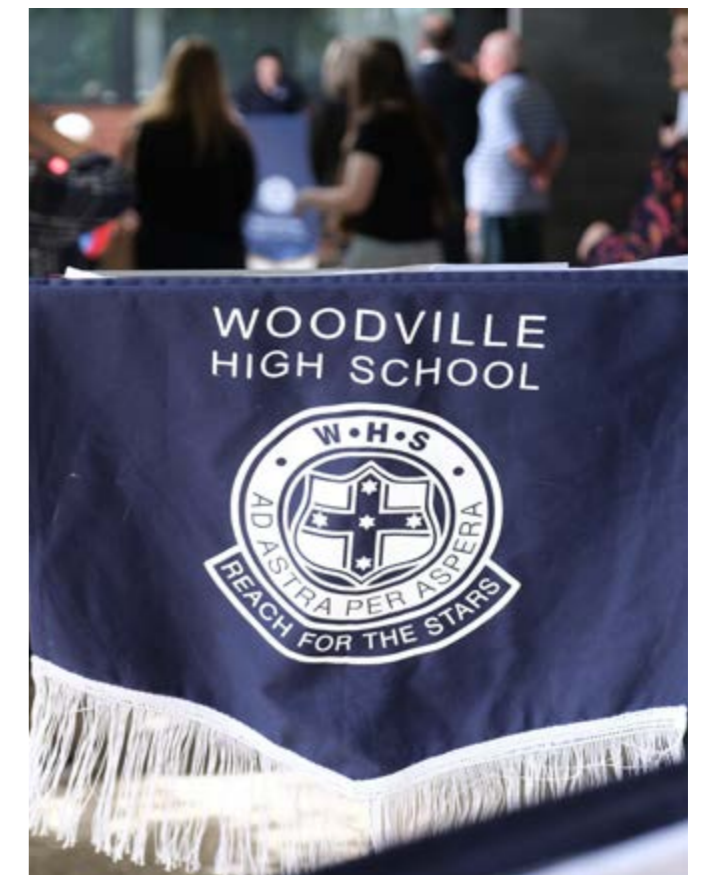
Lower Penny is open for learning and advice before and after normal school hours. We open at 8.00am every morning and remain open after school until 4.30pm each day. During these times, along with your subject teachers, we can offer individualised support.

Student Organisation

You have been given a barcode on your student ID card. This is used to sign in and out for Supervised study in Lower Penny, collect IT equipment, borrow books from the Learning Hub and borrow PE equipment. You may also add the barcode to your phone by using the free app called Stowcard.

Successful SACE Completion

Our emphasis on successful learning for every student means that non-completion of work is not an option. Parents and caregivers are notified of a missed deadline via letter or email, as well as in Snapshot reports provided mid-term. When a teacher assigns a



snapshot report this indicates intervention and support are required both at home and school .

The school has introduced a Submission of Work Guidelines policy designed to intervene and support students who have fallen behind at the time they need it most. Students can become overwhelmed when they fall behind after missing due dates. It frequently leads to them failing subjects and this limits what they will be eligible for in the following semester/year.

To help our students develop the skills to manage their work we provide intensive support in the three-week period leading up to the final assessment each term. Following each support session, teachers will inform parents and caregivers as to whether the student has caught up, or needs further help. We seek your support in encouraging your child to complete their assignments before the close of assessment, whether at home, or in further intensive support sessions at school. As always, we encourage families to communicate with subject teachers via email or phone if you have any questions or concerns.

Special Provisions will still apply for students, as normal, and extensions granted where necessary. A progress grade will apply when provisions have been granted in the week prior to close of assessment.

Changing or Withdrawing from Subjects

The final opportunity for students to change subjects at Year 12 is the end of Week 1 in Term 1 and no later than 2 weeks into a semester for Year 11 students. You will need to have the form signed by the SACE Coordinator, House Leader, subject teachers involved, and a parent/caregiver.

Students who wish to withdraw from a subject at Stage 2 must consult with the SACE Coordinator who will check the your SACE pattern and discuss the implications for your SACE, your ATAR, and future pathway options. A letter is sent home and parental/caregiver permission is required before any changes can be made.

Student Agency

There are opportunities for you to take charge and to drive a range of activities each year:

- You will present your academic progress and achievements to a parent or caregiver and your Mentor on two Academic Review Days

Expectations

We have specific expectations of students in the Senior school:

- Be at school for your first scheduled lesson each day
- Be in school full uniform
- Remain at school and on school grounds until the end of the day, unless as a Year 12 you have Home Study
- Study and stay on task when in the private study area
- Work collaboratively, support one and other and act responsibly
- Keep mobile phones in your locker, or in the holders provided in each classroom
- Do not interfere with the learning and success of others

Our Partnership with you and your Family

We have close communication with families and we believe these partnerships are essential for your continued growth and success. Communication will include updates regarding the Senior School, parent meetings, assignment deadlines, learning progress, subject teacher correspondence, interventions for students who are struggling, and holiday programs. In this way we will work together towards positive outcomes for every senior school student.

With this in mind, we need you to update student and family contact details, and provide us with an up-to-date family email address. Families should contact the school when you need to miss school for any reason so we can accurately keep the legally required attendance records.

Absence Process

All parents and caregivers are asked to notify Woodville High School if their student(s) are not going to attend school or if they will miss part of the day for any reason. The following procedures should be followed for all senior school students. Parents/caregivers can:

- Text the school mobile 0428 937 348
- Call the general school number and inform the office staff
- Email the school on whs.contact659@schools.sa.edu.au
- Write a note when there is prior notice

What to Expect in the Senior Years

(continued)

Bring Your Own Devices

We have noticed considerable educational improvements associated with students owning their own ICT device. While our site has a substantial number of computers and tablets for students to use while they are at school, a student with their own device can seamlessly continue their learning anytime and anywhere. Our teachers have created a curriculum that can be accessed digitally, which ultimately allows students to access course materials and task sheets while they are at home via SEQTA. Employers in the workplace also back such programs as they are looking for young people who are experts with ICT programs and platforms. There are many benefits of students owning their own devices.

Some of these include:

- Becoming more connected to their device as an organisational tool and an enabler of learning
- Personalising their learning opportunities
- Preparing students for the 21st Century workplace
- Providing a learning resource that matches the pace of the student's schedule

If you have any questions about a device that will work well with our systems, please contact the Senior School.

Year 10 and 11 students who do not have a personal device can borrow a school device before school, at recess and lunch from the Learning Hub. Year 12 students without a device of their own, or limited access to a computer at home, may be loaned a take home device for their Year 12.

Year 12 Home Study

Early in Term 1, eligible Year 12 students will be offered the opportunity to study offsite during certain study lessons. This flexibility allows you to arrive at recess when you have a double study first thing in the morning, or to leave before the end of the day where study lessons end your school day. All students are

expected to be at school during lessons 2 and 3 each day, so you are not permitted to attend morning classes, go home for two study lessons, and return to school for afternoon classes. You must sign in and sign out at the Finance/First Aid office.

Some students study more effectively at home and we believe many students deserve this freedom and independence. We encourage your progress and growth in maturity and have seen that home study can develop valuable time management and prioritising skills for your future education and career paths.

In order to gain permission for Home Study, you will need to obtain the approval of your parents/caregivers, subject teachers and Mentor teacher. Home Study is a privilege. As with most privileges, it can be revoked. Poor attendance, missing subject deadlines, a slip in achievement in any subject area, or breaches of the policies will cause you to lose Home Study privileges.

Support for students

Year 12 is an exciting year but it can also be a demanding one. Each of you has knowledgeable, experienced teachers who work alongside you to guide you through the opportunities and challenges of Year 12 and to plan for your future.

Learner Review Process

Our Woodville aims to nurture a sense of belonging, transformative growth and success for every student across the school. The Learner Review process is a tracking and monitoring system where staff members are allocated to students who require additional support to help them to be more successful. Mid-way through each term, case managers are allocated to students who are not on track to be successful for their subjects. These case managers work collaboratively with the individual students and their family to develop strategies and supports to improve their learning outcomes. This may include regular access to the Homework Centres, additional supports in the classroom or other strategies focused on organisation, engagement and/or attendance. This process occurs every term depending on how a student is progressing.

Intervention & Learning Support

Learning support is provided to students with different learning challenges as well as those who require additional stretch to fulfil their potential. Our Woodville uses a Multi Tiered System of Support to identify, target and support all learners, implementing interventions for all students and the foci are aligned with our Site Improvement Plan (SIP) goals for Literacy and Numeracy improvement as well as Wellbeing. All students at year 7 receive weekly Literacy and Numeracy lessons that are targeted at individual learning for stretch and support. All of our teaching staff implement Tier 1 strategies for all students by utilising the strategies that have been co-designed by staff and students in our Literacy, Numeracy and Wellbeing for learning Pedagogical Agreements. We have a specialised Literacy and Numeracy Development (LaND) Team consisting of 4 SSO's and a teacher manager who track and monitor the progress of students and support the teachers to identify the in class Tier 2 supports needed to support these learners to be successful. For students needing intensive Literacy Support we offer Sounds-

Write intervention to provide targeted intervention to students that supports them to access the literacy requirements across the curriculum. Our Inclusive Education (Mainstream) Coordinator and team of SSO's case manage and provide targeted in class support to students with identified learning difficulties and disabilities and will provide individualised supports in class or out of class depending on need.

Continous Reporting

Students and families can now access ongoing and timely feedback on tasks within SEQTA to support each student to be successful. Previously, these comments would feature in the end of term report, however, often this feedback was too late to action. The continuous reporting model aims to develop a strong partnership with students, staff and families so that all parties can collaborate through SEQTA and access the relevant feedback and the steps that need to be followed to improve learning outcomes. Teachers are required to include feedback on at least one task per term, which is accessible to students and families. This feedback must include what the student has done well, what they need to do to improve and the process for how they can achieve this.

Homework Centres

There are three different Homework Centres for students to access to support them with their learning. These are as follows:

LEARNING HUB: Monday, Tuesday and Thursday after school until 4:30pm

IRABINNA CENTRE: Tuesday and Thursday after school until 4:15pm for Aboriginal & Torres Strait Islanders

LOWER PENNY: Tuesday recess & lunch time (Mathematics) and Thursday recess & lunch time (English/EALD)

Our Woodville

At Woodville High School, I have the ability to freely express myself and have teachers and friends support me in all aspects of school life. I truly feel like I belong here.

Sinead

Uniform & Appearance

Studiosity

Studiosity connects our Year 11 and 12 students to a real subject specialist to support them with their learning. The learning support platform helps to build independent thinking, grows confidence, and provides support to students 24/7. There are two core services inside Studiosity, both operating 24/7, 365 days a year called 'Connect Live' and 'Writing Feedback'. The connect live service has a tutor available to students who will coach them through a problem or question. They will not solve the question for them. The writing feedback service provides feedback on student's writing tasks including grammar, punctuation and spelling.

This service is recommended for students before submitting their work to their teacher so that the literacy component of the task is improved, which will support the teacher to focus on the content. Students should have received an activation link through their email in Week 1 to set up their account. The Studiosity service can be accessed at studiosity.com/access

Student Dashboard

From the beginning of Term 2, 2024, students will have access to their own Learner Dashboard. This is where students can access an overview for their learning progress and achievement including their A-E grades for each subject, their PAT and NAPLAN results, their overall attendance and the tracking of their capability development. Each term, students will reflect on their achievement and growth and set goals for the following term. Students will share this information with their family and teachers at the Learning Conference Evening, which occurs in Term 2 and Term 3.

Mentor Support

- Discussing and helping students to understand how the mentoring process works
- Regularly meeting individually with students, and small groups of students and recording those meetings on SEQTA
- Discussing students' achievements in SACE, their current enrolments and checking their SACE pattern
- Discussing how the student might go about developing practices that will best enable them to achieve success in each of their subjects
- Helping them to identify problems or barriers and identifying the most effective solutions
- Monitoring and discussing the students' attendance at school and at lessons, Home Study status and referrals to Study Centre
- Monitoring their academic progress, attendance, snapshot and term reports and developing goals
- Coaching them on, or referring them to, sessions on study skills, time management, research skills, Study Centre and holiday workshops
- Discussing post-school options, SATAC applications and pathway plans
- Encouraging participation in committees and fundraising groups
- Maintaining effective communication with parents and caregivers
- Referring to, or seeking advice and support from Student Counsellor(s), Aboriginal Education Coordinator, Coordinator of Special Needs, VET/Career Pathways Coordinator, BSSOs and other support staff
- Following discussions with parents/caregivers, referring concerns regarding attendance, uniform, or behaviour to the Year Level Manager
- Referring concerns regarding academic performance, special provisions and student wellbeing to the Head of Senior School

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

Identity

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

Reputation

We are all ambassadors of this 109-year-old school with a strong tradition and proud history and as such all students should take pride in representing Woodville High School in academic, sporting and artistic pursuits within our school and local community.

Harmony

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

Student safety

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

Guidelines for School Uniform

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

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

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

Below are our Approved Uniform Items

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



Uniform Options & Pricing

Additional Uniform Options

Specialist Music Students

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

Sport and Physical Education

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

Protective Clothing

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

Shoe Policy

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

The Following Items are NOT Approved

- Coloured socks
- Hoodies
- Long sleeved tops under polo top or white shirt
- Leggings
- Non-school track pants

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

Uniform Shop Availability

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

Online Uniform Shop

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



Woodville High School Polo - Short Sleeve - Unisex \$40.00 AUD	Woodville High School Polo - Long Sleeve - Unisex \$45.00 AUD	Woodville High School Jumper - 1/4 Zip Boss Top - Unisex \$50.00 AUD	Woodville High School Sateen Jacket - Unisex \$78.00 AUD
Woodville High School Shirt - Short Sleeve - Unisex \$50.00 AUD	Woodville High School Shirt - Long Sleeve - Unisex \$55.00 AUD	Woodville High School Jumper - Knitted - Unisex \$70.00 AUD	Woodville High School Dress - Tailored \$80.00 AUD
Woodville High School Skirt - Pleated \$60.00 AUD	Woodville High School Shorts - Formal \$40.00 AUD	Woodville High School Track Pants - Unisex \$38.00 AUD	Woodville High School Pants - Formal - Tailored \$50.00 AUD
Woodville High School Jeans - Flared - Unisex \$50.00 AUD	Woodville High School Sports Polo \$25.00 AUD	Woodville High School Cap \$15.00 AUD	Woodville High School Fleece-Trim Beanie \$28.00 AUD
Woodville High School Head Scarf - High \$15.00 AUD	Woodville High School Head Scarf - Lower \$15.00 AUD	Woodville High School Tie \$22.00 AUD	Woodville High School Scrunchie - Dance Material \$10.00 AUD
Woodville High School Scrunchie - Sport Material \$10.00 AUD	Woodville High School Tights - Cotton Blend - Army \$15.00 AUD	Woodville High School School Bag \$38.00 AUD	

Restorative Practices

Restorative Justice is a framework that the Woodville High Community uses to create a safe, supportive environment for everyone. When relationships break down within the school environment, it is about having fair, responsive processes in place that meet the needs of everyone directly involved. These processes encourage everyone to share their stories, hear the impact of their actions, repair the relational harm and discern the best way forward together.

Restorative process moves the focus beyond rules that may have been broken, to the people involved and the relationships that have been harmed. Students should feel valued and included in this process ensuring your voice is heard within the school community and be actively involved in the building of appropriate school relationships. Schools build a restorative culture through how they respond to conflict and harm. Below are examples about what it looks like in practice through the use of non-blaming restorative questions when discussing any behaviour or issue with students

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

10 WAYS TO LIVE RESTORATIVELY

1. Take relationships seriously, envisioning yourself in an interconnected web of people, institutions and the environment
2. Try to be aware of the impact - potential as well as actual - of your actions on others and the environment
3. When your actions negatively impact others, take responsibility by acknowledging and seeking to repair the harm - even when you could probably get away with avoiding or denying it
4. Treat everybody respectfully, even those you don't expect to encounter again, even those you feel don't deserve it, even those who have harmed or offended you or others you care about

5. Involve those affected by a decision, as much as possible, in the decision-making process.
6. View the conflicts and harms in your life as opportunities
7. Listen, deeply and compassionately, to others, seeking to understand even if you don't agree with them (think about who you want to be in the latter situation rather than just being right)
8. Engage in dialogue with others, even when what is being said is difficult, remaining open to learning from them and the encounter
9. Be cautious about imposing your truths and views and other people and situations
10. Sensitively confront everyday injustices and discrimination, including sexism racism and classism.

Senior Years Staff

Senior School Management

Principal	Anna Mirasgentis Anna.Mirasgentis953@schools.sa.edu.au
Deputy Principal	Luke Smith Luke.Smith563@schools.sa.edu.au
Senior Leader of the Senior Years & SACE Quality Assurance	Daniela Piteo Daniela.Piteo453@schools.sa.edu.au
Senior Leader Wellbeing and Inclusion	Sandro Bracci Sandro.bracci704@schools.sa.edu.au
Careers and Vocational Education and Training Coordinator	Michael Grant Michael.Grant171@schools.sa.edu.au
International Student Coordinator	Dina Phan Dina.Matheson428@schools.sa.edu.au
Senior Years Manager	Carmela Pizzino Carmela.Pizzino61@schools.sa.edu.au



Senior Years Staff (Continued)

Learning Area Leaders

The Arts	Rebecca Sykes Rebecca.sykes86@schools.sa.edu.au
Cross disciplinary & VET/Career Pathways Coordinator	Michael Grant Michael.Grant171@schools.sa.edu.au
Design and Technology	John Mace jon.mace740@schools.sa.edu.au
Digital Technology	Anthony Terminelli Anthony.terminelli475@schools.sa.edu.au
English/EALD/Language	Belinda Parker Belinda.Parker723@schools.sa.edu.au
Humanities and Social Science	Michele Moore Michele.moore663@schools.sa.edu.au
Health and Physical Education	Braden Collins Braden.Collins710@schools.sa.edu.au
Mathematics	Elijah Kopsaftis Elijah.kopsaftis337@schools.sa.edu.au
Music	Ben Fuller Ben.Fuller778@schools.sa.edu.au
Science	Jordan Della Pietra Jordan.dellapietra783@schools.sa.edu.au

Senior Years Staff and Learning Area Leaders



Woodville High School
DIVERSITY · INTEGRITY · RESILIENCE



Absent: Jon Mace

Future Pathway Links

Senior School Education

SACE Board of South Australia www.sace.edu.au

Tertiary Education

SATAC www.satac.edu.au
 University of Adelaide www.adelaide.edu.au
 UniSA www.unisa.edu.au
 Flinders University www.flinders.edu.au
 Charles Darwin University www.cdu.edu.au

Vocational Education

TAFE www.tafesa.edu.au

Apprenticeship/VET Pathways

Western Adelaide VET www.wats.sa.edu.au

Other Useful Contacts

Kid's Help Line 1800 55 1800
 Crisis Care Helpline 131611
 Life Line 13 11 14
 Port Adelaide Community Health Centre 82410855
 Youth Health Line 1300 131 719
 Police 131444
 Alcohol and Drug Information Service 1300 131 340
 Shine SA 8300 5300
 Centrelink Port Adelaide 131 158
 Emergency Accommodation 1800 003 308
 Women's Health Centre 8444 0700
 Second Story Youth Health Services 08 8232 0233

Senior Years Key Dates

Year 12

Term 1 Year 12 Orientation Day	30 January 2024
Year 12 Subject Change Cut-Off	7 February 2024
Acquaintance Evening	22 February 2024
Year 12 Formal	8 March 2024
Term 1 Assessment ends	12 April 2024
Academic Review Day	16 May 2024
Mid-Year Exams	11 - 14 June 2024
Term 2 Assessment Ends	21 June 2024
SACE Information evening/University & TAFE Information Evening	7 August 2024
Term 3 Assessment Ends	13 September 2024
Year 12 Last Day of Formal Lessons	24 October 2024
Year 12 Breakfast and Farewell Assembly	25 October 2024
Year 12 SWOT VAC	26 October - 1 November 2024
Final SACE Exams	4 November - 15 November 2024
Year 12 Graduation Ceremony (Adelaide Town Hall)	22 November 2024

Year 11

Term 1 First Day Back	31 January 2024
Year Level Day	10 February 2024
Year 11 Subject Change Cut-Off	8 February 2024
Senior Years Acquaintance Night	21 February 2024
Term 1 Assessment Ends	28 February 2024
Academic Review Day	16 May 2024
Mid-Year Exams	11 - 14 June 2024
Term 2 Assessment Ends	21 June 2024
SACE, University and TAFE Information Evening	7 August 2024
Year 11 into Year 12 Course Counselling Day	20 August 2024
Term 3 Assessment Ends	13 September 2024
Year 11 Exams	18 - 20 November 2024
Year 12 2025 Begins	21 - 22 November 2024
Term 4 Assessment Ends	6 December 2024



Our Woodville

At Woodville High School I feel I fit in! I love the fact that every single student has a voice to help improve the school and how they feel about it! Its super important to have all voices projected and we're to help that.

Liam

Senior Years Handbook



**Woodville
High School**

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