



Woodville
High School

DIVERSITY INTEGRITY RESILIENCE

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DIVERSITY
INTEGRITY
RESILIENCE

Our Woodville

Student
Leadership
Handbook



Student Leadership Handbook

Our Vision

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



Woodville
High School

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Woodville
High School



Government of South Australia
Department for Education

Introduction Student Leadership

Our vision of leadership is aligned with our school motto Reach for the Stars where each student is valued as unique individuals who are strong and capable and competent. We believe students have an extraordinary wealth of abilities, strengths, inherent gifts and creativity to reach their aspirations. There are many opportunities in Woodville High School for Student to have a voice where their values, opinions, beliefs, perspectives, and cultural backgrounds are valued, heard and nurtured.

We believe all students have the capacity to lead through participation and service to help transform their lives, the lives of others and our world. This means success for all students where every student thrives. 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 be active researchers who will drive change in their school and are empowered to have a real impact on learning, wellbeing of others and the school environment.

The new student leadership structure empowers young people to shape our school community by engaging in school-level decision-making to increase students' sense of agency, feelings of belonging, and civic efficacy. This will move the school toward a more equitable dialogue that explicitly incorporates, acknowledges, and values a diverse array of perspectives. This is especially important when most of the students in our school come from different cultural backgrounds. The new leadership structures need not include students alone. In fact, empowering teachers, families, and community members is also an important strategy for building and maintaining a positive school climate and advancing equity within

schools. Such a collective leadership model works best when our community recognises the unique value and expertise that every participant brings to the exercise of power, responsibility and accountability.

Our Student Leadership will amplify and elevate the voices, gifts, aspirations, concerns, and challenges of young people and their communities; As a school who is rich in diversity we will foster an inclusive culture and be proactive in ensuring our student voices are diverse. True liberation and equity in education occurs when you empower every educator, family, and community to make the difference they are committed to making for young people.

Democratic spaces in schools privilege all voices and leads to inclusivity of students in the decision making process and promotes active citizenship.

When the leader in each of us is liberated extraordinary things happen

The Handbook outlines the Woodville High School Leadership Structure and the Portfolios they will be leading.

Students on all levels are required to work

cooperatively to achieve set goals, respect themselves and others, inspire and motivate their peers and promote a culture of school pride and belonging. Students are offered various opportunities to participate in leadership within the school, from Year 7 through to Year 12. The structure is designed to integrate leaders from all years, thus enabling all students to develop the necessary skills of leadership to enact and inspire change.

The student leaders have an increased sense of responsibility to support others and to model leadership principles and the core values of the school. Trust, respect, autonomy, and relationships are enhanced through the development of leadership qualities. Formal leadership training is provided to all prefects as they build collective efficacy through the portfolios they are leading.

Our Student Leadership will amplify and elevate the voices, gifts, aspirations, concerns, and challenges of young people and their communities.



4 Reasons for Student Leadership

1 To feel known and understood

Woodville High School is a place where people connect, feel welcomed and have a sense of belonging. Students want schools that make them feel welcome, that value diversity, demonstrate kindness and trust, and actively involve them in decision-making. They also want to be engaged directly as individuals, and to be treated with mutual respect and understanding. They want opportunities to become community leaders and to have a positive impact on the lives of others.

Every individual 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. The learning experiences at Woodville High School will be personal and enriched by our core values, diverse perspectives, and experiences of each member of the learning community. Teachers and mentors will challenge learners to explore and consider deep questions, and big ideas, the rich tapestry and diversity of students' family lives, the local and global communities to which they belong, and the interests, passions, aspirations and questions they have in their life and for the future.

It is this feeling of being known, valued and understood that provides the foundation for learning and success. Student interest, curiosity and passion will, therefore, be the learning drivers. The Australian Curriculum and SACE can be utilised in developing authentic project-based, integrated and community learning opportunities. Teachers will negotiate curriculum, assessment, moderation and reporting in the spirit of authentic collaboration.

Learning intentions are made explicit with students viewed as key stakeholders involved in decisions that impact their learning and post-school opportunities.

Teachers will know their students well, including their diverse linguistic, cultural and religious backgrounds. They know how the experiences that students bring to their classroom affect their continued learning. They know how to structure their lessons to meet the physical, social and intellectual development and characteristics of their students. Learning will be personalised as teachers will know their students well and engage them in building supportive, inclusive and stimulating learning environments. Teachers motivate and empower students to manage their own learning and develop agency to develop their own learning goals that align with their chosen interests and future career prospects. Learning will be tailored to individual learning needs, and students learning will be monitored through regular check-ins to measure their progress against mutually agreed goals.



2 To have agency

Student agency relates to the development of an identity and a sense of belonging. When students develop agency they rely on motivation, hope, self-efficacy and a growth mindset to navigate towards wellbeing. This enables them to act with a sense of purpose, which guides them to flourish and thrive in school and within society. Student agency is founded in the belief that students have the ability and the will to influence positively their own lives and the world around them.

Student Leadership gives students a democratic voice in shaping their own education and commitment to inclusivity. It strengthens their sense of identity and values the voices, gifts, and aspirations of all students to the exercise of power in decision making and responsibility. It creates a sense of belonging, positive school climate and advances equity. Young people have a far greater global reach than previous generations and they should shape their own impact, to not only benefit themselves, but to benefit others in the school and community. Schools cannot thrive without partnerships with families, community and industry. At Woodville High School we encourage student agency, learning that involves not only instruction and evaluation but also co-construction where teachers and students become co-creators in the teaching-and learning process. The concept of co-agency recognises that students, teachers, parents and communities work together to help students progress towards their shared goals.

At Woodville High School students are empowered, in ways that help them to develop their knowledge, skills and dispositions in the classroom, school and community. Student leadership, inherent within all learners, includes listening, clarification of ideas, and advocacy. Student leaders have an increased sense of responsibility to help others and to model leadership principles and values.

While a sense of agency can help students overcome adversity, students with multiple risk factors need carefully designed support to build the foundational skills, such as literacy and numeracy, and social and emotional skills to be able to use their agency to their and society's advantage. Student Leadership is central to developing our students as current and future leaders. Our changing world requires active leadership, one in which they act as agents of positive change. Leadership is to identify opportunities and show initiative in innovation and improvement. In Woodville High School where we celebrate diversity,

student voice helps to build cultural competency as young people are invited to speak in a safe and welcoming space.

When students are agents in their learning, that is, when they play an active role in deciding what and how they will learn, they tend to show greater motivation to learn and are more likely to define objectives for their learning. These students are also more likely to have "learned how to learn" – an invaluable skill that they can and will use throughout their lives. (OECD 2030)

When students develop agency they rely on motivation, hope, self-efficacy and a growth mindset to navigate towards wellbeing.



4 Reasons for Student Leadership (continued)

3 To feel valued and cared for

Our vision of leadership is aligned with our school motto Reach for the Stars where each student is valued as unique individuals who are strong and capable and competent to be the best version of themselves. We believe students have an extraordinary wealth of abilities, strength, and creativity to reach their aspirations.

All students have the capacity to lead, and everyone's voices will be valued and heard. The students at Woodville High School will have a number of different ways in which their individual voices are not only heard but nurtured, and this is an important feature of the school. Being heard and listened to connects our students to the school and also encourages them to find and then express their own unique and authentic voice. This is vital for enabling our students to explore the bigger questions of life and finding greater meaning and purpose in their own lives. This means success for all students where every child's needs, interests, capabilities, and aspirations are valued and nurtured.

The new leadership structure gives students a democratic voice in shaping their own education and influencing their future. Student leadership strengthens their sense of identity and their ability for complex thinking, to have the chance to affect decision-making. Student participation in school-level decision-making through the various committees increases students' sense of agency, feelings of belonging, and civic efficacy. It also has the potential, to move schools toward a more equitable dialogue that explicitly incorporates, acknowledges, and values a diverse array of perspectives. This is especially important when most of the students in our school come from different cultural backgrounds.

These leadership structures need not include students alone. In fact, empowering teachers, families, and community members is also an important strategy for building and maintaining a positive school climate and advancing equity within schools. Such a collective leadership model works best when participants recognize the unique value and expertise that every other participant brings to the exercise of power and responsibility—including students with first-hand knowledge of school operations.

The school is committed to developing the leadership qualities in students who are willing to build community and improve cultural responsiveness by hearing, supporting, and validating diverse student voices across all the portfolios. Portfolios that are grounded in service, fostering collaboration by building trust and facilitating respectful relationships.



4 To see value in their learning

All students and teachers are moving towards co-designing an authentic contemporary curriculum that is differentiated and integrated around concepts that are relevant to young peoples' lives. To foster agency, a personalised learning environment is needed that supports and motivates each student to nurture their passions, make connections between different learning experiences and opportunities, and design their own learning projects and processes in collaboration with others.

It is crucial that students feel a sense of belonging and connectedness within their lives, family, and community. This sense of belonging and being in relationship with others builds and strengthens the ability of learners to understand and manage their emotions, develop their sense of self, their agency and their resilience in the face of difficulty, challenge or adversity. Therefore, Woodville High School's aspiration will be built around:

- students directing and managing their learning - learning around their passions and interests
- a community where families/caregivers are an integral part of the learning process, sharing responsibility with staff and students
- a learning community where everyone - families, businesses and community mentors are partners
- learning where it occurs naturally within the community, without the restriction of curriculum, place, time, style or subject
- students of all ages in a learning community without barriers, learning at their own level
- a community where everyone is a learner; and,
- a community of respect and understanding. Pedagogical practices will foster empathy, compassion, gratitude, a sense of belonging and connectedness, recognising it is an education of the heart alongside an education of the mind and body.

Student interest, curiosity and passion drive student learning and action. To authentically develop their knowledge, capabilities, skills and dispositions young people must engage in meaningful enquiry or problem-based learning that has genuine value and relevance for them personally and their communities.

Real-world experiences merged with sustained engagement and collaboration offer opportunities for learners to construct, organise and synthesise knowledge through the various subjects to engage in detailed research, enquiry, writing and analysis; and communicate effectively to audiences.

Assessment will become more individualised and formative. Formative assessment in the form of continuous feedback will take the lead for clarifying learning goals, ensuring continuous monitoring, providing feedback, responding to learners' progress, encouraging adaptation and improvements in learning outcomes, and involving students in meaningful self and peer assessment. Their learning, experiences, reflections, artefacts and growth will be captured in a digital portfolio. Learners will build strong metacognitive abilities, reflect objectively on new concepts learned, and integrate that information with their existing knowledge and skills. The process of adapting new knowledge for their own use and incorporating it into their existing conceptual frameworks will support further learning.

Authentic learning experiences gives students experiential opportunities to learn in real world contexts and develop skills of community engagement and partnerships that are dedicated to making a difference through service and outreach. Critical to this is also the strengthening the partnerships between the school and industry to improve careers awareness and understanding of the opportunities to connect discipline specific knowledge to real world practice. Industry is well placed to share real world problems with students, learning facilitators, career advisers and parents. Having been motivated by real world problems, students should be introduced to the applicable subjects, skills and jobs that will afford them career flexibility as they contribute to meeting the needs of our future society. Partnerships engender support for the development and wellbeing of young people and their families and can provide opportunities for students to connect with their communities, participate in civic life and develop a sense of responsible citizenship. The key objective of the partnership is to provide a seamless pathway and continuity of support for students as they complete and transition from school to further education and work.

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

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

Graduate Habits

The graduates of Woodville High School will be:

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

The following Graduate Habits are the foundation for success.

Respecting others

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

Persevering

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

Thinking in Critical and Creative ways

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

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.

4 Pillars of Student Leadership Service



Woodville High School

Enhance Personal Effectiveness

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



Achieving Performance Goals

- Leading change and monitoring progress
- Engagement in decision making
- Identifying challenges and finding solutions
- Modelling high expectations
- Developing student agency to co-construct learning and assessment



Driving Future Direction

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



Building Student Culture

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



Prefect Leadership Structure

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.

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		

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

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