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DIVERSITY
INTEGRITY
RESILIENCE



Woodville
High School



Our Woodville

2024
Wellbeing
Handbook



Government of South Australia
Department for Education

2024 Wellbeing 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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CIRCOS Provider No. 00018A

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Woodville
High School



Government of South Australia
Department for Education

School Dates

2024

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

2025

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

2026

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

From the Principal

Anna Mirasgentis

Woodville High School's commitment remains steadfast in supporting the multi-dimensional growth in our students and staff. Each student's journey is unique and all teachers recognise that every child's social, emotional, physical and spiritual wellbeing underpins their capacity to learn and thrive.

Contemporary research is creating an increasing understanding of the integrated and dynamic nature of human development for wellbeing through the effective development of capabilities, knowledge and dispositions for learning. For our community to thrive we are committed to creating enabling conditions for our learners. By recognising and developing their disciplinary knowledge and key capabilities, we will support our young people to be comfortable and confident in who they are and give them the tools to flourish throughout their lives - from the middle years, through schooling, and beyond.

Our approach is based on our motto Reach for the Stars Despite Adversity and our core values of Diversity, Success and Creativity and draws from Restorative Practices to shape our Wellbeing and create a sense of belonging and connectedness to our diverse community. Wellbeing involves care, concern, compassion, love and forgiveness, as well as establishing boundaries and learning from our mistakes. It includes curriculum, behaviour development, co-curricular activities, student leadership and social interactions.

Our Wellbeing Team is responsible for overseeing the implementation of our Wellbeing Policy and for ensuring that school staff, students and families are 'well beings'.

Our teachers are committed to providing the best care for each student; care that focuses on empowering every student to fulfil their dreams with ambition, confidence and knowledge to shape an inclusive world for collective wellbeing and sustainable development. Our Woodville is a community where student's interests, capabilities and aspirations are valued and nurtured to maximise achievement and growth for every learner through agency, human connectedness, belonging and the ability to transfer their learning to different contexts and situations. We believe that teaching our students the skills of resilience and perseverance, is essential in equipping them for the challenges of the future.



Anna Mirasgentis
Principal

From the Senior Leader of Wellbeing and Inclusion

Sandro Bracci

Woodville High School believes that supporting student and staff wellbeing underpins success for every student.

Young people with high wellbeing are more engaged and successful as learners. Our Wellbeing Team believes in a school environment that focuses on the academic, physical, social and emotional development of the students in our School where each student is known, understood, valued and cared for.

Woodville High School is committed to the Principles of the DfE Wellbeing for Learning and Life framework promoting child centred, strengths-based relationships that are inclusive. We believe in a holistic approach to children and young people's development. This encompasses many aspects of life: social, cognitive, emotional, physical and spiritual.

I have been a member of the Woodville High School community for 18 years, beginning as School Counsellor and then winning the role of Wellbeing and Inclusion Senior Leader. I believe that if a student's wellbeing is low then learning is potentially impacted. As a Wellbeing Team we aspire to embrace a common language that enables young people to thrive by developing the knowledge, skills, capabilities, perseverance, and the creativity that they need to build a successful future.



Sandro Bracci
Senior Leader: Wellbeing and Inclusion

Our Wellbeing Team looks forward to working with all members of our Woodville High School Community in enacting our school's vision and our Graduate Habits so we can all Reach for the Stars.

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DIVERSITY
INTEGRITY
RESILIENCE

Future Focused Learning

A Vibrant & Collaborative Community

Transformational Leadership & Governance

Improved Health & Wellbeing

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.

Our Future.
Our Place.
Our Woodville.

Woodville High School

Our 3 Core Values

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

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 House System

A House System at Our Woodville

As our school grows, we believe how we welcome and incorporate all students and families into our Woodville Community so that lifelong friendships are formed, a solid work ethic is nurtured, teamwork is fostered, and leadership will be promoted is vital.

A Student commencing at Woodville High School becomes a member of a smaller community in their House. They are immediately part of a welcoming supportive environment. In 2024 our school begins a full House system, where all students can be nurtured and respected as an individual, and part of a larger House Team.

The House system is a structure that develops relational learning at Woodville High School and is focused on student learning and wellbeing. Our focus will be to strengthen staff and students' sense of belonging, welcome, comradery and identity. Each Home Mentor Group will have students from each year level as a vertical grouped, peer supportive environment. The mentor Teacher will stay with the Home Group for 6 years to strengthen family relationships and house spirit.

Woodville High School has 4 Houses: Mercury, Jupiter, Sirius, Neptune.

The Houses have physical spaces where students will congregate. Within each House, lifelong friendships are formed, a solid work ethic is nurtured, teamwork is fostered, and leadership will be promoted.

Students will elevate the spirit of their houses through Academic Awards, House Competitions, Events, Games, Carnivals, Activities, House Spaces, and the Buddy Program/Peer Mentor Program.

Benefits of the House System

Extensive research and the implementation in public and private schools has shown that the House System delivers a stronger sense of belonging, comradery and identity during students time at school and:

- Increases connectedness and engagement of students to their House and their school
- Promotes collaboration, as one of the main strengths of the House System, is giving students of all ages the opportunity to work together, creating a truly cohesive environment and ensuring that age is not a barrier to friendship and collaboration. This reflects the life that we are preparing our students for outside of WHS, nowhere beyond the confines of a classroom will they be required to work / interact with those only of their own age.
- Fosters inclusion for wellbeing as the House System is first and foremost inclusive of all learning styles and interests. We will have sporting, artistic and co and cross-curricular events. Through the House System, students discover and explore new talents and different intelligences.
- Provides consistency of contact for parent/caregivers over the student's time at the school, especially for ongoing wellbeing and academic needs of students
- Reduces the incidence of bullying and disruptive behaviour
- Increases participation in co-curricular activities promoting House Spirit because of the sense of belonging to that House
- Enhances student leadership - The House Captains hone their leadership skills in the role, managing not only their peers but also learning how to 'manage up' among the staff
- Promotes positive peer influence and role modelling through the newly developed peer support program

Our House System (continued)

- Offers each student a wonderful opportunity to get to know and make new lifelong friends
 - Provides a range of cooperative and competitive cultural and sporting activities to participate, learn new skills and gain confidence
 - Prepares for life beyond school, our House Captains will rise to each challenge set, developing impressive time management and delegation skills
 - Strengthens parent participation in school life as parents will be welcomed at all times and will be actively encouraged to attend School and House events.
- It is not only students who are allocated a House, staff are also involved. The sense of community that pervades throughout the school would, arguably, be incomplete if students were not given the opportunity to interact with teachers beyond those they see in the classroom, thereby encouraging stronger relationships between adults and students.
- This will work alongside our Executive Team to support student's Learning and Wellbeing by monitoring attendance, behaviour and academic achievement.

House Group Teachers Within The House System

Role Description

- Be present and engaged in the House Group in the morning and in our Thrive sessions.
- Know each student in your House Group - learning, wellbeing, outside school commitments, interests, hobbies, aspirations, family environment and circumstances.
- Foster relationships with parents and families to support their child's development .
- First contact for subject teachers and wellbeing leaders.
- Mentoring of students identified by the Learner Review Model.

- Leading Oneplan discussions with Category 1-3 students within the HG.
- Monitoring and tracking attendance aligned with DfE Policy.
- Reporting on student progress each semester.
- Delivering and contributing to the development of our Thrive program with the Wellbeing Leader and Middle and Senior Years Managers.
- Working Relationships
- Responsible to the House Leader & Executive member.
- Attend and participate in house meetings.
- Communicate relevant student matters with subject teachers as required.
- Communicate with key members of staff: Middle and Senior Years managers, House Leaders, AET, ASETOs, BSSOs, SSOs and Wellbeing Team regarding student supports
- Support the house assembly program & special house events.
- Support in course counselling processes.
- Follow school reporting procedures in areas such as award nominations, allocation of house points to students for positive behaviours and activities, report comments, parent/teacher interviews, & organisational responsibilities.

Daily Routine in House Group and THRIVE Sessions

1. Welcome students into your House Group
2. Each HGT is strongly encouraged to create a circle each morning. Some possible circle ideas are:
 - Student announcements via SEQTA
 - Celebrating achievements
 - Solving a problem shared by a teacher or student
 - Games/brain breaks to build community and a sense of belonging
 - Deliver the Thrive Program as discussed at House Meetings and in The Thrive Folder

3. Mark attendance in SEQTA
4. Check uniform and monitor patterns of non uniform wearing- Contact Parents/Caregivers and inform House Leaders if the situation does not improve.
5. *Circle time can be led by the students

Administrative Matters

- Support & encourage improved attendance & punctuality through positive reinforcement.
- Establish clear expectations for behaviour following the DfE Practice Guidance and the Behaviour Support Toolkit documents.
- Contact Parent/Caregivers as per attendance procedures for 3 and 6 days unexplained absences.
- All Parent/Caregiver attempted contact and conversations to be documented in SEQTA.
- Support, encourage & monitor the use of student SEQTA daily note checking and email checking.
- Support Student's involvement in leadership within the school community and wider community.
- Provide a focal point for communication to and from students, parents/caregivers, and staff about individual student wellbeing, growth, achievement and behaviour.
- Refer to the Wellbeing Team through our SEQTA Process. Inform House Leaders and other relevant staff of emerging student/family situations.
- Follow school reporting procedures in areas such as award nominations, report comments, parent/teacher interviews, & organisational responsibilities.
- Deliver effective Thrive lessons, and participate in house assembly / competitions / events.
- Be the first point of contact for subject teachers if students' behaviour requires support. Any academic support needs to be communicated with Curriculum Leaders.

Learner Review, and Oneplan responsibilities

- Learner Review Case Management (maximum 5) and for Level 2 students. Inform Parent/Caregivers of Learner Review Case Management reports and encourage intervention and additional strategies: **Studiosity** and **Homework Club** and discussions with subject teachers
- Ongoing monitoring of a maximum of 3 students (category 1-3) Oneplan throughout the year including setting of goals with families at least once per year.

House Group Leader Responsibilities

- Provide cover for staff during House Group and possibly Cover Sessions in case of staff absences. House Group Leaders will also be required to support in Year Level based Thrive sessions
- Use House Group and THRIVE time to support student's engagement in these activities
- Use House Group and THRIVE time to monitor level 3 Learner and follow up, in partnership with the House Leaders
- Be available for Year Level specific THRIVE sessions.

Inclusive Education Staff Responsibilities

The Inclusive Education staff work between House Groups supporting Inclusive Education Students. They are not to take House Groups or Thrive sessions for an absent House Group Teacher.

Staff Directory 2024

Leadership Team	
Principal	Mrs Anna Mirasgentis Anna.Mirasgentis953@schools.sa.edu.au
Deputy Principal	Mr Luke Smith Luke.Smith563@schools.sa.edu.au
Senior Leader - Transition, Learner Management, Student Leadership	Mr Sam Tuffnell Sam.Tuffnell65@schools.sa.edu.au
Senior Leader - Head of Middle Years	Ms Alice Forster Alice.Forster726@schools.sa.edu.au
Senior Leader - Daily Routines, PLTs	Mr Brett Hains Brett.Hains232@schools.sa.edu.au
Senior Leader - Head of Music	Mr Paul Monaghan Paul.Monaghan242@schools.sa.edu.au
Senior Leader - Wellbeing and Inclusion	Mr Sandro Bracci Sandro.Bracci704@schools.sa.edu.au
Senior Leader - Head of Senior Years	Daniela Piteo Daniela.piteo453@schools.sa.edu.au

Wellbeing Team	
Senior Leader - Wellbeing and Inclusion	Mr Sandro Bracci Sandro.Bracci704@schools.sa.edu.au
Student Wellbeing Leader	Jessica Michas jessica.michas277@schools.sa.edu.au
Student Wellbeing Leader	Alicia Miller alicia.gillespie377@schools.sa.edu.au
Mental Health Practitioner	Mariya Zubaryeva mariya.zubaryeva@sa.gov.au
Youth Worker	Ben Rice benjamin.rice940@schools.sa.edu.au
Pastoral Support Worker	Jodi Miles Jodi.miles142@schools.sa.edu.au
Wellbeing Hub Receptionist	Sue Weidemann Sue.weidemann570@schools.sa.edu.au

Aboriginal Education Team	
Aboriginal Education Coordinator	Bronan Economou Bronan.Economou268@schools.sa.edu.au
Aboriginal Secondary Education Transition Officer	Janet Doolan Janet.Doolan784@schools.sa.edu.au
Aboriginal Secondary Education Transition Officer	Mark Mueller Mark.Mueller902@schools.sa.edu.au
Aboriginal Education Teacher	Michael Lombardi Michael.Lombardi927@schools.sa.edu.au
Aboriginal Education Teacher	Jessica Curnow Jessica.Curnow861@schools.sa.edu.au
EALD Hub Coach	Ryan Koch Ryan.Koch@sa.gov.au

BSSOs	
Bilingual Student Support Officer	Tin Le Tin.Le599@schools.sa.edu.au

House Leaders (HLs)	
Neptune House Leader	John Katavatis john.katavatis625@schools.sa.edu.au
Sirius House Leader	Emily O'Neill emily.oneill714@schools.sa.edu.au
Jupiter House Leader	Megan Patman megan.patman736@schools.sa.edu.au
Mercury House Leader	Nigel Gramp nigel.gramp723@schools.sa.edu.au
Senior Years Manager	Carmela Pizzino Carmela.Pizzino61@schools.sa.edu.au
Middle Years Manager	Leanne Potter Leanne.Potter873@schools.sa.edu.au



Neptune House Leader
John Katavatis

Sirius House Leader
Emily O'Neil

Jupiter House Leader
Megan Patman

Mercury House Leader
Nigel Gramp

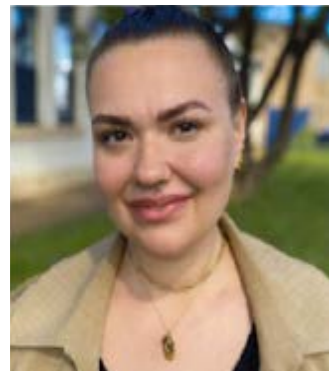


Senior Wellbeing Leader
Sandro Bracci

Wellbeing Leader
Alicia Miller

Wellbeing Leader
Jessica Michas

Youth Worker
Ben Rice



Mental Health Practitioner
Mariya Zubaryeva

Wellbeing Receptionist
Sue Weidemann

Pastrol Support Worker
Jodi Miles

Our Wellbeing Team

Our Wellbeing

Wellbeing is the cornerstone of everything we do.

The Wellbeing Hub

At Our Woodville, the Engagement Hub is our centre of support for student wellbeing and success.

The following staff are situated in the Wellbeing Hub:

- Wellbeing Hub Receptionist
- Senior Wellbeing Leader
- Wellbeing Leaders
- House Leaders
- Youth Worker
- Pastoral Support Worker
- Mental Health Practitioner

Our Wellbeing Hub is staffed by our Wellbeing Team which includes our House Leaders linking and integrating to deliver the best outcomes for students and families. They support students to problem solve and address issues impacting on their wellbeing, learning and engagement. Our Wellbeing Hub is a safe, supervised space for students to be coached to regulate their emotions and/or de-escalate following a crisis in order to re-engage with their learning. Students access support staff to problem solve and address issues impacting on their wellbeing, learning and engagement.

Students requiring ongoing social and emotional support can have scheduled sessions with a member of the Wellbeing Therapeutic Team or a private provider from community support agencies.

Students referred to the Wellbeing Hub as a result of inappropriate classroom behaviours

Our school believes that restorative processes and inclusive approaches should be implemented first by all staff in their classrooms. The expectation is always that staff set up positive classroom expectations and have a range of classroom management strategies based on the DfE Behaviour Support Toolkit.

<https://edi.sa.edu.au/supporting-children/behaviour-and-attendance/behaviour-support/behaviour-support-toolkit>



Wellbeing Space

The Wellbeing Hub supports continuity of effective teaching and learning, offering students a calm space to self-regulate emotions, with adult support, and continue with school work before returning to the classroom. The Supportive Learning Room has space for students to continue with class work on their electronic devices, after they have spoken to a House Leader and completed a Reflection and Re Framing Behaviour Form. Year Level Managers will monitor student's work in this room.

Re-engagement Space

Students who are sent to the Wellbeing Hub in a heightened state can access our Reset Room with adult support and supervision.

Our Reset Room is based on the use of interoception and trauma informed activities focusing on creating and noticing a change in some aspect of a students' internal self, such as their muscular system, breathing, temperature, pulse or touch. The Reset Room is a safe space for students to learn about self-regulation, emotional awareness and effective calming strategies. The room has been designed in consultation with our regional Occupational Therapist and our Wellbeing Team. The room has specially designed furniture and educational aids to engage students in self-regulation skills. The room has colour schemes to set a calming tone for students based on professional advice.

The Department for Education has the following information regarding Interoception.

<https://www.education.sa.gov.au/schools-and-educators/curriculum-and-teaching/curriculum-programs/applying-interoception-skills-classroom>

<https://www.education.sa.gov.au/sites/default/files/ready-to-learn-interoception-kit.pdf>

As part of our relationship building priority, a restorative chat needs to occur between teacher and student, to determine the agreed expectations to proceed with, and what will happen if the behaviour occurs again. (see Student Engagement, Inclusion and Community Wellbeing Policy)

Our Philosophy

we believe that:

- Wellbeing is the cornerstone of everything we do.
- When our students are connected, safe and secure they are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes.
- We are a learning community that promotes student wellbeing, safety and positive relationships through restorative practices, supporting students to reach their full potential.
- Our aim is to develop positive wellbeing in all members of our community giving them the skills and capabilities to thrive and achieve when challenges present themselves.
- A key driver of student efficacy and wellbeing is a strength 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.

Referral for student wellbeing support

For non-emergency wellbeing support, staff, students and family should continue to use the school website referral process outlined below

How to report Student Wellbeing concerns:

Through the school website
- woodvillehigh.sa.edu.au

<https://woodvillehigh.sa.edu.au/student-wellbeing.html>

How to access student wellbeing support at WHS

There are two ways in which you as a staff member can access the google form to report wellbeing concerns or report bullying and harassment concerns to the Wellbeing Leaders.

Student wellbeing concerns are followed up by the Wellbeing Team.

Bullying and Harassment concerns are forwarded to relevant Year Level Managers.

Scroll down and Click on Student Wellbeing

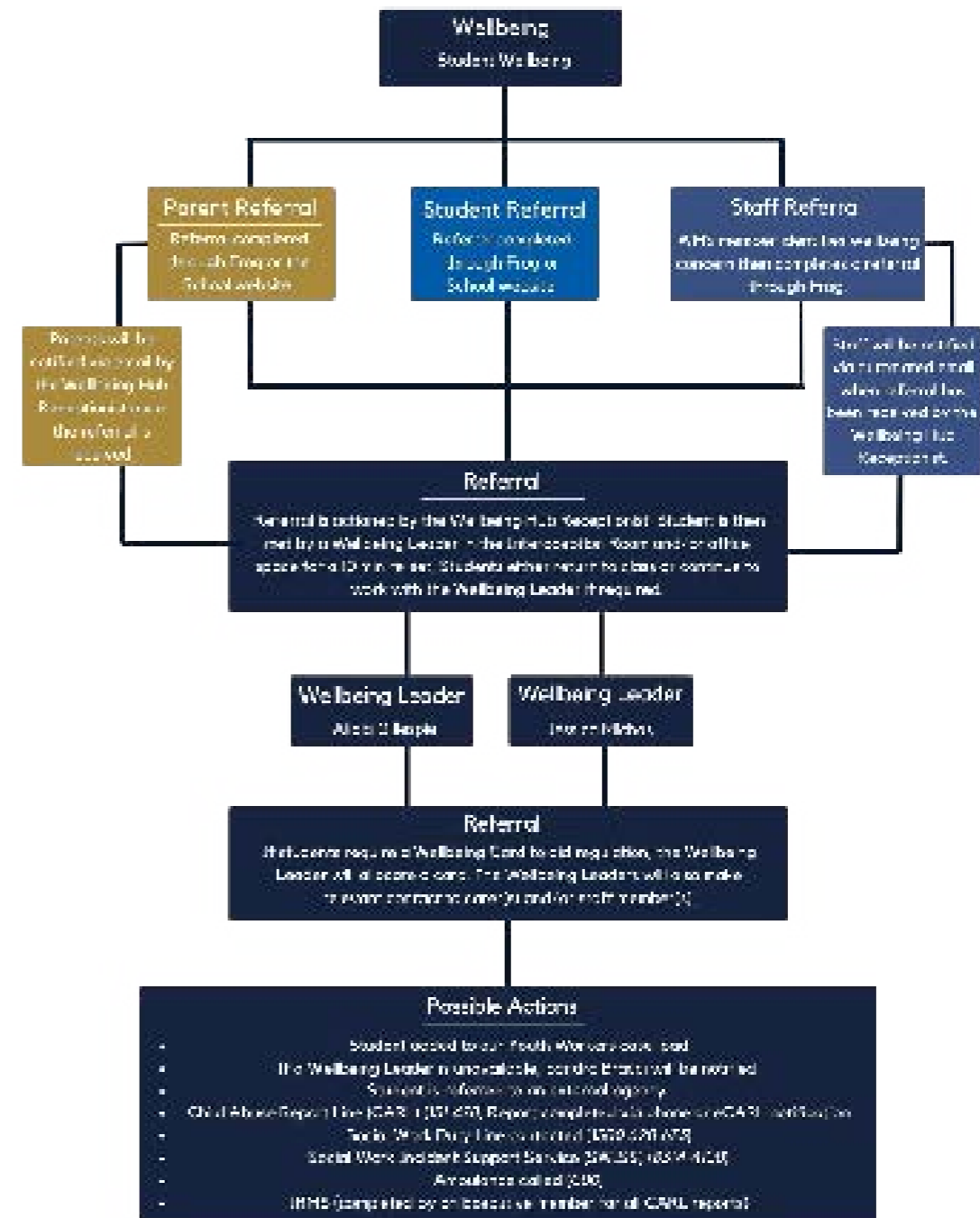
Fill out the google form by following the steps on each screen.

Through the school intranet
- <http://intranet.woodvillehs.sa.edu.au/>

Click on Report Bullying/Student Wellbeing

This will take you to the school website (as above) for you to complete the google form.

IMPORTANT – any disclosures of self-harm or suicide ideation are to be actioned immediately by calling our Wellbeing Leaders or School Psychologist.



Aboriginal and Torres Strait Islander Education Support

At Woodville High School we are committed to providing our Aboriginal and Torres Strait Islander students and families with world class learning opportunities in an inclusive and diverse environment that values wellbeing for all.

Our Aboriginal and Torres Strait Islander Education support team consists of: Aboriginal Secondary Education Transition Officers (ASETO's), Aboriginal Education Teachers (AETs) and an Aboriginal and Torres Strait Islander Education Coordinator.

Aboriginal and Torres Strait Islander Education Coordinator

The Aboriginal and Torres Strait Islander Education Coordinator demonstrates high-level educational and strategic leadership, including the development of positive working relationships with Aboriginal and Torres Strait Islander students, families, community members and organisations, with a clear focus on school improvement.

The Coordinator leads the implementation of the 2019-2029 Aboriginal Education Strategy for closing the gap in academic achievement and wellbeing for Aboriginal Learners as well as the EAL/D Hub Strategy training program. The Coordinator works with the ASETO's and AET's to make sure that all Aboriginal and Torres Strait Islander students are given world class learning opportunities in an inclusive school community which values wellbeing for all.

Aboriginal Secondary Education Transition Officers (ASETO's)

Their role in our school is to provide advice and to support our school's Leadership Team to build an inclusive community for our Aboriginal and Torres Strait Islander students' social, wellbeing and learning needs. They are key in developing partnerships with the community so families can participate in the decision making process about the education of their young people.

The team helps to link our students with external stakeholders including, all South Australian Universities, Workabout Centre, Nunkuwarrin Yunti and Taoundi College, who are able to develop and implement programs that support students with employment, further education and the development of their identity, culture and language.

Aboriginal Education Teachers (AET)

Our AETs ensure that other school staff are supported to design quality learning experiences for Aboriginal and Torres Strait Islander young people in our classrooms. The AET's work respectfully and collaboratively with our school's ASETO Team to help monitor and analyse students' school achievement and wellbeing. They model high expectations, attitudes and behaviours for every Aboriginal and Torres Strait Islander student. AET's will engage with the school's Wellbeing Team and the Department for Education's Student Support Services team to provide a holistic approach to meeting students' learning and wellbeing needs.



Irabbina Centre

This is the space where students are able to access culturally inclusive support from the Aboriginal and Torres Strait Islander support staff. It is also often used as a culturally safe meeting space to speak with school staff and our Aboriginal and Torres Strait Islander community.

In The Irabbina Centre students are able to track and analyse their own attendance, keep up to date with upcoming training through a variety of providers such as the Workabout Centre and access tutoring through our Homework Centre. The Homework Centre runs for an hour after school on Tuesday and Thursday from 3:15 pm until 4:15 pm during school term and school staff offer tutoring support for students at this time.

Family Nights

Once a term during the school year the Irabbina Centre also hosts "Family Night" where the local Aboriginal and Torres Strait Islander community is invited for dinner and to speak with the team about any educational or wellbeing matters.



Artwork by Jorja, Year 8



Artwork by Miah Year 9, Taleika Year 10, Zakiyah Year 10, Jashaya Year 11, Lowannah Year 11

Our Bilingual School Services Officers (BSSO)

Our school has one Bilingual School Services Officers (BSSOs). Tin Le has a rich experience of language and culture and an understanding and knowledge of their own cultural group in an Australian setting.

Tin assists English as an Additional Language or Dialect (EALD) learners and their families in our school community. Tin supports Vietnamese students and families. They help interpret students' problems, explain aspects of student behaviour and give teachers some indications as to why students may be experiencing difficulties. They also assist students with interpreting teachers' instructions, translate familiar concepts and explain unfamiliar concepts. BSSOs can be called on to provide information to parents concerning school and system issues.

Under the supervision of the teacher, BSSOs may work with individuals or small groups of learners. The roles of a BSSO include:

- Interpreting the teacher's instructions when required
- Explaining unfamiliar concepts, ideas and terminology in first language
- Assessing the students' language and concepts in their first language
- Letting a teacher know if a student requires greater differentiation with the work that has been set and identifying students who need differentiated learning programs
- Supporting students to develop routines and behaviour which benefits their learning.

Cross Cultural Communicator/Facilitator

- Explain cultural similarities and differences to

teachers, caregivers and learners.

- Work collaboratively with teachers to develop all students' understanding of other cultures and languages.
- Our BSSOs organise and run our Multicultural Parent Evenings in collaboration with our Middle School Secretary. We have Aboriginal, African, Indian, Syrian and Vietnamese parent nights once a term. At these evenings families from multicultural backgrounds are brought together with key school staff informing the groups of major school processes and events giving the families a voice in their mother tongue so they can influence school decision making and policies.

Interpreting and Translating

- Interpret during enrolment, teacher/parent meetings and in the classroom
- Translate notices for families to improve home/school communication.

Translating Services

For parents or carers who may not speak English, the below listed apps, can assist in providing the support that may be required.

Translating apps for Apple and Android, free to use and to download

- iTranslate
- Google Translate
- Papago
- Microsoft Translator.

Restorative Practices at our School

- Restorative Justice is a framework that the Woodville High Community uses to create a safe, supportive environment.
- When relationships break down within the school environment, it is about having fair responsive processes in place that meet the needs of those directly involved.
- These processes encourage everyone to share their stories, hear the impact of their actions, repair the relational harm and collaboratively work towards mutually agreed solutions.
- This process moves the focus beyond rules that may have been broken, to the people involved and the relationships that have been harmed.
- Students should feel valued and included in this process ensuring their voice is heard within the school community, and be actively involved in the building of meaningful school relationships.
- Our school builds a restorative culture through how we 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.

Restorative Chat Questions

Set 1 - When things go wrong

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way? What do you think you need to do to make things right?

Set 2 - When someone has been hurt

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?

- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

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 the conversation is difficult, remaining open to learning from them and from the meeting.
9. Be cautious about imposing your truths and views on other people and situations.
10. Sensitively confront everyday injustices and discrimination, including sexism, racism and classism.

Policies and General School Information

Policies

- A thriving school community requires consistent attendance and engagement by all community members
- Attendance by all students is a priority for Woodville High School and all students are expected to attend school unless genuinely ill or serious family circumstances prevent it
- Poor patterns of attendance can negatively impact student's wellbeing, students with irregular attendance risk not achieving their educational, social or psychological potential and are disadvantaged in the quality of choices they are able to make in later life
- Students 16 years and below must attend school, and students aged between 16-17 years must participate in full-time school or in an approved learning program
- The primary responsibility for meeting this legal requirement of attendance rests with the Parent/Caregiver
- The primary responsibility for monitoring and following up daily attendance rests with the Home Group teachers
- The primary responsibility for monitoring attendance at lessons rests with the subject teacher
- Early intervention for students at risk of developing irregular patterns of attendance is crucial in order for these patterns to be reversed.

Aim

In accordance with DfE expectations, Woodville High School has a framework which aims to maximise the attendance for all students. Woodville High School aims to:

- Follow up all unexplained student absence and extended patterns of family related non-attendance
- Draw upon the Social Work Duty Line to report non-attenders and actions their advice

Responsibilities

Staff

Woodville High School will use early intervention strategies and communication with caregivers as keys to improving attendance. These are:

- The provision of an engaging curriculum and differentiated learning activities (including explicit learning goals and attainment levels for units of work) that supports all learners
- Explicit teaching of literacy and vocabulary, supporting students to develop a greater understanding of the curriculum and leading to successful outcomes
- The consistent contacting of families using our text messaging system for absences
- The contacting of families, in writing, for students who have unexplained absences of 3 or more days actioned by House Leaders and our Wellbeing Hub Receptionist
- The provision of in-school support from the School Leadership Team, the Student Services Team which includes, Wellbeing leaders, Youth Worker, AET, ACEO and ASETO, BSSO and PSW
- Home visits by the appropriate staff member in the company of another support worker e.g. Wellbeing Leaders, Youth Worker, AET, ACEO and ASETO and BSSOs and our Interagency Attendance Officer.
- The provision of a more inclusive curriculum pathway for the student through negotiation with the family and our Social Worker. This may include part-time study, VET and other training courses.

Polices (continued)

Parents/Caregivers:

- Enable their child to attend punctually and regularly on every day
- Provide information to the school that will assist planning for the student's learning; for example, medical conditions, developmental milestones, and family issues
- Provide an explanation to the school whenever their child is absent by ringing 84459833 that morning or responding to the text message in the morning if absence is unavoidable
- Apply to the Principal for an exemption whenever the child is absent from the school for an extended period e.g. an interstate or overseas holiday or culturally significant events
- Work with the school on intervention strategies to improve attendance.

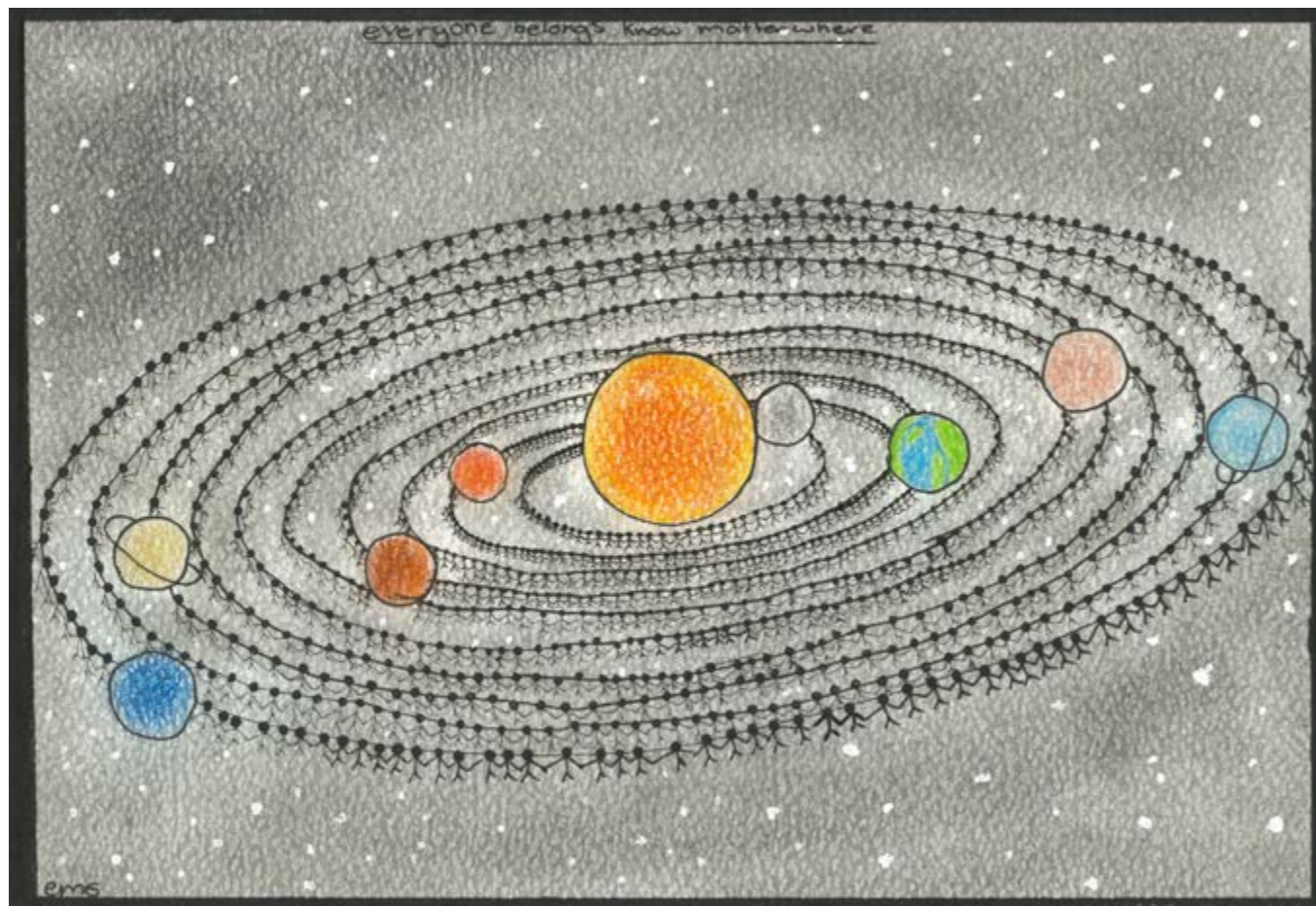
Students:

- Attend all scheduled lessons on time
- Engage appropriately in the education program negotiated
- Bring a written note to explain absences the following day of an absence.

Extended leave from school

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

Artwork by Eadie, Year 8



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

Uniform

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

Identity

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

Reputation

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

Harmony

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

Student safety

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

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 2024 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

Additional Uniform Options

Yr. 12 (Optional)

The Year 12 students are permitted to wear special Year 12 jackets as negotiated with the Senior School Leader on an annual basis.

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 8:15am to 4:00pm on Tuesdays (Closed for lunch - 12:00 - 12:30). 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.belgraviaapparel.schools.com/collections/woodville-high-school> or by using the QR code below. Once uniforms have been purchased items can either be delivered to Woodville High School and collected on Tuesdays, or alternatively shipped direct to your door via Australia Post.

Belgravia Apparel

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



Uniform Options & Pricing



Woodville High School | Polo - Short Sleeve - Unisex \$46.00 AUD
 Woodville High School | Polo - Long Sleeve - Unisex \$45.00 AUD
 Woodville High School | Jumper - 1/1 Zip Neck Top - Unisex \$58.00 AUD
 Woodville High School | Softshell Jacket - Unisex \$76.00 AUD



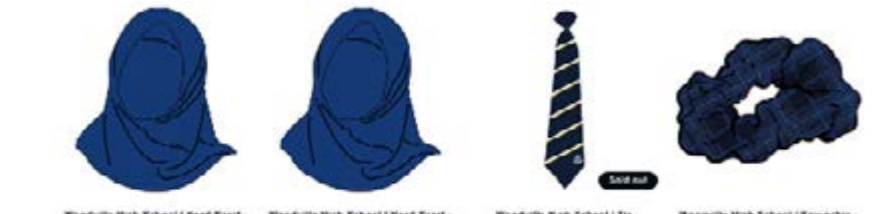
Woodville High School | Shirt - Short Sleeve - Unisex \$66.00 AUD
 Woodville High School | Shirt - Long Sleeve - Unisex \$65.00 AUD
 Woodville High School | Jumper - Knitwear - Unisex \$78.00 AUD
 Woodville High School | Dress - Tailored \$80.00 AUD



Woodville High School | Girls - Tailored \$89.00 AUD
 Woodville High School | Boys - Formal \$40.00 AUD
 Woodville High School | Track Pants - Unisex \$38.00 AUD
 Woodville High School | Boys - Formal \$58.00 AUD



Woodville High School | Boys - Formal \$50.00 AUD
 Woodville High School | Polo \$39.00 AUD
 Woodville High School | Cap \$15.00 AUD
 Woodville High School | Pom-Pom Beanie \$28.00 AUD



Woodville High School | Head Scarf - Hijab \$15.00 AUD
 Woodville High School | Head Scarf - Lana \$15.00 AUD
 Woodville High School | Tie \$22.00 AUD
 Woodville High School | Scrunchie - Faux Fur \$10.00 AUD



Woodville High School | Scrunchie - Silk \$10.00 AUD
 Woodville High School | Socks - Cotton \$8.00 AUD
 Woodville High School | School Bag \$58.00 AUD

Behaviour Development and Community Wellbeing Policy

Underlying Principles

This policy is underpinned by our belief that positive respectful relationships are the core of successful academic and lifelong success. Our Woodville values are Diversity, Integrity and Resilience

We Believe:

Children and young people's behaviours span a continuum including:

- Positive, inclusive, and respectful behaviours that show responsibility for their actions
- Low-level, developmentally appropriate transgressions that test the boundaries of established rules, standards, and norms
- These behaviours are usually simple to redirect and minimise through universal behaviour support strategies for all children and young people at a classroom and school level
- Challenging behaviours that raise greater concern due to their severity, frequency or duration and require more persistent guidance and support to minimise
- Behavioural responses include targeted interventions for the individual children and young people involved in addition to universal strategies
- Complex and unsafe behaviours that are severe, of high frequency or extended duration, or are unsafe for a child or young person and those around them. Behaviours at this end of the continuum require intensive and individualised interventions in addition to targeted and universal strategies.

Our school community works together preparing young people for successful participation in society, focusing on the wellbeing of all community members. Our community includes Students, Parents/Caregivers, all staff and local businesses and community groups.

Rationale

Woodville High School Community Members:

- Respect the rights, property and beliefs of others and support and promote our school to the broader community which contributes to our school's general wellbeing
- Ensure an environment that is stimulating, safe and provides learning opportunities catering for individual difference, allowing all students and staff to be challenged and experience success
- Understand that Restorative Justice principles drive our responses to student behaviour, so all parties are heard with behaviour development plans created together focusing on the student's strengths.
- These plans have clear timelines with achievable short-term goals encouraging students to develop a sense of accountability and personal responsibility for their own behaviour.

Woodville High School supports:

- A physically, mentally and emotionally safe learning environment that is inclusive of all and where behaviours are supported with quality learning
- Community confidence in our school prevention and response to behaviour challenges
- Reported incidents of misbehaviour will be investigated appropriately and support given to all parties involved with transparent and consistent responses applied to all incidents of behaviour challenges.

Protective factors which contribute to student resilience are:

- A sense of trust and belonging to our school community
- Positive achievements and acknowledgment at school

- A significant school adult who believes in, and supports the young person

School community members using consistent statements and interactions to describe successful and appropriate behaviour, and unsuccessful and inappropriate behaviour.

Restorative processes facilitate opportunities for young people to:

- Celebrate diversity and inclusion whilst engaging in critical thinking, reflection and problem solving to find creative ways to resolve conflicts or repair harm
- Be empowered by asking them how they want to repair the harm caused, enhancing emotional literacy, giving agency to change their own narrative
- Work with our community to understand the environmental, social and family context of our students and to use the capacity of these parties to support positive behaviour change

Provide visible, fair and equitable behavioural responses that foster confidence and trust whilst repairing and restoring relationships that have been harmed by behaviours of concern.

Rights and Responsibilities

All Members of our community have a right to:

- Participate in an environment where they are valued, safe, supported and treated with respect, regardless of religion, gender, race, ability, class, or individual differences encouraging freedom of thought and expression.

Students - All students have the right to:

- Learn and socialise without interference or intimidation in a safe and secure environment
- Be treated with respect and fairness as individuals
- Expect a learning program that meets their individual needs.

All students have a responsibility to:

- Enact our school values and Graduate Habits, respecting the rights of others treating them with fairness and dignity
- Contribute to a positive learning environment by listening, working cooperatively, following teacher instructions, staying on task, displaying personal responsibility and accountability for their behaviour
- Be prepared for lessons, attempt all set work and work to the best of their ability, show perseverance by developing their growth mindset to meet new challenges whilst developing self-awareness of personal values and empathy.

Staff -

All staff have the right to:

- Receive respect and support from our school community and work in an atmosphere of respect, order and cooperation in their classrooms
- Use discretion in the application of rules and consequences.

All staff have a responsibility to:

- Build positive relationships with students as a basis for engagement and learning and make their classrooms an inclusive and orderly learning environment
- Follow DfE Protective Practices and Code of Ethics Policies
- Implement recommendations from DfE Behaviour Support Toolkit (2020)
- Provides a rigorous differentiated curriculum and programs that are relevant to current life experiences empowering students to take increasing responsibility for their own learning
- Clarify for students how expectations are translated into action (e.g. by assisting with facilitating SMART goal setting)
- Apply appropriate, consistent supportive responses to student behaviours
- Document and inform where appropriate, Parent/Caregivers, House Mentor Teacher/ Curriculum Area Leader/ House Leaders / Executive Head of House Team members.

Parents/Caregivers -

All parents/caregivers have the right to:

- Know that their children are in a safe, happy learning environment where they are treated fairly and with respect
- Expect a positive and supportive approach to their child's learning
- Expect communication and participation in their child's education and learning.

All parents/caregivers have a responsibility to:

- Enact our school values by building positive relationships with members of our school community
- Ensure students attend school in uniform and have the appropriate learning materials
- Support our school in its efforts to maintain a productive teaching and learning environment by treating all members of our school community with respect, fairness and dignity.
- Model and promote safe, respectful and inclusive relationships with their children, other students and the general school community.

Students	<ul style="list-style-type: none"> • Respect the diversity and rights of others to teach and learn • Attend school and classes punctually, ready to engage and actively participate in learning • Display pride in Our Woodville by wearing correct school uniform • Demonstrate respectful behaviour in the wider community • Communicate and interact with others; respectfully, politely and courteously, using appropriate language • Engage in behaviour which promotes health and wellbeing • Care for school property and our environment. Respect the property of others, supporting an environment of safety and inclusion
House Group Teacher (HGT)	<ul style="list-style-type: none"> • Develop rapport with students, accessing student data to ascertain individual students' needs and context fostering an inclusive, welcoming, safe and calm classroom • Have primary responsibility in ongoing communication with Parent/Caregivers re student attendance, homework and Snapshot reports follow up • Familiarise themselves with the developmentally appropriate section of the Behaviour matrixes and when developmentally inappropriate behaviour is present, inform House Leaders
Subject Teachers	<p>In the first lesson, together with the students, set classroom expectations demonstrating our Graduate Habits</p> <ul style="list-style-type: none"> • Use the teacher Practice & Curriculum and Pedagogy and Classroom Interventions sections of the Strategies section of the 2020 SBM Toolkit to develop positive relationships and a positive classroom culture of success rather than punitive responses to behaviour • Encourage and reward success, including positive contact with caregivers.
House Leaders	<ul style="list-style-type: none"> • Using restorative principles, support the HGT with uniform, homework, attendance, punctuality and behaviour issues • Familiarise themselves with the age-appropriate sections of the 2020 Student Behaviour Support Toolkit (SBST) and address behaviours appropriately, including referring to other supports as required; including the Wellbeing Hub • Keep an overview of lesson attendance patterns in SEQTA and initiate and monitor lesson check and attendance check documents • Discuss students and their learning plan with staff who refer students to the Wellbeing Hub.
Leadership	<ul style="list-style-type: none"> • Using restorative principles, support HL's and HGT's in maintaining expectations re; uniform, attendance and behaviour • Check the age-appropriate sections of the 2020 (SBST) Toolkit and address behaviours appropriately • Suspend and re-enter students in consultation with the Principal and the House Leaders. • Involve our interagency Behaviour Coach through the Student Services Committee • Ensure that Parents/Caregivers and students have information on appropriate grievance and Appeal procedures • Discuss students and their learning plan with staff who refer students to the Wellbeing Hub.
Wellbeing Team Wellbeing Leaders Mental Health Practitioner Youth worker Pastoral Support Worker Wellbeing Hub Receptionist	<ul style="list-style-type: none"> • Support, model and encourage staff and students to use Restorative Processes and a Growth Mindset • Check the age-appropriate sections of the 2020 SBM Toolkit • Work with students who require support to self-regulate and who behave inappropriately • Organise restorative chats or restorative conferences with individual students, Parents/Caregivers and staff as required • Review DfE and non DfE support for students and families. • Support families and students in the effective re-connection of students after suspension, working with individual students creating an agreed holistic and behaviour development and self-care plan.
Parent / Caregivers	<ul style="list-style-type: none"> • Work with our school to support their child including informing the school of any circumstances that may affect their child's behaviour at school • Attend all scheduled meetings to work with the student and school to set up and support a Student Development Plan • Provide a safe environment for the student whilst on suspension or exclusion • Use the DfE grievance Procedures if they wish to appeal the process.

The Wellbeing Hub

The following staff are situated in the Wellbeing Hub:

- Wellbeing and Engagement Assistant Principal
- House Leaders
- Wellbeing Leaders
- Youth Worker
- Pastoral Support Worker
- Wellbeing Hub Receptionist

The following supports are available for students in the Wellbeing Hub:

- A safe, supervised space to regulate their emotions and/or de-escalate following a crisis, to re-engage with their learning
- Access to staff to problem solve and address issues impacting on their wellbeing, learning and engagement
- Scheduled sessions with a member of the Wellbeing team.

The Learner Engagement Room

The Learner Engagement Room (LER) is a fully staffed space within our **WELLBEING HUB**.

- When students arrive at the LER they will be greeted by the Supervisor. Their attendance to LER is noted into SEQTA.
- The LER is to allow continuity of effective learning and teaching and to allow students a calm space to self-regulate emotions and continue with schoolwork.
- Email notifications are sent to Parent/ Caregivers with House Leaders follow up
- A Restorative conversation allows the student to calm down, fully think through their emotions, their reactions, their choices, our school values, the impact their behaviour had on themselves and others and what they could have done differently to change their behaviour.
- This process also allows the student to give their account of what occurred, reflect on any harm caused, and it will be integral for a positive restorative chat to occur between the classroom teacher and student.
- If the Supervisor deems the student is capable of a return to learning or the Teacher indicates a time for returning, the student may re-enter the lesson before its completion.
- Alternatively, the student will need to re-enter the next lesson. A restorative chat is required between

the teacher and student, to determine the agreed expectations to proceed with, and what will happen if the behaviour occurs again

- House Leaders will check the Learner Engagement Room referrals for their House Group and discuss this list every fortnight at Student Services meetings to ascertain patterns of attendance at the appropriate follow-up with students and families will be discussed at these meetings.
- After five referrals to the Wellbeing Hub in one term further Restorative process and a Restorative Conference should be considered with the family as an intervention. This process is actioned and monitored by the House Leaders.

The use of the LER should be one of a variety of Behaviour Support methods and should certainly not be the first. Restorative Processes and inclusive approaches should be implemented first. (to be read in conjunction with **(Appendix 1 - Page 52)**)

The development of positive relationships based on this principle is the most effective form of classroom behaviour support. Staff are to use the Graduate Habits as cornerstones of restorative conversations coupled with the principles of a Growth Mindset.

Teachers are advised to refer students to the Learner Engagement Room for:

- Disrespectful behaviour
- Persistent and wilful inattention, which interrupts their peers' abilities to learn and/or the teacher's ability to teach
- Repeated refusal to follow instructions
- Wilful breach of safety.

The Learner Engagement Room Referral Procedures for Staff and Students for classroom behaviours which are not supportive of agreed classroom expectations (to be read in conjunction with Appendix 2, SEQTA Referral Process) Referrable behaviour does not include lateness, lack of equipment, or accidental swearing (with the exception of swearing at other students or the teacher).

Classroom Procedure: (Appendix 2 - Page 53)

A student interrupting learning or teaching is given two clear reminders using supportive statements to modify their behaviour. Please follow this procedure:

- Positive statement about the student
- THEN address student's current behaviour and the effect of the behaviour on the class THEN say how you need the student to change their behaviour
- THEN ask the student if they understand the instruction and expectations?

If behaviour continues, please say:

- Positive statement about the student
- THEN readdress student's current behaviour and the effect of the behaviour on the class
- THEN say how you need the student to change their behaviour.
- THEN ask the student if they understand the instruction and expectations.
- THEN EXPLAIN: "This is your second reminder... If you continue to behave in this way again, then your behaviour will lead you going to the Learner Engagement Room
- THEN ask the student if they understand.
- A quiet corridor discussion may occur as part of the second reminder if appropriate

If the behaviour continues as a third response, please say:

- Readdress the student's current behaviour and the effect of the behaviour on the class THEN explain that you have provided 2 clear reminders and now you have no alternative but to send them to the LER to reflect on their behaviour.
- Offer them the opportunity to meet and discuss the behaviour together and have a restorative chat before they re-join the class next lesson

Classroom Challenges

A student sent to the LER who leaves the class but does not attend the Wellbeing Hub is:

- Considered both; to have not followed a reasonable teacher request and will be referred to a House Leader who will follow Restorative/Ethical decision-making chart.

A teacher faced with a student refusing to leave the classroom:

- Explains the situation and consequences to the student using a restorative chat, then asks for compliance a second time
- May ask a student from the class or a class nearby to take a note or message to the Wellbeing Hub to access a House Leader
- Call the Wellbeing Hub for assistance from a team member. Mobile 0429 924 731/ Extension 224

Students who feel that they have been unjustly dealt with must:

- Attend the Wellbeing Hub when sent
- Give their perspective on the situation that led to a referral to LER
- (May choose to) present their complaint to the

appropriate House Leader - The House Leader will follow Restorative processes and procedures and may find a Restorative conference or mediation between teacher and student necessary.

(Appendix 3)

Professional Development

As part of our partnership with the Centre for Restorative Justice, staff will receive regular training in restorative practices and our Wellbeing Team will in-service staff in our policy and the use of the Wellbeing Hub and Learner Engagement Room.

Our school's Learning Hub has some excellent professional development resources, including video materials, to assist staff to reconsider or improve and update their behaviour support methods.

The Centre for Restorative Justice

<https://www.restorativejustice.com.au/>

Bullying And Harassment

Underlying Principles

- An effective learning community does not tolerate bullying and harassment. From bullying and harassment are essential to the wellbeing of all school community members
- Cultural, social, and personal diversity are respected
- Each member of the school community has a responsibility to make a stand against bullying and harassment. The school community have a 'duty of care' responsibility to act promptly on allegations or evidence of bullying and harassment
- Whole school procedures and practices, including Restorative Practices are used to educate and reinforce positive values and actions
- Incidents of bullying and harassment are investigated and support both the people who have been bullied and the people who are bullying.

Forms of Harassment

Racial Harassment

Is treatment that unfairly disadvantages people based on negative attitudes and assumptions about their (real or assumed) cultural backgrounds and physiological characteristics.

Religious Harassment

Is treatment that unfairly disadvantages people based on negative attitudes and assumptions about their (real or assumed) religious backgrounds, beliefs and practices.

Sexual Harassment

Is treatment or physical acts which refer to a person's sexuality or gender in an offensive or degrading manner.

Harassment Based On Disability

Is treatment that unfairly disadvantages people based on negative attitudes and assumptions about their (real or assumed) physical, intellectual or psychological disabilities.

Verbal Harassment

Can overlap with any of the other forms of harassment, but also includes name-calling, offensive language, slander (putting people down behind their backs), offensive notes or graffiti about others.

What Is Bullying?

Is an ongoing verbal, physical and psychological attack against a person/persons. It includes intimidation in all forms, causing physical and/or emotional disturbance that may have short or long term consequences.

Cyberbullying

E-Crime occurs when a computer or other electronic communication device (e.g. mobile phones) are used to commit an offence, are targeted in an offence, or act as a storage device in an offence.

Responsibilities of Students:

- Treat all members of our school community with courtesy and respect
- Participate in anti-bullying seminars and Pathways curriculum involving Bullying and Harassment education
- Adhere to the schools ICT Code of Conduct which they sign at enrolment
- Take action when they observe others being bullied by reporting all incidents of Harassment/bullying/cyberbullying directly to a House Leader or via the reporting system located on the school intranet.

Responsibilities of Parents/Caregivers:

- Model courtesy and consideration of others
- Be aware of the range of bullying comments and behaviours and speak to children about what constitutes bullying and harassment
- Inform the school of any incidents of bullying and harassment
- At enrolment sign the ICT Code of Conduct and be supportive and vigilant in monitoring student ICT usage outside of school.

Behaviour Development and Community Wellbeing Policy (continued)

Countering Racism

Woodville High School is a richly diverse school community, consisting of over 72 different language and cultural groups. Intercultural harmony elevates the wellbeing of all students and staff and requires consistent actions to celebrate diversity and consistent responses to any incidents of racial harassment.

Definition of Racial Harassment

Racial harassment consists of acts or behaviours directed against individuals or groups based on their race, cultural or linguistic practices, which are experienced as insulting, demeaning, humiliating or offensive.

It can include targeting people because of their religious practices or clothing, for example Muslim women wearing headscarves (hijab) or Sikh men wearing turbans, verbal abuse, electronically communicated material, racist jokes, racist language, making fun of other languages, graffiti or physical attacks on people or their property.

Underlying principles

- Woodville High School has diversity as one of its core values
- Racism undermines our school's commitment to value its richness of cultural and linguistic diversity and has damaging effects both on individuals wellbeing and their learning environment
- Students involved in racist behaviour require supports to understand the impact of their behaviour on the wellbeing of the school community
- Whole-school procedures and practices including Woodville High School's Bullying and Harassment policy and Restorative Practices are the basis of student support
- An inclusive curriculum is in place to minimise racism and maximise cross-cultural understanding whilst educating and reinforcing cultural harmony and mutual respect.

Responsibilities of students:

- Be aware of what constitutes racist comments and behaviours
- Treat all members of the school community with courtesy, respecting all student and staff beliefs and practices
- Report any incidents of racism they witness.

Responsibilities of Parents/Caregivers:

- Model courtesy and consideration of others beliefs and practices
- Respectfully and confidentially support the school in addressing incidences of racism
- Inform the school of any racist incidents brought to their attention.

Cybersafety

Definition of Cyberbullying

Cyberbullying is when technology is used to harm others. It happens more than once and can involve abusive or threatening emails or texts, making fun of someone, or posting embarrassing or damaging information or photos. It is a big concern because it causes harm, can escalate quickly and involves more people than face-to-face bullying. It can happen anytime day or night, and parents and schools may not know it is happening at all.

All forms of bullying and harassment may be amplified through cyber platforms greatly affecting the physical and emotional wellbeing of staff and students.

Cyberbullying includes:

- Abusive texts and emails
- Hurtful messages, images or videos
- Imitating others online
- Excluding others online
- Humiliating others online
- Spreading nasty online gossip and chat
- Creating fake accounts to trick someone or humiliate them.

Cyberbullying and the Law

E-Crime occurs when a computer or other electronic communication device (eg mobile phones) are used to commit an offence, are targeted in an offence, or act as a storage device in an offence. This takes many forms and may involve websites, mobile phones, chat rooms, email, SMS and the uploading of pictures or video.

Photography at School

- No student or staff member is to be photographed at school without their permission. Uploading photographs without permission to social media sites is against the law
- Students and caregivers sign a photograph agreement at enrolment
- Students are not to be fully named in published documents.

Underlying Principles

- Woodville High School is more able to enact its published purpose and vision in a climate free from cyber bullying and harassment
- All members of the school community are entitled to a safe learning and working environment that fosters wellbeing for all
- Each member of the school community has a responsibility to make a stand against Cyber bullying and harassment
- Whole school procedures and practices are needed to educate and reinforce positive values and actions, and manage incidents of Cyberbullying and harassment and support both the people who have been bullied and the people who are bullying
- Mobile devices are only to be visible in a classroom if sanctioned by the subject teacher for educational purposes, as per our Mobile Phone Policy.

Aim

Woodville High School works towards the creation of an environment free of Cyberbullying and harassment by:

- Ensuring all Woodville High School students sign a Cyber Safety Agreement form at enrolment
- Educating all members about what is cyber bullying and harassment, provide preventative programs and strategies through our curriculum especially in our Pathways Program and compulsory Health subject (years 7-10)

- Directing Parent/Caregivers to the Esafety Website for advice and strategies in discussing issues with their children https://www.esafety.gov.au/parents?gclid=Cj0KCQiAjc2QBhDgARIsAMc3SgQfChULC4_5P5V4w7tOLv4JyFVcad1ldA27v5nHxjkkNPCW2Hes488aAl8OEALw_wcB&gclid=aw.ds
- Ensure that all reported incidents of Cyberbullying are investigated appropriately and that support is given to all parties involved including incorporating Restorative Practices process to achieve a positive outcome.

Roles and Responsibilities

House Leaders and The Executive Team

Regularly and strategically manages the awareness about our school's expectations through:

- When enrolling a new student, ensure that the student is introduced to the Woodville High School Graduate Habits and our Electronic Device Agreement is explained before students and caregivers sign the document
- Ensuring that the Pathways curriculum covers key aspects of identification, eliminating, managing and coping with Cyberbullying and Harassment in relation to our school's ICT Code of Conduct for use of devices
- Investigate reported incidents of Cyberbullying and harassment following the Esafety commissioner's checklist <https://www.esafety.gov.au/educators/toolkit-schools/respond>
- Give harassment warnings in the first instance to the people bullying so that those bullied can see that the school acts on reported incidents
- Refer incidence of ongoing and extreme Cyberbullying and Harassment to Law Enforcement and/or other agencies if appropriate.

Responsibilities of Subject Teachers and Home Group teachers:

- Modelling and promoting explicit pro-social values and expectations for behaviour in accordance with the school values in the use of electronic devices
- Support students in developing confidence in making a stand against Cyberbullying and harassment
- Advise HLs, Counsellors, Aboriginal Community Education Officer (ACEO), Aboriginal Secondary Education Transition Officer (ASETO), Aboriginal Education Teacher (AET), Bilingual School Service Officers (BSSOs), DP & AP of the reported and

Behaviour Development and Community Wellbeing Policy (continued)

observed impact of Cyberbullying on their students.

Responsibilities of Parents/Caregivers:

- Model courtesy and consideration of others
- At enrolment carefully read and sign the ICT Code of Conduct and be supportive and vigilant in monitoring student ICT usage outside of school
- Respectfully and confidentially support the school in addressing Cyberbullying and harassment by informing the school of any incidents of Cyberbullying and harassment brought to their attention
- Engage in self-education of safe technology use via relevant government websites <https://www.esafety.gov.au/parents>.

Responsibilities of Students:

- Treat all community members with courtesy, when on electronic devices
- Students must use the school internet in a safe and considerate manner and read the school's ICT Code of Conduct which they sign at enrolment and adhere to it at all times
- Students should never give out identifying information online
- Mobile devices are only to be visible in a classroom if sanctioned by the subject teacher for educational purposes as per the department's '[Student use of mobile phones and personal devices policy](#)'.
- Report to House Leaders when they observe others being bullied or harassed electronically
- Be aware that victimisation or recrimination will result in further disciplinary consequences.

Countering Sexual Harassment

Overview

Woodville High School is committed to providing a workplace and learning environment that is free from sexual harassment. It is expected that interpersonal interactions and communications occur with dignity, courtesy and respect.

The purpose of this policy is to:

- Provide a clear statement to all staff at Woodville High School that sexual harassment is not acceptable and will not be tolerated
- Contribute to a culture that ensures awareness of the individual and the organisational impacts of sexual harassment and that properly deals with sexual harassment
- Ensure all staff and students at Woodville High School are made aware of available avenues to report sexual harassment
- Treat all complaints in a fair, timely and confidential manner and guarantee protection from victimisation or retaliation.

This policy applies to all Woodville High School employees and visitors to our school.

Legislative Context

7 9002 t tAA) y d e f a S (c i l b u P d n a
Health and Safety Act 2012.

Definition: Sexual Harassment

Is treatment or physical acts which refer to a person's sexuality or gender in an offensive or degrading manner including (homophobia and transphobia). Any unwanted, unwelcome or uninvited behaviour of a sexual nature that makes a person feel humiliated,

intimidated or offended. Sexual harassment can take many different forms and may include physical contact, verbal comments, jokes, propositions, the display of offensive material or other behaviour that creates a sexually hostile working environment.

Sexual harassment is not limited to behaviour that occurs between people of another gender.

Examples of Sexual Harassment

These include:

- Unwelcome touching, hugging, kissing, brushing up against a person, staring or leering
- Suggestive comments or jokes
- Sexually explicit pictures, screen savers, posters, graffiti, letters, messages, magazines or any other visual or written medium
- Unwelcome invitations to go out on dates
- Requests for sex
- Inappropriate and intrusive personal questions about a person's private life or their body
- Insults, taunts, teasing or name calling of a sexual nature or sexually explicit conversation
- Accessing sexually explicit internet sites
- Offensive telephone calls, letters, emails or mobile phone text or picture messages
- Posting filmed or photographed images or comments on social networking sites
- Behaviour that may be considered a criminal offence, under criminal law and is reportable to the police, such as physical or indecent assault, stalking, obscene communications and sexual assault.

What sexual harassment is Not

Behaviour of a sexual nature is not considered to be sexual harassment when it is:

- Based on mutual attraction
- Based on friendship and respect
- Welcome or invited
- Consensual and reciprocal.

Underlying Principles:

- All members of our school community are entitled to a safe learning and working community that does not tolerate any forms of sexual harassment allowing Woodville High School to enact its published purpose and vision in a climate free from sexual harassment
- Those harassing are to be supported to understand the impact of their behaviour on the wellbeing and learning of those who are harassed, this is followed up by our Wellbeing Leaders following our restorative approach to inappropriate behaviours.

Complaint Resolution

Allegations of sexual harassment of a student or child in care against an employee will be reported to the Incident Management division.

interactions with children and young people guidelines schools.

Roles and Responsibilities

All members of our Woodville High School Community work towards the creation of an environment free of sexual harassment by:

- Educating all community members about what is sexual harassment, provide preventative programs and strategies
- Transparent and consistent responses to incidents of sexual harassment
- Ensuring that all reported incidents of sexual harassment are investigated appropriately and that support is given to all involved parties.

Executive:

- Respond to reports of sexual harassment
- Refer incidence of ongoing and extreme sexual harassment to law enforcement and/or other agencies if appropriate
- Critical incidents in IRMS actioned
- Executive team must familiarise themselves with the document: managing allegations of sexual misconduct in S.A. Education.

<https://edi.sa.edu.au/library/document-library/early-years/student-support-services/managing-allegations-of-sexual-misconduct-in-sa-education-and-care-settings-introduction-for-leaders.pdf>

Responsibilities of Subject Teachers and Home Group teachers:

- Teaching staff modelling and promotion of explicit pro-social values and expectations for behaviour in accordance with the school values and in respectful relationships
- Be aware of incidents of harassment (including sexual harassment) in their classes and while on duty in the school and report accordingly
- Support students in developing confidence in making a stand against sexual harassment
- Staff to make mandatory reports when required. Documentation of the report must be passed on to the Principal

Behaviour Development and Community Wellbeing Policy (continued)

- Advise HLs, Counsellors, Aboriginal Community Education Officer (ACEO), Aboriginal Secondary Education Transition Officer (ASETO), Aboriginal Education Teacher (AET), Bilingual School Service Officers (BSSOs), DP & AP of the reported and observed impact of sexual harassment on their students.

Responsibilities of Students:

- Treat all other people with respect and courtesy reflecting our school's Graduate Habits
- Participate in anti-bullying seminars and Pathways curriculum involving sexual harassment and other forms of harassment education
- Take action when they observe others being bullied and be aware that inaction can be interpreted as a form of tacit support for the harasser
- Report all incidents of bullying/sexual harassment in person to a trusted adult in our school or via the school intranet.

Responsibilities of Parents/Caregivers:

- Model courtesy and consideration of others
- Speak to children about what constitutes sexual harassment
- Inform the school of any incidents of sexual harassment brought to their attention
- At enrolment carefully read and sign the ICT code of conduct with their child.

Mobile Phones at our School

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

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

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

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

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

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

Our full Mobile Phone Policy is available on our school website:

https://woodvillehigh.sa.edu.au/uploads/6/8/6/3/6863387/mobile_phone_policy_june_16_21.pdf

The aim of our Mobile Phone Policy is:

- No mobile phone use in our school as a distraction in the classroom
- Safe environments with reduced negative impacts of inappropriate use of devices at school, such as cyberbullying, exposure to harmful content, and critical incidents that involve mobile phones
- Classroom environments where teachers can teach, and students can learn, free from distractions caused by personal use of devices
- Use of breaks as quality time away from screens, encouraging physical activity and play and meaningful face-to-face connections with peers
- Transparent and consistent responses to incidents of mobile phone misuse.

Underlying Principles:

- It is compulsory for all Government schools to follow this Department Statewide Policy
- All students are required to keep their personal devices 'off and away' between the start and end of each school day and while they are attending authorised school activities off-site, such as camps and excursions
- Students may only access their personal devices during these times if they have received an approved exemption from our Principal
- Mobile phones are to be placed in the school provided Yondr Pouch at the beginning of the school day and are not to be accessed during the whole school day unless specifically sanctioned by the teacher as part of their curriculum and required for a lesson (Please see Appendix 2.)
- Mobile phones are brought to school at the owner's risk; however, we will investigate any issues regarding the security of mobile phones left in a locked locker.

Recess and Lunch Times

As well as the extracurricular activities that are highlighted at the end of this handbook our Wellbeing Team believes that physical movement and exercise is closely linked to positive social and emotional well-being. To support this our school lends sporting equipment to students during recess and lunchtime. This equipment is borrowed through our Finance/ First Aid Office. Students do this by leaving their student ID card with the receptionist in that office. The card is returned to them once they return the equipment they have borrowed. We encourage students to be physically active during their breaks, following health and safety guidelines as well as being sun smart whilst in our play areas that do not have shade.

We ask that students follow our school Graduate Habit of Respect for self and others during Recess and Lunch time by:

- Queueing up correctly and quietly at the canteen
- Remember manners – a high standard of personal behaviour is expected at all times
- Place all rubbish in the bins provided
- No one is allowed in classrooms without permission
- No one is allowed to leave the grounds without permission
- All classrooms and laboratories are closed for the duration of recess and lunch
- Students seeking academic assistance are able to access the STEM Learning Centre where tutoring staff will be available
- If the wet weather siren is sounded, access to inside learning spaces will be made available.

Sporting Activities

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

Read more in the **Co-Curricular Activities** section of the Wellbeing handbook (Page 55).

Roles and Responsibilities**Executive Team**

Our Executive Team will regularly and strategically manage the awareness about our school's expectations of mobile phone use through:

- The enrolment and induction process for Woodville High School includes explaining our School Policies as they relate to mobile phones to new enrolling students and families
- Placing information in the staff and student handbooks, newsletters, staff and student bulletins, and highlighting expectations at staff meetings, parent meetings and student assemblies about the use of mobile phones at school
- Ensuring that the THRIVE curriculum covers key aspects of identification, eliminating, managing and coping with mobile phone misuse including the taking of unwanted photographs and video, Cyber Bullying and Harassment
- Refer incidences of ongoing and extreme inappropriate use of a mobile phone to Law Enforcement and/or other agencies if appropriate
- Executive members and/or House Leaders involved in investigating inappropriate phone use record warnings in SEQTA and pass on relevant information to the caregivers.

Subject Teachers and House Group Teachers

- Be aware of the underlying principles of this policy and act to create a supportive teaching and learning environment which explicitly teaches the appropriate classroom use of mobile phones
- Ensure students keep their mobile phones in their Yondr Pouches once in the classroom, unless specifically asked by the subject teacher to use them as part of their learning
- A teacher may, after consultation and approval from their Learning Area Leader, unlock student mobile devices to be used in a lesson for curriculum purposes. During these lessons the mobile phone must only be used for the purpose as outlined by the teacher
- Any misuse of mobile phones is communicated to caregivers and reported to House Leaders for follow up as per the process outlined in this policy.

Parents/Caregivers:

- Woodville High School requests that caregivers support this policy by talking to their children about the change to policy and how it may impact their child
- Inform the school of any incidents of mobile phone misuse

- At enrolment carefully read and sign the ICT Code of Conduct
- Electronic devices must never be stored in a locker without a lock
- Be supportive and vigilant in monitoring student ICT usage outside of school
- Engage in self-education of safe technology use via relevant Government websites (i.e. www.cybersmart.gov.au) and/or www.woodville.sa.edu.au
- Any urgent messages that caregivers want to pass on to students during the school day can be done through our front office on 8445 9833.

Students

- Mobile devices must be locked in their Yondr Pouch once students arrive at school and it is preferable that phones are stored in lockers with a lock
- Students must closely read the school's ICT Code of Conduct which they sign at enrolment and adhere to this agreement at all times
- Mobile devices are only to be visible in a classroom if sanctioned by the subject teacher for educational purposes
- Report any misuse of a mobile phone at school including photographing, videoing and cyber bullying and harassment and act when they observe others being bullied and be aware that inaction is a form of Cyberbullying which will result in consequences.

Mobile Phone Process for Students:

- As students enter our Woodville High School grounds they will:
- Turn their phone off
- Unlock their empty Yondr Pouch using an Unlocking Base at the School/Building Entrance(s)
- Place their phone inside the pouch, securely close it and store in their bag in their locked Locker/on person
- Each student will maintain possession of their phone inside their Yondr Pouch for the duration of the school day
- Late students will complete this process at Finance/First Aid as they sign in.

As students exit the school grounds they will:

- Unlock their pouch using an Unlocking Station located at all exits from the school (see map at Appendix 2)
- Remove their phone from their pouch
- Securely close their empty pouch and place it in their bag for the next day.

Exemptions

Exemption based on the grounds outlined below must be in writing to the Principal who will decide on a case-by-case basis. Please contact the school if you need to request an exemption due to exceptional circumstances. If approved, the exemption will be recorded in our SEQTA system and the student’s file or health care/learning plan as appropriate.

Exemptions for Exceptional Circumstances.

Individual students may have extenuating reasons for needing access to their personal device during school hours, such as where:

- The device is used to monitor or help manage a health condition. These requests must have a medical supporting evidence from a Medical Health Professional
- The device is a negotiated adjustment to a learning program for a student with disability or learning difficulties
- The device is used for translation by a student with English as an additional language
- The student has extenuating personal circumstances and wellbeing challenges that require them to have more ready access to their personal device, such as being a parent themselves or a primary carer to a younger sibling or unwell family member.

Please be advised that students with approved exemptions are still required to lock their phone in their Yondr pouch at the beginning of each school day and will not be able to open their phone pouches during a lesson in our classrooms. Depending on the nature of the exemption, students will go to Finance/ First Aid or our Wellbeing Hub if phone access is required.

An individual plan for exemptions will be developed on a case-by-case basis with our House Leaders, First Aid Officers and/or Wellbeing Leaders.

Please refer to the Exemption Flowchart attached at Appendix 3.

Inappropriate Conduct

Each of these following student actions below will result in the student’s device/phone and/or pouch being sent to our Wellbeing Hub to be collected at the end of the day. Parent/Caregivers will be contacted by House Leaders to discuss the student’s refusal to follow our Mobile Phone Policy guidelines

- Physical damage to the pouch in an attempt to circumvent its intended purpose
- Forgetting or losing the pouch – phone will be turned in to our Wellbeing Hub to be collected at the end of the day

- Using their phone during school hours
- Other devices, such as laptops, tablets, head-phones and smartwatches, pose similar challenges and opportunities. These devices can be linked to mobile phones and therefore the same policy applies to these actions.

School Response to Mobile Phone Non-Compliance 2024:

If non-compliance re mobile devices is ongoing from a student, as a last resort, it may be necessary for our school to consider responses to non-compliance in line with the suspension, exclusion, and expulsion procedures.

1 st Warning Recorded in SEQTA (Students complies with staff request)				
Student is inappropriately using mobile device in the classroom or yard.	→	Student is given 1 opportunity to lock their phone in their Yondr pouch.	→	Student complies and no further action is required
Student Refusal 1st Incident				
Student refuses to put phone away in their Pouch.	→	Student is sent to Wellbeing Hub.	→	Recorded by Classroom Teacher in SEQTA
Student refuses to put phone away in their Pouch.	→	Student to hand their phone to the Wellbeing Hub for the rest of the school day. Parent/Caregiver notified.	→	Recorded by House Leader in SEQTA
Student Refusal 2nd Incident				
Student is inappropriately using phone in the classroom or school yard.	→	Student to hand phone in to the Wellbeing Hub for the rest of the school day.	→	Parent/Caregiver meeting to be held with House Leader. Family is informed that further student refusal will lead to suspension.
Further non-compliance.	→	Student suspended.	→	Recorded in SEQTA and discussed with our District Behaviour Coach. Further non-compliance or refusal to submit phone will lead to suspension and further behavioural consequences which may include exclusion.

Appendix 1

Consequences for serious misuse of a mobile phone:

In cases of breaches of ICT Code of Conduct, including Cyber Bullying and eCrime, students may have their school technology rights reviewed. This will be conducted in line with the DfE Cybersafety Keeping Children safe in a Connected World guideline.

In instances requiring further support, an agreement of behaviour is written and signed by each student, stating the behaviours that each wants the other to stop.

Legal Aspects

Staff, students, or parents/caregivers might regard an offence as warranting police involvement. A police report must be made by the parents/caregivers attending a police station for this purpose. In these circumstances, a student may be suspended in addition to pending police action, to maintain the wellbeing of the victim and the good order in the school, in line with SBM procedures and Department for Education standards.

Cyberbullying and e-Crime are illegal; the school may involve police support if appropriate. Parents are encouraged to report Cyber Bullying of their son/daughter to the police.

Record Keeping

- Records are to be kept in SEQTA recording date and lesson of the student’s refusal to place their mobile phone in the holder.
- Written records of restorative meeting are recorded in SEQTA with clear goals recorded for the student.

Ongoing deliberate refusal to put mobile phones in holders may lead to suspensions in this case Executive or House Leaders are to document the incident in SEQTA detailing the offence as “student interfered with teaching”.

Appendix 2

Yondr Pouch Information

Students will be given their first pouch free of charge, and we will ensure there are a sufficient number of docking stations in our school grounds for the unlocking of pouches at the end of the school day.

Yondr is currently used globally in over 2000 schools as well as at concerts, comedy shows, weddings and

special events of all kinds. The goal of mobile devices not being accessible during our school breaks to encourage students to engage with each other and their surroundings.

The Yondr Program employs a simple, lockable pouch that stores a mobile phone. Every student will secure their phone in a personally assigned Yondr pouch when they arrive at school each morning. They will maintain possession of their phones and will not use them until they are unlocked at the end of the school day. Students are required to bring their Yondr pouch to and from school each day and are responsible for their pouch at all times.

How Yondr Works



Students must unlock their pouches at the entrance areas of Woodville High School.

Secure

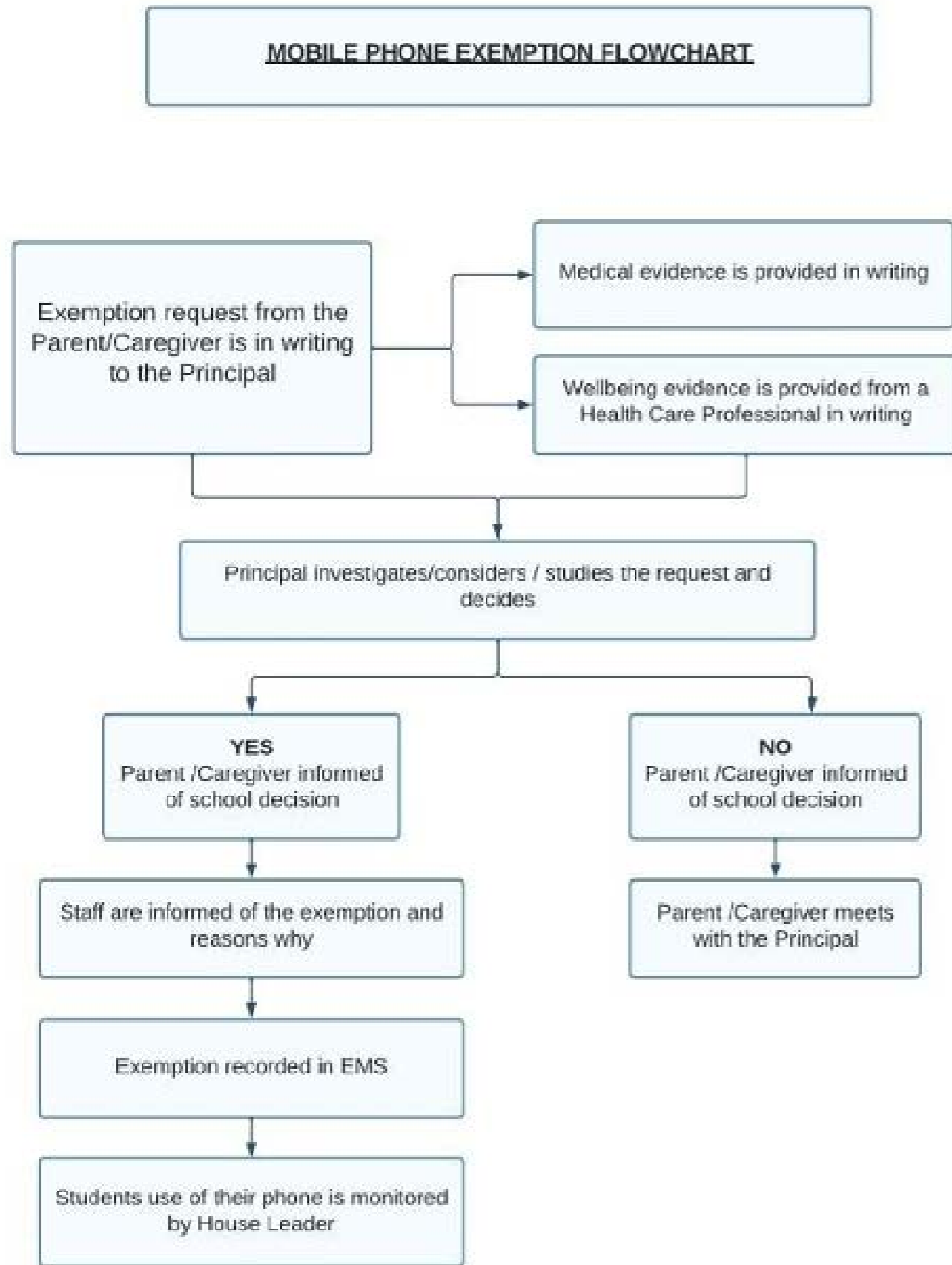
Place the mobile phone in the pouch and close. Mobile phone will remain locked in pouch and in the student’s possession for the day or preferably in the student’s locker with a secure lock.

Exit

Students tap contact station as they exit the school to unlock and access mobile phone.



Appendix 3



Behaviour Development and Community Wellbeing Policy (continued)

Sunsmart Policy

This policy applies to all school events; on and off-site.

Underlying Principles:

- To ensure our school follows the Department for Education (DfE) Duty of Care obligations in protecting students from the dangers of prolonged exposure to the sun
- A balance of ultraviolet (UV) radiation exposure is important for health, however, too much of the sun's UV radiation can cause sunburn, skin and eye damage and skin cancer
- Too little UV from the sun can lead to low vitamin D levels. Vitamin D is essential for healthy bones and muscles, and for general health.

Aim

- Encourage the entire school community to use a combination of sun protection measures whenever UV Index levels reach 3 and above
- Work towards a safe school environment that provides shade for students, staff and the school community at appropriate times
- Assist students to be responsible for their own sun protection.

Responsibilities of Staff:

- Staff are encouraged to access the SunSmart UV Alert at www.cancersa.org.au/sunsmart when including students in outside activities or excursions in the warmer months
- Our school uses a combination of sun protection measures for all outdoor activities from 1 September to 30 April and whenever UV levels reach 3 and above at other times
- Remind students when they are doing yard duty during recess and lunchtimes that they should be wearing sunscreen if in the sun.

Responsibilities of Parents/Caregivers

- Model appropriate SunSmart practices for their children when undertaking outdoor activities
- Inform the school of any medical skin issues their children may have so that a safety plan is in place
- Discuss sun safety practices with their children and provide appropriate clothing for their children when at school.

Responsibilities of Students

- Wear appropriate school clothing based on the weather forecast for that day
- Use sunscreen provided by the school during outdoor activities and lessons
- Stay out of the sun during extremely hot days.

Sun Protection Strategies

1. Clothing

- Sun protective clothing is included in the school uniform/ dress code and sports uniform
- The clothing is cool, loose fitting and made of closely woven fabric. It includes shirts with collars and elbow length sleeves, longer-style dresses and shorts and rash vests or t-shirts for outdoor swimming.

2. Sunscreen

- Strategies are in place to remind students to apply sunscreen before going outdoors and reapply as required
- Sunscreen is available during school sanctioned outdoor activities such as Sports Day.

3. Hats

- All students and staff are encouraged to wear hats that protect their face, neck and ears e.g. legionnaire, broad brimmed or bucket hats, whenever they are outside
- Baseball or peak caps are not the best sun protection.

4. Shade

- A shade audit is conducted regularly to determine the current availability and quality of shade and the availability of shade is considered when planning excursions and all other outdoor activities
- Students are encouraged to use available areas of shade when outside
- Students who do not have appropriate hats or clothing are asked to play in the shade or a suitable area protected from the sun.

5. Sunglasses [optional]

- Students and staff are encouraged to wear close-fitting, wraparound sunglasses that meet the Australian Standard when in the sun
- 1067:2003 (Sunglasses: Category 2, 3 or 4) and cover as much of the eye area as possible.

Resources:

- www.cancersa.org.au/sunsmart
- Policy Guidelines & support materials: <https://www.cancersa.org.au/cut-my-risk/sunsmart/secondary-schools/sunsmart-policy-information>
- SunSmart UV Alert: shows you when the UV is forecast to be 3 or above and when skin protection is required. It is available on the free SunSmart app
- (www.cancersa.org.au/sunsmart-apps), online (www.bom.gov.au/sa/uv), in the weather section of some newspapers or as a free widget to place on the school website website (www.cancersa.org.au/sunsmart-apps)
- Creating effective shade: online shade audit tool to assess whether the existing shade is adequate. (www.sunsmart.com.au/uv-sun-protection/seek-shade).
- Real Stories: educational resource for year 7-10 students including a series of videos and lessons examining the issues related to young people and skin cancer (www.cancersa.org.au/sunsmart)
- Generation SunSmart: Fun and interactive online sun protection modules for teachers, school nurses and year 6-9 students. Visit www.generationsunsmart.com.au



Behaviour Development and Community Wellbeing Policy

Appendix 1 The Wellbeing Hub Process for Staff and Students

Our processes are based on the principle of consistency and certainty of responses from staff to student behaviours.

Our flowchart reflects the colours and philosophy of the Department for Education Behaviour Support Toolkit which defines behaviours as;

- Green, Developmentally Appropriate
- Amber Concerning
- Red Serious.

<https://edi.sa.edu.au/supporting-children/behaviour-and-attendance/behaviour-support/behaviour-support-toolkit>

Classroom behaviours that interrupt the teachers right to teach and the students right to learn will be responded to by clearly established classroom strategies that are listed in the chart. Students will receive greater interventions and specialised supported from the Wellbeing Team and community specialists if their behaviours are in the Concerning or Serious domains over two semesters.

Here's how it works:

Green (developmentally appropriate)

Behaviour represents expected response to developmental challenges and is infrequent, transient or minor. Behaviour responds to universal school and classroom wide strategies.

Amber (concerning)

Behaviour indicates that the child or young person is experiencing challenges that are difficult for them to manage on their own. Behaviour is problematic due to the severity, frequency, duration or impact. Behaviour responds to targeted interventions at the individual level or small group.

Red (serious)

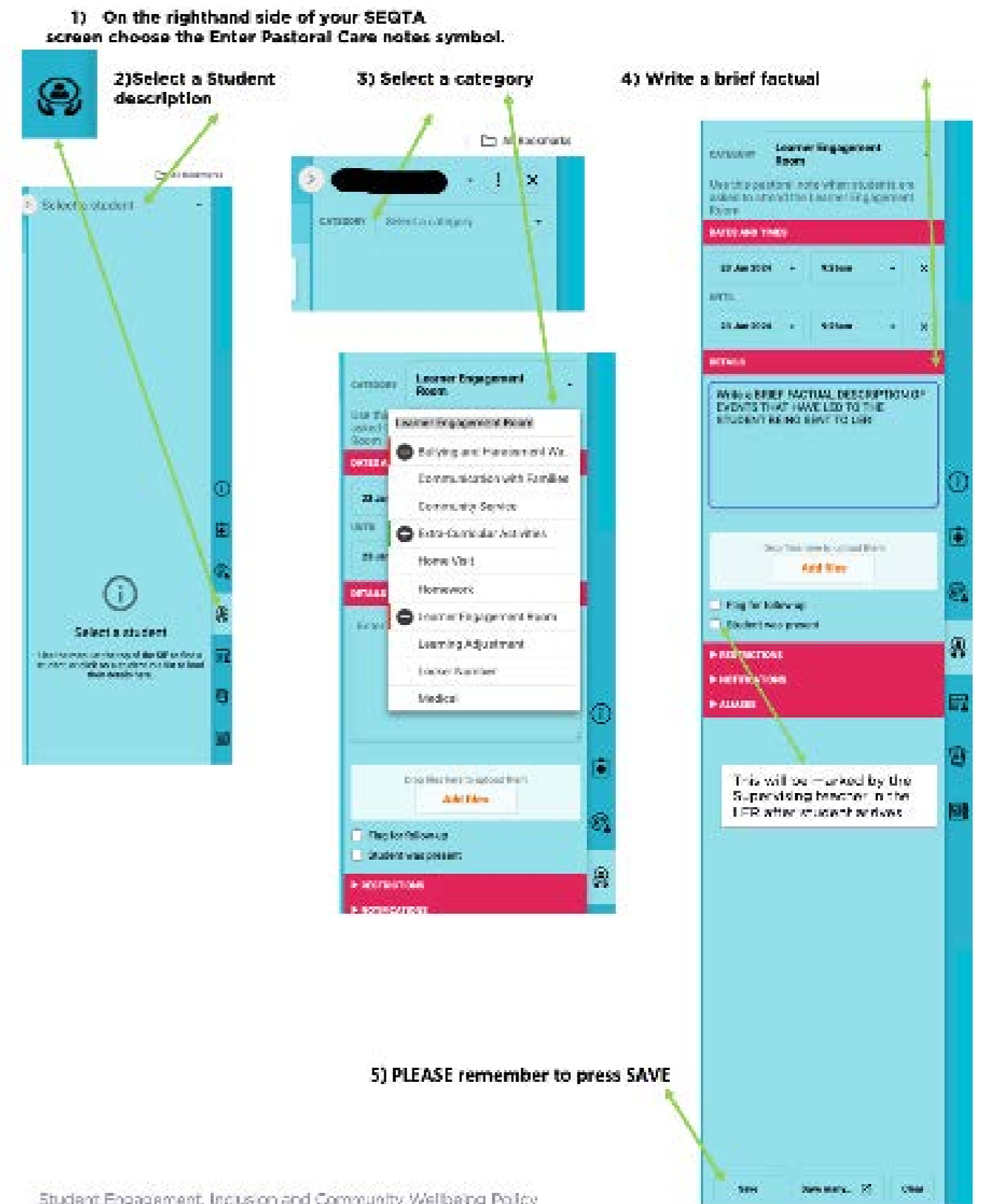
Behaviours are a significant barrier preventing the child or young person from learning. Behaviour may be severe, of high frequency and/or extended duration and may be unsafe for the child/ young person and /or others. Individualised, intensive and specialised supports are required

Appendix 2 Wellbeing Hub Process for Staff (reflecting DfE Student Behaviour Toolkit and Policy)



Appendix 3

Instructions for Learner Engagement Room (LER) Referral



Note: SEQTA may look different on your screen dependant on your customization of it's layout (Colours).

Communication

Student wellbeing and achievement is enhanced by clear and open communication between home and school.

Our school will communicate with families via a range of platforms, primarily: our school website, Daymap, email, text message and where necessary phone calls.

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

Parent-teacher interviews to discuss student learning progress are held in the first week of Terms 2 and 4. This is a formal opportunity for families to meet with each of their students' teachers and discuss achievement and areas for improvement. It is an important aspect of the relationship building between school and home. Bookings for these interviews open at the end of Terms 1 and 3 and appointments can be made via the portal on the school website or by calling the school. It is important that students attend these interviews with their parent or caregiver.

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

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

If you prefer to call, our office staff will direct your inquiry to the relevant staff member/s. Interpreter support in any language can be arranged for families who require this assistance

Communication through SEQTA

SEQTA is our Learner Management System. It allows students, families and the school to strengthen partnerships through online communication.

SEQTA's features allow teachers to input information that families can interact with, some examples of this information are:

- House Group and lesson attendance
- Student information and Contact Details
- Timetables for students and staff
- Staff and Student bulletins each day
- Online course resources and assessment tasks
- Submission of formative and summative assessment
- Feedback on formative and summative assessment
- Assignment outlines
- Ongoing records of learning and assessment
- Communication between students and teachers.

Students are inducted into the use and functionality of SEQTA Learn during week 1 activities and House Group lessons throughout Term 1. A family user guide to SEQTA is available on the school website for parents wanting to access SEQTA Engage along with technical support if required.

Accessing SEQTA Learn and Engage

- SEQTA for both students and families can be accessed via the school website by following the links on the Welcome page.
- Students wanting to access SEQTA Learn can access via the Edpass Portal
- Families wanting to access SEQTA Engage can do so via the web or the app which can be downloaded from the Android or App Store.

Communication (continued)

Learning Hub

Our Learning Hub is staffed by a skilled and welcoming team who provide a wide range of services with-in a customer service approach; the heart of that being a compassionate and problem-solving approach to ensure all are provided with support and resources to enable quality teaching and learning experiences.

The Learning Hub is open at recess and lunchtimes for students to have a safe, caring environment if they do not wish to be outside during these breaks. Students' wellbeing is enhanced by a range of activities that occur in the hub including chess, card games and electronic educational activities.

Our Learning Hub is a dynamic centre which promotes innovative and evolving evidenced based pedagogies and approaches to quality teaching and learning with a focus on quality thinking and inquiry-based learning. It incorporates the effective teaching and learning occurring across the school. This is underpinned by designing and supporting learning opportunities that embed critical and creative thinking strategies, research skills, literacy skills, information literacy awareness and student voice. Students are explicitly taught diverse modes of developing and expressing their learning through access to current technologies, quality print materials and 24/7 accessibility to on-line resources. Structured and spontaneous opportunities cater for collaborative and individual learning with-in a flexible, multi-use space. Access to quality resources and learning opportunities engenders the development of contemporary learners with intercultural understanding including Indigenous and global perspectives. By supporting all to approach learning with a growth mindset and sense of curiosity, this ignites our Hub motto of, Tirkabinna, Irrabina - Those who love learning are warriors.

Support for Student Wellbeing and Learning

All students at Our Woodville have access to a range of learning supports which cater to the diverse needs of our student cohort and support their wellbeing. Our supports cater for our diverse range of learners including students with learning challenges and academic high achievers or when students have a specific task or learning goal, they would like additional help with.

There are a range of options available:

In 2022 our Senior School is introducing supervised academic study and support in our Lower Penny building for students. This academic study will be supervised by our curriculum coordinators allowing students access to the eight different learning areas where they will be able to have one on one support for their studies.

We also provide study support with Literacy and Numeracy specialists, every day at lunchtime in the Lower Penny space. This is able to be accessed by any student who wishes to avail themselves, however at times, teachers may recommend or refer students.

After school study support is available in both the Learning Hub (Mon, Tues and Thurs) and the Nunga Room (Tues and Thurs) until 4.30pm.

In class SSO support is also provided to identified students via our team of classroom and Bilingual School Support Officers.

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

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



Support for Student Wellbeing and Learning

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

Support for Student Wellbeing and Learning

After School

Study Centre referral to support student success and perseverance in line with the schools Graduate Habits

Underlying Principles:

- After school study allows students to continue their school work in an educationally supportive environment
- Structures need to be in place to support a diversity of learners
- That adolescent students need practice in study skills including meeting deadlines
- That not all students have a home environment conducive to after school study.

These required study sessions occur to:

Support student successful learning

Provide space and teacher support for students to complete set work.

Duration: 20 minutes

Middle School - After school from 3.15 p.m. – 3.35 p.m. in The Learning Hub Monday, Tuesday and Thursday (or negotiated at lunchtime in Wellbeing Hub if after school is not possible)

Senior School: After school in Lower Penny until 4:30 pm

Studiosity

Studiosity is an online learning platform aimed at providing 24/7 tutoring support to students, as well as a writing feedback service. Students are able to access 'connect live' to access live tutoring support or submit their work to receive writing feedback within a 24-hour period.

Over the next 12-months, we will be piloting the

platform for the students in the senior years (10-12). Over the course of the 12-month pilot, we will track the usage by our students to see how often they are accessing the support. If effective, we will then look at purchasing the platform for the following year. It is therefore important we look at how we can embed the use of Studiosity into our practices. This may include easy access on Daymap and/or setting homework that requires students to submit their written work onto Studiosity and bring the feedback to their next lesson. More information will be shared with staff during the Week 8 staff meeting on Wednesday 8th September.

First Aid/Finance

Physical, mental and emotional wellbeing are linked. As a support to our partnership with families our school requires clear concise information about the physical state of our students. Pre-existing medical conditions can be reported to our First Aid Officers and your child's Homegroup teacher/mentor. This information will help us support your child's physical and emotional wellbeing whilst at school.

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

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

Students requiring any other medication at school

Support for Student Wellbeing and Learning

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

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

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

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

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

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

Parents Resource - SchoolTV at Woodville High School in 2024.

Today parents face a multitude of modern-day challenges in raising happy, well and resilient young people. Whilst there is a great deal of information available, this can often be confusing and overwhelming for parents looking for guidance.

Woodville High School is excited to offer access to a multitude of online resources designed to empower you as parents with credible and sound information with realistic, practical ongoing support strategies.

All SchoolTV topics are divided into series. The number of topics relating to a series will differ over time. Every month from February to November a new topic is published for you to review. The WHS Wellbeing Team will send out reminders and important information in the newsletters about these new topics.

You will be able to explore each series and topic and access the resources section. There you will find useful factsheets, apps, books, websites and other additional videos - all on one single topic.

<https://woodvillehigh.sa.schooltv.me/>

schooltv.me AVAILABLE NOW at your school

Featuring Dr Michael Carr-Gregg

CONNECTING · INFORMING · EMPOWERING

Essential information for modern day parenting

SchoolTV offers parents a fresh approach to the growing topics and pressures faced by Australian youth. SchoolTV is a unique online resource delivering powerful and credible information to empower parents with the skills to address their fears and later fears, with real-world kids.

The purpose of SchoolTV is to provide a single resource for parents, about a variety of topics, from: to creative separate information from leading specialists. Content is based around major topics of influence and are delivered via a series of videos presented by leading youth health specialists, Dr Michael Carr-Gregg.

SchoolTV is available via mobile, tablet and desktop and is designed especially for Australian schools.

SchoolTV will be presented as a monthly presentation which will be available via your school website and/or available via your school website. Each month a new topic will be presented and introduced by Dr Michael Carr-Gregg. School topics will include:

- Health Awareness
- Depression
- Digital Reputation
- Screen Addiction
- Drug and Alcohol Use
- Cyberbullying
- Social Networking
- Self-harm and Suicide

Credible and independent information presented by leading experts such as Professor Ian Hickie, Professor Paul Fletcher, and Dr Michael Carr-Gregg.

Why to know more?

Parents are the most important people in their child's life. SchoolTV provides a unique opportunity for parents to access credible and sound information with realistic, practical ongoing support strategies.

Snapshot of Young People in Australia

- 94% of young Australians are online
- 75% of parents feel digitally disconnected and concerned about their kids online*
- 1 in 7 children experienced a mental health issue**
- 1 in 3 girls and 23% of boys have been bullied***
- 32% of youth are self-harming**
- 21% of 14-17 year olds get their mental health help from the internet***

* Australian Digital Inclusion Index (ADII) 2020
** Australian Digital Inclusion Index (ADII) 2020
*** Australian Digital Inclusion Index (ADII) 2020

Laser - Our Education Support Dog

Laser has been part of the Woodville High School community for five years. Laser provides students and staff with unconditional, nonjudgmental kindness and love.

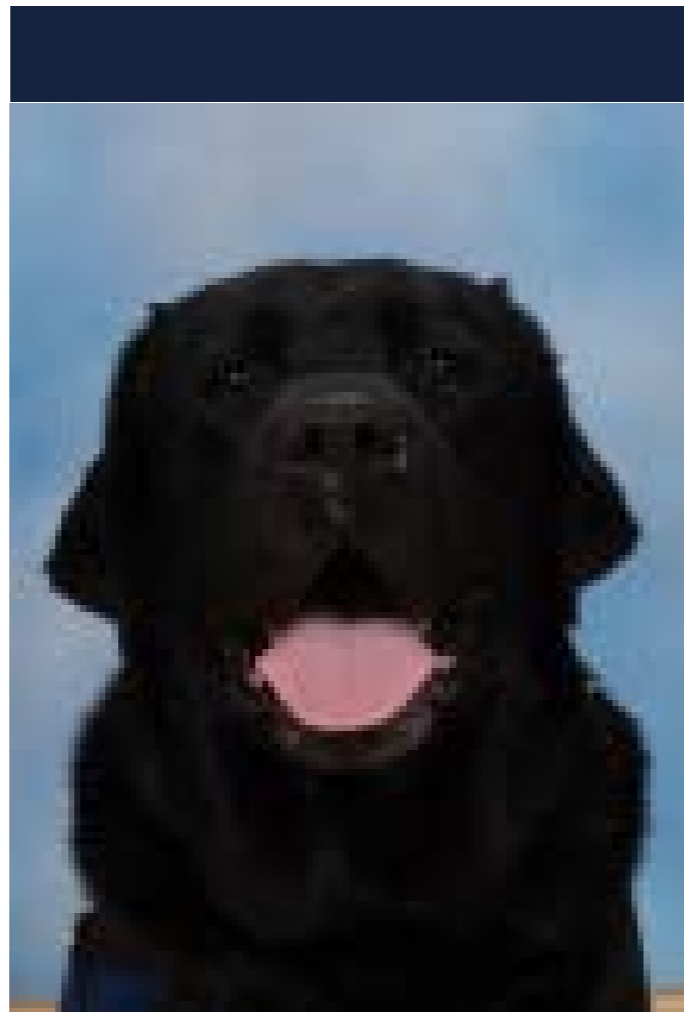
Laser's training and temperament allow him to absorb our negative and heightened emotions and counter them with unconditional positive regard, leading to a calming emotional effect on individuals and a classroom.

Evidence shows that just by being near a dog, when stressed, can reduce anxiety. Laser's presence around our students helps them feel more relaxed during teaching and learning time. Students feeling more relaxed and less stressed, increases and enhances learning.

Laser's attendance at our school has led to some students' greater willingness to be active in the school environment as these students look forward to seeing Laser and interacting with him. Laser gives our students a sense of responsibility through learning how to take care of an animal and how to delegate care which can help grow their leadership skills. This helps them understand how their behaviour impacts others around them. As a result, children learn to be more empathetic and understanding.

Some comments about Laser's skills from our students:

- Be a companion to all
- Rest his head on your lap
- Shake hands and even 'high 5'!
- Listen to reading / stories
- Open and close doors and drawers
- Open a fridge/cupboard, get items and bring them to you
- Can collect and return dropped items
- Climb through tunnels
- Climb over certain equipment
- Press traffic light crossing buttons for you
- Switch lights on and off for you
- Present awards at assemblies
- And most importantly, help us to further develop empathy, love, care,
- patience, trust and respect.



"Laser thrives on routine and over the past five years he has learned the routine of entering a classroom, saying hello to each class member who is making eye contact with him and leaving those who aren't, collecting his lead when he hears the bell and waiting for it to be secured before exiting the classroom to his wind down space. The maintaining of these routines both supports students and allows them to feel responsibility in being a part of his support network in the same way that he is a part of theirs. That reciprocal relationship promotes kindness, awareness of others and partnership, all of which are important skills in future pathways."

Rebecca Sykes

Arts and Global Projects Coordinator & Laser's Primary Handler

"Laser brightens up the classroom. I see the student's energy boost as he walks through the door, and they are more willing to have a discussion or work on their task when Laser is next to them. Some students also utilise Laser for their Brain Breaks, often they will sit on the floor with him and will get him to do some tricks."

Molly Place

Student Engagement Officer & Laser's Secondary Handler

Support for Parents/Caregivers

Support for Parents/Caregivers

Mental Health

The mental health of today's young people is at an all-time low. Depression, anxiety and self-harm are sadly on the rise. Unfortunately, there are more risk factors than protective factors facing young people growing up. To parent effectively, it is simply not enough to avoid the obvious dangers like abuse, neglect and overindulgence. Parents therefore need to arm themselves with practical skills, knowledge and strategies when it comes to raising children. Numerous studies suggest that the best-adjusted children are reared by parents who find a way to combine warmth and sensitivity with clear behavioural expectations.

Every year, Mission Australia conducts an annual survey to identify the values and concerns of today's youth.

The statistics are alarming!

- 1 in 4 students are being diagnosed with a mental health condition
- Suicide is now considered the biggest killer of today's youth
- 92% of kids DO NOT meet the guidelines for physical activity
- Children as young as 8 are inadvertently accessing porn
- Porn is the No 1 sex educator for children
- Only 1 in 3 teens are getting adequate sleep
- 200% increase in girls self-harming over the last decade
- Less than 19% of teens eat enough fruit and vegetables
- Stress, Study and Body Image -are the top 3 issues concerning teens.

External Support Contacts

Websites 24/7

- eHeadspace - <https://headspace.org.au/eheadspace/>
 - Parentline in your state or territory
 - Beyond Blue - 24hrs - 1300 224 636
 - Suicide Call Back Service - 24hrs - 1300 659 467
- PANDA - Perinatal Anxiety and Depression Australia - 1300 726 306

Phone services

- GP, Counsellor and Psychologist
- Parenting support groups (online or face-to-face)
- Lifeline: 13 11 14
- Beyondblue: 1300 22 4636
- Kids Helpline: 1800 55 1800
- Mental Health Emergency: 13 14 65
- Parent Helpline: 1300 364 100
- Lived Experience Telephone Support Service (LETSS): 1800 013 755
- Families SA: 8124 4185
- Yarrow Place Rape and Sexual Assault Service: 8226 8777
- Office Hours: 8226 8787
- After Hours: 1800 817 421 (outside Adelaide)
- Domestic Violence Helpline: 1800 737 732 (1800RESPECT)
- Domestic Violence and Aboriginal Family Violence Gateway Services: 1800 800 098
- Suicide Call Back Service - 24hrs - 1300 659 467

Support for Parents/Caregivers

Support For Families

SCHOOL TV LINK

<https://woodvillehigh.sa.schooltv.me/newsletter/positive-parenting>

Family Mental Health Support Services

<https://www.rasa.org.au/services/couples-families/family-mental-health-support-services/>

Parentline

<https://parentline.com.au/issues/parent-wellbeing>

Raising Children

<https://raisingchildren.net.au/for-professionals/mental-health-resources/parent-mental-health-and-wellbeing/promoting-parent-mental-health/looking-after-yourself>

Tips for parents supporting their children remote learning

<https://www.teachthought.com/technology/remote-learning-tips-for-parents>

When your child needs support to get to school or preschool

<https://www.education.sa.gov.au/parents-and-families/safety-and-wellbeing/attendance-school-or-preschool/when-your-child-needs-support-get-school-or-preschool>

When your family needs support – staying at school or preschool

<https://www.education.sa.gov.au/parents-and-families/safety-and-wellbeing/attendance-school-or-preschool>

Sleep

We all require good deep sleep and good sleep patterns for physical and mental health. Through our Health and Pathways lessons we explore the importance of sleep as a foundation for a healthy mind and body.

Children's sleep patterns are changing. Distractions such as TV, computer games, internet, texting friends and social media are all having a negative impact on a child's sleep time. Sleep is vital to a child's wellbeing. When children sleep well, they are more settled, happier and ready for school the next day. Sleep also strengthens their immune systems, supports overall development and their ability to function properly on a daily basis. Children who do not get enough sleep show increased levels of aggressive behaviour, are less attentive and are much less active.

SCHOOL TV LINK

<https://woodvillehigh.sa.schooltv.me/newsletter/sleep>
<https://www.sleephealthfoundation.org.au/fact-sheets.html>

All the Sleep Health Foundation (SHF) Fact Sheets can be found at the A-Z listing

<https://www.sleephealthfoundation.org.au/fact-sheets.html>

Healthy Eating

Incorporating healthy eating and exercise into our lives can be beneficial to our health allowing for better focus and increased attention.

Being attentive in class can be difficult, but with healthier eating and exercise students will have more energy to keep on track.

Wellbeing is closely linked to success and feeling good when we accomplish the goals, we have set for ourselves.

Eating fast food and over processed foods can give us temporary energy, however it is a low-quality fuel, and we lose this energy quickly.

Concentration will last longer when students eat healthier, facilitating academic success.

SCHOOL TV LINK

<https://woodvillehigh.sa.schooltv.me/newsletter/diet-nutrition>

Meditation and Mindfulness

Meditation is a type of mind and body relaxation therapy. During meditation, you concentrate your mind on one particular thing, such as your breathing, sounds, body movements and feelings or a mantra (chant). This helps train your mind to stay focused and peaceful during times of stress or anxiousness.

What are the health benefits of meditation?

Meditation has both physical and mental health benefits. It can help you manage the symptoms of many health conditions, including:

- Anxiety
- Depression
- Heart disease
- High blood pressure
- Pain and Sleep problems
- Manage stress
- Increase self-awareness
- Focus on the present moment.

Recent studies have shown that one in seven primary school children have significant mental health disorders, and one in four secondary school students have psychological problems. Every year, in the last five years, that number has increased. Mindfulness is the practice of being in the moment, being present and being open to what you're focusing on. Mindfulness is all about building resilience. It is not a replacement for therapy or medication for mental health issues, but will hopefully reduce the need for it later on.

SCHOOL TV LINK

<https://woodvillehigh.sa.schooltv.me/newsletter/mindfulness>

Resources:

<https://www.headspace.com/mindfulness>

<https://www.headspace.com/meditation/guided-meditation>

<https://www.smilingmind.com.au>

<https://au.reachout.com/articles/mindfulness-is-it-for-you>

<https://beyou.edu.au/fact-sheets/wellbeing/mindfulness>

<https://raisingchildren.net.au/school-age/health-daily-care/mental-health/mindfulness>



Co-Curricular Activities

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

Co-Curricular Activities

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

Chess

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

Debating

Students in the middle years are able to participate in both intra and inter school competitions, led by members of the English learning area. Students develop skills in oration, critical thinking, empathy and conflict resolution. Competitions are often run out of school hours where transportation is provided through a registered bus organisation.

Dungeon and Dragons

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

Sport

Interschool sports are available for students to participate in throughout each term and are season dependent. Sports occur on Wednesday afternoons and are hosted by schools in the local Western area. Transportation is provided by a registered bus operator

and students are accompanied by a staff member. Opportunities also occur throughout the year for students to participate in whole day sporting carnivals. These days are advertised through our Learner Management System, DayMap and require students to apply through a nomination process. Attendance is dependent on student achievement and work completion.

Magazine Club

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

Wellbeing Handbook



**Woodville
High School**

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