MEET THE PRINCIPAL
Welcome to 2015 at Woodvale Secondary College. As the new Principal for our wonderful school I am delighted to endorse this booklet that is provided to all of our parents and caregivers. Our hope is that it will assist you to understand and appreciate the philosophy that underpins the culture of our college: a culture of excellence where everyone is encouraged and supported to achieve her or his best.

As a parent of a teenager myself, I understand that the role that we fulfill as parents/caregivers is rewarding yet challenging. Our aim in creating this booklet is to provide you with support as you support your young person in the secondary setting as well as to ensure that we are all on the same wave length as to expectations of each other.

We hope that you will “dip into” this booklet over the year in times of need, quiet reflection and dedicated study. As always, please contact a member of staff should you require further support or assistance. We are only too happy to help.

I look forward to meeting you!
Lea Fairfoul-Hutcheon

MEET THE ASSOCIATE PRINCIPAL IN CHARGE OF JUNIOR SCHOOL (YEARS 7 AND 8)
A big hello to new parents.
My role as Associate Principal of junior school is to be responsible for students from Year 7 to Year 8. As such I work closely with junior school teachers ensuring that every student’s learning needs are met. I have a strong understanding of the young adolescent phase of learning and I consistently liaise with our primary school colleagues to ensure a seamless transition into the secondary context. I attend regular Student Services meetings for my year groups in which students at risk are monitored by the team. I am also a key member of the Whole School Literacy Committee ensuring that teachers focus on literacy and that students are well prepared for NAPLAN in Years 7 and 9.

I have the responsibility of ensuring every student in junior school feels safe and happy at Woodvale Secondary College. Students will develop very strong skills to ensure they enter upper school able to focus on their appropriate pathway, study effectively and respond positively to teacher and student services feedback. The big challenge for parents and teachers is to work together to ensure our junior school students become skilled at self-management. My special attention to Positive Education, identifying and building on the strengths of each individual is a strong foundation for my approach to this important aspect at WSC. I will give parents regular information about Positive Education through email and newsletters that are emailed to parents twice a term.

I deeply value my very positive relationships with parents. This is established through parent information evenings, year group events such as the Year 7 and Year 8 barbeque, parent and teacher interview nights and through email and telephone. I believe that in order for any child to reach their potential in their schooling, we must have a strong and positive relationship with their parents. Therefore, I have worked with many parent focus groups to develop this publication which I hope every parent will read and feel more confident in building our important positive relationship. The Effective Parent’s Guide to WSC is a working document. That means it will be changed annually responding to its clientele—You. Please let me know if you want any changes to the 2016 edition.
Veronica Sutton
MEET THE ASSOCIATE PRINCIPAL IN CHARGE OF MIDDLE SCHOOL (YEARS 9 & 10)

My role in a Year 9 and 10 student’s life is to focus on preparation for a successful senior school experience. While our whole school approach to Literacy and Numeracy has a strong focus on preparation for NAPLAN, my role is to ensure very sound counselling occurs in Year 10, and that Year 9 students have a strong foundation for senior years.

Trends in education are constantly monitored by Woodvale staff and give direction to where Woodvale sees itself in the future. Currently, we are managing a balance between online learning, teacher direct instruction and group or peer support of learning. It is important parents support their children through this technological and digitally social period and avail themselves of opportunities to learn more through workshops held by the College. We provide a safe environment for students to explore and engage with the curriculum which includes a personal device for each student provided and managed by the College.

In my role, I monitor and implement the necessary changes in order to best support the College’s communication with parents along with supporting the delivery of learning to students through the provision of the most appropriate tools and techniques. The online world is changing the way we see the school day and in the next five years Woodvale will seek the most effective timetable structures to support learning. The College has implemented many online tools for parents and will further explore opportunities as they arise.

In this new world the College is constantly sourcing and training teachers who not only support students with learning course content but also provide their students with the skills to manage as life-long learners.

Reporting student progress is a significant tool to support learning and to keep parents informed. Changes are constant in this field and parents need to seek help where required.

It is therefore very important that parents keep the communication channel between home and school open – by keeping the College up-to-date with phone numbers, home address and email addresses.

Grant Richards

MEET THE ASSOCIATE PRINCIPAL IN CHARGE OF SENIOR SCHOOL (YEARS 11 & 12)

Years 11 and 12 are exciting, challenging and, on occasion, daunting years for students and parents. It is the role of the staff at the College to support students and parents in navigating their way through the important decisions that need to be made over this period. Our goal is for students to leave Woodvale Secondary College having been exposed to a range of appropriate and motivating choices and opportunities.

The research clearly shows that success in Senior School is not linked to a student’s IQ. Researchers have identified ‘grit’ as being the key determining factor in whether individuals will achieve success in any given situation. Parents play a crucial role in supporting students to develop ‘grit’. Together with staff, parents can encourage students to be accountable for their decision-making and for their own performance. We believe in creating a learning environment that supports and nurtures students while encouraging them to develop a growth mindset and a willingness to embrace challenges.

College staff actively encourage students to take responsibility for communication with staff, meeting deadlines and, for many of our students, engaging in the workplace. This period of preparation for life after secondary education is vital in establishing positive habits and behaviours. At Woodvale we believe in preparing students to succeed in life – not just in their exams.

Kristy Watson
COMMUNICATION

There are a number of effective pathways a parent can take to ensure good, clear communication with the highly trained professionals who look after your children at WSC.

You would contact your child’s teacher if you have concerns or celebrations about how your child is performing in that class. See the diagram below for information.

How to Communicate With Your Child’s Teachers

**Learning Area Concern**

- Email Teacher
  
  Jim.Smith@education.wa.edu.au

  Issue not resolved?

- Email Head of Learning Area
  
  (Find out their name on the website or call the College)

  Issue not resolved?

- Email the relevant Associate Principal
  
  (Find out their name on the website or call the College)

  Issue not resolved?

- Email Mrs Fairfoul-Hutcheon, Principal
  
  Lea.Fairfoul-Hutcheon@education.wa.edu.au

  Where possible emails will be answered with 48 hours.

**Whole School Concerns**

- Email Year Coordinator
  
  (Find out their name on the website or call the College)

  Issue not resolved?

- Email Jared Davies — Head of Student Services
  
  Jared.Davies@education.wa.edu.au

  Issue not resolved?

- Email the relevant Associate Principal
  
  (Find out their name on the website or call the College)

  Issue not resolved?

- Email Mrs Fairfoul-Hutcheon, Principal
  
  Lea.Fairfoul-Hutcheon@education.wa.edu.au

  Where possible emails will be answered with 48 hours.

**PLEASE NOTE:**

- Year Coordinators are responsible for the pastoral care of the year group.
- Year Coordinators can inform teachers if there is something going on at home that is affecting your child.
- Year Coordinators need to be advised if there is any in-school bullying taking place.
- If your child is away please contact the College absentee office on 9309 0864 ASAP.

**How You Can Help:**

- Volunteer at the Canteen
  
  Contact: Alison 9309 0875

- Join the P&C
  
  Meetings are held once a term; dates are on the College sign and in newsletters.
MEET THE STUDENT SERVICES TEAM

Manager of Student Services
My role is to work closely with the Year Coordinators, Nurse, Psychologist and Chaplain. I conduct fortnightly reviews of each year group with the Student Services team to ensure all students are monitored.

*Jared Davies*

Year Coordinators

**Junior School Coordinator**
(Year 7, 8 & 9)
Wayne Jaggard
Wayne.Jaggard@education.wa.edu.au

**Year 10 Coordinator**
Richelle Tiedtke
Richelle.Tiedtke@education.wa.edu.au

**Year 11 Coordinators**
Kathy Jarvis-Spinks & Tara Zekovic-Bosnjak
kathy.jarvis-spinks@education.wa.edu.au
danielle.zekovic-bosnjak@education.wa.edu.au

**Year 12 Coordinator**
Mike D’Esposito
michael.desposito@education.wa.edu.au

**School Psychologist** - I am a trained Psychologist working four days a week at Woodvale Secondary College. My role is a one-to-one with students at risk, facilitating Individual Education Plans for students and whole school programs and professional learning for staff.

*Martin Emery*
martin.emery@education.wa.edu.au

**School Nurse** - My role as a school nurse is varied. Primary health care, health counselling, health education and promotion of a healthy lifestyle are my priorities for the College community. I am also a resource person for the staff and students requiring referrals to outside agencies and coordinating programs for students. I am available four days per week if parents would like to contact me.

*Bev Brideson*
beverly.brideson@education.wa.edu.au

**Chaplain** - My role at Woodvale Secondary College is a secular role. I am here to look after the students, give them care when they need it and guide them through the challenges they are facing in their teenage years. I also facilitate whole school fun events like bands playing and community fund raising events like the 40 Hour Famine.

*Mandy Morton*
mandy.moreton@education.wa.edu.au
THE IMPORTANCE OF YOUR SUPPORT FOR OUR UNIFORM

Woodvale Secondary College enjoys a very positive relationship with our wider community. A student in our uniform can be easily identified as being part of our school community. There has been strong research that wearing a uniform is an important aspect of developing a positive school culture.

The uniform is reviewed every few years. Our current uniform was designed by a committee of students, parents and teachers. When reviewed in 2013, we received positive feedback from students and parents and needed to make only minor changes. The Uniform Shop is open at hours convenient to parents and every teacher at Woodvale Secondary College is asked to scan their first class of the day; students out of uniform are sent to Student Services and parents will be contacted.

It is vital that parents reinforce the wearing of correct uniform.

We are proud of the work and the wide collaboration underpinning our uniform. If you have financial challenges preventing you from purchasing the uniform then we can assist you with a plan for payments.

As parents we ask you to please support us by ensuring that your child is in uniform and reinforce its importance. Our Uniform Policy is available on our website and is in every enrolment package. Our Policy also includes NO brightly coloured hair, facial piercing or tattoos.

Our Uniform Shop is open:  
Monday 8.15am to 11.30 am  
Wednesday 12.45pm to 4pm  
Friday 8.15am to 11.30am
SUPPORTING YOUR TEENAGER WITH ICT USE

In my role as ICT Coordinator I talk to many parents about the benefits and pitfalls of technology in our teenagers’ lives. It is essential that we are all aware that whilst the digital age brings with it many positive and exciting things it also brings with it some rather challenging elements also. Our classrooms depend heavily on integrating these technologies and the many benefits they provide, whilst at the same time training students to use them wisely. We ask that parents help support us in our endeavours.

It is every parent’s responsibility to ensure that their child comes to school each day with their laptop fully charged. The College integrates computers into the vast majority of classes and if your child is not equipped with their computer, this will negatively affect their learning in the classroom.

We have no option but to pass the cost of computers on to parents as the funding we received in the past is no longer available. We attempt to keep the cost as low as possible for parents. Students cannot bring devices from home as in most cases these will not have the specifications appropriate to integrate with our network structure. They also are unlikely to have all the required software (valued in excess of $4000) installed. The devices remain the property of the College as long as they contain school licensed software.

Damage to devices is to be reported to the school technical staff within 24 hours of it occurring. Accidental damage is covered by insurance but damage caused by a student is not covered. It is the responsibility of the parent to cover the cost of repair in this case.

Our computers are installed with filtering software to ensure that we are providing the best possible cyber safety for your child. No filter is 100% effective and it is essential that you, the parent, actively supervise the use of your child’s laptop. It is recommended that laptops are not taken into bedrooms and the use of them should be monitored regularly by parents and staff at the school. Limit the time spent on these devices and show interest in what your child is doing. The same can be said for other technologies you may have at home such as iPads and phones. These are an amazing tool, but can also bring with them their own set of dangers. Be aware of the apps your child is using and guide them wisely in their use.

We look forward to working with you and moulding another responsible digital citizen.
Sue McKay and the IT Staff

Hints and tips to help home discussions:

- Chat regularly with your family about technology and how each of you are using it. Be interested in each other’s online adventures.
- Stay safe and well supported online by using technology in shared spaces in your house.
- Share websites of interest with your family and spend time visiting these sites so that you have some knowledge of each other’s online travels.
- As a family, agree upon your family’s acceptable and safe use of technology. Each family member needs to have input into the agreement and all technologies should be discussed.
- Travelling around online is a little like travelling around offline. You need to think about your online safety. Your loved ones will want to know where you have been and for how long.
- Sometimes it is hard to talk to each other about our concerns or problems- online or offline. If one of your friends or family members is behaving differently talk with them about it.
- Friends are great to have and we all enjoy spending time with them... but people can pretend to be whomever they want online so it is best to only have online friends who you also know offline.
- Change passwords regularly! Never share your password with anyone.
- It is your responsibility to monitor and manage your digital reputation. Regularly search your name online. Put your name in ‘inverted commas' for a more specific search.
- Treat others how you would like them to treat you, both online and offline.
- If you are saying or doing things online or offline you know are not right...ask for help. Have a friend or adult help you find better ways to express how you are feeling.
- What you put online stays there FOREVER so think carefully before you post.

Never, ever agree to meet someone offline who you have met online without at the very least taking a friend with you; let an adult know where you are going, who is going with you and when you will be back and; have your mobile phone on, charged and with credit.
POSITIVE EDUCATION AT WOODVALE SECONDARY COLLEGE

Positive Education is a priority in our Business Plan from 2014-17. The founder of Positive Education, Dr Martin Seligman defines it as “education for both traditional skills and for wellbeing.” We have made positive education a new school priority area because we want to ensure our teenagers are well prepared to live a full and happy life and that they are skilled to face difficulties when they arise.

One of the wonderful gifts of this portfolio is that everyone wins. Positive Education in schools grew from a strong scientific base demonstrated to work successfully in the Defence Forces, Health and Wellbeing Industries and Education. Its aim is to develop proactive mental health both within life and work contexts, for all members of the school community.

At WSC all staff are trained to teach Wellbeing, Thriving and Optimal Functioning to every student. We have worked diligently in 2014 to develop an educational environment in the College that enables every learner to engage in established curriculum explicitly teaching Resilience, Character Strengths and a variety of specific skills to develop wellbeing in our students.

Every student at WSC benefits from our whole school implementation of PERMAH, which includes addressing the following:

- Positive Emotions - experience of positive emotions such as joy, gratitude and hope
- Engagement – interest, engagement, curiosity and absorption
- Relationships – social and emotional skills to foster positive relationships
- Meaning – contributing to self, others and the community
- Accomplishment – striving for and achieving meaningful outcomes
- Health – Optimal physical and psychological health

To view the specific content framework for how we embed PERMAH in each year level, go to our website under Positive Education.

Students receive their PERMAH training through explicit teaching in Health Education classes Years 7 to 10, embedding of PERMAH through every learning area to reinforce PERMAH knowledge and skills, a character strengths based, solution focused Student Services team, and a number of opportunities for parents to implement PERMAH principles in the home.

Through newsletters and parent information evenings, we will continue to engage parents in working with us on the program. Research demonstrates that if parents work with schools on PERMAH their children will flourish.
Ways for families to work together to develop optimal happiness, resilience and positive mindsets:

- The whole family can take the free Values In Action Character survey. You can complete the free survey using the link: [http://www.viacompass.org/Survey/Account/Register](http://www.viacompass.org/Survey/Account/Register)
- Use as many opportunities as you can to discuss your child’s character strengths and how they can easily access them to build resilience, solve problems and thrive on a daily level.
- Construct a family tree and identify character strengths from the survey.
- When your child comes home from school ask them what went well today or share your own what went well experiences.
- Encourage your child to keep a gratitude journal or make time in the day as a family to express what you feel grateful for every day.
- Attend the many PERMAH workshops offered after school hours for families to work together on building positive emotions.
- Identify character strengths in characters from movies you watch as a family or favourite books.
- Set short term, medium and long term goals for students and for all members of the family.
- Focus on the idea of working hard, not being ‘good at something or ‘bad at’ something.
- Spend time together on a family activity.
- Provide clear boundaries regarding access to social media and screen time. Emphasise clear and genuine face to face communication at home.
- Encourage students to be part of the wider community – join a sports team, club or activity or get part time work.
- Encourage your child to criticise less and empathise more.

By involving your family in these sorts of activities, you can increase their knowledge and skills to increase well-being.
RESILIENCE: HELPING YOUR TEENAGER ‘BOUNCE BACK’

What is Resilience?
Resilience is the ability to ‘bounce back’ after something negative – like a tough situation or difficult time – and then get back to feeling just about as good as you felt before. It’s also the ability to adapt to difficult circumstances that you can’t change, and keep on thriving. When you’re resilient, you can learn from difficult or challenging situations and get stronger.

Your child needs the personal skills and attitudes to help them bounce back from everyday challenges such as making mistakes, falling out with friends, moving to a new school or losing an important sporting match. Your child might also face more serious challenges such as family breakdown, adapting to a step-family, the illness or death of a family member or bullying.

How resilient you act and feel can go up and down at different times. You might be better at bouncing back from some challenges than others. Some young people face more challenges than others because of learning difficulties or disabilities, or because they have more anxious personalities. The more challenges young people have, the harder it is for them to be resilient. But all young people can build the personal skills for resilience. As a parent, you have a big role to play in helping.

Resilience is more than just coping. When you’re resilient, you’re more prepared to seek new experiences and opportunities and take reasonable risks to achieve your goals. Risk-taking might mean some setbacks, but it also creates opportunities for success and greater self-confidence.

Helping Your Child Build Resilience
Resilience for young people is built on a foundation of strong positive relationships with parents. Children can also gain strength from other caring adults that they identify with, such as grandparents, aunts, uncles or teachers who might act as mentors. Friends and classmates can also be great sources of support if your child’s going through a difficult time.

You can help your child build the ability to bounce back from difficult situations by giving them the opportunity to learn and practise important values and skills such as:

- self-respect and other personal values and attitudes
- social skills
- helpful and optimistic thinking
- skills for getting things done.

Personal Values and Attitudes for Resilience
Self-respect is a great building block for resilience. Self-respect grows out of setting standards for behaviour. If your child has self-respect, they believe that they matter and should be treated respectfully by others. They are also more likely to protect themselves by avoiding risky behaviour and situations. A strong sense of self-respect will also help your child be less vulnerable to bullies and bullying.
Empathy, respect for others, kindness, fairness, honesty and cooperation are also linked to resilience. This includes showing care and concern to people who need support, accepting people’s differences, being friendly and not mistreating or bullying others. If your child shows these attitudes and behaviour towards others, they are more likely to get a positive response in return. This helps them feel good about themselves.

Social skills
Social skills are another important building block for resilience. They include the skills needed to make and keep friends, sort out conflict, and cooperate and work well in a team or group.

When your child has good relationships at school and gets involved in community groups, sports teams or arts activities, they have more chances to develop connections and a sense of belonging.

Helpful and optimistic thinking
Resilience is about being realistic, thinking rationally, looking on the bright side, finding the positives, expecting things to go well and moving forward, even when things are bad.

When your child’s upset, you can help them keep things in perspective by focusing on facts and reality. For example, you could try gently asking, ‘Does this really matter as much as you think it does? Is it worth getting upset about this? On a scale from 1-10, how bad is this really?’ A sense of humour can also help you both keep things in perspective and stay calm.

If your child is being hard on themselves (for example, ‘I’m scared of public speaking’), you could suggest more helpful self-talk instead. For example, your child could try saying, ‘Public speaking isn’t my favourite thing, but I’ll be able to cope’.

Your child is more likely to feel positive if they can see that difficult times are a part of life, that they’ll pass, and that things will get better. You might be able to help your child with this. You can also help your child keep things in perspective and understand that a bad thing in one part of their life – say, a poor exam result – doesn’t have to flow over into all parts.

Talking and working together to find solutions can help your child be more resilient. And having a problem-solving method is one way for your child to feel they have the power to get through bad times.

No matter how upbeat your child is, there’ll be times when they feel anxious, scared or angry. If they are resilient, they will be able to ride out these adolescent ups and downs. Ways to turn low moods into better ones include:

- doing things you love and enjoy
- spending time with friends
- helping someone else
- talking with friends or a support person
- exploring activities that help you relax
- going for a vigorous walk or doing some kind of physical activity
- going over some good memories by looking through photographs
- watching a funny TV show or DVD, or reading something funny.

Skills for getting things done
Feeling confident, capable and ready to get things done are big parts of resilience. Important skills in this department are goal-setting, planning, being organised and self-disciplined, being prepared to work hard and being resourceful.

You can foster these skills in your child by helping them work out her specific strengths and limitations. Then you can encourage them to set goals that put their strengths into action, and that help them to focus on what they are good at. For example, if your child’s good at singing or music, you could suggest they join the school band, or even start their own band. If they are good with young children, you could suggest they look into some babysitting work or coaching junior sport.

Supporting your child to take on new or extra responsibilities – a leadership role at school or even a part-time job as they get older – is a great way to build their confidence and sense of what they can do.
Key Messages for Building Resilience

Parents can create a positive family environment that fosters resilience by communicating some key messages to your child in your daily life together:

- Life is mainly good, but now and then everyone has a difficult or unhappy time. It’s a normal part of life.
- Things nearly always get better, even though they might sometimes take a bit longer to improve than you’d like. Stay hopeful and work on the problem if you can.
- You’ll feel better and have more ideas about what you can do if you talk to someone you trust about what’s worrying or upsetting you.
- No-one’s perfect. We all make mistakes. We all find out there are some things we can’t do so well.
- If you can find something positive or funny in a difficult situation, no matter how small, it can help you cope better.
- Take fair responsibility for what you did or didn’t do to cause a difficult or unhappy situation. But don’t over-blame yourself – circumstances, bad luck or other people all played a part too.
- If something can’t be changed, you just have to accept it and live with it. Don’t make yourself miserable by making it worse or by assuming that the worst possible scenario is the one that will happen.
- When something goes wrong, it will usually only affect one part of your life. When this happens, focus more on the things in your life that are still going well.
- Everyone gets scared sometimes, but not always about the same things. Facing your fears can help you grow stronger.
- Don’t let yourself be ‘hijacked’ by your feelings so that you’re not in charge of yourself. Find a way to calm yourself down so you can think of the best way to deal with how you’re feeling.

http://raisingchildren.net.au/articles/resilience_teenagers.html

Resources for Parents

The Learning Resource Centre has a wide range of resources on many topics for parents. You are very welcome to visit the Learning Resource Centre or phone on 93090850 to borrow.

Some suggested resources are:

Biddulph, Steve  Raising Boys
Carr-Gregg, Michael and Shale, Erin  Adolescence – A Guide For Parents
Faber, Adele and Mazlish, Elaine  How to Talk So Kids Will Listen and Listen So Kids Will Talk
Grant, Ian and Cowan, John  The White Water Rafting Years – A Common-Sense Guide To Parenting Teenagers
Street, Helen and Porter, Neil  Better Than OK – Helping Young People to Flourish at School and Beyond
Ways to Support Your Child’s Reading Development

Research has shown that children’s motivation and achievement improve when their parents and carers are involved in their education. There are many everyday things you can do to encourage your child to read and improve their literacy.

- Make reading a daily habit by setting aside 10 to 15 mins every day for reading. Students, who read more, read and write better.
- Let your child choose the books he / she is interested in.
- Be a reading role model and let your children see you reading – for enjoyment, for information, for news, online etc. This reinforces that we need to be able to read for many different purposes.
- Encourage your child to read and view a variety of texts such as newspapers, novels, comics, magazines, websites, instructions, recipes etc.
- Remember to focus on what your child is doing well when reading, rather than what they are doing wrong.
- Visit bookshops and libraries. Talk to your children about reading and books, and what they like to read. Maybe read the same book and discuss it. Make it fun.
- Have a place in your home for your family’s books. Show that they are special and important to your family.
- Set up a comfortable area where your children can read with you or with other siblings.
- Do not force your child to read aloud if they do not feel confident. Remember reading is about making meaning rather than saying words. Read books aloud, take turns or read independently. Whatever is most appropriate.
- Fill your home with lots of different reading materials. Encourage your children to try new and challenging books / texts. Remember reading off a screen is a more difficult skill and different to reading paper based text.
- Discuss new and unusual words or phrases. Encourage your children to write down new words they encounter and find out what they mean. Write down difficult words and practise spelling them. Play games that develop vocabulary. e.g. Scrabble.
- Encourage your child to make predictions about books / texts before reading and talk about what they learnt or discovered after finishing reading.

Efficient readers are active as they read. They use a range of strategies to identify unknown words and comprehend text. These include:

- Clarifying the purpose or goal of reading the text
- Skimming or looking through the text before reading
- Making predictions about what might come next
- Making connections to what they already know
- Working out what information is most important in the text
- Re-reading any information that is important or difficult to understand
- Asking questions about the text
- Making inferences about information not explicitly stated in the text
- Paraphrasing or summarising the information read
- Scanning when looking for some specific information
- Reading on to the end of a sentence to gain meaning, rather than being stuck on an unfamiliar word.
- Sounding out unfamiliar words
HOME-STUDY GUIDELINES

Your child is at school six hours a day. We endorse that parents teach their children a life balance and that your child needs to rest and exercise to decrease stress and build positive lifelong healthy habits. However, we are in a schooling system where a large component of your child’s assessments requires them to sit in one place and focus. Final Year 12 examinations require students to focus for up to three hours at a time.

In order to best prepare your child to focus for increasing periods of time, you will need to train them to do home study. Research and experience show us, as educators and as parents, that the best way to do this is to start with small steps and build on the process.

- Your child has a quiet and clean space they go to do their home study.
- Negotiate agreed times. For example:
  - 3 times a week for sixty minutes at a time in Years 7 and Years 8
  - 4 times a week for ninety minutes in Years 9 and Year 10
  - 5 times a week for one hundred and twenty minutes at a time in Years 11 and 12
- Home-study is a combination of reinforcing the day’s learning by going over notes made in lessons, completing homework set by teachers and using effective study techniques like mind mapping to further consolidate learning. Frameworks for effective study techniques can be found in the Junior School study skills section of our website.
- Your child could also use the time to read.
- Effective use of this time occurs when there is no distraction from mobiles or media. Students should have a study timetable on their desk which nominates a subject to a specific day. If trained to conduct home study, students are sure to succeed in Senior School.

Our whole school assessment policy is available on our website. www.woodvale.wa.edu.au About Us—School Rules.

SAFE SCHOOL ENVIRONMENT

All staff are committed to creating a safe and orderly school environment in order for your child to maximise their learning. It is also very important to the maturing adult to learn to deal with power and authority and to respect rules and expectations developed to enhance the wider society. We ensure that every student knows this throughout their secondary school experience. As parents it is vital that you reinforce this message. If you feel you need to question something that has happened to your child, please ensure that you follow the relevant communication pathway.

When events happen on the weekend or out of school, we are very limited in what we can do to help. It is a much better use of your resources to contact the police and inform them if vandalism, bullying or negative behaviour is occurring outside of the College.

Ensuring your child is in the correct uniform and supporting the College Uniform Policy is a vital part of our partnership. Please be part of your child’s wider training to live successfully in an environment where there are rules and expectations by reinforcing our College Uniform Policy.

Your child’s mobile phone is to be turned off in class and while moving between classes. If they do not so, their phone will be confiscated and can be picked up from the relevant Associate Principal. If a student reoffends, then parents need to pick up the mobile with their child. It is important that your child learns phone etiquette as it will affect them in the workplace.

Many parents feel overwhelmed and a little lost in the rapidly changing world of the adolescent. It is always an advantage to get to know the parents of your child’s friends and check with them what their family regulations are. There is strength in numbers!

Student Services policies can be found on our website.
ABSENCES

The Department of Education has mandated all government schools to treat holiday vacations taken in school time as unauthorised absences. This means that if you take your child out of the College during term time for a holiday they will receive zero for in-class assessments. This could severely affect their grades. Teachers are also advised not to prepare or mark work for students who are on family holidays during school time. However, your child can access Moodle and keep up with work from assessment outlines and learning resources on the site. Also if they have a take home assessment during that time, they can submit that electronically to their teacher by the due date.

VOLUNTARY CONTRIBUTIONS AND CHARGES

The money the College receives from voluntary contributions and charges goes directly to learning area resources and programs to enhance your child’s educational experience at the College. Please ensure that you pay the contributions and charges by the due date or that you phone the College to organise a payment plan.

SPECIALIST PROGRAMS

Students are selected into Specialist Programs through highly competitive entry requirements. Your child’s acceptance into a Specialist Program is a commitment to the program and our school, and parents need to ensure their child fulfils the requirements of the program and remain committed for four years.

Unless extenuating circumstances arise, we ask that parents not request their child cease to be in a Specialist program. If your child is removed and you are out of area, this may mean the cancellation of your child’s enrolment. The Specialist Programs attract a range of students whose abilities outside of their specialist area may vary. Their teachers know this and will give them extra support when needed. Please encourage commitment and resilience in your child if considering entry into our Specialist Programs.

ASIAN HUB

Woodvale Secondary College is a highly established Asian Hub school. We have been recognised for excellence in our teaching of Japanese and Mandarin and in our building strong links within the wider world and our local community. Every Year 7, 8 and 9 student studies an Asian language. They do so on different pathways from advanced language use to learning about the culture and learning some key phrases.

Research clearly demonstrates that your child will be significantly advantaged by having some level of use and understanding of China or Japan. It is important that you support your child in this challenge as the rewards are high.