



WOODVALE
SECONDARY COLLEGE

POSITIVE PARENTING GUIDE



**The way we talk
to our children
becomes their
inner voice.**

— PEGGY O'MARA —

WWW.VERYBESTQUOTES.COM



LEA FAIRFOUL-HUTCHEON

MEET THE PRINCIPAL

Welcome to 2018 at Woodvale Secondary College. As the Principal of 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 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 guidance as you support your young person in the secondary setting as well as to ensure that we have a shared understanding of our 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!



VERONIKA SUTTON

MEET THE ASSOCIATE PRINCIPAL - LOWER SCHOOL (YEARS 7 AND 8)

A big hello to new parents/caregivers.

My role as Associate Principal of lower school is to be responsible for students from Year 7 to Year 8. As such I work closely with lower school teachers ensuring that every student's learning needs are met. I have a strong understanding of the early 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/Numeracy Committee ensuring that teachers focus on literacy and numeracy to ensure that students are well prepared for NAPLAN in Years 7 and 9.

I have the responsibility of ensuring every student in lower school feels safe and happy at Woodvale Secondary College. In lower school our students focus on developing very strong study and organisational skills to ensure they enter Senior 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 lower school students become skilled at self-management. My special attention to social and emotional wellbeing, identifying and building on the strengths of each individual is a strong foundation for my approach to this important aspect at WSC. I offer parents regular information about Positive Education through email and our website. Also look for the website area on Lower School Study Skills where I have placed a plethora of support materials for parents. A significant focus is the use of the college diary in Year 7 and Year 8. This important tool helps students to be organised and is full of important tips for parents and caregivers.

I deeply value my very positive relationships with parents. This is established through parent information evenings, year group events like the Year 7 barbeque, parent and teacher interview nights and through email and telephone. I also hold a number of Positive Parenting workshops, usually one per term, where I teach parents about Positive Education and listen to their feedback about the college. You will be informed of the Positive Parenting workshop well in advance, so do try to attend and make personal contact with me. 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 Positive Parent Guide is reviewed annually based on parent feedback to ensure it is relevant for all parents.



GRANT RICHARDS

MEET THE ASSOCIATE PRINCIPAL - MIDDLE SCHOOL (YEARS 9 AND 10)

My role in a Year 9 and 10 student's life is to build on their experiences enjoyed in the Lower School to further develop their study and organisational skills. 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 WSC 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. I look forward to a strong working relationship with all parents.



JUSTINE MCNAUGHT-CONROY

MEET THE ASSOCIATE PRINCIPAL - SENIOR SCHOOL (YEARS 11 AND 12)

As the Associate Principal of Senior School at Woodvale Secondary College, it is my role to support Year 11 and 12 students to achieve success as they move through their final years of high school. Whilst Senior School might be an exciting time of life for young people, it can also be full of challenges for both students and parents. It is often the time that students are considering their potential study and/or career pathways and 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 successfully complete Year 12, having been exposed to a range of appropriate and motivating choices and opportunities.

Success in Senior School is not achieved without significant hard work, determination, and resiliency. Building on the strong organisational and study skills learnt in lower school, students will be supported to develop the necessary skills that will prepare them for success both at high school and in their future life. Parents play a crucial role in supporting their child to develop these skills. Together with staff, parents can encourage students to be accountable for their decision-making and for their own academic performance. We believe in creating a learning environment that supports and nurtures students whilst 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, meet deadlines and, for many of our students, engage in the workplace. Should parents have questions about any aspects of their child's achievement, we

encourage them to speak firstly to their child, followed by the classroom teacher. The 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.

COMMUNICATION

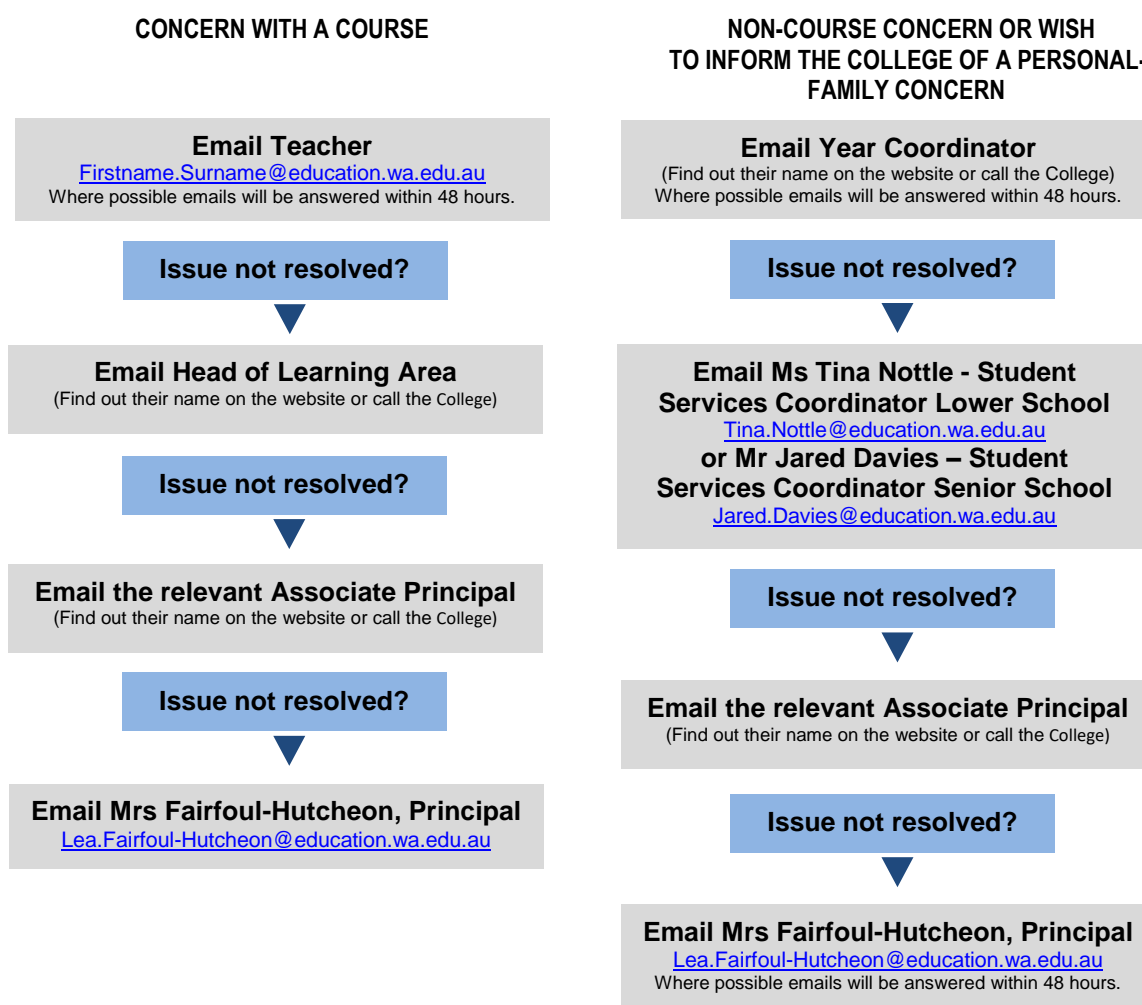
There are a number of effective pathways a parent should take to ensure good, clear communication with the highly trained professionals who look after your children at WSC.

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.

You can access the teacher's name from your child's timetable or our website.

You can contact the Year Coordinator for issues needing emotional support.

HOW TO COMMUNICATE WITH WSC STAFF



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 0808 ASAP.

HOW YOU CAN HELP

- ▶ Volunteer at the Canteen - contact: Barbara - 9309 0875
- ▶ Join the P&C. Meetings are held once a term; dates are on the College sign and on the website.

MEET THE STUDENT SERVICES TEAM



STUDENT SERVICES YEAR 7-9 COORDINATOR

TINA NOTTLE

tina.nottle@education.wa.edu.au



YEAR 7 COORDINATOR

KAREN VARDY

karen.vardy@education.wa.edu.au



YEAR 8 COORDINATOR

REBECCA LAZARUS

rebecca.lazarus@education.wa.edu.au



YEAR 9 COORDINATOR

WAYNE JAGGARD

wayne.jaggard@education.wa.edu.au



LEARNING SUPPORT COORDINATOR

DEE KENNEDY

desma.kennedy@education.wa.edu.au



SCHOOL PSYCHOLOGIST

MARTIN EMERY

martin.emery@education.wa.edu.au

I am a trained Psychologist working four days a week at the 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. I am also a leader in Positive Education.



COMMUNITY HEALTH NURSE

CHRIS DILLON & NICOLE BRAILEY

chris.dillon@education.wa.edu.au nicole.brailey@education.wa.edu.au

The role of the Community Health Nurse is varied. Primary health care, health counselling, health education and promotion of a healthy lifestyle are priorities for the College community. I am also a resource for staff and students requiring referrals to outside agencies, and I coordinate programs for students.



CHAPLAIN

JENNIFER NELSON

jennifer.nelson@education.wa.edu.au

The role is a secular role. The focus is to look after students, give them care when they need it and guide them through the challenges they are facing in their teenage years. Facilitate whole school fun events like bands playing and community fund raising events like the 40 Hour Famine. I also facilitate our fantastic In School Community Service Program.



STUDENT SERVICES YEAR 10-12 COORDINATOR

JARED DAVIES

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YEAR 10 COORDINATOR

MARY-JEAN SIMMS

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YEAR 11 COORDINATOR

MIKE D'ESPOSITO

michael.desposito@education.wa.edu.au



YEAR 12 COORDINATOR

JENELLE BROWNING

jenelle.browning@education.wa.edu.au

SUPPORTING YOUR TEENAGER WITH ICT USE

SUE MCKAY AND IT STAFF

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.

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. Do not save passwords in browsers or programs.
- ▶ 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.

SOCIAL AND EMOTIONAL WELLBEING

Positive Education was 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 made Positive Education an embedded 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. We now move towards more whole school strategies for social and emotional wellbeing.

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 within both 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 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 and engagement 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. We also enjoy a strong whole school approach to recognising character strengths, practising mindfulness and growth mindsets.

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. We also facilitate a number of opportunities for parents to implement PERMAH principles in the home.

Through our website 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 and everyone in the home will benefit.





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.viacharacter.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 Positive Education 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 and praise your child on their skills and effort not their looks.
- ▶ 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 or better still be a volunteer in our important In-School Community Service program.
- ▶ Encourage your child to criticise less and empathise more.
- ▶ Encourage meditation in your family. The neuro science on brains shows that meditation actively improves your brain, de-stresses your brain and is vital for health.
- ▶ Learn new things, this will fire up brain neurons

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'

When young people are resilient, they cope better with difficult situations. They 'bounce back' when things go wrong. Young people need resilience to navigate life's ups and downs, so building resilience is an important part of adolescence

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 and not 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. 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.

Remember you are good enough
Everyone is different
Stop comparing yourself
Individuality rocks 🦋
Learn something new daily
Involve yourself in what you love doing
Enjoy things that make you happy
Not everyone can be 1st, 2nd, or 3rd
Care about yourself and others
Expect that some days won't be great

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 an 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 is 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? How would you feel if you did not react to 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" or "I can use my character strengths to help me here".

Your child is more likely to feel positive if they can see that difficult times are a part of life, that they will 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 of their lives.

Talking and working together to find solutions can help your child be more resilient. 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 will 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 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.



ANXIETY MANAGEMENT TIPS

FOR CHILDREN

RELAXATION

Can help reduce physical symptoms of anxiety and 'clear your head' to problem solve.

These are good to practice regularly when your child is calm. This way they are then prepared to use them when anxious.

- ▶ **Slow breathing** – expel all air, then 4 sec in through nose, 6 sec out mouth. Repeat several times
- ▶ **Progressive muscle relaxation** – tense muscle groups (3 sec) then release
- ▶ **Mindfulness** – bring your attention to the present moment, via senses. Can use apps (e.g. SmilingMind)

PSYCHOLOGICAL STRATEGIES

- ▶ **Challenge your thoughts** – How we think affects how we feel. Often we over-estimate the danger and underestimate our ability to cope. Some questions to ask yourself:
What's the worst that could happen? – What would I do then?
What's the best that could happen?
What's the most-likely thing to happen?
- ▶ **Schedule some 'worry time'** – write down your worries at a regular time each week. If they arise at other times, say to yourself: 'I'll deal with that at my worry time'. This can stop worries overtaking your life
- ▶ **Keep a diary of your thoughts and feelings** - Being aware of our thoughts helps us challenge their accuracy.
- ▶ **Small acts of bravery** – face something that makes you anxious. Learn: What you fear isn't likely to occur and if it does you can handle it

GENERAL STRATEGIES:

- ▶ **Healthy Lifestyle** – keeping active; eating and sleeping healthily; reduce caffeine intake
- ▶ **Be kind to yourself** – It's easy to self-talk negatively ('Why am I so weak/scared/useless'). You are not your anxiety.

FOR PARENTS

- ▶ **Model being calm ourselves** – Check-in with our own anxiety (what's my heart doing now? How's my breathing?) Think about *how* you speak, any non-verbal signals and try to avoid showing that you're worried
- ▶ **Speak empathetically, but firmly to our children** – e.g. "I can see you're feeling a bit anxious/worried. How about we take a few breaths [co-regulating] together before we go to School/head to the shops"
- ▶ **Reward plan** – If your child can face their anxiety organise a reward.
e.g. If they attend school all week/all day they get _____
- ▶ **Have confidence in your child** – 'you can do this', 'I know it's a challenge, but you're pretty tough'.
- ▶ **Try to maintain a routine** – knowing what's coming up can lessen anxiety
- ▶ **Practice calming/relaxation strategies with your child** - encourage and practice these together when your child is calm. This makes it easier for your child to use when distressed
- ▶ **Calm first before discussing** - If your child is getting physical symptoms (rapid breathing, rapid heart trembling) help them to reduce these before talking too much. Problem solving when calm works best.

PROFESSIONAL HELP: IF THINGS AREN'T IMPROVING, EARLY INTERVENTION IS BEST

NOTE: If you are unsure of any of the strategies listed above – consulting with a professional is best

- ▶ **See your GP** - This can help rule out medical issues (e.g. IBS). Your GP can organise a mental health care plan if appropriate and refer to a Psychologist
- ▶ **Seeing a Psychologist**
 - Private Psychologist (via GP referral)
 - Agency – Headspace, ECU Psychological services
 - Child and Adolescent Mental Health Service (CAMHS) – via referral from GP or School Psychologist
- ▶ **School Psychologist** – can help assess and support anxiety, but cannot provide long-term ongoing therapy

WHEN THE GOING GETS TOUGH

Parenting is a very difficult and complex process. It never ends and the rewards are not immediately apparent. Here is what the experts say you should do when the going gets tough.

The good news is, psychologists believe that resilience can be learned. We can practise strategies now that can help us bounce back from adversity when life gets tough. Nelson Mandela once said, “The greatest glory in living lies not in never falling, but in rising every time we fall.” Here are some exercises that can help you build resilience to rise after a fall.

1. A MINDFUL PAUSE

The next time you start feeling stressed or you just need life to slow down a little bit try this breathing/mindfulness exercise:

- ▶ Pause and feel your in-breath and out-breath for 10 – 15 seconds.
- ▶ Conclude with a question: Which of my character strengths will I bring forward right now?

Mindfulness and character strengths can be woven together to produce a variety of positive outcomes. Research shows that mindful breathing is calming and can reduce an individuals' reactivity to repetitive thoughts. A consistent practice of mindful breathing can make it easier to do when faced with challenging situations. Furthermore, the reminder to call forth a character strength ([/www/Character-Strengths](#)) helps you remember that you have powerful strengths that can be immediately used.

2. COUNT YOUR BLESSINGS

Expressing gratitude ([/www/Gratitude](#)) positively correlates with life satisfaction, optimism, longevity, and lower levels of anxiety and depression (Peterson & Seligman, 2004). Take time each night to write down 3 things that you are grateful for from that day. By reminiscing about these positive things you will feel better about your life as a whole and feel more hopeful about the future. In times of stress and turmoil focusing on your blessings can help shift your focus and pull you out of a cycle of recurring negative thoughts.

3. PREPARE FOR A FUTURE CHALLENGE

Name a situation or difficulty that you are likely to face in the near future. This might be having to participate in a school or work meeting that you are worried about. As you imagine what might occur in this situation, take a moment to imagine what character strengths ([/www/Character-Strengths/VIA-Classification](#)) you could bring forth to help you. Could you bring forth additional character strengths? Taking time to apply the character strengths “language” can assist you in shifting how you view yourself, others, and your problems. It helps bring balanced perspective to your challenges and focus on the positive ways you can influence an upcoming situation.

SKILLS FOR GETTING THINGS DONE

Feeling confident, capable and ready to get things done are big parts of resilience. Important skills in this area 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 their specific strengths and limitations. Then you can encourage them to set goals that put their strengths into action, and that helps them to focus on what they are good at. For example, if your child is 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 and when you can.
- ▶ You'll feel better and have more ideas about what you can do if you talk about what's worrying or upsetting you to someone you trust.
- ▶ No-one is perfect. We all make mistakes. We all find out there are some things we can't do so well. Life is a learning journey.
- ▶ 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 did not 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.
- ▶ Exercise really helps to remove negativity.
- ▶ Count the things you are grateful for.

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

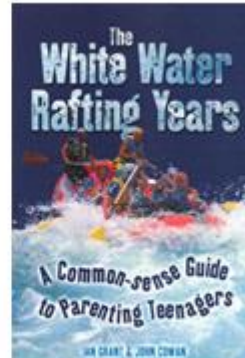
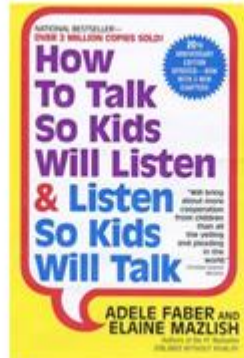
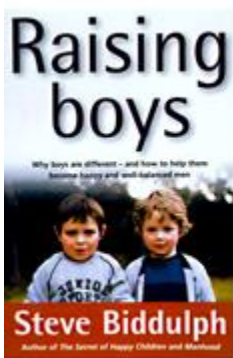


RESOURCES FOR PARENTS

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 9309 0850 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*



LITERACY

Literacy is a very important skill to learn and it is more than being able to read and write, speak and listen. Certain literacy behaviours assist students to become effective learners who are confident and motivated to use their literacy skills broadly. They include students managing their own learning to be self-sufficient; working harmoniously with others; being open to ideas, opinions and texts from and about diverse cultures; returning to tasks to improve and enhance their work; and being prepared to question the meanings and assumptions in texts.

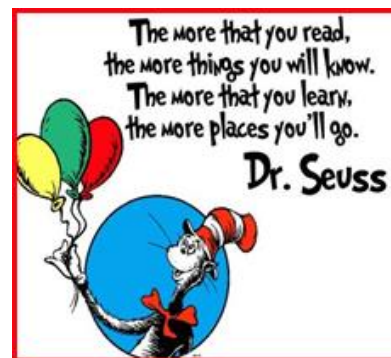
As a parent you can assist your child to build their literacy skills. Here are some ideas for working together on literacy.

- ▶ Model reading. Sit and read magazines or books and talk about your reading.
- ▶ Read to your child and check their understanding about what you have read to them with these 'unpacking questions':
 - What was that about?
 - Who do you think the target (intended) audience is?
 - What values and beliefs did the writer show?
 - How did they try to persuade us to think like they do?
 - How are the main points in this relative to us and our context?
- ▶ Buy your child a magazine in something of interest to them and get them to read the articles and tell you about them using the unpacking questions.
- ▶ Talk about what is happening in the world. Watch the news and discuss what is happening, why and some possible consequences.
- ▶ Watch some documentaries together and discuss using the questions that unpack a text.
- ▶ Watch some films together and discuss using the questions that unpack a text.
- ▶ Practice oral presentations with your child. They must present in front of peers and the more they practice the less daunting it is.
- ▶ Do spelling tests for fun.

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 minutes 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 from a screen is a more difficult skill and different from reading paper based texts.
- ▶ 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 such as Scrabble.
- ▶ Encourage your child to make predictions about books/texts before reading and talk about what they learnt or discovered after finishing reading.
- ▶ Read to them as part of your bedtime routine.



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

NUMERACY

To be numerate is to confidently and effectively use mathematics to meet the everyday demands of life.

Why is numeracy important?

Numeracy enables you to develop logical thinking and reasoning strategies in your daily life. We need numeracy to solve problems and make sense of time, numbers, patterns and shapes for activities like cooking, reading a map or bill, reading instructions and even playing sport.

Way to support your child's numeracy development

Research has shown that children's motivation and achievement improve when their parents or carers are involved in their education.

There are many everyday things you can do to encourage numeracy learning. These include:

- ▶ Speaking positively about mathematics/numeracy
- ▶ Encouraging your child to use mathematical language – how much, how big, how small, how many
- ▶ Discussing the use of numbers, patterns and shapes in your day-to-day life – numbers found on library books, spatial patterns or shapes in the home and architecture
- ▶ Talking about occasions when you are using mathematics in daily jobs and real-life situations – cooking, map reading, building and playing sport
- ▶ Exploring situations using money such as shopping, budgets and credit cards
- ▶ Estimating, measuring and comparing lengths and heights, how heavy or light things are and how much containers hold
- ▶ Talking about different ways to solve a problem
- ▶ Using everyday tools like tape measures or kitchen scales and discussing the units of measure
- ▶ Asking 'does that make sense', 'is the answer reasonable?' or 'what other ways could we do this?'
- ▶ Observing and using timetables, calendars and clocks for different purposes like study periods, holiday planning and catching public transport
- ▶ Helping your child to work out how much things cost and what change they will receive
- ▶ Building your child's confidence in Maths and helping them believe they can succeed
- ▶ Encouraging your child to know their times tables and how they arrive at each answer; it helps them become a more powerful thinker
- ▶ Talk to your child's Maths teacher if they are unsure about an aspect of Mathematics
- ▶ Play games with your child that help them learn to estimate things by length or weight.
- ▶ Encourage your child to understand the value of numbers eg the '6' in '60' is 6 lots of 10.



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 Year 7 and Year 8
 - 4 times a week for ninety minutes in Year 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 Lower 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/student-services/our-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 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 policies and procedures.

Your child's mobile phone is to be turned off in class and while moving between classes. If they do not do so, their phone will be confiscated and can be collected from the relevant Associate Principal. If a student reoffends, then parents need to collect 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.



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 college. Parents need to ensure their child fulfils the requirements of the program and remains committed for a minimum of three years.

Unless extenuating circumstances arise, we ask that parents not request their child cease to be in a Specialist program. Please encourage commitment and resilience in your child if considering entry into our Specialist Programs.



WOODVALE
SECONDARY COLLEGE

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