



INFORMATION GUIDE FOR 2020

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General Information

The Whyalla High School Information Book provides you with an overview of programmes and policies to help guide you in your decision about secondary schooling for your child.

Whyalla High School students transition from the local primary schools throughout Whyalla. The transition includes Open Night, half and whole day visits to Whyalla High School, Whyalla High School staff visits to primary schools and the family barbecue in the first few weeks of Year 8. Staff from all schools meet and share student information that supports a successful transition. We acknowledge the rich and successful learning that takes place in our feeder primary schools.

The Middle School model at Whyalla High School provides students in years 8-10 with deep and personalised connection with core team teachers and core subjects (English, mathematics, science, history and social sciences) which is supplemented by a wide range of experiential and option subjects that ensure complete engagement with the Australian Curriculum. We aim to provide opportunities for every child to achieve success in all subjects and explore personal strengths through a diverse curriculum.

The Australian Curriculum sets out the core knowledge, understanding, skills and general capabilities important for all Australian students. It describes the learning entitlement of students as a foundation for their future learning, growth and active participation in the Australian community. It makes clear what all young Australians should learn as they progress through schooling. It is the foundation for high quality teaching to meet the needs of all Australian students. The general capabilities include literacy, numeracy, information technology, critical and creative thinking, personal and social competence, moral and ethical behaviours and intercultural understandings. Cross Curriculum Priorities focus on Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia and Sustainability.

Topics within each learning area are designed to enhance the curriculum and develop expert learners through authentic personalisation and connection for all learners.

I encourage you to contact the school if you need more information.

Mrs Tricia Richman
Principal

Our Vision



We envisage Whyalla High School being a high performing school that improves the educational attainment and wellbeing of children and young people in Whyalla.

Our Improvement Priorities:

Increase and maintain student's achievement in writing from year 7 to year 9.

Increase and maintain student achievement in all subjects.

Increase and maintain reading achievement of Aboriginal and/or Torres Strait Islander (ATSI) students.

Whyalla High School operates on a middle schooling model of education where care group classes have longer periods of time together particularly in mathematics, science, English, history and social sciences.

The focus of the middle schooling approach is to foster an environment that allows transition for students as they move from primary into high school years. Middle school education builds upon skills acquired in previous learning experiences and provides an opportunity to explore new areas of interest that will give direction for future choices.

An important part of the middle schooling concept is to develop strong relationships between students and teachers. Care Group provides an important platform for the development of these relationships.

Care Group is a time from 8.45am until 9.20am each morning when teachers and students explore a range of issues associated with wellbeing and the development of positive attitudes. The Care Group activities are associated with Be You, the Child Protection Curriculum and team building through physical education. Students have an important part to play in the development of Care Group activities through involvement in Student Voice.

Care Group is a crucial time in a student's day as it sets up the remainder of the day and often the week, through both relational activities as well as the sharing of important information.

Learning Centre



The Learning Centre is a modern, engaging, inspiring and safe learning space where students seek assistance, support and extension. The learning space is divided into two separate areas. One is a modern classroom environment, while the other is a very relaxed area for private study of one-to-one support. The Learning Centre operates every lesson of our school week, with a range of designated teachers, as well as SSO support.

To access the Learning Centre, students go through a referral process. Teachers can refer students for additional literacy and numeracy support, as well extension in any subject area. Students are also able to self-refer, in subjects they are finding challenging. The Learning Centre can also be accessed for one-to-one support in social skills, life skills and future career pathways.

For further information about referrals to the Learning Centre, please feel free to contact the Deputy Principal, Ms Jess Bennett or your child's Care Group teacher.

Bookwork Standards

Well-presented bookwork is an important part of the teaching and learning process. It reflects your willingness to take responsibility for your own learning and show that you take pride in your education.

These bookwork standards are designed to:

- help make learning visible
- encourage you to take pride in your book work
- help develop your organisational skills
- assist you in developing positive work habits
- provide opportunities for you to refine your literacy skills.

At Whyalla High School, it is each student's responsibility to ensure that:

- all subject workbooks are labelled with your name and the subject. All work is neatly presented
- margins are ruled with a line down the left hand side and across the top of the page
- all work has a title and date
- completed work is ruled off underneath
- consecutive pages are used and there will be no empty spaces/pages
- mistakes are corrected in an appropriate manner - with use of an eraser or neat crossing out
- no graffiti, scribble, messy crossing out or drawings to be on covers or pages of your books
- blue or black pen only is used (red pen or pencil when instructed by your teacher). Coloured pens should only be used for highlighting or for emphasising an important point
- worksheets are trimmed to fit in the book, aligned with the margin and glued in.

To support your learning progress:

- your book will be collected and checked regularly throughout the term using the Whyalla High School bookwork rubric
- your book will be assessed for 'bookwork standards' each term by both you and your subject teacher. Your teacher will provide you with feedback relevant to your bookwork, within your book.

Feedback provided by your teacher regarding the content (work completed) of the book will be evident (eg work marked and commented on, suggestions for improvement and encouragement).

Be You



Be You is a national initiative led by Beyond Blue with delivery partners Early childhood Australia and Headspace. The Be You vision is for an education system in which every learning community is positive, inclusive and resilient, and where every child, young person, staff member, and family can achieve their best possible mental health.

At the heart of Be You is a content framework that provides a structure for Professional Learning and the actions schools and services can take to implement a whole learning community approach to mental health and wellbeing.

Be You has five domains:

Mentally Healthy Communities

Family Partnerships

Learning Resilience

Early Support

Responding Together

These domains intersect and together span the spectrum of promotion, prevention, early intervention, intervention and postvention.

Each domain contains two or three modules. These modules delve deeper into the domain topics, helping educators and whole learning communities to increase their understanding of mental health and wellbeing and enact meaningful change in the ways they support and nurture children and young people.

These domains will form part of an integrated curriculum as well as provide areas for discussion and activities in year level Care Groups.

To learn more about Be You visit <https://beyou.edu.au>

School Counselling

The School Counselling Program is a highly confidential and professional service which supports and assists students with any personal, family or school issues that may be affecting them. This is a contract service offered by Centacare Catholic Country SA within Whyalla High School to support student's wellbeing throughout their time at Whyalla High School. The school counsellor has a Bachelor in Social Work and is trained in therapeutic interventions. The aim of the school counselling program is to support a student to explore options and ways to cope with any situation.

The School Counselling Program can assist with:

- Family
- Mental health
- Stress management
- Time management
- School
- Conflict
- Anger
- Bullying
- Friendships
- Self-esteem
- Body image
- Grief and loss
- Alcohol/drugs
- Relationships
- Communication

Confidentiality

The School Counselling Program is a confidential service and the counsellor is not permitted to repeat content of sessions unless the student gives permission for this.

The only exception to this is if the counsellor feels that the student or another person may be at risk of harm or danger. It is their duty of care to help keep students and others safe.

Accessing the service

The counsellor is available on site from 9.00am – 3.30pm from Monday – Friday. The service can be flexible in delivery based on the students needs and with consultation.

An appointment can be made by filling out the Student Counselling Referral form and placing it in the box outside of the counsellor's office or by emailing it directly to the counsellor at cass.ward328@schools.sa.edu.au. Guardians and staff can also refer using this process. The form can be found attached to the box outside of the counsellor's office, on the school website or by asking a staff member.

If parents or caregivers do not wish for their children to utilise the counselling service at the school, please let the school know by putting it in writing and addressed to the principal.

Student Curriculum Support



Learning is a developmental process through which students proceed in different styles and at different rates. We provide programs to support students with particular needs. We also aim to extend students who find the work at their year level easy to master.

The Learning Centre provides individual and small group tuition in the areas of literacy and numeracy. Students and teachers can request this support. Individual work is prepared by the subject teacher to support learning in those areas of academic weakness. The individually prepared programs have a purpose, an action plan, assessments and expected outcomes.

Students working on individual projects for extension also access the Learning Centre.

Instrumental Music Service



Year 8

Music students will further develop their understanding of music in pop culture. It is a requirement that these students learn an instrument from the brass, woodwind or rhythm section families and undertake instrumental tuition weekly, with an IM teacher. Students are encouraged to participate in the music ensemble offered at Whyalla High School and also with the Whyalla Schools Stage Band.

Year 9

It is a requirement that these students learn an instrument from the brass, woodwind or rhythm section families and undertake instrumental tuition weekly, with an IM teacher. Students are encouraged to participate in the music ensemble offered at Whyalla High School and also with the Whyalla Schools Stage Band.

Year 10

It is a requirement that these students learn an instrument from the brass, woodwind or rhythm section families and undertake instrumental tuition weekly, with an IM teacher. Students are encouraged to participate in the music ensemble offered at Whyalla High School and also with the Whyalla Schools Stage Band.

School Uniform

The Whyalla High School community believe that wearing a school uniform benefits the whole community as it develops a sense of belonging and pride in the school and reduces the cost and competition associated with alternative clothing.

The Governing Council have ensured that the students of Whyalla High School have a range of clothing options available to them.

Unisex:

Rugby Top	Navy blue rugby top with white trim and collar with WHS monogrammed logo
Boss Jumper	Navy blue with WHS monogrammed logo
Polo Shirt	Navy blue and white with WHS monogrammed logo
Cap/Hat	Peaked or wide brimmed cap/hat - with WHS logo
Footwear	Black, white or navy blue shoes/sneakers in plain styling
Socks	White with navy trim - WHS print or plain white

Girls:

Shorts	Navy blue sports shorts (as supplied) with WHS monogrammed logo
Pants	Black dress pants or black track pants
Dress	Blue check dress - can be ordered if required. Tan coloured stockings can be worn with the dress.

Boys:

Pants	Black track pants
Shorts	Navy blue sports shorts (as supplied) or grey surf shorts with WHS monogrammed logo

Note: A plain white T-Shirt (long or short sleeves) or skivvy may be worn under school polo shirt.

Hat Policy

Students are required to wear protective hats during terms one and four for all outdoor activities organised by the school (see below), or as directed by the Principal and/or Teacher.

- recess and lunch breaks
- all outdoor physical education and sport activities
- excursions and camps where an outdoor activity is included.

Hats are to be removed in the classroom.

Hair, Jewellery and Make-Up

Excessive make-up, including coloured nail varnish, is not permitted to be worn. Hair is to be of natural colours, neat and tidy.

Only the following items of jewellery may be worn:

- a single neck chain (worn inside clothing and not visible)
- up to three plain rings
- a single plain arm bracelet (including those for medical purposes)
- small plain ear sleepers or studs
- a watch.

Unacceptable Items

- facial piercings and tattoos
- artificial hair colours (eg pink, green, blue, purple, red)
- any non-uniform items (including jackets, 'hoodies', leggings, track pants with a logo)
- coloured tops under school polo shirts
- school uniform items that have been shortened - NB: school dresses and shorts must remain long enough to sit just above the knee
- unsafe footwear (eg thongs, ugg boots, backless shoes, sandals, canvas shoes, ballet flats).

Additional Notes

Motifs or logos other than school emblems are not acceptable on items of school uniform. Students who are out of uniform will be required to change or will be sent home.

Assistance is available to families having financial difficulty in meeting the school uniform requirements.

If you have any questions in regards to the School Dress Code/Uniform Policy, please do not hesitate to contact the school.

Bullying and Harassment Policy



Bullying is a specific form of harassment which is repeated over time and involves a power imbalance between the parties involved.

Bullying includes:

Direct or Overt Bullying

This can be found in the form of physical or verbal.

Indirect or Covert Bullying

This type of bullying is excluding others from the game or the group.

Cyber Bullying

This form of bullying includes teasing, spreading rumours or sending unwanted messages using electronic methods such as social network sites.

At Whyalla High School all members of our community have underlying principles which support our stand against bullying. Respect, care and consideration and co-operation are fundamental to providing an environment free from bullying and harassment, to this end:

- cultural, social, and personal diversity are respected
- all members of the school community are entitled to a safe learning and working environment

Bullying and Harassment Policy

- freedom from bullying and harassment are essential to the wellbeing of all school community members: staff, students, parents/caregivers and volunteers/visitors
- each member of the school community has a responsibility to make a stand against bullying and harassment
- all members of the school community have a 'duty of care' responsibility to act promptly on allegations or evidence of bullying and/or harassment
- whole school procedures and practices educate and reinforce positive values and actions.

A student who is being bullied or sees bullying occurring, or is privy to a bullying incident may follow the outlined procedures:

- complete a bullying incident report form located outside the Counsellors office and hand the form to Student Services or give it to a teacher
- complete an online bullying report form as located www.whyllahs.sa.edu.au
- report the incident directly to a staff member
- report the incident to a parent/guardian/friend who may then contact a member of the staff
- may have an advocate to support them.

How do you recognise a student being bullied?

- reduced ability to concentrate and learn
- refusal to attend school and making excuses not to go, unexplained cuts, bruises or scratches
- stolen, missing, lost or damaged possessions/clothing
- headaches or stomach aches
- asking for extra pocket money or food
- acting out, tearfulness, sadness, lack of interest in usual activities
- unwillingness to discuss or secrecy about their online communications.

Ongoing bullying will result in Step 5 of the Positive Behaviour for Learning Policy on page 18.

School Facilities and Times

Appropriate Use of Facilities

The Education Department requires that students be supervised at all times. School buildings are out of bounds to students at recess, lunchtime, before and after school unless the area is supervised, eg. Interception Room or if the Wet Weather Policy is in place.

The school's environment is everyone's responsibility. Students are expected to treat furniture and equipment with respect.

The following items **are not** to be brought to school:

- liquid paper
- spray cans (including deodorant)
- tools
- sharp implements
- chewing gum
- energy drinks (Red Bull, Mother, Powerade).

Students must not ride bicycles or skateboards on any paved area in the school grounds.

“Out of bounds” maps are displayed in all classrooms.

The School Day

Our school day commences at 8.45am and concludes at 3.15pm.

On Monday, students are dismissed at 2.25pm. Staff are involved in professional learning from 2.30 - 4.30pm on this day.

Please note students who enter the school grounds before 8.30am are not under the supervision of a teacher.

Positive Behaviour for Learning

Whyalla High School follows a structured and supportive process to respond to inappropriate learning behaviours

Step One

Teacher led

Acknowledge the positive actions of groups and individuals:

- ring home, letter home, positive behaviour cards, verbalise acknowledgement to class
- individual support and encouragement sessions
- special assemblies to acknowledge achievements
- display a consistent and relational approach.

Step Two

Teacher led

Identify and name the disruptive behaviour of individuals or groups. Clearly state how the actions do not follow the school values. State what behaviour is expected. Record incidents in EDSAS and mark the incident relevant to the range of codes identified for this step. Use values template if students are unable to identify the values they are not upholding.

This step does not necessarily involve a detention or punishment it is a reminder of the expectations and continued actions will result in a range of alternative steps.

Step Three

Teacher Led

Continued actions contrary to the school values will result in the name of the student or students recorded in EDSAS.

Formal warnings will be given, resulting in one or all of the following:

- phone call home to parent
- lunchtime detention

The onus to change behaviour needs to be owned by the student and supported by the actions of the staff.

Failure to engage in this process will result in the initiation of step four.

Positive Behaviour for Learning

Step Four

Teacher led supported by leadership

Persistent actions which continue after steps one, two and three have been initiated or extreme behaviour will see the involvement of school leadership staff to support teaching staff actions. A phone call or message to student services to ask for assistance from leadership.

Leadership support will include:

- removal of student or students from the class returning when the teacher feels they can operate respectfully within the classroom environment
- removal of a student from the class where they remain in Office Time Out
- removal of the student from class and sent home, returning the following day with a re-entry process in place.

Incident entered on EDSAS by teacher; an incident form filled in by leadership and signed by teacher. Leader contacts parents and negotiates re-entry process where Restorative Practices and Mediation will occur to support the student re-entering the class. A behaviour contract form will be completed and placed in the contract folder.

Behaviour contracts restrict involvement in school activities including all sporting events for 6 weeks. Punctuality, behaviour and work are monitored on a daily basis. The contracts will be specific and relate to the behaviour or actions which need altering.

Persistent actions within this level may result in the initiation of step five processes.

Step Five

Where there has been persistent, wilful or violent behaviour, school leaders will engage directly with the student and will enforce further consequences such as:

- Take Home
- Internal Suspension
- Suspension
- Suspension pending exclusion.

Students will not be able to attend camps and excursions for 6 weeks from re-entry.

School Sport



Various lunchtime sport programs are organised and run by staff and students. There are four houses (Duke, Monarch, Prince and Baron) which students not only receive house points on Sports Day but they can also receive points for academic achievement, attendance, community involvement and any other activities that demonstrate the school values. In addition State Knock-out sport is organised in a large number of sports, to compete against other schools in the country and metropolitan area.

Whyalla High School students continue to experience considerable success in these activities. Such sports include the following: Aussie Football, Basketball, Baseball, Cricket, Hockey, Netball, Rugby League, Soccer, Tennis, Table Tennis, Volleyball, Softball, Golf, 9-a-side Footy, Super 8's Cricket. Sports offered across all year levels with an even number of participants for both males and females.

First Aid and School Card

Medical Conditions/Medication and First Aid

All students with a medical condition or who take medication need to have a Health Care Plan completed and signed by their doctor. These forms are included in the Enrolment Pack or can be collected from Student Services. Students who self-medicate also need a Health Care Plan (eg. asthma puffers, panadol).

If the student needs to have medication during the school day the medication must be supplied to the school in original packaging. We cannot accept tablets etc, unless they have the correct packaging with instructions and use by date. Parents can ask their pharmacy for a second pharmacy labelled container to supply the school with medication.

Complimentary/Alternative Therapies (vitamins etc.) also need a Health Care Plan written up by a Prescribing Health Practitioner.

If parents want to come into school to give their child medication a Medication Log will need to be completed.

AT NO TIME WILL THE STUDENT SERVICES CENTRE DISPENSE ASPRIN, PARACETAMOL OR ANY FORM OF MEDICATION TO STUDENTS.

School Card

This is valuable financial assistance from the government to many families in Whyalla and is available to all students whose parents or guardians qualify according to level of income. For 2019 the assistance is \$318, but could be subject to change. The School Card assists families by paying school fees. This needs to be applied for every year.

Please note: That the cut-off date for applications in 2020 will be the middle of November 2020. No further students will be approved after this time. Information is available from the Business Manager.

Books, Stationery and Fees



The annual Material and Service charge is payable to help cover essential educational/ amenities expenses such as:

- art / craft / technology equipment
- library
- sport/grounds
- mathematics and science equipment
- classroom materials.
- duplicating fees
- resource books
- text books
- teaching aids

In 2019 the material and service charge was \$318. This may be subject to change in 2020.

Parents are advised that all materials, stationery etc. issued to students, remains the property of the school. Students must supply their own stationery when the original supply is used up. They can purchase this from Student Services.

Students in year nine and ten Design and Technology subjects may be given an option of designing and making a project. Where a student chooses a project to construct, any additional costs associated with this project will be covered by the parent/caregiver before the student may begin construction of that project.

Levies, Charges and Diaries

Payment of Material and Services Charge

All parents/caregivers are requested to visit the school in the week preceding the commencement of school in 2020 to purchase uniforms, pay fees or complete School Card Applications.

Diaries

All students attending Whyalla High School are expected to have and use a diary. The diary is seen as an aid to the student's learning and as a means of providing an opportunity for parents and teachers to communicate with each other.

Information parents can expect to find in the student's diary includes:

- details of any homework set for a subject
- due dates for homework, assignment, research work, book returns
- movement logs which should be signed whenever a student leaves a lesson to go to the library, toilet, or report to a School Support Officer or another teacher absentee and late note proforma's
- policies/procedures at Whyalla High School.

We ask parents to regularly monitor the diary, and its use, by signing it each week. In addition, we ask parents/caregivers to support us by noting that reasonable decoration of diaries by students is encouraged. This decoration may include colouring, stickers and photographs of favourite people. However, it should not include any abusive language or negative comments about any persons.



We believe that homework extends and develops school learning, contributes to the development of sound, personal study and learning habits, and encourages communication with those outside the school environment.

Home work will be set as follows:

- Year 8: approximately 30 minutes, per subject per week
- Year 9: approximately 45 minutes, per subject per week
- Year 10: approximately 60 minutes, per subject per week.

The types of work you could expect to see would be:

- work that should have been finished during lesson time
- activities that are enhanced by feedback from or contact with home and the community
- activities that are designed to extend classroom learning reading or viewing activities.

Homework

Homework Responsibilities

In the implementation of the policy, it is the responsibility of:

Students to:

- record set work in their diary complete set work on time
- discuss with teachers any problems which may arise before the date set for completion of work, and, if necessary, to obtain a note from parents
- effectively manage their time outside of school in order to ensure all set homework is completed well and by the due date.

Teachers to:

- clearly explain set tasks and state the date for completion
- ensure that set homework is marked and that quality feedback is provided to students on every task
- inform parents of any concerns related to student homework quality or submission.

Care Group Teachers to:

- reinforce and encourage students to make effective use of their diary
- aid students in planning their individual workloads
- liaise with parents when required.

Parents to:

- help students plan the use of their time taking into account out of school commitments
- discuss any concerns regarding homework with both the student and the school
- sign the student's diary each week so that they are aware of homework tasks and expectations.

Transport, Newsletters and Lunch



School Buses

A monthly bus pass is available for purchase from Des's Cabs in Oborn Street, Whyalla Norrie.

Application for a Student Concession Pass is available from the school which needs to be signed by a parent and a school officer, then taken to Des's Transport where a four week bus pass can be purchased. The local bus service follows a variety of routes to bring students to Whyalla High School. Students can also obtain a multi-trip ticket (at a discount) from the bus driver.

Newsletters and Information

A School Newsletter is sent home regularly each term.

A good deal of important information is communicated this way and parents are urged to read it regularly. Published Newsletters can also be found on the school's website (www.whyallahs.sa.edu.au) and can be emailed direct if requested. Our facebook address is www.facebook.com/whyallahhighschool

Lunch Orders

Lunch orders are placed in care group folders and taken to Student Services each morning.

Attendance Policy

The school has an expectation that every student will attend school on every day, and while at school attend each lesson. Recognising that this may not always be possible a series of steps are in place to minimise incidents in which students miss whole or part days without parent/caregiver or school permission.

Absence

When a student is absent from school parents/caregivers are requested to call the school by 9.30am on the day of absence. The absence will also require a **written note of explanation on the next day of attendance**. Absentee notes are provided in this diary.

Each day the school will send out an SMS absentee message to parents/caregivers who have registered their mobile phones with the school for this service.

If the absence extends beyond two days please contact the school again to advise.

Long term absences

Occasionally, requests are made by parents for students to be absent for long periods, e.g. to accompany parents on overseas trips, etc. Parents are asked to discuss with the Principal the implication of long term absences from the school, before firm plans are made.

The Principal can grant an exemption for activities approved by the Department of Education and Children's Services (family travel/holiday) for up to 12 months.

Student Voice



Every Care Group has the right to elect two members to the Student Voice.

The role of the Student Voice is to represent the student voice on the various management groups which exist within the school. Student issues are raised at the Care Group level in class meetings, discussed at Student Voice meetings, appropriate follow-up action is decided and taken, and the Student Voice representatives report progress to their various Care Groups.

Weather



On days when it is raining or extreme heat, at recess or lunch times two bells will sound to indicate that weather procedures will come into force.

The oval and play areas will be closed and students will be required to move to supervised sheltered areas (Hall). In the case of extreme heat, students will be directed to air-conditioned rooms.



**Government
of South Australia**

Department for Education

www.whyallahs.sa.edu.au

Whyalla High School

A Year 8 -10 School

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