

WILLYAMA HIGH SCHOOL

Student Handbook – 2023 Edition



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Message from the Principal

Our school prides itself on our ability to build and maintain strong productive relationships between teachers, parents, students, and the wider community, in order to foster inspired learning and school excellence.

Our banner statement of Connect, Inspire, Excel – Together, guides and epitomises this.

Welcome to our great school. We look forward to having you onboard.



A handwritten signature in black ink, which appears to read 'Grant Shepherd'.

Grant Shepherd
Principal

Contact Details

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NSW Department of Education, Broken Hill Office

Telephone: 08 8082 5700
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NSW Department Of Education (NSW DoE)

Website: <http://education.nsw.gov.au>

NESA (NSW Education Standards Authority)

Website: <http://educationalstandards.nsw>

About Willyama High School

The School's History

Willyama was established in 1974. Before that there was only one high school in Broken Hill run by the government – Broken Hill High School.

All teenagers who did not go to a Catholic School went to Broken Hill High School. This meant that the school was enormous, with about 2000 students and 120 teachers at one stage.

The people of Broken Hill felt that another high school should be established, and they campaigned to convince the NSW government to do so. The campaign was successful and Willyama High School was built and officially opened by the Honourable EA Willis, who was the Minister for Education at that time.

We are not sure what “Willyama” means. Some say it means, “hill with broken contour”, some say it means “youth”.

Many people think that the school is an unusual design. It was built the way it is because it was believed that such a design was well-suited to our climate.

Willyama has had six Principals:

1974 to 1977	Mr H E Smythe
1978 to 1982	Mr J Simmons
1983 to 2006	Mr J Bosnich
2007 to 2010	Mr T Hicks
2010 to 2011	Mrs S Ellis (Relieving)
2012	Mr T Hicks
2013 to 2021	Mr G Shepherd

Our School Colours and Logo

Green and Red

Sport Houses

Kyara	(Red)
Hexham	(Yellow)
Yancowinna	(Green)



Our School Vision

To embed a powerful, supportive culture that challenges all students and staff to be higher order thinkers through reflecting on themselves as learners. Staff utilise quality teaching practices to engage 21st Century learners, equipping students with the dispositions to be active and informed citizens in a diverse and dynamic society.

Our Banner Statement

Connect, Inspire, Excel - TOGETHER

School Strategic Directions 2021-2024

1. Student Growth & Attainment
2. Evidence Based Practice – (What Works Best)
3. Technology for Teaching and Learning

School Values & Expectations

School Values

The three key values at Willyama High School are:

- Respect
- Responsibility
- Cooperation

	RESPECT	RESPONSIBILITY	COOPERATION
ALL SCHOOL SETTINGS	I: <ul style="list-style-type: none">• Respect others• Use appropriate language• Am proud of our school environment	I: <ul style="list-style-type: none">• Am honest and do my best• Am safe• Am in the right place at the right time	I: <ul style="list-style-type: none">• Follow instructions• Wait for my turn• Am a learner

Staff Roles and Responsibilities

Roll Call Teacher

Advises you on school routine and monitors your attendance.

Class Teachers

Help you with problems relating to class work and homework, along with any welfare issues within the classroom.

Year Advisors

Oversee the welfare of students and help with any problems in relation to school life. They review your progress in half yearly and yearly reports and keep teachers informed of the special problems and needs of the students in their Year group.

School Counsellors

Provide guidance to students, parents, and teachers in a wide range of matters, including personal problems and learning difficulties. The Counsellors' office is on Level 3 next to the Careers office.

Deputy Principals

Assist with all aspects of student attendance, behaviour, learning and well-being.

Aboriginal Education Assistant

Supports Aboriginal students in health, welfare and educational matters and helps all students develop an appreciation of Aboriginal people and their culture.

Learning and Support Teacher (LAST)

Helps students with learning difficulties in the areas of literacy and/or numeracy. Parents who are concerned about their child's progress are welcome to consult with the LAST.

Senior Student Advisor

Guides and supports year 11 and 12 students with their organisation, engagement and learning in their senior studies. Facilitates programs to develop study skills working closely with the career's adviser and community organisations e.g. Country Universities Centre

Student Representatives

The School Captains and Student Representative Council are elected by their fellow students and represent all students in the school.

School Captains

The 2023 School Captains are: Ella Camilleri Cohen Tonkin

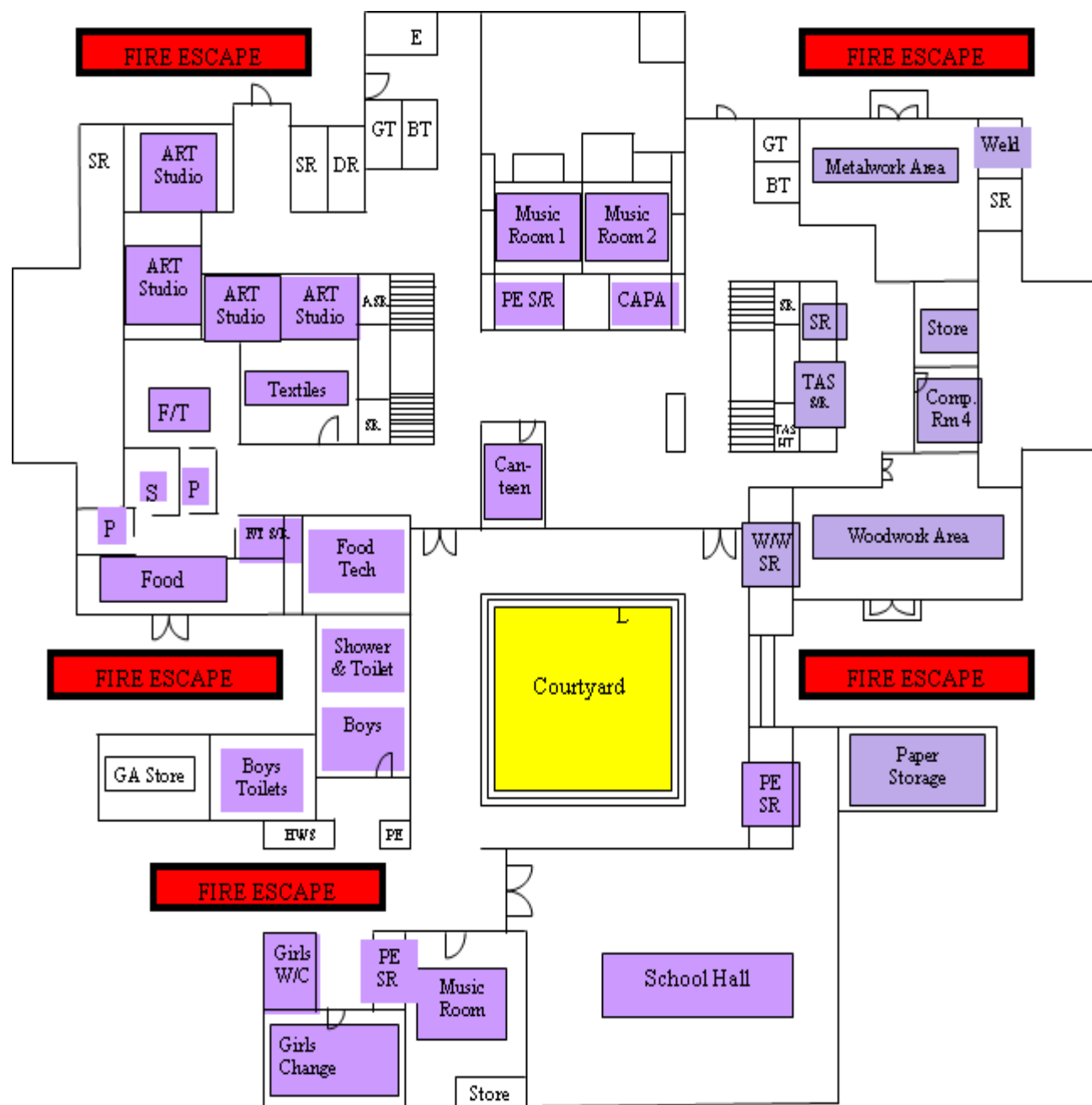
The 2023 Vice-Captain is: Piper Murray

Student Representative Council (SRC)

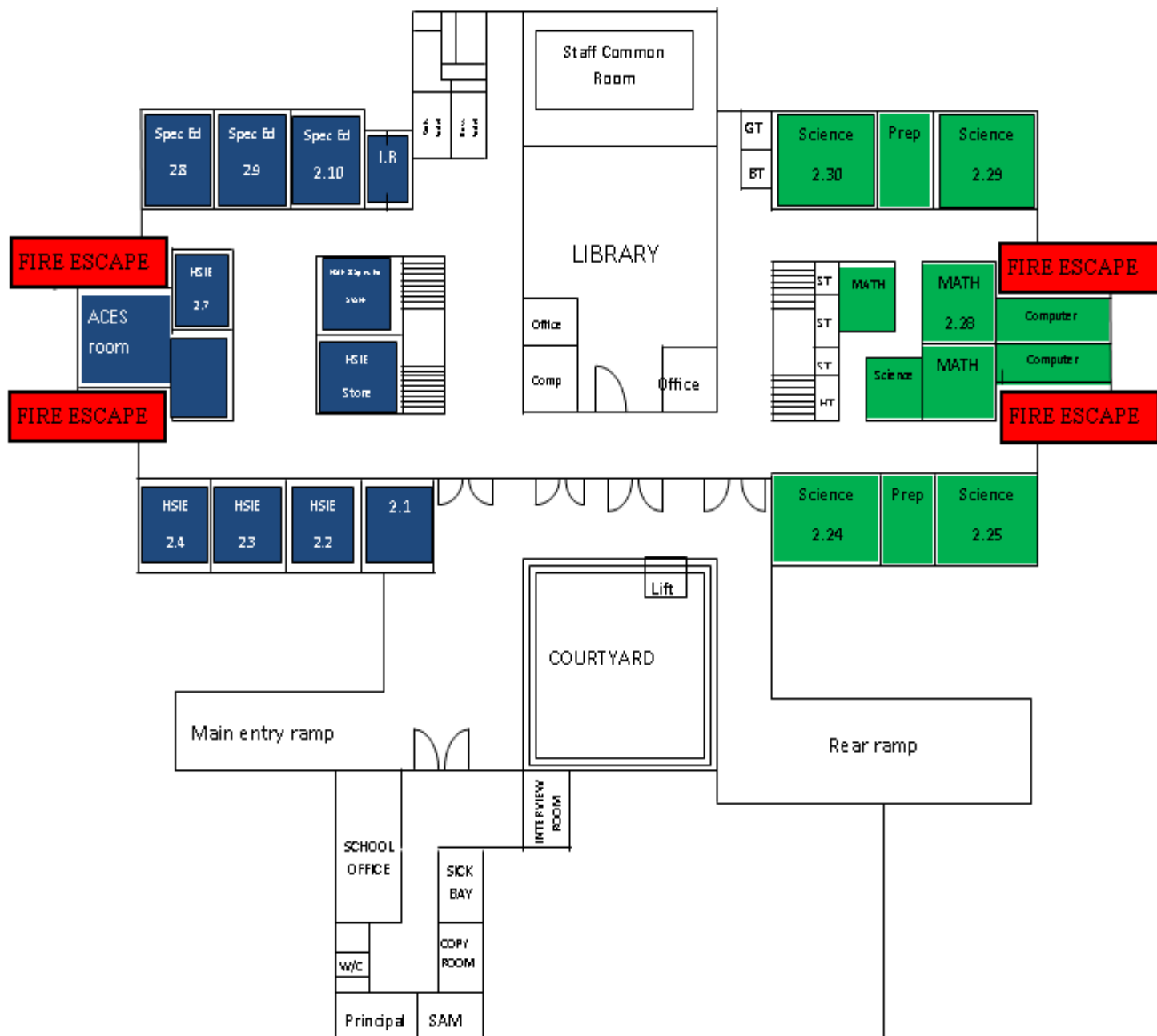
The SRC includes representatives from each year group. It regularly meets to discuss matters concerning the students and school. Students are welcome to contact any member of the SRC with any issues or queries.

School Maps

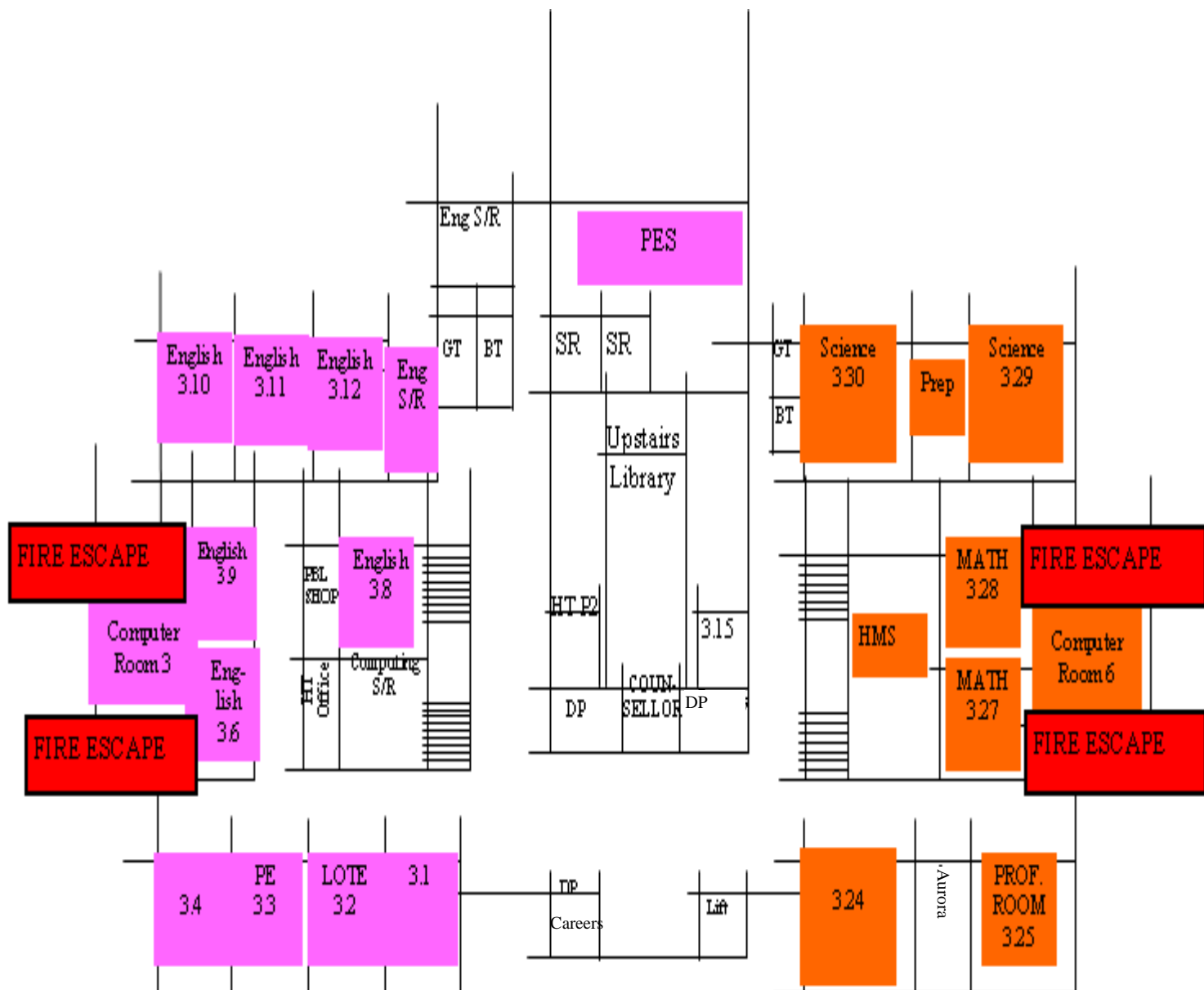
Level 1 (Ground Floor)



Level 2 (Middle Floor)



Level 3 (Top Floor)



Where do I find?

School Office

The school office building is located at the top of the ramp at the main entrance to the school, and the entrance is on Level 2.

Office hours are from 8.30am until 3.45 pm, however students may only make enquiries or payments before school or at recess or lunch times.

Library

The Library is conveniently positioned on Level 2 and is accessible daily between the hours of 8.30 am and 3.30 pm. A student-centred space, the Library offers a collaborative and supportive environment to learn. Similarly, the Library is a place in which students relax, imagine, and have a sense of belonging.

The Library has built a collection which offers great resources in both hardcopy and digital format. Students have 24/7 access to the latest e and audio book collections to engage in reading for pleasure; comprehensive databases which provide the latest information from journals, magazines, and newspapers from around the world and an extensive collection of audio-visual content online.

The Library is strongly committed to developing student research skills. Training programs, cooperative planning and teaching with classroom teachers and the resourcing of assignments through Libguides, prepares students to be active participants in their learning and improve academically.

Telephone Access

In the event of an urgent matter during the school day, the school can provide immediate access to a telephone for a student to make or receive telephone calls.

Sick Bay

Sick bay is located within the school office building.

Any student who is sick or injured must:

- obtain a sick note from their classroom teacher (where possible);
- report to the school office for assistance; and
- be signed in by the school office staff.

If necessary, students will be treated by the first aid officer, and parents and/or an ambulance will be contacted.

Lost property

If you know where you misplaced the item your classroom teacher may help you find it, otherwise, all unclaimed items are taken to the school office.

It is important that personal property is clearly labelled with your full name.

You must accept responsibility for protecting your personal property. Do not leave your bag unattended and do not leave valuables or money in plain sight.

School Organisation

Arrival at School

Supervision is not provided at school until 8.30 am and even then, this is not full ground supervision. Parents are asked not to leave their children at school before 8.30 am.

The school day starts with roll call at 9.00 am.

Roll Call

Roll call groups include students from Year 7 to Year 12, within the same house group.

Attendance is marked, daily notices are read, and a uniform and Yondr pouch check is done. Students hand in notes from home explaining absences and roll call teachers issue reminder notices for unexplained absences.

Students who arrive at school after roll call must sign in at the front office.

Timetable and Classes

Willyama High School operates on a ten-day cycle. Each school day is made up of six 53-minute periods, with school ending at 3.28 pm. The exception is Tuesdays, with five 53-minute periods, and school concluding at 2.40 pm.

Timetables can be printed in the front office or at the library, but students are encouraged to do it before the school day starts or at recess or lunch. Not in class time.

Students are given a reasonable amount of time to get to class but should obtain a note explaining the reason for their lateness if they are delayed by a teacher in a previous class.

Toilet Breaks

Generally, students are encouraged to go to the toilet during break times; however, students may ask the teacher for a note to go to the toilet if an urgent need arises.

School Bus

Students eligible for bus travel can apply for a Bus Pass enabling free travel to and from school. Application forms are available online through transportnsw.info/school-students.

Students must carry their Bus Pass with them and should take care to catch the correct bus and behave appropriately whilst on the bus. The bus company can refuse permission to travel if students behave inappropriately.

Remember that the buses leave immediately after school finishes, so students should go directly to the bus gate after class.

If you miss the bus, report to the school office immediately.

If you lose your bus pass, please report it to the CDC Broken Hill Bus Company so that a replacement pass can be issued.

Bell Times

Warning Bells are sounded three minutes before roll call, period 3 and period 5 to allow students to arrive at class in a timely manner.

MONDAY, WEDNESDAY, THURSDAY, FRIDAY

	<i>Warning Bell</i>	<i>Starts</i>	<i>Ends</i>
ROLL CALL	8.57 am	9.00 am	9.10 am
Period 1		9.10 am	10.03 am
Period 2		10.03 am	10.56 am
RECESS		10.56 am	11.16 am (20 minute break)
Period 3	11.13 am	11.16 am	12.09 pm
Period 4		12.09 pm	1.02 pm
LUNCH		1.02 pm	1.42 pm (40 minute break)
Period 5	1.39 pm	1.42 pm	2.35 pm
Period 6		2.35 pm	3.28 pm

TUESDAY

	<i>Warning Bell</i>	<i>Starts</i>	<i>Ends</i>
	8.57 am		
ROLL CALL/ ASSEMBLY		9.00 am	9.20 am
Period 1		9.20 am	10.13 am
Period 2		10.13 am	11.06 am
RECESS		11.06 am	11.26 am (20 minute break)
	11.23 am		
Period 3		11.26 am	12.19 pm
Period 4		12.19 pm	1.12 pm
LUNCH 1		1.12 pm	1.27 pm
LUNCH 2		1.27 pm	1.42 pm (30 minute break)
	1.39 pm		
Period 5		1.42 pm	2.35 pm
STAFF MEETINGS		2.40 pm	4.00 pm

Warning Bells

Continuous bell ring - Emergency Evacuation

Listen to the instructions of your teacher, make your way quickly and quietly to the COLA and line up with your roll call group.

Two short bell rings – Lockdown

Three short bell rings - Lockout

Excursions and other activities off school grounds

School excursions are important learning experiences and students should not miss them.

They are usually organised by subject departments, although they sometimes cover work in more than one subject area.

When students are outside the school as a school group, they are representing the school and will be judged on their appearance and conduct, both of which must be of a high standard.

School uniform is compulsory on an excursion or sporting visit unless you are advised otherwise.

If you have financial difficulties in attending an excursion, speak to your teacher confidentially, as it may be possible to make arrangements to assist you.

All excursions will require parental permission in the form of a *Medical and Consent form*.

Students who are on the Student Support Scheme may not be allowed to participate in excursions.

Books and Equipment

Workbooks

A list of the workbooks required for each lesson is detailed in the Information Booklet handed to each year group. Workbooks should be covered with paper and protective plastic or contact and brought to each lesson.

Equipment

Students must bring the following items to school with them each day: blue/black biro, red biro, 2B pencil, eraser, 30cm ruler, pencil sharpener, highlighters and coloured pencils.

Textbooks

Textbooks are provided from school funds and are available **ON LOAN** to students. Most faculties operate a system of class sets, issued for only the lesson in which they are required, but some faculties may issue books to students for longer periods.

If you lose or excessively damage a textbook, you will be expected to pay for its replacement.

Computer Devices

All Year 7 – 10 students at our school are allocated a device and charging locker for use at school.

These devices are to be collected in the morning prior to roll call and returned in the afternoon and put back on charge overnight.

These devices are not to be taken home without permission.

It is the student's responsibility to care for and ensure that the device is kept in their possession unless locked in their locker.

Students will use the devices in class when their teacher requires them to. Our school uses Microsoft Teams and One Note as a digital classroom platform and all files are to be stored on the cloud rather than locally on the device.

Students will be provided with further information and advice around this at school.

Year 11 students are allocated surface go devices and charging lockers and can take these homes as required.

Year 12 students have a combination of BYOD and school loaned devices.

Yondr phone pouch policy

Willyama High School has partnered with Yondr to make our school a phone-free space. We understand that mobile phones are a great utility, but mobile phone use has increasingly become a source of distraction, anti-social behaviour, and conflict both at home and at school.

The Yondr Program uses a simple, secure pouch that stores a phone. Every student secures their phone in a personally assigned Yondr pouch when they arrive at school. Students will maintain possession of their phones and will not use them until their pouches are opened at the end of the school day.

Students are required to bring their Yondr pouch to and from school each day and are responsible for their pouch at all times.

Year 7 students will be allocated a pouch and they will be given to them on their first day. If students lose their pouch, they will be given a replacement. Any further replacements will cost \$25. Any deliberate damage to pouches will cost \$25 for them to be replaced.

School Uniform

JUNIOR STUDENT (Years 7-10)

Everyday

Green WHS shirt
Plain black trousers, shorts, skirt or track pants
Green WHS junior hoodie or plain green jumper
Enclosed shoes

Official

Green WHS polo shirt
Plain black trousers or shorts (in boys and girls styles)
Black Cleverstitch skirt (in A line or straight styles)
Green WHS junior hoodie
Enclosed shoes

Sport/PE

Red WHS PE or plain polo shirt
Black shorts or track pants
Sports shoes

SENIOR STUDENT (Years 11-12)

Official

White WHS senior or plain polo shirt
Plain Black trousers, shorts, skirt or tracksuit (no stripes/patterns)
Green WHS senior hoodie
Enclosed shoes

Official school uniform must be worn at all times when representing the school (eg. official events, school photographs).

Please remember, when purchasing shorts or skirts, that an acceptable length for school is worked out by placing arms at sides and measuring where the tip of the middle finger comes to.

If you are unable to wear the correct uniform to school, please provide a note from your parent/carer explaining the reason to: your roll call teacher (for school uniform) or your Sport/PE teacher (for Sport/PE uniform).

Uniform Suppliers

Totally Workwear – 121 Rakow Street
Barossa Knitting Mill – York – Shop 1 Duff Street

Hats

While hats are encouraged in the grounds of the school at recess and lunch time or appropriate lessons, they must not be worn in class.

Footwear

NSW Department of Education & Training Work Health & Safety regulations require all students to wear appropriate enclosed footwear at all times. No Thongs!

Examples of the Junior School Uniform



WHS Junior Shirt



WHS Sport/PE Shirt



WHS Junior Hoodie

Examples of the Senior School Uniform



WHS Senior Shirt



WHS Senior Hoodie

Attendance

Term Dates

School terms start and finish on the following dates for students:

SEMESTER 1	Term 1	Tuesday February 7, 2023 – Thursday April 6, 2023
	Term 2	Monday April 24, 2023 – Friday June 30, 2023
SEMESTER 2	Term 3	Monday July 17, 2023 – Friday September 22, 2023
	Term 4	Monday October 9, 2023 – Tuesday December 19, 2023

School Attendance

In New South Wales, attendance at school is compulsory until 17 years of age.

Regular attendance at school is essential if students are to maximise their potential, and encouraging regular attendance is a core school responsibility.

Under the Education Act (1990), parents/carers are responsible for:

- ensuring that children attend school every day that instruction is provided unless there is a good reason for their absence; and
- explaining all absences from school before they occur (where possible) or within seven days after they occur.

Absences from school

Parents/carers can provide an explanation for their child's absence from school by telephone, facsimile, note, email or in person at the school office.

Notes of explanation should be signed by a parent/carer and should clearly state the student's full name, roll class, date(s) of the absence and reason for the absence. For example:

Please excuse my child _____ of Year _____
for being absent from school on _____
because _____
Parent Name & Signature _____
Date _____ Contact number _____

Whole day absence notes should be given to the roll call teacher and part day absence notes should be given to the school office (see page 18).

Extended absences from school (more than 4 days) must be approved by the Principal or Deputy Principal or covered by a medical certificate.

Unexplained Absences

Parents/carers will be contacted about unexplained absences by:

SMS or email (the day after the absence – for parents who are on the SMS/email list);

Note: Parents can ask to go on the SMS/email list at the school office at any time

Absence Reminder Notice (the first day back at school without explanation);

letter (if the absence is unexplained for five days); and/or

telephone (at any time when a student's attendance is of concern).

Arriving Late to School

All students who arrive after 9.00 am require an explanation from their parent/carer and must sign in at the office, where they will be issued with a late arrival slip and can proceed to class.

Students who arrive late to school without explanation three times will be followed up as per the school's Positive Learning Environment Policy.

Year advisors will contact the parents of students whose partial absences from school are an ongoing concern.

Leaving School Early

Once students arrive at school, they must not leave the school grounds without permission.

If circumstances require students to leave school during the day, they must provide a note of explanation from their parent/carer to the office by 9.00 am. Students will be issued with an early leaver slip to allow them to leave class at the organised time and must sign out of the office when leaving the school.

Students returning to school after a partial absence must sign back in at the school office, where they will be issued with a late arrival slip and can proceed to class.

Lunch Passes

Students who live close to the school and wish to go home for lunch should provide a permission note from their parent/carer to the Front for approval. Please note that these absences will be recorded as partial absences from school for legal purposes.

Senior Students (Years 11 and 12)

Full time attendance is compulsory for senior students as per the Willyama High School Attendance Policy, however attendance for senior students may vary due to individual patterns of study, and the Principal may authorise flexible timetables where appropriate.

Year 11 and 12 students on flexible timetables can apply for a Leave Pass to allow them to sign in and out at the office using the Late Arrival and Early Leaver procedures above.

Shared Enrolment

Where senior students are required to attend classes at another educational setting off school grounds (e.g., Tutorial Centre, Broken Hill High School or TAFE), they will require permission from their parents and the Principal. They will be issued with a Leave Pass to allow them to sign in and out at the office using the Late Arrival and Early Leaver procedures above.

Attendance Concerns

If there are attendance concerns, school staff can work with parents/carers and students to address any issues and improve unsatisfactory attendance.

Where school-based interventions are unsuccessful, cases of chronic non-attendance will be referred to the regional Home School Liaison Program. The Department can undertake legal action in the case of parents who do not fulfil their obligations under the Education Act (1990) despite all reasonable measures being taken by school and regional staff to support them.

Merit Award Scheme

Willyama High School has a whole-school coordinated merit system that is designed to recognise and reward all students who try hard and achieve to the best of their ability.

In recognising students who have achieved excellence we acknowledge achievements in the academic, extra-curricular, cultural, and service fields within our school community.

Willyama High School students can receive a merit award in three ways:

1. during the merit review period (held in Weeks 5 and 10 of each Term), where teachers reflect on students' academic application over the previous five weeks and award merit certificates based on student effort and achievement.
2. for participating in out of the ordinary events in academic, cultural, extra-curricular or service fields. Examples include participating in external competitions, performing in school concerts, representing the school in sport, or marching for the school on ANZAC Day; and
3. for displaying school values and/or citizenship. Students who consistently show respect, responsibility, and cooperation (for example: being in the right place at the right time, respecting others' right to learn and treating everyone justly) will be recognised.

The School Merit System will be an ongoing system which will begin when the student first enrolls at Willyama High School and will continue until they officially sign out.

A **Merit Award** will be presented to students for positive participation in academic, cultural, extra-curricular or service activities.

A **School Merit Award** will be presented to every student who gains 10 Merit Awards. These awards will be presented to the student at their year presentation assembly.

A **Certificate of Excellence** will be presented to any student who gains 3 School Merit Awards. This presentation will be made at the student's year presentation ceremony.

A **Principal's Award** is presented to any student who receives 6 School Merit Awards. This will be presented to eligible students at their year presentation ceremony.

A **Principal's Medallion** is presented to any student who receives 9 School Merit Awards. This will be presented at their year presentation ceremony.

A **Bronze Plaque** is presented to any student who receives 12 School Merit Awards, across the four merit categories. This will be presented at the school's annual presentation night.

A **Silver Plaque** is presented to any student who receives 15 School Merit Awards, across the four merit categories. This will be presented at the school's annual presentation night.

A **Gold Plaque** is presented to any student who receives 18 School Merit Awards, across the four merit categories. This will be presented at the school's annual presentation night.

Any student who surpasses this level during their schooling will receive a further Gold Plaque, with a Bar title explaining their level (eg. Gold Plaque – 1st Bar)

The plaques will be small and individual, but Gold Plaque recipient names will also be added to the school honour board and engraved on a large Plaque that is displayed in the school's foyer.

Learning and Behaviour Support

There is a range of support offered to students who are experiencing difficulties with their schoolwork at Willyama High School.

Free After School Tutoring (FAST) Centre

The FAST centre is open in the School Library on Monday and Wednesday afternoons from 3.30 pm to 5.00 pm and offers extra tuition to students in all subjects.

Students are encouraged to take advantage of this opportunity for assistance with assessment tasks and class work in a relaxed and resourceful environment.

ACES Program

The ACES Program provides targeted support for Aboriginal students to accelerate progress in student achievement.

The focus of the program is to provide learning assistance in the key areas of literacy and numeracy to improve educational outcomes for Aboriginal students.

Learning Support

Students may also be supported through an Individual Learning plan developed by the Student Learning Support Team or be involved in intensive work with the Learning and Support Teacher depending on level of need.

Students should feel free to discuss any trouble that they are having with their Year Advisor so that appropriate assistance can be arranged in a timely manner.

Support Unit

Students accessing the Support Unit will be supported in the core subjects of Science, Maths, English and HSIE in the Support Unit classrooms.

Typically, students will be integrated in all other mandatory subjects or electives from Year 8 but this may vary from student to student depending on individual need, or from year to year depending on school organisation and support availability.

Support students will require the following workbooks and equipment for core subjects:

English:	1 x 240 page exercise book
HSIE:	1 x 240 page exercise book
Mathematics:	1 x 240 page exercise book
Science:	1 x 240 page exercise book
Homework:	1 x homework/communication diary

Black pens (2), Blue pens (2), Red pens (2), 2B pencil (2), Pencil Sharpener, Eraser, 30 cm ruler, textas, coloured pencils

Behaviour

Students experiencing difficulty with their behaviour will be supported through a range of support strategies at the school which may include engagement programs, behaviour support plans and behaviour support personnel intervention.

Tutorial Centre

In some instances, students may be referred to the Broken Hill Tutorial Centre if they continue to have difficulty with appropriate behaviour at school.

The BHTC is an intensive short-term program designed to support students with behaviour concerns so that they become more engaged and successful in the school environment.

Student Welfare

Every student at Willyama High School has the right to safety, dignity, and the opportunity to learn.

Willyama High School cares about student welfare and much time and effort is spent making sure that we are equipped to be able to help students with any problems they may have.

Positive Behaviour for Learning

Willyama High School is a school that promotes positive behaviour through a broad range of whole school strategies for achieving important social and learning outcomes while preventing problem behaviour. These strategies aim to reduce amount of learning time lost with inappropriate behaviour and promote a climate of greater productivity, safety and learning.

At Willyama High School we aim to maximise student achievement by improving the learning environment of the classroom and the school. Students are explicitly taught how to behave in accordance with the expectations of the school and have their positive behaviours acknowledged.

The school has linked these expectations to the Willyama High School values (page 6).

The primary focus at Willyama High School is to promote and acknowledge students who display the school's core values and students who choose not to follow the school's values will be provided with additional support.

We feel that acknowledging positive behaviour, along with having clear and consistent consequences, allows students have the best chance of reaching their potential.

We believe in strong links between the school and family, and teachers will endeavour to raise concerns with parents when appropriate.

Student Mentoring Team (SMT)

As part of our student welfare system, students who are having trouble in making appropriate choices and are behaving outside of the school's values can be allocated a mentor under the Student Mentoring Team, which has been developed to support the positive school culture at our school.

The mentor will identify specific behaviour targets to assist the students make better choices for poor behaviour; they will contact home and document how the process is going.

They will hold a meeting with the student at lunch time each day to look at progress throughout the day and provide praise, support, or advice.

Student Reward System

Positive behaviour at WHS is acknowledged in a range of ways including the awarding of Champion Tickets and School Merit Awards under our Student Reward System.

Further details can be found in the School's "[Positive Learning Environment Policy](#)".

Student Assistance Scheme

The NSW Department of School Education makes funds available to the school to distribute to needy junior secondary school students (pupils under 16 years of age).

The funds may be used to cover the cost of school uniforms, calculators, elective subjects, school stationery and, in certain cases, school camps and excursions, however they cannot be used to cover the general contribution.

The fund is administered by the Deputy Principals. It operates as a voucher system: no cash is given; vouchers are issued for the items needed. The vouchers are to be presented to the appropriate shop in Broken Hill or person in the school.

Parents or guardians who wish to apply for assistance should not purchase any of the items before applying. Application forms are available in the school office.

If you would like further information, please telephone the school and ask to speak to the Deputy Principals.

Students with medical conditions

Parents/carers should contact the school office if their child has a medical condition that may require support at school. The school may require further details about some health conditions from parents and/or medical practitioners.

Students requiring medication at school

If a student requires medication at school, parents/carers will need to fill out a 'Request for administering prescribed medication to a student' form, available from the school office. The medication will be stored in a lockable cabinet in the office and must have the chemist label attached clearly showing the student's name and the dosage details.

Students are not permitted to carry medication with them during school hours for Work Health and Safety purposes (excluding EpiPens).

Asthma

The incidence of asthma amongst children appears to be increasing and Willyama High School has responded to this situation by becoming a certified 'Asthma Friendly School'.

The school has been proactive and incorporated several support measures to assist students in the event of an asthma attack, which can be quite distressing for the student.

Parents/carers can assist us by advising the school if your child is an asthmatic. This will enable us to effectively assist your child in the event that a situation may arise in which assistance is required.

DEALING WITH CONFLICT AND BULLYING

Bullying Behaviour

Bullying is repeated verbal, physical, social, or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons.

Cyber bullying refers to bullying through information and communications technologies.

Conflict or fights between equals or single incidents are not defined as bullying.

Bullying can involve humiliation, domination, intimidation, victimisation, and all forms of harassment including that based on sex, race, disability, homosexuality or transgender.

Bullying behaviour can be (but is not limited to):

- **Verbal:** e.g. name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- **Physical:** e.g. hitting, punching, kicking, scratching, tripping, spitting
- **Social:** e.g. ignoring, excluding, ostracising, alienating, making inappropriate gestures
- **Psychological:** e.g. rumours, dirty looks, hiding/damaging possessions, malicious SMS/email messages, inappropriate use of camera phones

This Anti-bullying Plan applies to all student bullying behaviour, including cyber-bullying, where there is a clear and close relationship between the school and the conduct of the student, including incidents off school grounds and outside school hours.

Preventing and responding to bullying

Preventing and responding to bullying behaviour in learning and working environments is a shared responsibility of all staff, students, parents, caregivers, and members of the wider school community.

School staff have a responsibility to:

- Respect and support students
- Model and promote appropriate behaviour
- Have knowledge of school and departmental policies relating to bullying behaviour
- Respond in a timely manner to incidents of bullying according to the school's Anti-bullying Plan

In addition, **teachers** have a responsibility to:

- Provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community

Students have a responsibility to:

- Behave appropriately, respecting individual differences and diversity
- Behave as responsible digital citizens
- Follow the school Anti-bullying plan
- Behave as responsible bystanders
- Report incidents of bullying according to their school Anti-bullying Plan

Parents and caregivers have a responsibility to:

- Support their children to become responsible citizens and to develop responsible online behaviour
- Be aware of the Anti-bullying Plan and assist their children in understanding bullying behaviour
- Support their children in developing positive responses to incidents of bullying consistent with the school Anti-bullying Plan
- Report incidents of school related bullying behaviour to the school
- Work collaboratively with the school to resolve incidents of bullying when they occur

All members of the school community have a responsibility to:

- Model and promote positive relationships that respect and accept individual differences and diversity within the school community
- Support the school's Anti-bullying Plan through words and actions
- Work collaboratively with the school to resolve incidents of bullying when they occur

Signs of bullying

Students who are victims of bullying may display the following characteristics:

- Frequent absenteeism or reluctance to go to school
- Fear of communicating
- Altered behaviour patterns (e.g. Withdrawn or unexplained sudden aggressive behaviour)
- Avoidance of some school/after school activities
- Bed wetting/nightmares
- Isolation/depression regarding school
- Deterioration of schoolwork
- Damaged or 'lost' property and school equipment etc

It is extremely important that parents who feel their child may be a victim of bullying contact the school and arrange to speak to their child's Year Advisor or the Deputy Principal Welfare to allow the school to address the issue.

What can we do to prevent bullying?

PARENTS / CAREGIVERS

- Report incidents of bullying to your child's Year Advisor or Deputy Principal
- Be supportive of your child, whether they are the victim or the bully
- Ensure the bully knows the consequences for bullying behaviour
- Ensure the victim is believed

STUDENTS

- Self Management (eg. walk away, ignore it)
- Remove the secrecy of being bullied. If a bully is allowed to get away unreported they will continue to bully, therefore students need to report bullying to a teacher, their Year Advisor or the Deputy Principal
- Refuse to be involved in a bullying situation - don't be a bystander
- If you are a witness to a bullying incident take some form of preventative action (eg. say "stop that")

TEACHERS

- Be a role model at all times
- Be observant for signs of bullying or distress among students
- Be active on classroom and playground supervision
- Take all reports of bullying seriously and document the students involved and actions taken
- Use recommended strategies to resolve the issue
- Escalate the issue if intervention is unsuccessful

Willyama High School values and promotes Diversity, Effort & Achievement

More detailed information can be found in the School's Anti-bullying Plan

Contact People

The following teachers will help you, should you wish to discuss any problems (fill in names):

Roll Call Teacher:	Year Advisor:	Counsellor:
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Conclusion

If students are aware of other students who are being bullied, they have a responsibility to do something about it. If we work together on this problem, we will have a better, safer, and happier school.

TOGETHER WE HAVE THE POWER TO STOP IT!



ELECTRONIC DEVICES POLICY

Electronic devices include mobile phones, iPods, smart watches and other listening devices, portable games, recording devices, listening devices and cameras

In compiling this policy, the school has considered whether these devices are required at school, their potential for inappropriate use, and the risk of theft of the device.

In line with our new phone policy, all electronic devices will need to be placed in a student's Yondr pouch. We understand that students sometimes use these devices to contact their parents during the school day, if a student needs to contact their parent or caregiver they can attend the front office to do so.

In emergency situations, parents should contact the school office who will remove the student from class.

GUIDELINES FOR BRINGING ELECTRONIC DEVICES TO SCHOOL

1. It is recommended that students DO NOT bring electronic devices (including mobile phones) to school unless they have returned the BYOD Charter. The school does not accept responsibility for the loss, theft or damage of devices that occurs at school.
2. Students who choose to bring electronic devices must ensure that they are not used inappropriately. To minimise disruption to the learning environment, they must be turned off and placed in their Yondr pouch.
3. Devices can be required to be handed in to the supervisor during any formal examination/assessment task. In these cases, students will be able to collect them at the completion of the task.

WHAT IS CONSIDERED AS INAPPROPRIATE USE OF ELECTRONIC DEVICES?

A mobile phone or other device is used inappropriately if it is used in a way that:

- interferes with the learning environment or the efficient operation of the school;
- violates the privacy of a member of the school community;
- threatens, or is likely to threaten, the safety or wellbeing of any person; or
- is in breach of any law.

Examples of inappropriate usage are:

- using your device during class/school activities without a teacher's permission
- taking photographs/video, or making voice recordings of other people without their permission
- bullying, intimidation or harassment through any SMS, photographic, video or other data transfer system on the phone
- "sexting" (in this case, forwarding or possessing inappropriate pictures of a child under 16 years old)

CONSEQUENCES OF THE INAPPROPRIATE USE OF ELECTRONIC DEVICES

1st Offence	The device is confiscated by the teacher for the remainder of the lesson.
2nd Offence	The device is confiscated by the teacher and given to the Faculty Leader for the remainder of the school day.
3rd Offence	The device is given to a Deputy Principal for the remainder of the school day and/or a parent or carer picks up the device. The Deputy Principal contacts the parent. The student is issued with Formal Warning of Suspension.
Further Offences	Disciplinary action may be invoked as outlined in the School's Positive Learning Environments Policy. This may include placement on the Student Support Scheme or Suspension for Continued Disobedience.
Breaches of the Law	The school must notify the Police of any breaches of the law including when a device is used to: <ul style="list-style-type: none">• bully, harass or threaten another person.• take inappropriate photographs, videos, or voice recordings on school premises; or• produce, forward or possess pictures of a child under 16 years old in a sexual context

This policy seeks to ensure that the learning environment at Willyama High School is one that recognises the right of students to learn and teachers to teach without interference or distractions from mobile phones.

The above policy is based on advice from the Department of Communities Legal Branch.

Internet Policy

Willyama High School's Internet policy aims to support the government's internet project, Web Services. The Willyama High School computer network provides students with internet access on every student computer through the student's own private, password protected user account.

The Internet and Child Protection

The problems associated with child protection and the internet have been well publicised. Willyama High School has gone to great lengths to ensure that it has the best level of protection for students in terms of internet protection. These include:

- The **DOE Firewall** regulates and controls all internet traffic occurring on any NSW Department of Education and Training computer. This is the first level of security protecting our students from inappropriate internet content.
- The **WHS Proxy Server** allows us to protect students from websites which might have slipped through the DEC system or which the school has deemed inappropriate for students.
- The **Internet Policy and Acceptable Usage Agreement** has been developed to inform parents/ carers and students of their rights and responsibilities.
- A number of **School Policies** have been devised in order to prevent misuse of the internet. These policies are discussed below.

Computer Acceptable Use Agreement

No student is to have access to the school's computer network until they have signed and returned this agreement, provided with each enrolment package.

Library and Lab Access

Library and Lab computer access will only be provided if the class teacher agrees to provide the strictest possible supervision of their students. This includes 100% supervision for 100% of the time meaning a staff member must be present during the time students are using a computer.

Inappropriate Sites

- If a student accidentally accesses an inappropriate site on the internet they must report it to the teacher immediately. The teacher should write down the URL (address) of the site and pass it on to a Network Administrator.
- If a student intentionally accesses an inappropriate site on the internet the teacher must report it to a Network Administrator immediately. The teacher should write down the URL or address of the site and pass it on to a Network Administrator.
- If an inappropriate site has been passed on by a teacher or student it is the responsibility of the Network Administrator to add this site to the Border Manager proxy to prevent further access.
- The Network Administrator(s) will pass on the names of students caught using the computer equipment in an inappropriate manner to the Deputy Principal (Welfare), where appropriate action will be taken.

Canteen

Willyama High School operates the school canteen and employs a canteen manager.

The profits from the canteen are directed back into the school.

The canteen provides food and drinks to students, staff and visitors to the school and it opens at 8.30 am each day so that students may order lunches before school.

The school introduced the “Healthy Canteen” in 2005 and we are delighted that the response from the students has been overwhelmingly positive. They obviously realise and accept the health benefits by eating good quality nutritional food and similarly healthy drinks.

It is important that parent/carers appreciate the fact that students will not be permitted to leave the school at recess or lunchtime to obtain food and drinks from shops in the area near the school. Similarly, approval will not be given for “take-away foods” to be delivered to the school.

The health of our children is of paramount importance. I ask you to join the school in a partnership to achieve this goal, and to continue to support the canteen by encouraging your student to patronise the canteen.

The Canteen Manager, Ms Natasha Hammond, is assisted by Sarah Nestor and students to prepare lunches and to serve the students.

Lockers

The student lockers are managed out of the school canteen, and cost \$5.00 per year.

Students must pay their money to the Canteen Manager before 9.00 am and will be issued with a receipt. They will be required to sign a usage agreement, and provide their own padlock and key.

School-Parent Communication

School Facebook Page

The Facebook Page provides up to date ongoing information about our school and its activities. Facilitates communication outside of normal school hours where this is required.

Student/Parent Portal (Sentral)

This gives access to student attendance records, explained absences, timetables, reports and documents such as newsletters. A letter is sent home with a key to set up access to this portal.

School Email

willyama-h.school@det.nsw.edu.au Email will be directed and appropriately dealt with from this address. Many teachers are also willing to communicate directly by email with parents.

School Reports

Parents will receive information about their student's progress and conduct in school reports. These are issued twice a year – at the end of Terms 2 and 4.

Parent/Carer – Teacher Afternoons or Evenings

Following the issue of reports, and on other occasions, parent-teacher afternoons or evenings are organised so that parents/carers may see the teachers and discuss the progress of their child in more detail.

Parents are welcome to come along and talk to the teacher even if the teacher does not especially request an interview. All parents and carers are encouraged to take advantage of these afternoons or evenings.

Parent/Caregiver – Teacher Interviews

If parents/carers require an interview with a teacher at times other than at official parent/carers afternoons and evenings, they are asked to telephone and make an appointment.

Arriving at school without a prior appointment may mean that the parent/carers may not be able to see the teacher because the teacher will have teaching commitments.

Information Sheets

On occasions, students will be given notes to take home to parents/carers. These notes will usually concern important issues. Encourage your child to be conscientious in remembering to pass these notes to you.

Willyama Whispers

This publication is produced every second Friday, uploaded on Facebook, and the School website.

Comprehensive Reports

If a parent/carers requires detailed information about a student's progress or performance they may contact the student's Year Advisor and request that a "Comprehensive Report" be circulated to each of the student's teachers.

Such a report may be requested by a parent/caregiver, teacher or year advisor, who can nominate particular areas of concern that they wish to obtain information on. For example, coping with work, relationships with peers, doing required homework and assignments, conduct in class, etc.

A Word to Parents - Assisting Your Child's Education at High School

Students do not get their education exclusively at school. School is only one of a number of sources of education for your child. The home is another institution which educates your son or daughter.

Insofar as schools are important to overall education, high school will build on primary school education and will attempt to prepare your teenager for a new, challenging world of work or tertiary study.

What Will Be Different About High School?

It will be a larger school with more teachers and more students. There will be more people for your child to relate to. High school can be more impersonal than primary school.

The work will get increasingly harder and more time-demanding from Year 7 through to Year 12.

Students will have to make subject choices, something they did not have to do in primary school, and, by about Year 10, they will have to make choices about work and careers.

Students will have to accept more responsibility for their own learning and their own success or failure.

What Can Make High School Years Tough?

High school years are the years of adolescence and growing up. There will be puberty, peer pressure, the need for independence and the need to establish an identity.

The beginning of the high school years is usually seen as the end of childhood and the beginning of adolescence. Many of you will notice changes in your teenagers but these changes will not be the same for all. Some teenagers change very little; others may seem to undergo a complete personality change.

Someone once wrote "being a caring parent of a teenager can be a boring, hard, thankless task at times. Kids are expert at putting the boot into you.... They try your patience to the limit. They take up your time. They burn up your energy. And they are terrifyingly expensive to feed, clothe and educate!"

But, although they may hate to admit it, your teenagers will care about what you think.

How Will the School Help My Teenager Adjust?

Some students of course, adjust much more easily and more quickly than others, but most students will have fully adjusted to high school in a few weeks. A common opinion we hear expressed, once they have tasted the high school environment, is that they would not want to go back to primary school!

Schools these days are very aware of the need to make the transition from primary to high school less stressful. That is why we have parent information nights, tours of the school, orientation days as well as personnel such as the Year Advisor, School Counsellors and Deputy Principals.

As a Parent, How Can I Assist in My Child's Secondary Education?

Do not let your child see that you are apprehensive about them going to high school or allow older students to fill their heads with stories about heads being flushed down toilets, etc.

Treat it as an exciting new step in growing up. Perhaps pocket money could be increased or an additional privilege granted. Emphasise the positive aspects, such as that they will be able to make new friends, or that high school will allow more freedom and independence and variety.

If you are genuinely concerned about any aspect approach the school promptly so that problems do not grow more complex.

Come to an understanding with your son or daughter what you each, or together, mean by success, because success means different things to different people and can cause friction or misunderstanding between parents and students.

Success to some is simply being happy. Some see school success only as getting good marks and good comments on the report. Others see examinations as the only way to measure success. Some see success as having tried their very best. Others feel successful when they help others or when they gain praise.

Some students will never do well at school if success is measured by marks and positions but with your help and support in conjunction with the teachers, these teenagers can develop the attitudes and personal skills needed to survive and prosper in the world outside of the school. Such qualities include an enquiring mind, a strong character, a concern for others and a strong sense of individuality.

Set realistic goals. Many teenagers are programmed to fail at school because the expectations by parents, teachers or themselves are so high and unrealistic or so narrow that they cannot succeed.

Unrealistic expectations and excessively high goals cause many students not only to fail at school but to end up with all sorts of lasting personal problems.

At the other extreme, letting your teenagers see that you expect little of them can undermine self-confidence and stifle aspirations.

Try to motivate your teenager. Motivation is whatever gets someone to do something. Eventually, true motivation is that which comes from within the student themselves. You can motivate by encouragement.

It is not unusual in schools to see less capable but highly motivated students perform better than those who may be more capable but are unmotivated. Perhaps you might like to pass on to your teenager the advice from the golfer Gary Player who said "the harder you work, the luckier you get".

Be a good listener to your teenager. Let them feel that you care about what they think and feel. Try to see his/her point of view even if you do not agree with it. Help them weigh up all the aspects of an issue or problem and guide them towards a decision or solution.

Try to provide some home resources:

- Somewhere for them to work. This could simply be the kitchen table once the meal is cleared and younger children and other family members are encouraged to stay in other rooms. It may be a desk in the teenager's room. For some fortunate enough to have the space at home, it may be a spare room.
- Some bookshelves
- A good dictionary
- A thesaurus
- An atlas
- Access to reading materials like newspapers, current affairs, magazines
- An encyclopaedia if you can afford it.

Homework and Home Learning

Homework is an essential part of the school's education program. As well as providing for both revision and extension of work done in class, it is intended to develop self-organisation, and independent work habits in students.

It is a fact that students who follow a regular homework/study program throughout the year perform better in examinations than those who leave study until the last minute.

Encourage your student to keep a homework diary. Ask them often if they are working on any assignments. But do not assume that if they do not have set homework that they have nothing to do.

You can assist with home learning, as opposed to homework, by:

- Joining your child in doing a crossword;
- Asking them "Did you read the article in the paper about.....What do you think about it?";
- Encouraging them to write letters to friends, pen pals and relatives;
- Asking them to tell you about the topics they are doing at school – make them feel that they have something to teach you!;
- For those of you with computers, investing in some high quality, challenging educational games;
- Playing Scrabble with your teenager; and
- Taking them to an art gallery, museum, live show or play when you are on holidays.

These activities are equally as valuable, and in some cases more so, than structured "homework" set by teachers. Of course, when homework is set it must be completed.

Parents can contribute to homework and assignments by making them shared learning experiences.

Assist your child by asking appropriate questions which may direct their train of thought in the right direction.

