



YANCHEP
SECONDARY COLLEGE

Inspire. Achieve. Succeed

LIVING WITH A YANCHEP SECONDARY COLLEGE STUDENT

Preparing Young People to be Active and Productive Adults



At the end of
the day, the
most
overwhelming
key to a child's
success is the
positive
involvement
of parents.

- Jane D. Hull

CONTENTS

| | |
|--|---------|
| Administration | 4 |
| Student Services | 5 |
| Heads of Learning Areas | 6 |
| 2020 Year Coordinators | 7 |
| Communication | 8 |
| <u>Getting Started:</u> | |
| Enrolment | 9 |
| Uniform | 9 |
| Stationery and Book Lists | 10 |
| Student ICT Requirements | 11 |
| Connect | 12 - 15 |
| Mobile Phone Policy | 16 - 17 |
| Student ICT Use | 18 |
| Yanchep Approach | 19 |
| Positive Parenting Resources | 20 - 30 |
| After School Clubs & Extra-curricular Activities | 31 |

ADMINISTRATION



Anthony Johnson

MEET THE PRINCIPAL

Welcome to Yanchep Secondary College. Our mission is to prepare young people to be active and productive adults. We believe that this is successfully achieved when we work with the family and local community.

We have prepared this booklet to guide you through our school structures. We want you to be a key part of the high school education process. We value the information that you can let us know and encourage you to contact us if you have any concerns.

The adolescent years can be difficult for our students so we have also provided some resources that may be of use. Our school is built around the belief in supporting our students to achieve their best and we look forward to working with you to achieve our goals.



Sharon Taylor

MEET THE DEPUTY PRINCIPAL - TEACHING QUALITY AND STUDENT ACHIEVEMENT

As the Deputy Principal - Curriculum at Yanchep Secondary College it is my role to ensure that all students have access to a broad curriculum.

In order to support the students I work closely with the Heads of Learning Areas to develop engaging programs and meaningful assessments which challenge the students thinking and help prepare

them to be productive adults. Together we aim to provide students with a range of exciting opportunities both during school and after school.



Julie Clarke

MEET THE DEPUTY PRINCIPAL - LEARNING ENVIRONMENT

My role in the school as Deputy Principal is to manage the operation of Student Services and the provision of Pastoral Care. The college has a very strong emphasis on the care of our students and supporting them so they can make the most of the opportunities that the college has to offer.

I have a special interest in developing individualised plans in consultation with parents, to meet the specific needs of students and

using ongoing reflection to improve them. I work closely with the Program Coordinators and other support staff to ensure that our students are attending school and are very well behaved.

STUDENT SERVICES



**STUDENT SERVICES PROGRAM
COORDINATOR YEARS 7-9
ADAM LEWIS**

Adam.Lewis@education.wa.edu.au



**STUDENT SERVICES PROGRAM
COORDINATOR YEARS 10-12
ROBYN DE FRAINE**

Robyn.DeFraine@education.wa.edu.au



**STUDENT SERVICES PROGRAM
COORDINATOR THE ARTS
BROOKE MCFARLANE**

Brooke.McFarlane@education.wa.edu.au



**VET COORDINATOR
SHELLEE FINNIGAN**

Shellee.Finnigan@education.wa.edu.au



**LEAD EDUCATION ASSISTANT (EA)
LISA GREENWOOD**

Lisa.Greenwood@education.wa.edu.au

SCHOOL PSYCHOLOGIST

ANDREW OLSON

Andrew.Olson@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.

CHAPLAIN SERVICE

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.

COMMUNITY HEALTH NURSE

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.

HEADS OF LEARNING AREAS



HOLA - HASS
AMANDA FLEMING
Amanda.Fleming@education.wa.edu.au



HOLA - SCIENCE
ADAM GATTI
Adam.Gatti@education.wa.edu.au



HOLA - ENGLISH
LEE GIBSON
Lee.Gibson@education.wa.edu.au



HOLA - MATHEMATICS
CRAIG VENTHAM
Craig.Ventham@education.wa.edu.au



HOLA - DESIGN & TECHNOLOGY
LEIGH HOEY
Leigh.Hoey@education.wa.edu.au



HOLA - HEALTH & PHYSICAL EDUCATION
PETER SCRIVENS
Peter.Scrivens@education.wa.edu.au

YEAR COORDINATORS



TRANSITION COORDINATOR (YEAR 6-7 TRANSITION)
BRETT LEWIS
Brett.lewis@education.wa.edu.au



LOWER SCHOOL YEAR COORDINATOR (YEARS 7-9)
ELODIE BRAUN
Elodie.murphy@education.wa.edu.au



UPPER SCHOOL YEAR COORDINATOR (YEARS 10-12)
ADAM LEWIS
Adam.lewis@education.wa.edu.au

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 YSC.

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 CONNECT or your child's timetable or our website.

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

HOW TO COMMUNICATE WITH YSC STAFF (Can also email via Connect)

CONCERN WITH A COURSE

Email Teacher
Firstname.Surname@education.wa.edu.au
Where possible emails will be answered within 48 hours

Issue not resolved?

Email the relevant Head of Learning

Issue not resolved?

Email the relevant Deputy Principal

Issue not resolved?

Email Dr James Kent - Principal
Yanchep.sc@education.wa.edu.au

NON-COURSE CONCERN OR WISH TO INFORM THE COLLEGE OF A PERSONAL - FAMILY CONCERN

Email Year Coordinator
Where possible emails will be answered within 48 hours

Issue not resolved?

Email Student Services Coordinator Lower School
Julie.clarke@education.wa.edu.au
Brooke.mcfarlane@education.wa.edu.au
Or Student Services Coordinator Upper School
Robyn.defraigne@education.wa.edu.au

Issue not resolved?

Email the relevant Deputy Principal

Issue not resolved?

Email Dr James Kent - Principal
Yanchep.sc@education.wa.edu.au

PLEASE NOTE

- If at any stage you are not satisfied or have concerns with the person you are dealing with, please email the person below them on the list.
- 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 administration office on 9562 8000 ASAP.

HOW YOU CAN HELP

- Volunteer at the café—contact: Charmayne—9562 8021
- Join the P & C. Meetings are held once a term; dates are on the college term planner on the website.

GETTING STARTED

ENROLMENT

Enrolment at Yanchep Secondary College is a two-part process. The first part is the 'Application for Enrolment Form' which can be found on our website: www.yanchepsc.wa.edu.au. Should you require assistance with completion of the Application for Enrolment Form, you are welcome to contact:

Ms Lisa Cogger– Enrolments Officer on 9562 8002 or email lisa.cogger@education.wa.edu.au

SCHOOL UNIFORM REQUIREMENTS

The Yanchep Secondary College uniform aims to reflect student pride in appearance and recognition of belonging to the School community and for Secondary students, the development of understanding life skills of appropriate dress within a future place of work.

An expectation of enrolment at the School is the adherence to Yanchep Secondary College Uniform Policy which has been endorsed by the community.

Year 7-10 Boys and Girls: Everyday Wear

Plain navy blue shorts, plain navy blue pants/trousers (no logo, stripes or wording)

School polo shirt with School Logo

School jacket with School Logo

School jumper with School Logo

School dress with School Logo

Closed in shoes & plain socks



Year 7-10 Uniform

Year 7-10 Boys and Girls: Physical Education

School Sports Shirt with School Logo

Plain Navy Shorts (no logo, stripes or wording)

Suitable pair of trainers/sports shoes

Sport Representative Uniform:-

Will be supplied by the school for the event and must be returned to the Physical Education department

*Students in Year 10 who need to purchase a new uniform may purchase the Year 11/12 uniform in preparation for Senior School.



Senior Uniform

Senior School Uniform Year 11 and 12

Plain navy blue shorts or navy blue pants (no logo, stripes or wording)

Senior button up chambray shirt with School Logo

School jacket with School Logo

Closed in shoes

Plain socks

Uniform Enquiries: For uniform ordering, queries or concerns please contact Uniform Concepts

1 Sarasota Pass, CLARKSON. T: 08 9270 4656

Clarkson@uc.nellgray.com.au

www.nellgray.com.au/Uniform-Concepts

STATIONERY AND BOOK LISTS - INSTRUCTIONS FOR ORDERING

BOOKLIST FOR YEAR 7 to 12 INSTRUCTIONS

Please order at wincschools.com.au/WA/Yanchep/Yanchep-Secondary-College

At WINC we want your child to have a strong start to the new school year, which is why we have worked with your school to make Back to School hassle free.

Ordering made simple.

We've made it quick and easy to order your child's new year requirements. Simply visit wincschools.com.au and follow these four steps:

1. Search for your school, Yanchep Secondary College, Yanchep, WA and enter your school access key 6UY4X if required.
2. Complete the student's details and select Year 12. Simply select all relevant subjects.
3. Review your requirements list and make changes if required. Please note: some list items have been denoted by your school as a prerequisite for the subject or year.
4. Proceed to checkout. Please note: For home deliveries only, if you have more than one student at the same school, please repeat the above steps.

Once completed, an order confirmation will be sent to your email address.

Please note: Any technology items you order may be sent separately.

If you have purchased any eBooks you will receive a separate activation email.

Order Deadlines & Delivery Information

Home delivery:

Free Delivery: for orders placed on or before 15th December 2020;

\$12.95 delivery: for orders placed after 15th December 2020.

Orders Placed:

On or before 31st December 2020 will be delivered before the start of Term 1 2021.

Please Note: For orders placed after 31st December 2020, we cannot guarantee delivery prior to Term 1.

Australia Post

Orders are delivered via Australia Post's eParcel service. As soon as your order is dispatched an email will be sent to let you know the Australia Post tracking ID Number. Your order can be tracked at auspost.com.au.

Note: PO Box addresses are not accepted by Australia Post.

Have a question?

For assistance with your order, returns and refunds and delivery information, or for a general enquiry, please visit wincschools.com.au/helpcentre



STUDENT ICT DEVICES

Yanchep Secondary College is a BYOD (Bring Your Own Device) school. Although Yanchep Secondary College does not specify the necessity for all students to bring their own device to school, it is strongly advised in today's digital era that they do so, in order to enhance their learning in class.

We highly recommend that students bring a laptop. When considering the purchase of a student laptop, those with specifications given below will be able to join our Wi-Fi and can install applications like eBook and Connect and can utilise the Office 365 software that is available to all students.

Device Type: Windows or Mac operating systems and can be a laptop or tablet

Up-to-date security software;

Wireless: dual-band (2.5GHz/5GHz)

Min screen size: 9-inches

Min storage capacity: 128GB (laptop); 64GB (tablet)

RAM: Minimum 8GB (laptop)

Max device age: Two years

Minimum battery life: Six hours

All school text books are now digital and available as eBooks, for students to download and access direct from their device. This also facilitates real time updates of any text books at no additional cost. Furthermore, the use of devices motivates students to practice self-access learning alongside independent learning and is both an interactive and engaging classroom learning tool.

Students are encouraged to see the use of technology as a fluid process, where appropriate technology is used when it is the best or most efficient way to deal with the situation at hand.

Students are exposed to a range of technologies in order for them to develop confident use and an ability to assess whether to use technology or which technology to use in any given situation.

Students are supported in developing their skills in the use of various software applications such as Microsoft Word, Excel, PowerPoint and email.

Students are able to develop skills in writing code and programming which enables them to create through the use of technology. This can extend to 3D printing, creating games, media and even robotics and model cars.

Teachers incorporate teaching technologies that enhance the teaching and learning process and effectively engage the students in class.

Yanchep Secondary College is working in partnership with JB Hi-Fi Education Solutions to offer parents the opportunity to purchase the recommended BYOD 1:1 device for school at a discounted price. These bundles are not available in a JB Hi-Fi retail store so you must use the portal to process an order. The link for the portal is:

<https://www.jbeducation.com.au/byod/?code=yanchepsc2021>





Parents (Secondary)

**Login to Connect at
connect.det.wa.edu.au**

Communicate easily with teachers.

Stay informed about school activities and events.

Securely access your child's learning assessments and feedback.

Engage in your child's learning anytime, anywhere **and on any device**.

Your school will provide you with a secure **user name** and a **password**.

Connect: Home Page

A All your children in one place

Select your child's name to see all the Connect classes available for that child

B Classes

Click on a class name to view the class.

C School Space

Find the latest notices and information from your school.

D Next Event

Stay up to date with school and class events and deadlines.

E Next Submission

View homework and assignments due in all your children's classes.

F Change Password

Manage your password and notify the school if you change your email address.

Welcome to Connect's New Look
We are rolling out a new look across Connect, that improves the navigation and information on school, class and user devices. Click the buttons to learn more.

Classes
View All

7 Computer Digital Technology
7 English
7 Home Economics
7 Maths
7 Literacy Development
7 Science
Year 7 Japanese

Next Event
Character Express - Exam Preparation
When an event is added to any of your children's school events will appear here.

Next Submission
Mobile Phone Worksheet

Change Password
Student Flyer - Primary
Student Flyer - Secondary

Connect: My Children

My Children

See information about each of your children – regardless of school.
Use the 'Quick Switch' button to change between your children.



Classes

Click on a class name to access information about your child's class.

See each child's **classes and teachers**.

Open your child's **semester reports** to download or print.

View trends in your child's **attendance** with a week by week record.

View each of your child's **Connect classes** to see more information including notices, calendar events, learning activities and assignments.



connect.det.wa.edu.au

Parent Foyer Secondary
September 2018



STUDENT ELECTRONIC DEVICE AND EARPHONES POLICY

Parents will be aware of the general concern with inappropriate use of mobile phones. Mobile phones allow children and teens to enter the unregulated public domain. If this is without supervision then it makes young people vulnerable to exposure to inappropriate material, being preyed upon by unknown people and cyber bullying by peers.

Some further points to consider regarding mobile phones are that they:

Interfere with learning / home study:

Students are unable to focus on instructions or study if they are wondering if they have received messages on their phone or if someone is trying to contact them.

Can expose students to pornographic material (this is illegal):

Bluetooth devices allow videos and pictures to be sent even if they are not wanted. Students can access non filtered websites via their mobile phones.

Are an ideal tool for cyber bullying:

Students may receive disturbing messages from fellow students. Students may 'borrow' another persons phone to send hurtful messages, getting the owner of the phone into trouble.

Interfere with sleep:

Students may be using their phones to text and call when they should be sleeping – they come to school tired and sleep deprived making it hard to concentrate.

Earphones may be an occupational health and safety issue – for example loud music; a student does not hear a safety instruction from a teacher.

Yanchep Secondary College acknowledges and appreciates the importance and relevance of appropriate use of electronic devices (eg mobile phone, ipod) by students. While we acknowledge that there may be legitimate reasons for having an electronic device at school, students are required to follow the rules and regulations governing these devices.

Student Mobile Phones and Electronic Devices MUST be switched off and out of sight during class time.

The only exception to this is if students are allowed by the classroom teacher to use their mobile phone or electronic device as part of the teaching and learning program. A staff member can ask a student to switch off and not use their electronic device at any time. Students must follow this direction.

Students are not permitted to take photos or videos of either staff or students.

Yanchep Secondary College takes no responsibility for the theft and/or damage of student mobile phones or electronic devices.

If a student breaches this policy, it may result in their mobile phone or electronic device being removed. If it is removed, the device will need to be collected by the student from either the teacher at the end of the lesson or the Deputy Principal (front office) at the end of the day. In some circumstances the device may only be released to a parent.

If a student consistently breaks the rules for mobile phone usage at Yanchep Secondary College, it will be regarded as a serious breach of the school Behaviour Management Plan.

How can parents help?

Parents can do a lot to support appropriate use of mobile phones and electronic devices. Please consider carefully why your child needs to have a mobile phone or electronic device at school. Unless it is vital, have them leave it at home.

Other support would include:

- Reinforcing our school policy on mobile phones, electronic devices & earphones with your child.
- Being willing to attend interviews at school if your child is involved in a phone related incident.
- At home - have your child hand their phone in at night and return it in the morning.
- Talk to your child about the risks of inappropriate use of mobile phones.
- Talk to your child about what to do if they receive inappropriate material on their phone – do not delete it, keep it as evidence.
- Vigilantly monitor phone use and content.
- Ensure your child does not have access to a 2nd or 3rd phone or SIM card.

We thank parents for their cooperation and support.



What will happen if a student uses a mobile phone or electronic device without teacher permission during the school day.

- The student will be reminded of the school policy and asked to put the electronic device away.
- If the student refuses to put their electronic device away, then the school Behaviour Management Plan will be followed and parents may be contacted.
- If the staff member suspects that there is inappropriate material on the device then the parent/ caregiver will be contacted and asked to collect the phone.

OTHER ELECTRONIC DEVICES AND EARPHONES/HEADPONES

- The use of earphones/headphones in classrooms **is only permitted with the permission of the classroom teacher.**
- If the classroom teacher does not want students to use earphones/headphones then students must obey this instruction.
- If the student refuses to follow the teacher's instruction, then the school Behaviour Management Plan will be followed.
- If the staff member suspects that the music, etc. being played is inappropriate, then the student will be instructed to switch it off. Students must comply with this instruction.



SUPPORTING YOUR TEENAGER WITH ICT USE

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.

Other Resources:

<https://www.connectsafely.org/wp-content/uploads/qg-instagram.pdf>

<https://www.connectsafely.org/wp-content/uploads/A-Parent's-Guide-to-Snapchat.pdf>



The Yanchep Approach to Classroom Practice



| Characteristics | Observable Behaviours | Teachers |
|------------------------------------|--|---|
| Classroom Behaviour | Students | Teachers |
| Arriving at class | Arrives at class on time. Students are lined up and orderly. Students listen to instructions from the teacher. | Arrives at class on time. G greets students at the door. Provides specific instructions regarding the start of the lesson. |
| Moving into the classroom | Hats, Hoodies and Headphones are removed. All electronic devices turned off and in their bags. Code switch: classroom ready. | Asks students to remove hats/hoodies/headphones, phones in bags. Engages positively with students and monitors movement into class. Supports appropriate behaviour in a low-key way. |
| Preparing to learn | Seating position according to the teacher's plan. Bags under desks Focused on their own organisation. Materials out; electronic devices as instructed. Waiting for next instruction respectfully. | Have a plan for the lesson and a seating plan for the students. Have all the materials required for the lesson. Give specific instructions regarding electronic devices required. Complete attendance requirements within 10 minutes of start. |
| During the lesson | Hopeful: Displays a positive attitude to the class and their learning. Engaged: Completes all learning activities to the best of their ability. Utilises technology appropriately and as directed by the teacher. Responsive: Interacts with the teacher and other students appropriately. Responds to teacher directions as required. Organised: Provides and maintains the resources required for the lesson. | Provide a lesson structure that is visible to all students including: 1. What am I learning today? 2. Why am I learning this? 3. How will I know that I learned it? Plan for learning based on three main transitions 1. Warm up activity based on prior learning. 2. Developmental activity that creates new learning. 3. Revision activity that reinforces new learning. |
| End of the lesson | Updating and organising their diary as directed. Packs materials away when directed to. Waits for directions to move out of the class. | Gives specific instructions regarding homework to be completed. Directs students to pack up. Directs students to leave at the end of the period. |
| Moving out of the classroom | Wait for the siren at the end of the period Push their chairs in. Ensure their workspace is tidy. Make an orderly exit from the class. Thank the teacher for the lesson. | Wait for the siren at the end of the period Monitor all chairs being pushed in. Ensure all rubbish is removed from the floor. Thank students and support appropriate behaviour. Secure additional equipment and the room. |
| Moving between classes | Move between classes in an orderly manner. Display positive behaviours. Fill water bottles and use amenities. Arrive at the next class on time. | Move between classes in a timely manner. Make any necessary preparations for the next class. Fill water bottles and use amenities. Arrive at the next class on time. |

SOCIAL AND EMOTIONAL WELLBEING

Positive Emotion is a priority at Yanchep Secondary College. The founder of the Resilience Project, Martin Heppell defines it as 'education for both traditional skills and for wellbeing'. We made Positive Emotion 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 Emotion 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 YSC 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 YSC benefits from our whole school implementation of the GEM program which includes addressing the following:

- **Gratitude:** for the positive experiences and people in our lives.
- **Empathy:** for others and the pursuit of kindness in our interactions.
- **Mindfulness:** building a consistent mindful practice to improve motivation and concentration.

To view the specific content framework for how we embed GEM in each year level, please visit our website. We also enjoy a strong whole school approach to recognising character strengths, practising mindfulness and growth mindsets.

Students receive their GEM training through explicit teaching in GEM classes at the beginning of every day, embedding of GEM through every learning area to reinforce GEM knowledge and skills, a character strengths based, solution focused Student Services team. We also facilitate a number of opportunities for parents to implement GEM principles in the home, through our close association with parenting expert Maggie Dent.

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 GEM 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:

- Look up “The Resilience Project” on Facebook and explore the various tools available.
- 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 realistic 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 a great source 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. Smiling Mind)

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; reducing 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 opposite—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 Services (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 failing, 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 helps you remember that you have powerful strengths that can be immediately used.

2. COUNT YOUR BLESSINGS

Expressing 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 blessing 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.

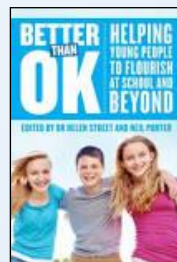
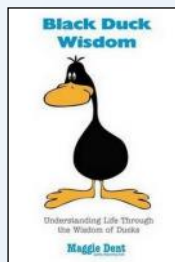
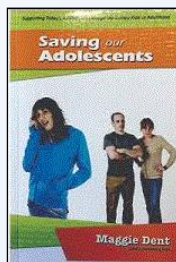
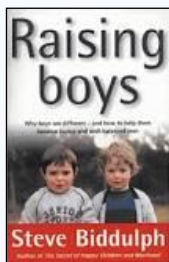
http://raisingchildren.net.au/articles/resilience_teenagers.html



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 9562 8000 to borrow. Some suggested resources are:

- Maggie Dent *Saving our Adolescents, Black Duck Wisdom*
- 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 the text.
- Watch some films together and discuss using the questions that unpack the 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.

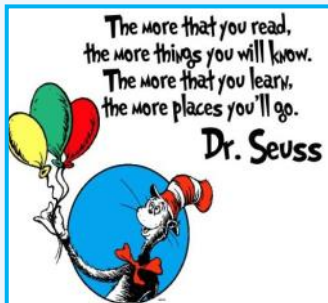
WAYS TO SUPPORT YOUR CHILD'S READING DEVELOPMENT

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 10-15 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 to 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.

Ways 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 e.g. 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.yanchepsc.wa.edu.au

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 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 Deputy 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.

AFTER SCHOOL CLUBS & EXTRA CURRICULAR ACTIVITIES

Students are advised through Daily Notices about after school clubs and extra-curricular activities. Organising staff will contact students directly and make all preparations necessary, including uploading permission forms onto Consent2Go.

Some activities occur off-site and may incur extra costs.

Some after school clubs include:

Bushrangers

Keyboard Class

Contemporary Band

Dance Troupe

Cheer leading

And more





YANCHEP
SECONDARY COLLEGE

Inspire. Achieve. Succeed

Yanchep Secondary College

21 Ravensbourne Street WA 6035

08 9562 8000

www.yanchepsc.wa.edu.au

Yanchep.SC.Enquiries@education.wa.edu.au