

## Supporting your Yanchep Secondary College Lower School Student (Years 7 – 9)

2024



"Our Vision "Preparing young people to be active and productive adults."

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## **Meet the Principal & Deputy Principals**



## Principal – Mr Anthony Johnson

Welcome to Yanchep Secondary College. Our mission is to prepare young people to become active and productive adults. We believe that this is successfully achieved when we work with families and our 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.



## Deputy Principal (Years 10 – 12) – Ms Sharon Taylor

As the senior school Deputy Principal at Yanchep Secondary College it is my role to ensure that all students have access to a broad curriculum in their senior years of high school and support students as they work towards their WACE.

In order to best support 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 become productive adults. Together we aim to provide students with a range of exciting opportunities both during and after school.



## Deputy Principal (Years 7 – 9) – Mrs Julie Clarke

My role in the school as the Lower School Deputy Principal is to manage all aspects of Year 7-9 learning and wellbeing. 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 the College has to offer.

I believe in utilising a collaborative approach with families to meet the specific needs of individual students as well as the importance of reflecting on processes and practices to improve student outcomes. I work closely with the lower school Program Coordinator and Heads of Learning Areas to ensure students are able to participate in an engaging curriculum, follow the Yanchep Approach and work towards an appropriate senior school pathway.

## **Getting Started**

Kaya Moort/Welcome to Yanchep Secondary College. Congratulations on your successful enrolment to our college. This booklet is intended to provide you with relevant information to best support you and your lower school student and answer any common questions you may have. Additional information can be found on our school website: <u>Home - Yanchep Secondary College</u> (yanchepsc.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. It is also important in the development of life skills and understanding 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 7-9 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 Closed in shoes & plain socks

## Year 7-9 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.

## **Uniform Enquiries:**

For uniform ordering, queries or concerns please contact: Uniform Concepts 1/4 Sarasota Pass, CLARKSON. T: 08 9270 4656 clarkson@uc.nellgray.com.au <u>Yanchep Secondary College - Nell Gray</u>



Years 7-9 Uniform

## **Stationary & Booklists**

## FOR YEAR 7 to 9 INSTRUCTIONS

Please order at WINC. Home Winc Schools

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 <u>9WU7Z</u>.

2. Complete the student's details and select Years 7-10. 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**

The school has negotiated with Winc to offer **free delivery** for online purchases made before 8 December 2023 for delivery to your home. Orders after this date will incur a \$16.95 delivery fee, please note that all orders under \$60 incur a delivery fee of \$16.95. Winc schools also provide parents with the option to pay via Zip Pay which allows you to set up an account to pay by instalments should you consider this a suitable option. See school website for link to Booklist and instructions.

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 encourages all students to bring their own laptop or electronic tablet to school in order to enhance their classroom experience.

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

Many of the school's text books are now digital and available as eBooks, for students to download and access directly 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.

For set up assistance regarding ICT devices please see Yanchep Secondary College Network Supporting Officer in the library during break times.

JB HiFi Solutions for Education have a portal for parents of students at Yanchep Secondary College to be able to purchase a suitable device for use at the school and they offer convenient payment plans. Please use the link on the school's website to access the portal. <u>https://www.jbeducation.com.au/byod</u> code = YanchepSC2024

## **Voluntary Contributions & Charges**

All Public Schools within Western Australia are governed by the *WA School Education Act*. The *Act* states that a maximum amount of Voluntary Contributions to be requested for a Secondary School student in Year 7-10 is **\$235.00**. These contributions are used towards materials, textbooks, services and facilities used by students in their educational programs. Payment of these costs will make a significant contribution to the quality of all educational programs delivered and are encouraged and appreciated. Years 11 & 12 are Compulsory Charges.

Voluntary approved requests are \$30.00 and include supporting:

- Chaplaincy \$10.00
- P&C \$10.00
- Library \$5.00
- ICT \$5.00

## HOW TO MAKE PAYMENTS:

At the school office in person or over the telephone (we have EFTPOS payment facilities) Or Direct Deposit straight into: Bank: Commonwealth Bank, Clarkson Name: Yanchep Secondary College BSB: 066 040 Account Number: 19901340 Reference: (Insert your child's name, Year Group & the word Fees) *Eg. Jane Jones Y7 Fees* 

## **PAYMENT OPTIONS:**

Option 1 Pay the full amount of \$265.
Option 2 Pay 50% of account and balance before end of Term 2.
Option 3 Commence Direct Debit for a weekly payment plan for \$10 per week.

**NOTE** Using the \$10 per week payment plan will ensure your account is paid in full by end of Term 2. If you continue after the account is paid in full you can opt to use credit to support extra cost options such as excursions and reward events.

## **Secondary Assistance and Clothing Allowance claims**

Applications are open in <u>Term One</u> for eligible parents to make a claim. Please bring details of the below cards to the school office and we will process your claim and submission. Claimants must hold one of the following cards:

- Health Care Card (Centrelink)
- Pensioner Concession Card (Centrelink)
- Veterans Affairs Pensioner Concession Card

Secondary Assistance Allowance is **\$235** (which is paid directly to the school), and Clothing Allowance is **\$115** per student, paid to your nominated bank account. Application close 28 March 2024.

## Abstudy Allowance claims

Abstudy allowance is claimable through Centrelink by parents or an independent student. An additional supplement allowance application can be made for eligible students once this payment has been received. This is for students in Year 7 to 10 and will be paid to the school towards voluntary contributions. For students Year 11 to 12 the EPA will be applied to cover school charges.

## **Extra Cost Optional Charges – Years 7 to 10**

Extra Cost Option	Cost	Note / comments
Reward events	\$60	1 Per Semester/ Per event – per year group
Beach Carnival	\$10	1 per year
Swimming Carnival	\$10	Transport costs
Inter school competitions	\$30	Contribution per event
Sports Carnivals	\$30	Contribution per event
Year group camps	\$300	1 per year
After school sports / activity groups / various events / competitions	\$60	Per event including transport / entry fees for example team sports, dance, robotics etc.
Project materials not included in subject	\$10	Optional student choice for alternative materials
Study / learning excursion	\$75	1 per subject area per term – e.g. Fremantle Prison, Gravity Centre, Physics Day, Channel 9, educational shows
Study / learning Incursion	\$20	1 per subject area per term- e.g. Japanese drumming group
University visits	\$20	Tours of University (Careers)
Competitions (individual / team) Excursions	\$60	Cost per competition for example -Big Science, Solar car, Debating, Marine, STEM, etc.
Competitions (individual / team) Incursions	\$10	Cost per competition – entry fees
School Leaders Camp	\$300	1 event per year
Student Leaders Conferences	\$20	Grip Conference
Marine Excursion / Study	\$60	AQWA study – entry & transport HBF Arena
Marine Studies Y8-10	\$120	Sailing Course
School Photographs	\$60	Various packages on offer
White Card – Year 10	\$90	Workplace Learning
Police Checks WPL	\$20	Workplace Learning
Dance / Music, Visual Arts & Performing Arts	\$75	Cost for tickets and transport – By invitation per event. Example events include Art Exhibitions and WASO Performance
Bush Rangers	\$10	Contribution for select events x 2
Careers Expo/Events	\$20	Student transport cost
Cultural Excursions	\$60	1 per term
GEM Excursion	\$15	1 per Semester
Activity Day	\$10	End of term 4 event
YESS Program excursion	\$50	1 per term
Volunteering Events	\$10	Transport costs
Smart rider Travel	\$5	Transport costs
River Cruise Y10	\$90	Reward Excursion
Rottnest Excursion – Y10	\$100	Reward Excursion
Fish Management	\$20	Marine Course
Be Street Smart- Year 10	\$10	Health Program
Party Program – Year 10	\$10	Health Program
Outdoor Ed Ghost Trial Hike- Y10	\$35	Outdoor Education
Canberra Camp 2024	\$4000	Y8-10 (\$1000 deposit required)
Overseas Camp 2025	\$1000	Y10 only. Deposit amount
Melbourne Camp 2024	\$2000	Y8-Y10

## **Your Account Explained**

The following information is an EXAMPLE ONLY provided to assist parents in understanding the school's Charges and Contributions structure for their child. We wish to assure parents that all subject costs are approved by the School Board and all costings are accountable to the Department of Education and have been directed towards keeping the costs as low as possible.

Yanchep Secondary College 21 Ravensbourne Street YANCHEP WA 6035 Australia Ph: 9562 8000 ABN: 45 897 832 167			
Charges and Voluntary Contributions	Compu	ts listed under Isory Charges ST be paid	
Subjects your child is undertaking at school.			
Subject/Other Items	Voluntary Contributions	Compulsory	Total
Subject/Other Items 10 GEM - 10 GEM	\$ 10 00	Charges \$ 0.00	\$ 10.00
10 PE - 10 Physical Education	\$ 11.00	\$ 0.00	\$ 11.00
10ArtS1 - 10 Visual Arts Semester 1	\$ 21.60	\$ 0.00	\$ 21.60
10ArtS2 - 10 Visual Arts Semester 2	\$ 21.60	\$ 0.00	\$ 21.60
10Food1 - 10 Food for Entertaining	\$ 21.60	\$ 0.00	\$ 21.60
10Food2 - 10 Food and Culture Semester 2	\$ 21.60	\$ 0.00	\$ 21.60
10HASS - 10 HASS	\$ 13.00	\$ 0.00	\$ 13.00
10HASS2 - 10HASS S2	\$ 13.00	\$ 0.00	\$ 13.00
10Hea - 10Health	\$ 21.60	\$ 0.00	\$ 21.60
C1Perm - Permaculture	\$ 30.00	\$ 0.00	\$ 30.00
CGAE En - Cert General Education English	\$ 50.00	\$ 0.00	\$ 50.00
Total for Voluntary Contributions and Compulsory Charges	\$ 235.00	\$ 0.00	\$ 235.00
Voluntary Approved Requests			
Chaplaincy \$ 10.00			
Library \$ 5.00			
P & C \$10.00			
ICT \$ 5.00			
Total for Voluntary Approved Requests			\$ 30.00
TOTAL PAYABLE Includes GST of \$ 0.00			\$ 265.00

## Voluntary Approved Requests

**Chaplaincy:** The chaplaincy is an essential component of the pastoral care provision to students within the Student Services centre.

Library: provides for a wide range of library and resource materials.

**P&C:** provides annual membership of the Parents and Citizens Association and a contribution towards school programs.

**ICT:** provides for school/parent/student communication.

## **Start/Finish Times & Late Students**

Students are expected to be 'school ready' for the times outlined in the below tables. The gates open on the north side of the administration block daily for 10 minutes at 8:20am and, Wednesdays at 9:20am. Deputy Principals or Senior Staff are available to greet students upon arrival. Late students must report to reception.

## Monday, Tuesday, Thursday & Friday

Period	Times
Start / GEM (form)	8:40 - 8:59
Period 1	9:00 - 9:59
Period 2	10:00 – 10:59
First Break (Recess)	11:00 – 11:24
Period 3	11:25 – 12:24
Period 4	12:25 – 13:24
Second Break (Lunch)	13:25 – 13:49
Period 5	13:50 – 14:50
Finish	14:50

## Wednesdays (Start time is 9.30)

Period	Times
Start / GEM (form)	9:30 – 9:59
Period 2	10:00 – 10:59
First Break (Recess)	11:00 – 11:24
Period 3	11:25 – 12:24
Period 4	12:25 – 13:24
Second Break (Lunch)	13:25 – 13:49
Period 5	13:50 – 14:50
Finish	14:50

## **Late Students**

Students are to be <u>School Ready</u> > Full school uniform and school bag







- Mobile phones and headphones / earphones are to be off and away.
- Students are to report to reception on late arrival.
- Students are to wait in the reception area until a Deputy Principal or an Executive Staff Member can let you in.
- Offensive language, verbal abuse or negative behaviour will not be tolerated.
- Scooters and bikes are not to be ridden in the reception area. (A) (36)
- Food purchased externally to the College is to be consumed prior to entry.



## **School Bus Services**



Do you reside in:

- Lancelin, Gabbadah or Woodridge
- Gingin
- Carabooda, Seatrees or Breakwater Estate

Families who reside in these areas will need to 'Apply' for the Student Transport Assistance Program. Applications for each new year should be submitted by the end of November the previous year or as soon as possible prior to the commencement of Term 1. Visit <u>www.schoolbuses.wa.gov.au</u>

School Bus Service endeavours to process Transport Assistance Applications within 10 business days.





Transperth run services to the majority of schools in the metro area. With an integrated bus, train and ferry network, and cheap fares for students, Transperth is a cheap and easy way of getting to and from school.

To find out what services are available for you, use the <u>JourneyPlanner</u> or download the <u>Transperth app</u>. If you're planning your journey in the school holidays, don't forget to change the date on the <u>JourneyPlanner</u> to a school day.

We run two types of bus services for students; dedicated School Specials and regular Transperth routes. Your journey may include a School Special and/or regular Transperth bus route.

## **Dedicated School Specials**

As the name suggests, dedicated School Specials are for students only and can only be caught if you are heading to or from school.

## **Regular Transperth bus routes**

These bus routes are accessible to all members of the public.



## Student SmartRider

All WA school students are eligible for the Student fare via the Student SmartRider.

Yanchep Secondary College is a participating school and will issue new students a SmartRider card upon commencement, free of charge. Replacement cards cost \$5.00. Students are required to have their photograph taken wearing the Yanchep Secondary College school uniform.

## **Administration & Business Support Officers**



## Manager Corporate Services – Carolyn Butler

carolyn.butler2@education.wa.edu.au

Works with the Principal to oversee the management of the school's facilities including work, health & safety, resources, support staff, finances and human resources.



## Business Support Officer / Human Resources – Lana Gorczynski lana.gorczynski@education.wa.edu.au

Provides support to the Manager Corporate Services and staff in the human resource aspect of the College's operations and assists in the implementation of recruitment, selection and appointment processes including payroll processing.



### Business Support Officer / VET Coordinator – Katie Elkington kathleen.elkington2@education.wa.edu.au

Manages the vocational education and training at the College including Certificate courses through registered training organisations and workplace learning placements for students.



## Business Support Officer / Finance – Zoe Joyce zoe.joyce@education.wa.edu.au

Works with the Manager Corporate Services to undertake the management of the Colleges assets, financial requirements, and budgets.



## Business Support Officer / Operational, Data Management and Timetabling <u>shellee.attwood@education.wa.edu.au</u>

Works with the Manager Corporate Services to undertake the management of enrolments, attendance and whole school data including consulting with the executive team for the preparation and coordination of all College timetabling.



## Network Support Officer – Gary Thirlwell gary.thirlwell@education.wa.edu.au

Works with the Manager Corporate Services and Deputies to facilitate all ICT and Network support enquiries for the whole school.

## **Student Services**

The Student Services Team play an important role in actively preparing students for school by supporting their emotional and social wellbeing. Each member of the team provides ongoing support and advice to students with particular support in personal issues, academic concerns and conflict resolution.



## Program Coordinator (Years 7-9) – Adam Lewis adam.lewis@education.wa.edu.au

The role of the Program Coordinator is to work closely with all members of the student services team and teachers to develop plans which provide strategies to assist students. They also monitor student attendance, academic progress, and behaviour across the school.



### Student Support Coordinator – Tracey Kilkelly tracey.kilkelly@education.wa.edu.au

The role of the Student Support Coordinator is to manage the Student Services Wellbeing team and identify programs to develop student resilience and growth.



### Learning Support Coordinator – Lisa Greenwood lisa.greenwood@education.wa.edu.au

The role of the Learning Support Coordinator is to manage the Learning Support team and provide support to students with special needs and learning difficulties, including making adjustments for students with diagnosed learning difficulties within the classroom.

## 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 – Lana Williams

This role is a secular role. The focus is on looking after students, providing care when they need it and guiding them through the challenges they are facing in their teenage years. The Chaplain also facilitates whole school fun events such as bands playing and community fund raising events.

## **Community Health Nurse – Petra Bakos**

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. The nurse is also a resource for staff and students requiring referrals to outside agencies and coordinating programs for students.

## **Aboriginal & Islander Education Officers**

The role of the Aboriginal Islander Education Officers (AIEO) is to help promote inclusive practices within the school and build positive participation, communication and interactions between staff, Aboriginal and Torres Strait Islander students, their parents and families and the local Aboriginal community.



Aboriginal Islander Education Officer (AIEO) – Helen Latham <u>helen.latham@education.wa.edu.au</u>



Aboriginal Islander Education Officer (AIEO) – Bjay Beal anaiwan.beal@education.wa.edu.au



Aboriginal Islander Education Officer (AIEO) – Shakira Palfrey shakira.palfrey@education.wa.edu.au

## **Heads of Learning Areas**

Our Heads of Learning Area are responsible for ensuring our teachers plan and deliver lessons that meet the needs of our students, and cover the relevant curriculum as outlined by the School Curriculum and Standards Authority (SCSA). They oversee all subject related issues including behaviour, class/teacher allocations and assessment of students. They are the contact person for all subject related enquiries.



MATHS HOLA – Brett Lewis brett.lewis@education.wa.edu.au



ENGLISH HOLA – Sally Mathews sally.mathews@education.wa.edu.au



SCIENCE HOLA – Adam Gatti adam.gatti@education.wa.edu.au



HASS HOLA – Amanda Fleming amanda.fleming@education.wa.edu.au



ARTS HOLA – Rebecca Mahmoud rebecca.lockyer@education.wa.edu.au



DESIGN & TECHNOLOGY HOLA – Leigh Hoey leigh.hoey@education.wa.edu.au



HEALTH & PHYSICAL EDUCATION HOLA – Peter Scrivens peter.scrivens@education.wa.edu.au

## **Heads of Year & Transition Coordinator**

Heads of Year support in the monitoring of attendance and academic performance for their year group. They work with targeted students on attendance improvement plans in consultation with families and Program Coordinators. The transition coordinator ensures a seamless move into secondary school by developing transition activities and monitoring student welfare throughout the transition phase.



YEAR 6-7 TRANSITION COORDINATOR Eve Milner eve.milner@education.wa.edu.au.



YEAR 8 HEAD OF YEAR Robb Howland robb.howland@education.wa.edu.au



YEAR 7 HEAD OF YEAR Jennifer Edwards jennifer.rhodes@education.wa.edu.au



YEAR 9 HEAD OF YEAR Shannon Lowrie shannon.lowrie@education.wa.edu.au

## **Communicating with the College**

There are a number of effective pathways a parent or guardian may take to ensure good, clear communication with the highly trained professionals who look after the students at Yanchep Secondary College.

Please contact your child's <u>teacher</u> if you have concerns or celebrations about how your child is performing in their particular class or course. You can access teacher's from your Parent Connect Portal, or review your child's timetable and effectively email relevant teaching staff using the 'Communicating with Teaching staff' email list on the next page of this booklet.

You can contact the Program Coordinator for issues relating to pastoral care, behavioral and emotional support.

Concerns with a course/subject

Julie Clarke julie.clarke@education.wa.edu.au



Email Program Coordinator Adam Lewis (If issue not resolved)



Email Principal Anthony Johnson yanchep.sc@education.wa.edu.au

## **Communicating with Teaching Staff**

We recommend emailing teaching staff as this form of communication allows teachers the opportunity to respond when they are carrying out duties other than teaching. If your concern is urgent, please contact the college on 9562 8000 and ask to speak with the Program Coordinator or Lower School Deputy Principal.

Name	Email	Learning Area
Sally Mathews	Sally.mathews@education.wa.edu.au	English HOLA
Bev Heesters	Beverley.heesters@education.wa.edu.au	English
Rebecca Epps	Rebecca.everitt@education.wa.edu.au	English
Saima Hashmi	Saima.hashmi@education.wa.edu.au	English
Nick Maguire	nicholas.maguire2@education.wa.edu.au	English
Robb Howland	Robb.howland@education.wa.edu.au	English
Eve Milner	Eve.milner@education.wa.edu.au	English
Corinna Doeltsch	Corinna.doeltsch@education.wa.edu.au	English
Chad Grant	Chad.grant@education.wa.edu.au	English
Liz Needham	elizabeth.plummer@education.wa.edu.au	English
Brett Lewis	Brett.lewis@education.wa.edu.au	Maths HOLA
Lachlan Walker	Lachlan.walker@education.wa.edu.au	Maths
James Pratt	James.pratt@education.wa.edu.au	Maths
Jodie Brown	Jodie.brown@education.wa.edu.au	Maths
Peggy Rose	Peggy.ah-kon@education.wa.edu.au	Maths
Gregory Shannon	Gregory.shannon@education.wa.edu.au	Maths
Liz Needham	elizabeth.plummer@education.wa.edu.au	Maths
Janelle Tunnicliffe	janelle.slattery@education.wa.edu.au	Maths
Adam Gatti	Adam.gatti@education.wa.edu.au	Science HOLA
Julie Clarke	Julie.clarke@education.wa.edu.au	Science
Victor Lawes	Victor.lawes@education.wa.edu.au	Science
Nick Blanchard	Nicholas.blanchard@education.wa.edu.au	Science
Louise Rao	Louise.rao@education.wa.edu.au	Science
Katherine Costall	Katherine.donegan@education.wa.edu.au	Science
Amanda Fleming	Amanda.fleming@education.wa.edu.au	HASS HOLA
Mardi Roberts-Bolton	Mardi.roberts@education.wa.edu.au	HASS
Grace Harrison	Grace.cockram@education.wa.edu.au	HASS
Shannon Lowrie	Shannon.lowrie@education.wa.edu.au	HASS
Maqenah Suttie	Magenah.willoughby@education.wa.edu.au	HASS
Chad Grant	Chad.grant@education.wa.edu.au	HASS
Peter Scrivens	Peter.scrivens@education.wa.edu.au	Health and PE HOLA
Lachlan Walker	Lachlan.walker@education.wa.edu.au	Health and PE
Mohammad Badal	Mohammad.badal3@education.wa.edu.au	Health and PE
Michael Howard	Michael.howard@education.wa.edu.au	Health and PE
Sophie Ward	Sophie.starkey@education.wa.edu.au	Health and PE
Kimberley Hill	kimberley.hill@education.wa.edu.au	Health

James de Lima	James.delima@education.wa.edu.au	Health and PE
Jennifer Edwards	Jennifer.rhodes@education.wa.edu.au	Health and PE
Bree Lee	Bree.lee2@education.wa.edu.au	Health and PE
Ben Jones	Benjamin.jones2@education.wa.edu.au	Health and PE
Janelle Tunnicliffe	janelle.slattery@education.wa.edu.au	Health and PE
Gemma Taylor	Gemma.taylor@education.wa.edu.au	Health and PE
Rebecca Mahmoud	Rebecca.lockyer@education.wa.edu.au	The Arts/Media HOLA
Helen McCarthy	Helen.mccarthy@education.wa.edu.au	The Arts/Media
Jodie Brown	jodie.brown@education.wa.edu.au	The Arts/Media
Kimberley Hill	Kimberley.hill@education.wa.edu.au	The Arts/Music
Rebecca Epps	Rebecca.everitt@education.wa.edu.au	The Arts/Media
Saima Hashmi	Saima.hashmi@education.wa.edu.au	The Arts/Media
Rosalind Harrison	Rosalind.harrison@education.wa.edu.au	The Arts/Media/LOTE
Taryn Soderman	Taryn.soderman@education.wa.edu.au	The Arts/LOTE
Leigh Hoey	Leigh.hoey@education.wa.edu.au	Technologies HOLA
Shane Basham	Francis.basham@education.wa.edu.au	Technologies
Laurie Grasso	Laurie.grasso@education.wa.edu.au	Technologies
Shauna Doyle	Shauna.doyle@education.wa.edu.au	Technologies
Karan Wilton	Karan.evans@education.wa.edu.au	Technologies
Willeke Lawlor	willemina.lawlor@education.wa.edu.au	Technologies
Nick Maguire	nicholas.maguire2@education.wa.edu.au	Technologies
Robb Howland	Robb.howland@education.wa.edu.au	Career Practitioner

If your child misses	That equals	Which is	and over 13 years of schooling that's	Which means the best your child might perform is
1 day per fortnight	20 Days per year	4 weeks per year	Nearly <u>1.5</u> years	Equal to finishing in grade
1 day per week	40 Days	8 weeks	Over 2.5 years	Equal to finaning in grade
2 days per week	80 Days	16 weeks per year	Over 5 years	Equal to finahing in grade
3 days per week	120 Days	SA MARKET	Nextly Locate	Course of Street or proto-

## **Attendance Matters!**

## What sort of start is your child getting?

He/She is only missing just	That equals	Which is	and over 13 years of schooling that's
10 minutes	50 minutes	Nearly 1.5 weeks	Nearly Half a year
per day	per week	per year	Noarly <u>Hair a year</u>
20 minutes	1 hour 40 mins	Over 2.5 Weeks	Nearly 1 year
per day	per week	per year	rically <u>rycar</u>
Half an hour	Half a day	4 Weeks	Nearly 1 and a Half year
per day	per week	per year	Nearly <u>I and a rian year</u>
1 hour	1 day	8 Weeks	
	per week		Over 2 and a Half yea

Did you know your child's best learning time is the start of the school day?

That's when every minute counts the most!!



## **Communicating a Student Absence or Attendance Concern**

Yanchep Secondary College communicates student absences to parents and guardians via an auto-generated SMS. An SMS is sent each period that your child is absent to class. We understand this can be concerning for some parents and you may wish to contact the college to confirm that your child is at school. Student Services staff can check and confirm if your child is or is not on-site.

Teaching staff are responsible for marking their classroom rolls and we suggest parents contact relevant classroom teachers via email as they will be able to outline more accurately why your child was marked as 'absent'.

YSC Attendance Officers will also regularly make follow up telephone calls for any un-resolved absences. It is important to provide a reason for these to ensure your child's overall attendance data is accurate.

## Reporting student absence can be done in the following ways:

- By ringing the school on 9562 8000 and press option 1
- By sending an SMS to 0439 969 562. Please insert child's name.
- By responding to the SMS message sent by the school. Please insert child's name.
- By emailing <u>vanchep.sc.absentees@education.wa.edu.au</u>

## PLEASE ADVISE YSC OF ANY OF THE FOLLOWING:

- If your child will be late to school
- If your child is unwell/injured for the day
- If you are planning for your child to go on a holiday Please obtain a Holiday Request Form
- To provide reasons why your child has been absent from school
- If your child needs to leave early for an appointment;

\*Note - if you are not able to collect your child from the college and require them to leave by themselves you must record this in their student diary to ensure the teacher will dismiss them from class.

• If you need to sign your child out from school early;

\*Note - Please call the office to advise that you are collecting your child so student services can collect them from class. If you make arrangements with your child directly, the teacher may not dismiss them from class.

At YSC we encourage families to maintain "regular" attendance for their children which is 90% or greater.

Students who average 90% attendance miss one school day per fortnight, which tallies to one full week a term.

Students are unable to keep up with course work whilst missing this much school.

If you are concerned about your child's attendance, we encourage you to contact the relevant Head of Year.



## **Parent Connect – How to guide**

1.0

# Connect: Home Page



# All your children in one place

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

## Classes

8

Click on a class name to view the class.

## School Space

C

information from your school. Find the latest notices and

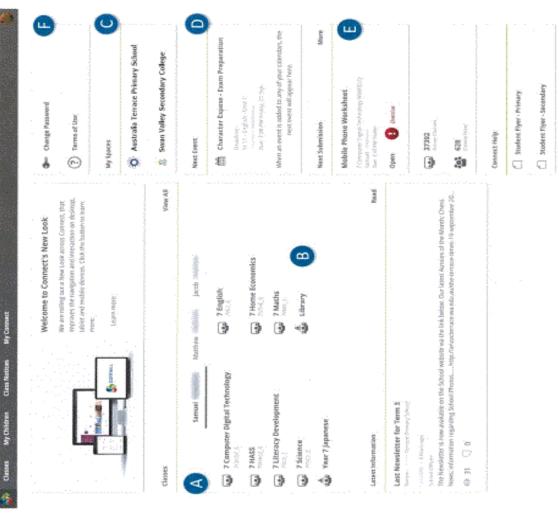
## Next Event Ω

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

# Next Submission

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

ú.



connect

connect.det.wa.edu.au

Parent Flyer Secondary -September 2018

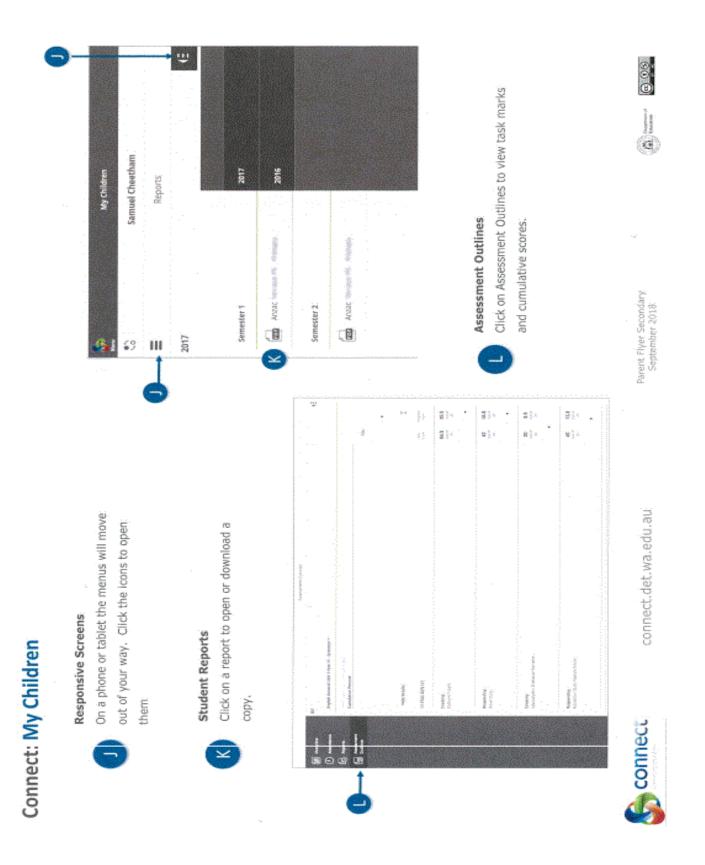
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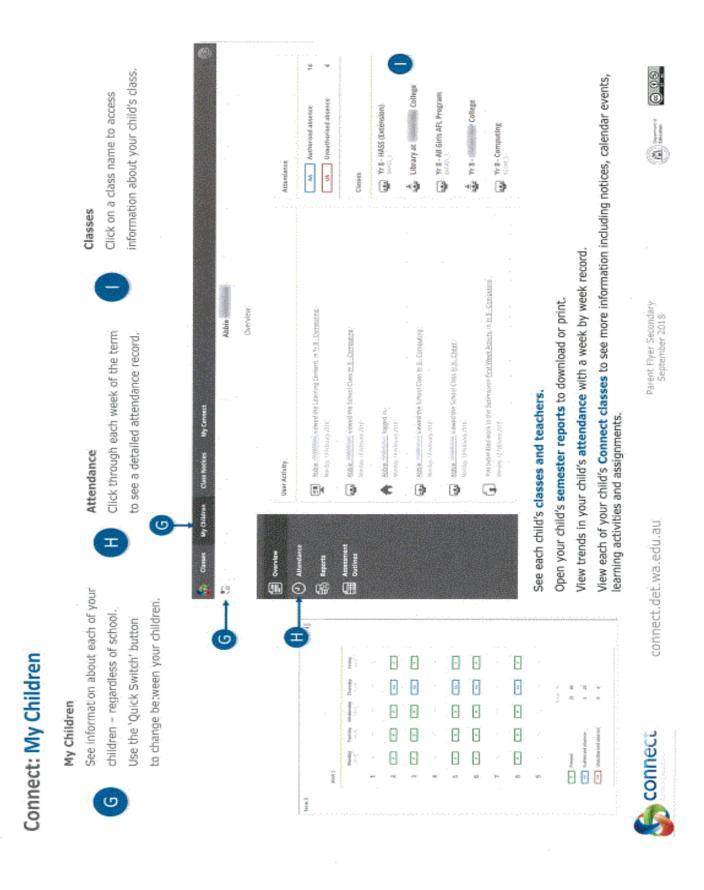
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View homework and assignments due in all your children's classes.

Change Password



4.20



## **The Yanchep Approach**

The Yanchep Approach is following the direct instruction of the Principal.

Characteristics	Observable Behaviours		
Classroom Behaviour	Students	Teachers	Parents
Arriving at class	<ul> <li>Arrives at class on time.</li> </ul>	<ul> <li>Arrives at class on time.</li> </ul>	<ul> <li>Ensure your child arrives to school on time each day,</li> </ul>
	<ul> <li>Students are assembled at the door and orderly.</li> </ul>	<ul> <li>Greets students at the door.</li> </ul>	prepared to learn with all appropriate equipment.
	<ul> <li>Students listen to instructions from the teacher.</li> </ul>	<ul> <li>Engages positively with students and monitors movement</li> </ul>	<ul> <li>Highlight the importance of being on time to each</li> </ul>
	<ul> <li>Hats are removed</li> </ul>	into class.	timetabled class.
	<ul> <li>Code Switch: Classroom ready</li> </ul>	<ul> <li>Provides specific instructions regarding the start of the lesson.</li> </ul>	<ul> <li>Ensure your child is wearing the correct school uniform.</li> </ul>
		<ul> <li>Teachers phones out of sight.</li> </ul>	
Preparing to learn	<ul> <li>Seating position according to the teacher's plan.</li> </ul>	<ul> <li>Construct a seating plan for the students.</li> </ul>	<ul> <li>Encourage and supervise your child in the completion of</li> </ul>
	<ul> <li>Bags under desks</li> </ul>	<ul> <li>Prepare all the materials required for the lesson.</li> </ul>	any outstanding work that may be required to be
	<ul> <li>Focused on your own organisation.</li> </ul>		completed as homework.
	<ul> <li>Ensure masks are worn appropriately.</li> </ul>		
During the lesson	Hopeful:	E	<ul> <li>Maintain regular communication with all your child's</li> </ul>
	Displays a positive attitude to the class and their learning.		teachers to ensure consistency in expectations.
	-		
	Engaged:		<ul> <li>Regularly monitor your child's CONNECT.</li> </ul>
	Completes all learning activities to the best of their ablirty.	<ol> <li>Provide a visible lesson structure with clear lesson objective/s</li> </ol>	
	-	<ol> <li>Use of Low Key Skills to manage student benaviour.</li> </ol>	
	Responsive:	¢	
	Demonstrates high levels of compliance with teacher instruction	2	
	and responds appropriately.		
		<ol><li>Make connections to the stated lesson objective/s.</li></ol>	
	Organised:	<ol><li>Give specific instructions regarding homework to be</li></ol>	
	Provides and maintains the resources required for the lesson.	completed.	
End of the lesson	<ul> <li>Updating and organising their diary as directed.</li> </ul>	<ul> <li>Directs students to pack up.</li> </ul>	<ul> <li>Work with your child to prioritise homework and assist</li> </ul>
	<ul> <li>Follow teacher's instructions to pack away and wait for</li> </ul>	<ul> <li>Directs students to leave at the end of the period.</li> </ul>	with this if required.
	directions to leave.		<ul> <li>Maintain regular communication with your child's</li> </ul>
	<ul> <li>Ensure your workspace is neat and tidy.</li> </ul>		teachers regarding homework and classwork.
Moving out of the classroom	<ul> <li>Push their chairs in.</li> </ul>	Wait for the siren at the end of the period	<ul> <li>Support the use of good manners and appropriate</li> </ul>
	<ul> <li>Make an orderly exit from the class.</li> </ul>	<ul> <li>Ensure classroom is left neat and tidy.</li> </ul>	language.
	<ul> <li>Thank the teacher for the lesson.</li> </ul>	<ul> <li>Thank students and praise appropriate behaviour.</li> </ul>	
		<ul> <li>Ensure classroom is locked after use and all equipment is</li> </ul>	
Moting hottogon cheese	<ul> <li>Diedau noritius habarioure as van mous habusan elassas in</li> </ul>	stored away.	<ul> <li>Descripts user shill with a revealed water hattle and</li> </ul>
ואוטאווון ווכנאבכון נופאכא	<ul> <li>Uisplay positive beliavious as you move between classes in an orderly manner.</li> </ul>		<ul> <li>FLOVIDE YOUT CHILD WILL B TEUSODE WALEN DOLLE BIT snack food to ensure to avoid wasting time between</li> </ul>
	<ul> <li>Fill water bottles and use amenities.</li> </ul>		classes.
	<ul> <li>Arrive at the next class on time.</li> </ul>		
			<ul> <li>Ensure all communication is done directly via the college</li> </ul>
			and not through your child as per the Department of
			EQUICATIONS MODILE PROME IN SCHOOIS POLICY.

## **Lower School Good Standing Policy**

## PURPOSE

Good Standing acknowledges and rewards those students who consistently demonstrate the expected behaviours and support an effective learning environment at Yanchep Secondary College. We seek to develop acceptance and student responsibility of their own behaviour and are committed to building positive and genuine relationships with all students.

## **APPLICATION**

The policy applies to all students enrolled at Yanchep Secondary College in Year 7-9.

## POLICY

All Lower School Students enrolled at Yanchep Secondary College begin each year with Good Standing.

Good Standing is maintained by consistently demonstrating the college's expected behaviours of:

- Behaviour Consistently following the Yanchep Approach and demonstrating consistent behaviour across all timetabled classes.
- Uniform Consistently wearing the correct school uniform daily.
- Attendance Attend all timetabled classes and all unexplained absences are cleared through the college's attendance officer.
- Suspension Zero suspensions recorded.

The following activities are deemed additional to course curriculum and assessment requirements, and are considered privileges. Students must hold Good Standing to be eligible to attend. These include but are not limited to:

- Excursions
- Camps
- Representing the college in external activities (ie Inter-School Carnivals and Sporting teams)
- School Leadership Roles
- Reward Activities

## PROCEDURES

Loss of Good Standing for 5 weeks will occur in the event of any of the below:

- Suspensions Any student suspended from the college for displaying inappropriate behaviour.
- Mobile Phones Any students who breaches the Department of Education's Mobile Phone Policy in excess of 3 times will lose Good Standing
- Non-Compliance includes, but is not limited to;
- Poor Behaviour After a range of support strategies, students continue to display ongoing poor behaviour and attitude.
- Uniform Students continue to display non-compliance by wearing the incorrect school uniform.
- Attendance After a range of implemented support strategies, student attendance is still inconsistent.

## IMPLEMENTATION AND NOTIFICATION OF LOSS OF GOOD STANDING

Good Standing will be removed by any member of Yanchep Secondary College's Leadership Team.

In the case of:

## a) Suspension

Loss of Good Standing, the date of reinstatement and appeal process will be communicated to the student's parents/caregivers in a letter notifying them of the suspension.

College staff will be informed of the Loss of Good Standing through SEQTA.

Through the Return from Suspension meetings, parents and caregivers will be advised of the loss of privileges incurred through loss of Good Standing for the 5 week period effective from the return date to school.

## b) Non-Compliance

Upon teacher reports, the Program Coordinator will issue a warning regarding a loss of Good Standing to a student where a pattern of non-compliance has developed. This includes breaching the college's mobile phone or uniform policy. This warning will consist of a letter and email and a notification in SEQTA.

If non-compliance behaviour continues, the Program coordinator will meet with the student and remove their Good Standing for a period of 5 weeks along with all privileges. This loss of Good Standing will be communicated to parents via letter, email and a notification in SEQTA.

In the event of an activity being held on school grounds that requires a student to have Good Standing, the Program Coordinator will liaise with staff to arrange an alternative activity, supervised on school site.

## **REINSTATEMENT OF GOOD STANDING**

Good Standing will be reinstated on the day outlined in the loss of Good Standing Letter. Staff of the college will be advised of the reinstatement of Good Standing via SEQTA.

The Principal always has the authority to intervene in any aspect of Yanchep Secondary College's Good Standing policy on a case by case situation.







## **Student Electronic Device 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 while at school.
- 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 at the end of the day from the front office. 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.

Year 7 students are encouraged to hand their phones in at the start of the school day to support them in following the school policy and providing a safe place to store their devices.

## What will happen if a student has their mobile phone out during the day?

- The student's phone will be confiscated and stored in the front office. Students can collect their phone from reception at the end of the day.
- If the student refuses to hand their phone in, then the school behaviour policy will apply.

## What will happen if a student uses an 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.

## What happens if a student is using other electronic devices such as earphones/headphones?

- 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 being played is inappropriate, then the student will be instructed to switch it off. Students must comply with this instruction.



## 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 2<sup>nd</sup> or 3<sup>rd</sup> phone or SIM card.

## **Preventing & Managing Bullying at YSC Policy**

Bullying is a learned behaviour which is unacceptable. However, bullying behaviours can be changed. Yanchep Secondary College takes an educative approach to managing and preventing bullying. The College's processes and activities promote the development of the values and behaviours that create and maintain inclusive, safe and supportive education environments.

## **Definition of bullying:**

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

## Bullying may involve one or more of the following:

- Verbal bullying: The repeated use of words to hurt or humiliate another individual or group.
- **Social/relational bullying**: Involves repeatedly ostracising others by ignoring someone or keeping them out of conversations, convincing others to dislike or exclude an individual or group, spreading

rumours, and sharing information or images that will have a harmful effect on the other person.

- **Physical bullying**: Includes violent actions towards another person which involves hitting, pinching, biting, pushing, pulling, shoving, damaging or stealing someone's belongings, and unwanted touching.
- **Cyberbullying**: Involves the use of technology to bully a person or group to hurt them socially, psychologically or even physically.
- **Bystanders**: Bystanders are those who are aware of, or witnesses to, the bullying situation.

## Behaviours that <u>do not</u> constitute bullying include:

- Mutual arguments and disagreements (where there is no power imbalance)
- Not liking someone or a single act of social rejection
- One-off acts of meanness or spite
- Isolated incidents of aggression, intimidation or violence

However, these conflicts still need to be addressed and resolved. Reference: Definition of Bullying |© 2016 | Bullying No Way | www.bullyingnoway.gov.au

## **Prevention Strategies**

Teaching staff at Yanchep Secondary College implement teaching strategies and classroom management

strategies that teach and encourage positive behaviours. Supportive and inclusive classroom environments are important in ensuring students feel safe and able to learn.

- **Yanchep Approach** Underpins all teaching and learning programs and provides the framework for the teaching and recognition of respectful and pro-social behaviour.
- **GEM Programme –** The College's social and emotional learning program that builds student capacity
  - in empathy, tolerance, assertiveness and social coping skills.
- **Student Leadership Support** Student mentors to work with younger students that increases peer relationship and trust within the students.
- Respectful Relationships Programme Programme targeted towards students in years 7-9 that

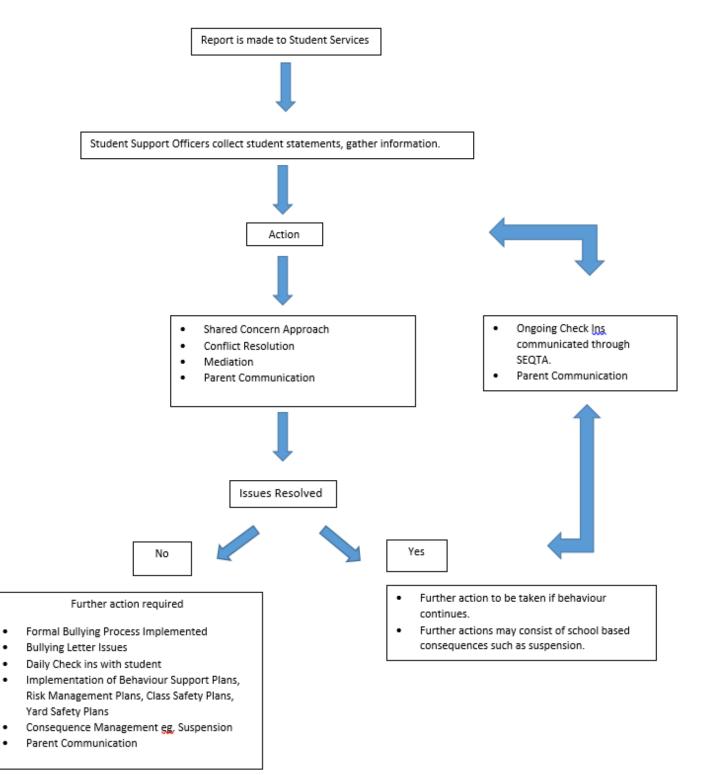
emphasises the importance of appropriate language and appropriate social relationships.

- **Student Services –** To assist with peer issues and resolve situations before they become more serious.
- Good Standing Policy Students who maintain their Good Standing are invited to participate in extracurricular activities.

## Managing and Responding Strategies:

Early identification and effective responses reduce the associated risks and potential long-term harms caused by bullying. When a student reports a bullying concern various actions are implemented to address the issue.

The flow chart below illustrates the process and follow up procedures:



## Yanchep Secondary College – Student Support Team

Yanchep Secondary College has a range of support networks within the school who are dedicated to supporting the student experience at the school. Our supports consist of:

- 2 x Program Coordinators Lower School & Upper School
- 6 x Heads of Year Attendance management and Academic Progress
- School Psychologist
- Student Support Coordinator
- Student Support Officers
- Aboriginal and Islander Education Officers
- Community Health Nurse
- Attendance Officer

## Social Media Conflict & Online Bullying

If a complaint is received by a student or a parent regarding social media conflicts and harassment online that occurs outside of school, parents of all students involved may be contacted. If the issue is on-going and/or is highly inappropriate and offensive, the school will advise the parent/guardians to:

- Keep all evidence of online bullying/harassment or any other type of offensive behaviour. This may involve screen shots or printed transcripts, ensuring they are time stamped.
- Compile this material and deliver it to the appropriate authorities (e.g. Police) for processing.
- Pursue legal advice and take action if required.
- Parental Support with Social Media:
- Ensure your child is aware of how the privacy and security settings work.
- Ensure your child knows how to report a problem and understands how to change his/her password.
- Create an account yourself and be your child's friend.
- Know your child's password.
- Create clear rules and boundaries that supports the responsible use of social media and your expectations as a parent.

## Preventing Bullying is EVERYONE'S Responsibility

## Staff:

- Follow the Yanchep Approach and maintain an effective Teaching and Learning Environment.
- Listen, Report and refer any report of bullying to Student Services.
- Ensure clear and transparent communication with families.
- Educate students of the effects of bullying.

## Students:

- Treat all members of the school community with respect and kindness.
- Understand that 'It was only a joke' is not an excuse.
- Work openly and honestly with staff.
- Report any bullying issues to a staff member
- Act as an Active Bystander

## Parents:

- Contact the school if you believe your child is experiencing bullying type behaviour.
- Encourage your child to report any issues to the school or yourself.
- Work effectively with the school in responding to and dealing with any bullying.
- Encourage your child to treat all members of the community with respect and kindness.

## **Social & 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.

POSITIVE SELF-TALK	My Gratitude List	FREE WORKSHEET
I AM BRAVE BRAVE I Circle which kind and caring messages you	Write down things you're grateful for next to each word below. I am grateful for	Access of a second seco
I CAN want to remind DO HARD yourself of.	COLOR	Surveyor the American State Surveyor a second of a state of a stat
WESOVEL THE IS THE I	MOVIE SMELL PERSON	THINGS I AM GRATEFUL FOR
3. Say these	ANIMAL	Angel fin an an and an and an an an and an
MIGUE positive self tak statements out loud.	DRINK SEASON PLACE	Construct 1 and the Construction and Con
CHAR DO HER PART	GAME	a a a a a a a a a a a a a a a a a a a

## 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.

## WELLBEING RESOURCES

<u>https://bullyingnoway.gov.au/</u> – Safe and Supportive School Communities (SSSC) Project; Queensland Department of Education, Training and Employment on behalf of the Australian Education Authorities (2018)

https://www.esafety.gov.au/ – Office of the eSafety Commissioner; Australian Government

https://cybersavvy.telethonkids.org.au/ – Cyber Savvy; Telethon Kids Institute

https://studentwellbeinghub.edu.au/ – The Student Wellbeing Hub; Federal Government Department of Education and Training (2017)

https://beyou.edu.au/ – Be You; Australian Government Department of Health, Headspace, Early Childhood Australia

http://thinkuknow.org.au/ – ThinkUKnow Australia; Australian Federal Police (AFP)

## **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-confidences

## 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

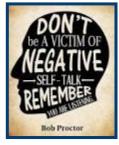
Remember you are good enough Everyone is different Stop comparing yourself Individuality rocks Learn something new daily Involve yourself in what you love doing Enjoy things that make you happy Not everyone can be 1st, 2nd or 3rd Care about yourself and others Expect that some days won't be great

## **Personal Values & 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** 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' <u>write down</u> 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

- 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
- 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.

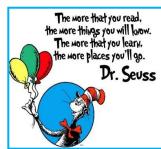
# Ways to support your child's reading development

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 and sounding out unfamiliar words



#### 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.

### LEARNING RESOURCES

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



# Ways to support your child's numeracy development

#### NUMERACY

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

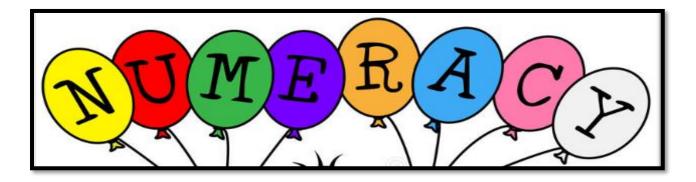
#### Why is numeracy important?

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.

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



# 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, with time limits placed on these devices. 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





# **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:
  - o 3 times a week for sixty minutes at a time in Year 7 and Year 8
  - o 4 times a week for ninety minutes in Year 9 and Year 10
  - o 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.

#### 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!

# **Extra-curricular Activities & Clubs**

Students are advised via the College's daily notices about any school clubs and extra-curricular activities and students will be required to nominate themselves to participate by contacting the organizing staff member.

Staff in-charge will contact students directly and make all preparations necessary, including uploading permission forms onto Consent2Go and contacting families for consent.

Some activities off-site may incur extra costs.

#### Some Activities & Clubs include:

Academic Competitions – See Shannon Lowrie <u>shannon.lowrie@education.wa.edu.au</u> AFL School Footy – See Adam Lewis <u>adam.lewis@education.wa.edu.au</u> Bushrangers/Cadets – See Gary Thirlwell <u>gary.thirlwell@education.wa.edu.,au</u> Choir & Music Lessons –Rebecca Mahmoud <u>rebecca.lockyer@education.wa.edu.au</u> Breakfast Club - See Chaplain Lana Williams <u>lana.williams23@guest.education.wa.edu.au</u>











# **Breakfast Club**

# Mondays 8.15 – 8.30am Wednesdays 8.15 – 9.15am

Yanchep Secondary College offers a Breakfast Club on a Monday and Wednesday Morning.

This is held in the D Block cafe/catering room and is coordinated by our Chaplain, Lana Williams, and a team of student volunteers.

Monday is an express style breakfast, which runs from 8:15 - 8:30am.

Wednesday coincides with the later start to the school day, allowing Breakfast Club to run from 8:15 - 9:15am.

We are sponsored by Foodbank and our local Woolworths store, and supply students with fresh fruit, juice, cereal, milo, toasted sandwiches and other baked goods.

Everyone is welcome! Students are required to sign in at the front reception.







# **School Grounds**















# **School Grounds**





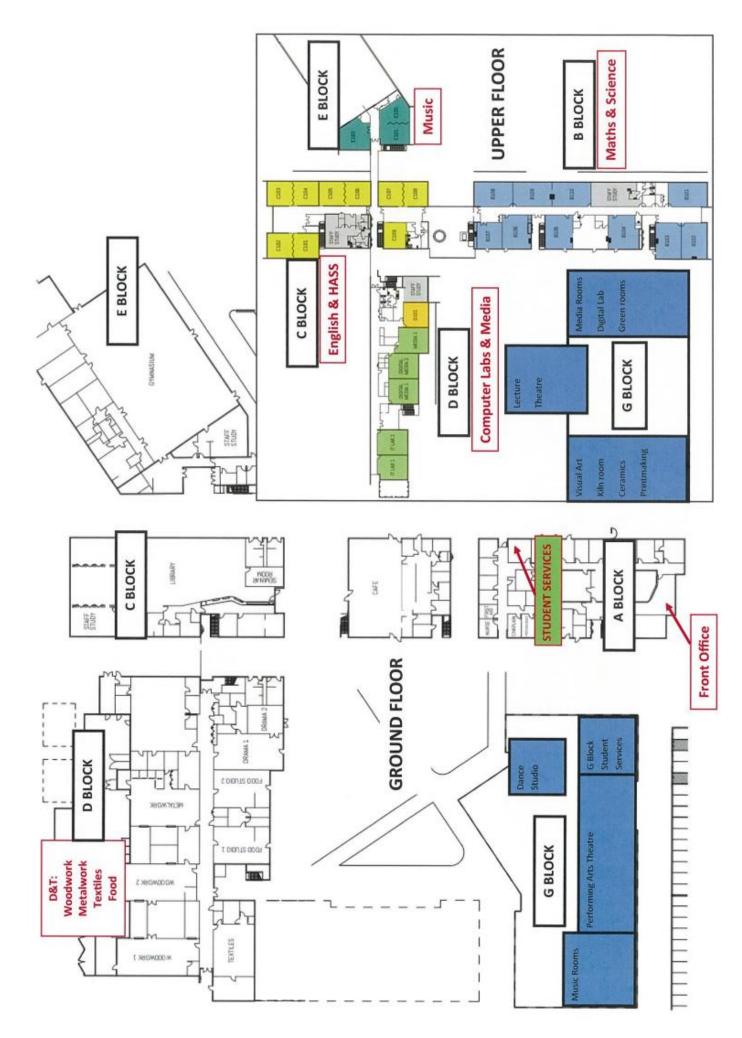














### Yanchep Secondary College

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