



New Student HANDBOOK

Woodleigh School
Senior Campus 2025



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To prepare for the year ahead, please visit our [New Student Portal](#). Once you have commenced here at Woodleigh, you will be invited to register with our App, the one-stop shop for all you need to know during the year.

- Dates & timetable
- Subject guides and booklists
- Maps & bus details
- Key contacts
- Instrumental music lessons



We acknowledge that we work, play and learn on the land of the Boon Wurrung and Bunurong People, the traditional landowners of this area.

We pay our respects to the Elders past, present and emerging, recognising that like us; they have taught and continue to teach children about the world, sharing their knowledge and ideas in the hope of giving them a fulfilling and rich life.

First Peoples' perspectives are embedded in our educational program and are an important aspect of the way we engage with our environment. As we strive to help children build connections with the land, it is essential that we also offer them an opportunity to develop an understanding of our cultural heritage.

Welcome

Thank you for choosing Woodleigh School. As Head of Woodleigh's Senior Campus, I can assure you that you are joining a vibrant and dynamic learning community that strives to support students to thrive in an ever-changing world. We aim to inspire and engage our students in a broad range of educational experiences.

We look forward to working with you to meet the learning needs of your child as we prepare them for life beyond school. The academic learning program at Woodleigh is rigorous and forward thinking. Through exposure to a range of diverse and challenging life experiences, we aim to build students' resilience and independence. We recognise that each child brings with them different talents and skills and we endeavour to provide a creative environment in which they are able to grow and fulfil their potential.

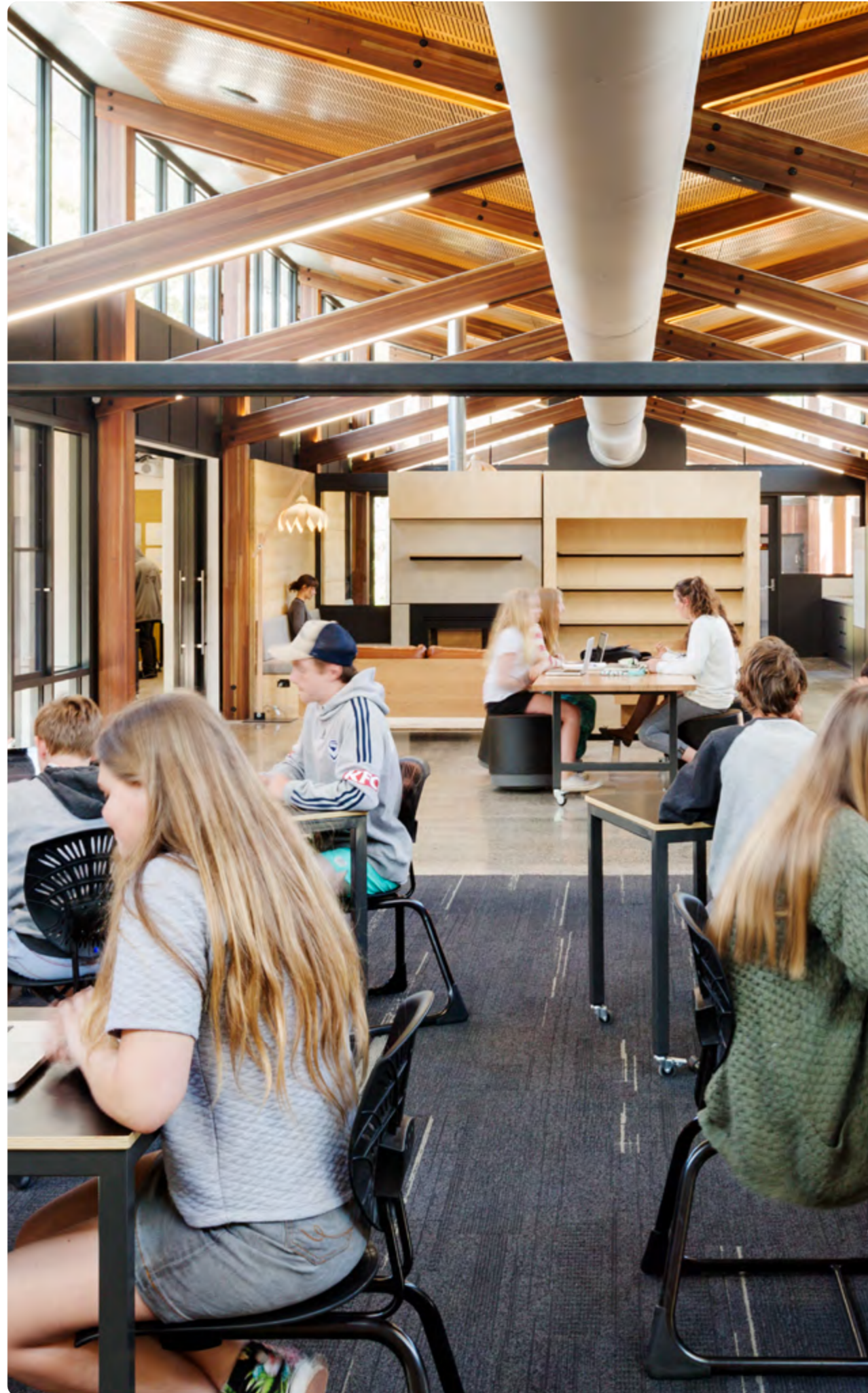
We expect much from our students and a hallmark of the Woodleigh program is the high level of care and support provided. The guiding principles are very simple and clear, we encourage Respect for Self, Respect for Others and Respect for the Environment. This underpins all that we do and builds a special culture that is encouraging and supportive.

We invite you to explore the broad range of learning programs on offer here which we hope will provide an opportunity for every individual to find their place, establish more clearly their own identity and, importantly, develop the desire and skills to be able to make an active and positive contribution to the world.

Best wishes,



Natalie McLennan
Deputy Principal, Head of Senior Campus



HOMESTEAD

At Woodleigh, a Homestead is more than just a building. Each Homestead is a special place that houses a group of approximately 70 students and staff, enabling a sense of community and belonging.

Like being in a large family, the Homestead allows students to feel safe, included and encouraged. Strong cross-age connections are forged and, under the guidance and tutelage of Homestead staff, the Homestead group operates as an organic unit, facing challenges, celebrating successes and growing together.

Each week, all students participate in a timetabled Homestead program session. Activities are designed with the following goals in mind:

The growth of individuals as independent young adults with an emerging sense of themselves and their values. This includes developing attributes such as:

- self-esteem
- integrity
- self-reliance
- responsibility
- self-discipline
- leadership
- initiative
- creativity
- empathy
- resilience

The growth of individuals as members of a community. This includes developing attributes such as:

- appreciation for the needs of others
- ability to act cooperatively as a team member
- ability to develop friendships within and beyond the peer group
- ability to respond appropriately in social situations
- respect for the property of others
- leadership
- compassion

The growth of individuals in their response to their environment.

This includes developing attributes such as:

- respect for their Homestead, school, curricular, co-curricular and online environment
- respect for the natural environment

The Homestead exemplifies all that is great about Woodleigh. It is a place where good people with a strong sense of themselves, and their place in the world, are able to grow and flourish.

Homestead and class placement policies

Homestead placement

Year 7

The following criteria are used to place students in Homesteads:

- advice from the primary school teachers
- nominated friends
- a balance of students from Minimbah and Penbank and students from other schools
- requests to be/not be with siblings

Years 8, 9, 10, 11, 12

Placement is based on the principle of filling vacant places.

Class placement

Year 7

The following criteria are used to place students in classes:

- advice from the primary school teachers
- balance according to ability as determined by the New Students' Testing, NAPLAN and school reports
- Homestead balance
- a balance of students from Minimbah and Penbank and students from other schools
- parent advice
- special needs of students with learning difficulties

Years 8, 9, 10, 11, 12

At each of these levels, class groups are adjusted according to several criteria:

- effective working relationships
- the need to restructure classes each year to enable as wide a range of social interactions between students as possible, particularly for Years 8-10
- staff advice



LEARNING AT WOODLEIGH

We educate our students for the long term. Leadership, responsibility and independence are significant components of senior years at Woodleigh.

The philosophy of the International Baccalaureate (IB) aligns strongly with that of Woodleigh and encourages a balanced development of the whole young person.

The Middle Years Programme (MYP) cultivates a rigorous and engaging syllabus based on big thinking and authentic learning experiences, and promotes a shift from content-driven curriculum to conceptual learning informed by the explicit teaching of proficiencies; the Approaches to Learning (ATLs) and the IB Learner Profile attributes, to develop internationally minded lifelong learners.



The International Baccalaureate (IB) Middle Years Programme (MYP)

The IB MYP is an internationally accredited framework for learning which is specifically designed for students aged 11 to 16 and caters for their particular learning needs during this stage of life. It provides a design structure through which the content areas of the Victorian Curriculum are taught, while enriching the learning and empowering students. The MYP is inclusive in nature, providing opportunities for all students, including gifted and talented and those needing support. At Woodleigh School, the MYP will be undertaken by all students in Years 7 to 9, and leads into the pathways offered in our senior secondary programs.

The MYP is a student-centred framework, with a deliberate emphasis on the development of independent learners. The framework builds from a central focus upon the student to include research-based approaches to teaching and learning, the integration of real-world contexts for learning and the development of deep conceptual understandings for students. The MYP curriculum structure fits with the key learning areas set out in the Victorian Curriculum, with the traditional discipline areas of English, Languages, Mathematics, Arts, Design, Humanities and Sciences remaining critically important to teaching and learning. Significantly, the MYP also offers opportunities for students to understand bodies of knowledge from two or more subject areas, in order to integrate them and create new understandings.

The key aspects of the MYP include:

- Approaches to learning (ATLs), helping students learn how to learn by developing skills for research, critical and creative thinking, communication, collaboration, and self-management.
- Key and related concepts, helping students explore big ideas that matter.
- Global contexts, helping students understand the relevance and importance of their study for understanding their common humanity and shared guardianship of the planet.
- Independent learning projects, that will see students complete significant, personalised pieces of work over an extended period of time, encouraging them to follow their interests and become independent in their learning.

Importantly, there is a strong alignment between the frameworks, structures and language used in the IB Primary Years Programme in use at our junior campuses and Middle Years Programme, providing a common curriculum framework to support students through their learning journey at the school.

The IB Learner Profile

At Woodleigh School, we are committed to developing learners who, by recognising their shared humanity and stewardship of the planet, help to create a better and more peaceful world. We aim to work together as a community to nurture the development of the attributes of the IB Learner Profile. We aim to develop the capacity and ability of our community of learners to be:

Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.

Reflective

We thoughtfully consider the world and our own ideas and experiences. We work to understand our strengths and weaknesses in order to support our learning and personal development.

MYP Assessment

During Years 7-9 students will be marked against the same four assessment criteria for each subject group. They will explore the following concepts in each subject area throughout their 7-9 course.

Subject	Key concepts	Assessment criterion
Language and Literature	Communications Creativity Connections Perspective	A. Analysing B. Organising C. Producing Text D. Using Language
Individuals and Societies	Change Global Interactions Systems Time, place and space	A. Knowing and Understanding B. Investigating C. Communicating D. Thinking Critically
Mathematics	Form Logic Relationships	A. Knowing and Understanding B. Investigating Patterns C. Communicating D. Applying Mathematics in Real Life Contexts
Science	Change Relationships Systems	A. Knowing and Understanding B. Inquiring and Designing C. Processing and Evaluating D. Reflecting on the Impacts of Science
Arts (Visual Art, Drama and Music)	Aesthetics Change Communication Identity	A. Investigating B. Developing C. Creating/Performing D. Evaluating
Health and PE	Change Communication Development Relationships	A. Knowing and Understanding B. Planning for Performance C. Applying and Performing D. Reflecting and Improving Performance
Language Acquisition (French or Indonesian)	Communication Connections Creativity Culture	A. Listening B. Reading C. Speaking D. Writing
Design (Product Design, IT and Food Studies)	Communication Communities Development Systems	A. Inquiring and Analysing B. Developing Ideas C. Creating the Solution D. Evaluating



Middle Years Subjects

The balance between core subjects and electives changes as students progress through the school.

In Years 7 and 8, students take only core subjects with choice offered in the Activities and Activities Week programs. In Year 9, students choose three electives from a broad offering as well as core subjects.

Subject Selection Handbooks can be found on the [New Student Portal](#) (QR on page 3).

The range of subjects are aligned and assessed against the Victorian Curriculum Standards.

Real-world Learning

At Woodleigh, we place a high value on preparing students to effectively apply what they learn in a range of relevant, meaningful and complex situations.

Where more traditional schools often provide contexts for learning (teacher-centred classrooms, textbooks, multiple choice tests) that are far removed from the contexts in which learning is ultimately applied (workplace, home, within complex tasks), Woodleigh strives to break down the artificial wall between school and the real world through our emphasis on experiential learning. This approach encourages students to learn by reflection on action, challenging them to apply their knowledge to their experience, in order to develop skills and new ways of thinking.

As a school, we believe that when students are engaged intellectually, emotionally, socially, physically and soulfully, the learning feels authentic, personalised and relevant for their current and future experiences. For this reason, we focus on designing powerful learning experiences that promote exploration, experimentation, collaboration, reflection and deep learning in complex, real world contexts. We understand that such an approach provides students with an excellent academic preparation for the future, while fostering a strong sense of identity and character that helps prepare each individual for the challenges of life beyond school.



Child safety

Child safety is our number one priority at Woodleigh School. We have zero tolerance for child abuse and work with all members of staff and the broader community to ensure that we are providing a safe environment.

In supporting students in our school, we have appointed Child Safety Officers; they are the 'go-to' people within the organisation to raise any concerns for the wellbeing and safety of any child.

Child safety officers

The School has appointed Child Safety Officers across all of our campuses. They are provided annually with specialised training on child protection issues, mandatory reporting and their legal obligations. In working with all school staff and volunteers, they are known within our School as Child Safety Officers (CSO) to raise the importance, profile and facilitate the embedding of a culture of child safety. Our Child Safety Officers are often the first point of contact for all staff, students, parents and carers to raise child safety or child abuse concerns. They work collaboratively with the Child Safety Champion to ensure all concerns of child safety and child abuse are escalated, reported and responded.

Our Child Safety Officers can be contacted at any time to discuss your concerns and their name and contact details are provided regularly in our communications.

Child Safety Champion

Rod Davies

Minimbah Campus

Kate Bird, Liane Clements, Lisa Coxon & Jo Jillet

Penbank Campus

Rod Davies, Andrea Khoza & Alison Behrend

Senior Campus

David Baker, Nat McLennan, Haydn Flanagan & Dan Lukies

WELLBEING

At Woodleigh School, we recognise that wellbeing, engagement and learning are interdependent.

We believe wellbeing is the promotion of wellness. We aim to promote and support student wellbeing by providing an inclusive and equitable environment that will enable the building of student resilience and the personal capacity to meet challenges confidently, now and in the future. In order for our students to thrive academically, emotionally, socially and physically, our school provides a wide network of structured support, as well as a breadth of programs and experiences to develop all elements of our students' health and wellbeing.

Our strategies, programs and processes are supported by current research and founded upon the MindMatters and KidsMatter frameworks which promote:

- the Restorative Approach to behaviour management, which views relationships as central to learning, growth and a healthy school climate. Restorative practices are employed in order to repair relationships that have been damaged.
- the science of Positive Psychology. Positive Education blends academic learning with character and wellbeing in order to prepare students with life skills such as grit, optimism, resilience, a growth mindset, engagement and mindfulness. Our goal, ultimately, is to enable students to reach levels of

optimal functioning, otherwise known as flourishing.

- the explicit teaching of skills that enhance students' Social and Emotional Learning (SEL). Resilience is promoted and enhanced through the teaching of evidence-based programs that explicitly foster the skills of self-awareness, self-management, social awareness, social management and critical and creative thinking.

Learning Enhancement

The role of Learning Enhancement is to ensure that we are properly catering for all students, particularly identifying those with high ability and those with learning challenges.

Psychological services

Connected to Pathways, Woodleigh provides a School Counsellor and referral, when needed, to our School Psychologist and/or Creative Arts Therapist.

Our Director of Counselling and the Psychological Services Team provide students with counselling, specific therapeutic approaches, group and individualised programs as well as referral information for students and families.

Information about the counselling service is provided to all students at the start of each school year. Students are encouraged to self-refer, but staff and parents can also make specific referrals when required.

Our approach to student wellbeing is proactive and solution focused. It is our belief that, with guidance, students can increasingly take responsibility for all aspects of their lives.

The Counselling and Psychologist Team can be contacted via Reception (by parents) or the counsellor's office (by students).

ANTI-BULLYING AND HARASSMENT POLICY

Staff and students have a basic right to work and study in a school free from any harassment or bullying. Woodleigh School is committed to providing such an environment.

Harassment is the deliberate desire to hurt, intimidate or threaten another person. It may take many forms:

- Physical: e.g. pushing, shoving, fighting, invasion of personal space.
- Verbal: e.g. name calling, offensive language, discrimination, “put downs” based on race, gender, physical appearance, sexual orientation or religious creed.
- Visual: e.g. offensive notes and gestures, graffiti.
- Victimization: e.g. standover tactics, exclusion.
- Sexual: e.g. any unwelcome sexual behaviour including offensive jokes, language or pictures.
- Electronic: e.g. offensive or intimidating comments or photos published on the internet / social network sites, or via text messaging, email or filming.

How can we stop harassment?

- We can conduct ourselves so that we do not provoke others to respond in an unacceptable manner.
- We can work to resolve disputes with others in a peaceful way.
- If we see harassment we can refuse to join in.
- We can support any students who are harassed. For example, we might intervene if it is safe, we might assist them if we are able to, and we can report it to staff.
- If we are harassed we can tell the person that what they are doing is harassment.
- We can stand up for ourselves if anyone tries to harass us by:
 - Telling them to stop.
 - Ignoring them (in the very short term).
 - Saying ‘no’.
 - Asking a staff member for support.
 - Drawing the attention of others (students and staff) to the harassing behaviour.

Asking a staff member for support

Students can seek support from any of the following:

- Their Homestead Tutor
- Their Teacher
- Their Homestead Coordinator
- Student Counsellor
- Co-Directors of Junior Homestead
- Head of Senior Campus
- Deputy Head of Senior Campus

Address Harassment

Most harassment that occurs is not reported and therefore remains hidden.

Those who are harassed often don’t speak up because they fear it will make things worse or that no one will take them seriously. Harassment thrives in an atmosphere where it is hidden and not discussed. When we are willing to acknowledge the problem it can be dealt with. We take a ‘shared concern’, non-punitive approach where everyone involved has a responsibility to help solve the problem.

If a matter is reported to any Senior Staff it will then be investigated and, if necessary, some of the following approaches used:

- self help
- warning
- counselling
- therapeutic solutions
- restorative practice session
- school facilitated mediation
- apology
- parent contact
- referral to Support Group for ongoing case management
- withdrawal from Homestead or classes – ‘in house’ suspension
- suspension or expulsion

Cyber safety

Digital Technologies are an invaluable tool in today’s world, bringing great benefits to both teaching and learning.

As in all parts of our lives, risks exist and the cyber world is no different. As parents and teachers, we need to maximise the benefits of technologies whilst keeping the young people in our care as safe as possible through educating, modelling and negotiating.

We need to provide guidance and teach the protective strategies that we would in any other circumstance. Young people may have the technological skills, but they need advice to assist them in making smart choices about who and what they find on the internet, personal safety, privacy, how to enjoy positive experiences using digital technologies and how to use their time wisely.

Cyberbullying

Woodleigh has always had a strong Anti-bullying and Harassment Policy that is reinforced through the school’s philosophy of Respect for Self, Respect for Others and Respect for the Environment. Cyberbullying needs to be seen in this light. Bullying is bullying – whether cyber or not – and is unacceptable.

Whilst strictly not within our domain, cyberbullying that occurs out of hours may need to be investigated by the school because of the potential impact on our community.

The first step in keeping young people safe is to have an understanding of today’s cyberworld, to foster good communication and to put in place measures that will minimise the risks for young people.



INCLUSIVE LEARNING

Woodleigh School recognises and values students' individual differences and believes that student diversity is an integral aspect of holistic education.

Much time is spent gathering information about all our students because we aim to know them well. Initially, the information might come from you, or your child's primary school teachers. It may also come from:

- the students themselves, through class work and conversation.
- the ability tests we conduct throughout the secondary years.
- staff perceptions and regular discussions about students and their learning.
- external professionals such as Psychologists, Speech Pathologists, Audiologists and Occupational Therapists.

We are committed to a mixed ability environment, the breadth of our program and the four very different aspects of the Woodleigh curriculum – the academic classroom, the Activities Program, the Activities Week Camp Program and the Homestead Program. This breadth of experiential learning ensures every student will find their strength and an area in which to shine.

Highly able students are well catered for at Woodleigh. Students may take accelerated studies from Year 9 onwards, including university studies as part of Year 12. Debating, competitions in Mathematics, Science and Writing, working with a mentor, or the opportunity of an overseas language study tour. Students may enjoy presenting at Assembly, or joining one of the cross-age Music ensembles or a theatre production. The cross-age Activities Week Camp Program and Activities Program also offer a wealth of enrichment opportunities.

The curriculum is designed to be broadly based and open-ended. Such tasks provide opportunities for students to use complex, abstract, higher order thinking skills. Broad-based themes enable a student to select a particular aspect of the topic to investigate, and a highly able student may be challenged to investigate complex questions.

Hard-working students with high ability will do very well at Woodleigh.

Students with learning difficulties are also well supported by the Learning Enhancement team:

- Year 7, 8, 9 and 10 students who present with specific literacy issues may be given the option to take Literacy Studies in lieu of foreign language study. These are small classes with a specific remediation focus.
- Through ongoing assessment and evaluation of student performance, areas of specific difficulty are identified and an intervention program or process is purposefully designed to meet these needs.
- Staff are provided with specific information about all students with individual needs; including their strengths, difficulties and teaching strategies to help the student with their learning.
- In addition, a supervised Homework Club is available to provide personalised support with homework tasks, assignments and organisation of school work.
- The broad curriculum, particularly the Activities Program and the Activities Week Camp Program, offers scope and opportunities for personal excellence for all students, including those who are less comfortable in the traditional classroom.

Learning Support

Specialist Literacy and Mathematics teachers work closely with class teachers to assist students with learning difficulties. The specialist teachers work collaboratively with class teachers to plan programs for students.

Additional support includes:

- small group withdrawal
- lunchtime Maths Help
- Year 12 mentors

Whilst the topics covered will be basically



the same for all students in a particular year level course, the depth and speed of student learning is determined by the capability of the individual. Support is also available to students at the VCE level to access additional assistance.

Extension and Enrichment Opportunities

Mathematics

In Year 7, some students are invited to participate in an Extension and Enrichment Program. Students are chosen based on results from previous tests, teacher recommendations, student interest and motivation. This program is designed to challenge mathematically able students

and to extend their skills and knowledge in both breadth and depth.

This program continues in Year 8 and there is an emphasis on preparing students for the Mathematics Acceleration Program in Year 9. Students will be covering topics from the Year 9 syllabus.

In Year 9 students who have successfully completed the Extension and Enrichment Program may be invited to join the Year 9 Acceleration Mathematics class where they will complete Year 10 and 10A Mathematics. The aim of this class is to prepare students for completing VCE Specialist Mathematics Units 1 & 2. Students are then able to choose from various combinations of VCE Mathematics studies and possibly University Mathematics.

Learning at Home

Teachers of all core subjects will set and monitor regular, meaningful and appropriate learning at home (home study), which reflects the individual needs of a student.

Learning at home aims to:

- Encourage and assist students in establishing effective work habits and routines for a consistent approach to home study.
- Promote and develop independent learning skills which are vital for upper secondary and tertiary studies.
- Consolidate learning through extra practice.
- Develop skills for “life-long learning” by encouraging students to look beyond the classroom to test ideas and find new understandings.

The requirements and volume of learning at home is set in the context of all other worthwhile activities in which students can participate after school hours. These include team sports, animal care, learning and practising a musical instrument, jobs to earn money, family outings, hobbies, clubs and organisations.

The importance of these activities in the personal growth and educational development of each individual should not be underestimated. Reading and family discussion can be seen as important learning at home and a student's “homework” will often include these tasks. Regular and effective home study should be balanced in relation to a student's life outside of school.

Primarily, we would expect that the parent's role is to provide support and encouragement, taking a general interest in the work and learning being completed at home. It is the role of the individual teacher to ensure that the learning and work is completed on time, assessed and that they give students prompt and constructive feedback on that work.

While individual teachers make professional decisions about the nature, style and appropriateness of learning to be undertaken at home for the individuals within their classes, it is expected that for subjects that run across a year level, staff communicate and collaborate to provide an equitable experience for all students at that level.

SEQTA: the Woodleigh learning portal

SEQTA is the Woodleigh learning portal at the Senior Campus.

SEQTA is a platform which enables the sharing of teaching and curriculum-related information through three main portals: SEQTA Teach for staff, SEQTA Learn for students and SEQTA Engage for parents/guardians.

SEQTA Teach enables staff to manage attendance and student pastoral care, undertake lesson planning, curriculum mapping and assessments and provide details about coursework and homework.

SEQTA Learn enables students to access information about their subjects, including course outlines, homework, assessment details and day to day class information. There is a planning tool and calendar to help students manage their workload. Students can also use the platform to set goals, maintain e-folios, access notices and other school and event information.

SEQTA Engage provides parents with an oversight view of their child's SEQTA Learn portal – essentially a view of the content available to their child. Parents are also able to access details of their child's timetable, daily notices and school documents. At the beginning of the school year, all parents new to the Senior Campus are provided with information about how to access SEQTA Engage.

It is important to note that SEQTA does not replace the learning that occurs in the classroom, nor is it an online ‘course’ provider. SEQTA does not aim to provide details of every learning activity undertaken in classes or all student feedback. Rather, SEQTA is a further tool that complements the teaching and learning that occurs at Woodleigh.

View our [SEQTA Guide video](#) for more information.





CAREERS Program

The Career Development program supports students in clarifying career aspirations, investigating career options, and developing 21st-century skills and capabilities.

According to age and stage, career education is integrated within the curriculum with attention focused at each year level.

Students can also gain assistance with GAP year opportunities, Interstate and International applications, Special Entry Access Scheme (SEAS) and Scholarships.

Year 7 & 8

Students are exposed to Government priority areas such as Science, Technology, Engineering, Arts and Mathematics (STEAM) and developing digital capabilities.

Year 9

Students are introduced to the world of work, focusing on building interview and job application skills. They are introduced to workplace rights and financial literacy. They also complete Morrisby testing

Year 10

Students participate in an extensive Career Development program. Within this, students identify their skills and capabilities. They are interviewed by the Director of Careers, where particular emphasis is placed upon selecting appropriate subjects in preparation for tertiary study or employment.

Year 11

Students participate in an Industry Tour Immersion program tailored to their career goals and aspirations. Within this program, we engage with our industry partners to give students first-hand experience of what a job entails.

Year 12

Students are supported with consolidating their goals beyond Woodleigh. Each student is supported with completing applications to Apprenticeships/ Traineeships, TAFE and University.

Forward Thinking: Selecting an appropriate course

In the Middle School offerings, our elective programs are deliberately designed to allow students to explore a range of different subjects. Students are encouraged to keep options open and choose broadly across all learning areas.

VCE is typically designed to be a two-year program and the following questions should be used to guide student choice:

- What subjects interest me most?
- In which studies am I most likely to succeed?
- What Victorian Curriculum & Assessment Authority (VCAA) requirements must I meet to complete my VCE, either scored or unscored?
- What studies are available at Woodleigh School?
- What VET studies should I consider?
- What prerequisite and recommended

studies do I need to undertake for a particular career pathway? Check the most up to date VTAC information at vtac.edu.au.

- What advice have I received from my parents/guardians, teachers and the careers counsellor?
- What co-curricular opportunities should I consider which will support my career development?

Students may select a program that has a specific orientation or one that has a more general focus. Whilst aside from English or Literature being a compulsory requirement, students are encouraged to study the most challenging level they can cope with (to ensure that many tertiary options are opened). The school strongly recommends that students select at least two units of Mathematics where possible. In addition, students are strongly encouraged to maintain studying a language if possible.

All students are encouraged to select a program tailored to their passions as the most exciting and challenging way of completing VCE.

Woodleigh School also offers students access to Vocational Education and Training (VET) certificates as part of their subject offerings. In addition, students can complete a School-Based Apprenticeship and Traineeship (SBAT).

Lastly, each week families are emailed Careers News @ Woodleigh, a newsletter which supports students to find out information about careers, experience days and other opportunities at TAFE and Universities.

To learn more about Careers at Woodleigh, visit our Woodleigh Careers website, woodleighcareers.com.

If you have further questions, contact the Director of Careers.



OUTDOOR EDUCATION & Immersion Learning

A great education equips a student with life skills – resilience and independence – developed through an extensive Camps and Activities Program. It provides an understanding of service, the building of a strong moral and ethical base, and the desire to make a contribution to the broader community.

A great education is more than just excellent academic preparation for the future. Vital to the success of education is balance; aiming to educate the whole person to reach their full potential through an enriching range of programs and activities that develop an inquiring mind, initiative, independence, character and personality.

The experiential learning that occurs at Woodleigh enables wider learning experiences, working to develop the strong relationships that exist between students and staff and the natural environment. There is a collegiate atmosphere here at Woodleigh that underpins the supportive learning environment that is such a feature of our school.

Homestead Camp

In Semester 1, the school timetable is suspended and we conduct Junior Homestead Camps for Years 7 and 8 students and Outward Bound for Year 9. The Year 10 Hattah Camp is run later in the term.

One important aim of the Junior Homestead Camp is to give students and staff the chance to practice living and working together as a small community. This important Camp Week occurs during Term 1, to help develop strong relationships. Junior Homestead Camp Weeks are also designed to help students develop a range of basic outdoor leisure skills in different environments. We employ outside experts with skills relevant to each Homestead's

program, to work with staff in conducting challenging educational activities, which incorporate the development of leisure skills such as sea kayaking, bike riding, bushwalking, surfing, lightweight camping and cooking. Each Homestead chooses a coastal location for their camp, which has something special to offer in terms of possible activities as well as other attractions such as history and natural history.

Year 9 students participate in an Outward Bound Program for seven days on the Snowy River and Year 10 students are involved in the Hattah Lakes Expedition for a full week, at the start of Term 2.

Senior Homestead students (Years 11 and 12) ballot for a range of camps and curriculum-based programs. All of these are off campus. Recent camps have included Cradle Mountain Bushwalk, High Country Horse Riding, Gippsland Lakes Sailing, Creative Retreat, Adelaide Cultural Experience, Tasmanian Adventure Tour, Scuba Diving and Cycling.

Activities Week

In Semester 2, Years 7–11 students participate in an Activities Week, when again, the normal timetable is suspended. Students ballot to take part in a wide range of offerings. The majority of activities are cross-age, intensive and programmed for at least five days. The aim of the program is for students to pursue a passion and learn new skills or to further develop skills learnt during the Activities Program. Students are grouped with like-minded people who all have the same level of enthusiasm for a particular activity. Additionally, an expedition preparation bushwalk is held at the end of each year for Year 8 students, at Mt Baw Baw.

Activities Week Camps

Some camps which students have participated in are:

Beginners Surf

Students take daily surf lessons at Anglesea Surf Lifesaving Club, plus mountain biking, yoga, hiking, high ropes course and an Indigenous walk and talk.

Also: Surf Development at Philip Island

Horse Riding in the High Country

Students learn about horse care and how to ride while camping in the Victorian High Country. They visit Craigs Hut, roam through tree-ferned valleys and engage in numerous river crossings.

Mt Arapiles Rock Climbing

Students learn to climb in one of the world's top rock climbing venues. Arapiles features a huge number of climbs with hard sandstone rock and easy and safe access routes to and from the climbs.

Photography Workshop

Students learn how to use professional portrait lighting, landscape photography, abstract techniques, shooting for Instagram, how to edit, creating GIFS and making adjustments to their images.

Sports Camp

Students participate in challenging and fun activities across the Mornington Peninsula, including rock climbing, kayaking, mountain bike riding, soccer, tree surfing and clay target shooting.

Mt Hotham Snow Sports

Across a six-day alpine adventure, students have the opportunity to go from junior intermediate snow skiers to advanced.

Also: Mt Buller Ski & Board, Snow Sports Race Team and Hotham & Dinner Plain Cross-Country Ski.

Energise and Revive

Students discover wellbeing activities locally on the Mornington Peninsula, conducting food preparation and cooking sessions and attending daily yoga classes.

Bayplay Marine Adventures

Snorkelling, scuba diving, exploring the coast on a sea kayak and bike ride through Point Nepean National Park.

Leather Workshop

Students cover a range of techniques and processes involved in leathercraft, working with a professional artist to make a variety of leather goods.

Production

Students focus on finalising the performance piece. This includes pulling all the different elements of the production together; the sets, lighting, sound, props and costumes.

Urban Adventure

Students participate in a range of challenging and fun experiences in Melbourne, including ice skating, indoor go-karting and rock-climbing, bike tours and a visit to Vic Market.

Yarrowonga Golf

Students play golf at the Black Bull Golf Club and learn from a professional golfer on the driving range, practice area and on the course.

Screen Printing Workshop

Students cover a range of techniques and processes, working with a professional screen printer to make and printing paper stencils, drawing-based prints, and photographic and fabric screen printing.



ACTIVITIES Program

The Activities Program is a core element of a Woodleigh Education and is designed to nurture and extend students' personal and interpersonal learning through a combination of teacher-led units and student-led projects.

The program provides students with the opportunity to discover and explore their passions, seek out mentors and experts, and pursue personal projects. It places a strong emphasis on student agency and the development of skills and capabilities for living and learning, within a cross-age, experiential learning context.

The Activities Program aims to develop students who:

- enjoy and find significance in a range of real-world learning experiences
- recognise the need to respect self and to take on responsibility for being an active learner
- purposefully reflect upon their experiences
- identify goals, develop strategies and determine further actions for personal growth
- take on learning opportunities to be able to teach and collaborate with peers and mentors
- explore possibilities, embrace challenges, develop new skills and adapt to emergent roles
- actively participate in planned, sustained and collaborative projects
- understand they are members of local and global communities with a connection and responsibilities towards each other and the environment
- demonstrate the attributes by taking on opportunities to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk takers, balanced, and reflective.

Staff, instructors and people with expertise outside of the immediate school community offer activities they have a genuine enthusiasm for. Some Activity units are compulsory, such as the 'Preparation for Hattah' unit for all Year 10 students, and those where specific preparation for Activities Week Camps is required. However, in general, Activities is an elective-based program in which students ballot for the Activity of their choice with guidance from

their parents and Homestead Tutors.

For each unit, an Activities pamphlet is provided to students. The pamphlet provides information about the dates of the unit, the balloting timeline and details about each of the Activities on offer. Students are then required to complete the ballot with their first six preferences and submit it by the due date. They are placed in one of their six preferences. (Numbers are limited in each Activity so it is not possible for all students to obtain their top preference.)

Some Activities have associated costs, for example, where specialist coaching is provided, or when special equipment, materials or outside venues are required. The cost for each Activity is set out in the Activities pamphlet and this is charged to the term account.

The Activities Program takes place in 80-minute sessions on Monday, Wednesday and Friday. Some Activities also make use of lunchtime, thus allowing up to two hours of Activity time. Units are usually between 8 - 10 sessions in length over four to five weeks, with one or two units occurring each term.

The range of Activities on offer varies throughout the year and multiple units can run for special projects such as preparation for Drama productions and ongoing skill development.

A sample unit could include:

Academic Enrichment and Challenge

Debating, Tournament of Minds, film studies, poetry, aviation, da Vinci Decathlon, chess, entrepreneurial and startups, individual and personal projects and International/Overseas preparation.

Visual and Performing Arts

Ceramics, calligraphy, guitar, drama production, chamber music, jewellery design and production, glass slumping, drama games and theatre sports, dance and woodwork.

Sport and Physical Development

Golf, outdoor pursuits, snorkeling, tennis, archery, SCUBA, swimming, soccer, football, lawn bowls, SIS training, mixed sports, group personal training and martial arts.

Health, Lifestyle and Practical Skills

Cookery, country crafts, creating and making your own clothes, journaling, yoga, sewing and tote bags.

Technology & ICT

Electronics, music technology, robotics, photoshop and photography, film making, coding and 3D printing.

Community Partnerships

Community awareness and partnerships, landscaping, HPV challenge, organic farming, sheep showing, knitting, social justice group, Brian Henderson Reserve development and maintenance, beanie festival, social entrepreneurs and event management.

Camp Preparation

Hattah Preparation, City Bound, Golf, Snow Camp Fitness, Aviation

Certificates

First aid, responsible service of alcohol, boat licence, food hygiene, barista training and sport coaching and leadership.

Leadership

Leadership opportunities arise through the Activities offered. Students are encouraged to collaborate with staff and peers to work alongside staff and also develop and deliver their own Activities.

Students are encouraged to choose from as wide a range of Activities as possible; however, at its core, Activities is an elective program and a key element of its success is student choice.





LEADERSHIP and Round Square

The greatest challenge facing schools in the 21st century is how to prepare students for a world that is uncertain and in which the rate of change is exponential. We also need to develop global citizens who can not only cope with uncertainty but thrive and lead in that environment.

Approach to Leadership

Woodleigh students are living examples of our approach to Leadership. Underpinned by the 3 R's, we provide opportunities for our students to act with integrity and respect for themselves and others. People that act with kindness and in support of others, take ownership of their actions. Young people that can be relied upon to turn values into action.

At Woodleigh, leadership is seen as a broader concept than the traditional 'prefect' / 'class captain' / 'sports captain' roles. The School's approach to leadership and the rejection of the 'prefect system' also stems from a broader concept of leadership than is the norm. Essentially, we focus on a co-operative approach and focus on the intrinsic value of leadership (rather than badges).

We value each student for who they are. We view leadership as the use of influence rather than positional power. When viewed through this lens, students start to see that all of us have leadership within, and that each one of us can make a difference in our world.

How do we do it?

In camps such as Hattah the most valuable kind of leadership is often that of the person who is considerate and dependable – the one to whom, over the 9 days of this experience, others increasingly turn for support. Or the person who stands up for someone being teased, who takes the initiative in solving disputes, who quietly assists others with studies, or who is able to use humour to relieve tension. It is arguable that these 'low-profile' forms of leadership are more valuable to society than the 'high-profile' conventional forms of leadership. The cross-age structure of Homestead, Activities and Activities Weeks provide both planned and incidental opportunities for leadership and mentoring, arising from natural rather than imposed contexts.

Our aim is to help our students to reach their full potential by developing the initiative, responsibility, resilience, self-confidence and courage to lead. In helping to educate our students to be individuals who are willing to take this responsibility and for shaping a better world, we recognise that skills in both leadership and teamwork are vital. From the youngest students to the oldest, every child should have age-appropriate opportunities to explore and develop these skills.

Our approach to leadership and teamwork is based on empowering others rather than a few having power over others. In addition to the specific opportunities listed in this section, many classroom and extra-curricular Activities, as well as our outdoor education programme, contribute to the development of these skills.

What are some examples?

Diverse range of Leadership opportunities currently at Woodleigh include:

- Woodleigh Committee
- Leadership of sporting teams.
- Genuine leadership implementing initiatives in community service.
- Roles in debating and public speaking.
- Coaching of sports teams.
- Roles of MC's and presenters of items at School Assemblies (students from all Year levels)
- Roles at various school functions – leading Campus Tours, Open Days, speakers/readers at School services (Easter, Christmas, Remembrance/ Anzac Day etc.)
- Leading an Activities Unit.
- Organisation of a School Formal.
- Officials at School sporting events.
- Environmental initiatives, at school and in the community.
- Participating in Round Square

Out of these opportunities many students who seem unlikely leaders often surprise with their particular brand of leadership





and initiative. Leadership is not just about having ideas, but about following through. Overall it is the belief in all students being able to take responsibility that is crucial.

The cross-age structure of Homestead offers opportunities for leadership and mentoring, both formal and incidental. Students are invited to take part in decision-making about Homestead life and are encouraged to follow through decisions with a commitment to action. Without letting students flounder, it is important to allow room for learning by experience.

Each Homestead is encouraged to develop its own ethos within the above framework, depending on the interests and talents of the staff and students concerned.

Administrative functions are delegated through Homestead Coordinators to Tutors and to the Tutor Group of students.

At Woodleigh, we have high expectations of our students and they have high expectations of themselves. They have a genuine voice and they are taken seriously. Their voices contribute to our agenda.

Therefore, student voice, student leadership and teamwork are of significant importance at Woodleigh.

The Woodleigh Committee enables students to have a genuine voice in school decision making. 'Big ideas' are hatched throughout the school, as there are many committees and groups meeting during a

typical week. It is through the Woodleigh Committee that these ideas are shared, put into action and really taken on as a whole student body to help maximise their potential. Our newly formed Woodleigh Committee is a response to student feedback of a desire for a more genuine voice in the running of the school. It is formed of a representative from each existing student committee and raises and considers issues relevant to school life at that time. It meets once a term, with the students reporting back to their relevant group.

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"Students are the crew and not the passengers of a school, and should therefore be given genuine responsibilities over the running of the school community," – Kurt Hahn, Educator

Round Square

At Woodleigh School, we take a genuinely holistic view of education. We aim to challenge our students each and every day; we embrace Kurt Hahn's philosophy that learning takes place at the edge of one's comfort zone. We also acknowledge that a supportive environment underpins that learning – a place where students are happy and feel valued, respected and listened to. Our programs aim to equip our students with the skills and attributes to make a difference.

Membership of Round Square is one of many opportunities for our students to develop initiative, independence and resilience.

What is Round Square?

Round Square is a worldwide network of over 200 schools across six continents. Round Square schools transcend conventional education and provide students with opportunities that encourage personal growth and service to others. The opportunities of Round Square present students with the chance to meet challenges head on in preparation for life outside of school.

Whilst most of the member schools are highly individualistic, all schools share a commitment to character education and experiential learning built around six themes, which are summed up neatly by the acronym, IDEALS.

These are

- International Understanding
- Democracy
- Environmental Stewardship
- Adventure
- Leadership
- Service

Why is Woodleigh a member of Round Square?

The Round Square community cares passionately about what happens in the future to our world and to the fascinating variety of cultures and communities it supports. We want those communities to thrive and prosper and care about each other in mutual cooperation. To achieve this, we need courageous and compassionate leaders throughout the world who are prepared to discover and embrace different cultures and nationalities in ways that promote meaningful and lasting understanding and respect.

The Round Square network of schools support and promote a particular approach to education that is values based. At its heart, values-based education deals with qualities and attitudes, with personality and strength of character. It comes from experiences, real-world learning and periods of reflection. It has the capacity to instil a passion for lifelong learning and provide the personal 'noise filter' necessary to develop higher order thinking skills. Both are essential for the constantly connected, communication rich i-Generation.

Today's students are the next generation of business, political and community leaders. It is our responsibility to shape the way in which they understand, prepare for, and respond to the world's challenges both now and in the future. Ultimately we want our students to understand that whatever field of work or career they enter into, with a spirit of the Round Square IDEALS they can – and should – make a positive difference in the world. They don't have to wear a backpack and hiking boots to experience adventure; they don't have to go on a community service project to help a community in need; they don't have to run a charity in order to be a compassionate leader.

As Kurt Hahn said: "There is more in us than we know."

Opportunities for Students in Years 7 and 8

Round Square schools access and leverage the potential benefits to our students of connecting with a community of like-minded schools on an international scale. We recognise that effective character education is not a series of isolated interventions, but a sustained and ingrained approach to teaching and learning that is supported, enhanced and brought to life through planned, integrated, projects, trips and adventures.

Conferences in Years 7 and 8

Conferences are gatherings of likeminded students from member schools who debate, learn and apply the six ideals of Round Square to a program which engages and challenges delegates. They are held annually at a different school location each year. Each conference will have a theme – activities organised will be based on the IDEALS of Round Square. The days are full of activities usually incorporating environmental and community service, cultural and adventure activities. The evenings usually feature motivational speakers and follow up within student barazza (discussion) groups led by student leaders from the host school. There are many opportunities throughout a conference to make long-lasting friendships. Around 150 students from across the region attend the conference. These Round Square Conferences are active, collegial, contemporary and service orientated. They give respect to young people's ideas, and through discussion develop strategies for spreading the word

for service to needs and awareness of the six ideals of Round Square. They provide experiences for students to develop global competence, character and confidence. They offer challenges that allow students to gain a sense of achievement – challenges that are judged to be achievable and in turn, enable them to make a real difference upon return to their own community. We encourage all students to embrace the opportunity conferences offer; the often too rare opportunity for students and adults to work alongside each other; to go beyond their comfort zone, feel empowered to make a difference and above all, leave a positive legacy that enriches the lives of those they meet.

Cultural visits in Year 8

A Round Square Cultural visit is an opportunity for our students to:

- experience new cultures and lifestyles
- enhance their independence, resilience and initiative
- experience personal growth
- enhance their interpersonal skills and emotional stability

There are over 20 Round Square schools in Australia and most schools take students for short Cultural visits. Generally, the Cultural visits are two weeks in length. Most Cultural visits occur during our Term 3; however, this is largely dependent upon the school's program. Most Cultural visits are reciprocal. Students are paired with a student from the host school (she/ he may not necessarily be in the same year level, but most are) and stay with their hosts. Year 10 students are able to apply for an international Cultural visit to any Round Square school in Year 10. Most of these Cultural visits are again, reciprocal, but are of around six weeks in duration.

Costs

There is no direct cost for the Cultural visit. There are, however, other costs involved, most notably airfares, spending and entertainment money. Depending upon the arrangements, students travel unaccompanied or with another Year 8 student. Once details of the Cultural visit have been finalised between all parties (Round Square Representatives and both families), it is the family's responsibility to arrange travel details.



SPORT at Woodleigh

At Woodleigh, we believe that a wide range of sports should be accessible to all individuals. We have created a diverse multi-sport program to enable all students an opportunity to participate.

Competitive sport at Woodleigh follows traditional patterns and is non-compulsory. All interested students are given as much support and encouragement as possible to participate in a wide variety of sports.

Homestead Sport Carnivals

Swimming, Cross Country and Athletics Carnivals are held each year for students in Year 7-10, with an emphasis on maximum participation from each Homestead group.

Swimming

A full range of events, both traditional and novelty, makes our carnival both competitive and enjoyable. This full day event currently takes place in Term 1 and is held at Pines Aquatic Centre, with the emphasis on mass participation for this carnival. Student performance in this event is one criterion from which the SIS Squad is selected.

Cross-Country

This carnival takes place here at the Woodleigh Senior Campus in Term 2 utilising the vast expanses of the school property. The emphasis is on mass

participation and working with others. Student performance in this event is one criterion from which the SIS Squad is selected.

Athletics

A wide range of traditional events plus novelty events make for both a competitive and enjoyable day where all students can participate. This event takes place during Term 1 at Casey Athletics Track. Student performance in this event is one criterion from which the SIS Squad is selected.

SIS Sport Carnivals

Being a member of the Southern Independent Schools Association (SIS) enables us to compete in a wide variety of traditional sports. Major Carnivals are held for Athletics, Swimming and Cross Country.

Swimming

The SIS Carnival and the SIS Relay Championships are our major competitions. Training takes place before school during Term 4 and Term 1 as preparation for these events in addition to the Activity unit in Term 1.

The SIS Relay Carnival is held at Pines Aquatic Centre in Term 1 and the SIS Swimming Carnival is held at MSAC early in Term 2. Outstanding individual performances at the SIS Carnival can result in students being selected to represent the SIS at the VSAC (Victorian School Associations Competition) held at MSAC in Term 2. Woodleigh currently compete in Division A at the SIS Swimming Carnival.

Cross Country

The SIS Cross Country Carnival is our main competition and takes place at Casey Fields in the middle of Term 2. Students can prepare for this event during the Cross-Country Activity which runs throughout the first half of Term 2 and do additional training during Lunchtime Fitness Studio sessions. Keen runners are encouraged and supported to participate in the Victoria All Schools Individual & Relay Cross Country Championships.

Athletics

The SIS Athletics Carnival takes place at Lakeside Stadium in Albert Park in Term 3. An activities unit runs during Term 3 where students will train and prepare, as they compete for a place on the school team. Students can also make use of the Lunchtime Fitness Studio and build their fitness base by attending these sessions. Our strongest athletes are supported to go on and compete in Athletics Victoria run competitions.

Team Sports

Aerobics

The Sports Aerobics Team competes in several competitions throughout the year culminating in the State and National Titles. Training is held on a weekly basis at our Minimbah Campus after school.

Badminton

This is a new addition to the SIS weekly sport program in 2025. Woodleigh will have teams competing in the Year 7-8 Mixed competition in Term 2 and Year 11-12 Mixed competition in Term 3.

Baseball

This is played as part of the SIS weekly sport program in Term 4 and is open to all Year 9-10 Boys.

Basketball

Students at all year levels have the opportunity to represent the school in SIS competitions throughout the year. We send representative teams to compete in the Victorian College Basketball Championships. We have several teams that compete in the Frankston & District Basketball Association competition weekly throughout the school year.

Cricket

There are SIS competitions for Year 7-8 Boys in Term 4, and Year 9-10 Boys in Term 1. During Term 2 there is an SIS Indoor Cricket competition for Year 9-10 Girls and in Term 3 a similar competition for Year 7-8 Girls. Training for these teams is held at lunchtime and in conjunction with the Activities Program.

Equestrian

The school has a representative Equestrian team that competes in the Victorian Equestrian Interschool Series throughout the year. Events include Show Jumping and Dressage.

Football

Students from Year 7-12 have the opportunity to represent the school in football. All teams play during weekly SIS Sport with Senior Girls, Senior Boys and Intermediate Boys competitions taking place during Term 2, and Junior Boys and Junior Girls teams competing in Term 3. Training for these teams is held at lunchtime and in conjunction with the Activities Program.

Handball

Year 9-10 Boys and Girls compete in the SIS competitions as part of the Weekly Sport roster in Term 1.

Netball

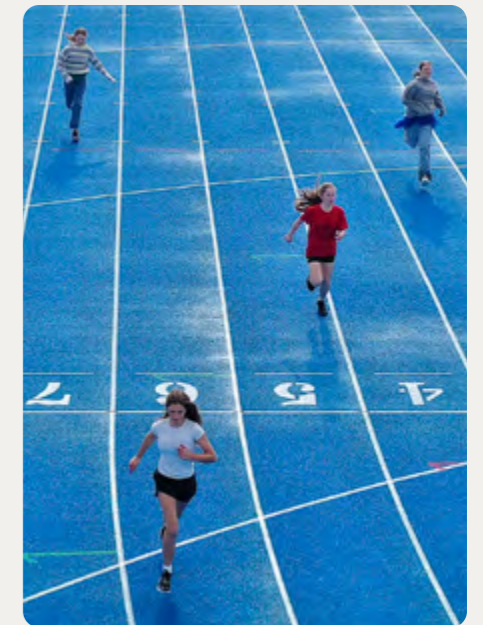
There are SIS weekly competitions for Year 7-8 Girls in Term 2, with Year 9-10 Girls, Year 11-12 Girls, and Year 7-8 Boys competing in Term 3. Woodleigh enter teams into the Frankston & District Netball Association Competitions held weekly on Fridays after school at Jubilee Park across the school year. We also send teams to compete in the Netball Victoria Schools Championships.

Sailing

We train our Sailing squad at Mornington Yacht Club after school during Term 4 and Term 1 over summer. These students also have the opportunity to represent the school in a competition at Davey's Bay that runs after school midweek across several rounds during summer. We select a team to compete in the Victorian School Team Sailing State Championships in Term 1.

Snow Sports

Skiing and Snowboarding have been popular activities for many years at Woodleigh. The school competes annually in the Interschool Snow Sports Championships and, in recent years, teams and individuals have gone on to compete at the Australian Interschool Championships.



Soccer

Soccer is offered during weekly SIS Sport to Year 7-8 Boys and Girls in Term 2, Year 9-10 Boys and Girls in Term 3, and Year 11-12 Boys in Term 1. Training is held at lunch times and in conjunction with the Activities Program.

Softball

Softball is offered to Year 7-8 Girls in Term 2 and Year 9-10 Girls during Term 4 as part of the SIS weekly sport program.

Surfing

Several events are entered each year including the Victorian Independent School Team Surfing Titles. Group training sessions are held in Term 1 in preparation for these events.

Swimming Squad

A compulsory Activity unit will run during Term 1 for Year 7-9 students keen on representing the school at SIS level.

Tennis

Tennis is offered to Year 7-8 students in Term 4 as part of the SIS weekly sport program.

Touch Rugby

Touch Rugby is offered to Year 7-8 Boys in Term 2 and Year 9-10 Boys in Term 3.

Volleyball

This sport is offered to Year 9-10 Girls during Term 1, Year 7-8 Boys and Year 9-10 Boys in Term 2, and Year 7-8 Girls in Term 4 as part of the SIS weekly sport program.

*Participation in some sports may incur transport and entry costs.

Coaching, umpiring or just getting involved

As well as giving students the opportunity to participate in a team, we also encourage students to assist with teams in many ways. Whether as a coach, umpire, official or general assistant, students are given the opportunity to gain a wide range of skills associated with their chosen sport. These opportunities are extensive, and students can make use of their individual talents and run a specific Activity within the Activities Program.

Sports Club Program

Student involvement in the Sports Club Program incurs a cost of \$30 per student per term, in addition to any game and registration fees that may be charged by external organisations. This fee entitles a student to be involved in as many Sports Club Programs as they choose.

The Sports Club Program Consists of:

After School Basketball

Woodleigh enters school teams into community competitions in the Frankston District Basketball Association. We provide a coach and after school training for all teams. Teams train after school on Tuesday and Wednesday in the school gym from 4:00–5:15pm.

After School Netball

Woodleigh enters school teams into the Frankston and District Netball Association competition at Jubilee Park on Friday evenings. We provide a coach and after school training for all teams. Training takes place on Thursdays after school in the school gym from 4:00-5:15pm.

Lunchtime Fitness Studio

Is a training program that runs year-round in our Gym Mezzanine. The sessions run each lunchtime (except Wednesdays) and provide students with the opportunity to improve their general fitness. Activities include personalised weights programs, cardiovascular workouts, circuit training, and much more.

Swim Squad

Training for our keen swimmers runs one morning per week throughout Term 1. The sessions are run at Somerville Health and Aquatic Centre from 7.15–8.15am. Students are then returned to school by staff in time for the school day. These sessions are designed with specific training programs and individual coaching in mind.



Sport Leadership Program

The aim of the Woodleigh Sport Leadership Program is to encourage students with a strong interest in sport to develop their leadership skills. The program aims to develop skills such as coaching, public speaking, organisational skills, teamwork and confidence, promotion of sport within the school and a greater appreciation of sport and all its dimensions. Students involved in this program will have the opportunity to be a voice for students in developing the Woodleigh Sport Program.

The program may include but is not limited to:

- Working towards achieving a Level 1 Coaching/Umpiring Accreditation in

their chosen sport.

- Public Speaking – Assembly, Homestead Carnival Presentations etc.
- Networking.
- Participating in an Activities unit based on Sport Leadership.
- Coaching teams/students (where applicable) – through the Activities Program, SIS sport and after school sport.
- Attend sport leadership meetings.
- Assist in developing the Woodleigh Sport Program by providing input and feedback.
- Supporting younger students to develop skills and a love of sport.

PERFORMING ARTS

Woodleigh has a wide range of performance opportunities across our renowned Music, Media, Dance and Drama programs.

Students are encouraged to express their creativity through a range of complementary performance programs to enhance confidence and foster imagination. Through performing arts programs, activities, camps and classes, Woodleigh students are offered every opportunity to be involved in a range of performance options.

Music

Music is an integral part of the curriculum at Woodleigh. At the Senior Campus, Music is compulsory in Years 7 and 8, with all students being involved in a Group Instrumental Music Program. Music becomes an elective subject at Year 9 and 10. We also offer VCE Music Performance.

Students have the opportunity to participate in a variety of musical ensembles; Orchestra, Jazz Band, Concert Band, various choirs, string ensembles and rock bands are just some of the ensembles on offer.

Musicals, large-scale performances, after-school Café Concerts, lunchtime concerts, assembly performances and a visiting artist programs, are manifestations of an enthusiastic approach to music education.



Private music tuition

In addition to compulsory Music classes and ensemble playing in the normal weekly school timetable, we offer private tuition in the following:

Piano: a piano should be available at home for practice

Guitar/Bass: all styles

Percussion: tuned and untuned percussion, including Drum Kit

Strings: Violin, Viola, Cello, Double Bass

Woodwind: Flute, Clarinet, Saxophone

Brass: Trumpet, Trombone, French Horn, Euphonium, Tuba

Voice: Popular or Classical style

Theory/Aural Skills: general skills and/or exam preparation

Drama

Woodleigh's strong drama program provides students the opportunity to uncover talents.

Musical production

Woodleigh proudly presents a musical production at Senior Campus every second year. Students from Years 7 to 12 are encouraged to audition for roles within the musical production. Students can also get involved in the musical production outside of performing, whether it is being part of the lighting crew, back stage crew or orchestra.

Drama performance

When it isn't a musical production year, the Drama Department presents a dramatic piece. This can be a student-

driven theatre piece whereby students consider an issue and through research are able to produce a fictional play, written and created by the students.

Alternatively, this can also be a published theatrical piece, whereby students deeply connect with the content and find relevance with the subject.

Media

Media opportunities can be accessed through elective and VCE subject choices and further supported through a range of Activities programs and immersive opportunities.

In Media, multiple media platforms are explored including photography, print, audio and film production. Student-driven productions are designed and developed to be shared and showcased to the school community.



COMMUNICATION

Woodleigh aims to make communication with families easy and open.

Meetings & Interviews

At any time, you are welcome to contact the school to arrange an interview. This is normally organised through your child's tutor.

Parent/student/teacher interviews are held in both semesters.

School Stream App

School Stream is an invaluable tool for staying connected with the Woodleigh community. For everyday communications between families, teachers and leadership, Woodleigh uses the mobile app, School Stream. It is the central point that holds all your up to date, essential communications.

The Letter Home

A weekly newsletter, specific to your campus

Notices

Including important announcements and reminders relevant to your family

Absentee Lodgement Forms

Easily lodge absences, dates and times.

Upcoming Events

Ticket booking, event start and end times, as well as location maps.

SEQTA

Through School Stream, parents can access SEQTA. SEQTA enables parents to

engage effectively and meaningfully with their child's education and view upcoming assessments and submission dates.

Students can also upload assignments directly through SEQTA, and parents and students can access feedback on marked assessments and academic reports.

Operoo

Operoo allows families to store and manage medical information for their children. All permissions for excursions, camps and other events are managed through Operoo. Parents can update records, contact details and medical status in real time.

Parent Links

In School Stream, parents can set up cashless Canteen ordering and payment, access our Parent Teacher Bookings (PTO) system, manage digital payment of fees and organise bus bookings.

To get the most out of School Stream, ensure you enable push notifications and location access.

Downloading the app

School Stream is available on both iOS and Android. [Download it here](#) or scan the QR.



Once you've successfully downloaded School Stream, the next step is to set up your account. Your account

approval process will be initiated once all relevant class, Homestead, and Teacher information has been finalised. In the event of any delays in account approval, rest assured that the necessary information is likely still being processed.

If you have any questions or encounter any issues, please reach out for assistance by emailing news@woodleigh.vic.edu.au.

Publications

Handbooks

Throughout the year, we release handbooks for activities, camps and subject selection.

Magazine

At the end of the school year, students will receive a copy of the Woodleigh School Magazine, highlighting the programs, events and work that made up the school year across Woodleigh's three campuses.

Namalata

Woodleigh's twice-yearly community snapshot.

New Student Portal

Everyday information such as contact details, maps, transport info, dates and timetables can be found at the [New Student Portal](#) (QR on page 3).

Social media

We encourage Woodleigh families to follow our various social media accounts:

[Facebook](#)

[LinkedIn](#)

[Instagram](#)

[YouTube](#)

DROP-OFF AND PICK-UP

The driveway is hectic around drop-off and pick-up times. The following diagram shows the traffic arrangements for the end of each day. It is well worth considering delaying pick-up until 4pm or using the available bus services.



We ask that you park in the angled row first, then fill up the parallel row

Those in the angled row may exit via the slip lane once their children are in the car. For those in the parallel row, when a space becomes available in the angled row please move into that space so you can use the slip lane to exit.

Do be patient – no one is blocked in for more than a few minutes

The easiest way to avoid all the stress is to arrive closer to 4:00pm – by then there is little or no traffic and collection is easy.

Please do not park on Golf Links Road

This is dangerous as it forces students to be crossing a busy road at pick up time, which is totally unnecessary. The road situation outside the school is quite complex at times with cars waiting to turn into the school and can present a real danger to students. As there is no crossing outside the school, we do not supervise this area.

Key:

- 1 Bus parking
- 2 Parallel parking
- 3 Angle parking
- 4 Slip lane
- 5 Student waiting area
- 6 Pedestrian crossing



Information and Communication Technologies (ICT)

The provision of Information and Communication Technologies (ICT) at Woodleigh School undergoes continuous development. The school offers a contemporary approach to the integration of ICT in the classroom to enhance student learning. eLearning (the applications of ICT) at Woodleigh School is designed to encourage inquiry, analysis and communication in a responsible manner within a safe environment.

Learning Technology Resources

Woodleigh School recognises that our students are growing up in a connected world. ICT should be seamlessly integrated within the learning process – access to technology on a ‘needs basis’ is key to effective integration in the classroom and beyond. Woodleigh has a sophisticated ICT infrastructure network on all campuses; students have access to a range of eLearning technologies at school via computers, library facilities, specialist subject applications and computer activities.

All students at Woodleigh Senior Campus are provided with a computer for use in

the classroom and at home. The computer remains the property of Woodleigh School but is in the care of individual students. Students are expected to bring the computer to required classes and are responsible for its care and charging. Any faults or damage to the computer must be reported to the ICT Helpdesk as soon as possible. At no time should repairs be made by the student or any external party. In addition to the computer, students have access to the following ICT services:

- internet and intranet (SEQTA) access
- quality printers and scanners
- Office 365 Suite

- access to Adobe products
- a range of subject specialist software

The school requires that all Senior Campus students have internet access at home as resources for class work are frequently accessed over the school portal (SEQTA). We recommend a home wireless network for use with the school computer, with appropriate restrictions and filters.

The ICT Centre has a STEAM (science, technology, engineering, art, maths) lab which includes 3D printing facilities, a state-of-the-art laser cutter, vinyl cutters, robotics and programming supplies.

Media students have access to a media lab for digital editing and production, as well as high-quality camera equipment.

The Art Studio provides high quality large format printing for student work, digital drawing tablets and magnification/projection technology.

Music students have access to software and keyboards for composition and multimedia work.

Printing

An individual student ID card is provided to all students. This card is used as a library card, photocopy and printing card and, if required, can be connected to a family Flexischool account for use at the canteen. If the card is lost a replacement can be requested by contacting the ICT helpdesk.

Students have a daily print limit, which resets daily. More print credit can be added upon request. We strive to reduce environmental impact and students are encouraged to submit work electronically where possible.

ICT Support at Senior Campus

The Woodleigh ICT Helpdesk is located at Senior Campus. The ICT Helpdesk is staffed from 8.30am until 4.30pm each day and students are able to address computer concerns by visiting the Helpdesk in person or by emailing helpdesk@woodleigh.vic.edu.au.

Parents can also contact the Helpdesk with any school-related ICT concerns. Contact is best made by ringing Woodleigh Reception on 5971 6100. Your enquiry will then be forwarded to the appropriate ICT or eLearning staff member.

Web filtering and content control

Woodleigh provides all students with

access to the internet via a school wide Wi-Fi network. Internet filters are in operation whenever students are connected to this network. These filters block sites that contain content that is not considered appropriate to an educational setting. However, all filters have their limitations and we do not provide any guarantee that all inappropriate sites will be blocked. Woodleigh’s approach is to grant additional rights and responsibilities as students mature and therefore our filters provide increasing access as students move to higher year levels.

The school is not responsible for supervising students’ use of their MacBooks when students are off the school network. Parents and guardians should ensure that they encourage their children to engage in responsible and safe online behaviour, and provide appropriate supervision when students are using their MacBook.

Multiple cloud-based, externally managed filtering tools operate on school-supplied devices when students are away from school. However, the school has limited control over the sites filtered through these products, and there is no guarantee that all inappropriate sites are blocked.

Email

All students at Woodleigh have an email address and are encouraged and expected to use email to communicate with staff, other students and the outside world. Students are expected to use email responsibly – appropriate sanctions may be applied for misuse.

Backing Up Data

Students are encouraged to utilise cloud options including the free OneDrive account provided by the school, or to purchase a portable external hard drive to back up their work. The backing up of computer files remains the responsibility of each student.

Legal Obligation

Students must comply with the ICT User Agreement, and other school policies regarding ICT and online use. Breaches may warrant disciplinary action. However, it is also important to recognise that inappropriate electronic and online behaviour can also have legal consequences (for example, cyberbullying and other criminal offences, or defamation).



Norman Library

The Senior Campus Library (Norman Library) provides a dynamic environment for independent learners and encourages students’ use of information literacy, literature appreciation and computing skills. There is a wide range of fiction and non-fiction books, magazines, graphic novels and newspapers in hard copy, audiobooks, eBooks, DVDs, and databases in digital formats. All digital resources can be accessed from home via SEQTA and the library catalogue – Oliver. There are Mac chargers and other equipment available for short-term loan.

Students are issued with an ID card by the school, which they will need to have on hand to borrow library items and use the photocopiers. Photocopy money can be added by library staff at any time.

Students are not fined for overdue materials, but should return books on time, considering the needs of other students. Overdue notices are sent via email on a regular basis. Books overdue for more than one term will be charged to accounts for replacement.

The Norman Library is open daily from 8.00am to 5.00pm Monday to Thursday, and 8.00am to 4.00pm on Friday. The prevailing atmosphere of the library is one of warmth and friendliness, where students are encouraged to take a positive and proactive approach to their own learning. Students are welcome before and after school, and during breaks, to use the library for study, homework, meetings and playing card and board games.

Literature Club meets weekly to discuss books and enjoy fun activities. Participants also have the opportunity to attend conferences and writers’ festivals.

Continuous Reporting

Continuous Reporting at Woodleigh supports our approach to timely feedback and its role in encouraging student advocacy in all areas of learning. This reporting model provides opportunity for deliberate improvement and transparent communication about achievement, content knowledge and skills between the teacher, the student and the family.

Continuous Reporting is based around two key stages, formative feedback and summative feedback.

Formative feedback provides an opportunity for students to check in with teachers and provide suggestions and feedback to be put into practice. Rubrics are used, where appropriate, to develop clear indicators of current abilities and areas for future learning improvements.

From Years 7-9 students are assessed against the IB MYP Subject Criteria. Summative assessment provides final measurements for an assessment area. For Year 10 students, assessment is formed against the Victorian Curriculum standards. Units 1 - 4 are provided with a mark range which is subject to external and internal statistical moderation.

Formative and Summative feedback can be accessed through SEQTA. The timing of the feedback is unique to the subject timelines, area of study demands and school events, including camps and exams. Students and families are encouraged

to actively engage with this reporting process to benefit from the accessible and timely feedback. Continuous Reporting encourages a relationship of engagement between the teacher, the student and the family. Through SEQTA Engage, students and families can access assessment feedback and advice in a timely and proactive way.

The Continuous Reporting system utilizes marks-based rubric assessment, where appropriate, to provide both Formative and Summative feedback to students and families. These feedback markers are provided at the optimum stages in the semester based on the requirements and curriculum of each subject. Students and families can expect to receive at least one Formative and at least one Summative assessment feedback per unit of work.

Effective Learning Behaviour checks are also provided each semester.

A statement of summative results is provided at the end of each semester alongside tutor reports.

