



Westminster School

Parent Information 2021



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INTRODUCTION

HISTORY OF WESTMINSTER SCHOOL

Westminster School is situated at Marion, approximately 10 kilometers from the center of Adelaide in an area of 20 hectares, adjacent to Marion Railway Station. It was founded as a boys' school by the Methodist Church in 1961 to provide a primary and secondary education for both day and boarding students, and is now associated with the Uniting Church.

In 1977 the School Council decided that the School would become co-educational at all levels. The first girls were admitted as students in 1978. There are currently approximately 1,253 students enrolled, 616 in the Preparatory School and Early Learning Centre and 636 in the Senior School. These figures include 116 boarders.

EDUCATIONAL PHILOSOPHY AND OBJECTIVES

The School was founded with the ideal that formal education should be centered on the Christian faith as a motive and inspiration for living with others. This means that not only should opportunity be given to students to accept, reject or be exposed to the Christian way of life in scripture lessons, and in worship, but that the whole atmosphere of the School should be one of concern for every student in it. Furthermore, the dignity of every child must be recognised in the classroom, on the sports field, in clubs and in various activities. These recognitions are Christian and by them the School can continue to attempt to show by example what the Christian way of life really is.

Westminster seeks to provide opportunities for students to discover and develop their individual talents and interests. In a caring Christian environment and within the framework of good order and discipline, the School aims to guide all its students toward their full stature as mature and responsible citizens.

TERM DATES 2021

- Term 1: Wednesday 27 January to Thursday 1 April (10 weeks)
- Term 2: Tuesday 20 April to Friday 25 June (10 weeks)
- Term 3: Tuesday 20 July to Friday 24 September (10 weeks)
- Term 4: Tuesday 12 October to Wednesday 8 December (9 weeks)

NB: Student Free Day on Monday 6 September

BOARDER EXEAT DATES

- 13 - 14 February (optional)
- 6 - 8 March (includes Adelaide Cup Holiday)
- 24 - 26 April (optional, includes ANZAC Day)
- 15 - 16 May (optional)
- 12 - 14 June (includes Queen's Birthday Holiday)
- 7 - 8 August (optional)
- 4 - 6 September
- 30 - 31 October (optional)
- 20 - 21 November

Exeats commence at 3.30pm



SENIOR SCHOOL TIMES

The School day starts at 8.45 am and ends at 3.30 pm. Recess is from 10.35 am to 10.55 am except on Wednesdays when Recess is from 10.05 am to 10.25 am. Lunchtime is from 1.10 pm to 2.00 pm, except on Wednesdays when Lunch is from 1.15 pm to 2.00 pm. Terms usually end at 1.00 pm.

ACADEMIC PROGRAM

Westminster's Senior School curriculum helps students to develop a diverse range of skills and attributes that will assist them to become independent and resilient learners building on the strong foundations of the Preparatory School. By establishing partnerships between the School, students and parents and by focusing on academic and personal competencies, we also hope to assist our students to take their place in a contemporary society.

Our curriculum incorporates a comprehensive range of subjects and counselling services designed to help students identify and successfully pursue their career goals. It is continually monitored and refined to allow for new initiatives and to realise the strengths and reflect the passions of our teaching staff.

In Year 7 we aim to allow students to experience as many learning areas as possible. As they progress they are able to explore different pathways and gradually specialise in subjects of their choice. The Year 12 curriculum does not have a core component and is essentially a combination of elective choices.

For Years 8 and 9 the curriculum is largely based on the learning areas of English, Mathematics, Science, Studies of Society and the Environment (Geography and History), Languages other than English (Japanese, German and Chinese), Health and Physical Education, Religious and Values Education and Digital Technology. Students also experience exposure to the full range of Visual and Performing Arts (Drama, Dance, Music, Design, Art), Food Technology and Design Technology Studies.

In Year 10 the structure of the curriculum provides greater choice allowing specialisation and opportunities to enable students to join Stage 1 classes if appropriate. This provides students with experience, knowledge, understanding and skills, enabling them to make informed choices of courses for Years 11 and 12. The Personal Learning Plan, which is a mandatory component of the SACE, is completed in Year 10.

A comprehensive careers Program is available to help students investigate and explore future employment and study options. Careers in Years 10, 11 and 12 features guest speakers, films, visits to workplaces, mock job interviews and work experience.

For students in Years 11 and 12, the curriculum offers a broad range of Stage 1 and 2 courses working towards the South Australian Certificate of Education (SACE). The compulsory Research Project is completed in Year 11.

Evidence of the high academic standard of the Westminster School Senior School Program can be seen in the significant number of Year 12 students excelling in their results each year.

CURRICULUM IN YEAR 7

Year 7 is a comprehensive start to secondary education at Westminster School. In line with the Australian Curriculum our curriculum for 2021 is designed to give all of our students a taste of each key learning area. To underpin future study and to prepare students for a broad and balanced life, we have designed a group of core subjects that all students will study. All Year 7 students will have lessons in: English, Mathematics, Science (including Agriculture), Geography, History, Languages, Religious and Values Education, Health and Physical Education, and Digital Technologies (IT). Students will also have two lessons of Pastoral Care time.

Each student will be required to choose a language from Chinese, Japanese and German. Ideally all students will continue with a language until at least the end of Year 10, since we are following the likely requirements of the Australian Curriculum; however, we recognize that some students will prioritise alternatives to a language. Our Language courses cater for beginners and continuing linguists alike and our flexible curriculum delivery allows for students who have prior language knowledge to be challenged from the start of Year 7. The language subjects



embed a wealth of European and Asian cultures in the language learning. Our Stretch program is targeted at students who need particular support with their literacy skills and for whom the study of a language would be inappropriate. Parents who are considering this elective should make contact with the staff in the Stretch Faculty, the Head of Year 7 or the Director of Learning. Final decisions will be made by the School.

The Year 7 curriculum has deliberately been designed to be broad and to introduce all areas of the curriculum to both boys and girls. Each student will experience Drama, Art, Design and Technology and Food Technology. Students wishing to study a personalised elective curriculum concentrating more extensively on the Performing Arts of Dance and Music are able to do so by selecting these as their electives. Music must be taken as a full year subject and Dance can be taken as a full year or semester subject. A maximum of four elective modules can be chosen (two each semester). Students who are considering Music in Years 9 and 10 must select Music in Year 8.

Another feature of our curriculum is a deliberate attempt to teach and use thinking skills to improve learning outcomes. As teachers we will underpin all student learning with a common framework of caring, creative, critical and reflective thinking skills. Students, as lifelong learners, will experience different learning strategies, which will provide the opportunity for them to achieve their potential.

Furthermore, the curriculum is linked by a number of key competencies, which provide academic and personal goals for all Year 7 students.

Year 7 students will be assisted in their studies by a homework timetable. There is an expectation that all students will complete regular homework. Students are provided with a homework timetable so that there is a balance of time spent between the subjects. In Year 8, students should usually have homework for 4 subjects per night, with an average time allocation of about 20 minutes per subject.

Each year both subject teachers and Year 7 Tutors will closely monitor the progress of each student. Parents are encouraged to communicate any concerns they may have with teachers through emails to your child's tutor or Head of Year Level. Parents will receive regular reports that outline the progress of their sons and daughters. Student reports show both academic performance and attitude to the work requirements of the subject. Students will be given recognition for academic achievement and demonstrating a positive attitude to their studies.

CURRICULUM IN YEARS 8 AND 9

Subjects in Years 8 and 9 help develop fundamental skills that students need to understand how to successfully interact with the world around them and is compliant with and responsive to the Australian Curriculum.

Mathematics classes are partially streamed allowing students to work in groups of students of similar ability. In Years 9 there is an alternative Mathematics stream Essential Mathematics (formally called Mathematical Applications). The other core subjects (English, Science, SOSE, Health & Physical Education, Information Technology and Religious & Values Education) are taught in class groups of mixed ability.

Students in Year 8 and 9 are required to study either German, Japanese or Chinese and they are encouraged to continue with this language in Year 10 and beyond.

In Years 8-10, provision is made through our STRETCH Centre to support students who require additional help in English and Mathematics or who need help in the management of their work.

The elective subjects currently offered in Years 8 and 9 include Japanese, German, Chinese, Music, Drama, Dance, Food Technology, Digital and Design Technologies, Art, Design and Agricultural Science.

CURRICULUM IN YEAR 10

The Year 10 curriculum is similar in approach and structure to the curriculum in Years 11 and 12.

In Year 10

- Electives are offered as semester units which closely parallel those in Year 11



- There are opportunities for learning support (particularly in literacy and numeracy) and opportunities for extension
- Some students will be able to study Stage 1 subjects with Year 11 classes if appropriate

All students in Year 10 study a core Program, which will include English, Mathematics, Science, SOSE (Business or Geography and History), Physical Education, Religious and Values Education and the Personal Learning Plan.

Mathematics classes continue to be 'streamed' as they were in Years 8 and 9. There is a class each of Essential Mathematics and Advanced Mathematics, the majority of students study standard mathematics in mixed ability classes when necessary.

English, Science and electives in SOSE are taught in mixed ability classes with programs tailored to meet individual extension and support needs. All students will study two semester units (5 lessons per week for the whole year) of English, Mathematics and the Humanities.

It may be possible for those students who are studying SOSE at advanced level to take one of their units at Stage 1, in a class with Year 11 students.

Students in Science can specialise in Semester 2 select to study an additional module, Science Plus. This option should only be taken after consultation with the Director of Learning, their Science teacher and the Head of House.

Students select semester elective subjects from a wide range of alternatives.

Students from Year 9 may continue with the same subjects for Year 10 but, with the increased number of choices, they may choose new electives. The electives offered allow our students to have either greater diversity in choice or the opportunity to have a curriculum focus.

REPORTS AND ASSESSMENTS IN YEARS 7 - 10

The assessment of progress in Years 7-10 is continuous and teachers will use a variety of assessment methods. During the course of the year, the assessment tasks will measure each student's knowledge, skills and understanding against the ACARA Achievement Standards.

Assessment will take the form of continuous formative and summative assessment. Assessment design allows for a variety of assessment methods such as critical reading tasks, investigations, quizzes, empathetic tasks, reports, presentations (oral and multimedia), creative writing and research projects.

Students in particular create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and are beginning to create literary analyses and transformations of texts. Reports are provided electronically through SEQTA.

CURRICULUM IN YEARS 11 & 12

At Year 11, as part of the SACE requirements, the only compulsory subjects for all students are English, Mathematics and the Research Project. There are no compulsory subjects in Year 12 except the Research Project (usually this is passed in year 11) although a certain combination of full year subjects is required to pass The SACE.

Our philosophy is that a student with appropriate Year 11 results who wishes to attempt Year 12 should be permitted to do so. Careful counselling will be given to all students in making their subject choices for both Year 11 and 12 to ensure that the courses chosen best suit the needs and abilities of the students.

Students can choose from a wide range of options which best suit their interests and possible career paths. A number of students participate in Vocational Education and Training (VET) and this should be discussed with the Director of Learning.

Year 11 and 12 students also participate in courses of Religious and Values Education, Careers Education and Work Experience.



REPORTS AND ASSESSMENTS IN YEARS 11 & 12

Students are assessed according to the criteria developed in conjunction with the Senior Secondary Assessment Board of South Australia.

Achievement grades are based on marks from tests, assignments, class exercises, oral responses and practical skills tests. The grade reflects the student's performance relative to assessment criteria. Where given, attitude ratings reflect attentiveness, co-operation, conscientiousness, participation in class discussions, and oral work, as well as reliability in preparation and presentation of work, including homework. Written reports and comments give a description of the subject, indications of performance against general and subject-specific criteria and a grade for each subject.

Reports are provided electronically through SEQTA and parent-teacher interviews are held during Term 2.

Year 12 students receive a leavers' profile as their final report. Their final grades are in the form of the Year 12 SACE (South Australian Certificate of Education).



ACCIDENT & PROPERTY INSURANCE

The School carries general accident insurance cover on students at basic levels only.

Further, students are responsible for the security of their own possessions, including school bags and their contents and, accordingly, the School does not carry insurance on students' personal property. Parents may wish to take out their own insurance on such property and in many instances household insurance policies can be extended for this purpose at minimal cost.

AGRICULTURAL STUDIES

Our Agriculture courses develop an awareness of the environment and food production. Students are involved in a variety of activities that aim to develop practical skills. This includes vineyard management, egg production, vegetable gardens and livestock production (cattle and sheep).

The students also have the opportunity to be involved in showing cattle, poultry and goats at the Royal Adelaide Show.

Agriculture is offered from Year 9 as an elective through to a choice of 2 Year 12 subjects.

ALCOHOL, DRUGS AND SMOKING

1. The possession or use of drugs or drug abuse including smoking and the drinking of alcohol is strictly forbidden at School, travelling to and from School, at any School function, or at any time when a student is wearing School uniform.
2. There are penalties set down for students in breach of this rule.
3. For possession or use of drugs or alcohol, suspension or expulsion will result.
4. For smoking at School, a first offence will be dealt with by a letter to parent or guardian and a suitable penalty imposed by the Head of House. For further offences suspension from School is prescribed.
5. Students detected smoking outside the School in School uniform or in circumstances where they are creating or likely to create a bad public image of the behaviour of Westminster students, are liable to suspension.
6. Further offences involving drugs, alcohol or smoking may involve a long suspension or a request for the parents to remove the student from the School.
7. Students in the company of other students detected breaking these rules may be liable to the same penalties.

BOARDING FACILITIES

Boarders are accepted from Years 7 to 12. The Boys' Boarding facility has single rooms for boys in Year 12, and double rooms for boys in Years 7 to 11 although depending on numbers Year 11's also have their own room. The girl boarders reside in 'cottage care' accommodation with 3 – 4 girls in each unit. The Luke Boylan Centre is an excellent co-educational recreational space within the boarding precinct.

BOOKS & STATIONERY

Stationery items can be purchased online through Campion Bookstores by going to <https://www.campion.com.au/> or by calling Campion on (08) 8337 4544. The book list posted to parents at the end of 2020 will include a list of recommended stationery and required text books. Should you wish to purchase through another company, you are welcome to do so.



CANTEEN

The School Canteen is open from 8:00 am. It is also open at recess and lunchtime.

CAREERS OFFICE

Advice and counselling in careers and VET courses is available to all Senior School students. The office of our Career Counsellor/VET Coordinator is located in the Library Resource Centre. Students should make appointments before school or during lunch breaks where possible.

COUNSELLING SERVICE

Wellbeing is a central part of the student's learning journey at Westminster School. It is incorporated into the curriculum, and the school staff address Wellbeing with the students in most matters. However in some instances, a student requires a different type of Counselling support in a more confidential environment. This may be provided through the Wellbeing centre and is available to all students.

Counselling provides a confidential opportunity for students to resolve difficulties and may assist with a variety of issues and adjustment to change. The goal ultimately being to work towards a positive experience here at school.

The School Wellbeing team includes two School Psychologists, Rebecca Sharkey and Melinda Pfueller, and the Head of Wellbeing, Liz Collins, who are available to provide Counselling services throughout term time.

There is no additional cost for Counselling services provided at Westminster School.

Services Provided

The focus of School based counselling is generally on issues related to getting on within the School environment (managing anxiety, low mood, relationship issues or other things that may impact on learning or engagement), mild mental health issues, stress management or dealing with stressful situations, and crisis counselling. The School Wellbeing team offer brief intervention and support, and can also meet with parents confidentially where considered appropriate.

Counselling sessions are usually held during school hours. The duration of each appointment is usually the length of one lesson, and it is the responsibility of the student or parent to ensure appointments do not clash with other important commitments.

In some instances, the referral may not be suitable for the School Wellbeing team. Recommendations may be made in this case to external health providers. With student and/or parent consent, the Wellbeing team can coordinate with external services to provide additional support for the student at school.

Consent and Confidentiality

In the Preparatory School, parent/guardian consent is required before most forms of counselling can be provided, and referrals are usually made via the class teacher.

Students within the Senior School may be able to refer themselves without parent consent, depending on their age and other factors.

Making an appointment

The Wellbeing team can be contacted via phoning School Reception on 8276 0276 or you may contact the Head of Wellbeing Liz Collins 8276 0395.

Consent for Psychological Services:

As part of providing a psychological service to you, The Wellbeing team at Westminster School needs to collect and record personal information from you that is relevant to your situation, such as your name, contact



information, and other relevant information. Your informed consent will be obtained as soon as practicable once counselling is initiated and you may withdraw at any time without prejudice.

If you are unclear about any of the information on this consent form, please discuss this with your psychologist.

For Preparatory School students, parent consent is required to access School counselling. For students in the Senior School, parent consent or involvement is not a requirement although is encouraged (as long as conditions for informed consent are met).

Privacy and confidentiality:

Your personal information is gathered as part of your assessment and treatment. All of this is kept securely and, in the interests of your privacy, used only by the psychologists and the relevant staff (where necessary). All of our School Psychologists are registered with the Australian Health Practitioner Regulation Agency (AHPRA) and it is a requirement that all psychologists follow strict guidelines for professional conduct that is in line with AHPRA and the Australian Psychological Society (APS) Code of Ethics.

Limits to confidentiality:

All personal information gathered by the psychologist during the provision of the psychological service will remain confidential except when:

It is subpoenaed by a court, or disclosure is otherwise required or authorised by law; or

Failure to disclose the information would in the reasonable belief of the Wellbeing team place you or another person at serious risk to life, health or safety; or

Your prior approval has been obtained to

- a. provide a written report to another professional or agency. e.g. GP, or external psychologist; or
- b. discuss the material with another person, eg. a parent, employer or health provider; or
- c. disclose the information in another way

When consulting with colleagues, or in the course of supervision, your psychologist will be required to conceal your identity and any associated parties involved; and to preserve your privacy at the utmost professional manner in accordance with the APS Code of Ethics.

Consequence of not providing personal information:

If you do not wish for your personal information to be collected in a way anticipated by this consent form, The Wellbeing team at Westminster School may not be in a position to provide the psychological service to you.

CHAPEL

The Sir Shirley Jeffries Chapel stands at the geographical heart of the School, symbolizing our principal objectives. The Senior Chaplain, Reverend Patrick Gillespie, ministers to the spiritual needs of the School community, both formally in Chapel and informally in the broadest pastoral sense.

CO-CURRICULAR PROGRAM

Westminster School offers an extensive and varied Co-curricular Program, and we strongly encourage our students to become active participants. The Program includes:-

- Sports
- Camps and overseas tours
- Inter-House Competitions
- Magazine
- Music
- Outdoor Education



- Drama
- Dance
- Special Interest Clubs
- Round Square and Service

Westminster seeks to provide myriad opportunities for students to discover their/individual talents and interests. The Co-Curricular activities chosen should complement the student’s academic (curricular) Program, thus providing a balanced education for each child. These activities not only allow opportunity for individual and group/team development, but also provide a chance for students to find success and a sense of their own personal worth beyond the classroom.

SPORTS

Athletics	Football	Softball	Triathlon
Badminton	Golf	Squash	Volleyball
Basketball	Netball	Swimming	50/100K Relay
Cricket	Sailing	Table Tennis	
Cross-Country	Soccer	Tennis	

- **STUDENT PARTICIPATION**

The School firmly believes in the value of participation in co-curricular activities and is committed to offering a wide range of opportunities.

In Years 8 to 12 the School encourages involvement of all students in school sport, and other activities that challenge and develop different skills and attributes.

If a student plays a sport for a club and the School offers that sport, the School reserves the right to insist that the student plays in the School team.

When new students enrol at Westminster they may uphold their responsibilities towards outside teams initially while their seasons overlap with those of the School. Students nominating a summer sport in Term 1 must be prepared to follow that commitment through to Term 4. In sports offered by the School, students will only be nominated for SAPSASA or SASSSA trials if that student plays for a school team in that sport.

In a situation where any student may find difficulty conforming to this policy, parents are encouraged to discuss the matter with the Head of Senior School, the Head of Activities, the Head of the Preparatory School, or the Principal.

- **PRACTICES/REHEARSALS**

Practices and rehearsals are held either during the school day or before or after school, the latter from 3.30 - 5.00 pm unless otherwise arranged. Students must attend all practices, and it is the responsibility of the child or parent to inform the coach or responsible staff member if the student is unable to attend.

- **SIMULTANEOUS PRACTICES/REHEARSAL**

Where students might be involved in school co-curricular activities that occur simultaneously, there can be concerns about meeting expectations and with attending all practices/rehearsals. The School policy is that no child should be penalised in any activity as a result of the breadth of their involvement in the school co-curricular program.

If a student cannot attend both activities, then the student should:



- (1) Attend at least one practice/rehearsal per week for each activity and
- (2) Inform the Head of Activities, their Head of House or the staff members concerned.

• HOT WEATHER SPORTS PRACTICE POLICY

Unless coaches have made prior overriding arrangements with their team, practices will be cancelled when the predicted temperature in that morning's issue of "The Advertiser" (also available online at www.adelaidenow.com.au) is greater than 35°C.

Consideration of weather conditions is an important component in a student's preparation for sport.

They should ensure they have

- Adequate water intake both before and during practice and games.
- A Westminster School cap or hat for use when appropriate during practice and games.
- Sunscreen when appropriate.

• INCLEMENT WEATHER CONDITIONS

PRACTICES & WEEKEND MATCHES: If practices or week day matches are to be cancelled due to inclement weather the students will be informed of the cancellations during the day, either by daily tutor notices, or notices in the cloisters or on noticeboards.

SATURDAY MATCHES: Prior to Saturday cricket matches, students are informed in the same manner as practice cancellations.

If matches are to be cancelled on a Saturday they will be notified on the Friday at school otherwise decisions regarding late cancellation are made at the venue on the day.

CO-CURRICULAR TOURS

Westminster School offers a range of opportunities for sporting and cultural tours, both interstate and overseas annually. As well, Westminster School hosts a series of cultural and sporting groups from numerous Australian and International schools.

SCHOOL CAMPS

A number of year and subject camps will be available for students

Year 7	Outdoor Education camps
Year 8	Outdoor Education camps
Year 9	Outdoor Education camps
Year 10	Westventure - a two week aquatic and camping experience, based at Point Sturt, Milang
Year 11	Outdoor Education, Drama camps
Year 12	Outdoor Education, Drama camps

The Year 7, 8, 9 and 10 Camps are a compulsory component of the School Program.

INTER-HOUSE COMPETITIONS

During the year there are a number of inter-house competitions including public speaking, canoe polo, chess, athletics day, swimming carnival and cross-country.



SCHOOL MAGAZINE

Students can be involved in the School magazine in a variety of ways - writers, photographers, collators, editors, artists, designers. There is no restriction on age or experience, but students should realise that they will have to spend some end-of-year holiday time working upon a final edit. Articles, reports and photographs are prepared and collated during the year; there will be meetings to discuss layout and format of the magazine.

MUSIC

The School has established a strong tradition in Music, both in the curricular and co-curricular Program. Numerous performance opportunities exist for individual and group participation. Private Instrumental tuition can be arranged with the Music Department and parents are requested to make enquiries through the Music Office in these cases.

There are many performance groups and rehearsals held after school, during lunch times or before school. Students may participate in as many groups as they like; there is no age restriction, although there may be auditions for our more senior groups.

Westminster participates in the National Bi-annual Combined Schools Music Festival where our students join schools from the Eastern states in a four-day music workshop culminating in a performance.

MUSIC PERFORMANCES

There are many opportunities for our music students to perform at school and community events. Performance opportunities are provided throughout the year to allow music groups and individual soloists, or small ensembles to perform. Many students take part in interstate and overseas music tours.

MUSIC GROUPS

Groups may be formed dependent on numbers and staffing resources.

OUTDOOR EDUCATION

DUKE OF EDINBURGH AWARD SCHEME

Teacher-In-Charge: Mr Gordon Begg

This is open to students of 14 years and above and students are allowed to join mid-way through Year 9.

There are four sections:

- Community Service** - training or practical work in helping others
- Expeditions** - training in camping and navigation leading up to expeditions which occur throughout the year in the areas of bushwalking, kayaking and other outdoor educational pursuits
- Skills/Interests** - following a hobby or interest for six months
- Physical Activity** - engaging in physical recreational for a specified time period

Award Categories

Bronze (age 14 years) minimum 6 months	10 SACE credits
Silver minimum 6 months	10 SACE credits
Gold (age 16 years) minimum 12 months	20 SACE credits



Expeditions are organised from Term 2 onwards on exeat weekends or during vacation time. The expeditions have varied from local area to interstate and overseas, including walking, aquatic, skiing and many other types of outdoor activities.

Normally over 300 students are actively working for awards at the three levels.

WESTVENTURE

It is scheduled as part of the educational program for all Year 10 students to attend Westminster School's Westventure camp in their House groups. Point Sturt campsite on the shores of Lake Alexandrina and the lower River Murray near Clayton. Many activities are conducted on the school property, Glenroy in the first week and the majestic Coorong in the second week.

What is Westventure?

Westventure is Westminster's Outdoor Education Program provided for Year 10. The program is facilitated by a full-time staff of 1 teacher and 5 instructors who plan and lead the whole experience. Developmentally this is a critical age to focus on building self-esteem, responsibility, resourcefulness, teamwork and communication skills. The challenges provided by these outdoor experiences are used as a means to an end, the development of important life-skills. Facing challenges, setting goals, working individually or in a group (often outside of their comfort zone) prepares students for the rest of their school life. For many students, it is the experience of a lifetime.

Westventure Philosophy

Westventure seeks to promote self-discovery, interactive social skills, as well as a more holistic understanding of the natural world through experiential, adventure, and environmental education. Westventure provides students with outdoor learning experiences that are processed, reflected upon and synthesized into the students' lives. These experiences are designed to challenge both the individual and the group as a whole physically, emotionally, and intellectually. Westventure prides itself on its contribution to Westminster's mission to inspire students to thrive in meaningful lives.

DRAMA

Westminster has established a fine tradition in the performing arts, having staged many plays and musicals. We differentiate between Co-curricular Drama and that taught from Year 8 onwards. The School endeavours to produce a variety of dramatic productions each year, involving all year levels. Irrespective of experience, students have the opportunity to perform subject to audition or audition workshop. There is scope for students to be actively involved in all facets of a production - performance, technical (lighting, sound), backstage, set design, set painting, publicity, photography, costumes, make-up etc.

MAJOR PRODUCTION OR MUSICAL

Performances: Semester 1 or 2
Rehearsals: After school, weekends especially Sundays.
Participants must be available for 80% rehearsals

JUNIOR PRODUCTION

Performances: Semester 2
Rehearsals: After School, weekends especially Sundays
Cast: Open to Years 8 - 10

As well as the Co-curricular productions, the Curriculum Drama students will also perform during the year in

Year 12 Production for moderation
Year 11 Production for SACE Stage 1



Westminster School

PARENT INFORMATION

Year 10

Workshop and production for Preparatory students

Year 9

Workshop and production for Preparatory students



ROUND SQUARE ACTIVITIES

Round Square is a worldwide association of schools, currently numbering nearly one hundred members, which share a commitment, beyond academic excellence, to personal development and responsibility through service, challenge, adventure and international understanding. Its origins come from the philosophy of Kurt Hahn who founded two schools as well as the Outward Bound Program. He taught that schools should have a greater purpose beyond preparing students for university and he believed in educating young people for life by enabling them to face life in ways that demanded courage, generosity, imagination, kindness, empathy, compassion and principles.

All member schools share a strong underlying belief: this is the view of learning by doing. It is an ongoing process of self-confrontation and formation, involving a fundamental objective of the full and individual development of every student into a whole person: academically, physically, culturally and spiritually, within the supportive environment of the Westminster School community.

As a Round Square school, Westminster School embraces a series of six pillars or precepts which are summed up in the acronym, IDEALS. They are:

INTERNATIONALISM

Students are taught to appreciate, value and respect all cultures, religions and languages. Students learn to see themselves as global citizens, and are asked to look beyond gender, class, race, nationality and culture to understand human nature. International conferences, student exchanges in Years Eight and Ten, Westminster School's own overseas service project to India, Project India, which is open to the whole School community, and GAP years are arranged by Westminster School to facilitate this. Students can also take part in Round Square International Service Projects (RSIS) which annually go to Cambodia, Canada, Guatemala, Honduras, India (two projects), Kenya, Peru, South Africa and Thailand. The School has been very active in both the Preparatory and Senior Schools with cultural and musical exchanges with Daly College in India and Tamagawa Academy in Japan. Westminster School sponsors students at Starehe Boys' Centre and School in Nairobi Kenya.

DEMOCRACY

Teaching students both the values of democracy and the importance of active participation in democracy is essential to Westminster School. Freedom of thought and speech is greatly encouraged and appropriate forums and channels of communication are in place. Students are also taught to appreciate the importance of self-discipline and are trained and expected to share in the running of the school. At Westminster School, there are various forums that students can be involved in, at School, House and Year levels, in both the Preparatory and Senior Schools. There is participatory democracy through the election of the School leaders and House captains, this has been extended into most areas of the co-curricular program as well. The Round Square at Westminster School is in the hands of a student board of directors with two directors responsible for the six pillars, plus three other areas, including two directors from the Preparatory School. Each of the areas have directors who act as project managers for their portfolios.

ENVIRONMENT

Students are taught the importance of tending to the future of the planet. Our students are expected to demonstrate an active interest and concern for all natural environments, to be aware of proven problems and to play a practical role in tackling environmental issues. Students are taught the fine balance and the interdependence needed to maintain a healthy relationship between human beings and the planet. All emphasise each young person's destiny to be a guardian of human society and the global environment. Westminster School has been very active in recycling paper, cans, batteries, newspapers and bottles. There have been extensive tree planting programs involving our students at Glenroy and Gemtree Vineyard, along with assistance at the Monarto Zoo, Meningie Progress Association and Moorundie Wildlife Reserve. The School has been active in the Clean-up



Australia program. The program for Environment Week is an initiative of the Round Square Board, and Westminster School community is an active participant in Earth Hour each year.

ADVENTURE

Building the body and soul through adventure meeting the physical challenge and developing an appreciation of the outdoors: these are all central to Round Square schools. Most students at Westminster School participate in the Duke of Edinburgh Award Scheme which fosters a spirit of adventure and the realization that students can be so much more than they might have imagined. The School has extensive Outdoor Education and camps programs, including the Year Ten Westventure experience which further promotes this ideal. The academic excellence of the Outdoor Education program is complimented by the high number of Westminster students who their achieve Silver and Gold level in the Duke of Edinburgh Award Scheme.

LEADERSHIP

Students are taught that authentic leadership is found in those whose convictions are rooted in personal responsibility, kindness and justice. A high level of responsibility is passed on to students individually and collectively. Round Square committees in schools are chaired by students, and various leadership positions of consequence are shared by the students. The annual International, Regional Senior and Junior Conferences are an ideal forum for students to demonstrate leadership skills, both in the planning process and public administration. Leadership is promoted in both the Preparatory and Senior Schools at Westminster School through School leadership positions, as well as in the Round Square Board of Directors and co-curricular activities. Year Seven students also participate in National Leaders Day. Leadership is promoted in Service Learning projects and Adventure activities where the students are encouraged to take major role in the planning, organisation and evaluation phases, as project managers. Westminster School has hosted a number of Regional Conference; the Senior Conference in 2003, the Junior Conference in 2006 and the Senior Conference in 2011, all of which have been student driven and managed. The latter conference was themed 'We Can Change the World, Rearrange the World' and its focus was on authentic student leadership.

SERVICE

A key method used by Round Square to prepare students for life is by the expectation of serving others. Each student is encouraged to perform a substantial number of service hours, either in school-sponsored, local, regional or international projects. Round Square International Service Projects (RSIS) have been in existence since the early eighties, occurring in developing countries, where both staff and students from Round Square schools work together in constructing buildings and water systems. Our students have been involved in such projects in Cambodia, Canada, India, Kenya, South Africa and Thailand. To help in funding these projects, students raise money for the Prince Alexander Project Fund, to supply construction materials for the projects, as Westminster School did for the Asian Tsunami projects of the Round Square. Staff are also encouraged and supported as participants in our Round square Service learning programs. A number of staff has been leaders in RSIS India and the RSIS Fiji regional project, as well as volunteering their own and school time with many of our local community partners. Westminster School has an extensive Service Learning program involving students working as volunteers with our community partners, including the Monarto Zoo, Meningie Progress Association, Moorundie Wildlife Reserve, Uniting Care Wesley, Alwyndor Nursing Home, Uniting Care Wesley, Reynella Lifecare, Riding for the Disabled, Marion Salvation Army, Marion Resthaven, OneSight, MarionLife, Westcare, the Foodbank, Abbeyfield Marion House, Red Dove Café, Meals on Wheels and Minda Home. In the past, the School also has its own overseas Service Learning projects; Cambodia Service Project and India Service Project, which sees the whole School involved in the fund raising for the institutions and morally supporting small groups of volunteers visiting these institutions. (All fundraising is used to directly support our local and international community partners, not to cover the expenses of participants.) One of our key Service Learning programs is with the Community Accommodation and Respite Agency, where our students program, fund and provide a four day camping experience for children with disabilities. There is support from Round Square for a number of social and political causes including Kidzpositive in South Africa, White Ribbon Day, Greening Australia and AIDS Awareness, One



Village, World Vision, bread tags for Mental Illness Fellowship of South Australia, Westcare Baptist Church homeless meals program, One Sight and World Harmony Day.

EXCHANGES

Westminster School has an extensive reciprocal exchange program which links through the over one hundred member schools of the Round Square, through nearly eight hundred member schools of the International Association of Methodist Schools, Colleges and Universities, through South Australia German Exchanges and its German partner, Bayerischer Jugendring, and through a number of additional schools with which we share bilateral exchange programs, enabling our students the opportunity to experience living and going to school on every continent in the world.

The initial exposure is for Year Eight students who are able to participate in exchanges in the Australasia East Asia region of the Round Square. These exchanges are reciprocal for a two week period, with the only cost being for travel which is arranged by the participant's family.

Longer cultural reciprocal exchanges of six to eight weeks are available to Year Ten students, although it is occasionally possible exchanges to occur outside of this year of study. While South Australia German Exchanges incur a fee to that organisation, the cost of all other exchanges is the cost of travel and the reciprocal nature of hosting, although some host schools offer additional tuition or experiences at a cost, as does Westminster School for the students it hosts.

All exchanges are sanctioned by Westminster School in compliance with school rules, and all of our host families are required to have National Police Certificate, which are available at no cost.

Inquiries about exchanges need to be well in advance of the proposed date and contact is through the Head of Round Square, Julia Chukwuani, by emailing jchukwuani@westminster.sa.edu.au.



CODE OF SOCIAL CONDUCT (ASSOCIATION OF INDEPENDENT SCHOOLS)

Heads of South Australian Independent Schools are concerned about the effects upon development of character, discipline and concentration on academic studies which follow the increasing social freedoms allowed to students.

They consider the following guidelines will assist both parents and students and would be pleased to discuss matters of mutual concern with individual families.

The guidelines both indicate general standards of conduct and offer specific advice to parents. Heads of individual schools will communicate any additional requirements directly to their school communities.

TO PARENTS OF INDEPENDENT SCHOOL STUDENTS

The Heads of the AISSA Schools are united in their conviction that parental interest, supervision and support are essential as adolescents seek greater freedom and independence in their social pursuits.

This is particularly to be recommended when there seems to be a growing trend for “partying” to become a feature of the social life of the younger secondary students.

The Heads urge parents to maintain close contact with their young people, to establish and maintain clear guidelines of behaviour and expectations regarding the frequency and nature of social activities during school terms, the use of motor vehicles, consumption of alcohol, spending money and other matters.

Parents are asked to pay particular heed to the following:

- Courteous behaviour by young people should be promoted at all times, particularly on public transport, in the street and other public places, and at sports and social functions.
- Co-operation with schools is urged in the observance of rules relating to the use of cars.
- Provision of alcohol at parties should be strongly discouraged, as should the consumption of any alcohol which may be brought by guests.
- Smoking of cigarettes should also be strongly discouraged; other drugs should not be tolerated under any circumstances.
- Parents should be aware of the legal ramifications of the purchase and consumption of alcohol, cigarettes and other drugs.

This Code of Conduct published by the AISSA, in association with the Parents and Friends’ Organisations of its member schools, is intended for the guidance of parents and students. Parents are asked to note its content and any additional requirements which Heads of individual schools may make of the pupils in their schools.

GUIDELINES FOR SOCIAL GATHERINGS

Many problems can be prevented by open communication between parents. Social functions should be kept simple and should finish at a reasonable hour.

1. Elaborate functions tend to produce a spirit of competition and often cause embarrassment to girls and boys whose parents are not in a position to reciprocate on the same scale. Large functions planned after an official school event detracts from the purpose of that event.
2. At social gatherings in homes, parents and other adult support should be present and actively supervising.
3. For each individual student, social functions should be few up to and including Year 10 and infrequent during term time thereafter.
4. Younger girls and boys should be taken to and from evening functions by a responsible adult. The Heads recommend that parents pay close attention to transport and other arrangements made by their children for attendance at social functions.



5. Open parties should not be permitted and uninvited persons should not be allowed. Host Parents should have a list of those invited, and “gate crashers” should be confronted and asked to leave immediately. Police assistance should be requested as needed.
6. Parents are advised to consult with one another when invitations are received by their children; telephone conversations can clarify the nature of the invitation.
7. Guests should be encouraged, as a matter of courtesy, to arrive and depart punctually.
8. Mid-week activities should be school oriented as young people have considerable homework commitments. Parties should be held at weekends and not during the week.
9. Parents and students are reminded that the purchase or consumption of alcohol in public places is illegal for those under 18.
10. The consumption of alcohol at parties, even by senior students, should be discouraged. The letters “BYO” (i.e. Bring Your Own Alcohol) should not appear on invitation cards. Guests should not take alcohol to parties.
11. The smoking of tobacco should be discouraged and other drugs should not be tolerated.

COMMUNICATION WITH PARENTS

The School Directory and Calendar will be distributed to all parents early in Term 1.

Every two weeks throughout term time a newsletter entitled “Westminster eNews” is sent electronically to all families. This Bulletin outlines coming events, and student and parent activities happening within the whole School community.

At least twice a year a newsletter with photographs and articles, entitled “Westminster News”, is published and distributed to each family and Old Scholars.

Once a year the School Magazine is published which summarises the main activities of the School community for that year. This is a considerably large publication and is distributed to each family. The cost of the School Magazine is debited to each family’s account.

CREATIVE ARTS

The Creative Arts faculty offers a wide range of studio practices in the Visual Arts and Design. The art department incorporates the following disciplines in the program of work from year 8-12 painting, drawing, printmaking and sculpture. The Art Centre which also houses the Preparatory Art room has a large gallery space, a computer suite, two multipurpose outside work areas and a separate photography suite.

The Design Department has a class computer suite and offers directions in fashion textiles from year 9-12 and environmental, product and visual communications. Computer graphics, illustration and model making form the basis for design outcomes and in Fashion students learn the principles of fashion design, illustration, developing folios as well as technical skills in pattern making and garment construction.

Exhibitions of student work are held regularly to showcase all year levels in all disciplines.

The Home Economics Centre is a well-equipped centre that offers classes in sustainable food practices and healthy eating in the junior years and senior classes in a study of the Food and Hospitality industry. The centre has a 5 bay kitchen that accommodates 16 students, a small appliance kitchen and a multipurpose area for research and demonstration. The multi-purpose room has a mobile kitchen, digital projector, small appliance facilities and is used for theory and practical classes.



DRESS RULES FOR ALL STUDENTS

SCHOOL UNIFORM

Detailed uniform lists show the required uniform for students.

At all times when any type of School uniform is worn (and this includes sports uniform), it should be

- the correct uniform for the occasion and complete in all required detail
- the correct colour, design and style
- the correct size
- clean
- pressed or otherwise appropriately prepared
- worn correctly and neatly with an awareness that the School firmly encourages the taking of pride in one's appearance

WINTER UNIFORM may be worn on any day of the year unless a different uniform is prescribed.

SUMMER UNIFORM may be worn only before the May exeat and after the September exeat. Summer uniform may not be worn between those dates.

YEAR 12 TOPS may be worn at school but not to and from school.

TRAVELLING TO AND FROM SCHOOL

When travelling to and from School on school days all students must be correctly and neatly dressed.

On any form of public transport the full uniform appropriate for the day must be neatly worn always.

When wearing winter uniform, the blazer must be worn as the outer garment.

If, on any occasion, students are compelled to come to School in other than the complete and correct uniform, they should

- endeavour to arrange to travel to and from School by other than public transport.
- seek out their Head of House as soon as they arrive and explain the situation.
- have a note from a parent or guardian explaining the reason.
- Students may not be permitted to remain at School if a Head of House is dissatisfied with their reason for being incorrectly dressed.

DRESS AT SCHOOL

Students must always appear correctly and fully dressed at the first tutor period of the day. The purpose of this is to ensure that students are clean and neat in appearance as well as being correctly attired.

During the day students should appear at all lessons correctly dressed, and thus for Art, Agricultural Studies, Physical Education, Sport, Technology Studies and (when required) Science, appropriate protective clothing, special uniforms or footwear must be worn.

JEWELLERY

When in School uniform girls are permitted to wear one matching pair of plain gold or silver studs or sleepers in the ear lobes only. Multiple studs are not permitted. Studs or sleepers must not be worn with any sports uniform.

No other visible jewellery is permitted (other than a watch or medical bracelet)

No make-up is permitted.

As far as possible the School uniform should be worn without ornaments.



Lapel badges should be limited to not more than two, other than Duke of Edinburgh Awards, but the School reserves the right to ban the wearing the badges which it considers inappropriate.

HAIR

Hair for all students must be clean, neat and well-groomed at all times, and should not be gelled or spiked. Cuts or styles which, in the opinion of the School, are extreme and attract undue attention, are not acceptable. If in doubt, please consult the School before making radical changes to hair.

Hair may be coloured or dyed but only on the following two conditions:

1. the colour must be natural
2. the hair must be only one colour; hair of more than one colour or excessively streaked hair is not permitted.

Specifically for boys:

- hair must not extend below the top of the collar, hang down over the face or be closely shaven
- hair must be neatly tapered
- for older boys, faces must be clean shaven and sideburns are not to extend below mid-ear
- boys' hair styles that need to be tied up (eg man-buns) are not acceptable.

Specifically for girls:

- all hair over the shoulders must be tied and away from the face
- plain ribbons of green, gold or white, or scrunchies and ribbons in the School fabric, are the only approved materials for hair accessories to accompany the School uniform.

SPORTS PRACTICES

Students who have remained after the school day has concluded to participate in sports practices and other activities may leave the grounds wearing full School uniform or the School track suit and track shoes or the correct clean sports uniform for their sport irrespective of the form of transport they use.

Students may not wait for parents to pick them up outside the School unless they are dressed in full School uniform or School track suit and track shoes.

Students may, however, be picked up by car inside the School grounds and go home wearing sports clothes.

Students are only permitted to be barefooted at School when engaged in officially approved activities where absence of footwear is appropriate. Students may not enter or leave the School grounds barefooted except when required by the Head of Boys' Sport, the Head of Girls' Sport, or the Head of Physical Education.

CASUAL DAYS

On days designated "Casual Days" the guidelines for dress are as follows:

- Students are reminded that the day is a normal school day in every other respect except that they are not required to wear school uniform. However, the mode of dress on these days should be suitable for the working environment with the emphasis on neatness and comfort, not decoration and poor taste.
- Girls may not wear visible jewellery or make-up or "dress-up" for the occasion. Normal hair regulations apply. Boys may not wear visible jewellery and should be simply and plainly dressed, as this is not an occasion for eccentricity or "show". Inappropriate messages or logos on shirts will lead to disciplinary action.



- Clothes must comply with the School's Safe Policy and also with Health and Safety Requirements. No singlet style tops.
- Enclosed footwear must be worn.

DRESS RULES SPECIFIC TO THE UNIFORM

Ties must always be worn when students are travelling to and from school. They must also be worn when the student attends assembly and Chapel, and as they leave the School grounds. This applies only when the Winter uniform is worn.

When worn, ties will at all times be carefully knotted and arranged so as to sit closely in the inverted Vee of the shirt collar.

For Boys

No singlet, T-shirt or undergarment of any kind can be visible. T-shirts with logos or with writing visible through the shirt must not be worn.

If a student is wearing a shirt with long sleeves he may, while at school, unbutton the cuffs and fold the sleeves neatly. Students may not unbutton their cuffs and go about the School with cuffs unbuttoned and sleeves flapping.

For Girls

School Dress and School Kilt/Skirt should be no shorter than below the knee and no longer than mid-calf.

GENERAL

Pocket knives, offensive weapons or explosives of any kind are strictly forbidden at all times.



FIRST AID / HEALTH CENTRE

GUIDELINES FOR CARE OF DAY STUDENTS

• **ROLE OF THE HEALTH CENTRE**

The School provides a staffed First Aid / Health Centre from 8.30 am to 5.00 pm on school days.

The role of the Centre is to provide first aid care to students who present with illness or injury. The objective of the care provided by the Centre is to:

- assist students to recover to a point where they are able to return to class, or
- in the event that this is not possible, to provide assistance until a parent or guardian is able to collect the student, or
- in cases where medical treatment is required, to arrange for the provision of such treatment by a qualified medical practitioner.

The Health Centre is not expected to provide treatment beyond that which is necessary to fulfill the above objective and should not be regarded as offering treatment beyond that which is necessary in a first aid situation. Notwithstanding this, the Health Centre staff will assist in the administration of prescribed and/or restricted medication on the basis detailed below.

• **HEALTH CENTRE STAFFING**

The Health Centre staff are qualified to provide basic care in an emergency situation, but should not be considered to be qualified to provide ongoing medical treatment.

Staff engaged in the Health Centre will hold a current senior first aid certificate issued by either St John Ambulance Service or the Red Cross, and may also have additional qualifications such as that of Registered or Enrolled Nurse.

In situations where staff hold only a Senior First Aid certificate, they are referred to as "First Aid Officer". Where staff, in addition to holding a Senior First Aid certificate, are Registered or Enrolled nurses, they may be referred to as "First Aid Nurse".

• **MEDICATION**

A restricted range of non-prescription or over the counter medication is held in the Health Centre for the relief of minor symptoms in students, and will be administered at the discretion of the Health Centre Staff.

The following list of non-prescription or over the counter medication is held and administered by the Health Centre staff. This inventory has been determined in consultation with a qualified medical practitioner:

- Panadol tabs (and liquid for junior students) – minor pain, fever
- Soluble Asprin (secondary students only) – heavy cold
- Codral Cold and 'Flu tablets – sinusitis, heavy cold
- Throat Lozenges – e.g. Strepsils – sore throats
- Throat Gargle – e.g. Difflam – sore throats
- Buscopan – upset stomach
- Zyrtec 10mg – Hay fever, allergies
- Telfast 120 mgms – hay fever, stings
- Sunscreen
- Antistine Privine Eye Drops – allergic itchy eyes
- Nurofen – period pain



- Naprogesic – period pain
- Eucalyptus Inhalation – sinusitis, colds
- Stingose/Rapaid – insect bites

Aspirin will not be administered to students who have been identified as having asthma.

In instances of students presenting in an emergency situation with a severe asthma attack which is not responding to their normal asthma action plan, the Health Centre staff will instigate an emergency protocol using Salbutamol (Asmol, Ventolin).

All medications administered by the Health Centre staff will be recorded.

In the event that parents or guardians do not wish any of the above medications to be administered to students, written advice must be provided to the School.

• COMMUNICATION

In instances where a student receives attention in the Health Centre, the Health Centre staff will provide communication and report-back as is considered necessary to ensure appropriate follow-up by parents and teachers, and to prevent students undertaking inappropriate activities, *or being unsupervised*, in the event that they return to lessons or other school activities. This will include notification to parents, teachers and School administration as is appropriate to the particular circumstances, *but mandatory in the case of any apparent blow to the head*.

• STUDENTS GOING TO THE HEALTH CENTRE

Before going to the Health Centre, students must go to the Senior School Office with a note from their teacher giving them permission to go to the Health Centre. Students must sign out when going to the Health Centre and sign back in when they return.

• STUDENT MEDICAL INFORMATION

Each year, the School will request parents or guardians to update the medical information of students that the School holds. This will be done either by requesting that the current information held by the School concerning students, be confirmed or amended as necessary, or, requesting a new medical information form be completed.

Whichever way the School requests updated medical information, parents/guardians will be advised of the basis on which the Health Centre operates and provides care for students. Parents/guardians will also be asked to advise the School of any medications that they do not wish to be used for a particular student.

All student medical information will be held confidentially and used only in accordance with the School's Privacy Policy.

• PRESCRIPTION AND RESTRICTED MEDICATION

Where requested by a parent or guardian, assistance will be given by the Health Centre Staff in the administration of prescribed or restricted medication in the following circumstances only.

- Written instructions from a parent/guardian must be provided, accompanied by written directions from a doctor where appropriate.
- All medications taken during the day must be stored in the Health Centre unless other arrangements are made with the Health Centre Staff.
- The medication must be provided in its original container with the label clearly displaying the student's name and the required dosage.



- Instructions regarding changes to the original dosage of long-term or prescribed/restricted medication must be in writing from a parent/guardian, accompanied by written directions from a doctor where appropriate.

All medications administered in this manner will be recorded.

APPROACH TO THE CARE OF BOARDING STUDENTS

At Westminster School we attempt to provide a domestic environment for boarders that reflects as closely as is practicable a home-like atmosphere. Consistent with this objective is our approach to providing first aid and medical care to the students residing at the School. Rather than adopt a structured regime centered on nursing staff, the School provides its first aid and medical care via the boarding house staff, primarily the Housemother. Under this model, the School aims to provide for the first aid and medical care of its students in a similar way to which a parent would provide care in their own home.

This document is intended to provide general guidance to the Boarding House staff and general information to the parents or guardians of boarding students. It must be emphasised however that these are just guidelines. No amount of documentation could realistically purport to cover every possible contingency. In the practical application of first aid and medical care, the staff are expected, with these guidelines in mind, to assess and react to each situation as they feel is prudent and appropriate.

These guidelines relate to the times in which students are in the direct care of the Boarding House staff. Students at School during the school day who require first aid or medical assistance, in the absence of any alternative arrangements made by the Boarding House staff, will be cared for on the same basis as day students. This will usually be via the Health Centre, for which a separate set of guidelines has been developed.

- **PROVIDERS OF FIRST AID AND MEDICAL CARE**

All Housemothers and a number of the Resident Staff are qualified to provide basic care in an emergency situation, but should not be considered to be qualified to provide ongoing medical treatment. These staff will have, as a minimum, a current senior first aid certificate issued by either St John Ambulance Service or the Red Cross.

Medical GP services are provided by the doctors of the Mawson Medical Centre and the Housemothers are in regular communication with the doctors. In instances where students require routine (non-emergency) medical treatment, an appointment will usually be made for students to visit a doctor at the Mawson Medical Centre.

- **FIRST AID ASSISTANCE**

The Boarding Staff (usually the Housemother) will provide first aid care to boarders who present with illness or injury. The objective of such first aid care is to:

- assist boarders to recover, for a short period of time, to a point where they can undertake their normal activities within the Boarding House, or
- in the event that this is not possible, to provide assistance until arrangements can be made for a medical practitioner to treat the student, or
- in cases where emergency medical treatment is required, to arrange for the student to be transferred to hospital or for other appropriate emergency treatment by a qualified medical practitioner.

- **MEDICAL TREATMENT**

Where the Boarding House staff are aware that a student is under medical treatment by a qualified medical practitioner or other qualified health professional, the boarding house staff (primarily the Housemother) will



assist the student to undertake the requirements of such treatment in a similar way to that in which a parent would assist a child in a normal domestic situation. This may include

- overseeing the taking of medication and the safe storage of medication
- oversight of, or assistance with, the changing of dressings.
- reminding of and encouraging the undertaking of exercise or rehabilitation regimes directed by a medical or health practitioner.
- reminding of, and where appropriate making arrangements for, follow-up visits to the treating medical or health practitioner.
- liaising with the First Aid Centre staff and teachers regarding the needs or possible needs of the student during the school day.

Where prescribed medications are provided by a boarder (rather than directly via a doctor), the Housemother will oversee the taking and safe storage of that medication only under the following conditions:

- Written instructions from a parent/guardian must be provided, accompanied by written directions from a doctor where appropriate.
- The Housemother will arrange for the appropriate storage of the medication.
- The medication must be provided in its original container with the label clearly displaying the student's name and the required dosage.
- Instructions regarding changes to the original dosage of long-term or prescribed/restricted medication must be in writing from a parent/guardian, accompanied by written directions from a doctor where appropriate.

Where, during the period of a Boarder's residency a doctor has prescribed medication, the Housemother will arrange for its dispensing from a pharmacy (at the Boarder's cost – usually billed directly to the parent by the pharmacy). The Housemother will also organise for its storage and supervise its taking in accordance with the instructions provided with the medication.

Notwithstanding the above, older students particularly those in Year 12 may administer their own medication on condition that written consent is provided by either parents/guardians or a doctor.

Parents/guardians are expected, wherever practicable, to arrange visits to doctors or other health professionals outside of school term times. Where it is necessary to arrange visits within term times, the Housemothers, at the request of parents/guardians will provide reasonable assistance to make appointments at appropriate times, to remind students of their appointments and to ensure that appropriate arrangements are made to transport students to their appointments. Students will attend such appointments unaccompanied where appropriate, although at the Housemother's discretion she may decide to accompany the student.

• **NON-PRESCRIPTION MEDICATION**

A restricted range of non-prescription or over the counter medication is held by the Housemothers for the relief of minor symptoms in students, and will be administered at the discretion of the Housemothers.

The following list of non-prescription or over the counter medication is held and administered by the Housemothers. This inventory has been determined in consultation with a qualified medical practitioner:

- Panadol tabs – minor pain, fever
- Panadeine – stronger pain
- Soluble Aspirin – heavy colds
- Codral Cold and 'Flu tablets – sinusitis, heavy colds
- Throat Lozenges – e.g. Strepsils – sore throats, colds
- Throat Gargle – e.g. Difflam – sore throats
- Buscopan – upset stomach
- Durotuss – cough suppressant



- Telfast 180 mgms – hay fever, stings
- Creams and Lotions – Metsal, Sunscreen, Calomine
- Antistine Privine Eye Drops – allergic itchy eyes
- Nurofen – analgesia/anti-inflammatory
- Naprogesic – period pain
- Imodium – diarrhea
- Eucalyptus Inhalation – sinusitis, colds
- Stingose – bites

Aspirin will not be administered to students who have been identified as having asthma.

In instances of students presenting in an emergency situation with a severe asthma attack which is not responding to their normal asthma action plan, the Boarding House staff may instigate an emergency protocol using Salbutamol (Asmol, Ventolin) and possibly Ipratropium (Atrovent).

All medications administered by the Boarding House staff will be recorded.

In addition to the non-prescription medications above, the Housemothers may, at the discretion of the School's doctor, hold medications that would normally be available only on prescription. Such medications will only be given to students in direct consultation between the Housemother and the School's doctor.

In the event that parents or guardians do not wish any of the above medications to be administered to students, written advice must be provided to the School.

• RECOVERY & RECUPERATION

Where, through illness or injury a boarder is unable to attend school or undertake normal domestic activities, and the recovery or recuperation period is relatively short (a few days) the student will usually recover at the School under the care of the Housemother. Out of school hours, such care may be in the student's bedroom, or at the discretion of the Housemother, the student may be transferred to the "sick-bay" area of the Health Centre. During the day the student will be cared for in the Health Centre.

Where, through illness or injury a boarder is unable to attend school or undertake normal domestic activities, and the recovery or recuperation period is likely to be for an extended time, or where the illness is highly contagious, parents may be contacted to arrange for the student to return home or to another appropriate location to recuperate. In such circumstances parents will be contacted directly by the Head of Boarding or the Heads of Girls' or Boys' Boarding.

• COMMUNICATION

In instances where a student receives other than minor first aid care, or when a student suffers an illness or injury requiring medical or emergency treatment, the Boarding House Staff will provide communication and report-back as is considered necessary. In particular, such communication will ensure appropriate advice to parents and assist teachers to prevent students undertaking inappropriate activities in the event that they return to lessons or other school activities.



GIFTED EDUCATION POLICY

This is an edited version – copies of the complete policy can be obtained from the Curriculum Leader for Inclusion & Enrichment.

Westminster School acknowledges its responsibility in enabling all students to reach their potential and become life-long learners. We recognise that gifted students require significant and diverse opportunities to enable them to strive for excellence.

DEFINITION

Gifted students are those with potential or demonstrated superior ability in one or more areas who need to be provided for in the classroom and/or through access to appropriate external services.

Intellectual and creative abilities include:

- General Intellectual Ability
- Specific Intellectual Ability
- Visual/Spatial and Performing Arts Ability
- Creative and Divergent Thinking Ability
- Inter and Intra-personal Ability
- Practical Arts Ability
- Caring Ability
- Leadership Ability
- Kinaesthetic Ability (including sports, dance etc.)

Apart from those already demonstrating excellence, gifted students may have potential which is not realised, may not conform to outdated perceptions of giftedness, may (particularly the highly gifted) appear average or below average at school.

These may include students in any of the following special categories: behaviour disordered students, underachieving gifted students, non-conforming students, creative and/or divergent thinkers, students from varying socio-economic and/or socio-cultural backgrounds

Identification is carried out for Year 8 and new students at other year levels as early as possible. The groups are established and notified at this time, although referrals may continue to be made throughout the year as more information comes to hand.

THE GIFTED AND TALENTED PROGRAM AT WESTMINSTER SCHOOL

- operates through enrichment, extension, curriculum compacting, acceleration and differentiation of the curriculum
- develops courses to meet the needs of specific groups of students
- offers professional development to develop and maintain teacher skills in meeting the needs of Gifted and Talented students.

Extension is offered in the following ways:

- to those students who are selected for inclusion in designated classes (e.g. Maths), where curriculum is offered at a higher level of complexity and pace. Continued inclusion in these classes is contingent upon a review process (see below).
- through competitions and curriculum activities
- through the organisation of courses appropriate to the needs of this group of students including a differentiated curriculum in the regular classroom.

Enrichment activities are run by:



- the School
- local cluster groups of schools
- by the tertiary sector and other bodies

This includes Future Problem Solving, CSIROSEC etc.

Curriculum Compacting (the covering of content at a faster pace) may take place in some subject areas.

Acceleration may occur in exceptional circumstances, after consultation between the faculty concerned, the STRETCH coordinator, House Heads, parents and the Director of Learning.

Co-curricular Activities

In addition to activities provided by Subject Teachers that emerge from their programs – visiting speakers, viewing performances, excursions etc. – there must be continued commitment to providing gifted students with out-of-classroom activities to extend the learning environment.

Examples are –

- Competitions - (Maths, Geography, Science, Future Problem Solving, Young Writers Award, Arts and Crafts, Eisteddfods, Festivals, Music / Band Competitions)
- Special opportunities: School productions and other Arts performances
- Music – Drama fundraising / Performance Activities / Writers' workshops
- Inter-school debating
- Meeting Authors / Performers
- Continuum (GTASA)
- Work Experience Placements
- Sporting activities

STRETCH PARENT NETWORK

- Provides support and access to resources for parents of Gifted and Talented students
- Provides support for STRETCH by consultation with STRETCH Coordinator
- Helps plan and organise larger parent meetings
- Sends parent representatives to the Gifted and Talented Task Group when appropriate.
- Meets approximately twice per term – see the school newsletter for times or contact Farley Briggs on 08 8276 0403.



HARASSMENT AND BULLYING - SCHOOL POLICY AND GUIDELINES

Westminster is committed to providing a safe, secure and supportive environment. All members of the School community have a responsibility to recognise and protect the rights of others, to practise and promote acceptance and care for others and to exercise the values of compassion, courtesy and cooperation.

Rationale

Westminster School believes that in order for students to learn to the best of their ability and to extend personal growth, they must have a safe and supportive environment. The school will provide a positive culture where bullying is not accepted, and in so doing, all will have the right of respect from others, the right to learn or to teach, and a right to feel safe and secure in their school environment.

Definition of Bullying

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Bullying may be carried out overtly (e.g. face-to-face) or covertly (e.g. through repeated social exclusion or via technology).

Bullying isn't:

- Single episodes of social rejection or dislike
- Single episode acts of nastiness or spite
- Random acts of aggression or intimidation
- Mutual arguments, disagreements or fights

However, these conflicts will be addressed and resolved as it is not behaviour which creates a positive and supportive environment.

It is not the same as conflict or social dislike even though, in some cases, the outcome of both can be bullying.

Types of Bullying

- **Physical bullying** (sometimes referred to as direct bullying) involves physical actions such as punching or kicking.
- **Verbal bullying** includes name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse.
- **Social/Covert bullying** includes lying and spreading rumours, negative facial or physical gestures, menacing or contemptuous looks, playing nasty jokes to embarrass and humiliate, mimicking unkindly, encouraging others to socially exclude someone, damaging someone's social reputation or social acceptance.
- **Cyber bullying** occurs through the use of information or communication technologies such as text messages, email and social networking sites.

Stopping Bullying is Important

- Everyone has the right to feel secure and comfortable at School.
- The expectation is that you are able to travel to and from School feeling safe.
- Everyone has the right to learn in an environment that is free from being bullied.
- People who bully others stop them from achieving their best.
- People who bully others can be helped to change their unacceptable behaviour.

Responsibilities

Responsibilities of staff:



- To be familiar and understand the Anti-Bullying Policy.
- To model appropriate behaviour, respecting individual differences and diversity.
- To reinforce the message that bullying is not accepted or tolerated.
- To treat seriously and promptly all reports or observed incidences of bullying.
- To report incidences of bullying promptly to the Tutor, Head of Year 8, Head of House, Head of Senior School or School Counsellor.
- To be observant of signs of distress or suspected incidents of bullying.
- To ensure that students are supervised appropriately.
- Be unbiased and not influenced by who the student is.

Responsibilities of students:

- To model appropriate behaviour, respecting individual differences and diversity.
- To reinforce the message that bullying is not accepted or tolerated.
- To help someone who is being bullied.
- To refrain from bullying others.
- To inform Tutor, Head of Year 8, Head of House, Head of Senior School or School Counsellor if they are being bullied or if they see someone else being bullied - both at school and on the way to and from school.

Responsibilities of parents:

- To support the School if you child is bullying others
- To model appropriate behaviour, respecting individual differences and diversity.
- To reinforce the message that bullying is not accepted or tolerated.
- To encourage their children to tell the Tutor, Head of Year 8, Head of House, Head of Senior School or School Counsellor if they are bullied.
- To watch for signs that their child may be bullied.
- To speak to appropriate members of staff such as Head of Year 8, Head of House, Head of Senior School or School Counsellor if their child is being bullied, or they suspect that this is happening.

Students can expect that their concerns will be responded to by the school staff and that they will be provided with appropriate support (for both the subjects of and those responsible for the behaviour).

Bystanders:

A bystander is someone who sees or knows about bullying or other forms of violence that is happening to someone else.

As we have responsibilities to respect and protect the rights of others, a supportive bystander will take action to protect a student or students who are being bullied.

A supportive bystander will use words and/or actions that can help someone who is being bullied.

If bystanders are confident to take safe and effective action to support victims then there is a greater possibility that bullying can stop and the person who is bullied can recover. People respect those that stand up for others who are bullied but being a supportive bystander can be tough. Sometimes it is not easy to work out how to help safely because bullying happens in different ways and places.

To observe and do nothing is to condone bullying.

Supportive bystanders may use some of the following strategies take safe and effective action to prevent or stop bullying:

- Report it to a staff member such as your Head of House, School Counsellor or Head of Senior School.
- Make it clear to your friends that you won't be involved in bullying behaviour
- Never stand by and watch or encourage bullying behaviour



- Do not harass, tease or spread gossip about others, this includes social networking sites
- Never forward on or respond to messages or photos that may be offensive or upsetting
- Support the person who is being bullied to ask for help e.g. encourage them to report it to their or your Head of House, School Counsellor, Head of Senior School

Negative Bystanders

- Take the side of the bully by laughing at the victim, encouraging the bully or by passing on text messages or messages on social media sites.
- Will give silent approval or encourage the bully by looking on.
- Do nothing

Such bystanders may face consequences if they are seen to encourage or support the bully.

Students who bully others may face one or more of the following consequences:

- Interview with Head of Year 8, Head of House, Head of Senior School.
- Involvement in a mediation process involving School Counsellor.
- Parents will be contacted by the School.
- Sanctions outlined in the Westminster's Behaviour Management Policy such as detention and suspension.
- Expulsion for repeated serious incidents.

Proactive School approach to prevent Bullying:

To aid in the prevention of bullying within Westminster Senior School the following actions are implemented

- Professional development for staff relating to bullying and the strategies that are appropriate.
- To provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.
- Feedback from students will be sought regularly in order to monitor the School's culture with regard to bullying.
- Pastoral Program to clarify at the start of each year the School policy on bullying.
- School leaders, staff and students to promote the philosophy of 'No Put Downs'.
- Structured activities available to students during Tutor time, recess and lunch breaks.
- Discreet method for students to confidentially report incidents by parties who observe bullying behaviour.

Processes to deal with bullying/harassment

- Tell the bully to stop
- Do not retaliate aggressively, either physically or verbally
- Discuss the situation as soon as possible with someone you are comfortable with: parents, Tutor, Head of House, Head of Year 8, Head of Senior Students, School Counsellor, Chaplain or other staff member, your peers.



HOMework AND INDEPENDENT STUDY

Some Notes for Students and Parents

Homework and Independent Study are an essential part of the weekly Program of work for all students.

At home, time should be set aside for review, and consolidation practice of ideas and skills learnt in the classroom or for research into other areas for projects or assignments. In every subject five minutes should be spent going back over the notes of each lesson. This is a simple aid to memory and learning. Something seen or heard and not brought to mind for twenty-four hours is very likely to be forgotten.

Students in Years 8 – 10 will be provided with a Homework Timetable in the first few weeks of Term 1.

The total time spent on homework and independent study will vary according to the level and capacity of the student. A guide to this is as follows:

Years 8 and 9

Approximately twenty minutes per subject, five nights per week. Four subjects are set each night. Religious Education/Personal Development and Information Technology homework will be set on the day those lessons occur. Where possible, these should be completed the same evening, but they must be ready for the following lesson.

Year 10

Four subjects per night with between twenty-five and thirty minutes for each subject. At least two hours per night, five nights per week.

Year 11

The number of subjects set down on the homework timetable will vary between four and five each night. Students should aim for an even distribution of time. Thirty to forty minutes per subject will normally be set.

A few minutes must also be given to the careful checking and completion of diaries.

At home a total of 12 to 15 hours per week should be spent on private study, completion of assignments and other set work.

Year 12

Students should spend about forty minutes on each of their subjects each night, especially those where there may not have been a lesson during the day.

Assignment work needs to be planned over the whole week and fitted into normal subject review and preparation of revision notes from class notes and textbooks. Closer to exam times this can be increased according to the needs or difficulty of each subject. As a guide, a Year 12 student should be completing approximately 18 hours of study per week at home.



HOUSE SYSTEM

Upon entering the Senior School all students are placed in one of the ten Houses, where they are under the general pastoral oversight of their Head of House. Students remain in the same House throughout their secondary schooling, and Heads of House, who take a continuing interest in their progress throughout the School, are generally the first point of contact between the home and the School for students in Years 9 to 12.

In Year 8 the first point of contact is the student’s Class Teacher and then Head of Year 8, Ms Carolyn Obst.

House	Head of House	Colour
Carter	Trevor Orman	Sky Blue
Clark	Adam Burford	Emerald Green
Dunstan	Rachel Abercrombie	Burgundy
Fereday	Rob McLean	Navy
Forder	Julie Engelhardt	Chocolate Brown
Fricker	Tanya Jones	Orange
Heaslip	Nahla Baroudi	Red
Jeffries	Alice Kelly	Gold
Kelly	Kate Inglis	Purple
Woollacott	Michelle Payne	White
Year 7	Jane Edwards	
Year 8	Carolyn Obst	
Senior Students	Tony Ritson	

INFORMATION & COMMUNICATIONS TECHNOLOGY

Information Technology is both a specialized and embedded component of learning at Westminster School. Generous access to computing hardware and software is provided with computers situated in a range of well-resourced computing suites, each with projection facilities for demonstration purposes; in classrooms; and in well-maintained high-technology precincts throughout the school to support learning in subject-specific areas.

All campus hardware resides on a completely integrated high-speed network. All hardware and software is maintained to keep pace with ICT developments in the broader context – no legacy equipment is kept on campus and software is extensive and regularly updated.

Students have individual school-managed e-mail accounts, connection to the Internet through a high speed broadband telecommunications service, and access to high resolution networked, black and white and colour printers. Consumption of IT resources (internet and printing) are closely monitored; with exhausted printing budgets being replenished through the use of SmartCard technology.

All students and staff are provided with remote access to ICT services. This includes access to Inspire (intranet), email, and personal and public files on the school network. The school’s intranet is a growing repository for a wide range of on-line learning resources; this provision is aimed to effect a policy of learning anytime – anywhere.

LAPTOP PROGRAM

Our Directors of Learning and IT each year evaluate options with academic staff and suppliers to determine the type of device program that would best suit our students’ needs. We take into account the rapidly changing learning landscape which requires that educational programs continue to excite and challenge, as well as our



experience with specific technologies in current and previous years. Our deliberations have also considered parent feedback regarding the supply of student devices.

The key aspects of the supply of devices for 2021:

Early Learning Centre will continue to offer access to iPads and desktops as per their existing program.

- Reception to Year 5 students will have access to devices in the classroom and specialist computer suites at no additional charge.
- Year 6 students will have one-to-one access to classroom sets of devices for use at School only, which will incur a minimal annual charge of \$125, to be included in the core costs of the 2021 School Fees schedule.
- Years 7 to 12 students are expected to have their own laptop in readiness for Term 1 Week 1 2021. This laptop must be either a device recommended by the School, available for purchase through its supplier, or a Bring Your Own Other Device consistent with the School's [Laptop Device Specifications](#).
- Please note that as from 2021 there will no longer be a 'rent to own' program for new laptops. Families that are purchasing a device through the existing 'rent to own' arrangement will continue with that arrangement and payment plan until it is finalised, at which point the device is owned by the family. No further action is required for students currently using a 'rent to own' laptop; if maintained in good order, these will continue to be suitable for 2021 (and beyond).
- Core costs and consumables related to IT for all year levels will continue to be covered as part of the annual core costs component of the School Fees schedule. The 'Rent to Own' annual cost will be itemised on the fee schedule for the relevant year levels.

If your son or daughter requires a new laptop in 2021, the following outlines the options available to meet the School's Laptop Device specifications:

Option 1 - Bring Your Own School Recommended Laptop

The School regularly reviews what is available in the technology marketplace to ensure the annually recommended laptop meets the requirements of today's learning environment. For 2021, we highly recommend purchasing one of two specified Lenovo laptops:

- the Lenovo Thinkpad Yoga 11e
- the more advanced Lenovo Thinkpad Yoga L390 - this model is recommended for senior students who are doing subjects that may require a more powerful processor and storage (eg design, arts, IT, technology).

Specifications for the recommended Lenovo laptops can be found here: [2021 Recommended Devices](#).

Both of these laptops are competitively priced and known for their durability. Each will meet the personalised learning requirements for students from Years 7 to 12. It is ultimately a family decision as to which laptop best suits your son or daughter's needs and your budget.

A laptop ordered through the School recommended program will be delivered with a Westminster image, pre-loaded with school supplied software, and be ready to connect to the school network. Recommended devices will receive full support from our IT Services Department including software updates and anti-virus.

Both recommended laptops will be available from the School's supplier, Datacom, through an online ordering portal. Placing an order within this timeframe will ensure that the laptop is ready to hand out in Term 1 Week 1 2021. The portal address and any other required information will be emailed to parents once final details are confirmed with the supplier.

As from 2017 there is no 'rent to own' program for new laptops, so full payment will be required to the supplier at the time of ordering.



Option 2 - Bring Your Own Other Device

If your son or daughter requires a new laptop in 2021 then we strongly recommend that you consider the preferred Lenovo models for purchase through the School's supplier. However, widening the Laptop program to allow for students in Years 7 to 12 to bring their own device does provide a degree of flexibility for families to make their own purchases or use an existing home device for student learning, should they prefer.

In order for all student devices to be effective in our network and programs, we ask that any device you have or are intending to purchase is consistent with the [School's Laptop Device Specifications](#), which provide the benchmark when determining the School's recommended laptop models. Unfortunately, devices not consistent with these specifications cannot be supported and may compromise your child's learning at Westminster. Your own device will also require the necessary software to be loaded at home or by your vendor in readiness for school usage.

Non-recommended devices will receive limited support from our IT Services team beyond assistance to connect to the network. Maintenance and software updates will be the student or parent/caregiver's responsibility for those devices.

This outcome has been the result of much research and discussion around the best way forward to address the importance of technology in learning.

If you wish to Bring Your Own Other Device and you are unsure if the device is suitable, or if you have any technical questions in relation to laptop program, then please contact our IT Support Desk E: portalhelp@westminster.sa.edu.au in the first instance.

If you have any other questions regarding the 2021 Laptop Program, please contact the Director of Learning, Andrea Sherwood E: asherwood@westminster.sa.edu.au



LEARNING RESOURCE CENTRE

The library is open between 8.00 am and 5:00 pm daily except for the last day of term when the Library closes at 1 pm.

The Student Identity card issued to each student at the beginning of the year is also the student's Library card. This card can be used to borrow all materials and Hire books from the Library. It is expected that the student will have this card with them at all times. Students can top up their printing and internet credit using this card.

Up to ten items can be borrowed at any time and the general loan period is for 21 days. DVD's may be borrowed for overnight loan. Hire book loans can be for a term, semester or year loan as negotiated by the class teacher.

Notices regarding overdue books are sent via email and once per term via the tutor. Twice per year notices will be sent home for books that may have been lost. These will be charged to the students account. If books are returned the student account is refunded.

The Library has a webpage that can be accessed 24/7. This site contains access to electronic resources including the library catalogue, databases and an online encyclopaedia. This site also contains student help documents.

LOCKERS

All students are allocated a locker. Year 12 students have lockers in or adjacent to the Fricker Centre. Lockers are to be maintained in a neat and tidy manner. Combination locks available on the booklist and at the Uniform Shop are the only permitted locks. The Senior School Office holds a master key.

LOST PROPERTY

Students should be aware that lost property is their concern and need to undertake the following steps in seeking the recovery of their belongings.

1. Check the gym, locker and change rooms.
2. After all these steps have been followed then approach the Senior School Office or tutor for assistance.

To minimise the number of lost articles, it is essential that every item of clothing and any other equipment be clearly named. All items of clothing must be named, preferably with Cash's nametags, which may be ordered through the School Uniform Shop.



NOTIFICATION OF STUDENT ABSENCE

1. All students are expected to be at school by 8.30 am ready to begin the day at 8.45 am every school day and to attend all lessons punctually.
2. Any lateness must be explained to the House tutor who will take whatever action necessary.
3. **Notification of Absences**

Illness or lateness

The parent or guardian is asked to telephone the School (phone 8276 0250) giving a brief reason for the absence or late arrival. The telephone call should be made before 9.30 am. Messages may be left on the answering service between 4.30 pm and 8.30 am.

Students returning to school after any absence, however brief, should bring with them a note or letter from a parent or guardian addressed to the House tutor. The note or letter should be signed and refer to the reason for absence and the date(s) involved.

Request to leave early or arrive late

Requests to leave early or arrive late for an appointment etc. must be supported by a note or letter addressed to the House tutor who will initial the note and refer it to the Head of House or Head of Senior School if necessary.

Before leaving school and upon arrival back at school, students must report to the Senior School Office with their signed note and sign the IN/OUT book.

As a matter of courtesy, students must advise teachers whose classes they miss and show them the signed note in advance if possible.

Advance notice of absence

If any student wishes to be absent from school and knows in advance the date of absence, a written request from a parent or guardian addressed to the Head of Senior School is required.

If the request is granted, the parent or guardian will be notified by the Head of Senior School. The Head of Senior School PA will advise the Head of House.

4. Any student who wishes to leave the School grounds during the school day under any circumstances not covered above must obtain permission from the Head of Senior School. Permission will be granted only after the Head of Senior School has contacted the parents or guardian.
5. Students must be punctual at all lessons, sport practices, rehearsals or any other appointment they are expected to keep. The staff member, team captain or other person likely to be significantly affected must be informed of likely absence or lateness.

MOBILE TELEPHONE POLICY

Westminster School recognises that there are times when it is appropriate and useful for students to have access to a mobile phone, both for convenience and security. The school seeks to accommodate this access while avoiding interruption to learning.

This mobile phone policy is based on three aims:

It is educative for both groups and individuals and reflects the School's values.

It facilitates the exercise of appropriate levels of duty of care towards all students.

It is directed improving student wellbeing.

Rationale



The rationale of this Mobile Phone Policy is that it should contribute significantly to:

- enhancing appropriate use of mobile technology
- promoting positive face to face interaction within the student population
- reducing the dependence on mobile technology for entertainment
- decreasing the potential for bullying and harassment
- supporting student wellbeing

Approaches

Responsibility: as an educational institution Westminster takes responsibility for providing strategies to enhance the positive interaction between students and encourage such interaction without the use of mobile technology.

Self-discipline: the basic intention of this policy is to encourage self-discipline rather than to rely on the imposition of school authority. Students need to be educated into making responsible and appropriate choices in the use of mobile technology.

Universality: this policy applies to all – to those who exhibit both positive and problematic behaviours.

Consistency: the successful implementation of this policy requires a consistent, school-wide approach.

Student Expectations and Responsibilities

This Mobile Phone Policy applies between 8.30am and 3.45pm during school days.

If mobile telephones are brought to and kept at school, it is entirely at the owner's risk. The school cannot accept any responsibility for theft, loss or damage to phones nor health effects (potential or actual) resulting from mobile phone use.

Phones can only be used to make calls in the confines of the Senior School Office for students in Year 8 to Year 11. Year 12 students may use their phones within the Fricker Centre.

Mobile phones must be switched off and not used during any official school activity such as Assembly, Chapel, Excursions etc.

Students may check and send text messages when at their lockers during break times only.

During lesson time, students may use their mobile phone for educational purposes and only with the permission of their teachers.

No student should walk around the school whilst speaking or messaging on their phones. Courtesy, consideration and respect for others are paramount at all times.

Mobile phones should never be given to another student to use at school.

No photos or videos of staff or students are to be taken without the permission of the person/s in the image.

No headphones are to be used when walking around school grounds, unless a student has prior permission from a teacher.

Any student who is feeling unwell at school and needs to go home must arrange this through the Senior School Office. Under no circumstances may students use mobile phones to contact home and make arrangements to leave school.

Teachers at Westminster are committed to:

- acknowledging and adopting the aims, rationale and approaches of this Mobile Phone Policy
- role modelling the appropriate use of mobile technology in a workplace
- educating students in the benefits of personal interaction without the use of technology
- implementing the mobile phone policy in a consistent manner



Consequences and Sanctions

If a student does not comply with the above conditions or if the phone is used irresponsibly or without permission Staff will ask the student to immediately hand their phone into the Senior School Office for the remainder of the day.

Subsequent breaches or non-observance of the above expectations by any student may mean that the privilege of using a phone at school will be restricted or even withdrawn.

PERFORMING ARTS

The Murray Centre was opened in 1988 and provides extensive and comprehensive facilities for music and drama of the highest quality. The Centre contains a concert hall and a Drama Theatre with accommodation for audiences up to 800. A music rehearsal studio, a music classroom, a keyboard laboratory and eight music practice rooms, as well as all the facilities associated with a professional theatre, are contained in the award winning Centre. A separate Drama Studio/performance area is available, as well as the David Jarman room for Dance.

RELATIONSHIPS

As a School we stand in the tradition of the Christian faith in respect to inter-personal relationships. All relationships for the Christian are addressed by the command of Christ to love one another as He has loved us. This love is characterised by nurturing of people, shared responsibility, joy in God, sensitive communication, forgiveness and reconciliation, renewal and hope, and esteem.

The School recognises that that community holds a wide range of values and expectations and that these are to be found among the parents, students, staff and friends of the School.

While recognising this diversity, we seek to develop an ideal of behaviour in which all human relationships grow in ways that are caring and express mutual respect for the feelings of all members of the community; that show respect for individual differences including age, interests, race, religion or gender; that show sensitivity and understanding; that hold individuals in mutual esteem; that show mutual regard and are not selfish or hurtful to others; that value mutual consent in attention given to one another without contact that is either rough or intimate; that express feelings for others in ways which do not break the community codes of good manners, cause embarrassment, lead to isolation from peer groups, or harm progress in the School.

The School positively encourages care, concern, esteem, sensitivity, understanding and respect in all human relationships within the School community.



REPORTS AND ASSESSMENTS

Reporting in the School takes four forms.

1. Major Assessment Reports
2. Interim Assessment Reports
3. Statement of Results
4. Parent/Teacher interviews

MAJOR ASSESSMENTS REPORTS

These are multi-sheet reports provided electronically through SEQTA. The student's Pastoral Report will form the front sheet and will contain

- Student details
- Head of House comments with Tutor input
- Information on absences, and
- Co-curricular participation.

The Pastoral Report will display a comprehensive list of all the subject reports. Each Student Academic Subject Report will consist of one subject per page and will provide a description of the subject, a measure of the student's performance against a number of general and subject specific learning indicators, percentage, grade, class average and a comment from the subject teacher. The Academic reports may also suggest specific areas for improvement and could request an interview between the teacher and parents.

INTERIM ASSESSMENTS REPORTS

These are single-sheet reports that will contain student details, information on absences and co-curricular participation and a list of subject grades, percentages and effort ratings. These are also provided electronically through SEQTA. The report may also include a request for an interview between the student's tutor and parents. Interim reports will not include written comments.

STATEMENT OF RESULTS

These are single sheet reports that contain course and examination marks, grade from A-E and a SACE result which is calculated from the data entered into the report.

ASSESSMENT MARKS

Years 8, 9 and 10

Currently these give a percentage, average percentage for the subject cohort at the appropriate year level and, at Years 8 to 10, a grade for each subject. The percentage may include marks from tests, assignments and class exercises and where marks are included may vary from subject to subject.

Years 11 and 12

The mid-year achievement is given as a grade from A-E based weighted allocation of the terms' marks for tests, assignments, oral and practical work (where appropriate) and class exercises and of the mid-year examination.

At the end of Term 4, Year 11 students are issued with a Year 11 Results Sheet which gives the achievement in each subject as a grade from A-E derived from weighting the year's work and the examinations.



ACHIEVEMENT GRADES

These are based on marks from tests, assignments, class exercises, oral responses and practical skills as considered appropriate by the Subject Head or Coordinator. The grade reflects the student’s performance relative to the group of students being similarly assessed which may be either the class or the whole year group.

ASSESSMENT LEGEND

Westminster School Grade Legend

A+	97-100%
A	90-96%
A-	83-89%
B+	77-82%
B	70-76%
B-	63-69%
C+	57-62%
C	50-56%
C-	43-49%
D+	37-42%
D	30-36%
D-	23-29%
E+	17-22%
E	10-16%
E-	0-9%
B	70% - 84%
C	55% - 69%
D	40% - 54%

Westminster School Effort Rating Scale

1	Outstanding
2	Consistently good effort
3	Generally satisfactory effort
4	Inconsistent effort causing concern

Westminster School Grade Equivalents (for subjects with no summative assessment)

- A Excellent achievement
- B Good achievement
- C Satisfactory achievement
- D Partial achievement
- E Minimal achievement
- M A modified Program and/or assessment
- N/A For specific reasons it is not possible to report on this subject

Explanatory Notes for the Statement of Results (SACE Stages 1 & 2 only – generally Years 11 & 12)

Scores are derived from a weighting of examination marks and school assessment:

Grade Achievement (measured against syllabus objectives)

A	Very high achievement in syllabus Objectives
B	High achievement in syllabus Objectives
C	Competent achievement in syllabus Objectives
D	Marginal achievement in syllabus Objectives
E	Low achievement in syllabus Objectives

The SACE Board of South Australia requires all Schools to report grades from A to E for all students at Stage 1.



PARENT SUPPORT GROUPS

We are fortunate to have well established, dynamic groups of people who volunteer and fundraise to support a variety of projects across the whole School.

FRIENDS OF PERFORMING ARTS - support the performing arts activities at Westminster School with an emphasis on music. Fundraising involves catering for a variety of internal and external functions in the Murray Centre and other venues in the School as well as assisting with some 'front of house' duties.

Contact: Kathy Gadsden (President) T: 0433 278 683 E: kathy@adam.com.au

MOTHERS' CLUB – notwithstanding its very traditional name, this is a group open to all, including fathers, friends and grandparents. You can make a valuable contribution to School life while socialising with an energetic group who assist at different functions held mainly during the School day. Monthly meetings are held in the Chapel office and all are welcome to attend. Mothers' Club fundraises to support the Principal's Wish List. The installation of the glorious Jubilee stained glass window in the Jeffries Chapel was a Mothers' Club achievement.

Contact: Kelly Roberts ('87) (President) T: 0419 829 791, E: mjr969@tpg.com.au

FRIENDS OF WESTMINSTER - being a member of Friends of Westminster provides an opportunity to meet, work and socialise with the School Principal and the Senior Leadership Team, teaching staff, fellow parents and families. The main activity of Friends of Westminster involves the running of the annual School Fair, now the largest fair of its type in SA. Friends of Westminster meets monthly, usually on a Tuesday night, in the MMC Foyer or other nominated venues around the School.

Contact: Rosie Aust (President) P: 0409 869 690 E: rosieaust@hotmail.com

WARTS - stands for Westminster Aged Repertory and Theatrical Society. WARTS is ideal for those of you who have always wanted to 'have a go' onstage but never quite got around to it or did so in a past life. The best thing is that there is no expectation that you have any talent or ability – just a love of theatre and a sense of humour. Each year, parents and staff perform in a one night production in the Murray Centre. Any funds raised provide support to the Murray Centre. Sprouting from WARTS is WAVE (Westminster Aged Vocal Ensemble), our community choir to keep the troupe (and more) in good voice between WARTS shows. WAVE runs on similar ideals to WARTS, encouraging enthusiastic members who just want to have a good sing of popular songs and perform them in the occasional gig around town. WAVE practises in the Jeffries Chapel, usually in the evening of the second and fourth Wednesday in a month.

WARTS and WAVE Contact: Peter Trenorden ('77) (Director) T: 08 8276 0276 (School) M: 0417 810 533 E: ptrenorden@westminster.sa.edu.au

BOARDERS' PARENTS' ASSOCIATION – provides opportunities for the parents of our boarders to meet for business and for social enjoyment during the year, both at the School and in regional areas of South Australia. Funds are generated through various functions and are directed towards improvements in the Boarding Houses.

Contact: Deb Agnew (President) T: 0477 308 424, E: deb.agnew@sa.gov.au

WESTMINSTER OLD SCHOLARS' ASSOCIATION (WOSA) – when students leave Westminster School they automatically become members of WOSA and can continue their connection with the School. Past students can renew former School acquaintances at the Annual Dinner, 'Class of' year group reunions and, from time to time, at community dinners held interstate and in country areas. The Old Scholars' Association has several active sports clubs, including basketball, netball, soccer (men and women teams) and football. Our sporting teams welcome other members of the School community to join them.

Contact: Peter Trenorden ('77) (WOSA Executive Officer) T: 08 8276 0276 (School), M: 0417 810 533, E: ptrenorden@westminster.sa.edu.au

For all groups, specific meeting/event dates are either advised directly to members or can be found in the eNews, which is published fortnightly during School terms. Each contact will be able to give you a rundown of the year's program.



PARENT/TEACHER INTERVIEWS

These interviews are arranged in the evenings for all parents able to attend.

Bookings for Parent Teacher Interviews will be done online.

At other times during the year parents are welcome to arrange interviews with individual teachers or Heads of House at mutually convenient times.

PRIVACY POLICY – STANDARD COLLECTION NOTICE

Westminster School collects personal information, including sensitive information about students and parents/guardians before and during the course of a student's enrolment at the School. The primary purpose of collecting this information is to enable the School to provide schooling for your son/daughter.

1. Some of the information we collect is to satisfy the School's legal obligations, particularly to enable the School to discharge its duty of care.
2. Certain laws governing or relating to the operation of schools require that certain information is collected. These include Public Health and Child Protection laws.
3. Health information about students is sensitive information within the terms of the National Privacy Principles under the Privacy Act.
4. The School from time to time discloses personal and sensitive information to others for administrative and educational purposes. This includes to other schools, government departments, medical practitioners, and people providing services to the School, including specialist visiting teachers, sports coaches and volunteers.
5. If we do not obtain the information referred to above we may not be able to enrol or continue the enrolment of your son/daughter.
6. Personal information collected from students is regularly disclosed to their parents/guardians. On occasions information (written or photographic) such as academic and sporting achievements, student activities and other news is published in School newsletters, magazines, on our website and used for publicity purposes.
7. Parents/guardians may seek access to personal information collected about them and their son/daughter by contacting the School. Students may also seek access to personal information about them. However, there will be occasions when access is denied. Such occasions would include where access would have an unreasonable impact on the privacy of others, where access may result in a breach of the School's duty of care to the student, or where students have provided information in confidence.
8. The School from time to time engages in fundraising activities. Information received from you may be used to make an appeal to you. It may also be disclosed to organisations that assist in the School's fundraising activities solely for that purpose. We will not disclose your personal information to third parties for their own marketing purposes without your consent.

This Collection Notice is to be read in conjunction with the School's Privacy Policy which is available on the School's internet site, www.westminster.sa.edu.au, or from the School office.



SCHOOL DIARY

From 2021, students in the Senior School will no longer be issued with a printed diary. This initiative will allow us to promote a more environmentally sustainable approach. Students are encouraged to use SEQTA and Outlook on their laptops for planning purposes.

SUN SAFE POLICY

RATIONALE

Australia has the highest incidence of skin cancer in the world with two out of three people developing some form of skin cancer in their lifetime. Skin damage, including skin cancer is the result of cumulative exposure of the sun. Much of this damage occurs during childhood and adolescence. Research suggests that sunburn is a contributor to skin cancer and other forms of skin damage such as wrinkles, sunspots, blemishes and premature ageing.

Schools are ideally placed to help reduce the incidence of skin damage, skin cancer and the number of related deaths by encouraging all members of the school community to use effective skin protection measures.

AIMS

The aims of the “Westminster School Sun Safe Policy” are to promote among students, staff and parents by:-

- Increased awareness of skin cancer and other skin damage caused by exposure to UV radiation
- Positive attitudes towards skin protection
- Lifestyle practices which can help reduce the incidence of skin cancer
- Personal responsibility for and decision making about skin protection
- Awareness of the need for a safe school environment that provides shade and other sun protective measures
- Encouraging students, parents and staff to wear protective clothing, hats and sunscreen during high-risk times such as lunchtimes, sports, excursions and camps.

IMPLEMENTATION

This policy is to be implemented throughout the whole school year. The School seeks to increase awareness of the dangers of exposure to the sun and to encourage all members of our school community to ensure that they protect themselves from skin damage caused by harmful UV rays from the sun.

1. All students are encouraged to wear appropriate clothing that protects the skin
 - 1.1 Students should wear an approved school hat, which is available from the uniform shop, whenever involved in outdoor daytime school activities during Terms 1 and 4 and on any days over 30 degrees Celsius in Terms 2 and 3. Students not wearing a hat should remain indoors or in the designated shaded area or the Cloisters.
 - 1.2 Students and staff are strongly advised to apply a broad-spectrum sunscreen with an SPF of 30+ before going outdoors and to re-apply sunscreen every two hours if outdoors for a prolonged period of time, or more frequently if swimming or perspiring. Containers of sunscreen will be available in the toilets, the PE change rooms and the Senior School Office.
 - 1.3 Students are encouraged to wear approved sunglasses at recess and lunchtime if outdoors and, if appropriate, when undertaking any outdoor pursuits. The Physical Education staff and sports coaches will give specific directions on protocol during sports events.



- 1.4 Students are encouraged to be aware of the journey to and from School, especially in terms 1 and 4, as being times that require sunscreen, hat and sunglasses.
- 1.5 Students are especially encouraged to consider Sun protection behaviour on Sports days, excursions and camps.
2. Students should make full use of the shade provisions in the Senior School by utilising areas such as the Boomsma pavilion, verandas and shade from buildings and trees whenever outdoors.
3. The students will have the Sun Safe message reinforced through the curriculum and in general school procedures. This is an important strategy in the adoption of the skin protection behaviours.
 - 3.1 Methods of reducing the effects of UV radiation and prevention of Skin Cancer will be included in the PE and Science curricula.
 - 3.2 The Westminster Sun Safe policy will be reinforced through parent newsletters, notice boards, assemblies and meetings.
4. Students should be encouraged to drink appropriate quantities of water on hot days, as this will reduce the chance of dehydration and the reaction to heat. Students may if they wish have a water drink bottle in the classrooms, except for the Science laboratories, computer laboratories and other areas with computers.
5. The Westminster School Sun Safe Policy will be subject to review on an ongoing basis.
 - 5.1 Policy issues should be discussed with various groups within the school such as Staff, SRC, Friends of Westminster, Mother's Club and other parent groups.



STUDENT CARS

1. Students who have a current driver's licence, who own a car or are permitted to use the family car, may drive to school and park in the area set aside for student parking provided that:
 - a. the student must complete a **driver's form** (available from the Head of Senior Students) and receive a permit **before** they begin driving to school. This form includes details about the vehicle to be driven - Motor Vehicle Registration No., make of the car, as well as permission for other passengers to travel with the student driver. The form must be signed by the applicant's parents or guardian.
 - b. the form is then to be returned to the Head of Senior Students and signed.
 - c. a new application must be made each year.
 - d. they arrive and leave at a speed of 10km, appropriate for the circumstances prevailing in the car park area and the adjacent roadway. Any form of dangerous or inconsiderate driving in, or around, the school property will not be tolerated and will result in permission being revoked.
 - e. they do not enter the car park area except when arriving or leaving. Access to vehicles during the school day is strictly prohibited unless students have permission from the Head of Senior School or the Head of Senior Students.
 - f. they do not carry passengers to school other than those whose names have been given to the Head of Senior Students by way of the initial driver's form or by the passengers filling in a passenger form. Any student passenger must present a passenger form to the Head of Senior Students with the signature of their parent or guardian giving them permission to be transported by a named student driver. The parents or guardian of the student driver must also sign this form.
 - g. A change in details such as vehicle must be reported to the Head of Senior Students.
2. Students are not permitted to bring their cars (or other motorised vehicles) into any other part of the School grounds on weekdays (Monday to Friday) except into that area set aside for student parking, unless they have the permission of the Head of Senior School or Head of Senior Students.
3. Any breaches of the above rules may result in the student concerned being denied the use of the parking area and forbidden to drive inside the School grounds.

TELEPHONES

During the school day, students may use the telephone in the Senior School Office.



UNIFORM SHOP

TRADING HOURS:

The Westminster Shop trading hours appear regularly in the e-Bulletin, which is published fortnightly during term time.

1. DRESS RULES APPLYING TO ALL STUDENTS

1.1 School Blazer

Summer & Winter

The outer garment for all students travelling to and from School and for all formal functions is the School blazer.

Summer

School blazers are still required for Chapel or Assembly, unless the forecast maximum is 30 degrees or higher, whereon the students do not need to bring nor wear their blazer.

1.2 Sports Practice

Appropriate School physical education or sports uniforms, as specified in the following pages, are required to be worn at all practices.

2. MUSIC PERFORMANCE UNIFORM - SENIOR SCHOOL GIRLS AND BOYS

- Black trouser pants (Jeans or leggings not acceptable)
- Black shirt (special order through the Uniform Shop)
- Performance tie (from the Uniform Shop)

3. CHANGE OVER PERIOD OF SUMMER TO WINTER UNIFORM

The change over time from summer to winter uniform, and vice versa, is consistent from Reception to Year 12.

Winter uniform may be worn on any day of the year unless a different uniform is prescribed.

Summer uniform may be worn only before the Boarders' Exeat in May and after the Boarders' Exeat in September. Summer uniform may not be worn between those dates. These dates are published in the School calendar, School Directory and Westminster eNews.

4. GIRLS' UNIFORM REQUIREMENTS

School uniform requirements, except for shoes, are obtainable only at the Westminster Shop.

4.1 Girls' General Uniform

- School blazer
- Shoes, plain black school lace ups, no heels
- Green regulation "V" neck jumper with School embroidery (jumper is optional)
- School hat (choice of 'sun safe' approved styles)
- Bag with School logo

4.2 Girls' Summer Uniform

- School summer dress
- School blazer



- School summer socks (white ankle sock with green stripe)
- Brown or black sandals with enclosed toe and heel (Prep School only – optional foot wear)
- Plain black lace-up, solid school shoe (no sneakers or canvas shoes allowed)

4.3 Girls' Winter/Formal Uniform

- School skirt (Years 2 to 12)
- School pinafore (Reception to Year 3, note Years 2 and 3 can wear either pinafore or kilt)
- School blouse
- School blazer
- Tie (Years 11 and 12 only - with green and white stripes)
- Green tights or School winter long green socks, knee high or above knee
- Plain black lace-up, solid school shoe (no sneakers or canvas shoes allowed)

4.4 Girls' Physical Education Clothing Requirements

- House polo shirt (optional Prep School; compulsory Senior School)
- School sport polo shirt (compulsory Prep School; required for some sports Senior School)
- School sport shorts
- School sport socks
- Sport shoes with non-marking soles (Senior School)
- Sport shoes predominantly white with non-marking soles (Prep School)
- School tracksuit jacket, rugby jersey or spray jacket (optional)
- Tracksuit pants (optional)
- School bathers (Reception to Year 7)
- Hat (choice of styles)

All items of clothing must be named, preferably with Cash's or My Name nametags, which may be ordered through the Westminster Shop.

4.5 Dress Rules Specific to Girls' Uniform

Length of Dress, Pinafore, Culottes and Skirt

These items of uniform are not to be higher than the top of the knee and ideally no longer than just below the knee, but with an extension to mid-calf for younger students, in particular.

Winter tights, knee high socks or above knee socks

Students can wear any of the above with their winter uniform.

4.6 Girls' Sports Uniforms

In all School sports, School tracksuit top or spray jacket or rugby top and tracksuit pants are required when outer garments are needed for warmth.

Athletics

House

- House shirt
- School sport shorts or bike pants in bottle or black
- White School sports socks
- Appropriate sport shoes
- School hat or cap

Interschool

- School athletic singlet



- School sport shorts or bike pants in bottle or black
- School sport socks
- Track or running shoes
- School hat or cap

Badminton, Squash, Tennis and Volleyball

- School sports polo shirt
- School sport shorts
- School sport socks
- Sports shoes with non-marking soles - Senior School
- Sport shoes, predominantly white with non-marking soles - Prep School
- School hat or cap (tennis only)

Basketball

- School sports polo shirt (bib supplied)
- School sport shorts
- School sport socks
- A and B teams - specific singlet and shorts (ordered on team selection from the Westminster Shop) (optional for other senior teams)
- Sports shoes with non-marking soles

Cricket

- School sports polo shirt
- Long white cricket trousers
- School PE socks
- School hat or cap

Interschool

- Regulation School green leotard with white trim

Hockey

- Hockey/soccer shirt – bottle green with white collar and cuffs
- School skirt (with bottle green bike short or sports briefs)
- Green and white hooped socks (same as football), First Team - plain green socks
- Appropriate footwear

Netball

- School sport skirt (with bottle green bike shorts or sports briefs)
- Prep School sports polo shirt
- Senior School netball singlet (First and Second Teams' School bodysuit, ordered on selection from the Westminster Shop)
- School sports socks
- Sports shoes with appropriate non-marking soles - Senior School
- Sport shoes, predominantly white with non-marking soles - Prep School

Sailing

- Unlined spray jacket, life jacket or approved buoyancy vest and warm clothing

Soccer

- Hockey/soccer Shirt – bottle green with white collar and cuffs
- School sport short
- Green and white hooped socks (same as football), First Team - plain green socks
- Appropriate footwear



Softball

- School sports polo shirt
- School sport shorts
- White under socks with green slider socks
- School hat or cap

Swimming and Water Polo

Interschool

- School bathers

Table Tennis

- School sports polo shirt
- School sport shorts or tracksuit pants
- School sports socks
- Appropriate non-marking sports shoes

5. BOYS' UNIFORM REQUIREMENTS

School uniform requirements, except for shoes, are obtainable only at the Westminster Shop.

5.1 Boys' General Uniform

- School blazer
- Shoes, plain black school lace ups (no sneakers or canvas shoes allowed)
- Green regulation "V" neck jumper with School embroidery (jumper is optional)
- School hat (choice of 'sun safe' approved styles)

5.2 Boys' Summer Uniform

- School blazer
- School shorts
- School short sleeve
- School socks (Reception to Year 12 wear marbled socks with shorts)
- School jumper (optional)

5.3 Boys' Winter/Formal Uniform

- Long trousers
- Summer shorts with knee high grey / green socks (Prep School only)
- School tuck-in shirt, with short or long sleeves (Years 6 to 12)
- Banded long sleeve shirt (Prep School only)
- School tie (Years 11 and 12 only - with green and white stripes)
- School socks (Reception to Year 12 wear marbled socks with trousers)
- School blazer
- School jumper (optional)

5.4 Boys' Physical Education Clothing Requirements

- House polo shirt (optional in Prep School, compulsory in Senior School)
- School sport polo shirt (compulsory in Prep School and for some Senior School sports)
- School sport shorts
- School sport socks
- Sport shoes with non-marking soles (Senior School)
- Sport shoes predominantly white with non-marking soles (Prep School)



- School tracksuit jacket, rugby jersey or spray jacket (optional)
- Tracksuit pants (optional)
- School bathers (Reception to Year 7)
- Hat (choice of styles)

All items of clothing must be named, preferably with Cash's or My Name nametags, which may be ordered through the Westminster Shop.

5.5 Dress Rules Specific to Boys' Uniform

Shirts

- Prep School winter shirts are banded and are to be worn out (Reception to Year 7).
- Senior School winter tuck-in shirt must be worn tucked in at all times (may be worn from Years 6 to 12).
- New style summer shirt for both Senior and Preparatory Schools to be worn outside of shorts, but length of shirt is not to exceed length of School blazer or School jumper when worn over top.

5.6 Boys' Sports Uniforms

In all School sports, tracksuit top or spray jacket or rugby top and tracksuit pants are required when outer garments are needed for warmth.

Athletics

House

- House shirt
- School PE shorts
- White School sports socks
- School hat or cap
- Appropriate sport shoes

Interschool

- School athletic singlet
- School PE shorts
- School sport socks
- Track or running shoes
- School hat or cap

Badminton, Squash, Tennis and Volleyball

- School sports polo shirt
- School PE shorts
- School sport socks
- Sport shoes, predominantly white with non-marking soles
- School hat or cap (tennis only)

Basketball

- Specific singlet and shorts (ordered by week 7, first term from the Westminster Shop)
- School sport socks
- Appropriate non-marking sports shoes

Cricket

- White long or short sleeved shirt
- White socks or School PE socks



- Long white cricket trousers
- White sport shoes (some coloured flashing permitted) or white cricket boots
- Green or cream wide brim hat or School cap or
- WS cricket cap (optional from Year 8, except First XI players)
WS First XI cricket cap (only First XI, after five Saturday matches – optional)
- School tracksuit pants plus white top are acceptable for cricket practice, instead of a set of whites

Football

- Prep School Year 2-3, long sleeve jumper
- Prep School Year 4 up, long sleeve or sleeveless jumper
- Football jumper (ordered by Week 5 of Term 1 from the Westminster Shop)
- Bottle green football shorts
- Green and white hooped socks (Years 2 to 10) or plain green football socks (Years 11 and 12)
- Football boots
- Mouthguard

Hockey and Soccer

- Hockey/soccer shirt – bottle green with white collar and cuffs
- School sport short
- Green and white hooped socks (same as football)
- Suitable footwear
- Mouthguard

Hockey Year 11 and 12 (Open A and B Teams)

- Hockey/soccer shirt – bottle green with white collar and cuffs (same as junior grades)
- White shorts (to be purchased outside of School)
- Plain green socks

Soccer First Team

- Soccer shirt
- White soccer shorts
- Plain green socks

Rugby

- Supplemented Jumper (hire or purchase)
- Rugby shorts (available from the Westminster Shop)
- Plain green football socks

Sailing

- Unlined spray jacket, life jacket or approved buoyancy vest and warm clothing

Swimming and Water Polo

Interschool - School bathers

Table Tennis

- School sports polo shirt
- School sport shorts or tracksuit pants
- School sports socks
- Appropriate non-marking sports shoes



6. DANCE

Girls

- Westminster Dance T-shirt (compulsory for lessons and some performances)
- Dance full length pants/calf tights or short tights
- Black leotard (compulsory for SACE students)
 - Available from the Westminster Shop or a similar style of black sleeveless leotard can be purchased elsewhere.

All female students are required to wear the School Dance T-shirt or leotard and only black dance-appropriate short tights or calf tights or full length Dance pants as compulsory items for dance.

Boys

- Bonds Chesty black or white singlet (compulsory for lessons and some performances)
- Dance full length pants/black gym or boys' dance shorts can be worn as summer option for lessons

All male students are required to wear Bonds Chesty black or white singlet and only black gym or dance-appropriate shorts or pants as compulsory items for dance.

SCHOOL POCKETS

Eligibility

The School recognises student achievement by presenting certain awards and creating certain positions. These awards and positions are signified in various ways. Those which are displayed on the School Blazer or sports uniform are:

School Captain

Fully braided Blazer, White and Green braid across top pocket.

"School Captain 2021" on bottom of top pocket.

School Vice-Captain

Fully braided Blazer, with White braid across top of pocket.

"School Vice-Captain 2021" on bottom of top pocket.

Captain of Boarding

Fully braided Blazer, Red braid with a white cord through the middle,

Across the top of the pocket.

"Captain of Boarding 2021" on bottom of top pocket.

Vice-Captain of Boarding (Boy and Girl)

Braid, ½ the size of Captain's braid, ¼ red and ¼ white, on top edge of top pocket of Blazer.

"Vice-Captain of Boarding 2021" on bottom of top pocket.

School Leader

Fully braided Blazer and "School Leader 2021" on bottom of top pocket.

House Captain

Fully braided Blazer, with House Colour braid on top edge of top pocket



“House Captain 2021” on bottom of top pocket.

House Vice-Captain

House Colour braid (½ the size of Captain’s braid) on top edge of top pocket of Blazer.

“House Vice-Captain 2021” on bottom of top pocket.

School Colours

Green and White stripe braid 2 cm from bottom of sleeve of Blazer.

Gold (yellow) lettering on right side pocket - two gold braids across top of the pocket.

House Colour

House Colour cord to be placed under Green and White stripe braid on top pocket of Blazer.

First Teams’ Pocket (as follows)

Only those receiving such an award are eligible to have additions made.

FIRST TEAMS AND PERFORMING ARTS POCKETS

SPORTS

Students who have represented a first team on more than five occasions may have a Blazer-pocket addition.

The white letters and numbers are embroidered on the top pocket

The following letters are to be used:

Athletics..... A	Netball..... N
Badminton Bd	Pedal Prix..... PP
Basketball B	Rugby R
Canoe Polo..... CP	Sailing SI
Chess..... Ch	Show Team..... Sh
Cricket..... XI	Soccer So
Football..... XVIII	Squash..... Sq
Golf G	Swimming..... Sw
Hockey H	Table Tennis TT
Lacrosse La	Tennis..... T

DRAMA / MUSIC / DANCE / TECHNICAL

Students who have been involved in the performing arts for a period of time may have a Blazer-pocket addition.

Big BandBB	Rock BandRB
Dance..... Da	Round Square 
Debating D	Senior Concert Band SCB
Drama Dr	Senior Vocal Ensemble SVE
Flute Ensemble FE	ServiceS
Future Problem Solving FPS	String Ensemble SE
Music Mu	Stage Band SB
Performing Arts Technical .. TC	Vocal Jazz VJ

A Captain may have “Capt.” beside the letters.

All braiding and pocket awards are paid for and arranged through the Uniform Shop.



SCHOOL AWARDS

Students can receive recognition for outstanding achievements, in a number of ways:-

HOUSE COLOUR

Awarded to students who have given outstanding service to their House. Students receive a certificate and a Blazer-pocket addition.

ACADEMIC AWARDS

Awarded in the form of a Certificate

Terms 1 to 4

1. Academic Achievement

Awarded to students who have achieved all 'A' grades on their term report. Presented at assembly in the form of a Certificate.

2. Outstanding Attitude to Study

Awarded to students who have achieved an effort rating of '1' in all subjects. Presented at assembly in the form of a Certificate.

3. Academic Excellence

Awarded to students who have achieved all 'A' grades and '1' for effort on their term report. Presented at assembly in the form of a Certificate.

SPEECH DAY

1. Stage 2 Subject Awards

Presented on Speech Day to the student who has achieved top ranking in a Stage 2 subject.

2. Academic Excellence

Awarded to the top ranked students in each year group based on terms 1 to 3 reports.

3. Principal's Award for Academic Excellence

Awarded to those students who have achieved all 'A' grades in each subject on their term 1 to 3 reports.

SCHOOL COLOURS

Presented to a student who has shown outstanding ability in a co-curricular activity as a regular member of the first team, or if there is no first grade in a particular activity, as a competitor or performer for the School at an equivalent level. The student must have represented the School in the particular co-curricular activity. School Colours can be awarded at any appropriate time of the year, i.e. end of Term 1 for summer sport or Term 2 for winter sports and activities. Presentation of the Award will be on Speech Day.

ANGELA CASH VOLLEYBALL SHIELD

To recognise a senior female volleyball player who has displayed a positive attitude, commitment and skill to the game of Volleyball.



ANNA DREWER CUP

Presented to the student who has shown the most improvement, performance and commitment to School squash.

THE CAROLYN OBST AWARD FOR CONTRIBUTION TO DANCE

Honours and celebrates a senior dance student for extraordinary contribution to Dance by exhibiting one or more of the following: Pushing boundaries through creativity and innovation; demonstrating passion and commitment within the Dance program; inspiring the Westminster community.

COURTNEY SHIELD FOR BOYS' SOCCER

Presented to a senior male soccer player who has shown outstanding contribution to senior boys' soccer.

DAVID JARMAN AWARD

For the Year 12 student who has contributed most to the School's instrumental music Program during their time at Westminster.

DAVID WALLAGE TROPHY

Presented to the player who has contributed to football through a positive and enthusiastic attitude always putting the team first.

FRIENDS OF THE AUSTRALIAN BALLET SA AWARD FOR DANCE

Presented to a senior level dance student who demonstrates the qualities of passion, persistence and dedication in pursuit of dance excellence and artistry.

GEOFF ROHDE ART BURSARY

Two awards for Year 11 students in recognition of their potential in Creative or Performing Arts.

GRAHAM BROWN VOLLEYBALL SHIELD

To recognise a senior male volleyball player who has displayed a positive attitude, commitment and skill to the game of Volleyball.

GRIERSON CUP

Presented to the most improved player chosen from the girls' tennis teams.

HURD AWARD FOR INNOVATION & TECHNOLOGY

Awarded to a Year 10 Digital Technology student who demonstrates the qualities of passion, persistence and dedication in pursuit of innovation and technology excellence

HYDE FAMILY NETBALL TROPHY

Presented to an Open A/B player who has shown a positive and enthusiastic commitment to all aspects of Netball and who always puts the team first.



IAN CALDICOTT MEMORIAL TROPHY

This perpetual trophy is awarded for outstanding involvement in and contribution to athletics during the year.

JENNY CHEESMAN PRIZE FOR EXCELLENCE IN GIRLS' BASKETBALL

For a girl who demonstrates excellence in basketball through a high level of skill, strong leadership qualities and their team spirit, commitment and contribution to the team.

JESSUP CRICKET TROPHY

A perpetual trophy, awarded to the 1st XI player who has, improved most over the year and measures up to the ideals of sportsmanship and service to his team and to the game in general.

KIRSTY REA MEMORIAL AWARD FOR THE PERFORMING ARTS

Presented to a Year 11 or 12 student who has shown exceptional involvement in and made a significant contribution to the Performing Arts.

NATHAN STREMPPEL TROPHY

Awarded each year to the player most typifying skill, sportsmanship, commitment and love for the game of Basketball.

OLD SCHOLARS' AWARD

Presented at the Valedictory dinner to a student for outstanding service to the School. The staff nominates a list of students which are voted upon by Year 12 students.

OLD SCHOLARS INTER-SCHOOL TROPHIES

Awarded each year to the Most Valuable player in each of the Annual Winter Interschool sports against Pembroke School.

OPIE SHIELD

Presented to the swimmer who has made the greatest contribution to swimming during interschool competitions during the year.

POWELL & CO SHIELD FOR GIRLS' SOCCER

To recognise an outstanding contributor to senior girls' soccer and to encourage girls' commitment to sport.

PRINCIPAL'S ART PRIZE

Awarded to a Year 12 Art student for an individual piece of Art

W.G.H. MCDONALD TROPHY

Awarded to the most outstanding member of the school golf team.



SERVICE AWARDS

MALCOLM GEORGE WESTERN AWARD

Presented to the student who has made an outstanding contribution to the Agricultural Science course during the year. Voted by Year 12 Agriculture students.

CALTEX BEST ALL ROUNDER AWARD

The Caltex Best All Rounder Award is presented to a student who has participated in a wide range of school and community activities, does not necessarily display champion qualities in any single pursuit, but shows commitment, a willingness to participate and a desire to always do their best. This award rewards the student's total achievement in the school and community. The winner is an excellent role model for fellow students.

ROUND SQUARE KING CONSTANTINE MEDAL

To a student for supporting and promoting the ideals of the Round Square through outstanding service work.

S.F. HEASLIP AWARD

Presented to the boarder showing the best all-round character and ability, taking into specific consideration - leadership, scholarship and contribution to the co-curricular life of the School including sportsmanship.

CHAIRMAN OF COUNCIL AWARD

Awarded to a senior student who has given outstanding community service during their time at Westminster School.

DOUGLAS HIGHMOOR FORDER AWARD

Awarded for consistent excellence of attitude as reflected in assessments and reports and for displaying such qualities as integrity, good manners, courage and honesty.

HEAD OF SENIOR SCHOOL AWARD

Awarded to the School Vice Captain in recognition of leadership and service to the School.

PRINCIPAL'S AWARD

Awarded to the School Captain in recognition of leadership and service to the School.

SCHOOL BUS ROUTES

The School Bus Service currently covers four routes:

Route A – West Lakes, Tennyson, Grange, Seaton, Fulham Gardens, Fulham, Henley Beach South, West Beach, Camden Park, Novar Gardens, Glenelg North, Glenelg, Glenelg South, Somerton Park, North Brighton, Hove, Warradale and Glengowrie.

Route B – Blackwood Park, Blackwood, Glenalta, Belair, Lynton, Clapham, Torrens Park, Lower Mitcham, Hawthorn, Westbourne Park, Cumberland Park, Daw Park, Colonel Light Gardens, Panorama, Pasadena and St Marys.

Route C – Coromandel Valley, Flagstaff Hill, Darlington and Sturt



Route D - Hallett Cove, Sheidow Park, Trott Park, Happy Valley, Aberfoyle Park and Flagstaff Hill

Over 200 students from the School make use of the service. Particulars of the complete routes, stopping places and timetables can be obtained from the School Office. There are several TransAdelaide and Torrens Transit Bus service. On both school buses as well as on public transport, students are expected to conduct themselves in a way that reflects credit on the School.

WORK EXPERIENCE

There is one week of block-release work experience for all Year 11 students from Monday to Friday, 22 to 26 June in 2021. Students over the age of 14 years may do work experience at other times by arrangement with the Careers Counsellor. No student should ever undertake work experience without completing the Legal Agreement Forms, which entitle the student to insurance coverage, should it be necessary.

SENIOR SCHOOL STAFF

Simon Shepherd

David Wallage
Andrea Sherwood
Tony Ritson
Jane Edwards
Kate Johns
Rev. Phil Hoffmann
Melinda Pfueller

School Principal

Head of Senior School
Director of Learning
Head of Senior Students
Head of Year 7
Head of Year 8
School Chaplain
School Psychologist

Curriculum Leaders

Agriculture
Business and Humanities
Creative & Visual Arts
English
Information Technology
Languages
Mathematics
Outdoor Education
Performing Arts
Physical Education
RAVE
Science
Research Project
Inclusion & Enrichment

Clinton Seekamp
Kat Elliott
Natalie Ziedas
Richard Noone
Darren McLachlan
Wendy Lampard
Angela Phillips
Gordon Begg
Michael Degenhart
Rachael Hogben
Terry McDevitt
Jason Greenslade
Jude Depold
Rebecca Wilkins

GENERAL CONTACT NUMBERS

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