



Proposed House System for Naracoorte High School

Introduction

Naracoorte High School currently has four houses (Windsor, Stuart, Tudor and Ruthven), which are based on one competitive sport related activity, this being Sports Day. They are also names that are English in origin and not reflective of the school's history. Students with little interest in sporting pursuits are not catered for within this system and will often be absent for this particular day. Furthermore there is no ongoing sense of allegiance/connectedness with their houses.

The houses themselves were established when there were approximately 700 students at the school, making them viable in terms of participation rates for all students. In recent years we have seen a decline in student numbers to approximately 430 students. This has made the maintenance of the four houses unsustainable. As such a review of our current house system needs to occur to ensure a viable inclusive structure exists for the future.

The Naracoorte High School respects the sensitivities that such a proposal may invoke from the community however the needs and individual contexts of the student cohort differs markedly from those of previous years and as such we need a system that addresses the following:

- The need to include students (a sense of belonging) immediately upon joining Naracoorte High School and build on the sense of school community.
- Some low level bullying and intimidation among students. If such subcultures are to be minimised, the school must provide greater opportunities for members of different ages to interact
- The importance of providing more opportunities for our students to take responsibility and develop leadership skills
- Providing opportunities for all students to involve themselves in worthwhile activities that are not necessarily athletic in nature but reflect the values of contemporary society e.g. volunteering, service to the community, resiliency, a willingness to improve

As such it is recommended that:

- The current house system be disbanded and three new houses established
- The House names are based on key historical or living figures associated with Naracoorte High School
- That these names be voted upon and endorsed by both the Governing Council, Student Governing Council and staff
- From the beginning of 2016 the proposed structure is implemented

Proposed Structure

The proposed structure consists of five different elements:

1. Pastoral Support

The newly formed houses will contain approximately 130 students and will also contain assigned staff to mentor and provide pastoral support.

Each House will be split into five mentor groups (approx. five students from each Year level to total 25 per mentor group).

All staff members will be assigned to a House.

Each mentor group will be assigned two teachers from their house. Students will meet with their mentor teacher group twice per week during a normal morning Home Group period with the emphasis being on daily interaction to "take the pulse" of the group both individually and collectively. Six house days will be held throughout the year to give students an extended period of time (2 hours) to further the development of the house system.

In addition, students will remain with the same mentor group for the time they attend Naracoorte High School to assist in the development of relationships, to ensure trust and provide guidance. Opportunities for cross age tutoring will also be provided.

As the House system evolves it is envisaged that in the future each House will be assigned a member of the leadership team (i.e. Head of House) who will be responsible for:

- The care of each student in the house for the duration of their secondary education
- Working with all students to develop leadership and a sense of pride in their house
- Being the first point of call for parents
- Working with the House leaders to ensure all students are supported

In the interim, three members of the school Senior Executive Group will undertake the overarching responsibility for each house

2. Student leadership

Each house will run assemblies, set goals and organise competitions giving more opportunities for students to develop leadership skills. More formally, each House will be served by two Captains and one Vice-Captain who will lead regular House Meetings, plan and lead House Assemblies once a term and organise participation in Inter House Competitions including Sports Day.

House Captains will be selected by a representative group from the House based on interview and application. These positions will be open to Year 11 or 12 students only.

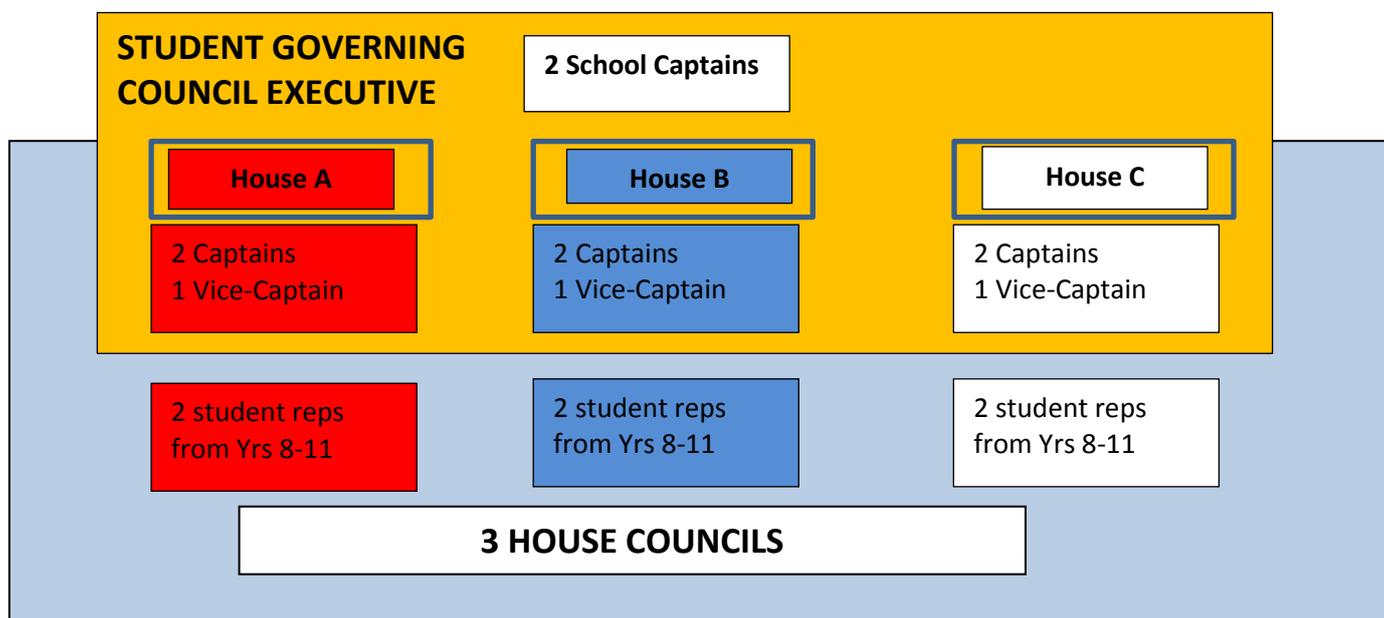
House Captains will automatically become members of the Student Governing Council (SGC) Executive. House Captains will have the responsibility to select their School Captains who will have oversight of the Student Governing Council Executive. The position of School Captain will only be open to Year 12 students.

House and School Captains are supported by the Principal and Deputy who will meet with them fortnightly or as required. (See Appendix 2)

Each house would elect eight representatives for their House Council – two from Years 8,9,10 and 11.

House Councils will meet fortnightly and provide information to the Student Governing Council Executive which will meet weekly or as required.

Figure 1: Diagrammatic Representation of the proposed House System



3. House Names

House names will be voted upon by the Student Governing Council, Governing Council and Staff. The House names will be based on individuals living or deceased who have contributed to the school community in a significant way: The Names put forward to date include:

Murdoch
DeGaris
Stuart
Carter
Flynn

4. House Points (see Appendix 1)

Students in each House would have the opportunity to undertake activities that would attract points that would be allocated to their House as well as to their individual record. This would encourage healthy competition whilst providing all students with the opportunity to participate in representative sport, music, volunteer activities, and personal development activities e.g. Duke of Edinburgh Award, CFS Cadets, sports coaching etc.

There will be one criterion for awarding/receiving House points – ‘going the extra mile’. Students are not awarded House points for being polite, well mannered, completing work etc. since these are regular expectations for all students at Naracoorte High School.

There are, however, certain activities that would attract more points than others. A school merit system is currently being developed, an example of which is attached – see Appendix 1

House points will also be deducted for inappropriate behaviour exhibited by individuals.

All staff in the school are able to award House points. The process of point collection is currently being developed.

5. Community Connections

Each house will be assigned a minimum of two Governing Council representatives who will relay any student concerns or proposed developments at scheduled Governing Council meetings.

Benefits of the proposed House System

The House system will promote and support:

- A Student Focus i.e.-: each student is treated as an individual – not just one more student in a large year group.
- Improved Leadership opportunities for students
- It provides a structure that is designed to help students function to the best of their ability in school and enrich each student’s personal life by developing resilience, promoting independence, helping students make responsible choices, increasing their ability to function as a group and offering guidance and support in preparation to meet the intellectual, social and emotional demands of life as a young adult.

- Respect, consideration and courtesy amongst the student body.
- A greater sense of allegiance to their peers and as a direct consequence, their house
- The vast majority of our students who already want to learn and behave appropriately and respectfully.
- Positive self-esteem amongst students and value of the ethos of the school community.
- Equality of opportunity encouraging students to realise an individual's full potential.
- The building of an individual's strengths within a group and bonds with other students of all ages.
- Peer support to combat bullying.
- Promotion of the 'Student Voice', Student responsibility, Team skills, Leadership skills and Co-operation.
- Peer influence to combat inappropriate behaviour.
- Extra-Curricular activities, which enrich, broaden and round off the experience of our students.
- Development of personal and social skills and well-being.
- More objectivity when assigning citizenship awards for end of year Assembly.

APPENDIX 1 – PROPOSED MERIT POINT SYSTEM

Points will be awarded to individuals who, through their actions promote the school values. A system will be developed where staff, community members and students can assign points to individuals for such actions. Individual students can self-nominate for any community activity they undertake. The process for the attainment of points will be such that no student will be excluded from having an opportunity to gain points due to the nature of the activities.

The Student Governing Council Executive can recommend additional activities that will attract points.

1.0 Award System for Individual students

INDIVIDUAL MERIT (5 POINTS)

- For individual behaviour that is above and beyond the normal expectations of the school
- The student has undertaken activities that constitute five points
- Issued by home group teachers

SCHOOL MERIT AWARD (20 POINTS)

- Awarded by staff to any student for significant positive effort or behaviour relating to the school's Code of Conduct
- The student has undertaken activities that constitute twenty points
- Issued by House Captains at House Home Groups

HOUSE ASSEMBLY AWARD (equivalent to 50 Points)

- Awarded at a House assembly to individuals for behaviour/activities relating to outstanding effort or achievement

WHOLE SCHOOL AWARD (100 Points)

- A certificate awarded at a whole school assembly for achievement of 100 points by any student

SCHOOL Medallion /trophy/ (500 Points)

- Awarded at Assembly to an individual who gains five School Awards or the equivalent of 500 points

WHOLE SCHOOL PERPETUAL TROPHY – Awarded to the House with the most points at the end of the year.

2.0 Activities that will attract points – NB this list is not exhaustive and will be continually reviewed by staff, students and Governing Council

1 point	10 points	20 points
Participation in Sports Day events	Individual winner of Sports Day Cup	Duke of Edinburgh Award (completion of Bronze, Silver or Gold)
Participation on Knock Out sports	Record Breaker in an individual sporting event	Whole School Production
Academic achievement (1 point per "A")	Member of Debating team	Student Governing or House Council member
Demonstrated improvement in two or more subjects in a term	Lions Youth of the Year	Member of a Community based committee e.g. YAC
Attendance on Year level camps	IT Leaders Group	Significant community based
Participation in Rostrum Public	Selected as a State representative	

Speaking	in SESSSA events	activity
Participation in Subject competitions	Active community involvement e.g. CFS cadet, voluntary work	Pedal prix participation
Attendance at MASA Quiz Night	Coaching a team	
Flag Duty	Winner at MASA Quiz Night	
Music concert performance	Led Steer	

Appendix 2: ROLE STATEMENTS

SCHOOL CAPTAIN

As the most significant student leaders in the school, School Captains are expected to be ambassadors for whole student body and actively promote the school values which are Achievement, Commitment Respect, and Enjoyment. They must be approachable, reliable and trustworthy with high expectations of themselves and others. The School Captains are to take an active role in all aspects of the school community and work with others to achieve the best possible outcomes.

Key responsibilities

- Provide leadership of the school's entire student body
- To represent the School at official functions.
- Chair the Student Governing Council Executive
- Ensure that all S.G.C. Executive members' receive the opportunity to participate in meetings and to ensure that the opinion of the student body has been considered and listened to.
- Be a positive role model for all students – including uniform, attendance, application, enthusiasm, responsibility and dedication to school goals
- Promote Naracoorte High School in all areas of the community including public functions and meetings
- Be available to all students and be supportive of them
- Act as liaison person between students, staff and the Governing Council and be willing to communicate confidently about student concerns, suggestions and successes
- Chair and/or address school assemblies or special functions as required
- Assist with hosting visitors to the school
- Be active in the school community
- Provide input in school decisions that directly affect students
- Liaise with SGC staff Coordinator and other appropriate staff on SGC issues
- Confer with Principal following meetings
- Be responsible for the progress of the Council by ensuring the Constitution is being followed and that other Executives members are performing their duties adequately.
- Write an article for the end of year magazine
- Contribute to the fortnightly newsletter as required
- Help in developing attitudes and attributes of responsibility and service to the School-Community, and, by extension, the wider Community, as exemplars and role models.

HOUSE CAPTAIN AND VICE CAPTAIN

The Role of a House Captain is to encourage all students to participate in House activities. They must coordinate events, such as house athletics; inter house competitions, house assemblies and leading their respective houses in these events. All House Captains must be approachable and reliable and demonstrate enthusiasm for their House, thereby encouraging students to get involved in a range of school activities. They are expected to lead and support the students of their assigned house in a manner that reflects our commitment to our school goals and values. In doing so they must consistently strive to make a positive difference for the future in both the individual and the whole community.

Key Responsibilities

- Work with your Head of House to promote Team, House and School spirit.
- Encourage all House members to participate enthusiastically in the School activities program.
- Be actively involved in conducting trials and/or obtaining nominations for Inter-house competition.
- Assist in the organisation, set up and clean-up of athletics carnivals and other sporting events.
- Liaise with staff and other House Captains and Vice-Captains when appropriate.
- Encourage all House members to participate enthusiastically in the School activities program.

- Conduct meetings with House Captains, Vice-Captains and/or House members when necessary.
- Speak at School and House assemblies when required.
- Meet with Head of House as required
- To support the pastoral care of students particularly students of the junior school
- To encourage attitudes of worth and self-esteem in students in their House.
- Provide a link between students and staff
- Lead by example in taking an active role in School/House activities
- Conduct meetings/assemblies with House Committees and/or House members when necessary.
- Encourage all House members to participate enthusiastically in the various activities
- Listen to student input in relevant areas of decision making.
- Voice student concerns and ideas from their assigned House
- Contribute to the fortnightly newsletter as required
- Provide an article for the School Magazine
- Attend meetings with the Principal as required.
- Actively contribute to the Student Governing Council Executive

STUDENT GOVERNING COUNCIL EXECUTIVE

- Represent the student body in the decision making process and provide opportunities to develop leadership qualities.
- Act as a liaison between students in each House with school administration, Staff and Governing Council.
- Represent the student body at official and community functions.
- Foster student welfare and promote positive working relationships between staff and Governing Council for the good of the school and students.
- Liaise with Management and Staff in the formulation of School policy and procedures that have a direct impact on students.
- Contribute to the strategic directions of the school
- Give voice to students on issues relevant to their learning.

HOUSE COUNCILS

- Represent the student voice from each Year level of their House
- Develop House activities that are inclusive of all students
- Provide support to the House captains in the preparation and running of House events
- Actively solicit the views of all students in their House on issues pertaining to their learning or school environment
- Provide advice to the Principal as required

APPENDIX 3: PROPOSED TOPS



House A



House B



House C

