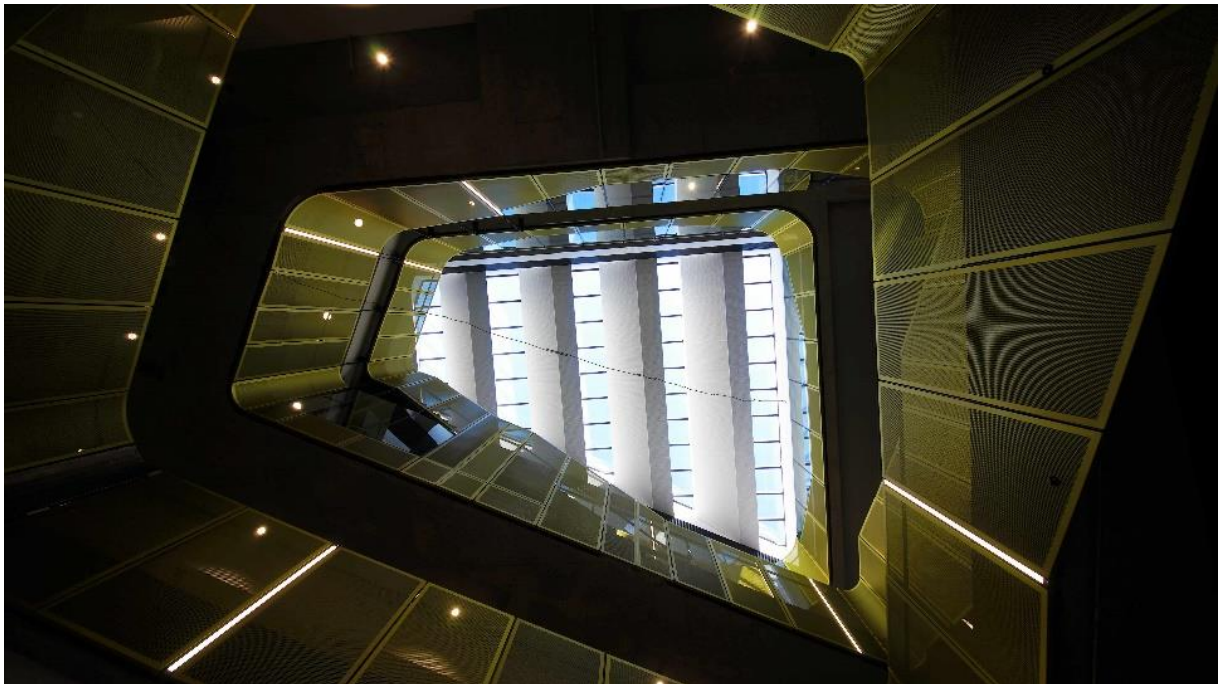




Richmond  
High School  
Make a difference.

# CHARTER OF RESPECT

## 2023



Education  
and Training



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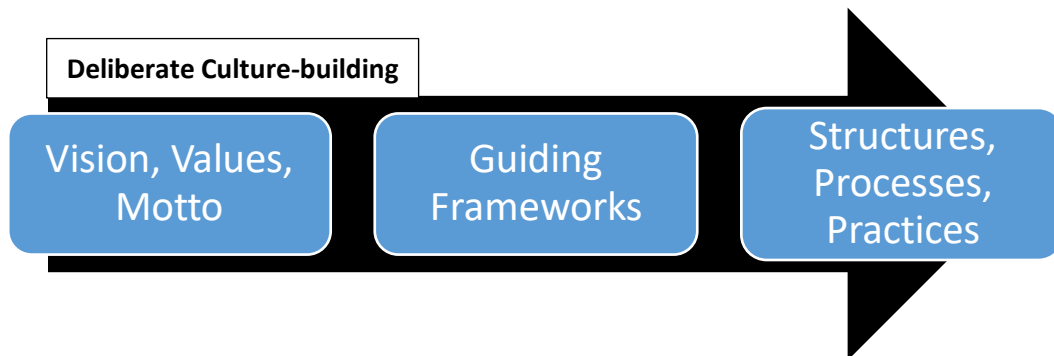
## Acknowledgement of Country



We would like to begin by acknowledging the Traditional Owners of the Land on which we meet, the Wurundjeri People of the Kulin Nation, and pay our respects to Elders past and present.

*An Acknowledgement of Country is an opportunity for anyone to show respect for Traditional Owners and the continuing connection of Aboriginal and Torres Strait Islander Peoples to Country. It can be given by both non-Indigenous People and Aboriginal and Torres Strait Islander People.*

# Introduction - The Purpose of CoR



*“Progress is the realisation of utopias”*  
Oscar Wilde

The Charter of Respect (CoR) provides guidelines for all members of our school community with regard to our expected beliefs and behaviours. Students, parents/carers, and staff are provided with a copy of the CoR upon joining the school. We believe that with a clear understanding and a consistent application of these guidelines, from all members of our school community, we will sustainably build and maintain a safe, inclusive, positive and engaging learning environment for all. The CoR exists to support all school community members with their ongoing commitment to and embodiment of our school vision, values and ethos.

Richmond High School recognises the importance of the partnership between schools, students, and parents/carers to support student learning and wellbeing. The CoR respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building a safe and respectful school community. Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and will not be tolerated in this school.

The CoR was originally developed in consultation with the Foundation Students, Parents/Carers, and Staff in 2018. It is collaboratively reviewed and iterated annually by representatives of our school community with regard to both improving this document and its consistent implementation.

# School Vision, Values, and Motto

## Founding Vision

Richmond High School is an innovative, inclusive and joyful school that matches high expectations with high care. We strive to be the school of choice for our local community and a beacon of high quality public coeducation and school leadership within the Victorian education system. Our students are creative thinkers, passionate life-long learners, and entrepreneurial leaders. Our students possess great resilience and a deep compassion for others. Richmond High School strives to make a positive and profound difference in the lives of all students so that they can be a force for good in the world in the endeavours of their choice.

## Values

### *Creativity*

Young people need to be forever creative in an ever-changing world. We believe education should foster creativity and adaptability.

### *Intelligence*

We aim to develop intellect, inspire imagination and encourage original thinking. We hope to instill a thirst for knowledge and learning for life.

### *Expectation*

We have high expectations of our students. We expect them to work hard, set high standards for themselves and strive to be their best. We also set high expectations for ourselves.

### *Diversity*

We emphasise and are strongly committed to inclusion and respect for all, embracing difference and diversity in all its forms, including gender, ethnicity, capabilities, neurodiversity, and ideas.

## **Motto: *Make a Difference***

We hope to make a positive and profound difference in young people's lives - to model and mentor positive attitudes and actions. We want school life to be a rewarding, challenging and enjoyable experience. Our ultimate aspiration for our students is that they be a force for good in the world in the endeavours of their choice.

# School Crest

## Our Crest

### Crest Design Inspiration

Our crest blends five distinct elements into one stylish design. Our crest already resonates with our community and has been embraced strongly. At the heart of the design is the desire for Richmond High School to blend the best of school traditions in a contemporary context. *Blending the traditional with the future.*



**Nature**, represented by the shapes of leaves. While Richmond has always been an interesting mix of industry and homes, it has the beautiful Yarra River\* running at its boundary between Kew, Hawthorn and Prahran. The Birrarung as the Kulin People call it. This river and surrounds has always been a sanctuary for wildlife and open space for the community. Generations of Richmond residents have benefited from the river and for the Kulin Nation, it sustained them for millennia. *The river is our respite from city life.*



**Community**, symbolised by a circular mandala. Communal activities and support for each other has been a hallmark of Richmond. Whether this is the colony, the growth of the city and boomtime of the gold rush, the struggle town era, the waves of migrants or clever young people out of home for the first time and middle class families. The notion of shared, public and collective use and appreciation of the area has spanned the generations. *This is a proud and cohesive community in all its parts.*



**Learning**, portrayed by an open book. It goes without saying our school is passionate about learning; one of our key values is intelligence, but also diversity. We come together to learn, develop and grow. The book sits in a prominent part of our crest, highlighting this importance but also the importance of a school to a community. This is represented in our high expectations that children in our area will excel and prosper. *Our history shows us that when schools are missing the community is bereft and loses much.*



**Innovation**, suggested by an outline in the crest, a place of manufacturing heritage, creative start-ups and tech agencies. Richmond has always been the home of innovation and entrepreneurship. From the early settlers, small and large businesses, waves of immigration and migrant productivity, to the success of recent technology start-ups. This has always been one of the most creative centres in the country. If you look closely at our crest you can see the saw toothed rooves of old factories, many of which are now contemporary living spaces. Richmond has also been home to film and production companies, contemporary art galleries and fine furniture stores. *Innovation is in the soul of this area.*



A stylised 'R' for Richmond completes the overall design, a contemporary rendition of a classic shield. The pride that people have for this area is huge, for its history, its sport, football team and the rebirth of the school from the ashes of Richmond Secondary College. The R could easily stand for rebirth, representing the hard fought community campaign for the return of its co-educational school. *Richmond pride lives in our school, it is deep and rich.*

\* Our former building sits proudly on the Birrarung.

# Victorian Department of Education's Values



'I will follow up'

'I am honest'

'I am objective'

'I do my job'

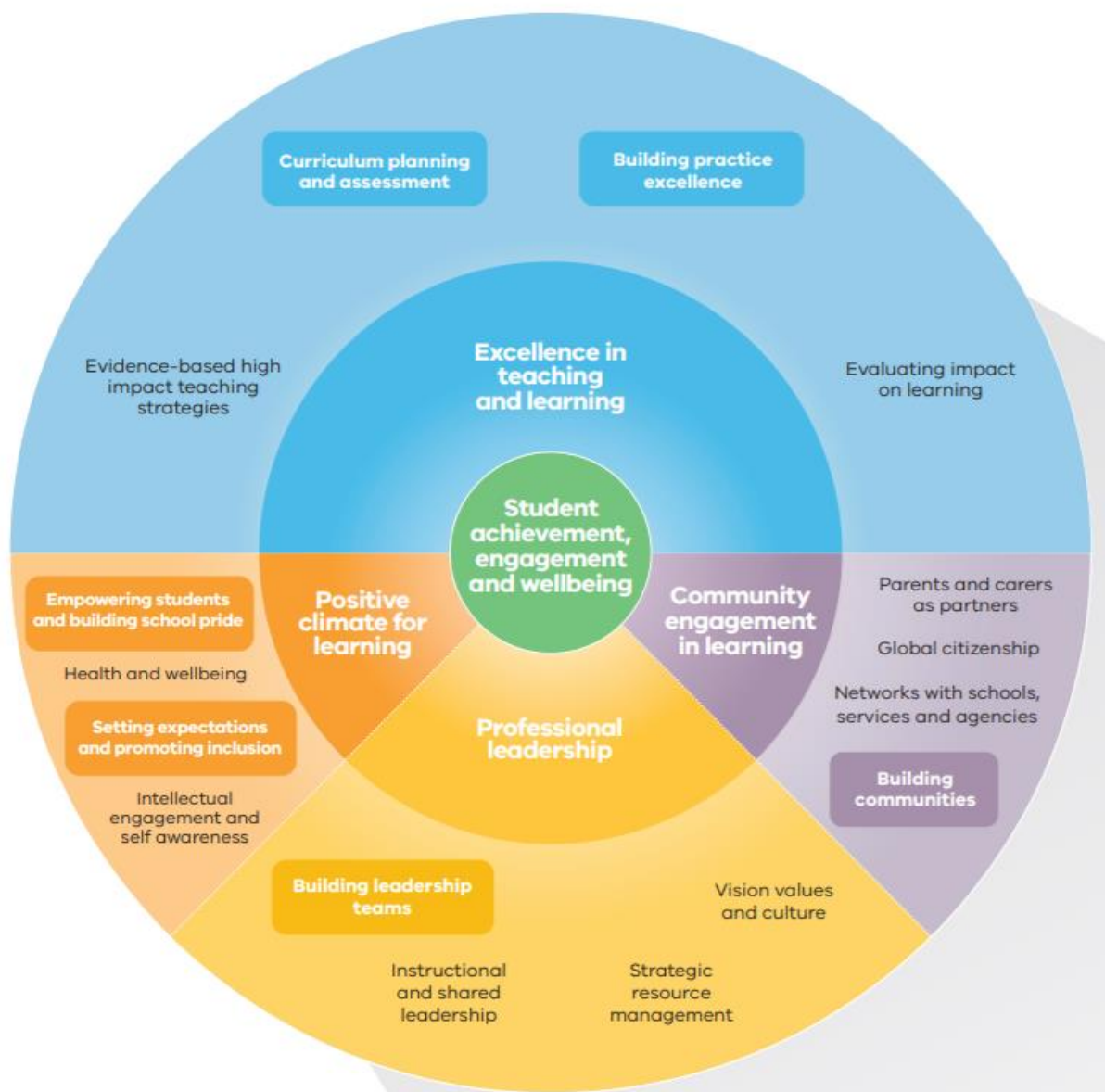
'I treat everyone with respect'

'I can influence others'

'I respect the rights of everyone'

# Framework for Improving Student Outcomes (FISO)

FISO is DET’s central framework to help schools lift student outcomes and to help bolster the Victorian public education system. We strive to be one of the best public schools in Victoria for all of the students in our community. We also strive to lift the Victorian public education system to higher levels of purpose and positive impact. Hence, Richmond High School’s Student Support & Culture and Pedagogical Frameworks are directly drawn from and aligned with FISO.





# Pedagogy and Student Learning - Staffing Structure

*“The collective efficacy of teachers and consistently high quality teaching is the most important in-school factor for improving student learning and wellbeing (second only to student peer effect/student culture).”*

Teachers	Integration Aides
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<p><u>Faculty Leaders</u></p> <p>Drama: <i>Ms Hannah Burridge</i>          English: <i>Ms Annabel Barton</i>          Humanities: <i>Ms Isabel Souter</i>          Languages: <i>Mr Stanley Wang</i>          Life Cycle: <i>Mr Peter Vlahos</i>          Maths: <i>Ms Emma Fazzino</i>          Music: <i>Mr Thomas Williams</i>          Science: <i>Mr Matthew Norman</i>          Visual Arts &amp; Technology: <i>Ms Maddison Gallenti-Smith</i></p>	<p>Student Support Team Leader:</p> <p><i>Mr Nick Livingston</i></p>
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<p><u>Leading Teachers</u></p> <p>Head of Years 7-8: <i>Ms Jess Hayes</i></p> <p>Head of Year 9 &amp; The Projects: <i>Ms Lisa Spain &amp; Ms Mia Withers</i></p> <p>Head of Years 10-11: <i>Mr Lachlan Mann</i></p> <p>Head of Year 12: <i>Ms Kelly Bruce</i></p>	<p><u>Learning Specialists</u></p> <p><i>Ms Selina Braine</i>          &amp;  <i>Mr Zac Alaimo</i></p>
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<p>Assistant Principal (Teaching and Learning): <i>Ms Victoria Triantafyllou</i></p>
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<p>Principal: <i>Dr Lars Andersson</i></p>
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# Curriculum Structure - Years 7 - 12

*“A high quality education is a fundamental human right for all.”*

## Senior School Curriculum (Years 10 - 12)

### **Year 12 (2023)**

VCE Units 3 & 4 Electives; Make a Difference Project; CHES, VSL, and VET options.

### **Year 11**

VCE Units 1 - 4 Electives; VSL and VET options.

### **Year 10**

Core Yr10 English, Maths, Science, Health; VCE Units 1 & 2 Electives (with breadth parameters); Physical Activity Passport; VSL and VET options.

## Junior School Curriculum (Years 7 - 9)

### **Year 9**

The Projects (i.e. project/challenge-based, interdisciplinary, community-focused learning) in Form Groups:

- The Inspiration Project (English/Humanities)
- The Universe Project (Maths/Science/Technology)
- The Imagination Project (range of semesterised Art and Technology subjects)
  - The Life Project (Health and PE)
- The Cultural Project (Mainstream Chinese, Enhanced Chinese, Cultural Elective, or VSL)
- The Entrepreneurial Project (year-long, team-based, community-focussed project as homework).

### **Year 8**

Core Subjects in Form Groups; Mainstream Chinese or Cultural Elective or VSL or Enhanced Chinese Program (inc. Bilingual Humanities).

### **Year 7**

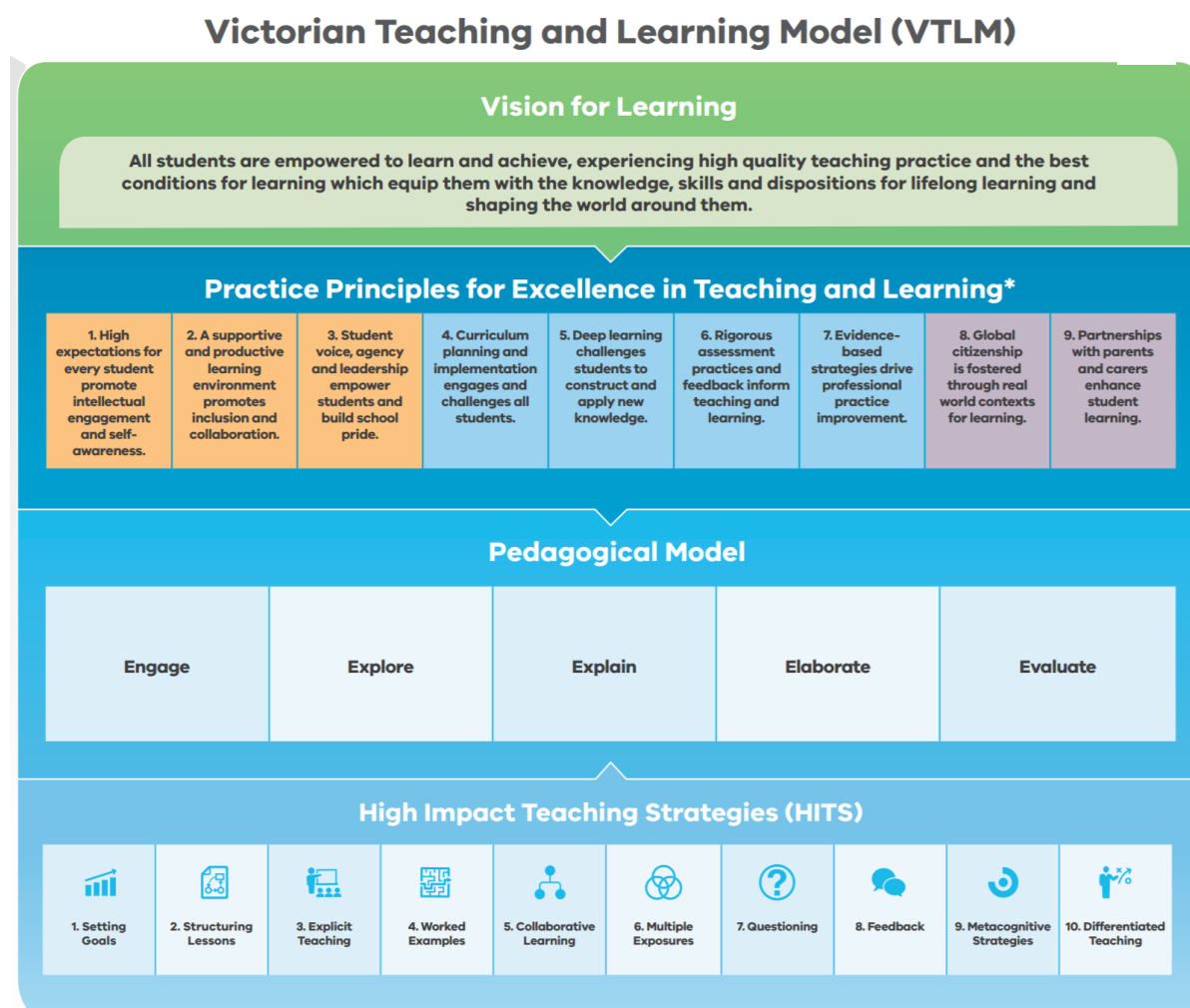
Core Subjects in Form Groups; Mainstream Chinese and Spanish or VSL or Enhanced Chinese Program (inc. Bilingual Humanities).

# Pedagogical Frameworks - VTLM and the HITS

*“We value both evidence-based practice AND practice-based evidence.”*

## The Victorian Teaching and Learning Model (VTLM):

DET has developed a pedagogical framework called the ‘Victorian Teaching and Learning Model’ that has been produced as a “reference point for school leaders and teachers to develop a deeper understanding of what constitutes high quality teacher practice in the classroom.”<sup>i</sup>



## High Impact Teaching Strategies (HITS):

“The HITS are 10 instructional practices that reliably increase student learning wherever they are applied. They emerge from the findings of tens of thousands of studies of what has worked in classrooms across Australia and the world. International experts such as John Hattie and Robert Marzano have synthesised these studies and ranked hundreds of teaching strategies by the contribution they make to student learning.”<sup>ii</sup> The HITS include: setting goals, structuring lessons, explicit teaching, worked examples, collaborative learning, multiple exposures, questioning, feedback, metacognition, and differentiated teaching.

# **Pedagogical Frameworks - Genuinely Differentiated Pedagogy**

*“Human potential is universal, opportunity is not”*

Staff at Richmond High School are committed to genuinely knowing and connecting with all students so that they can develop curriculum and tailor instructional practice to meet each student’s point of need.

To obtain a clear understanding of each students’ point of need, and to help students recognise this for themselves, all teachers develop and use developmental rubrics for all of their summative assessment tasks.

Our teachers use the Universal Design for Learning (UDL) approach to their curriculum design; in other words, curriculum that is designed from the outset to accommodate vast learner diversity, rather than retrofitting existing curriculum on an ad hoc / as needed basis (or not at all). UDL curriculum design includes varied means of information delivery, varied modes of information processing and engagement, varied modes of demonstration of understanding and application of skills, and invites plenty of student voice, choice and agency.

Underpinning our differentiated pedagogy is the firm and universal beliefs that: learner variability is the norm not the exception; high expectations for all students with high care; same learning intention (i.e. equality), different supports (i.e. equity); and human potential is universal, opportunity is not. We do not believe in a hierarchy of subjects nor do we believe in the streaming of students.

By catering for a range of abilities, needs and interests, we aim to help all students uncover aptitudes, engage with their passions, develop various abilities, deepen knowledge, and build strong and positive relationships throughout the school community in order to live meaningful and purposeful lives.

# Pedagogical Frameworks - Science of Learning and Deliberate Practice

*“Ancora Imparo (Still, I am learning)”*

*Michelangelo*

As a new school we strive to be progressive and innovative. True innovation often comes at the intersecting points of different knowledge disciplines, and one such intersection we aim to exploit further is between pedagogy and neuroscience. For example, our school time structure aims to cater for the adolescent brain by having later starting times than most other schools.

In our classrooms, students regularly engage in ‘pre-tests’ at the start of a new learning sequence which serve as both a diagnostic assessment to facilitate differentiated pedagogy but also to prime students’ attention to the key skills and knowledge to be developed. In order to reinforce newly developed neural pathways via exercising the brain’s capacity for recall, students also engage with regular ‘memory retrieval tests’ (i.e. low or no-stakes mini-tests).

With regard to at-home study, the guiding Science of Learning framework is Deliberate Practice. According to Anders Ericsson in his publication *Peak: Secrets from the New Science of Expertise*, Deliberate Practice involves:

- Identifying a big, long-term goal and the associated intrinsic motivation required to pursue this goal
- Translating this big goal into SMART skill-based goals, one at a time
- Developing and implementing tailored skill-based practice activities to achieve each SMART goal
- Appropriate and regular support/feedback from an appropriately skilled coach (i.e. teacher, tutor, and/or parent/carer)
- Plenty of focussed and effortful practise in short but intense blocks of time
- Regularly pushing oneself outside our comfort zone
- Having expert/master-level performance role models to look up to.<sup>iii</sup>

# **Pedagogical Frameworks - ICT-enhanced Pedagogy**

Our entire school curriculum - every year level, every subject, every lesson - is developed collaboratively and shared online via Google Sites. The curriculum portal has been named 'The Neighbourhood' and is completely accessible to all students, parents/carers, and staff.

Teachers use Compass as a Learning Management System (LMS); that is, students and parents/carers can access curriculum resources, homework task instructions, lesson plans, and student learning reports via Compass, anytime, anywhere.

Students and their parents/carers receive regular Progress Reports and 2x Written Reports (Semester 1 and Semester 2). The written feedback teachers provide for completed summative assessment tasks is collated by Compass and published in the written semester reports (i.e. it is relevant and useful commentary, and teachers don't waste their precious time duplicating work unnecessarily).

With regard to student computer access, our teachers hold a 'device/operating system/software-blind' approach to their pedagogy; in other words, they strive for the purposeful and ubiquitous use of technology that enhances and positively transforms teaching and learning, regardless of the device students possess. The school is committed to providing portable computer devices for students without their own device.

An area that we are keen to explore further is the 'gamification' of pedagogy (i.e. moving beyond playing and making of computer games to support learning to a space where teachers design learning sequences based on principles of computer game design).

# Pedagogical Frameworks - Future-focused Pedagogy

*“Remember the future”*

*A.C. Grayling*

How does a school best prepare students for the future?

The research literature focusing on this question has a common theme: our future is likely to be a mix of volatility, uncertainty, ever-increasing complexity, and ambiguity, and as such, education systems need to develop ‘key-type humans’ (i.e. people with deep and varied discipline knowledge and mastery level skills AND proficiency in a broad range of Universal Human Capabilities). UHC’s include: The General Capabilities; Character Strengths and Virtues; Foundational Literacies and 21<sup>st</sup> Century Skills; and capabilities that are universal across time and cultures. For more information, refer to the World Economic Forum’s Jobs for the Future Reports (released every 2-4 years). Such reports offer great insight into probable-futures (i.e. various forecasts based on a range of societal trends) and how schools can best support students to prepare these probable-futures.

However, at Richmond High School we believe that the best way to predict the future is to create it. Rather than solely producing job-takers, we strive to also develop job-makers. We strive to be leaders and educators that are guided by visionary preferred-futures (for our school, the public education system, the nation, the world) rather than only probable-futures.

# Student Support and Culture - Staffing Structure

*“The most powerful in-school factor that impacts upon student learning and wellbeing is student peer effect; in other words, a positive student culture”*

Kind, Intelligent, and Passionate Teachers

Sub-school Staff			
Head of Years 7-8: <i>Ms Jess Hayes</i>	Head of Year 9: <i>Ms Lisa Spain &amp; Ms Mia Withers</i>	Head of Years 10-11: <i>Mr Lachlan Mann</i>	Head of Year 12: <i>Ms Kelly Bruce</i>
Year 7 Coordinator: <i>Ms Georgia Gabron-Uhe</i>	Year 9 Coordinator: <i>Mr Daniel Croft</i>	Year 10 Coordinator: <i>Mr Peter Eley</i>	Year 12 Coordinator: <i>Mr Ben Russell</i>
Year 8 Coordinator: <i>Mr Seamus Kavanagh</i>		Year 11 Coordinator: <i>Ms Emily Carroll</i>	Student Pathways Coordinator: <i>Ms Trish Alevizos</i>

Student Support Staff

Student Support Team Leader: *Mr Nick Livingston*  
 Integration Aides: *Ms Carolyn Jackson, Ms Brigitte Williams, Mr Terry Gardiner, & Mr Jonji Beltran*  
 Social Worker: *Ms Bonny Grant*  
 Student Counsellor: *Ms Angelique Vardis*  
 Youth Worker: *Mr Tom Wales*  
 Family & Community Liaison: *Mr Abdinasir Mussabehe*

Assistant Principal (Student Support and Culture): *Mr James Taylor*

Principal: *Dr Lars Andersson*



# Student Support and Culture Frameworks - Positive Psychology

*“High expectations with genuine care and support”*

## **Positive and restorative approach to behaviour management**

Richmond High School adopts a positive and restorative approach to student behaviour management. Inappropriate behaviour is viewed in light of its impact on those affected by the behaviour, and is managed with a focus on repairing any harm caused as well as restoring any relationships that may have been damaged.

At all times, students should be supported in a positive and respectful manner to address inappropriate behaviour and the consequences (i.e. a key support strategy) of their actions should be clearly explained and logical. It is important that students fully understand the impact of their behaviour on others and develop a commitment to ensure it is not repeated.

Consequences should be promptly implemented, proportionate, and meaningfully respond to the inappropriate behaviour being addressed so that students repair the harm or damage they have caused. Students should always be given the opportunity to explain their actions, apologise, and correct any mistakes they may have made. When discussing inappropriate behaviour, language should be framed in a positive manner, with the behaviour viewed as a mistake/poor choice of action rather than a defining attribute of the student’s identity. All parties should be heard and decisions regarding consequences should be made only when the behaviour or situation has been discussed and clarified with all involved. The focus of the conversation should not be on blame but rather on finding ways to restore any harm or damage caused, and learn from mistakes/poor choices of action. Honesty is highly valued, and the need for and appreciation of honesty should be positively reinforced.

## **Unconditional Positive Regard**

Unconditional Positive Regard (UPR) is a concept developed by the humanistic psychologist Carl Rogers. UPR is best understood as the basic acceptance and support of a person regardless of what the person says or does. Rogers explains that the “central hypothesis of this approach . . . is that the individual has within him or herself vast resources for self-understanding, for altering her or his self-concept, attitudes, and self-directed behaviour—and that these resources can be tapped if only a definable climate of facilitative psychological attitudes can be provided.”<sup>iv</sup> Staff at Richmond High School strive to balance our high expectation culture with one of high care, and to strike the right balance between ‘safe haven’ (i.e. space and time for essential psychological and physical support; flexibility and appropriate leniency exercised by the school) and ‘secure base’ (i.e. high expectations with high care).

# Student Support and Culture Frameworks - Positive Psychology (Continued)

*“Intelligence plus character - that is the goal of true education”  
Martin Luther King Jr.*

## **Growth Mindset**

According to Carol Dweck, the “growth mindset is based on the belief that your basic qualities are things you can cultivate through your efforts, your strategies, and help from others . . . The passion for stretching yourself and sticking to it, even (or especially) when it’s not going well, is the hallmark of the growth mindset.”<sup>v</sup> We believe that success in the endeavours of our choice is based less on supposed innate ability and more on opportunity, support, and many hours of focused, sustained, effortful practise; and it is precisely these actions that we value and positively reinforce with our students.

## **Mindfulness**

According to Metta McGarvey, mindfulness refers to living in the moment and being present. Mindfulness, states McGarvey, “helps you give the gift of undivided attention.”<sup>vi</sup> We believe that if all members of our school community strive to be fully present and actively listen to one another, there will be greater understanding, deeper empathy, and better collaborative decision-making. We embed the use of mindfulness practices throughout the school to bolster the wellbeing and optimal performance of staff and students (e.g. Tech-free Tuesday and Thursday Lunch-times, embedded in the Life Cycle Curriculum, and de-escalation strategies for behaviour management).

## **Emotional Intelligence**

Emotional Intelligence (EQ) is the capacity of an individual to recognise their own emotions and those of others, make a distinction between different emotions and label them appropriately. Being conscious of our emotions and those of others allows us to improve our thinking and behaviour, and to adjust our emotions to adapt to different contexts. We believe that building and maintaining positive relationships with students is fundamental to their learning and wellbeing, and we acknowledge that emotions are contagious. As such, we all strive to be emotional secure bases for all students and to act as their executive function whilst their pre-frontal lobes develop.

## **Character Strengths**

Whether it is staff and parents/carers supporting students with their learning and wellbeing, or school leaders supporting staff with their professional development, the Richmond High School community believes in and embodies the age-old adage ‘Play to your strengths.’ The most potent strengths one can play to are those deeply engrained pro-social dispositions we all possess (though may currently lay dormant), namely “character strengths.” For more information, check out the Virtues in Action (VIA) Character Strengths website.

# Student Support and Culture Frameworks - SWPBS and Respectful Relationships

*“There is safety in structure”*

## **DET’s School-wide Positive Behaviour Support (SWPBS) Framework**

The SWPBS Framework, developed by DET, is a broad range of systematic and individualised strategies for achieving important social/emotional and learning outcomes in schools while preventing problem behaviour. The key attributes of SWPBS include preventative strategies, data-informed decision making, and a collaborative problem-solving orientation. SWPBS uses a tiered intervention framework which invests heavily in *whole-school prevention* (Tier 1: these strategies are typically effective for apx. 80% of students), *targeted supports* for individual students at risk of developing challenging behaviour (Tier 2: these strategies are typically effective for apx. 15% of students), and *individualised and intensive interventions* for students with significant support needs (Tier 3: these strategies are effective for apx. 5% of students).

## **DET’s Respectful Relationships Framework**

Victoria’s Respectful Relationships initiative supports school leaders, educators, and school communities to promote and model respect and equality - and to teach our children how to build healthy relationships, resilience and confidence. The Royal Commission into Family Violence identified the critical role that schools have in creating a culture of respect to change the story of family violence for future generations. In 2010, the Victorian Government established Safe Schools (now integrated with Respectful Relationships) to ensure schools are safe places for all students (including lesbian, gay, bisexual, queer, transgender, intersex, asexual) and are free of discrimination. It was born out of the need identified by school communities to provide greater support for LGBTQTIA+ students, who are at higher risk of bullying and suicide, and to ensure that schools create safe and inclusive environments. A key part of the framework is to provide professional learning and training for secondary school teachers so that they are equipped to support LGBTQTIA+ students. Contextually relevant Respectful Relationships Curriculum elements are embedded into our Health Curriculum Years 7 - 10.

# **Student Support and Culture Frameworks - Trauma-sensitive Practice and Concerted Cultivation**

*“Give a lot and expect a lot”*

## **Trauma Sensitive Practice**

When working to understand and respond to particular student misbehaviour, we employ trauma-sensitive principles and practices. We understand that traumatic childhood events and the nature of the relationship between a child and their primary care-giver/s shape the predominant attachment style of an individual, from childhood into adulthood (i.e. how they view themselves and others, and the kind of relationships they form). Attachment theory outlines two main attachment styles - secure attachment and insecure attachment - and the typical mindsets and behaviours associated with these styles. Through this lens, we understand that some forms of student misbehaviour stem from an insecure attachment style, with this misbehaviour seen as a communication from the student of an unmet psychological need. As such, we tend not to ask ‘What is wrong with this child?’ instead asking ‘What happened to this child?’

## **Concerted Cultivation (Parenting Framework)**

We understand and respect the importance of parents/carers providing their children with ‘concerted cultivation’ (i.e. active, informed and appropriately involved parenting) in order to support their physical, social/emotional, and intellectual development. Concerted cultivation can be understood as parents/carers demonstrating high expectations for their child but also providing plenty of support and care. Much like “authoritative” school leaders and teachers, these parents/carers balance demandingness with responsiveness; they “give a lot and expect a lot.”<sup>vii</sup> To support parents/carers with the development of concerted cultivation, we provide a parent/carers training program (‘Tuning into Teens’) during Term 2 each year. We also recommend reading Steve Biddulph’s recent publications: (*Raising Boys in the 21<sup>st</sup> Century* and *Raising Girls in the 21<sup>st</sup> Century*), and Dr Lea Waters’ *The Strength Switch: Strength-based Parenting*.

# **Student Support and Culture Frameworks - RHS Classroom Climate Norms**

*“Culture is a choice: design it or let it emerge. Culture is never neutral: it drives or it drains people”*

- Teachers will be punctual to class and, where possible, will set up the classroom prior to the lesson.
- Students are not permitted to enter the classroom until directed by their teacher.
- A clear Learning Intention will be on the board for each lesson.
- A step-approach to behaviour management will be fairly, consistently and calmly implemented.
- Where required, teachers will collaboratively develop and consistently implement seating plans to improve class behaviour.
- Year 7 - 9 students are required to line-up quietly before entering the classroom, and quietly and calmly get set-up for learning.
- Teachers will carefully manage student movement within the classroom.
- Teachers will limit student movement out of the classroom (i.e. no drink breaks; limit toilet breaks; no trips to lockers during class-time).
- Teachers will implement effective lesson summary/reflection tasks at the end of each lesson.
- Students are required to help the teacher pack-up/clean-up classrooms at the end of each lesson, and wait to be dismissed by their teacher.

# Building a Strong and Positive Student Culture - CoR Expectations

*“Culture is a shared responsibility”*

The CoR aims to make explicit, to all members of our school community, the beliefs and behaviours required for us to achieve our preferred future as one of the best public schools in Victoria, both for our students and for the public education system. **The following list of CoR Expectations apply to all Richmond High School students, staff, school leaders, and parents/carers.** These responsibilities are referred back to when the school enacts our positive student behaviour management processes and practices.

- ① Treat yourself, others, and the school environment with respect.
  
- ② Contribute to maintaining a safe, orderly, supportive, inclusive, and stimulating school environment.
  
- ③ Contribute to a school environment free from bullying, harassment, violence, abuse, discrimination, and intimidation.
  
- ④ Model and reinforce positive behaviour, and strive to embody our Vision, Values, and Ethos each day.
  
- ⑤ Participate fully in all of the school’s educational programs and promote their importance.
  
- ⑥ Active and compassionate listening with respectful, honest, and regular communication.
  
- ⑦ Focused, effortful, conscientious, and collaborative learning.
  
- ⑧ Put student learning and wellbeing at the centre of all decision-making and action.
  
- ⑨ Comply with all school policies, frameworks, processes, and instructions.
  
- ⑩ Take responsibility for your behaviour and its impact on self and others.

## Building a Strong and Positive Student Culture - Sub-school and House Structures

To ensure that every student in our school is seen and supported - in terms of their learning, behaviour and wellbeing - we have a 'horizontal' Sub-school Structure with four Sub-schools (i.e. one Sub-school Coordinator manages one Year Level of students; Year 7/8, Year 9, Year 10/11, and Year 12 Sub-schools). To bolster our students' connectedness to and pride in our school, we have a 'vertical' House Structure with four Houses (i.e. a mixture of students from Years 7 - 12; gather at various times during the year to participate in a broad range of House Events; symbolic in nature rather than pastoral care). Our Houses are named after our School Values and have been translated into local First Nation's language with permission from elders and in collaboration with our indigenous students and staff.

	Sub-school	Booeeigat (Creativity)	Djerring (Diversity)	Dharrndun (Expectation)	Yurlendj (Intelligence)
12	Head of Year 12 Year 12 Coordinator				
11	Head of Year 10 & 11 Year 11 Coordinator				
10	Year 10 Coordinator				
9	Head of Year 9 Year 9 Coordinator				
8	Head of Year 7 & 8 Year 8 Coordinator				
7	Year 7 Coordinator				

### Form & House Points System

Students can earn points for their Form Group (Years 7 - 9) and their House (Years 7 - 12) each week via: Positive Behaviour Points from staff; participation in student clubs and committees; participation and achievement in extra-curricular activities; wearing the correct uniform; being punctual to class; keeping the school environment clean and tidy; and demonstrated learning growth. There are prizes for students from the Form Groups and Houses with the most points at the end of each term and a trophy for the Form Group and House with the most points across the year. Weekly Positive Behaviour Points from staff are published via Compass Chronicle with a Green Flag (viewable by staff, student and their parents/carers).

# Building a Strong and Positive Student Culture

## - Support Strategies

A cornerstone belief at Richmond High School is that every student can exceed their own expectations provided that their learning environment provides a culture of high expectations *with high care*. In order to holistically support students, the following learning and wellbeing support strategies will be implemented by the Sub-school Teams, Student Wellbeing Team, and/or the Integration Aide Team where appropriate:

- Confidential Learner Profiles
- Learning Improvement Plans
- Attendance / Behaviour Improvement Plans
- Student Support / Safety Plans
- Access to DET SSSO, KESO and/or Visiting Teacher services
- \*\*Access to the school's student support staff
- Student Support Group Meetings
- Literacy and Numeracy Support Program (Years 7 - 10)
- Literacy and Numeracy Extension Program (Years 7 - 10)
- Modified Learning Program and/or Timetable
- VCE special consideration support strategies for SACs, SATs, and Examinations
- RHS Student Scholarships
- Special Entry Access Scheme (SEAS).

*\*\*Student referrals can only be made by members of the Principal Team, Heads of Sub-school, or the Student Support Team Leader.*

### Transition to Year 7

The step from Grade 6 to Year 7 is often one of the most challenging, for students and their parents alike. To ensure all students and their parents make a smooth transition from primary school to Richmond High School, we provide the following:

- Various school connection opportunities throughout the year prior to enrolment (e.g. information evenings, school tours, opportunities for primary school students to attend afternoon 'master-classes' with school and faculty leaders, and opportunities for parents to attend our Tuning into Teens parent workshops)
- Thorough collection, collation, and sharing of relevant student medical, familial, learning and wellbeing information during Term 4 of the year prior to enrolment
- Thoughtful construction of our Year 7 Form Groups in consultation with the student, their parents, and the primary school
- Our Grade 6 Orientation Day led by school and student leaders in December
- Year 7 Transition Camp in February
- Family BBQ evening in Term 1.



# Building a Strong and Positive Student Culture - Assemblies and Awards

In order to support all students in their embodiment of our Vision, Values, and Ethos, we run Whole-school Assemblies at the start and end of each school year, End of Term Sub-school Assemblies (organised and led by students), and our official Student Awards Ceremony (November). In 2023, once Unit 3/4 Exams have concluded, we will celebrate the graduation of our Foundation Students at the school's inaugural Valedictory Dinner. These assemblies and ceremonies provide a platform to celebrate student performance and growth in broad terms, and cultivate a school culture of pride, gratitude, and optimism.

Annual student awards include:

- **\*\*The Principal's Award:** *An exemplary RHS Student (Years 7 - 12), as selected by the Principal.*
- **\*\*School Values Award:** *A student (Years 7 - 12) that has thoroughly and consistently embodied RHS Values, as selected by the school's Leadership Team.*
- **\*\*School Social Responsibility Award:** *A student (Years 7 - 12) that has significantly contributed to the local community, as selected by the school's Leadership Team.*
- **Subject Awards (Lead Learner and Learning Growth Awards):** *Students that have demonstrated outstanding learning performance or learning growth in a particular subject, as selected by Faculty Leaders. Two awards per subject, per year level (Years 7 - 12).*
- **\*\*Senior Academic Award:** *A Senior School Student (Years 10-12) that has demonstrated consistently outstanding learning performance across all of their subjects, as selected by the school's Leadership Team.*
- **\*\*Senior All-rounder Award (Year 10-12 only):** *A Senior School Student (Years 10-12) that has demonstrated consistently outstanding learning performance and/or growth, embodiment of RHS Values, and extra-curricular achievement, as selected by the school's Leadership Team.*
- **\*\*Dux:** *The Year 12 Student with the highest ATAR Score.*
- **\*\*Senior Chinese Award:** *The Senior School Student (Years 10-12) with the highest level of learning performance and co-curricular achievement.*

**\*\*Award-winners will have their name placed on our School Honour Boards.**

# Building a Strong and Positive Student Culture - Student Leadership

*“Leadership means making people and situations better”*

Leadership development, for staff and students alike, is a key part of our ethos at Richmond High School. We are committed to developing and ‘scaling up’ a co-construction culture between staff and students (i.e. genuine opportunities for students and staff to build and improve the school together). As such, we provide a range of leadership opportunities and plenty of support and encouragement for all students. It is worth pointing out that quality leaders can emerge and grow from a diverse range of dispositions (e.g. extroversion AND introversion).

The following student leadership opportunities are available:

- \*\*School Co-Captains
- Student Representatives on School Council
- Student representatives on the School Improvement Team
- House Captains and Vice Captains (Years 10, 11, and 12)
- Form Co-Captains (Year 7, 8, and 9)
- Subject Captains
- Musical Production Leaders
- Student Representatives on all staff interview panels
- Student focus groups for analysing school data and developing improvement initiatives
- School Ambassadors (e.g. lead school tours)
- Year 9/10 Mentors for Year 7 students
- Principal’s Advisory Group representatives (i.e. a small group of students with a rotational membership that meet regularly with the Principal to discuss opportunities and challenges for the school).

\*\*School Captains will have their name placed on our Honour Boards.

# **Building a Strong and Positive Student Culture - Extra-Curricular Opportunities**

Our students will have the opportunity to participate in a range of co-curricular (e.g. incursions, excursions, camps and study tours) and extra-curricular activities (e.g. clubs, inter-school sports, House events) as they move up the school from Year 7 to Year 12.

In 2019, we produced our first ever school musical (Seussical Jnr) and initiated our Instrumental and Ensemble Music Programs. We are committed to providing these performing arts opportunities every year. With the initiation of our House Structure in 2021, we now offer a broad range of House Events and Competitions. Additionally, we are a member of the Inner North Division for the state's inter-school sports competition and the Debaters Association of Victoria.

Staff and/or students are encouraged to establish and run clubs during before-school, lunch-times and after school. We view student clubs as an important element of the school culture as they create spaces for student to lead, discover passions, develop proficiency and purpose, build relationships with like-minded students and staff, and feel connected to the school community.

The following clubs emerged and have been popular during our foundation and establishment years:

- Students Making a Difference (SMAD)
- Running Club
- Book Club
- Chess/Table-top Games Club
- Study Club
- Basketball Club
- Futsal Club
- Lunch-time Sports (Mon - Fri)
- Lunch-time Music (Mon - Fri)
- Performing Arts Club
- AFL and AFL Umpiring Clubs
- Enviro Club
- Computer Game Club
- Art and Design Club
- Feminist Collective

# **Building a Strong and Positive Student Culture - Camps and Study Tours**

## **Cohort Camps**

- Year 7: Transition Camp, The Summit (Term 1)
- Year 8: Farm Camp, Kangarooobie (Term 2)
- Year 9: City Experience (Term 1)
- Year 10: Tasmania (Term 4)

## **Specialist Camps and Study Tours**

All Year 9 students have the opportunity to sign-up for one additional small group camp during the year (e.g. Term-long Leadership Program; Young Leaders in China Program; World Challenge to Nepal).

The following study tours are open to all students in Years 10 - 12, provided they are currently studying subjects from the relevant subject domain. Where a student wants to go on one of these but the family does not have the financial means, the school will support the student in fundraising for their tour. These study tours will be available on a rotational basis (i.e. year on, year off), commencing in 2024.

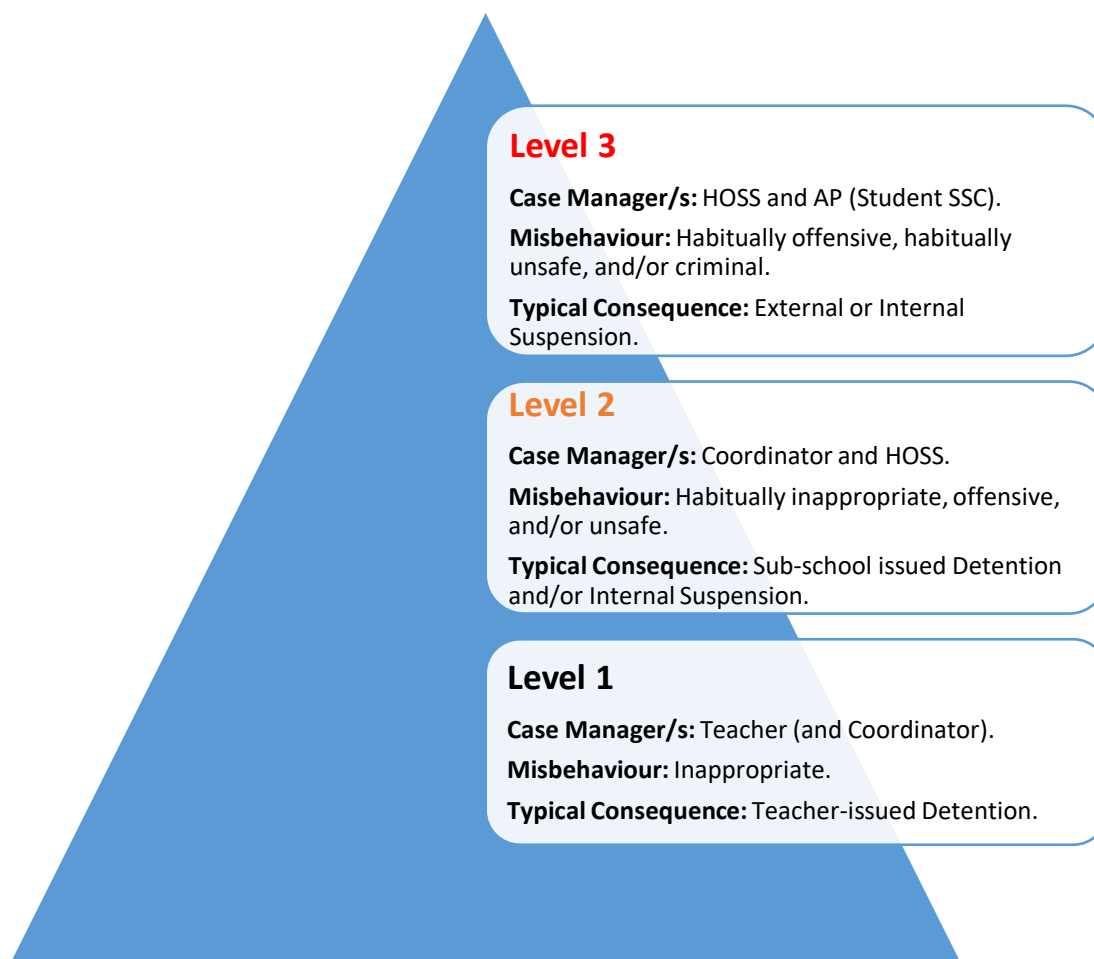
- The Arts: New York
- Chinese: Young Leaders to China Program and VCE/VET Chinese Study Tour
- English: Europe
- Humanities: Central Australia
- Maths and Science: NASA, USA
- Sport and Health: Europe

# Positive Student Behaviour Management Guide

## Introduction

The following positive behaviour management guidelines provide samples of inappropriate behaviours, the particular CoR Expectation (CoRE) that has been breached, and the likely school-based consequences and support strategies. As a guiding document only, individuals and individual circumstances should be taken into account when managing student behaviour. If you have any questions or concerns, please seek advice from the relevant Year Level Coordinator or Head of Sub-school. The three levels of behaviour and the corresponding levels of consequence reflect the increasing seriousness of unsafe, inappropriate, or offensive behaviour. All school expectations and consequences apply while students are at school, engaged in school activities, and on the way to and from school. Inappropriate behaviour that takes place outside of school but has an impact on those within the school will also be addressed by the school. When addressing inappropriate behaviour, the honesty and cooperation of all members of the school's community is assumed and highly valued.

Please refer to the Appendix for relevant student conduct procedures (pp. 36 - 39).



## Level 1 - Managing Minor Breaches of the CoR

Misbehaviour deemed to be a minor breach of the Charter can be understood as *inappropriate behaviour* that falls below our agreed-upon standards and has a negative impact on the student's learning/wellbeing, the learning/wellbeing of others, and/or hinders the quality of teaching. Behaviour that may or does lead to students or staff feeling unsafe will be assessed as Level 2 or 3 breaches.

**The teacher is in charge of the situation** and manages any problems using a step-approach to behaviour management (i.e. remain calm, first warning/reminder of expected behaviour, second warning/reminder with provision of choices, move/isolate the student, and then the teacher issues an after-class consequence/restorative session).

After-class consequences/restorative sessions can take place during recess and lunch (provided students have at least 10 minutes for their recess and lunch breaks), and after-school (provided they are not held back for more than 10 minutes). **No flag or comment will be made on Compass Chronicle for Level 1 offences.**

If the minor misbehaviour continues during class-time despite the four steps outlined above, the teacher will send a reliable student to notify the relevant Year Level Coordinator or Head of Sub-School and they will collect the student from the classroom. At this stage, the student's behaviour will be deemed a Level 2 offence with associated consequences and restorative practices.

Example of Misbehaviour	CoRE	Consequences
Not following instructions from staff.	9	Step-approach to behaviour management with teacher-issued after class consequence/restorative session.

## Level 2 - Managing Major Breaches of the CoR

Misbehaviour deemed to be a major breach of the CoR can be understood as *habitual inappropriate behaviour* (i.e. regular minor breaches) and/or behaviour that is *offensive and/or unsafe*.

The teacher assists with the management of any problems with the involvement of the relevant Year Level Coordinator or Head of Sub-School. Level 2 offences will be posted on Compass Chronicle with an Amber Flag by the relevant Year Level Coordinator or Head of Sub-School.

This chronicle post will outline the nature of the breach, follow-up actions taken, and the consequences for the breach (inc. restorative practices). This Chronicle post is only viewable by staff. Major breaches of the CoR will result in Sub-school led Detentions and/or Internal Suspensions.

Example of Misbehaviour	CoRE	Consequences
<p>Ongoing minor breaches despite a teacher's step approach to behaviour management. Student referred to Year Level Coordinator or Head of Sub-school.</p>	<p>2</p>	<p>Students that habitually engage in behaviour deemed to be a minor breach of the Charter will be required to attend a Behaviour/Attendance/Learning Improvement Meeting with the relevant Year Level Coordinator or Head of Sub-school and their parents.</p> <p>The student will also be placed on a Behaviour/Attendance/Learning Improvement Plan for the remainder of Term.</p> <p>Relevant teacher(s) may be invited to attend this meeting. Relevant teacher(s) to be informed of consequences/follow-up.</p> <p>The student will also be required to attend a Sub-school issued detention and/or an internal suspension.</p>

## Level 3 - Managing Severe Breaches of the CoR

Misbehaviour deemed to be a severe breach of the CoR can be understood as *habitually offensive and/or unsafe behaviour* (i.e. regular major breaches) and/or behaviour that is *dangerous or criminal* and that has a significant negative impact on other members of the school community.

**The Head of Sub-school assists with the management of any problems with the involvement of the Assistant Principal (Student Services, Support, and Culture) and the Principal as appropriate. Level 3 offences will be posted on Compass Chronicle with a Red Flag by the relevant Head of Sub-school.**

This Chronicle post will outline the nature of the breach, follow-up actions taken, and the consequences for the breach (inc. restorative practices). This Chronicle post is only viewable by staff. Severe breaches of the Charter may result in 1-5 days of External Suspension. Where required, the Assistant Principal (or another member of the Principal Team) will contact Richmond Police.

Example of Misbehaviour	CoRE	Consequences
Any form of bullying, harassment, and/or discrimination (inc. online offences).	<b>3</b>	<p>The Head of Sub-school and relevant Year Level Coordinator will immediately investigate and gather evidence.</p> <p>The offending student will be placed on an internal suspension for the remainder of the school day.</p> <p>The Head of Sub-school will liaise with the Assistant Principal in charge of Student Services (or another member of the Principal Team) with regard to initiating an external suspension.</p> <p>The Head of Sub-school will contact parents regarding the incident, conditions of the external suspension (i.e. effective next school day, number of days), and arrange a post-suspension meeting with the parents and the student.</p> <p>The Head of Sub-school to contact parents of students impacted by the offending student's behaviour the same day of the incident.</p> <p>The student will also be placed on a Behaviour Improvement Plan for the remainder of the Term.</p> <p>Students that have been impacted by this behaviour may require a Student Safety Plan.</p>



## **Consequences & Restorative Practices - Detention**

### **Teacher Issued Detention (Level 1)**

Teacher-issued detentions can be initiated provided the teacher has first implemented a step-approach to managing the student's behaviour (e.g. 2 warnings/reminders then moved). Teacher-issued detentions can occur during recess (10 minutes max.), during lunch (15 minutes max.), and/or after-school (10 minutes max.). Teachers are not required to notify parents, but they will inform the relevant Year Level Coordinator. If students do not attend their teacher-issued detention, the teacher will inform the relevant Year Level Coordinator and a Sub-school issued detention will be implemented.

### **Sub-school Issued Detention (Level 2)**

Sub-school issued lunchtime detentions are 25 minutes in duration and are held in Room 121 on every school day from 12:20pm - 12:45pm. Parents and students will be informed of the detention via an email from Compass. Parents will also be able to view the Compass Chronicle entry of the lunchtime detention.

Sub-school issued after-school detentions are 50 minutes in duration and are held after school (2.40 – 3.30pm for Year 7-9 and 3.30 - 4.20pm for Year 10-12). Parents and students will be informed of the detention and date through an email from Compass. Parents will also be able to view to Compass Chronicle entry of the afterschool detention.

Detentions must adhere to our agreed-upon school culture frameworks (i.e. the student is provided the opportunity and guidance to reflect on their behaviour and develop strategies to improve their behaviour and/or repair any damage caused). Sub-schools may have detention reflection tasks available to facilitate this restorative practice, or issue school service tasks during this time. Where a student has deliberately or accidentally (through negligence) caused damage to school property, students may complete school service consequences. For example, a teacher on Yard Duty can instruct a student to clean up litter if they have observed the student littering.

## **Consequences & Restorative Practices - Suspensions**

### **Internal Suspension (Level 2 and 3 Consequence)**

In order to implement restorative practice and keep students on track with their learning, we highly value internal suspensions. Internal suspensions are supervised by Sub-school Staff or a member of the Leadership Team and can range in duration from 1 - 6 sessions. Parents will be informed of the internal suspension no less than the day before. Year Level Coordinators will add a comment to Compass Chronicle with an Amber Flag (only viewable by staff). Internal suspensions must adhere to our agreed-upon school culture frameworks (i.e. the student is provided the opportunity and guidance to reflect on their behaviour and develop strategies to improve their behaviour and/or repair any damage caused). Sub-schools will have Internal Suspension Reflection Tasks available to facilitate this restorative practice. Year Level Coordinators will collect learning tasks from the student's teachers that the student can work on during their internal suspension. Year Level Coordinators may instruct students to complete school service duties also. Where appropriate, Year Level Coordinators will facilitate restorative meetings with students and staff during internal suspensions. Students on internal suspensions may have separate recess and lunch-times to the remainder of the school (i.e. removed from all other students). Refusal to follow instructions from Sub-school Staff during an internal suspension will result in parents being contacted and an external suspension for the remainder of the school day and the following school day.

### **External Suspension (Level 3 Consequence)**

The Head of Sub-school will liaise with the Assistant Principal in charge of Student Services (or another member of the Principal Team) with regard to initiating an external suspension. The Head of Sub-school will contact parents and the relevant Admin Support Officer regarding the incident, conditions of the external suspension (i.e. effective next school day, number of days), and arrange a post-suspension meeting with the parents and the student. External suspensions can range from 1 - 5 days. An External Suspension Form must be completed via Compass Chronicle and tagged with a Red Flag (viewable by staff only). This form must be printed out, signed by the Principal, and 1 copy of the original made by the relevant Admin Support Officer. The original copy must be placed in the student's file, and the copy must be mailed home immediately to the parent along with a copy of DET's 'Procedures for Suspension' form.

## **Consequences & Restorative Practices - Transition to an Appropriate Educational Setting**

There is provision for a Principal to initiate a pre-expulsion process when there are sufficient grounds (i.e. after a number of external suspensions have been implemented for a range of severe breaches of the Charter) and all other internal and external support strategies have been exhausted and found to be ineffective in modifying the student's behaviour. However, we regard expulsion as an extreme measure that is not aligned with the school's moral purpose and a damaging process for the student, their family, our school, and our school system.

Where the Principal Team deems our school to lack the capacity to cater for the behavioural needs of a student, the Assistant Principal in charge of Student Services and the relevant Head of Sub-school will work with the student, their parents/carers, and any relevant external support personnel to transition the student to a more appropriate educational setting. The duration and conditions of this alternative enrolment will be decided on a case-by-case basis and in collaboration with the student and their parents.

## Appendix - Student Conduct Procedures

### Mobile Phones

#### **Mobile phone storage during school hours**

Mobile phones are expected to be switched off, and locked inside a students' locker between school hours:

- Years 7 - 9: 9:10am - 3:10pm
- Years 10 - 12: 10:00am - 4:05pm

All Richmond High School students are supplied with a combination lock upon enrolment. If a student loses their lock, or it breaks, a new lock can be supplied to the student and their family invoiced. It is a student's responsibility to keep their lock, lock their locker, and notify sub-school staff if they require a new lock.

If a student needs to contact their parents or family at any point during the school day, they will be allowed to use the school phones within their sub-school office at break times. If parents or families need to contact their child during a school day, they can call the main office and leave a message to be relayed to their child by Richmond High School staff.

#### **Consequences of phone use during school hours**

Mobile phones can distract from learning within the classroom and impact student wellbeing through misuse; this is why we have the expectation that all mobile phones will remain in lockers through the school day.

If a student is found using their mobile phone during school hours, Richmond High School teaching staff will follow a confiscation protocol to ensure that the particular student can remain focused on their learning throughout the school day:

1. The student will be asked to surrender their mobile phone device to their classroom teacher.
2. The staff member will collect the phone and place it in an envelope. They will label it with the student's name, form group, current condition (e.g. screen cracked) and time of confiscation.
3. The envelope will be placed in a pencil case where the staff member can store the mobile phone device until they have the opportunity to deliver the phone to the front office.
4. The classroom teacher will post a Compass chronicle to the student's profile to indicate that their mobile device has been confiscated.
5. The front office will keep the mobile phone device securely locked away for the remainder of the school day.
6. The student will be able to collect the mobile phone device from the front office at the end of the school day.
7. If a student's phone is confiscated on more than three occasions in a single Term, the student's parent/guardian will be notified and the sub-school will follow up with an appropriate consequence which could involve the parents coming in to collect the phone from the office after school, or a before/after school detention.

## **Refusal to surrender mobile phone**

If there is a situation where a student refuses to surrender their mobile phone, Richmond High School staff will:

- Remind the student that they are now refusing to follow teacher/staff instruction and that there will be further sub-school issued consequences to follow because of this.
- Notify sub-school staff of the refusal to surrender the phone and the ignoring of instruction so the relevant staff can follow up with the student.

If sub-school staff are required to intervene, they will:

- Catch up with the student and ask them once again to surrender the mobile phone due to using it within the school day.
- If the student surrenders the phone, contact with the students' parent/carer to inform of the incident and an after school detention will be issued for ignoring teacher instruction.
- If the student chooses not to surrender the phone, the students' parent/carer will be contacted and an internal suspension will be issued for the continued refusal of teacher instruction.

## **Exemptions for mobile phone use**

Where a mobile phone may be required or useful for learning activities such as: filming, photography, voice memo recording, etc. there are exemptions to these procedures in place if:

- The exemption is pre-arranged. (e.g. In Session 6 today, we will be filming, you will be allowed to use your mobile phone device to do this or e.g. On Tuesday next week we will be taking photos around the school, you will be allowed to bring your mobile phone device to class for this purpose.)
- The exemption is actively supervised.
- Students are using the mobile phone device for the purpose of the exemption only.
- The mobile phone device is locked in the students' locker before and after the exemption period.

## **Uniform**

### **Rationale**

Wearing our uniform correctly fosters and communicates pride in our school community. It also helps students feel that they are equal among peers and belong within our community, with no student feeling left out due to the clothes they choose or are able to wear. Pride, equity, and belonging are important pre-conditions for optimal learning and wellbeing.

### **Responsibility**

#### **Students will . . .**

Wear correct and full school uniform each school day and obtain a uniform pass from their Sub-school if they are unable to wear correct uniform on a particular day.

#### **Parents/Carers will . . .**

Ensure that their child leaves for school in correct and full uniform each school day and notify their child's Sub-school if they are unable to wear correct uniform on a particular day.

#### **Teachers will . . .**

Implement the school's policy and shared approach to student uniform with consistency and kindness.

#### **Sub-school Staff will . . .**

Lead the implementation of the school's policy and shared approach to student uniform with consistency and kindness.

#### **Principal Class and Business Manager will . . .**

Support Sub-school Staff in their leadership and lead the review of the Uniform Policy with School Council.

## Classroom Exit Pass

At Richmond High School, we aim to create and maintain a calm, orderly, and focused learning environment. As such, it is our expectation that all students remain within classrooms throughout all classes. This is so that students have as much exposure to learning time as possible during the school day.

As such, we always encourage our students to visit the bathroom, fill up drink bottles, and do any other duties during their Recess and Lunch breaks so they are able to remain in class during class times. We also expect that all students will bring all equipment required for classes so that they do not need to exit class to gather equipment from their lockers during learning time.

To support us to maintain a focused learning environment, Richmond High School will implement an Exit Pass Policy for students who wish to leave class for sickbay, bathroom, or sub-school purposes.

### **How exit passes work**

1. If a student must attend sick bay, go to the bathroom, or visit sub-school for any reason during class time, they must request an exit pass from their classroom teacher.
2. The classroom teacher will fill out an exit pass that details the student's name, the time of departure, and reason for departure from class.
3. The student must keep the exit pass on their person throughout the time they are absent from class.
4. The student will return the exit pass to the teacher upon returning to class.

### **Whilst students are out of class...**

- Staff members will ask students out of class to see their exit passes as permission to be out of class.
- Students who present a valid exit pass will be permitted to conduct their activities.
- If a student does not present a valid exit pass, that staff member will notify sub-school staff that the student is out of class without permission via a Compass Chronicle Entry. The student will be directed to return to class immediately.

### **Consequences of being out of class without a valid exit pass**

- Students who are out of class without a valid exit pass will be instructed to return to class immediately.
- Sub-school will be notified that the student has been out of class without permission.
- If a student refuses to return to class, sub-school will be informed and consequences will follow for refusing staff instruction.
- If a student is found to be out of class without permission **two or more times in one week**, a detention consequence will be issued.
- If a student is consistently and habitually out of class without permission, further consequences will follow as discussed with sub-school.

### **Exemptions from exit passes**

We know that sometimes, students must leave class for circumstances beyond the realms of the exit pass, or may not have an exit pass with them in extenuating circumstances. Teacher discretion will be used on some occasions where a staff member will use their judgement to determine whether follow up is required for a student who is out of class without an exit pass in these circumstances.

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<sup>i</sup> Department of Education and Early Childhood Development, 2013, 'The e5 Instructional Model', retrieved 22 Oct 2018,

< <http://www.education.vic.gov.au/school/teachers/support/Pages/e5.aspx>>

<sup>ii</sup> Department of Education and Training, 2017, 'High Impact Teaching Strategies', retrieved 22 Oct 2018,

<https://www.education.vic.gov.au/documents/school/teachers/support/highimpactteachstrat.pdf>

<sup>iii</sup> Ericsson, A. (2017). *Peak: Secrets from the New Science of Expertise*.

<sup>iv</sup> Rogers, C. (2012). *Client-centred Approach to Therapy*. San Francisco: Jossey-Bass.

<sup>v</sup> Dweck, C. (2017). *Mindset*. GB: Little Brown Book Group.

<sup>vi</sup> McGarvey, M. (2017). *Mindfulness for Educational Leaders*. [Keynote Presentation]. Harvard - Evolving Leadership Program.

<sup>vii</sup> Dinham, S. (2016). *Leading Learning and Teaching*. Victoria, Aus: ACER.