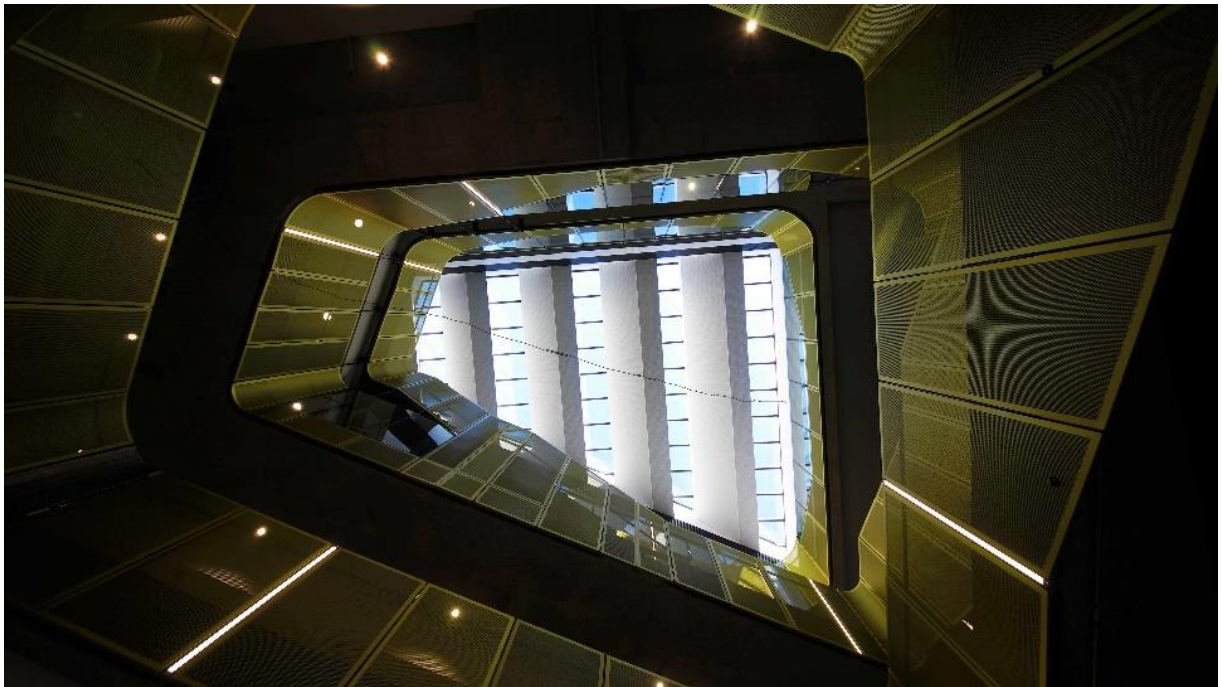




Richmond
High School
Make a difference.

CHARTER OF RESPECT

2025



Department
of Education



Family and School Communication



Family Communication Process

Please feel welcomed to email a staff member when you have a query or question about your child, use the below process to identify the most appropriate staff member.

For general Inquiries, payments, compass questions, report absences or an urgent message for your student during school hours contact the RHS school office via:

richmond.hs@education.vic.gov.au or **8396 6399**

To contact a teaching staff member please use the email function on **Compass**

Classroom Teacher

- Homework and assessment tasks
- Excursion queries
- Academic progress
- Subject Choice

To contact a different staff member please email:
richmond.hs@education.vic.gov.au
identify your reason for emailing by using the subject line: "for the attention of (insert role)"

Year Level Coordinator

- Student wellbeing
- Study skills
- Timetable queries
- Academic reports
- Learning inclusion
- Careers

SubSchool Leader

- Significant wellbeing or academic concerns
- Student Support Groups
- School engagement and attendance

Assistant Principal

- Serious or complex wellbeing matters
- Serious or complex academic matters

Principal

- Serious or complex wellbeing matters
- Serious or complex academic matters

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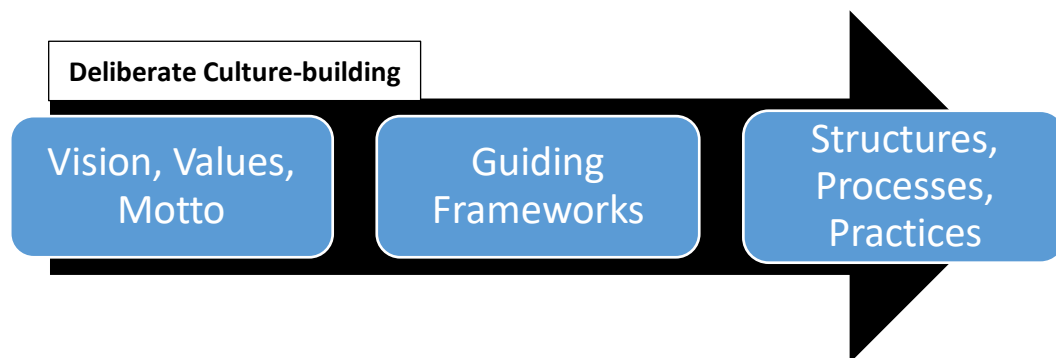
Acknowledgement of Country



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 the 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 an 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 respectful and ready-to-learn 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 ‘keystone document’ and its effective implementation.

For further information about Richmond High School please refer to following:

- RHS website, Compass portal, and Instagram
- Senior School Handbook & Subject Guide (current copy published on Compass Newsfeed)

School Vision, Values, and Motto

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.

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.

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.

Intelligence

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

Motto: *Make a Difference*

We strive 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.

Strategic Plan (2025): Key Improvement Strategies

- 1: Build staff capability to scaffold learning to support and challenge every student.
- 2: Refine and embed the school's Instructional Model.
- 3: Refine the school's curriculum and assessment frameworks to enhance student progress.
- 4: Develop a whole-school approach to improving learner dispositions & engagement in learning.
- 5: Monitor and respond to the wellbeing and learning needs of priority cohorts (inc. girls).

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.

A Brief History of Our School

SCHOOL HISTORY



Richmond High School celebrates the return of a local comprehensive co-education secondary school to Richmond. The original Richmond High School opened its doors on Tuesday 7 February 1967.

The new Richmond High School opened on Thursday 31 January 2018.

The original school had sixty-one boys and thirty-one girls and they were housed in four portable classrooms in the grounds of Brighton Street State Primary School. This is now Richmond Primary School. The new school had fifty boys and twenty-five girls and were in the 'pop-up' school at the Gleadell Campus.

In 1969, the teachers, staff and pupils assisted moving the school to its purpose built home on the banks of the Yarra River near Bridge Road, Richmond. This is now Melbourne Girl's College. This was the innovative and multi-story school of its era. It proudly served the local community.

In 1987 it was announced Richmond High School would amalgamate with Richmond Technical School and become Richmond Secondary College. Officially Richmond Secondary College was born in 1988.

After a well-publicised fight, Richmond Secondary College closed its doors in 1992. Community activism never ceased and in 2016 the Victorian Government announced the return of the school.

The school reopened in 2018 at the Gleadell Campus, and in 2019 the school opens in the new innovative and very beautiful vertical school on Griffiths Street.

We wish to celebrate and thank those individuals who never gave up on the dream of a comprehensive co-educational school for their community.

Our Heritage Schools

Richmond Central Primary School opened in 1872 and closed in 1987. Richmond High School Griffiths Campus is on their former grounds. We are pleased to reclaim this historic site for education.

The original Richmond High School opened in temporary accommodation in 1967, moving to a new building on the Yarra Boulevard in 1969. In 1988 it was merged with Richmond Technical to form the dual campus Richmond Secondary College. This was short-lived however, as the College was closed in 1992. Melbourne Girls' College, was opened on the site in 1994.

Richmond Technical School opened in 1926 on Church Street, behind the Richmond Town Hall. From the beginning the school specialised in training motor mechanics, and became integral to the growth of the automotive industry. The Richmond High School Gleadell Campus is on the grounds of the former Richmond Technical School.



Richmond High School

In celebration of the Foundation Day of Richmond High School
on Wednesday 31 January 2018 we recognise the following
Foundation Staff and Students.

FOUNDATION STUDENTS

Rahma ABDULLAH
Taj ALCOTT
Andrew ALEXELLIS
Hayyu Wening AVATAR
Alexandra BAXTER
Gum BOL
Katrina BOL
Lily BOWMAN
Rose BROWN
Nikolas BUCHANAN
Oliver CARTER-CURTIS
Asher CLANEY
Jonah CLARK
Liam CLARK
Patrick COLLESS
Lily COOPER
Jack COWLEY
Anna DANG
Shana DANG
Jack DORMER
Liem EDWARDES
Lucia FLYNN
Patrick GREENWOOD
Alexandra GRIFFIN
Kyle GRIEVE
Jenna HUMPHRIES-DING

Phoebe HUNTER
Sonny HURIWAI
Bany Ping JOHNSON
Aziza JONES
Jem JOSE
Dimitrios KOSTINAS
Andreas KRATSIS
Alexander KULIG
Eda KURTOGLU
Orlando LARA
Jack LE
Vanessa LE
Jonathon LEWIN
Jack LOVEDAY
David LOVETT
Alexander MANETAS
John MCLEAN
Claudia MILLER
Cooper MITCHELL
Aliya MULLER
Roisin MURPHY
Taj MURRAY
Andrew MYERS
Danny NGUYEN
An NGUYEN
Kathy NGUYEN

David NGUYEN
Ebba NIXON
Michael O'REGAN
Pearl PAWSON
Fraser PENFOUND
Jaden PHAN
Hoang PHAM
Adrian POKOS
Filip RADIC
Samuel REARDON
Luke SCHLESINGER
Elly SKLAVOUNOS
Gresham SLIFIRSKI-KRISTA
Alistair SPRATLING
Tarnatorn TANPADUNG
Konstantinos TSAVDARIDIS
Camila VALENCIA CHIAVETTA
Zachary VAN DIJK
Jenson VARNEY
Zoe VO
Jai VUNITABUA
Oliver WALKER
Alec WOOLLEY
Dylan WORKMAN
Kira YOUNG

FOUNDATION STAFF

Angela BOURNE
Emily CARROLL
Melissa CHAPMAN
Terry GARDINER
Zuzanna GOWER

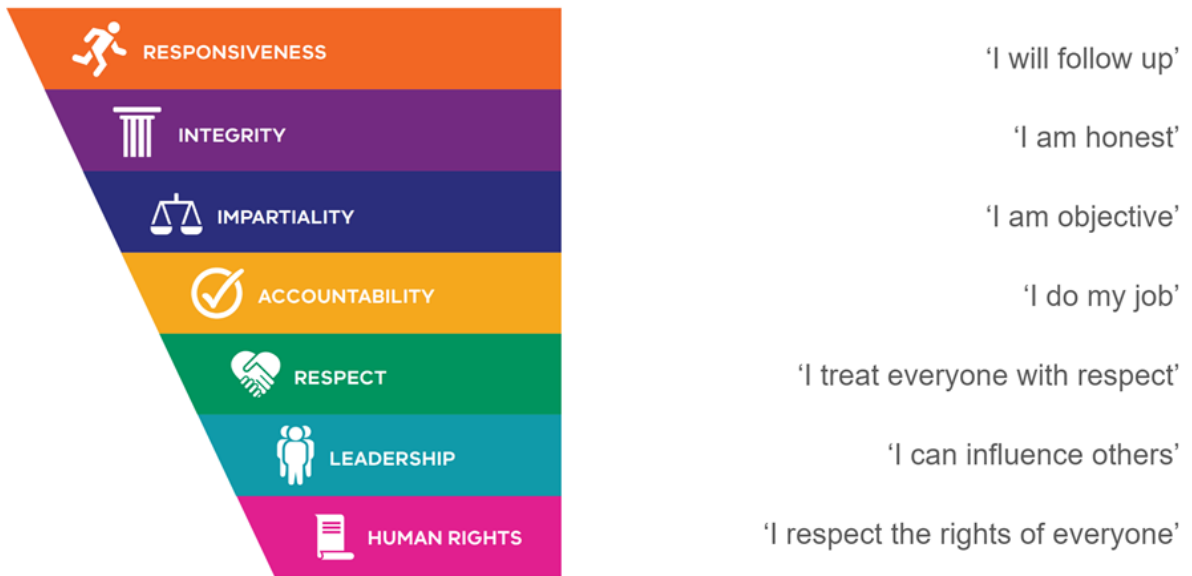
Charlene LLOYD
Ben RUSSELL
Mary HEYMANSON
Tong LIN
Georgia SCOTT

Colin SIMPSON
James TAYLOR
John THOMPSON
Victoria TRIANTAFYLLOU
Paige WILLING

In the presence of:
Colin Simpson, Foundation Principal
The Hon. Daniel Andrews MP, Premier of Victoria
The Hon. James Merlino MP, Deputy Premier of Victoria, Minister for Education
The Hon. Richard Wynne MP, Minister for Planning
Justin Naylor, Interim School Council President
Phoebe Hunter, Student Representative

Victorian Public School System Overview

The Victorian Department of Education - Values



The Purpose of Public Education

1. Excellence and Equity in Education to support the learning and wellbeing of all children.
2. Help humankind achieve greater things together.

Framework for Improving Student Outcomes (FISO)

FISO is the Victorian Department of Education’s central framework to help schools lift student outcomes and to 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. We strive to Make a Difference.

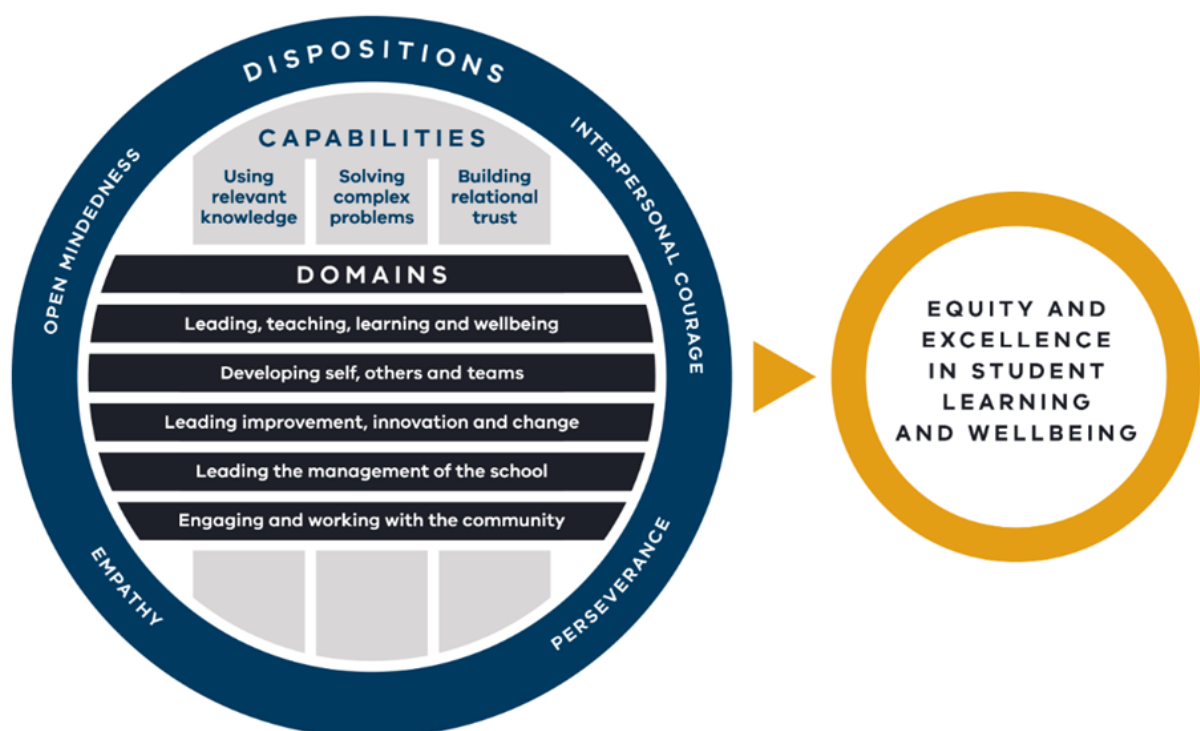
FISO 2.0



High Quality School Leadership

“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.”

Core Framework for High Quality Leadership



Supplementary Leadership Frameworks

- The Australian Professional Standard for Principals
- PERMA-V Staff and Student Wellbeing
- Kotter's 8-Step Change
- Lencione's Highly Effective Teams
- Immunity to Change (coaching framework)
- High Support/Care + High Expectations/Courage (i.e. Authoritativeness)
- Leading By Learning (Important Conversations)

Teaching and 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).”

Staffing Structure

Teachers	Integration Aides & Tutors
<p style="text-align: center;"><u>Faculty Leaders</u></p> <p style="text-align: center;">Drama</p> <p style="text-align: center;">English</p> <p style="text-align: center;">Humanities</p> <p style="text-align: center;">Languages</p> <p style="text-align: center;">Life Cycle</p> <p style="text-align: center;">Maths</p> <p style="text-align: center;">Music</p> <p style="text-align: center;">Science</p> <p style="text-align: center;">Visual Arts & Technology</p>	
<p style="text-align: center;">Learning Specialists</p>	
<p style="text-align: center;"><u>Leading Teachers</u></p> <p style="text-align: center;">Head of Years 7-8</p> <p style="text-align: center;">Head of Years 9-10</p> <p style="text-align: center;">Head of Years 11-12</p> <p style="text-align: center;">Wellbeing & Inclusion Leader</p>	
<p style="text-align: center;">Assistant Principal - Teaching & Learning</p>	
<p style="text-align: center;">Principal</p>	

Curriculum Structure - Years 7 - 12

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

Senior School Curriculum (Years 10 – 12)

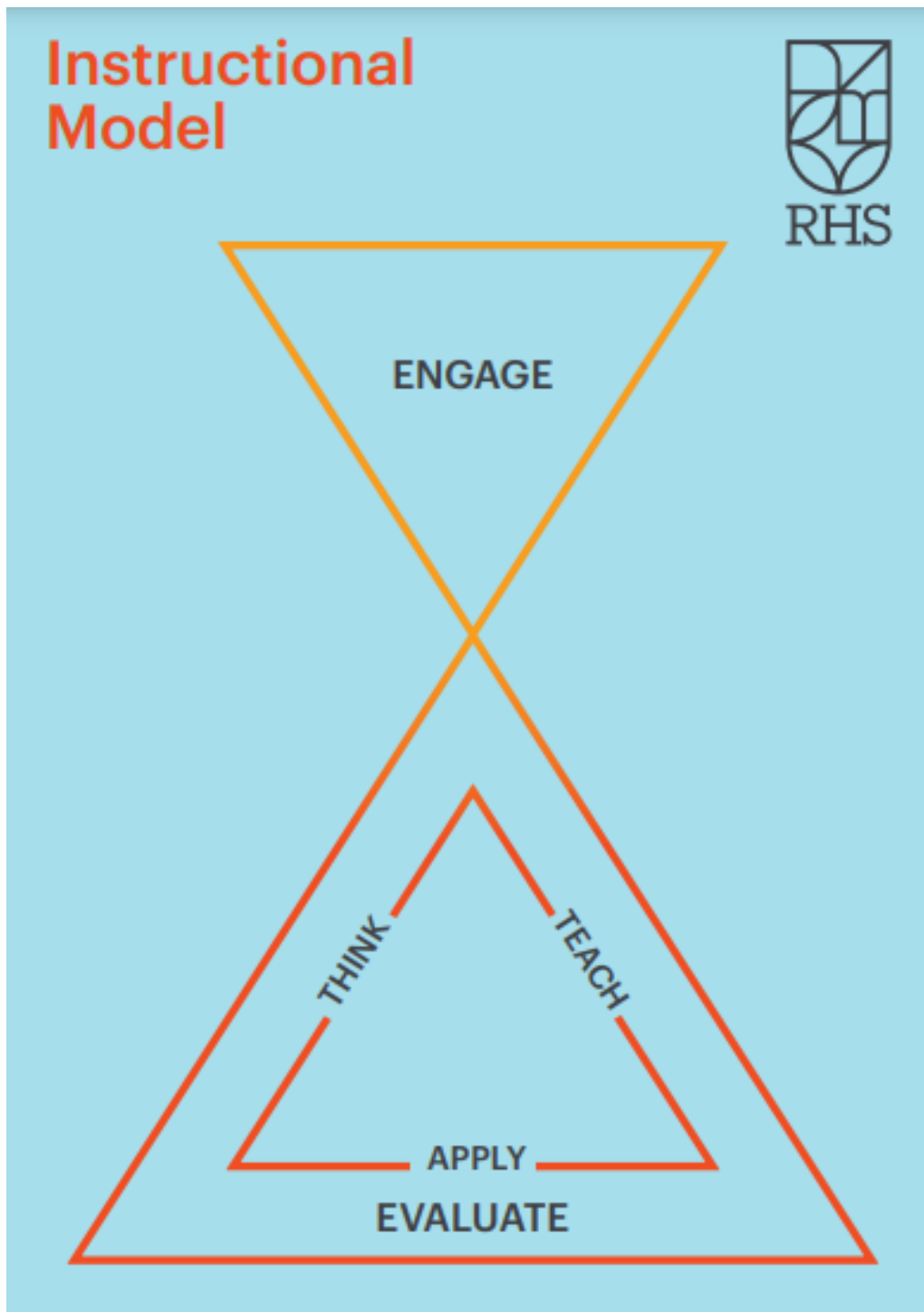
<p style="text-align: center;"><u>Year 12</u></p> <p>VCE Units 3 & 4 Electives; Make a Difference Project; CHES, VSV, VSL, VM, and VET options.</p>
<p style="text-align: center;"><u>Year 11</u></p> <p>VCE Units 1 – 4 Electives; CHES, VSL, VSV, VM, and VET options.</p>
<p style="text-align: center;"><u>Year 10</u></p> <p>Core Yr10 English, Maths, Science, Health; VCE Units 1 & 2 Electives (with breadth parameters); Physical Activity Passport; VSL, VSV, VM, VET options.</p>

Junior School Curriculum (Years 7 – 9)

<p style="text-align: center;"><u>Year 9</u></p> <p>The Projects (i.e. project/challenge-based, interdisciplinary, community-focussed learning) in Form Groups:</p> <p style="text-align: center;"><i>The Inspiration Project (English/Humanities)</i> <i>The Universe Project (Maths/Science/Technology)</i> <i>The Imagination Project (range of semesterised Art and Technology subjects)</i> <i>The Life Project (Health and PE)</i> <i>The Cultural Project (Mainstream Chinese, Enhanced Chinese, Spanish, or VSL)</i> <i>The Entrepreneurial Project (year-long, team-based, community-focussed project as homework)</i> Force For Good (RRRR subject).</p>
<p style="text-align: center;"><u>Year 8</u></p> <p>Core Subjects (all Domains) in Form Groups; Mainstream Chinese or Spanish or VSL or Enhanced Chinese Program (inc. Bilingual Humanities); Force For Good (RRRR).</p>
<p style="text-align: center;"><u>Year 7</u></p> <p>Core Subjects (all Domains) in Form Groups; Mainstream Chinese or Spanish or VSL or Enhanced Chinese Program (inc. Bilingual Humanities); Force For Good (RRRR).</p>

Teaching and Learning Frameworks - RHS Instructional Model

"We value both evidence-based practice AND practice-based evidence."





Instructional Model - for Students.

Engage

As a RHS student, I will **break down** the **learning intention** and **success criteria** to understand what I am learning.

I will also **connect my prior learning** and/or past experiences to this lesson.

Teach

As a RHS student, I will **engage** with and **listen** to teacher instruction.

I will **learn new skills and knowledge** through guidance from my teacher and my peers.

Think

As a RHS student, I will use **strategies and routines** to help me **think** more deeply about the learning by myself, with my teacher and with my peers.

I will also **ask questions** to help me clarify my thinking and understanding.

Apply

As a RHS student, I will **apply** (**discuss, create, write, design, practise**) my **new skills and knowledge** with support from my teacher and peers.

Evaluate

As a RHS student, I will **reflect on** my understanding of the **learning intention** and **success criteria** throughout the lesson.

Then, at the end of the lesson, I will be able to **identify what I have learned** and **where to go next**.

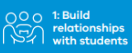

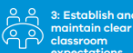



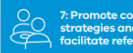
Teaching and Learning Frameworks - The HITS and the HIWS

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.”ⁱⁱⁱ The HITS include: setting goals, structuring lessons, explicit teaching, worked examples, collaborative learning, multiple exposures, questioning, feedback, metacognition, and differentiated teaching.

The High Impact Wellbeing Strategies (HIWS) have been developed to support classroom teachers to promote student wellbeing. The strategies can be used by every teacher in every classroom and by teams of teachers collaborating to improve student wellbeing.

The HIWS should be implemented as part of a whole of school approach to promoting student wellbeing. The HIWS are most effective when they are integrated with other mental health and wellbeing initiatives including provision of social and emotional learning, the Health and Physical Education curriculum and the Personal and Social Capabilities.

	HIWS related to building relationships		HIWS related to safe and inclusive classroom environments		HIWS related to building student capability		
	 1: Build relationships with students	 2: Facilitate peer relationships	 3: Establish and maintain clear classroom expectations	 4: Support inclusion and belonging	 5: Foster student self-efficacy	 6: Engage students	 7: Promote coping strategies and facilitate referrals
Overview	A positive teacher-student relationship plays an important role in student wellbeing and forms a foundation for effective teaching and learning. Teachers can build relationships with authentic efforts to get to know their students and their needs.	Peer relationships contribute to student wellbeing. Teachers can foster positive relationships by promoting acceptance and respect in their classrooms and provide opportunities for students to develop connections with peers.	Teachers clearly and consistently communicate and reinforce classroom expectations and consequences to students, that are consistent with the school wide approach. Teachers model, expect and reinforce respectful behaviour. Consistent classroom expectations can be implemented in a way that is complementary to reasonable adjustments.	Teachers promote acceptance, celebrate the diversity of students and their families, and develop students' capacity to respect and include others. They support all students to learn and thrive in their classrooms. They are aware of, and reflect on, their own cultures and biases. They do not attempt to minimise or dismiss inequalities and inequities.	Self-efficacy involves students having positive beliefs about their capabilities. Teachers foster self-efficacy by encouraging students to persist and providing feedback. Teachers can provide opportunities for students to experience success.	Student engagement consists of cognitive, behavioural and emotional engagement in school. Teachers can engage students by having a good understanding of their students' needs and interests and highlighting the relevance of topics and skills to students.	Teachers help students to identify and use positive coping strategies, including help seeking. They notice changes in a student, inquire sensitively and facilitate referrals for students to their school's wellbeing team if needed.
Key elements	Show genuine care and respect to students. Help students solve problems and take time to help them learn. Provide students with choice, empowerment and responsibility.	Provide a safe space for students to develop connections with their peers Understand differences among students and how that may affect their interactions. Model and explicitly teach social and emotional skills.	Discuss expectations with students and seek their input. Create a sense of order and predictability in a classroom. Uses proportionate and non-punitive responses when expectations are not met.	Ensure students feel valued, accepted, safe and comfortable in the classroom. Learn from students and about their lived experience and promote an understanding of multiple and diverse perspectives. Respond swiftly and effectively to language and behaviour that is discriminatory, offensive or demeaning to others.	Encourage students to try their best and celebrate all achievements. Set work and goals that are aligned with student abilities and consider each student's progress compared to their competencies. Hold high expectations for all students.	Tailor tasks to student interests and capabilities. Provide a variety of meaningful and challenging ways for students to complete classwork and assessments. Ensure there are opportunities for students to work in pairs or groups and to contribute to each other's learning.	Support students to identify personal emotional responses. Promote positive coping strategies. Notice changes in student demeanor or behavior and refer for more support if necessary.

Teaching and Learning Frameworks - Genuinely Differentiated Pedagogy

“Human potential is universal, opportunity is not”

Staff at Richmond High School are committed to genuinely getting to know, 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 strengths, interests, and needs we aim to help all students uncover aptitudes, engage with their passions, develop various abilities, deepen conceptual understandings, and build strong and positive relationships throughout the school community in order to live fulfilling lives.

Teaching and Learning Frameworks - Science of Learning and Deliberate Practice

“Ancora Imparo (Still, I am learning)”

Michelangelo

“Practise makes Progress”

As a new school we strive to be 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 concepts 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.ⁱⁱ

Teaching and Learning 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.

Areas that we are keen to explore and exploit further are: 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); and the purposeful use of AI to enable more personalised learning.

Teaching and Learning 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 21st 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.”

Staffing Structure

Kind, Intelligent, and Passionate Teachers

Sub-school Staff		
Head of Year 7 & 8	Head of Year 9 & 10	Head of Year 11 & 12
Year 7 Coordinator	Year 9 Coordinator	Year 11 Coordinator
Year 8 Coordinator	Year 10 Coordinator	Year 12 Coordinator

<p><u>Student Support Staff</u></p> <p>Wellbeing & Inclusion Leader</p> <p>Integration Aides</p> <p>Social Worker</p> <p>Student Counsellor</p> <p>Youth Worker</p> <p>School Nurse</p> <p>African-Australian Liaison</p> <p>First Nations Liaison</p> <p>Student Pathways Coordinator</p>
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Assistant Principal - Student Support & Culture

Principal

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.”ⁱⁱⁱ 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.

*“Cognition elevates us above animals. **Character** elevates us above machines.”*

Adam Grant

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.”^{iv} 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.”^v 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”

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).

Rights, Resilience, and Respectful Relationships

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 and taught as a stand-alone subject in Years 7, 8, and 9 called Force For Good.

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

“Relational trauma requires relational repair”

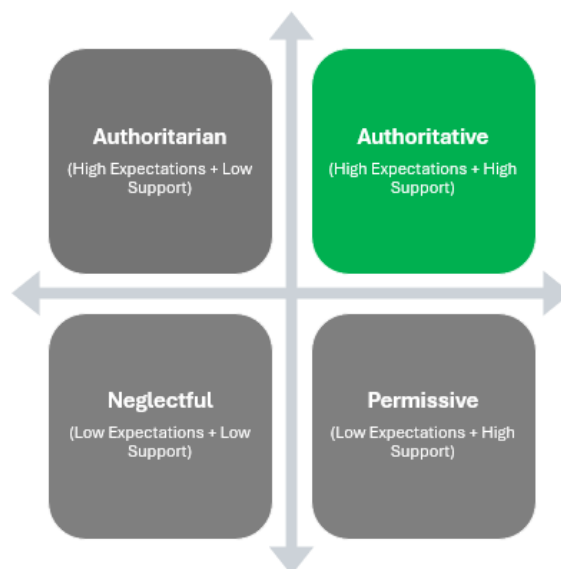
Paul Dix

Trauma-Sensitive & Attachment-Aware 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 and Strength-based Parenting (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.”[i] 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 21st Century* and *Raising Girls in the 21st Century*), and Dr Lea Waters’ *The Strength Switch: Strength-based Parenting*.



Student Support and Culture Frameworks - RHS

Classroom Expectations

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

Classroom expectations



Students will be:

- Ready to learn
- Respectful



Teachers will be:

- Friendly
- Firm
- Fair

School vision

At Richmond High School,
we show deep compassion for others.
We combine high expectations with high care.

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 Visible, Valued, and Valuable – in terms of their learning, behaviour and wellbeing – we have a ‘horizontal’ Sub-school Structure with three Sub-schools (i.e. one Sub-school Coordinator manages one Year Level of students; Year 7/8, Year 9/10, and Year 11/12 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 Nations language with permission from elders and in collaboration with our indigenous students and staff.

	Sub-school	Booeegigat (Creativity)	Djerring (Diversity)	Dharndun (Expectation)	Yurlendj (Intelligence)
12	Head of Year 11 & 12 Year 12 Coordinator				
11	Year 11 Coordinator				
10	Head of Year 9 & 10 Year 10 Coordinator				
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
- Individual Education 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).

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.
- Each Year 7 Student is assigned a Year 12 Mentor for the year.

Building a Strong and Positive Student Culture - Assemblies and Awards

“There is no greater driver of a positive classroom than recognition.”

“First attention to best conduct.”

Paul Dix

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), Student Awards Ceremonies, and a Valedictory Dinner for our graduating Year 12 Students. 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)
- 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 students 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 and 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, Kangarooie (Term 2)
- Year 9: City Experience (Term 1)
- Year 10: Outdoor Education and Adventure, Bright (Term 3)

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).

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 study tours 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).

- The Arts: USA (New York)
- Chinese: VCE/VET Chinese Study Tour
- English: Europe
- Humanities: Europe
- Maths and Science: USA (NASA)
- Sport and Health: Europe

Positive Student Behaviour Management Guide

Student Behaviour Management Process

Individual students and their 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 disruptive, disrespectful, and unsafe 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. 35 – 39).

Student Behaviour Improvement: Teacher Intervention Guide

RHS Students are expected and supported to be: *Ready-to-Learn and Respectful*.

RHS Teachers are expected and supported to be: *Friendly, Firm, and Fair*.

Teacher Statements: *Deliver calmly and clearly, at student's eye-level, privately where possible, repeat rather than debate, then walk away.*

 Remind	<ul style="list-style-type: none">• First instance of Disruptive or Disrespectful Behaviour:<ul style="list-style-type: none">• Provide reminder of expected behaviour and why it is important.• Recommended Teacher Statement: <i>"Pause there James. I need you to [insert specific ready-to-learn or respectful behaviour] so that you and others can learn. You are capable of it; I saw you [insert recent example]."</i>
 Warn	<ul style="list-style-type: none">• Second instance of Disruptive or Disrespectful Behaviour:<ul style="list-style-type: none">• Provide a clear warning that this behaviour must stop or you will be moved and issued a detention.• Recommended Teacher Statement: <i>"James, [insert specific behaviour] is disrupting the learning of others / is disrespectful to others and needs to stop. Please think carefully about your next step as I will issue a consequence and contact home if this behaviour continues."</i>
 Move	<ul style="list-style-type: none">• Third instance of Disruptive or Disrespectful Behaviour:<ul style="list-style-type: none">• Move student to an isolated space within/adjacent to the classroom for remainder of the lesson and issue a detention.• Recommended Teacher Statement: <i>"James, please move to [insert separate space within or adjacent to the classroom in your line-of-sight]. I'll support you with your learning from here for the remainder of this session. You will have a detention today/tomorrow and I'll be contacting home."</i>
 Remove	<ul style="list-style-type: none">• Fourth instance of Disruptive or Disrespectful Behaviour OR First instance of Unsafe Behaviour:<ul style="list-style-type: none">• Move student to an isolated space within/adjacent to the classroom.• Send a reliable student to notify Subschool Staff or member of the Principal Team to collect student.• Subschool Staff or member of the Principal Team will remove student for the remainder of the session or day.• Common Teacher Statement: <i>"James, you're behaviour this session has been repeatedly disruptive/disrespectful OR [insert specific behaviour] is unsafe for others. You will now need to wait here to be collected by Subschool Staff or a Principal."</i>

Student Behaviour Improvement: Reporting and Follow-up Process

Subschool Staff review Chronicle Posts daily. Principal Team to review Chronicle Posts weekly.

One-off Instances

Behaviour Level	Examples	Teacher	Subschool Staff
Positive	School values-aligned behaviour. Lead Learner behaviour: willing and enabling.	Use the Form Points (Years 7 - 9) or House Points (Years 10 - 12) chronicle template to post on Compass. Green post viewable by the student, their parents, and staff.	NA
Level 1 CoR Breach: Disruptive	Late to class; distracting other students; interrupting teaching.	Use the Level 1 CoR Breach compass chronicle template to report behaviour. Grey post viewable by staff only. The student will be automatically booked-in to the next scheduled 20-minute subschool-led lunch-time detention and parents receive an auto-generated email stating the teacher's reason for the detention. Develop and implement supportive and restorative next steps, and document these steps as a comment on the original chronicle post.	Supervise lunch-time detentions. Support for teachers in developing supportive and restorative next steps when requested/required.
Level 2 CoR Breach: Disrespectful	Not following staff instructions; offensive language; exiting class without permission; vandalism.	Teacher uses the Level 2 CoR Breach compass chronicle template to report behaviour. Amber post viewable by staff only. The student will be automatically booked-in to the next scheduled 50-minute subschool-led after-school detention and parents receive an auto-generated email stating the teacher's reason for the detention. Develop and implement supportive and restorative next steps, and document these steps as a comment on the original chronicle post.	Supervise after-school detentions. Support for teachers in developing supportive and restorative next steps when requested/required.
Level 3 CoR Breach: Unsafe	Any form of bullying, harassment, or discrimination; any behaviour that poses a danger to the health, wellbeing, or safety of self or others.	Teacher uses the Level 3 CoR Breach compass chronicle template to report behaviour. Red post viewable by staff only. Develop and implement supportive and restorative next steps, and document these steps as a comment on the original chronicle post.	<u>Subschool</u> Staff or members of the Principal Team remove student from the class/yard. Immediate Internal Suspension for the remainder of the session or day. External Suspension for the next school day or days.

Multiple Instances

Behaviour Level	Examples	Teacher	<u>Subschool Staff & Principal Team</u>
Positive	See overleaf.	NA	Nominate student for the Principal's Award, School Values Award, Social Responsibility Award, and/or Senior All Rounder Award. Announce Form and House Points winners at end-of-term subschool assemblies.
Level 1 CoR Breach: Disruptive	See overleaf. 3 or more detentions in a week = Internal Suspension.	NA	Subschool staff contact parents. Subschool staff develop, communicate, implement, and monitor the effectiveness of supportive and restorative next steps.
Level 2 CoR Breach: Disrespectful	See overleaf. 3 or more detentions in a week = External Suspension.	NA	Subschool staff contact parents, including a post-suspension meeting. Subschool staff develop, communicate, implement, and monitor the effectiveness of supportive and restorative next steps.
Level 3 CoR Breach: Unsafe	See overleaf. More than 1 instance = Multi-day External Suspension (up to a maximum of 5 days).	NA	Subschool staff contact parents, including a post-suspension meeting. <u>Subschool</u> staff and members of the Principal Team develop, communicate, implement, and monitor the effectiveness of supportive and restorative next steps.

Restorative Practice

What

Focuses on the quality and health of relationships of the people involved, including whole class, students, teachers, school community members. Restorative practices involve those responsible and those harmed, together in dialogue that explores the event, the harm done and together working out a way forward that suits both/all parties. The key focus in restorative practice is to bring people together and restore relationships.

Why

Restorative practices are used to support people to come to a shared agreement and move forward. Restorative practices can promote greater connection to school and teach important life skills. Restorative practices need to be a whole school approach, to ensure that it is effective in behavioural understanding and change. If it is not a whole school approach, it does not reach the population of students needed.

Who

- Restorative conversations should be led by a RHS leader (Leading teacher, Assistant Principal, Principal or in some cases an external sourced practitioner)
- Where practicable, the leader will have received training in restorative practices
- Meeting minutes do not need to be taken during a restorative conversation as it requires all parties to be actively involved in listening, reflecting and talking (this includes the facilitator)
- Once the restorative has taken place, a note on compass will briefly summarise that a restorative has taken place and what the agreed actions are

When to conduct a restorative conversation

After consulting with a Coordinator, Head of Subschool or Assistant Principal to determine the appropriateness of a restorative approach

After informing parents (if and when appropriate)

If all involved parties are willing and able to participate in a restorative conversation.

Consultation must happen before a restorative takes place. A leader in the will should ascertain this by having conversations with all involved parties to assess whether all parties are able to have a constructive conversation

If the situation allows the involved parties to restore the relationship in a constructive manner

Only after all parties have been briefed about what the restorative process looks like and how the conversation will be structured. All involved parties must have thinking time before a restorative

Only after all parties have reached a point in which they are willing to repair the relationship. If this has not been achieved, alternatives will be considered such as a structured apology (RRRR) or written apology alternatives.

Only if the event warrants a restorative conversation; recognising there are other types of conversations and processes that might be more suitable to a particular type of situation

When not to conductive a restorative conversation

- When the parties still remain heightened
- When the parties involved are not willing or do not have the capacity to engage in a restorative meeting.

Other alternatives to a restorative conversation

- A structured apology (RRRR)
- A written apology
- A family meeting to discuss behaviour (may happen in addition to a restorative)
- A goal setting session (may happen in addition to a restorative)
- Consequences based on the Charter of Respect (in addition to a restorative)

Some examples of when a restorative conversation may take place:

Instance	Restorative Approach
First instance of a conflict that results in harm	Constructive conversation led by classroom teacher or appropriate staff member in the school
Ongoing concerns in a whole class in regard to behaviour that has resulted in harm	Community conference held by a leader in the school alongside the teacher. Please seek support.
Ongoing unresolved conflict that has caused harm	Restorative meeting led by a leader in the school with a clear set of actions to restore the relationships A family meeting to discuss behaviour
A staff member is perceived to have caused harm to a student	This must be escalated to a member of the principal team to determine the next action

Consequences & Restorative Practices

Learning Catch-up

If students are late to class 3 or more times in a week they are required to attend a Learning Catch-up session. Learning Catch-up sessions are 50 minutes in duration and are held in the afternoons from 2:40 – 3:30pm (Year 7 - 9) and 3:30 - 4:20pm (Year 10 - 12). Parents and students will be informed of the Learning Catch-up via an automatic email from Compass. In these sessions, the student's teacher will provide guidance on the learning activity they need to complete having missed it in class due to being late. Students must stay for the full duration of the Learning Catch-up.

Detention

Lunch-time detentions are 30 minutes in duration and are held every school day from 12:30 - 12:50pm. Parents and students will be informed of the detention via an automatic email from Compass. Parents will also be able to view the Compass Chronicle entry of the lunch-time detention.

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 via an automatic email from Compass. Parents will also be able to view the Compass Chronicle entry of the after-school 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-school staff will provide detention reflection tasks to facilitate this restorative practice, or issue school service tasks during this time. Students must stay for the full duration of the Detention.

School Service

Where a student has deliberately or accidentally (through negligence) caused damage to school property, students may be required to 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

Suspension

After thoroughly investigating the situation and providing the student/s involved an opportunity to be heard, the Head of Sub-school will liaise with the Assistant Principal in charge of Student Support & Culture with regard to the possibility of initiating a suspension. The Head of Sub-school will then inform the Principal of the situation, the recommended level of consequence, and the supports to be put in place for the student/s involved. The Principal must approve of any and all suspensions. The Head of Sub-school will contact parents and the relevant Admin Support Officer regarding the incident, conditions of the suspension (i.e. effective next school day, number of days, run at school due to concerns for safety at home), and arrange a post-suspension meeting with the parent/s, the student, and a member of the Principal Team.

Suspensions can range from 1 – 5 days. A DE 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 emailed/mailed home immediately to the parent along with a copy of DE's Procedures for Suspension form.

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 suspensions have been implemented for a range of severe breaches of the Charter of Respect) 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 and a potentially 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 Support & Culture and the relevant Head of Sub-school will work with the student, their parents/carers, and any relevant internal and 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 Processes

The RHS Wellbeing Framework



Level of Concern	Examples (but not limited to):	Response:
4	Immediate Safety Concern	
	Any incident requiring emergency services	Call 000. Notify leadership.
3	Immediate Wellbeing Concern	
	<ul style="list-style-type: none"> Self-Harm Suicide Ideation Disclosure of Abuse Sexual Assault 	<ul style="list-style-type: none"> Notify Sub-School and/or Leadership. Same day follow-up is required. Follow 'Four Critical Actions' & Mandatory Reporting obligations. Ensure the safety & wellbeing of all students. Remain calm and non-judgemental. Inform the student that you will need to action additional support for them. Debrief with a staff member you are comfortable with (EAP: 1300 361 008).
2	Wellbeing Concern	
	<ul style="list-style-type: none"> Anxiety Depressive symptoms Grief and/or Loss Emotional instability Family issues 	<p>Notice early when something's not right, and check in with the student, their family, or other staff.</p> <p>Inquire at an appropriate time, being genuine & thoughtful, sharing what you've noticed. eg. "I have noticed that you've been looking a bit down lately. Is everything alright for you at the moment?"</p> <p>Plan together steps that the student and/or yourself can do to support the concern. eg. "How about I check-in with you regarding this next week?"</p>
1	School-Wide Wellbeing Support	
	<ul style="list-style-type: none"> Emotionally stable Healthy coping strategies Engaged in learning Healthy friendships 	<ul style="list-style-type: none"> Provide mental health awareness & education activities. Foster stable & positive learning environments, embracing diversity & inclusive practice. Create a sense of belonging through strong relationships. Foster resilience through explicit teaching of social & emotional skills. Maintain and promote positive partnerships with families. Maintain safe and effective management of critical incidents

Unconditional Positive Regard Always!

'Wellbeing Concern' - Tips for Responding		
Prior Considerations: <ul style="list-style-type: none"> Is this the right environment to be checking in with the student? Do I feel equipped to support the student at this stage? Is this my responsibility or is there someone more suitable to support this student in this situation? Does the student understand the limits of confidentiality depending on their safety? (conditional confidentiality) 		
Notice <ul style="list-style-type: none"> Consider how the young person functions day to day. Decide if changes are developmentally appropriate. Monitor how long they have appeared distressed. Consider individual factors (ie. temperament, sociability or disability). Appreciate cultural, family and personal experiences that may influence emotional regulation. Be aware of signs and symptoms of emerging mental health problems. Identify students who may need additional support for their mental health and wellbeing. 	Inquire	
	Inquiry Do's <ul style="list-style-type: none"> Stay calm and connected. Ask questions to determine safety. Consider language and tone of voice. Actively listen and convey empathy. Inquire within the boundaries of your role. Keep conditional confidentiality. Consider child safety protocols. Recognise that in the case of self harm, this may be their only coping strategy. Make positive statements about hope and help seeking. 	Inquiry Don'ts <ul style="list-style-type: none"> Don't multitask. Don't give advice. Don't make promises you can't keep. Don't inquire about past traumas. Don't use judgemental language. Don't carry the entire burden alone.
	Plan <ul style="list-style-type: none"> Work collaboratively with the student to discuss possible steps they could take to support their wellbeing. Offer to check-in with them in a few days to see how things are progressing. Encourage help seeking behaviours. Brainstorm with them a list of other helpful people they can also talk to about this. Offer to link them into Sub-Schools to arrange a Wellbeing referral 	

Approach to Mobile Phones & Headphones

Mobile phone and headphone storage during school hours

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

- Years 7 - 9: 8:40am - 2:40pm
- Years 10 - 12: 9:30am - 3:30pm

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 or headphone use during school hours

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

If a student is found using their mobile phone or headphones 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 or headphones to their classroom teacher.
2. The staff member will collect the phone or headphones 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 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 device has been confiscated.
5. The front office will keep the device securely locked away for the remainder of the school day.
6. The student will be able to collect the device from the front office at the end of the school day.
7. If a student's device is confiscated on two occasions, 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 or headphones

If there is a situation where a student refuses to surrender their device, 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 device 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 device due to using it within the school day.
- If the student surrenders the device, 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 device, the students' parent/carer will be contacted and a suspension will be issued for the continued refusal of teacher instruction.

Exemptions for mobile phone or headphone use

Where a mobile phone or headphones 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 device for the purpose of the exemption only.
- The device is locked in the students' locker before and after the exemption period.

Approach to Student 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 (including to and from school).
- Provide a signed note from a parent/carer to obtain a uniform pass from their Sub-school before the start of their first session of the day if they are unable to wear correct uniform on that 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 before the first session of the day if they are unable to wear correct uniform on that particular day.

Teachers will . . .

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

Year Level Coordinators will . . .

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

Leadership Team Members will . . .

- Lead the implementation of the school's policy and shared approach to student uniform with consistency and kindness.
- Support Year Level Coordinators in their leadership and lead the review of the Uniform Policy with School Council.

Process: Teaching Staff

Teaching staff are to approach uniform conversations with students with kindness and compassion. These conversations should occur discretely. The following interventions are expected of all teachers, in class and around the school grounds, at all times of the school day.

If teaching staff notice a student with a uniform substitution, they must ask to see the student's uniform pass.

- If a student does not have a uniform pass, the teacher is to notify sub-school that the student is out of uniform without a uniform pass via the Uniform Infringement Notification (Compass Chronicle Entry). The teacher will inform the student that this notification will result in a same-day lunch-time detention (in Room 121) with parents/carers notified.

If a student is wearing an additional non-uniform item (such as a non-RHS hat or jacket) in class, the teacher must ask them to take the item off and place under their desk immediately.

If a student is wearing an additional non-uniform item (such as a non-RHS hat or jacket) before school, recess, or lunch-time, the teacher must ask them to place it in their locker immediately.

- The teacher is to notify sub-school that the student is out of uniform via the Uniform Infringement Notification (Compass Chronicle Entry). The teacher will inform the student that this notification will result in a same-day lunch-time detention (in Room 121) with parents/carers notified.

OR

- If a student refuses your instruction to remove the additional non-uniform item, the teacher completes a Level 2 CoR Breach (Disrespectful Behaviour) on Compass. The teacher will inform the student that this compass notification will result in a same-day after-school detention (in Room 121) with parents/carers notified.

Process: Sub-school Staff

Sub-school Staff are to provide spare uniform item/s for the student to wear during the day of the uniform infringement. If spare item/s are unavailable, Sub-school Staff will provide the student with a Uniform Pass for uniform substitutions. Uniform passes will not be issued for additions such as non-RHS jumpers, jackets or hats.

These passes must:

- Be issued with a specific end date
- Be carried with students

Students who are out of uniform without notice from a parent/carer (e.g. signed letter, phone call or email before the start of the school day) will receive a lunch-time detention that day and parents/carers will be contacted. Missing this detention will result in an after-school detention. Missing this after-school detention may result in a suspension.

Students will receive a lunch-time detention for each subsequent day they are out of uniform without a notice from a parent/carer.

Students that are habitually out of uniform without a notice from a parent/carer (i.e. 3 or more uniform infringements in a term) may be suspended. A Uniform Improvement Plan (with agreed-upon goals and consequences) will be designed in the post-suspension meeting and implemented immediately.

Sub-school staff will communicate with the Principal Class and Business Manager to facilitate support for students who require assistance to obtain the correct uniform.



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ACADEMIC UNIFORM



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Dress



Shirt Short Sleeve



Pullover



Shorts Senior Pleated



Shorts Tailored



Trousers Pleat Front



Pants Tailored



Skirt



Tie



Shirt Long Sleeve



Blouse Long Sleeve



Softshell Jacket



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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.

Attendance

Attendance Requirements

Education is a continuous process. Absences often mean students miss important stages in the development of key skills and knowledge, and the process of 'catching-up' is often difficult and ineffective. Educational research has repeatedly shown a strong relationship between successful learning growth/performance and attendance at school. Regular school attendance enables students to maximise their full educational potential, promotes active participation and engagement in learning, and is foundational to building and maintaining positive relationships.

As per Department of Education policy, students at Richmond High School are expected to **attend school every day**. A reasonable explanation must be supplied for all absences and is subject to approval by the Principal Team.

All members of the Richmond High School community are responsible for student attendance: Students, Parents/Carers, Principal Team, Heads of Sub-school, Year Level Coordinators, Teachers, and Education Support Staff.

Unapproved and Approved Absences

An absence from any class is considered to be an "unapproved absence", except for the following circumstances that allow for an "approved absence":

- Medical or dental appointments where out of school hours are not possible or appropriate;
- Bereavement or attendance at the funeral of a relative or friend of the student, including a student required to attend Sorry Business;
- School refusal if a plan is in place with the parent/carer to address causes and support the student's return to school;
- Cultural observance if the parent/carer notifies the school in advance;
- Family holidays where the parent/carer notifies the school in advance;
- School approved activities.

If no explanation is provided by the parent/carer within 10 school days of an absence it will be recorded in the school's data and on the student's school file as an Unexplained Absence.

Staged Response to Student Absences

According to the Department of Education, students must attend 100% of school days and will be exempt only under reasonable and valid grounds. Students at Richmond High School with a 90% overall school attendance rate or less (i.e. 20+ days unexplained absent per year) will be considered a 'High Risk Student'.

Stage	Actions	Staff Responsible
<p>Stage One: An Unexplained Absence (1 Day)</p>	<p>Rolls are marked accurately every session within the first 15 minutes. Any student not present in the classroom is marked absent.</p>	<p>Teacher</p>
	<p>Automated Compass SMS will be sent 20 minutes into each session to the primary parents/carers requesting a reasonable explanation for the absence.</p>	<p>Automated - Compass</p>
	<p>Attendance Officer to resolve individual session and whole-day absence anomalies by calling home daily and recording notes of these phone calls on Compass.</p>	<p>Attendance Officer</p>
	<p>Attendance Officer emails a Weekly Unexplained Absence report to Heads of Subschool and emails a Stage 1 Letter to relevant parents/carers 3pm Fridays.</p>	
	<p>Heads of Subschool to update the Attendance Tracking Spreadsheet for their Year Levels. This data will be reviewed by the Heads-of-Subschool Team which includes the Student Wellbeing & Inclusion Leader and the Assistant Principal - Student</p>	<p>Attendance Officer</p>

	<p>missed learning; school-based consequences for truancy).</p> <p>Year Level Coordinator to document this conversation on Compass Chronicle and update the Attendance Tracking Spreadsheet.</p>	<p>Year Level Coordinator</p>
<p>Stage Three: 6 - 10 days Unexplained Absence</p>	<p>Attendance Officer to call parents in an attempt to ascertain explanation and amend attendance data, with phone call notes recorded on Compass.</p> <p>Attendance Officer to email a Weekly Unexplained Absence report to Heads of Subschool and email a Stage 3 Letter to relevant parents/carers 3pm Fridays</p> <p>Head of Subschool to meet with student and parent/carer in order to reiterate our Attendance Guidelines and Policy and collaboratively develop an Attendance Improvement Plan including a referral to the Wellbeing Team and/or external support services if appropriate.</p>	<p>Attendance Officer</p> <p>Attendance Officer</p> <p>Head of Subschool</p>

	<p>Head of Subschool to upload meeting minutes to Compass Chronicle and update the Attendance Tracking Spreadsheet.</p>	<p>Head of Subschool</p>
<p>Stage Four: 11 - 20 days Unexplained Absence</p>	<p>At this stage, the student will be regarded by the school as a High Risk Student.</p> <p>Attendance Officer to call parents in an attempt to ascertain explanation and amend attendance data, with phone call notes recorded on</p>	<p>Attendance Officer</p>

	<p>Compass.</p> <p>Attendance Officer to email a Weekly Unexplained Absence report to Heads of Subschool and email a Stage 4 Letter to relevant parents/carers 3pm Fridays</p> <p>Head of Subschool and Assistant Principal - Student Support to meet with the student, parent/carer, and relevant internal and/or external wellbeing support staff to collaboratively develop a Student Support Plan including referrals to the Wellbeing Team and external support services.</p> <p>Head of Subschool to upload meeting minutes to Compass Chronicle and update the Attendance Tracking Spreadsheet.</p> <p>In the event that the school is unable to get in contact with a parent/carer, the Head of Subschool will contact DFFH: Child Protection and Victoria Police for a welfare check home visit.</p>	<p>Attendance Officer</p> <p>Head of Subschool</p> <p>Assistant Principal - Student Support</p> <p>Student Wellbeing and Inclusion Leader</p>
<p>Stage Five: 20+ days Unexplained Absence</p> <p>and/or</p> <p>Prolonged school refusal</p>	<p>At this stage, the student will be regarded by the school as a Complex Case Student.</p> <p>Attendance Officer to call parents in an attempt to ascertain explanation and amend attendance data, with phone call notes recorded on</p>	<p>Attendance Officer</p>

	<p>Compass.</p> <p>Attendance Officer to email a Weekly Unexplained Absence report to Heads of Subschool and email a Stage 5 Letter to relevant parents/carers 3pm Fridays</p> <p>Assistant Principal - Student Support to meet with the student, parent/carer, and relevant internal and/or external wellbeing support staff to collaboratively develop a Return to School Plan including referrals to the Wellbeing Team and external support services.</p> <p>Assistant Principal to upload meeting minutes to Compass Chronicle and update the Attendance Tracking Spreadsheet.</p> <p>In the event that the school is unable to get in contact with a parent/carer, the Assistant Principal will contact DFFH: Child Protection and Victoria Police for a welfare check home visit.</p> <p>In the event there is no improvement in the student's attendance, the Assistant Principal - Student Support will contact the Department of Education's Student Wellbeing and Engagement Officer for further advice and support.</p>	<p>Attendance Officer</p> <p>Assistant Principal - Student Support</p> <p>Student Wellbeing and Inclusion Leader</p> <p>Principal</p>
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Approach to Student Punctuality

Purpose

To improve student ready-to-learn behaviours and punctuality to class, and improve teacher ready-to-teach practices.

Session Transition Times

Music will play over the school's PA system during the following times to notify teachers and students when it is time to pack-up their classroom and move to their next classroom (i.e. 2 minutes to pack-up, 2 minutes to get to class). Efforts will be made to minimise the movement of Form Groups between sessions in the school's timetable.

- 8:36 – 8:40am (before-school – Session 1)
- 9:28 – 9:32am (Session 1 – Session 2)
- 10:37 – 10:40am (Recess – Session 3)
- 11:28 – 11:32am (Session 3 – Session 4)
- 12:55 – 1:00pm (Lunch – Session 5)
- 1:48 – 1:52pm (Session 5 – Session 6)
- 2:38 – 2:42pm (Session 6 – Session 7)

Classroom Entry Expectations

1. Teachers will be punctual to class and ensure that there is a Learning Intention and Success Criteria visible on the board.
2. Students are not permitted to enter the classroom until directed by their teacher.
3. All Students are to line-up quietly and calmly when waiting to enter their classroom.
4. Before students enter the classroom, students must: discard chewing gum, food, and drinks other than water; remove headphones; and remove additional non-uniform items to be placed under their table (uniform infringement notification required).
5. As students are engaged with a brief Do Now activity (e.g. writing down the Learning Intention), the teacher must complete their attendance roll.

Classroom Exit Expectations

1. As soon as the music starts to play, teachers and students must pack-up their classroom (2 minutes): whiteboard clear, projector off, learning materials collected, rubbish collected, tables reset, and chairs pushed in.
2. Students are to stand behind their chair and wait quietly and calmly to be dismissed by their teacher.

Staff Follow-up on Lateness

If a student arrives to class after the music has stopped, the Teacher is to mark the student as Late.

If a student receives 3 or more lates within a week SubschooL Staff will issue an after-school Learning Catch-up Session (50 minutes) and contact parents/carers.

If a student receives more than one after-school Learning Catch-up within a term, SubschooL Staff will have a meeting with the student and a parent/carer to co-design attendance goals and support strategies.

If attendance does not improve an Attendance Improvement Plan will be co-designed with the student and a parent/carer and implemented.

Senior School Attendance Processes

The following are relevant excerpts from the RHS Senior School Handbook.

Rescheduling of School Assessed Coursework (SACs)

If students are absent in the lead up to a SAC or on the day of a SAC, they will be given the opportunity to reschedule the SAC if, and only if, they:

- Are ill on the day of a SAC or on the days leading up to a SAC and have a medical certificate from an independent health professional.
- Have a significant non-medical reason (e.g. Bereavement or family crisis) on the day of a SAC or on the days leading up to a SAC – evidence will need to be provided.
- Have a clash with a co-curricular activity (e.g. sport, excursion, music OR a VET study undertaken outside the school).

Procedure for Rescheduling SACs

Students will normally be required to complete the Supplementary SAC during private study sessions in Year 12, or by negotiation with the relevant Sub-school Leader and subject teacher in Year 10 and 11. Supplementary SACs will be completed in the Private Study Centre on Level 3 under the supervision of the Senior Sub-school Team.

Supplementary SACs must be organised through the relevant Sub-school Leader. Students must follow the procedure outlined below and NOT negotiate alternative times to complete assessment tasks with their teachers.

In the case of illness and significant non-medical reason:

- Parents/guardians to inform the relevant Sub-school Coordinator or Sub-school Leader of illness or non-medical reason prior to or on the day of the SAC.
- The subject teacher will also inform the relevant Sub-school Coordinator/Leader and their Faculty Leader of all student SAC absences the day of the student's absence.
- Student to see relevant Sub-school Coordinator or Sub-school Leader within 24 hours of their return to school.
- Student to submit a medical certificate in the case of illness or a signed note from a parent/guardian in the case of non-medical circumstances explaining the reason for the absence.
- If approval for rescheduling a SAC is granted, the relevant Sub-school Leader will arrange a date for completion of the Supplementary SAC in consultation with the subject teacher or Faculty Leader.

In the case of a clash with a co-curricular activity or VET study:

- Students must inform their subject teacher of the clash and speak to the relevant Sub-school Coordinator or Sub-school Leader to schedule the SAC at least one week prior to the event.

****IMPORTANT****

If a student misses their Supplementary SAC without a medical or significant non-medical reason (i.e. an unapproved absence) they will receive a '0' score for that SAC and run the risk of receiving an 'N' for that Outcome and Unit of Study.

Granting of Extensions for Unit 3/4 School Assessed Tasks (SATs)

Final products and folios MUST be submitted by the due dates. An extension will only be granted if a student's ability to complete the final product (s) and submit the required folio has been hindered by:

1. Illness and have a medical certificate from an independent health professional, or
2. Significant non-medical reasons with evidence.

A co-curricular activity (e.g. excursion, sport), attendance at a VET study, or absence due to holidays on the date of submission WILL NOT be valid reasons for an extension where the student has had advance notice of the pending absence. In such an instance, it is expected that the student will manage their time so that work is submitted before the due date.

Applying for an Extension to Complete a SAT

Extensions must be organised through the relevant Sub-school Coordinator or Sub-school Leader in consultation with the subject teacher and Faculty Leader. Students must follow the procedure outlined below. Students should not negotiate an extension of time to submit final products or folios with their teachers.

- Parents/guardians to inform relevant Sub-school Coordinator or Sub-school Leader of the circumstance preventing the student submitting the work on time PRIOR TO THE DUE DATE.
- Student to provide the relevant Sub-school Coordinator or Sub-school Leader with a medical certificate or signed note from parent/guardian explaining the non-medical reason for inability to submit.

****PLEASE NOTE****

The medical certificate must be dated:

- PRIOR TO THE SAT DUE DATE in the case of illness in the period prior to the due date, or
- ON THE SAT DUE DATE in the case of illness on the day of the due date. Back-dated medical certificates will not be accepted.

****IMPORTANT****

If the final product or folio is handed in late with no valid reason or is handed in after an extension deadline date, the work will be assessed to determine whether it meets the criteria for satisfactory completion. If the work is deemed satisfactory, the student will receive an 'S' for the SAT, BUT the task will be given a zero score. This will impact adversely on the student's subject study score and ATAR.

Private Study Attendance Process

Times when students do not have timetabled classes are called Private Study Sessions. These sessions are not 'free time' nor a time for socialising. They are an extension of class time and can be used to:

- complete homework
- see teachers for assistance
- revise class work
- prepare for SACs
- work on production tasks or folios in folio-based subjects.

Designated Private Study Areas

Senior School Students are permitted to use the Level 3 Study Centre (rooms 313, 314, 315) during Session 1's and their Private Study Sessions. Junior School Students with private study (e.g. to complete their distance education LOTE learning) are permitted to use the Library.

For attendance and school emergency procedure reasons, students are required to sign-in at the relevant Compass Private Study terminal at the start of each private study session.

Designated private study areas exist to promote a 'deep learning' culture and therefore students are expected to work quietly in these areas and respect the right of their peers to study in an environment free from noise and distraction. For health and safety reasons students are not permitted to bring their school bags into these areas (protective bags to carry BYODs only are permitted).

Private Study areas are supervised every session.

Private Study Session Roll-marking Process

Step 1:

Students must tap on the Compass Private Study terminal with their Compass Card within the first 10 minutes of their Private Study Session - not a second before or after.

If a student has forgotten their Compass Card or missed the tap-on window of time, students must report to the Supervising Teacher, the Senior Subschool Office, or the Attendance Officer in the Library so that a member of staff can mark them present.

Step 2:

The Attendance Officer or the Supervising Teacher will save each Private Study Attendance Roll 10 minutes into the private study session.

Step 3:

Parents/Carers are notified via automatic SMS if their child has been marked absent from any session in the day 20 minutes into the session. This includes students that have not tapped-on correctly for their private study sessions.

Important Reminders for Staff:

If a private study roll is open on your computer/phone, student tap-ons will not register. Please do not open the roll in the first 10 minutes of a private study session.

Once a private study roll is saved, student tap-ons will not register.

ⁱ 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>

ⁱⁱ Ericsson, A. (2017). *Peak: Secrets from the New Science of Expertise*.

ⁱⁱⁱ Rogers, C. (2012). *Client-centred Approach to Therapy*. San Francisco: Jossey-Bass.

^{iv} Dweck, C. (2017). *Mindset*. GB: Little Brown Book Group.

^v McGarvey, M. (2017). *Mindfulness for Educational Leaders*. [Keynote Presentation]. Harvard – Evolving Leadership Program.