



Ravensthorpe District High School

SECONDARY PARENT AND STUDENT HANDBOOK 2024

(Supplementary to the Ravensthorpe Parent Handbook)



Our Secondary Teaching Staff

Mr Michael Fox	Maths 7 -10
Mr Richard Clapp	Science 7 – 10
Mrs Jeanette Denham	HASS 7 - 10 English 7 - 10
Mrs Sharon Atkins	Technology – Food /Textiles Design and Technology (SIDE) Pathways
Mrs Nia Clarke	Physical Education Years 7 - 10 Health 7 - 10

Form Teachers

Mrs Sharon Atkins	Year 7
Mr Michael Fox	Year 8
Mrs Denham/Mrs Clarke	Year 9/10

Our Purpose

We aim to inspire innovation and nurture success.

What We Stand For

1. We believe all children can learn and we are inclusive of all their needs and interests
2. We believe in creating a safe, happy and caring learning environment
3. We model our values
4. We believe education involves the whole child, developing their academic, creative, physical, emotional and social aspects
5. We believe learning occurs when children are motivated, engaged and the learning is linked to real life experiences
6. We will encourage our children to be critical thinkers, risk takers and problem solvers
7. We will ensure our method and practice of teaching are challenging, engaging and flexible to provide opportunities for all
8. We believe the work of teachers makes a difference to the lives and learning of children

Behaviour Expectations

RDHS is a Positive Behaviour Support School. This is a whole school approach to behaviour management and as a school we hold high expectations of our staff, students and families, and firmly believe that intentional physical aggression or violence has no place in our school. Our expectations and processes also align with the Department of Education's Student Behaviour in Public Schools Procedures which include OHS requirements and student mobile phone usage.

The RDHS Behaviour Expectations Matrix, explicitly outlines the positive behaviours that are expected across all areas of the school.

Our expectations are modelled on our values of Care, Ambition and Respect

STAFF WILL:

- Build positive partnerships with the Parents/Caregivers
- Provide positive reinforcement
- Have high expectations
- Acknowledge individual differences
- Build meaningful relationships with students
- Be consistent, fair and equitable
- Encourage student responsibility
- Adhere to RDHS Behaviour Management Policy and Procedures
- Complete '*Good Standing*' procedures daily and give regular feedback to the students and parents/caregivers on their good standing
- Model expected behaviours
- Communicate with Parents/Caregivers
- Provide a safe environment
- Listen to and address concerns students may have

Good Standing

Good Standing provides a positive system that assists students to maintain a satisfactory level of attendance, uniform, behaviour and engagement.

- Students are able to earn 1 point each day for the values of Care, Ambition and Respect.
- Students will receive a percentage at the end of each week to determine their Good Standing. This will be calculated by points earned each week, divided by points possible each week.
- Students will earn a maximum of 3 points per day, and 15 points per week. This will then become an averaged rating over the 5 week Good Standing block.
- It is the responsibility of the student to maintain their Good Standing through exhibiting the expected school values.
- Students that are subject to behaviour consequences as outlined in the Behaviour Policy, such as suspensions, may be ineligible for Good Standing activities within the 5 week Good Standing block. Restorative practices will be on a case by case basis under the direction of School Administration.
- Students must have Good Standing of 80% within the 5 week block to be eligible to participate in Good Standing Activities and events requiring student representation of Ravensthorpe District High School.
- Student Leaders must have Good Standing of 85% within the 5 week block to be eligible to participate in Good Standing Activities and events requiring student representation of Ravensthorpe District High School.
- Students whose attendance falls below acceptable levels and their attendance is being managed by the School's Attendance Officer, may also not be eligible to participate in Good Standing activities and events requiring student representation of Ravensthorpe District High School.
- Any student leader falling below the 85% at the end of a 5 week Good Standing block will forfeit their badge for the next 5 week Good Standing block. If the badge is forfeited on a second occasion, the student leader will forfeit their position for the remainder of the school year.

Preparation

Students need to ensure they are prepared for school every day. Pens, pencils, school hat and water bottle are minimum requirements each day. Without correct equipment, it makes it difficult for students to complete activities and limits their opportunities to experience success.

All students are required to be wearing **school hats** when outside.

All students are provided with a diary at the commencement of the school year. It is expected that all students bring this diary with them to all classes.

The diary is an important reference. The use of the diary allows students to develop their organisational skills. It is an important tool for reminders and noting due dates of assessments.

Uniform

The school uniform policy is readily available on the school website. This documents the school expectations around uniform and includes references to piercings in relation to occupational health and safety. Students not in school uniform will be asked during their FORM period at the start of the day to change. The school has uniform readily available.

Homework and Assessment Guidelines

HOMEWORK

Homework is work completed after school at home. It may involve completing work not finished in class, completing some more exercises to consolidate class learning, or working on a task or project. Homework will usually have a due date. The amount of homework a student receives will vary by year group and a student's academic pathway or subject. Subject teachers will communicate specific homework requirements and procedures for their classes as needed. If you wish to have homework for your child, please return our homework letter.

Homework has the potential to:

- bridge the gap between learning at school and learning at home;
- complement and reinforce classroom learning;
- foster good study habits and lifelong learning;
- help develop self-discipline and concentration;
- provide training for students in research skills, planning and time management;
- help develop a range of skills in identifying and using information sources; and
- provide parents/caregivers with the opportunity to see the progress of their child.

ASSESSMENT GUIDELINES

At the start of each year, students will receive a copy of the guidelines related to their assessments in 7 – 10. They are to sign and return these guidelines to acknowledge they understand the processes and expectations of them in relation to completion of assignments, plagiarism, requesting extensions etc.

Late submissions

Late assignment submissions will incur 10% penalty each day up to a period of 5 days late in which the assignment will not be accepted. The weekend shall be classified as 20% penalty if work is handed in on Monday when due the preceding Friday.

Extensions

For extensions to be granted, the **student** must request the extension to the teacher **at least 2 days prior** to the due date, with a **valid reason**. The extension of time will be allocated based on individual circumstances. If a student is absent on the day of a test or exam they will be given the chance to complete it during the next available time.

Our aim is for all students to work and achieve their personal and academic potential, please encourage your son/daughter to complete all assessments by the due date.

SAER (Students at Educational Risk)

The Associate Principal is responsible coordinating interventions for those students at educational risk. These are managed through literacy or numeracy intervention and documented plans. Documented plans aim to address and support social, emotional, attendance, behavioural, literacy or numeracy needs of students.

The Associate Principal will liaise with external agencies including but not limited to CAMHS, the School Psychologist, CPFS and the Engagement and Transition Officer where required.

FORM and classroom teachers are responsible for identifying students at risk or need of extension and creating documented plans in adherence to the SEN timeline and SAER policy. Teachers with support from the Associate Principal if required, will conduct Parent/Teacher meetings to help communicate strategies in place for students.

ATTENDANCE

Student attendance is routinely monitored and regular attendance is classified as 90%. It is the aim of RDHS in conjunction with the support of our parents/caregivers and local community that we engage and support all our students to reach this target.

Parents are asked to phone, text or email the school if their child is going to be absent. If your child is away please provide a reason to the school reception or your child's FORM teacher. Teachers will follow up student absences weekly and ask Parents/Caregivers for the reason for absences.

Refer to the Attendance Policy

School events

Please refer to the term planner or calendar on the website for important information relating to our students including assemblies, incursions, excursions, sporting events etc.

Top Ten Tips for Studying

Make studying a part of your everyday school routine and don't be limited to 'cramming' for exams & tests.

1. Establish a routine

Set aside a particular time each day for study and revision and stick to it.

2. Create a study environment

This should be away from interruptions and household noise, such as the television. Ensure there is adequate lighting and ventilation, a comfortable chair and appropriate desk.

3. Set a timetable

With a timetable you can plan to cover all your subjects in an organised way, allotting the appropriate time for each without becoming overwhelmed.

4. Look after yourself

Drink plenty of fluids, especially water, and eat healthy foods. Keep sugary foods to a minimum.

Make sure you get enough sleep each night. Regular physical exercise makes you feel great, boosts your energy and helps you relax. So try to keep up regular sporting activities or at least fit in some regular exercise as often as you can.

5. Reward yourself for studying

Watch your favourite television program, spend time with your friends, walk to the park and play sport throughout the week.

6. Have variety in your study program

Study different subjects each day and do different types of work and revision in each study session.

7. Avoid interrupting your concentration

Have all the appropriate materials with you before you start a session of study to minimise distractions.

8. Test yourself on what you have studied

Ask your parents or family members to quiz you on what you have learnt, use draft questions from books, past assessments or major exam papers.

9. Don't panic at exam time

If you have followed a study routine and have been revising your class work, there should be no need to worry. Try to keep yourself calm, positive and confident.

10. Ask your teachers for guidance

Especially if you're having trouble - whether it's grasping a new concept or understanding something you learnt earlier in the year. They will be happy to help.

<http://www.schools.nsw.edu.au/gotoschool/highschool/studyingtips.php>

Study and Revision skills

Setup your study area...

QUIET

FREE OF DISTRACTIONS

COMFORTABLE

WELL LIT AND VENTILATED

It is perfectly OK to listen to music while you are studying. But choose carefully!

Educational psychologists have discovered that music with a rhythm of **60 beats per minute** actually **helps** you learn!! (Most classical music is about 60bpm)

However, most contemporary music has a rhythm of 100 - 140 beats per minute which **lowers** your brain's ability to retain information. **academictips.org**

- Revise **REGULARLY!** Spend time each week covering the topics will save you from **CRAMMING**.
- Find out what your concentration span is and stay within it.
- Pick only a few topics to revise and review them a few times in a sitting.
- Repeat, repeat, repeat!
- Try different methods of repeating your notes:
 - Read out aloud
 - Read in a funny accent
 - Write a mind map
 - Colour coordinate your notes
 - Make a mini test or quiz for yourself or a friend
 - Highlight key points and rewrite them into your own words
 - Read over your notes (only effective for some!)
 - Visually display your notes where you can see them – ie toilet door, poster on the wall, mirror notes, post-its all over the house.
 - Look, cover, say, write, check – an oldie but a goodie
- Have regular breaks – give your brain time to process the info before you look at it again.
- Vary the topics regularly – study Maths for 10min then go on to a Science topic, have a 5min break then repeat!
- Work with a buddy or in a small group – it keeps you honest and you can quiz each other about what you know!
- **Parents, your support at home**