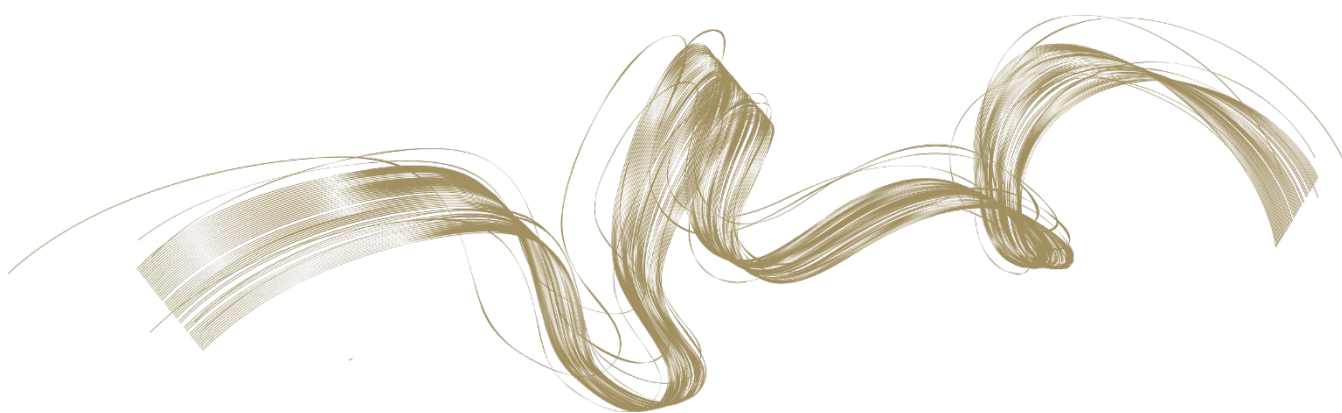




THE RIVERS  
SECONDARY COLLEGE

*The heart of secondary education for Lismore*

# Lismore High Campus



***Student and Parent Handbook 2023***

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## Message from the Principal

A very warm welcome to all new students and parents to the Lismore High Campus community. I would like to congratulate you on your choice of Lismore High as your provider of secondary school education. LHC is a friendly community, characterised by academic excellence and a broad spectrum of curricular options, where each individual is valued and supported to achieve personal success and well-being. We have high expectations for our students based on a strong focus on discipline and academic success.

Our key aim is to engage our students in the learning process and developing in our students 21st Century Learning Skills. Our committed staff focus on providing students with optimal learning experiences. Students at Lismore High Campus have the opportunity to participate in a wide variety of programs and curriculum pathways.

School is more than academic results. It is about shaping individuals who positively contribute to society. Leadership programs and student wellbeing curriculum ensure students have the opportunity to develop the necessary skills for success. To make the most of your time at Lismore High Campus, you need to be actively involved in what the school has to offer and also make your own contribution.

Mr Chris Williams

## Campus Vision Statement

Inclusive, innovative centre of excellence.

## Lismore High Campus Crest

Lismore High Campus crest has the school motto in Latin,  
"Spectemur Agendo"; Let us be judged by our actions.



## Belief Statement

"Success with Pride"

Students can achieve success by taking pride in their actions and in their school.

## Your Campus

Principal	Mr Chris Williams
Deputy Principals	Mr Trent Graham and Mrs Stephanie Coble-Runge
Campus Address	118 Dalley Street East Lismore NSW 2480
Phone	02 6621 5185
Email	<a href="mailto:lismore-h.school@det.nsw.edu.au">lismore-h.school@det.nsw.edu.au</a>
Website	<a href="http://lismore-h.schools.nsw.gov.au">lismore-h.schools.nsw.gov.au</a>
Parent portal	<a href="https://trscilismore.sentral.com.au/portal2/#!/login">https://trscilismore.sentral.com.au/portal2/#!/login</a>
Facebook	The Rivers Secondary College Lismore High Campus

## Communication

### School correspondence

Please make sure that you continually update your contact details with the school. The school will send correspondence through the mail to parents and carers. In particular, if there are behavioural or attendance issues with students, official warning letters from the school will be issued. If you have concerns or questions regarding the letter, please contact the staff member named in the letter.

### Contacting your student at school

Please contact the Administration office if you wish to contact your student at school. Students are not to have mobile phones on at school and they are to be turned off in Yondr pouch. By contacting the office, we can make sure your message is relayed to the student and unnecessary disruptions to lessons are avoided. We ask that you please contact the school before 2.00pm so that we can guarantee having the message delivered to your student.

### Sentral Parent Portal

Sentral parent portal can be accessed after downloading the app. This will enable parents to review student notices and attendance data of their child.

### Facebook

Our school has an official Facebook page where the latest information will be posted. This is particularly useful if excursions are late or there have been changes during the day. Our school community members can join by 'liking' our page and can receive notifications.

### Interviews/meetings

Parents are encouraged to contact the school with any enquiries. Administration staff will direct contact with the appropriate staff member. It is often not possible to speak to a member of staff, as they may be on class. The administration staff will contact the staff member who may make a phone meeting or request a face-to-face meeting at school.



## Media

Students and the school are often in media, television, radio, print and web. Parents tick a permission to publish or not to publish in their enrolment form. If you wish to revise your permission, you will need to contact the administration office and advise in writing.

## Parent/Teacher/Pupil Meetings

The school has formally organised Parent/Teacher conferences scheduled each year. These are a very good opportunity for you to talk to the teachers and find out how your student is progressing at school. Even if your child has had an excellent report, it is worthwhile for you to come and talk to the teachers and exchange information.

## Phone calls

Phone calls are the preferred method of communication when there is an urgent issue. Please make sure you keep the school informed of your latest phone contact numbers. Please contact the school to pass on a message and do not ring a student if they have a mobile phone.

## Reporting on student progress and achievement

All students receive reports issued on the basis of their completion of course requirements and their achievement of learning outcomes. Students in Year 11 receive half-yearly and yearly reports. Students in Years 7, 8, 9 and 10 receive Commitment to Learning (CLR) report at the end of Term 1 and full school report at the end of Term 2 and 4. Year 12 receive reports after the Half Yearly and Trial HSC exams.

## School Website

The latest information is always posted on our school website. The address for our website is [lismore-h.schools.nsw.gov.au](http://lismore-h.schools.nsw.gov.au). The school website contains a wealth of information for parents about the school and our policies and procedures.

## School Newsletter

The school newsletter is emailed home three times a term (Weeks 3, 6 and 9) and contains information about upcoming and past events. It is essential that the school has the correct email address as often important notes are posted with the newsletter. The newsletter can also be found on the school's webpage and Facebook page. The college also sends out a Newsletter once/term.

## Student Daily Notices

Each morning, in roll call (Period 2), students are read the notices which inform about important events, information and reminders. This is the main form of regular communication with all students.

## Assemblies

Assemblies are held on various days during each school term. These assemblies are student-centred. All students (including seniors with study periods) must attend. Monday whole school assemblies are in week A and year assemblies are in week B. Formal assemblies are held at the end of each semester. Parents whose children are receiving awards will be sent a formal invitation.

## Staff Directory

Principal	Mr Chris Williams
Deputy Principals	Mr Trent Graham / Ms Stephanie Coble-Runge
Business Manager	Mrs Andrina Bennett
School Administration Manager	Mrs Cheryl Graham
Head Teachers	
Head Teacher TAS / Vocational Education	Mrs Debbie Baker
Head Teacher English	Mrs Amy Chapman
Head Teacher HSIE / Language	Ms Ellen Vail
Head Teacher Mathematics	Mr Jason Caught
PDHPE	Mr Dean French
Head Teacher Science / Agriculture	Mr Stephen Hawkins
Head Teacher CAPA	Mr Byron Christie
Head Teacher Special Education	Mrs Jo-Anne Giles
Head Teacher Administration	Ms Laura Zappia
Year Advisors	
Year 7	Mr Peter Austin
Year 8	Mr Robert Boland
Year 9	Miss Donna Magann
Year 10	Miss Rebecca Edwards
Year 11	Mr Glenn Jeffery
Year 12	Miss Georgina Morris
Aboriginal Education Co-ordinator	
Careers Advisor	Mr Trent Graham
School Psychologists (Counsellors)	Mr Glenn Jeffery
Girls Advisor / Learning Support	Ms Jenn Gunn / Ms Elizabeth Bale
Boys Advisor	Mrs Emma Pruess
	Mr Carlo Diluca

Teacher Librarian	Ms Catriona Fraser
Technical Support	Ms Sue Hillard
Sports Organiser / CHS Sports Coordinator	Mr Dean French
SRC Co-ordinator	Ms Lisa Newman
Rivers Co-ordinator	Ms Laura Zappia
Transition Advisor	Mr Scott Harrison
Attendance Co-ordinator	Ms Raelene Fox

#### Rivers Staff and Contact Details

Executive Principal	Mr Chris Randle
Deputy Principal, Instructional Leader	Zoe Tiernan
Head Teacher College	Andrew Piper
Administrative Support Officer	Emma Smith
Phone	02 6624 3133
College Website	<a href="https://therivers.schools.nsw.gov.au/">https://therivers.schools.nsw.gov.au/</a>
College Facebook	<a href="https://www.facebook.com/theriverssecondarycollege/">https://www.facebook.com/theriverssecondarycollege/</a>
Rivers Academy of STEM Excellence	
Project Officer	Zane van den Berg
Project Officer	Karen Ramsay
RASE Facebook	<a href="https://www.facebook.com/RiversSTEM">https://www.facebook.com/RiversSTEM</a>

## The Rivers Secondary College

We welcome you to The Rivers Secondary College and congratulate you on your choice to join us. Located on Bundjalung country, The Rivers Secondary College is the heart of secondary education for Lismore and consists of Kadina High Campus, Lismore High Campus and Richmond River High Campus. The Rivers Secondary College caters for the educational needs of students wishing to pursue academic, vocational and alternate pathways. Our students benefit from specialised programs at each of our comprehensive 7-12 campuses as well as combined college events, sporting teams, shared curriculum and extra-curricular opportunities.

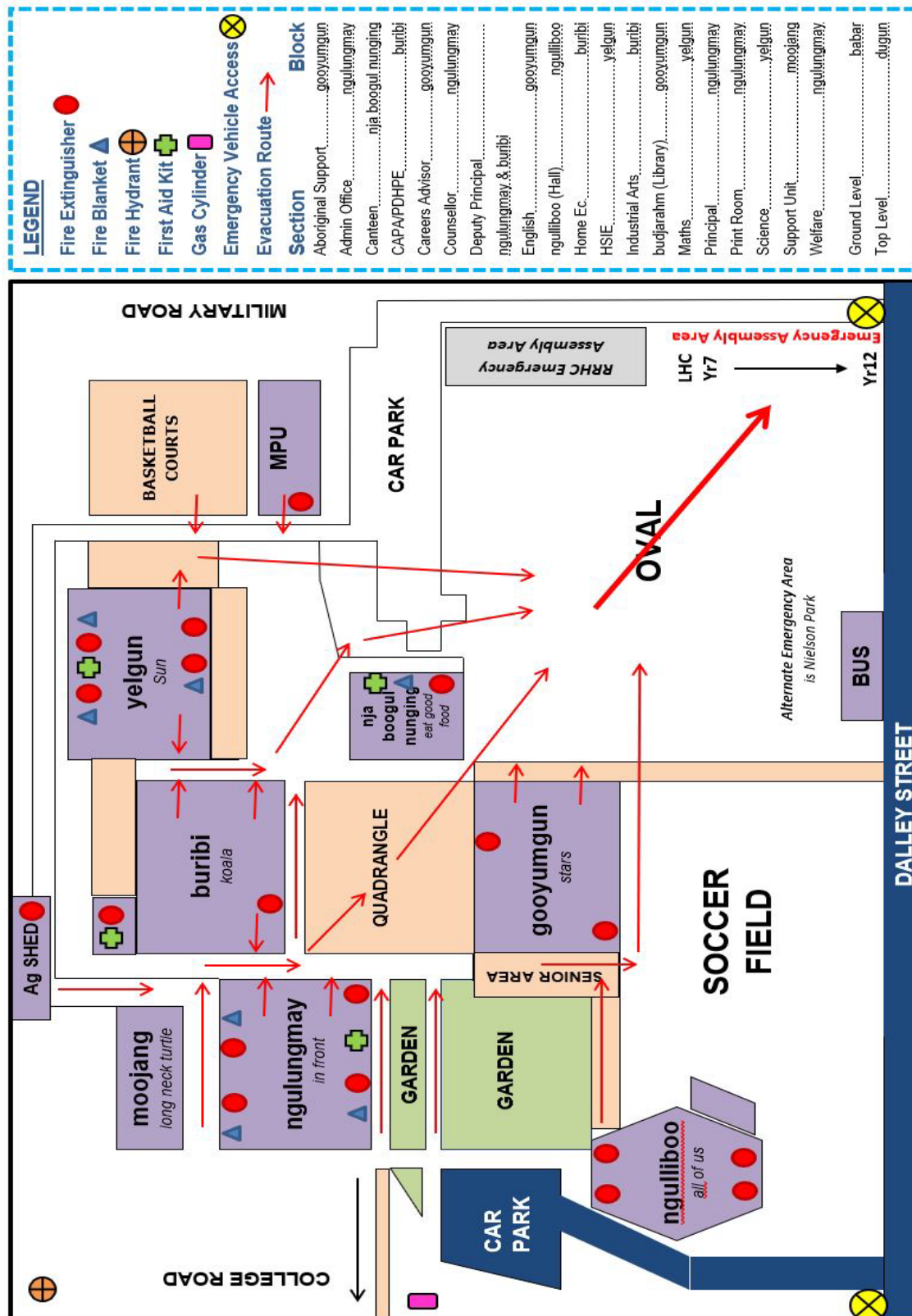
Our friendly learning community is characterised by academic excellence, where each individual is valued and supported to achieve personal success and positive well-being, through evidence-based practices. The curriculum is engaging, accessible and inclusive. With a strong focus on quality teaching, learning and leading we prepare students for the challenges of an ever-changing world which lies ahead of them. In addition to creative thinking, problem solving and technological skill development, all students are supported to establish strong foundations in literacy and numeracy to ensure they are successful lifelong learners.

Students not only feel they are part of a vibrant learning community, they recognise the importance of our connections to the broader community. We have strong relationships with our partner primary schools and are supported by Southern Cross University, TAFE, Lismore Council and a range of non-government organisations. The Rivers Secondary College is continually looking for opportunities for our students to give back and participate in community events and initiatives.

Our academic, leadership, sports, arts and student wellbeing curriculum ensure students have the opportunity to develop the necessary life skills for success. The Student Representative Council and School Captains have a strong voice and our staff ensure that all students develop the capacity and resilience to meet their social and emotional needs and grow as young people. Our strong commitment to the values of public education ensures schooling is about more than academic results. It is about shaping individuals who positively contribute to society.

## Campus Map

# Lismore High Campus Evacuation Routes (for LHC)



## Daily Timetable

	MONDAY	TUESDAY	WEDNESDAY (Super Wed for Seniors)	THURSDAY	FRIDAY
Period 1 (Senior)	8.30 - 9.10	8.30 - 9.10	8.30 - 9.10	8.30 - 9.10	8.30 - 9.10
Period 2	9.10 - 10.05	9.10 - 10.05	9.10 - 10.05 Sport Year 7-10	9.10 - 10.05	9.10 - 10.05
Period 3	10.05 - 10.50	10.10 - 11.00	10.10 - 11.00 Sport Year 7-10	10.10 - 11.00	10.10 - 11.00
Recess	10.50 - 11.10	11.00 - 11.20	11.00 - 11.20	11.00 - 11.20	11.00 - 11.20
Period 4	11.10 - 11.55	11.20 - 12.10	11.20 - 12.10	11.20 - 12.10	11.20 - 12.10
Period 5	11.55 – 12.40 Assembly 12.40 – 1pm Week A Whole School Week B Year Level	12.10 - 1.00	12.10 - 1.00	12.10 - 1.00	12.10 - 1.00
Lunch	1.00 - 1.40	1.00 - 1.40	1.00 - 1.40	1.00 - 1.40	1.00 - 1.40
Period 6	1.40 - 2.30	1.40 - 2.30	1.40 - 2.30	1.40 - 2.30	1.40 - 2.30
Period 7	2.30 - 3.15	2.30 - 3.15	2.30 - 3.15	2.30 - 3.15	2.30 - 3.15

## College Term Dates

### Term 1

Years 7, 11 and 12 return

Years 8, 9 and 10 return

### Term 2

All students return

### Term 3

All students return

### Term 4

Summer school holidays

Friday 27 January to Thursday 6 April

Tuesday 31 January

Wednesday 1 February

Monday 24 April to Friday 30 June

Wednesday 26 April

Monday 17 July to Friday 22 September

Tuesday 18 July

Monday 9 October to Tuesday 19 December

Wednesday 20 December 2023 to Monday 29 January 2024

## Campus Safety Procedures

Lismore High Campus makes every effort to ensure the safety of its students, staff and community. The campus follows the Child Protection Laws and WHS Regulations. For that reason we expect that everyone will meet campus expectations outlined in this section.

### Out Of Bounds Areas

Students should not block stairways, ramps or access ways. All classrooms and corridors are also out of bounds during break time unless a teacher accompanies and supervises students.

In addition to those areas the following rules also apply:

- The Canteen area is out of bounds at the change of periods.
- no student is to leave the campus grounds without the permission of the Principal or Deputy Principal or Administration office and has been signed out with the student services area of the Administration office.

### Emergency Procedures

A series of bells will sound and students must immediately follow directions in a calm and sensible manner. Each room contains lockdown and evacuation procedures which need to be complied with by the students.

### Evacuation

The siren continually rings from the public announcement system. Students are to move with their teacher to the designated area on the evacuation map included in this document. Students then move into their year groups and remain there until the all clear is given. No mobile phones should be used during an evacuation, they should remain in Yondr pouches. There will be drills throughout the year, but they should be treated as if it was real. Use of mobile phones by students extends the length of time of lockdowns and evacuations and often relays incorrect information to parents.

### Lockdown

Continuous beeping from the public announcement system. Students remain in their classroom. Lock all windows and door, pull blinds if any present and keep out of sight. If caught outside of a classroom, move to the nearest room with a class. Remain in the classroom until the all clear is given.

## Attendance

In New South Wales, all children from six years of age are legally required to attend school. After you complete Year 10 and until you turn 17 years of age, you have the following alternative options. You may be in:

- full-time further education and training (e.g. TAFE, traineeship, apprenticeship)
- full-time, paid employment for an average of 25 hours per week; or
- a combination of both of the above

You are expected to attend all school activities, on time. Regular attendance helps you develop the skills needed to access the world of work and other opportunities.

- to learn the importance of punctuality and routine
- Make and keep friendships

Truancy both whole day and of individual lessons is a serious issue. As well as disrupting their learning, it also means that the student's safety is at-risk because they are without adult supervision at a time when their parents/carers expect that they do have supervision. The parent/carer of that student will then be contacted to make them aware that the student is missing.

Students who truant will be supported to reflect on these behaviours in line with the campus Behaviour & Wellbeing Policy. Campus consequences reflections. In serious cases the campus will refer the student to the Home School Liaison Officer (HSLO) to assist the student, family and campus work towards solutions to the serious attendance and safety problem.

Children are required to undertake sport from Kindergarten to Year 10. Students in Year 11 and 12 may choose to do sport but it is optional. Campus sports carnivals are scheduled school days where all students must attend. Even though they may not be participating in an event they are required to attend.

## The School Day

The campus runs on a ten-day, two-week timetable. Week 1 (A) (Day 1-5) and Week 2 (B) (Day 6- 10). The school day is broken up into seven periods. Years 7 to 10 operate only in periods 2 – 7. Year 11 and 12 operate in periods 1 to 7.

Year 7, 8, 9, 10 have sport on Wednesday morning Period 2 & 3.

## Supervision

Students should not be on school grounds before 8:40 am with the exception of seniors doing early classes. From this time, if students need assistance, they should consult the roving staff member on duty (from 8.40am) or report to the Administration office in ngulungmay.

Campus teaching staff provide supervision during lesson times and teachers are rostered onto playground duty during break times. Students should remain in the areas directly supervised by teachers. If students are out of class during lesson times, they should have a note from their teacher, the Deputy Principal or Principal. Students should leave the school buildings and grounds as soon as possible, at the end of the day unless attending homework centres. Students catching buses that depart from the bus bay at the front of the school are supervised by a member of staff until the last bus leaves.



### Late Arrivals

When a student arrives at school after 9.15am, they must sign in at the Administration Office to obtain a late pass. The student should have a parent/caregiver note giving an acceptable reason for the late arrival. If the student does not have a parent note, or the reason given is unacceptable, they may be given a detention.

### Early Leavers

In cases of necessity, students may be granted permission to leave school before the end of the school day. A letter from parents is required and should show the date it is written, student's name, Roll Call class, the time and date when the student wishes to leave, the reason for the request and a signature of a parent or guardian. This letter should be handed to the Front Office before 9.10am of that day. The student will be issued with a leave pass and may leave the school grounds at the allocated time.

### Senior Attendance

Senior students may apply for Senior Student Flexible Leave if they have study lessons at the beginning or end of the day. However, it is important to note that senior students are required to stay on site during recess, lunch and study lessons that occur between timetabled classes. Application for Senior Student Flexible Leave can be made using the Senior Student Flexible Leave form available through the front office.

Senior students who have classes timetabled on a Wednesday must sign in before their first class and sign out after their last class. (Except for a 3.15 finish). Senior students are required to stay on site during recess, lunch and study lessons that occur between timetabled classes.

### Absence from School

Lismore High Campus has the technology that allows the campus to send SMS messages to the parents/carers of students. It is intended to confirm absences by notifying via SMS, parents/carers of absent students each day.

If a student is absent on any occasion, parents/carers can reply to the SMS with a reason or a note explaining the reason is to be brought to student services on the FIRST day of return. The note must show: Student's Given Name, Surname, Year, Dates and time of Absence, Reason, and must be signed by a parent or carer.

If a student has seen a doctor, it is advisable to obtain a medical certificate. Students, who are undertaking the Preliminary Higher School Certificate or the Higher School Certificate, are required to have medical certificates when unable to complete assessment tasks on certain days and also applying for illness / misadventure.

### Travelling to School

#### Bus Travel

Students whose front gate is 2km (or greater) radial circle from the front gate of the school, are entitled to free bus travel. Your entitlement will be determined by Transport NSW after you have completed an online application at [www.transportnsw.info/school-students](http://www.transportnsw.info/school-students). Brochures for this website and further information are available at the school office. All students travelling by bus must follow the Code of Conduct for Students on Buses. Changes of address must be notified to the office immediately and you must update your details on the Transport NSW website.

#### Car Travel

Students who are P plate licensed drivers, may wish to drive to school. Students are required to get an approval form from the school. Use of the car is for that student only and not for the transporting of other students. Siblings and fellow students travelling with the P plate driver also need signed approval from their

parents and the drivers parents. Failure to comply with these directions will be managed in line with the campus Behaviour & Wellbeing Policy. The duty of care rests with the parents of students driving to school.

### School Visitors

All visitors must enter and leave the campus via the Administration Office. You will be required to sign the 'Visitor's Book' and wear an identifying 'visitors' name badge.

Parent, Carers and Community Members who wish to work with our students must complete appropriate child protection documents – a Working With Children Volunteer Clearance.

Where a Work, Health and Safety issue arises it must be immediately reported to the Principal.

### Student Drop-off and Pick-up

Students can be dropped off at the drop off zone in College Street, near the school gate entrance, at the start of the day and at end of the day. Sometimes parents will come into the car park, off the front entrance on College Street. Please do not park past the school hall area unless you have permission or have someone requiring disabled access as it is for emergency access only.

### Skateboards, Bikes and Scooters

Must be left in the buribi bicycle lock-up located at the rear of Buribi, throughout the school day. It is strongly recommended that students using these racks ensure the safety of their items by locking them with a chain and padlock. Bikes, skateboards and scooters should be walked in and out of the school grounds and not ridden.

All skateboards, bikes and scooters can be locked in the space between buribi and yelgun.

## Student Behaviour Expectations

### Behaviour Code for Students

#### Information for parents/carers and students

#### NSW Department of Education Behaviour code for students in NSW Public Schools

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

#### In NSW public schools, students are expected to:

- Respect other students, their teachers and school staff and community members.
- Follow school and class rules and follow the directions of their teachers.
- Strive for the highest standards in learning.
- Respect all members of the school community and show courtesy to all students, teachers and community members.
- Resolve conflict respectfully, calmly and fairly.
- Comply with the school's uniform policy or dress code.
- Attend school every day (unless legally excused)
- Respect all property.
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools.
- Not bully, harass, intimidate or discriminate against anyone in our schools.

#### Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education. We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

##### Respect

- Treat one another with dignity.
- Speak and behave courteously.
- Cooperate with others.
- Develop positive and respectful relationships and think about the effect on relationships before acting.
- Value the interests, ability and culture of others.
- Dress appropriately by complying with the school uniform or dress code.
- Take care with property.

##### Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct.
- Negotiate and resolve conflict with empathy.
- Take personal responsibility for behaviour and actions.
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour.

##### Engagement

- Attend school every day (unless legally excused).
- Arrive at school and class on time.
- Be prepared for every lesson.
- Actively participate in learning.
- Aspire and strive to achieve the highest standards of learning.

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and

the Department of Education will back the authority and judgment of principals and school staff at the local level.

*The critical role of parents and care-givers is recognised as the primary influence on each child's character and behaviour and as essential partners in supporting the behaviour code and the successful education of their children.*

#### Lismore High Campus core rules and student expectations

Lismore High Campus core rules are based on the Behaviour code for students in NSW Public Schools and encompasses them. These three rules are taught at the school and are the basis of student expectations. The welfare curriculum at the school from Year 7 to Year 12 emphasises these three rules. Lismore High Campus has high expectations of students and their behaviour.



### Our Guiding Principles

At Lismore High Campus we are;

- safe
- fair
- learners

*who strive for success by being proud of ourselves and our school*

## The Care Continuum

*The school has a student behaviour support plan which details our expectations and the prevention, early, targeted and individual interventions that may be adopted by staff at the school.*

Behaviours span across a continuum from positive, inclusive and respectful to complex, challenging and unsafe behaviours. Students may require different types of intervention delivered in different ways along a continuum of need to best meet their needs. This is called the care continuum.

### What is the care continuum?

The care continuum includes interventions for:

- all students - creating a safe and respectful learning environment.
- some students - providing early intervention and targeted support for students at risk of developing negative behaviours.
- a few students - supporting students with complex and challenging behaviour needs through intense, individual interventions.

The care continuum is a whole-school system that can assist schools to adopt a prevention-focused approach and help to address the full spectrum of student needs including:

- prevention.
- early intervention.
- targeted intervention.
- individual intervention.



## PREVENTION

The Key Principles related to Prevention include:

1. Inclusive, proactive prevention-focused approach – developing positive behaviours and self-regulation skills in all students.
2. Explicit teaching of behaviours and skills – Explicit teaching works best when working directly with students to develop their social, emotional and behavioural skills.
3. Development of evidence and data – Continue to strengthen understanding of what works best to support positive behaviour, school performance and student outcomes.
4. Shared parent & community responsibility and action – Foster shared responsibility between schools, parents and carers, and community for student wellbeing and learning outcomes.

## INTERVENTIONS

The Key Principles related to Interventions include:

1. Quality implementation of effective evidence-based interventions – Staged approach to establish and sustain a whole-school approach to positive behaviour.
2. Supports and resources: capacity building – Ensure that staff are positioned to develop and manage student behaviour.
3. Managing challenging behaviour – Explore and develop new options and approaches for managing challenging behaviour.
4. Collaborative partnerships – Cross-sector collaboration to promote effective approaches.
5. Specialist workforce – Targeted and intensive support accessed by school to provide expert guidance, advice and input.

### Banned Items

The following items are not to be brought to the campus - aerosol deodorants, explicit material, energy drinks, permanent marker/textas, liquid whiteout, weapons, alcohol, tobacco, lighters, matches, smoking paraphernalia, vapes and illegal substances. Students are not to carry prescribed medications unless prior approval has been sought.

### Bullying and Harassment

<https://education.nsw.gov.au/parents-and-carers/wellbeing/bullying/the-complete-parent-and-carer-guide-to-anti-bullying>

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Bullying has three key features. It:

- involves a misuse of power in a relationship.
- is ongoing and repeated, and
- involves behaviours that can cause harm.

Bullying can also occur online. This is known as cyberbullying which is using technology such as the internet or mobile devices to bully someone. It can include sending abusive texts and emails, posting hurtful messages and putting inappropriate comments on pictures of others.

Bullying of any kind is not acceptable in NSW schools, whatever the reason. Schools are committed to working with parents, staff and students to prevent bullying and respond quickly and effectively if it does occur.

### Warning Signs

Children who are bullied or are bullying others may respond and act differently. Your child's behaviour and mood can change for a variety of reasons. Be alert to the possibility that the change may be related to bullying.

You may notice your child:

- doesn't want to go to school or participate in school activities.
- changes their route to school or becomes frightened of walking to school.
- drops in academic performance.
- changes sleeping or eating patterns.
- has frequent tears, anger, mood swings or anxiety.
- takes money from home.
- has unexplained bruises, cuts or scratches.
- loses or brings home damaged belongings or clothes.
- asks for extra pocket money or food.
- arrives home hungry.

The signs of online bullying can be the same as signs of other bullying but may include other behaviours with phones and computers. For example, your child may:

- be hesitant about going online.
- seem nervous when an instant message, text message or email appears.
- be visibly upset after using the computer or mobile phone, or suddenly avoid it.
- close a laptop or hide a mobile phone when others enter the room.
- spend unusually long hours online.

Often children do not report bullying to their parents. This may be because they are afraid of upsetting their parents, feeling ashamed, afraid of making things worse, or worried that they may lose privileges such as access to the internet.

### **How parents can help the bullied child**

Simply listening sympathetically helps. Such support can reduce the pain and misery. It never helps to say it's the child's problem and that he or she must simply stand up to the bullies, whatever the situation. Sometimes this course of action is impractical, especially if a group is involved. Nor does it help the child to be over-protective, for example, by saying: 'Never mind. I will look after you. You don't have to go to school'.

Here are some suggestions for talking with the child and trying to understand the situation from the child's point of view:

- Find out what has been happening and how the child has been reacting and feeling.
- Suggest to the child things to do when he or she is picked on.
- Sometimes by acting assertively or not over-reacting, the bullying can be stopped. It is always much better if children, with a bit of good advice, can do something to help themselves.
- Explore with the child what leads up to the bullying. Very occasionally a child may be provoking others by annoying or irritating them and can learn not to do so.
- Sometimes it is wise to discuss with the child what places it might be best to avoid, and, on occasions, whom to stay close to, in threatening situations.
- Make a realistic assessment of the seriousness of the bullying and plan accordingly.

### **How parents can help the child who bullies**

Parents should not assume that they are to blame for their child's misbehaviour, especially as the child gets older. But at the same time, they should ask whether they ever model bullying behaviour themselves, and whether the child is copying this behaviour. Consider whether the child who bullies feels very frustrated in the home and wants to hurt others as a consequence. Children who feel loved and not over-controlled at home are less likely to bully others.

Often parents of children who bully are asked by teachers to help improve the situation. It is tempting to be defensive or to offer excuses. It is better to focus on the bullying behaviour that needs to change, not only for the good of the child but also for the good of others.

### **Parents working with teachers**

It is a common (and understandable) mistake for parents to get angry and accuse the school of negligence. This does nothing to improve the situation. Often students will tell their parents / carers that they have told the teacher or that nothing is being done. When the matter is looked into, commonly the school and teachers are unaware of the situation. It is essential to contact the school when you are aware of the situation.

### **What to do if your child is bullied**

Students, parents and carers may report bullying behaviour to a variety of staff in the school. The first point of contact for a student is the classroom teacher and the Year Adviser. Where this has been unsuccessful or the matter is serious, the Deputy Principal should be contacted. Very serious matters or unresolved issues need to be referred to the Principal.

#### **Senior Executive within the school such as the Deputy Principal.**

Contact the school and report the incident to the most appropriate contact person. Keep a record of incidents that you are aware of. Meet or communicate at least weekly with the school contact. Parents and teachers working together have the best chance of success. While many students ask their parents not to become involved, bullying thrives on secrecy. It can be better, in the end, to go against your child's wishes and to contact the school.

Ask your child to keep a record of incidents and insults and to draw a map of the school marking where they feel safe and unsafe.

In most bullying situations, there are some students who are directly involved, some who are neutral and some who don't bully. Ask your child to try to make friends from the neutral group.

### **What the school will do to address bullying**

With incidents involving bullying the school must follow the Procedural fairness guidelines. This means both sides have a right to give their version of an incident. If a matter cannot be proved, it is difficult for the school to act on it.

There are a variety of strategies that can be used to deal with bullying, from interviews, mediation, training programs with the students to suspension or expulsion, based on the duration and nature of the bullying.

Anti-bullying programs are taught as part of the school curriculum and the school has an Anti-bullying plan updated regularly.

### **Bring Your Own Device**

Students must read and sign the BYOD Student Agreement in the company of a parent or caregiver unless otherwise directed by the Principal.

#### **Mobile Phones and Yondr**

The Rivers Secondary College Lismore High Campus staff and Parents and Citizen's Association implements the Yondr program to support our campus to be a phone-free space. We understand that mobiles are very useful, but mobile phone use has increasingly become a source of distraction, antisocial behaviour and conflict both at home and at school. Our campus aims to maintain a safe and effective educational environment for all students.

Yondr is currently used across the world in hundreds of classrooms and schools, at concerts, comedy shows, weddings and special events of all kinds. The goal of these spaces is to encourage people to engage with each other and their surroundings.

- The Yondr program employs a simple, easy-to-use case that stores a mobile and requires an unlocking base to open.



- When students enter the campus grounds they will place their phone on silent mode in a Yondr case which is then locked.
- Students maintain possession of their phones but will not be able to use them until they are unlocked at the end of the day.
- During lessons that require or would be enriched by the use of mobile phones, unlocking stations will be provided for educational purposes.
- Unlocking stations will be based at the front and back entry gates to the school, and also available if requested in the Front Office and Deputy Principal Offices.

#### How It Works



**Case**



**Lock**



**Unlock**

As students enter the campus students place their phone into a Yondr pouch that locks when it is closed. Students keep their phone with them throughout the day. To unlock the case, student tap it on any teacher's unlocking base or use the bases located at each of the campus entry/exit points.

The campus has processes in the event of an emergency so that your child will be able to quickly unlock their phone.

We want to assure our families that they can reach their children through the main office on 02 6621 5185 and we thank them for their continued support in ensuring a safe and healthy learning environment for our students.

Inappropriate use of mobile devices will be managed in line with the campus Behaviour & Wellbeing Policy.

#### Uniform

School uniform is compulsory for all students attending Lismore High Campus. This policy is wholly endorsed and written in collaboration with Lismore High Campus P&C. The wearing of school uniform is supported by the Department of Education. Lismore High Campus expects students to wear school uniform during school hours, while travelling to and from school, and when engaged in school activities out of school hours.

If students are representing the school they must be wearing school uniform. School uniform worn should be appropriate to the occasion i.e. every day, formal or sport. At all times students should present as neat, tidy and clean and skirt and short length should always sit just above the knee. There will be occasions where alternative clothing is acceptable; such as sports carnivals when students wear their house colours and Mufti Days where casual or themed dress is allowed– as directed by the Principal.

### Footwear in Practical Classes

Safe footwear is a Work Health and Safety requirement for many school activities. Department of Education policy directs that thongs, open type sandals or shoes, canvas type shoes and joggers, shall not be worn in practical classes where there is a possibility of injury through spillage of hot liquids, metals, or the dropping of heavy or sharp instruments, tools, etc. While it is not possible to specify any one standard to meet all situations, shoes with stout sole and firm leather uppers are considered necessary. For this reason non-leather joggers are not safe for classes where the above issue could occur. As a result we require plain black leather shoes for all students at all times. Students are excluded from practical lessons if their shoes do not meet the requirements. The cooperation of parents is requested in ensuring that their children wear correct footwear.

When purchasing your child's footwear, please use these images as a general guide. All shoes **MUST** be full leather, plain black shoes and should **NOT** extend over the ankle or have a platform. The leather must cover the whole foot for safety. Students are expected to wear black leather upper shoes.



### Out of Uniform Procedures

If, because of unusual circumstances, a student is unable to wear a particular regulation item of campus clothing, the student must bring a note of explanation signed and dated by their parent/carer to the Administration Office or Deputy Principals before 9.00am. It is likely that students may be directed to change into one of the emergency uniform items the campus holds. Students out of uniform without a valid reason may be required to attend reflection sessions during the breaks.

Uniform assistance is available for families in financial hardship and can be accessed through the front office or Deputy Principals.

### Personal Belongings

All students are expected to have a bag large enough to carry workbooks, folders and textbooks to keep them in good condition. Bags should not be left in the playground during lesson times. Students should never leave money or items of value in their bags.

Students should not bring to school large amounts of money or expensive items. Students, who are bringing monies to pay at school, should pay at Student Services prior to going to class. If there are items that students want stored, they can be left at Student Services. The school takes no responsibility for loss or damage to stored items. If there is a need to have a large sum of money at school, students should take it to Student Services for safekeeping.

### Lost Property

Any property found by staff, students or cleaners is to be brought to Student Services where it may be claimed on correct identification. All personal items should be identified by waterproof labelling or inscribed with the student's name. Property correctly marked with the student's name will be returned to the student.

Property not claimed from Student Services will be stored until the end of each term. Any unclaimed property will be given to the second-hand uniform pool or donated to charity.

## Student Equipment List

### Year 7 Equipment List – 2023

It is important that all students come prepared for their classes EVERYDAY. You will use your timetable to guide you as to what equipment you will need each day.

All students will be required to supply the equipment for the subjects listed.

Listed below are equipment needs for specific subjects. In addition, you will need general equipment including: blue or black pens, red pen, lead pencils, eraser, glue stick, etc.

Equipment packs are available through Dolphin Office Choice.

Equipment	Subject
<ul style="list-style-type: none"> <li>• USB Stick</li> <li>• Plastic Sleeves</li> <li>• 48 Page Book</li> <li>• Highlighter Pens</li> </ul>	Languages
<ul style="list-style-type: none"> <li>• Grid Book/s</li> <li>• Calculator FX82Au</li> </ul>	Mathematics
<ul style="list-style-type: none"> <li>• Clear Mesh Case A3 – available in book pack or through the school.</li> <li>• Eraser</li> <li>• Glue</li> <li>• 2B pencil</li> <li>• Sharpener</li> <li>• 1 x A3 Visual Art Diary</li> </ul>	Art
<ul style="list-style-type: none"> <li>• PE (sport) Uniform</li> <li>• Joggers</li> <li>• 96 Page book</li> </ul>	Physical Development, Health and Physical Education (PDHPE)
<ul style="list-style-type: none"> <li>• 120 page book x 2</li> </ul>	Human Society and Its Environment (HSIE)
<ul style="list-style-type: none"> <li>• 120 page book</li> </ul>	English
<ul style="list-style-type: none"> <li>• 120 page book</li> </ul>	Science
<ul style="list-style-type: none"> <li>• Display Folder</li> <li>• Apron (you may make this in class)</li> <li>• Covered sturdy shoes preferably leather</li> </ul>	Technological and Applied Studies (TAS)

**Year 7 Support Unit** only require the listed equipment for Special Education.

Equipment
<ul style="list-style-type: none"> <li>• 7 x A4 exercise books covered</li> <li>• Visual art Diary</li> <li>• 2 x A4 Display Books</li> <li>• Mathematics Grid Book</li> </ul>

## Equipment List Year 8 – Year 12 2023

**\*\*Please note that subjects listed are electives and the student may not be doing those subjects.**

### Support Unit (Year 8 -12)

<b>Year 8 EQUIPMENT</b>
7 x A4 exercise books covered 2 x A4 Display Books 1 x A3 Visual Art Diary
<b>Year 9 EQUIPMENT</b>
6 x A4 exercise books covered 4 x A4 Display Folders Others as advised by electives
<b>Year 10 EQUIPMENT</b>
6 x A4 exercise books covered 4 x A4 Display Folders Others as advised by electives
<b>Year 11 EQUIPMENT</b>
3 x A4 exercise books covered 3 x A4 Display Folders Others as advised by electives
<b>Year 12 EQUIPMENT</b>
3 x A4 exercise books covered 3 x A4 Display Folders Others as advised by electives

### Mainstream Year 8 – 12

<b>Year 8 EQUIPMENT</b>
120-page book A4 Science Plastic Sleeves or Display Folder TAS Several pens TAS Apron TAS Covered sturdy shoes (School Shoes) TAS 120-page book A4 x 2 HSIE PE Uniform 96 Page A4 Workbook PE  Clear Mesh Case A3 – available in book pack or at school.  Rubber Art Glue Art 2B pencil Art Sharpener Art Grid Books A4 Maths Calculator FX82Au Maths

### Year 9 EQUIPMENT

120-page book A4 Science  
 Plastic Sleeves or Display Folder TAS Several pens TAS  
 Apron TAS  
 Covered sturdy shoes (School Shoes) TAS 120-page book A4 for History HSIE  
 120-page book A4 for Geography HSIE PE Uniform  
 96 Page A4 Workbook PE Visual Art Diary Art Rubber Art  
 Glue Art  
 2B pencil Art Sharpener Art  
 Grid Books A4 Maths Calculator FX82Au Maths Several Pens  
 Language  
 USB Stick Language  
 Plastic Sleeves Language  
 Cardboard for one assignment Language

### Year 10 EQUIPMENT

120-page book A4 Science  
 Plastic Sleeves or Display Folder TAS Several pens TAS  
 Apron TAS  
 Covered sturdy shoes (School Shoes) 120-page book A4 for History HSIE  
 120-page book A4 for Geography HSIE PE Uniform  
 96 Page A4 Workbook PE Visual Art Diary Art Rubber Art  
 Glue Art  
 2B pencil Art Sharpener Art  
 Grid Books A4 Maths Calculator FX82Au Maths Several Pens LOTE  
 USB Stick LOTE Plastic Sleeves Language  
 Cardboard for one assignment Language

### Year 11 EQUIPMENT

Folder and paper  
 120 page book A4 for HSIE Elective

### Year 12 EQUIPMENT

Folder and paper  
 120 page book A4 for HSIE Elective

## Student Learning

### Reporting and Assessment

Each student, from all year groups, will be issued with a formal report on progress twice during the year. This will generally occur at the end of each semester.

The type of assessment may be different for each subject, but may consist of unit tests, assignments, projects, reports, practical tests and any other component which can be used to assess how the student is achieving their learning outcomes.

Areas of assessment are incorporated into all subject reports with grades and descriptors indicating a student performance and effort in the subject. All reports are presented in a computerised format.

### Parent Teacher Interviews

Parent/Teacher interviews will be organised for each year to provide general updates on student progress. They will be spread across the year as appropriate.

Parent/carers who wish to make an extended interview with a staff member may do so by phoning the school and making an appointment during school time to meet with the respective teacher.

Communication between home and school is vital at all stages. If parents believe that there is any factor which may affect their son/daughter's achievement, progress or wellbeing at school, then parent/carers are encouraged to communicate this to the campus.

### Library

The library is open all day from 9:00 am to 3.15 pm Monday to Friday.

Friendly library staff are available to assist students who need help with research or information technology. Before school and at recess and lunch, students are welcome to use the library; students who wish to read, research or study have priority in the library. Printing is 10c per page, payment for print vouchers is made at the library. Photocopying is also available.

Senior students are encouraged to use the library during study periods.

### High Achievers Program

The Rivers Secondary College is committed to supporting and developing the potential of all our high achieving students, with the central aim of providing the highest quality education for students in the Lismore region.

Students who aspire to and enrol into a High Achiever's (HA) class will be expected to demonstrate:

- Commitment to high academic achievement across all subjects
- Attentiveness, motivation, interest and commitment to learning including participating in all set activities such as excursions and extracurricular activities
- Organisational skills which enable submission of all homework and assessment tasks by the set deadlines
- Ability to learn independently and in teams

The HA class selection and monitoring processes will be supported at each campus by a High Achiever's Coordinator who will work in conjunction with the campus executive and year advisors. Details about the

HA class application process along with a timeline will be made available to Year 6 students, families and our partner primary schools by the middle of term 1 each year. All application outcomes will be communicated to both the student and family as well as their primary Principal.

### Rivers Academy of STEM Excellence (RASE)

STEM education is the learning of Science, Technology, Engineering and Mathematics in an interdisciplinary or integrated approach. Students gain and apply knowledge and deepen their understanding within an authentic real-world context.

STEM is becoming increasingly important with more and more jobs requiring STEM skills. The Rivers Secondary College is increasing its focus on STEM education through project days, integrated STEM programs, electives and integrating STEM skills across the entire curriculum using the STEM Design Thinking Process. Through these programs, we're able to develop skills such as Creative and Critical Thinking, Collaboration, Problem Solving, Digital Citizenship and Global Citizenship in our students. Fluency in these 21st century skills provide our students with the platform to be adaptive learners who are prepared for a changing work environment.

### Learning Support

Inclusive education means that all students, regardless of disability, ethnicity, socioeconomic status, nationality, language, gender, sexual orientation or faith, can access and fully participate in learning, alongside their similar-aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. Inclusion is embedded in all aspects of school life and is supported by culture, policies and everyday practices. Parents may wish to contact their student's Year Advisor, Deputy Principal or the Principal of the campus to raise any concerns, share information or inquire as to the learning support available at the campus. Each campus has a dedicated Learning and Support teacher who along with the whole staff team will work with parents/carers and students to support student learning and wellbeing.

### Special Education

Lismore High Campus has three support classes for students with special educational needs. These classes provide specialist and intensive support for eligible students with a diagnosed intellectual or physical disability, Autism Spectrum Disorder, mental health diagnosis, sensory processing disorder or behaviour disorders. Class sizes in support classes are usually smaller than in mainstream classes because of the students' higher needs. The class teacher is responsible for planning personalised learning and support for each student, in consultation with parents and carers and allied health professionals where it is appropriate. A student placed in a support class will have the same opportunity as students in mainstream classes to participate in the campus' and community activities, such as school sports and assemblies.

Placement in these classes is determined by a regional panel after parents apply for a position in consultation with their child's school.



## Homework

Homework and study are two different things that are both very important to making the most of learning. Homework can be work set by teachers that gives students more practise at what was taught in class. Study is where students do more practise to put what they have learned into their long-term memory.

Students are encouraged to utilise their student diaries to record homework and assessments. There are also practical study tips and strategies in these.

Every student must develop the habit of 'home study'. Time should be found each day to revise earlier work, prepare summaries and practice the skills in each subject. This homework is constant and students should be organising their time to gain as much home study as possible.

In Years 7-12 homework should be set on a regular basis in most subjects.

As students move into the senior school, the homework and study demands will increase. However, students will be able to, at times, negotiate the amount, type and time frame of their homework.

## Time for homework

Students may be undertaking homework, reading, study and assessment task preparation. Sometimes longer time may be needed, due to assessment tasks. Indicated times for five nights of the week and are given as a guide only. It is important that if students do not have set homework, that they should read novels, etc.

<b>Year Level</b>	<b>Time per night</b>
Year 7	30 minutes
Year 8	1 hour
Year 9	1 hour 30 minutes
Year 10	2 hours
Year 11	2 hours 30 minutes
Year 12	3 hours

## Curriculum

### English

Through the study of English students learn about the power, value and art of the English language for communication, learning and enjoyment. Developing proficiency in English enables students to become confident communicators, critical and imaginative thinkers and lifelong learners. Students develop their language skills through activities involving speaking and listening, reading and writing, and viewing and representing. They learn about language and literature through working with a wide range of print, spoken, visual, media, multimedia and digital texts.

### Mathematics

Mathematics provides students with the opportunity to develop their knowledge, understanding and skills in mathematics and working mathematically. Students have the opportunity to develop increasingly sophisticated and refined mathematical understanding, fluency, communication, reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing strategies to make informed decisions and solve problems relevant to their present and future needs.

### Science

Through the study of Science students learn about our biological, chemical, geological, physical and technological world. They actively develop skills in planning and conducting investigations, recording and analysing data, and problem-solving. Students explore real-world phenomena and develop solutions to authentic problems.

### Physical Development Health and Physical Education (PDHPE)

Through the study of PDHPE courses, students develop the knowledge, understanding, skills and attitudes needed to take action to protect and enhance their own and others' health, safety and wellbeing in varied and changing contexts. Physical education is fundamental to the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively.

### Human Society and Its Environment (HSIE)

HSIE is the study of how humans interact with the world, how society operates and how it is changing. Through the study of HSIE, students develop the skills to prepare them to actively and responsibly participate as informed citizens in the contemporary world.

### Technology and Applied Studies (TAS)

Through the study of TAS courses, students engage in a diverse range of practical experiences and develop knowledge and understanding of contemporary and advancing technologies. They develop solutions to identified problems and situations, and explore the impact of technologies on the individual, society and the environment.

### Creative and Performing Arts (CAPA)

Study in CAPA provides students with strong discipline based knowledge and the fundamental skills, creative expertise, learning mindset and critical capabilities for the future world of work. Creative Arts students experience and develop the complex skills required to create and test ideas, generate creative works with confidence, shape inquiry and critically evaluate and reflect on what they do. Study in the Creative Arts prepares students to be significant producers and informed consumers of culture.

## Languages

Learning languages opens minds to difference where diversity is seen as a regular part of society. Proficiency in languages provides a resource that encourages more effective engagement with the global community. The study of Languages strengthens essential foundational skills for literacy. It also fosters intellectual and emotional development, and cultural understanding.

## Vocational Education and Training

VET courses contribute to the broad education of students. They have the capacity to engage and challenge students to maximise their individual talents and capabilities for further education and training and lifelong learning.

## Student Services

### School Contributions

Lismore High Campus request a general and sometimes a subject-specific contribution to enhance our educational programs. There will be no charge to access the minimum curriculum as defined in the Education Act 1990, however, our request for a voluntary contribution for elective subjects is to fund the learning that go beyond the minimum requirements of the curriculum. NSW Government policy is that school contributions are voluntary. The contributions for elective subjects are used to purchase materials or equipment necessary to undertake the subject. Where a student has not paid their subject contribution, they may be allowed to participate in the lesson but will not be able to consume the product in the case of food-based subjects or keep the item for manufacturing subjects.

Parents and carers who are unable to pay elective subject contributions because of financial hardship may be eligible for assistance from the campus. It is not the aim of the school to disadvantage students in anyway. However, payment of fees is crucial. If you are unable to pay subject contributions because of financial hardship, please contact our School Administration Manager Mrs Cheryl Graham, so we can arrange terms of payment or other financial support.

### Making Payments

The Student Service office is where all payments are received for excursions, contributions etc. Students are able to make payments at the Student Service office before school, at recess and at lunchtime.

The closing date for payment of money for campus excursions and events is clearly specified on the student permission note. After this date no further payments will be accepted and students will not be able to attend the excursion or event. It is important that students develop responsibility for making sure that they have paid on time (and also returned their permission note).

### Online Payments

It is now possible for parents to make online payments to the campus for amounts owing for students, via a secure payment page hosted by Westpac. Payments can be made using either a Visa or MasterCard credit or debit card. The payment page is accessed from the front page of the campus' website by selecting 'Make a Payment'. Items that can be paid include voluntary school contributions, subject contributions, major excursions and sport.

Student and payment details are entered each time you make a payment and are not held within the payment system. The payment system is hosted by Westpac to ensure that your credit/debit card details are captured in a secure manner, these details are not passed back to the school. There is also the option to enter the Student Registration Number (SRN) and invoice number if you are aware of them.

You have the ability to check and change any details of the payment before the payment is processed. Receipts can be emailed and/or printed. Details of the payments are passed daily to the school where they will be receipted against your child's account. As a receipt has been issued from the payment page a further receipt will not be issued by the school. For any enquiries regarding the Online Payment process please contact the School Administration Office.

### Scholarships

The Nesbitt Award has been a long-standing award at Lismore High Campus with a significant donation of funds for student scholarships. Each of the top academic students in Years 7-10 receive approximately \*\$500-\$1000 and the male and female Year 11 duxes receive approximately \*\$5000-\$10000 each (\*approximate and is dependent on interest earned by the trust in the year).

The Allan Rutherford Balzer Scholarship is awarded to someone special in memory of two Lismore High School cousins, who died in their early twenties, during World War II, in defence of our country's freedom.

### Student Assistance

Lismore High Campus is committed to delivering outstanding opportunities for all students. If you are under genuine financial hardship which may prevent your child's attendance at an excursion or event please fill out the Student Assistance Request available from the Administration office. All applications for student assistance will be considered by the senior executive in the strictest confidence and a decision based on a family's need and application.

### Canteen

The Lismore High P&C canteen operates like a cafeteria, Monday to Friday. Food is prepared in advance and displayed on the counters at recess and lunch, students make their choices then pay at a checkout. Food can be pre-ordered, and this is encouraged; students can place an order from 8:30am.

EFTPOS is available; however, mobile devices will not be accepted for payment as these should be stored securely/switched off in YONDR pouches.

## SUBJECT FEES

An account will be sent in term 1 and payment can be made either in person at the office or online. The link to pay online is available from the campus website.

### Year 12 Subject Fees

Hospitality	\$100.00
Industrial Technology	\$ 50.00
Design & Technology	\$ 50.00
Music	\$ 30.00
Photography	\$ 80.00
Agriculture	\$ 35.00
Biology	\$ 15.00
Chemistry	\$ 20.00
Marine Studies	\$ 20.00
Drama	\$ 10.00

### Year 11 Subject Fees

Hospitality	\$ 50.00
Industrial Technology	\$ 50.00
Visual Arts	\$ 70.00
Music	\$ 30.00
Biology	\$ 15.00
Marine Studies	\$ 20.00
Ceramics	\$100.00
Earth & Environmental Science	\$ 10.00
Dance	\$ 20.00

### Year 9 Subject Fees

Food Technology	\$ 90.00
Industrial Technology Timber	\$ 50.00
Industrial Technology Multimedia	\$ 20.00
Visual Arts	\$ 50.00
Music	\$ 15.00
Childcare	\$ 20.00
STEM	\$ 50.00
Agriculture	\$ 20.00
PASS	\$ 20.00
Drama	\$ 15.00

### Year 10 Subject Fees

Food Technology	\$ 90.00
Industrial Technology Timber	\$ 50.00
Industrial Technology Multimedia	\$ 20.00
Visual Arts	\$ 50.00
Music	\$ 15.00
Information Software & Technology	\$ 20.00
Childcare	\$ 20.00
Dance	\$ 20.00
Agriculture	\$ 20.00
PASS	\$ 20.00
Drama	\$ 15.00

### Year 7 & 8 Subject Fees

Home Economics	\$ 30.00
Industrial Arts (Year 7)	\$ 25.00
Industrial Arts (Year 8)	\$ 25.00
Visual Arts	\$ 30.00
Music	\$ 10.00

## School Contribution

Our school community supports the school through the School Contribution. The School Contribution is a voluntary payment made to the school. The voluntary contribution is used to purchase resources for the use of students in the school.

### School Contribution Fee

Senior	\$ 50.00 (11 & 12)
Junior	\$ 40.00 (7 to 10)

### LHC YEAR 9 ELECTIVES 2023

Line 1	Line 2	Line 3
Agriculture	Aboriginal Studies	Childcare
Drama	Commerce	Industrial Technology - Multimedia
Food Technology	Food Technology	Music
PASS	Industrial Technology Timber	PASS
STEM	Visual Arts	

LHC YEAR 10 ELECTIVES 2023		
Line 1	Line 2	Line 3
PASS	Agriculture	Industrial Technology- Timber
Visual Arts	Food Technology	Food Technology
Child Care	Drama	Music
Industrial Technology- Multimedia	Information and Software Technology	Commerce
Crafty Ways	Aboriginal Studies	Dance



## Subject Lines for Shared Curriculum Courses Year 11 2023 (shown in green)

Location	Line 1	Line 2	Line 3	Line 4	Line 5	Line 6	Line 7 (Wed. AM)	Line 8 (Wed. PM)
Kadina High Campus	Advanced English Standard English English Studies	Mathematics Advanced <u>Mathematics Standard</u> Numeracy	Industrial Tech Timber Hospitality	Biology Drama PDHPE	Business Studies SLR Visual Arts	Ancient History Exploring Early Childhood Music	Construction Textiles Entertainment	No classes
Lismore High Campus	Advanced English Standard English English Studies	Mathematics Advanced Mathematics Standard 2 Legal Studies	Business Studies Earth and Environmental Science	Ceramics Biology	Hospitality SLR (2) Society and Culture	PDHPE SLR (1) Visual Arts	Music Ext English	Marine Studies Dance Industrial Tech Timber Ext Mathematics
Richmond River High Campus	Advanced English Standard English English Studies	Mathematics Advanced <u>Mathematics Standard 2</u> <u>Mathematics Standard 1</u>	Visual Arts Chemistry Legal Studies SLR Work Studies	Biology PDHPE Physics SLR Society and Culture	Ancient History Business Studies CAFS Music	Biology Business Studies Earth and Environmental Science Marine Studies Software Design and Development	Construction Japanese	Hospitality Primary Industries Ext Mathematics

# Subject Lines for Shared Curriculum Courses **Year 12 2023** (shown in blue)

Location	Line 1	Line 2	Line 3	Line 4	Line 5	Line 6	Line 7 (Wed. AM)	Line 8 (Wed. PM)
Kadina High Campus	English Standard English Advanced English Studies	Maths Advanced Maths Standard 2 Maths Standard 1 Numeracy	Business Studies Drama SLR	Business Services Administration Modern History PDHPE	Food Technology Legal Studies Visual Arts	Biology Exploring Early Childhood SLR	Hospitality	Construction Extension English
Lismore High Campus	Maths Advanced Maths Standard 2 Maths Standard 1 Aboriginal Studies	English Standard English Advanced English Studies	Music SLR Hospitality	Ancient History Chemistry Design and Technology PDHPE	SLR Business Studies Community and Family Studies	Agriculture Photography Biology	Industrial Tech Metal	Drama Marine Studies
Richmond River High Campus	Maths Advanced Maths Standard Numeracy	English Standard English Advanced English Studies	Earth & Environ. Science Exploring Early Childhood PDHPE Physics Visual Design	Biology Business Studies Japanese Work Studies	Biology Construction Drama Hospitality Legal SLR	Agriculture Visual Arts Geography Music SLR	Extension Maths Hospitality Photography	Ceramics Marine Studies

### Student Wellbeing

The Rivers Secondary College strives to provide quality education for all students, taking account of their age, background, ability and interests. All campuses help students to become self-directed, lifelong learners who can create a positive future for themselves and for the wider community. For this to occur, our college needs to be a place where every student can learn and grow with confidence. Students develop best where teaching and learning occur in a context of student wellbeing.

Schools need to be safe and happy places for students and their teachers. Student wellbeing is enhanced when all members of the school community participate in the learning programs and life of the school. Our college values of 'Equity, Excellence and Engagement' are best demonstrated when we are 'working together to ensure every student is safe, supported and successful with a bright future.'

### Peer Support

Each student in Year 9 has the opportunity to be trained as peer support leaders. As our prospective Year 7 students transition to high school and settle into campus life they benefit from participating in a range of activities led by older students, in coordination with their year advisor and the Learning Support team. This helps our new Year 7s to quickly feel part of our school community and become familiar with the expectations, routines, and extra-curricular opportunities available to them.

### Year Advisor

Year Advisors have a pivotal role in ensuring each student is supported and successful at school. They are responsible for the general wellbeing of a specific year group of students and usually stay with the year group until they graduate. They liaise with students, parents/carers and staff to provide additional support and understanding to students. Parents/carers are encouraged to contact their child's year advisor regarding any concerns or issues with their child or a change in family circumstances (accident, illness, death, separation etc.) that may have an effect on their child or their child's wellbeing or ability to complete set class work and /or assignments.

### Girls Advisor

We have Mrs Emma Pruess as our Girl Adviser. Girls can discuss issues with this staff member who may refer them to other support services.

### Boys Advisor

We have Mr Carlo Diluca as our Boy Adviser. Boys can discuss issues with this staff member who may refer them to other support services.

### Aboriginal Education Support Officer

Our AEO is Tamika Fox and our Aboriginal additional Educational Needs Officers are William McElligott and Johnathon Paden. Their role is to work with teachers to assist Aboriginal students achieve their potential and keep our Aboriginal community informed of students' progress and achievements, and of things like parent meetings, school activities, new programs and other changes. They work closely with teachers to develop culturally appropriate resources and programs and promote Aboriginal education, encourage students and support parents.

### Student Support Officer

Student Support Officers (SSOs) work in schools to support the implementation of the school's whole-of-school approach to wellbeing, helping students develop social and emotional skills through targeted strengths-based programs and strategies that build resilience, coping skills and positive relationships.

### School Chaplain

The National School Chaplaincy Program funding allocation is provided to support the emotional wellbeing of students and the broader school community through the provision of pastoral care services. Our Chaplain is Robert Lingard and students can approach them directly for advice and support or be referred by the Learning and Support team.

### School Counsellor

Every student has access to our school counsellor or school psychologist who has the psychological expertise to support students to achieve cognitive, emotional, social, physical and spiritual wellbeing. Students who wish to see a counsellor, or whom a counsellor wishes to see, will have an appointment made for them. Should the need arise parents/carers are also welcome to contact the campus counsellors for an appointment to discuss their child and his/her needs. All appointments occur on campus premises. Our campus counsellors are Ms Jen Gunn and Ms Elizabeth Bale.

### Wellbeing Health In-Reach Nurse

The Wellbeing and Health In-reach Nurse (WHIN) Coordinator program is a partnership between NSW Health and the NSW Department of Education. The program establishes a wellbeing nurse to work with selected NSW public primary and high schools to identify health and social concerns for vulnerable school students and their families and facilitate their access to health care. The aim of the program is to contribute to improved education, health, and wellbeing outcomes of children, young people and families.

Wellbeing nurses work closely with the school's learning and support and wellbeing teams. They also work closely with local health and social services to support students and their families on a wide range of health and wellbeing issues. Issues may include mental health, social and behavioural support, physical health, and peer or family relationships. Our campus WHIN is Ms Trish Long.

### Careers

Our Careers Advisor, can provide information, guidance and advice to help students explore their education and career options, create a resume, search for jobs, apply for jobs and/or apply for further study. Careers Advisors liaise with parents, teachers, employers, community agencies and training providers.

### Accelerate

Lismore High Campus also has an Accelerate Room, which is a dedicated learning area which supports the learning of students who require a quiet space to assist in the learning.

### Deputy Principal

The Deputy Principal's Ms Coble-Runge & Mr Graham have responsibility for daily management of student welfare and discipline in the campus and work closely with student support staff. If it is a serious matter, they will coordinate the school response.

### Principal

The Principal, Mr Chris Williams has the responsibility for the leadership and management of the campus. If there is a very serious matter or those involving teachers, students can discuss this matter with him.

## Student Health and Safety

### Medication and Health Conditions

Students, who are required to have medication at school, must notify the Deputy Principal of the reason and complete the Student Health Condition Support paperwork. Parents/carers must bring the medication to the school in its original packaging with name and dosage. We are unable to accept medication brought in by students. Arrangements will be made for the medicine or tablets to be retained by the general office staff for safe keeping. The school does not supply paracetamol to students even with permission by a parent over the phone. If a student has a health condition that can impact on their learning or safety at school the Learning and Support Teacher can be contacted so a Health Care Plan can be developed. If a student is unwell before leaving home for school, they should not come to school.

### First Aid and Sick Bay

For students who present with a minor injury or illness during class time, the teacher will send the sick/injured student to Student Services with a note. If the injury/illness occurs at recess or lunch the student should report to the teacher on duty who will send them to the office with a note. The office staff will make the student comfortable, assess the situation and provide the necessary first aid. Students are not to contact their parent/carers themselves. The contact person will be telephoned by the front office to organise collection of the sick/injured student.

In the event of a major accident or illness an ambulance will be called. A member of staff with a First Aid Certificate will attend to the student until the ambulance arrives. The school's subscription to the Ambulance Fund entitles all students transportation to hospital within NSW, but does not cover the return trip. Parents will be responsible for arrangements after the student has been treated at the hospital.

The office staff will ring the contact person. It is essential that all students have up-to-date emergency contact information recorded on their file.

### Emergency Procedures

Accidents involving students must be reported to the Deputy Principal or the Principal and first aid sought at the Student Services office. Students will also have to complete an Accident and Injury form. Parents will be contacted by Administration office staff.

## Student Enrolment

### Enrolment Procedures

The Department of Education and the school have very clear enrolment policies that explain all necessary procedures. Lismore High Campus has defined enrolment zones. The Administration office staff can tell you if you are within zone. Alternatively parents/carer can access the NSW School Finder website to find their zoned campus or school. (<https://schoolfinder.education.nsw.gov.au/>)

Enrolment forms are available at the school administration office or online.

Depending on the history and learning needs of the student at previous schools, the application may move to the learning support team who will determine if additional support is required. If no additional support is required, an interview will be scheduled with the Principal. If assistance is required, specialist support staff may attend the enrolment interview.

### Parents and Student Proof of Residency

An applicant for enrolment must prove that they are living within the zone for Lismore High Campus. This may require information such as council rates, rental documents or utility accounts to prove that the student resides at that address. This may include the supplying of a statutory declaration. If it is determined that false information has been provided the student may have their enrolment withdrawn.

### Out of Zone Applications

Public school Principals are required to follow departmental policy. This is because they must ensure that all eligible in-area students wishing to attend their local school are able to do so. Depending on resources, some schools may be able to accept additional students from outside their enrolment area at the discretion of the school's enrolment panel. Applications for non-local (out-of-area) enrolments are considered using a range of criteria, including the availability of appropriate staff and classroom accommodation. Where there is no accommodation for an out of area student they may be placed on a waiting list.

Once an application for enrolment has been received, the out-of-area panel will meet to review any out-of-area applications. If the applicant is within zone, the former school is contacted to collect information.

### Support Unit Applications

Applications for enrolment in the support unit are not handled by the school. The school, where the student is currently, must put in an Access Request application. If the student is not currently enrolled in a NSW Government school, they will need to contact the regional office student services team to lodge an application. Enrolment in the support unit is determined by the regional placement panel.

### New Choices

The New Choices program provides an alternative to mainstream education with the opportunity to re-engage in education, training and within their community. These pathways reduce the incidence of anti-social and illegal activity in our community and create empowered, responsible, safe and contributing young people. The site for New Choices is at The Northern Rivers Conservatorium in the heart of Lismore. This base incorporates community services from the Lismore area, to provide individualised support to break down the barriers to positive educational pathways. There is a referral process made by the students Principal supported by parent/carer which is then reviewed by a placement panel.

### Request for Leave

In incidences when there is a need to have a planned period of absence from school, eg; family holiday, participation in a sporting event, the parent/carer should send a note into the office, requesting permission for leave from the campus Principal

### Leaving Procedures

Parent/carer should send a note into the office, indicating a student is leaving. Students must return all text books, laptops and borrowed equipment and ensure that there are no outstanding financial contributions.

The parent/carer of students under the age of 17 must indicate where the student will be continuing their education. These students will not be taken from the school's roll until confirmation is made of the student's enrolment into a recognised education provider.

## Student Opportunities

### Student Representative Council

The Student Representative Council (SRC) is a formal 'student-elected' and inducted body of students representing every year group who regularly meet, discuss, plan for and actively follow-up on many 'student-related' issues and needs. The SRC works with the Student Leadership Team.

On an ongoing basis, SRC members canvas and collect student opinions, views and requests for a better campus environment and culture. These are discussed and, if appropriate, plans and activities arise that attempt to respond to such identified student hopes and needs.

The SRC fosters responsible student advocacy, leadership and community participation across a range of typical situations. These may include formal meeting procedure, campus socials, fundraising for in-school and outside-school causes, campus planning and non-violent conflict resolution.

To help develop the leadership of our students, the college runs an annual student leadership camp. Through workshops, team-building activities and mentoring students can work together to realise their potential and develop their leadership goals and aspirations.

### Student Leadership Team

Members of the Student Leadership Team are elected through a competitive, merit-based selection process. This merit-based selection process indicates the students that have the skill set to lead the student body. The Student Leadership Team work with the campus Principal and has responsibility for leading various school portfolios. All members of the Student Leadership Team are also members of the SRC. As role models in the campus, they are and are expected to wear full school.

Captains	Harriet Freund and Madison Stanford-King
Vice Captains	Skyla Davis, Alexis Ryan and Jaden Grissell
Prefects	Sport – Tahlia Halliday CAPA – Jaanay Choppy / Eleanor Morris Promotions – Payton Hayward Environmental – Kate Hepburn Student Wellbeing – Kiara Campbell Indigenous – Meikeiya Laurie / Cyla Hammond

### Student House System

Lismore High Campus has a House System for sporting, academic and extra- curricular competitions.

Aspinall House (blue) was named after Dr Arthur Martell Aspinall who came to the Richmond area in 1912. He graduated M.B.Ch.M. at Sydney University in 1911. He first went to Nimbin then to Lismore. All of his brothers and a sister graduated in medicine. Having no children of his own, he took under his care the students of Lismore High Campus. To encourage leadership combined with scholastic qualities, he presented, for some years, the 'Dr Robert Aspinall Memorial Medal' in memory of a brother killed in the war.

Harvey House (yellow) was named after Mr Robert Harvey, BA, and the first Headmaster of Lismore High Campus in 1920, when the school had around 200 students. He was part of the move from the Keen Street building to the North Lismore site. Recognising the importance of a Library, he set about providing one,



persuading many citizens to contribute, so that by 1922 he had over 1200 books. He was an outstanding Headmaster, City Alderman and a fine cricketer. His name is perpetuated in the House and in the Harvey Library which the Governor opened on September 10, 1924.

Oakes House (red) took its name from Mr Walter Frank Oakes, an engineering contractor who built bridges in Lismore, Casino and many other places. His three sons were primarily educated by their mother while the family camped at various bridge sites in the bush. Naturally, Mr Oakes was interested in a High School for Lismore and all his boys were ultimately educated there. As public-spirited citizens, he and his friend Dr Aspinall joined the P & C and worked for the young school. Mr Oakes was an early president of the P & C and a generous benefactor. He died in 1934.

Richmond House (green) was named after the river. In 1828, when a great drought was in its second year, exciting explorations were afoot to see if better pastures could be found. On 26th August, Captain Rous anchored the Rainbow in eight fathoms of water at the mouth of a river six leagues south of Cape Byron. He named the river after his brother's friend Charles, fifth Duke of Richmond. Rous himself was the second son of the Earl of Stradbroke and his name has been given to Rous County in which we live, thus perpetuating the name Henry John Rous, discoverer of the mouth of the Richmond River.

There are shields for the various competitions organised around the School Houses.

### Student Awards and Recognition

Lismore High Campus expects students to do their best, both as learners and as school citizens. To encourage students to meet these expectations, it is our goal to consistently notice, reward and celebrate student achievement. In 2022 this will be done through the awarding of the Student Merit Schemes.

#### Faculty Awards

Each fortnight, school faculties will reward a selection of students at the school assembly. These awards will be for positive application, growth or encouragement. These awards are gift vouchers at local business.

#### Attendance Awards

Good attendance is key to achieving at school. At Lismore High, 100% attendance by students is awarded with canteen vouchers. Those students at the end of the year with 100% attendance could be awarded a grand prize of a new ipad.

#### Merit Scheme

Teachers are encouraged to always reward students for exemplary behaviour. Whether it is in class, in the playground or in the community, we are committed to recognising excellence. If a student does excel, in behaviour, application or attitude, teachers will award a merit. When students culminate enough merits as shown in the table, they become a bronze student. As students move through the levels, they have access to greater benefits and rewards throughout the year. The table below describes the various levels in our merit system.

STUDENT LEVEL	No of Merits	Rewards/ Privileges
<b>BRONZE</b>	20	Principal Morning Tea \$5 Canteen Voucher Invitation to Term 4 Rewards Excursion
<b>SILVER</b>	40	Principal Morning Tea \$25 Canteen Credit 25% of all excursion costs Invitation and free lunch at Term 4 Rewards Excursion
<b>GOLD</b>	60	Executive Lunch All excursions (incl. Rewards excursion) no cost \$25 Canteen Voucher Gold Badge

- Suspensions and/or continued poor behaviour may result in merit counts being reduced or reset. This is at the discretion of the Principal.
- Values subject to change.

### Awards Flow (Paper Certificate)

**GOLD** (60 Merit's)

Principal Award



**SILVER** (40 Merit's)

Deputy Principal Award



**BRONZE** (20 Merit's)

Year Head Teacher Award

NB- These awards will be issued at weekly assemblies at the discretion of senior executive based on current achievement and effort and may be held over for a period of time in the event of poor behaviour.

### Proud and Deadly Awards

In recognition of all our Aboriginal students' achievements and contribution to college and campus life each year students are nominated for our Aboriginal Student Proud and Deadly Awards. These awards are a partnership between The Rivers Secondary College and the Lismore Local Aboriginal Education Consultative Group (AECG) and celebration the achievements and excellence of Aboriginal and Torres Strait Islander college students from Years 7 to Year 12. Parents, family and community members are involved and invited to celebrate the success of our Aboriginal and Torres Strait Islander students with us, at the annual Proud and Deadly Awards ceremony.

### Excursions

Excursions provide students with the opportunity to experience learning outside of the classroom environment and can also provide a reward for good conduct or effort. The majority of excursions are optional and, in some cases, there will need to be an excursion fee paid upfront before the excursion. Some excursions have non-refundable components so parents are encouraged to read the permission notes carefully. Students are to complete a student permission form which will give details of the excursion and costs involved. The form must be signed by a parent/carer. Most excursions will require payment and permission forms submitted by a published due date prior to the event.

In some courses, particularly those at the Higher School Certificate level, there are excursions as part of subject requirements. Often, in these cases, students maximise their learning or meet syllabus requirements by attending. If a student cannot attend an excursion of this type, this needs to be discussed prior to the excursion.

## School Sport

Lismore High Campus offers a variety of sport during its weekly sports program so that all students have an opportunity to excel in their chosen field.

Sport for Years 7-10 is run on Wednesday morning along with Richmond River High Campus and Kadina High Campus, providing more opportunities for students to experience competitive and recreational activities within The Rivers Secondary College community. Students in Year 11 and 12 are not required to undertake school sport but are invited to do so, provided prior arrangements have been made.

Sport is part of the core curriculum and such is a compulsory part of a student's schooling. Parents should avoid scheduling activities or appointments during the sport time which would necessitate their child regularly missing sport. Failure to send students to sport without legitimate reason may lead to notifications to the Child Wellbeing Unit and/or the Department of Communities and Justice for educational neglect.

At the beginning of each term, students will be offered a variety of sports they may wish to undertake. The availability of these sports will depend on venues and teacher expertise. Some sports also have an upfront cost, if accessing an offsite sport. Permission notes for participation in some sports will need to be signed by parents.

In the event of injury or illness, a student must provide evidence in the form of a written statement from a parent/carer, to the Student Services. These students will be supervised in the library. Any concerns about school sport should be directed to the Sports Organiser.

## Sports Carnivals

Swimming, Cross Country and Athletics Carnivals are held each year. The school sends a large squad to each of the zone carnivals on the basis of their performance at these carnivals. Term 1 is the Swimming Carnival and the Cross Country Carnival and Term 2 is the Athletics Carnival. Parents are welcome to attend sports carnivals.

All students are expected to attend the school sports carnivals including Year 11 and Year 12 students. Students who are not competing in events are expected to attend to support house team mates.

Students who do not attend sports carnivals are treated as truanting. Parents are to provide a justifiable reason for any absence. Police and the Home School Liaison Officers are notified when carnivals are on and they conduct sweeps in shopping centres and throughout Lismore on the day.

## Rivers Sport and the Combined High Schools Knockout Competitions

The central purpose in campuses forming Rivers sport teams is twofold. The first is to improve the opportunities for high performance sports students to achieve and excel in Sport through the Rivers Sport organisation. The second is to promote increased participation in sporting activity of all students across the Rivers Secondary College. Through the formation of selected Rivers sport teams, a greater number of teams can be entered in competition, thus increasing participation, and contributing to student wellbeing and inclusion across The Rivers Secondary College. It also allows the college to utilise a wider variety of staff across the three campuses with specific coaching experience and knowledge to support and develop each team. This increases the sporting opportunities for students across the Rivers Secondary College.

Each year in preparation for the next, the campus sports organisers in coordination with the Rivers sports coordinator enters the college or campus into the Combined High School Knockout competitions.

## Parents And Citizens Association

The P&C Committee are a group of interested parents, carers, grandparents, teachers and community members who are committed to ensuring the best possible education is provided for our students.

Attending meetings is a good way to find out what is happening in the school and provides an opportunity to raise issues and participate in making decisions regarding policies and funding. The Principal or one of the Deputy Principals attends every meeting.

Dates and times of P&C meetings are advertised in the Campus Newsletter and on Facebook.