



Ryde Secondary College

Enrolment Book

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Message from the Principal

I extend to you and your family, a warm welcome on behalf of the Ryde Secondary College community.

You will be joining a co-educational high school for students from Years 7 to 12. We provide a broad and engaging curriculum for mainstream, selective and support students, with approximately 80 extra-curricular activities.

An externally selected academic stream of 60 students is included in each of Years 7 to 12. There is also a high performers' cohort of local mainstream students in each of the junior years. Outstanding results have been achieved by students in both selective and mainstream groups.

The Special Education Support Unit at Ryde Secondary College supports our students with special needs and enjoys many shared experiences within the college. Disability access is provided to all specialist areas and most of the classrooms.

Our school community fosters a dynamic and collaborative learning environment in which every student is valued and engaged in collaborative learning. A wide range of talents and interests are nurtured and positive learning outcomes are achieved.

Ongoing professional learning enables our teachers to build upon their knowledge and skills, and provide our students with high quality learning experiences. Our experienced and dedicated teachers participate regularly in professional learning in differentiated learning and gifted education and are keen to inspire you to achieve your potential.

We greatly appreciate voluntary parental contributions and support for the College in all forms. These include support at home with literacy and learning initiatives, payment of voluntary financial contributions, participation at key events especially P and C meetings, reading Sentral, Facebook, school newsletters and other communications as well as fundraising. We look forward to working in partnership with families to foster students' academic and social development.

Engage with others, connect and become active in our school community. Participation in broader school activities is important for you in developing your talents, leadership skills and constructive relationships. You will be supported by a positive school culture and by our focus on our core values of respect, responsibility and resilience. Our extensive merit award program rewards you for your effort, achievement and participation.

This enrolment booklet represents a broad summary of our policies but may be subject to change.

We will strive every day to provide you with high quality public education at Ryde Secondary College.

Cassy Norris
BA DipEd MBA
College Principal



To all New Ryde Secondary College Parents

The Ryde Secondary College P & C Association is committed to the promotion of our College, students and staff.

We are proud to be part of the public education system and are excited about the prospects for our school and its community.

It is with great pleasure that we welcome you as new parents to Ryde Secondary College.

Your son and/or daughter will have an interesting and enjoyable six years at our College and we sincerely hope that you enjoy your involvement as parents.

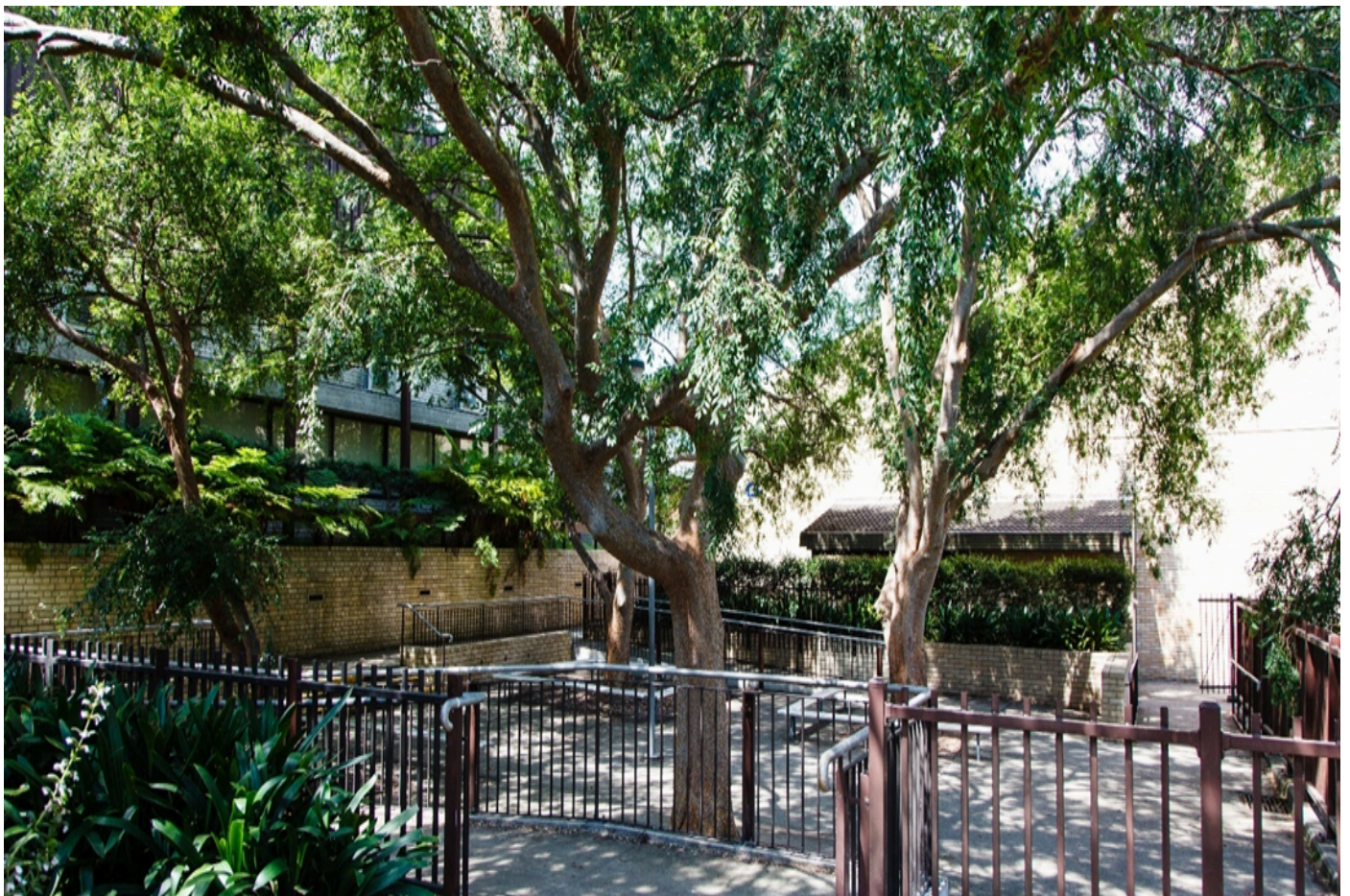
Many of you have been actively involved in your student's education at primary school. It is well known that parental involvement tapers off when students start secondary school, often due to pressure from the student. We urge you to remain involved, to keep your finger on the pulse of secondary school community life.

Look for the regular newsletters and if possible, attend the monthly P & C meetings which are held online on the third Wednesday of the month. The meetings are fairly informal and you can be assured of a friendly welcome.

We look forward to meeting you.

Yours sincerely,

Members of the P & C



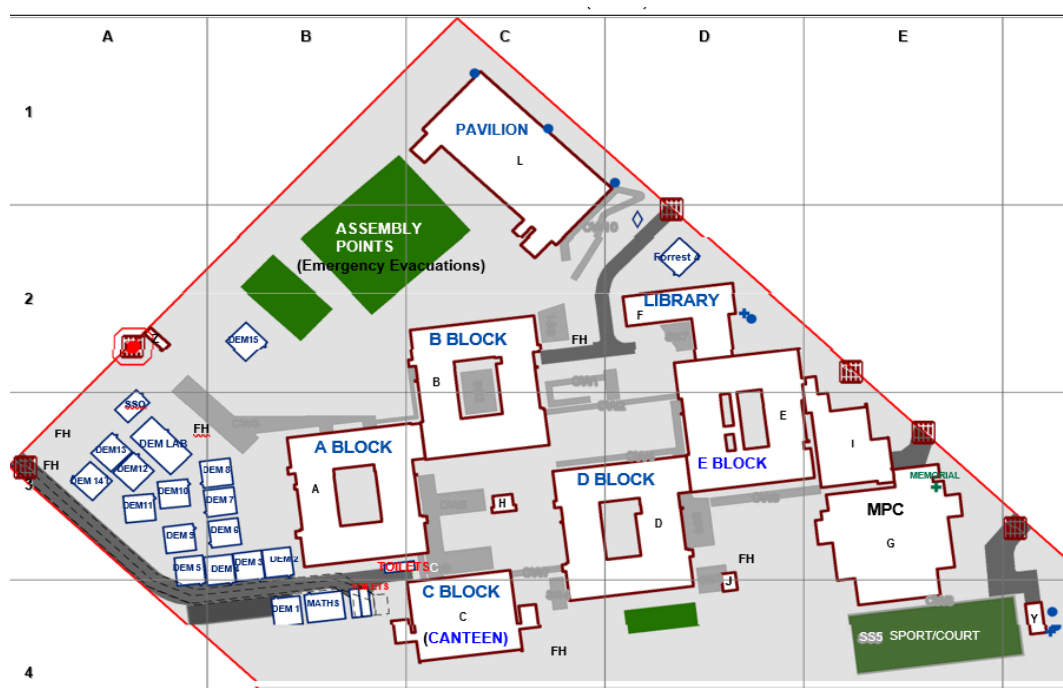
Getting Around Ryde Secondary College

If you have come from a small primary school, as have many of our Year 7 students, one of the first things you will have to be able to do is to learn how to find places in a secondary school. In this booklet, we have provided notes and maps to help you.

Our pleasant, well-equipped environment includes:

- A modern Multi-Purpose Centre for sporting and performing arts activities and Volleyball Academy
- A Movement Centre (for drama, dance and concerts)
- Digital media facilities
- Fully networked classrooms in the college, college-wide wi-fi, two Technology hubs
- Fully equipped Science Laboratories
- Specialist Hospitality, Design & Technology, Visual Arts and Music classrooms
- A modern Library/Resource Centre equipped with audio-visual, internet and computing facilities
- Fitness Lab - open to Years 9-12
- COLAs for outdoor sporting activities and weather protection
- Attractive landscaped grounds and courtyards providing students with many opportunities to connect and work with peers.

Plan of the College



A Block

Principal
Administration
Deputy
Principals
Music
Clinic
Mathematics

B Block

Outdoor Theatre
Design & Technology
English/History
Languages
Food Technology
TAS
College Counsellor

C Block

Canteen
Visual Arts

D Block

English/History
Social Science
Science
Visual Arts
Support Unit
Careers Adviser
Student Toilets

E Block

Staff Rooms
Staff Lounge
Library
Science
Support Unit
Fitness Lab

H Block

Drama/Performance
Multimedia Room
ESL & LAST

L Block

Classrooms
PDHPE
HT Administration

Student Voice at Ryde Secondary College

Our student voice and leadership programs are in keeping with the College Vision:

Our students are *"Confident, compassionate and successful. We aspire to develop strong partnerships with our community to ensure young adults achieve their academic and social potential, become lifelong, collaborative learners, resilient, reflective and caring individuals and confident global, future citizens in a dynamic and complex environment"*.

Approximately 80 extra-curricular activities provide extensive opportunities for students to participate in school life and in the further development of the college.

Students are encouraged to contribute to the development of school policies and direction through structures including the Student Councils, Peer Support, Prefect body and participation in college surveys, reviews, committees and events. These activities foster the development of team and leadership skills, growth of whole school learning communities, and a whole school ethos and school spirit.

STUDENT LEADERSHIP

Student Leadership Structure

Our school leadership structure encourages students:

- to work in areas of strength and interest, particularly in the SRC, Prefect Team and House Sports teams.
- who are new, to have a chance of taking on a leadership role (even though students may not know who they are, they may have done fantastic things at their old school).

Student Representative Council

The Student Representative Council (SRC) is a valuable organisation within the College. It is popular with students who enjoy sharing ideas and participating in community affairs.

Students in all years 7 to 12, have the opportunity to participate in decision making by electing Year Representatives to the Student Representative Council. Representatives are each attached to one of the five councils.

Aims of the SRC

- Provide a forum for the expression of student opinion about issues
- Promote the wellbeing of students, and eliminate bullying, racism and other negative behaviours through building positive relationships
- Promote activities which help students achieve their personal best in education, social wellbeing, health
- Coordinate student activities linked to our Student councils
- Lead the school and students to do their best
- Model kindness by helping students and community members when they are in need
- Encourage active interest by students in College and community affairs
- Foster a strong College Spirit and to promote the College values of Respect, Responsibility and Resilience
- Provide a training ground for leaders and to provide practical experience in learning skills involved in committee and organisational work.

Student Executive Team
Captains
Vice Captains

Student Representative Council
2 Prefects are attached to each of the 5 Councils
10 students from 7-10 in each Council
50 permanent SRC members

Staff
10-15 across all the councils - largely advisory role and DoE admin/compliance

Culture Council

Mentors: 3 Prefects
Leaders: 2 Year 11
Year 7 reps: 2
Year 8 reps: 2
Year 9 reps: 2
Year 10 reps: 2

Social Justice Council

Mentors: 3 Prefects
Leaders: 2 Year 11
Year 7 reps: 2
Year 8 reps: 2
Year 9 reps: 2
Year 10 reps: 2

Environment Council

Mentors: 2 Prefects
Leaders: 2 Year 11
Year 7 reps: 2
Year 8 reps: 2
Year 9 reps: 2
Year 10 reps: 2

Whole School Council

Mentors: 2 Prefects
Leaders: 2 Year 11
Year 7 reps: 2
Year 8 reps: 2
Year 9 reps: 2
Year 10 reps: 2

Sport & Wellbeing Council

Mentors: 2 Prefects
Leaders: 8 Year 10 House Captains
Year 2 reps: 2
Year 8 reps: 8 Junior House Captains
Year 9 reps: 2
Year 11 reps: 2

Responsibilities

WHOLE SCHOOL COUNCIL

School ambience
School Tours
Bus Cones/Flags
Assembly/AV Setup
End of Year Project
Exam Setup
Year 6 Orientation Day
Usher or Translator at Parent Teacher Nights

ENVIRONMENT COUNCIL

Anti-Litter Program
School ambience
Environment Day
Earth Day
Tending gardens
Recycling
Tree Planting

CULTURE COUNCIL

Multicultural Day
Art Show
Arts Festival (Music, Art, Drama)
Fashion Show
Drama Night
Music - College assemblies
Ryde Idol
Season Concerts

SPORTS & WELLBEING COUNCIL

Tuesday Sport
After school clubs
House Meetings
Support House Patrons
Carnivals
Round Robin Sports
Sports Assembly
Primary School Visits
Lunch activities
Wellbeing initiatives

SOCIAL JUSTICE COUNCIL

Charity Drives
Brother/Sister schools in developing countries
Food Drives
Student Liaison

Representation

A minimum of 6 SRC Members per Council. Selections of Year 11 students are for 3 school terms. Councils may be increased at any time at the discretion of the Principal and SRC Coordinator.

Special Appointments

Special appointments may be made to the SRC to enable additional representation at the discretion of the Principal and SRC Coordinator. Examples of special appointments include representation from the Support Unit, or where a new student arrives at the school with significant leadership potential.

Selection Process

A selection process will be used which enables a broad range of students which are representative of the school community to be selected. This was identified as an important requirement in the 2020 survey of students.

Students who are eligible for selection, will either:

1. be nominated by teachers (maximum of three nominations per teacher), or
2. self-nominate and be approved by a teacher.

Prefects will interview candidates for the positions for Years 7-11, using this criteria:

1. Capacity to promote the activities of the SRC
2. Capacity and willingness to raise and discuss issues with their year groups at roll call
3. Interest and willingness to help others and improve the school (as requested in the 2020 survey)
4. All students interested will be encouraged to present a list of 5 things they would like to implement to further develop the school. They may be required to share this with staff in a staff meeting at a later date.

The selection process will be clearly identified on the SRC noticeboard.

The selection of applications will be provided by the SRC Coordinator and Prefect Team. Teachers may wish to nominate a student and must email the SRC Coordinator with the name of the student. Students nominated by a teacher will be given a form by the SRC Coordinator and then the student may choose to apply or not apply. Applications will also be available digitally.

The prefects will manage these processes and prepare lists of the successful applicants for the Principal and SRC Coordinator, as well as a summary of the main issues which held back some candidates for the SRC noticeboard. Opportunities will be provided to students who arrive during the year and wish to join the SRC, or other students, at the Principal's discretion. Successful candidates will be notified in February and will sit in their councils from the date of successful notification.

Conduct

An SRC Member must:

1. Be in regular attendance at all meetings (including extraordinary meetings and SRC training activities) with no more than 3 unsubstantiated absences unless discussed with the SRC Council teacher or coordinator prior to the meeting.
2. Actively participate in the work of the SRC, fulfilling all individual and group responsibilities.
3. Be a consistent and motivated member of the SRC.
4. Regularly consult their year group and share SRC information and activities with them.
5. Uphold the interests and reputation of Ryde Secondary College and its community, and the values of public education.
6. Model excellence in student responsibilities such as dress code, attendance and participation in class, completion of assessment tasks etc.
7. Remember that "School comes first". If SRC members are having a one-off problem with school commitments conflicting with SRC commitments, particularly the need to attend a tutorial during a meeting/major project commitment, the supervising teacher needs to be advised in order to make the appropriate decision.
8. Not miss the weekly meeting due to assessment task commitments.

Termination of Membership

In the event of:

- More than three (3) unsubstantiated absences, without leave, from SRC meetings (including extraordinary meetings and SRC training activities) or,
- Misconduct (the breach of conduct, as listed). A student's membership will be called into question and termination of membership will be put to a meeting of the SRC Council for decision, following an investigation of the facts, and statement of explanation from the student.
- A member may resign from the SRC after discussion with the Council teacher, and an explanation to the relevant SRC Council.

Replacement

In the event of a vacancy for any reason, the position within the Council relating to the vacancy is at the discretion of the specific SRC Council. New students may be invited to join if they meet the criteria. Any person who has been terminated cannot reapply for election.

School Prefects

The Ryde Secondary College Prefect Team is a senior student leadership team comprising of 2 School Captains, 2 Vice Captains and 12 Prefects who aim to serve and advocate for the school and broader community. Eligible students from the Support Unit may also be appointed as an additional Prefect.

Regular meetings with the senior school executive provide valuable opportunities for Prefects to contribute to whole school development. Prefects undertake a range of roles and school and community events and are encouraged to develop individual projects for the benefit of the school. They are required to nominate and attend one school council regularly and provide leadership to that group.

The School Captains and Vice Captains lead our Prefect Team and manage our regular College Assembly program. Captains are selected by the executive of the school, after presenting a speech outlining their vision for the role. The Executive Team will also consider the votes of prefects for School Captains, however the Senior Executive Team reserves the right to make the final decision.

A Prefect Camp provides an opportunity for our Prefects to be inducted effectively, and to work collaboratively with mentors to develop their leadership skills, learn about the values of public education, and their responsibilities as leaders of the school. They consider a range of challenges they may need to manage, to plan school projects, which are expected to build participation, engagement in learning, and a sense of belonging. Continued Prefect Team membership is dependent upon high standards of behaviour, attendance, application to studies, and uniform. Prefects are also expected to model exemplary behaviour in the school community and on social media

Prefect Team Role Statement

Prefect Team members are expected to:

- Contribute to whole school development and improvement
- Represent the school in a wide range of school and community contexts
- Act as role models who exemplify the values of the school
- Mentor and support younger students and across streams
- Develop and implement high quality school initiatives for the benefit of the school community
- Build student and staff pride in the school, its programs and its achievements
- Lead and undertake approved educational projects and initiatives across and between schools, and across the NS-EC community of schools.

Prefect Selection Process

A selection process for the Prefect Team will be used which enables a broad range of students which are representative of the school community to be selected.

Students who are eligible for Prefect selection will first nominate themselves by completing the Prefect Nomination Form, in which they will respond to questions designed from the role statements of the Prefect Team, identifying at least two members of staff who support their nomination.

Student Prefect Nominations are then shortlisted by the school Executive Team in an Executive Team Meeting in which the suitability and context of each nominee is considered, including demonstrated leadership, attendance patterns, demonstrated behaviours, application to academic studies and compliance with uniform requirements.

Students who are not selected for shortlisting will then be notified of the outcome of their nomination.

Shortlisted nominees are then required to prepare a short video speech of no more than 1 minute outlining their vision for the role of Prefect and any project/s they may wish to implement as a school leader.

School staff and Year 11 students are then able to view each video speech before undertaking an official vote.

The staff and student votes, along with the student Prefect Nomination Forms and short video, are then considered by the Senior Executive Team and the Prefect Panel led by the Principal, and typically comprising of the Deputy Principal Year 11, Prefect Coordinator and other members deemed appropriate.

All nominees will then be notified of the outcome of their nomination, followed by notification to the school community of the 16 successful student candidates who will form the Prefect Team.

The Prefect Panel decision for the Prefect Team is final.



School Captain Role Statement

School Captains are expected to:

- Represent the school as a positive example of Ryde Secondary College and Public Education
- To chair the Prefect Team
- Chair meetings according to formal meeting procedure
- Network with the SRC representatives
- Oversee events and activities
- Delegate responsibilities
- Meet with SRC Councils and Principal regularly
- Provide leadership to the Prefect Team
- Model excellence in student leadership
- Chair formal school assemblies and other appropriate forums
- Liaise with the students and staff
- Build and utilise networks with student Team
- Assist staff with school activities
- Promote and support school events

- Meet monthly with Principal to discuss relevant student issues
- Facilitate group building and sense of belonging for all students
- Provide a student voice within the school (on behalf of the Prefects)
- Model excellence in student responsibilities (e.g. dress code, attendance, bus behaviour, driving, general behaviour, use of the library and leadership)
- Assist Staff Advisers in presentation of SRC training sessions
- Must be active members of the Prefect Team
- Spokesperson on school matters
- Captains and Vice Captains will be personally mentored by the Principal through monthly meetings of the executive team.

Vice Captains

The role of the Vice Captains is to assist the School Captains in their role.

School Captain and Vice Captain Selection Process

A selection process for School Captains and Vice Captains supports an informed and equitable decision for student representation and leadership opportunity.

Students indicate their intention as candidates for school captaincy when completing their initial Prefect Nomination Form.

School Captain and Vice Captain candidates are required to prepare for an interview with the Prefect Panel led by the Principal, and typically comprising of the Deputy Principal Year 11, Prefect Coordinator, a recent School Captain or Prefect, and other staff members deemed appropriate. Students are required to prepare a short 2 minute speech to deliver to the Prefect Panel, and respond to scenarios and questions posed by the panel members.

The newly elected Prefect Team will also partake in preferential voting in which they identify 6 students, 3 male students and 3 female students reflecting our coeducational setting, who they believe are eligible for the roles of School Captain and Vice Captain.

The Prefect Panel will consider a range of factors to select 1 male School Captain and 1 female School Captain, and 1 male Vice Captain and 1 female Vice Captain.

Particular attention will be given to candidates' ability to effectively communicate with key stakeholders in representing the school and delivering Prefect programs within the school and the wider community.

All candidates will be notified of the outcome, followed by notification of the successful candidates to the school community.

The Prefect Panel decision for School Captains and Vice Captains is final.

Conduct

A Prefect must:

- Be in regular attendance at all meetings (including special meetings and Prefect training activities) with no more than 4 unsubstantiated absences unless discussed with the Prefect Coordinator prior to the meeting.
- Actively participate in the work of the Prefects, fulfilling all individual and group responsibilities.
- Be a consistent and motivated member of the Prefect Team and participate actively in all prefect meetings.
- Be active in supporting junior students in need.
- Actively assist in maintaining a positive learning environment where students are encouraged to demonstrate kindness and solve problems through discussion.
- Uphold the interests and reputation of Ryde Secondary College and its community.
- Model excellence in student responsibilities such as dress code, attendance and participation in class, completion of assessment tasks, behaviour, including on buses, where driving cars etc.
- Remember that "School comes first". If Prefects are having a one-off problem with school

commitments conflicting with Prefect commitments, particularly the need to support major project commitments, the Prefect Coordinator needs to be advised in order to make the appropriate decision.

- Not miss the weekly meeting due to assessment tasks commitments.
- Maintain the respect of peers and staff through appropriate behaviour both within and beyond the school.

Termination of Membership

In the event of:

- More than 4 unsubstantiated absences, without leave, from Prefect meetings (including extraordinary meetings and SRC training activities) or,
- Misconduct (the breach of conduct, as listed). A student's membership will be called into question and termination of membership will be put to a meeting of the Senior Executive and Prefect Coordinator for decision, following an investigation of the facts, and statement of explanation from the student. A student may be removed as Captain or Prefect if the misconduct is serious, as determined by the Senior Executive team of staff at the College. Examples of serious misconduct include substance or alcohol use, violence, privacy breaches, cyberbullying, harassment or verbal abuse, unsafe or inappropriate behaviour within or beyond the school or on social media. The Principal and Prefect Panel will select a new Captain or Prefect.
- A member may resign from the Prefect Team after discussion with the Prefect Coordinator. If the reason for resigning is confidential, the Principal or Prefect Coordinator will provide advice.

Sport House Captains

Opportunities to develop leadership skills in sporting activities are a key component of our leadership program at Ryde Secondary College. Our House Program incorporates four houses: Cressy, Buffalo, Forrest and Malvina. All students belong to a designated house and have the opportunity to participate in activities such as the Swimming, Athletics and Cross Country carnivals as well as Ryde Idol, charity days and interschool activities.

Each House is represented by two House Captains from the junior and senior school. The role of House Captain provides students with an opportunity to serve and exercise responsibility, developing skills in managing younger students, exercising sound judgement, resolving conflicts and problems and cultivating leadership qualities.

Senior House Captains

The role of the House Captain is to lead by example and encourage members of their house to actively engage in all related activities. House Captains work closely with their House Patrons to provide additional organisation skills and to encourage participation in all House activities.

Junior House Leaders

Together with each House being represented by two Senior House Captains, two Year 9 students from each House also have the opportunity to become Junior House Leaders. Their role is to assist the House Captains and work together as a team to promote House participation in activities within the Junior School.

Roles and Responsibilities:

House Captains and leaders are expected to lead by example, to encourage others to participate in House activities. Their roles include:

- Supervising/organising collection of goods for charity
- Responsibility for speeches during school, sports and house assemblies
- Assistance with or organisation of House activities within the school
- Assistance with or organisation of Sports Carnivals with the House Patrons
- Responsibility for organising events and support or leadership of fellow students
- Evaluation of the current House system and assistance with the further expansion of the House system
- On-going feedback to House patrons.

Selection Process

During Term 4, Year 9 and 11 students are encouraged to apply for the position of House Captain. Students need to consider the responsibilities and their personal readiness for such a role before applying.

House Captains must demonstrate excellent leadership qualities in order to fulfil this role and nominations are accepted on the basis of previous participation, application and an informal interview with the House Patrons. Successful nominees are required to make a speech to their peers during a House assembly after which a student election is held. Those students elected to the position are then presented to the College at the Leaders Investiture in August.

Peer Support Program: Year 7 & Year 10 Learning Together

Who or what are “peers”? Peers are people with whom you share experiences at College – your fellow students. The Peer Support Program places Year 7 students in groups under the charge of a group leader who will be a Year 10 student.

By being placed in a Peer Group, Year 7 students are given an opportunity to meet other people outside their class and also to have an older, more experienced contact person to talk to – a person who knows the College and how it operates, and is prepared to listen and offer advice.

Students will be selected to become Peer Support Leaders based on their active involvement in the Peer Support training program. Students will be nominated by their supervising teachers and interested students will complete an application form.

The Peer Support Coordinators will discuss potential leaders with the Year Adviser, Deputy Principal, Head Teacher Wellbeing and will take into consideration demonstrated positive behaviours, attendance patterns and consistently wearing the correct uniform.

A student’s membership as a Peer Support Leader may be reviewed if any concerns arise regarding a student’s performance or conduct. Should there be a need for termination of membership, the matter will be brought before a panel, who will review their position and make a final decision.

Participation in School Evaluation and Planning

Developing “student voice” is a key component of our Strategic Plan. Students at Ryde Secondary College are consulted regularly on a range of matters, through focus groups, participation in committees, as members of leadership teams, through learning logs, reflections and through surveys.

Advice and support from our students is important in developing and implementing our Strategic Plan, and provides additional strategies for inclusion in our plans.

Debating and Public Speaking

Students are encouraged to join debating teams and public speaking teams, some of which are involved in inter-school competitions. Regular participation builds awareness of current affairs and skills in writing and presentation.

Co-curricular Music Program

The Music Co-curricular Program encompasses many ensembles: Concert Band, Jazz Band, String Ensemble, Choir and Vocal Ensemble, Advanced Guitar Ensemble and Guitar groups. There are also two clubs on offer, Rock Band and Composition Club. Any interested student should see their music teacher.

Students who play an instrument and who wish to sing are urged to become a member of one or two of these ensembles. Students wishing to learn an instrument or improve their skills are encouraged to discuss this with their class Music teacher. Parents are encouraged to be involved in this program to foster learning outside the classroom, allow students to be involved across year groups and to support students to represent the College in competitions and performances.

Music Leadership Program

The Music Leadership Program provides students with the opportunity to be leaders of each Music ensemble at Ryde Secondary College. This will allow students to lead ensembles through the organisation process for rehearsals and concerts, and to mentor and encourage the other students in the Co-curricular Music Program. The Captains will work with RSC Music staff and the Music Director of the ensembles for concerts and festivals, both at school and in the wider community.

Annual Arts Festival

The annual CAPA Arts Festival, **rsc creative**, is presented during Term 3 involving all CAPA subjects: Music, Art, Photography, VET Entertainment, Drama and Dance. The Ryde Secondary College students and community embrace this event through performing and attending the variety of areas of this festival. The success of the Festival is evident in the excitement left with our students. Our students work with professionals and concerts, dance, exhibitions and drama productions. Each annual festival is driven by a theme.

Dance Ensemble & Dance Company

Dance Ensemble is open to all students and is held every Wednesday.

Dance Company is an advanced group where students audition for a place in the Company. Any interested student should see their Dance teacher.

Drama/Musical Productions

Students are involved in several performing arts events through the year. Such events include Ryde Idol and the Ryde Secondary College Performance Evening. All students have the opportunity to participate in these events. Parental support through attendance at performances is a powerful and much appreciated support for students who participate.

Drama Club

Each Wednesday after school, students meet and take part in Drama Club activities. Through this club students' participation connects students across the year groups with the club developing performance and directing skills, creativity and team work. Guest tutors are invited to work with the students and the students stage a production in the annual Arts Festival. Drama Club members can elect to attend the State Drama festival which features sophisticated performances from across the State.

Sporting Programs – extra curricular

Students have the opportunity to join a variety of sporting programs offered either before or after school hours. The fitness laboratory will be opened each morning and afternoon for students to engage in supervised fitness activities. Other sporting opportunities include elite Dance, Gymnastics and Volleyball.

Fashion Show

The Ryde Secondary College Fashion Extravaganza is an event showcasing a broad range of student talent across many key learning areas. The prime focus of the event is to showcase the creative talents of the Textile students in years 8 to 12. Support Unit and Primary school students also produce items and participate in the matinee and evening performances.

Year 11 and 12 Entertainment students assist with the running of the show behind the scenes, ensuring that the stunning multimedia presentations created by the stage 5 IST students compliment the beautiful garments on parade. The show is rounded out with performances by four CAPA ensembles and four dance performances by the Dance ensembles.

There are two performances on the day: a 1pm matinee for years 7 and 9 students and the 7pm show for the general public and other students.

Entrepreneur Day

The Social Sciences Faculty organises and runs Entrepreneur Day with Year 10 Commerce students. The day is designed for students to learn about entrepreneurship from the idea phase, to marketing, through to the

implementation of operations and finance. Students are involved in planning, organising and implementing running a business in small groups, coordinated during their Commerce lessons. Money raised from the sale of goods and services is donated to a charity nominated by the students.

Computers

The College has two multi-media laboratories and a computer space in the library that is available for class bookings by all teachers for all students. Several other rooms throughout the College, including mathematics, science, music and general learning spaces, have access to computers. The entire College is wireless enabled. A Computer Club meets regularly to allow talented and interested students to develop projects and skills further. All students need to bring their own device (see website).

Duke of Edinburgh Scheme

Students in Years 9, 10 and 11 have the opportunity to be involved in the scheme and work towards the Bronze, Silver or Gold Awards. Students in this program are involved in physical, social and community based activities.



Communication

A range of options are available at the College to enable your family to communicate with, and learn about, the College.

Our College newsletter is emailed to parents at least twice per term, and contains information about school programs, student achievement, advice to parents and upcoming events. Further information is provided via our Sentral portal, school website and Facebook Page.

Should you wish to contact the College, please email rydesc-h.school@det.nsw.edu.au with a clear subject line, the intended staff member recipient of your email, purpose of contact and a desired outcome. You can also phone **9809-4894**, leave a message for a staff member or email our office administration drawing attention to the contact name needed. Should you not receive a response within 48 hours, please contact the office administration for the matter to be followed up. It is possible that the staff member you wish to contact is absent on excursion or leave.

If the matter is serious and/or urgent, please ask to speak to a Deputy Principal.

School Community Charter

At Ryde Secondary College and as a public school we are promoting the NSW Government School Community Charter. This document outlines the responsibilities of all stakeholders in contributing to learning environments that are collaborative, supportive, cohesive and respectful. In supporting the development of this collaborative, supportive and respectful culture, it is both helpful and respectful to clearly define the boundaries of issues that are increasingly contributing to misunderstandings and damaged relationships.

What is acceptable in the area of Communication?

What is acceptable	What is not acceptable
Having a concern and contacting the school to discuss the problem with the class teacher	Coming to the school office or the classroom and demanding to talk to someone straight away
Making a time to talk through an issue with a staff member when you are calm and in effective control	Yelling at, threatening or abusing any staff member, either over the phone or in person
Talking calmly and respectfully to staff	Swearing at any staff member in any situation, at any school event
Use of social media to contact the school respectfully	Making public negative or defamatory comments on social media
Contacting a staff member of the school via the school contact number or email	Contacting staff members regarding a school issue directly through either their personal mobile number or direct email unless you have been specifically invited to, sending overly frequent emails which are derogatory, or threatening and/or require constant responses
Making an appointment with the Principal, Deputy Principal, Year Advisor, Learning and Support Teacher or Head Teacher to discuss an issue and reporting to the front office prior to entering office areas	Coming to the school and bypassing the office to enter one of the office areas



Ryde Secondary College Learning Programs

Our teachers strive to develop teaching programs, which are engaging, challenging and differentiated for students with a range of abilities. Many of our teachers have undertaken extended training in Gifted and Talented Education, Differentiated Learning and Cultures of Thinking pedagogy, and continue to undertake opportunities which become available to undertake further professional learning.

Years 7 and 8:

In Years 7 and 8 you will experience a wide variety of subjects. The aim of this is to assist you in making an informed choice for your future education.

The Year 7 and 8 Course includes:

English
Mathematics
Science

History
Geography
PDHPE

Music
Visual Arts
Technology (Mandatory)

Years 9 and 10:

During this stage, some subjects remain compulsory, but you do have the choice of three electives. You will receive information during Year 8 about choosing your elective subjects. These may vary from year to year according to student choice. They include:

CORE SUBJECTS:

English
Mathematics
Science
Australian History
Australian Geography
PDHPE

Three **ELECTIVES** from:

Child Studies
Commerce
Dance
Design & Technology
Drama
Food Technology
French
History Elective
Indonesian

International Studies
Computer Technology
Industrial Technology Engineering
Industrial Technology - Timber
Music
Photographic & Digital Media
Physical Activity & Sports Studies
Textiles Technology
Visual Arts
Visual Design

Years 11 and 12

At this stage, only English is compulsory and you are able to make choices from a wider range of other subjects. At the end of Year 12, a Higher School Certificate is awarded on a combination of assessments throughout Years 11 and 12 and the final public examination. Subjects offered will vary from year to year according to student subject choices. They may include:

Earth & Environmental Science
Engineering Studies
English
Mathematics
Biology
Chemistry
Physics
Drama
Ancient History
Modern History
Visual Arts
Software Engineering
Design & Technology
Hospitality (VET)
Indonesian
Photography & Digital Media

Japanese
Business Studies
Economics
Geography
Legal Studies
Studies of Religion
Human Movement Science
Sports Coaching (VET)
Sport Lifestyle and Recreation Studies
Music
Textiles & Design
Society and Culture
Entertainment VET
Construction
Community and Family Studies
Work Studies
Industrial Technology - Timber

A wide range of Vocational Education courses are offered in areas such as Entertainment, Hospitality, Construction and Photography, providing many and varied pathways to the HSC. Special programs of study are also offered to students whose needs are identified.

Note: Course Booklets are issued to provide details of courses to be offered at the time when you need to make choices. Subject information sessions are also provided to students to assist in subject selection.

A Special Education Support Unit is incorporated into the curriculum and the life of the College.

Support Unit

Ryde Secondary College has a Special Education Support Unit for students with diagnosed intellectual special needs. The unit has three classes and is staffed by three full time teachers and three School Learning Support Officers. The Support Unit can accommodate up to 35 students.

Students complete a rigorous academic program with our Special Education teachers with a focus on life skills, literacy and numeracy. Students also access Key Learning Areas such as TAS, PDHPE and CAPA, and are taught by specialist subject teachers. Suitable students may be identified to participate in an integration program and attend a mainstream class depending on ability and interest.



Learning and Support Team

Our Learning and Support Team works to develop each student in a holistic manner, considering the welfare of each child. This includes considering students with additional learning support needs, students with English as a Second Language and students with a disability. We work closely with the students, parents, classroom teachers and the community to develop a strong network of support for students who require additional assistance.

The Learning and Support Team consists of the Learning and Support Teachers (LAST), English as an Additional Language (EAL) Support Teachers, Transitions Advisor, Counsellor, Careers Advisor, Disability Provisions Coordinator, Head Teacher Teaching & Learning, Head Teacher, Learning & Support, and one Deputy Principal.

Many students are identified as requiring support by the Learning and Support Team members themselves based on assessment data such as NAPLAN, and through other school data, including records of an identified disability.

Access to support from members of the Learning and Support Team can also be gained in the following ways:

- Teachers can make referrals based on observed classroom needs or assessment data.
- Executive staff may refer a student to members of the team based on their knowledge of the students or as a result of issues that may arise.
- Students are able to self-refer to any member of the team, which often happens with those requiring assistance from the Counsellor or Careers Advisor. They may also talk to their Year Advisor about any assistance they may need and the Year Advisor will direct them to the appropriate team member.
- Parents can contact their child's Year Advisor who can then refer the child on to the appropriate member of the Learning and Support Team. Alternatively, the parent can call the school and request a phone call or interview with any member of the team who they think may be able to assist their child with a particular learning need.

Members of the Learning and Support Team regularly evaluate progress, discuss new referrals and strategies, and share information in fortnightly meetings.

Disability provisions are available for students, who are eligible, with in-class assessment tasks and examinations in all years, if required.

For the HSC examinations, the process and conditions by which students are able to access disability provisions are explained to the whole year group and students are able to apply through the Disability Provisions Coordinator.

Peer Tutoring

The Maths Faculty manages a group of Year 10 students from the selective stream who freely give up their time to tutor students from years 7, 8 & 9 who are seeking assistance with their Mathematics, whether it be for help with homework, preparing for an assessment or clarification of concepts being taught in class. Students and tutors meet each week.

Study Centre

On Wednesday and Thursday afternoons our library is staffed by teachers who can provide additional assistance with learning particularly in Mathematics. The library is open till 5 pm. A permission note must be signed prior to commencing at the Study Centre.

Library Learning

You are encouraged to be considerate and assist others who need to work in a quiet environment. Our Library Code of Conduct has been developed to protect your property and to create an environment in which you and your peers can work quietly. Your support for this Code of Conduct is greatly appreciated.

1. Please leave all bags in the designated areas
2. Sign on and remain in the library until the end of the period
3. Move and work quietly. Be courteous to other library users and library staff
4. Sporting equipment, food and drink may not be taken into the library
5. Mobile phones and electronic games are not to be used in the library.

Your library staff are keen to assist you with sourcing materials you may need. We look forward to seeing you enjoy all the library has to offer.

Sport

Ryde Secondary College strongly supports participation in sport, particularly grade sport, for health, fitness and team and leadership skill development.

Sport is compulsory for Years 7 to 10 and is held on Tuesday afternoons. For Years 11 and 12, sport is optional, however those students who make a commitment to play grade sport, must attend every week. Non-sport Year 11 and 12 leave at lunchtime to study at home.

Sport is divided into performance, grade or social sport for summer and winter. Grade teams participate in the Northern Suburbs Zone Competition against schools from that zone. Social sports students do not compete against other schools, they compete in internal competitions organised by the teacher.

All students have the opportunity to take part in the College Carnivals: Swimming, Athletics and Cross-Country. When successful in these College Carnivals, students are selected to compete in Zone, Regional and Combined High School Carnivals.

Year 7 sport is run separately during Term 1 and follows a program which involves learning skills, rules, tactics and fair play.

Years 7 – 12 have the opportunity to play both Grade (inter-school competition) and Recreation Sport. A range of sports are offered to students, which may include sports listed below. However, some sports listed may be subject to change.

Performance Sport:

Indoor rock climbing, Cross-fit Training, Dance, Gymnastics, Ice Skating, Thai Boxing, Weightlifting, Skateboarding

Grade Sport:

Touch Football, Oz Tag, Volleyball, Basketball, Soccer, European Handball, Ultimate Frisbee, Soccer (6 a side), Netball

Social Sport:

Badminton, Power Walking, Running Club, Tennis, Table Tennis, Yoga, Gardening, Environmental Action, Swimming (Yr 7 only – Term 1), Volleyball Skills, Basketball Skills, Ultimate Frisbee, Handball.

Students have permission to wear sports uniform on Tuesdays. Sports uniform consists of navy blue shorts with RSC and College crest or navy blue tracksuit with sky blue panel style jacket with RSC and College crest. A mixture of College uniform and sports uniform is unacceptable.

Sport Permission Notes are emailed to parents (via Schoolbytes) upon selection of a grade, performance or social sport at the beginning of each sport season. This outlines the cost, venue and travel arrangements, and any other specifics of the selected sport. This note must be signed by a parent/caregiver and returned to the sport teacher before sport commences. Students are reminded that NO bicycles are to be ridden to sport.

Sport commences after lunch and students must be in their allocated assembly areas at 12.30pm for roll call where equipment and uniform will be checked before students board buses or make their way to the venue. Failure to bring either will result in the student remaining at school for non-sport until 2.45 pm that day. Sport finishes at 2.45 pm at the College. During sport afternoon, all students should be actively engaged in sport or associated skills. All students are expected to participate.

Students are not allowed to leave sport from a venue unless they have provided a signed note from their parent/caregiver and an Early Leave Pass has been processed through the Sports Coordinator. Students must return to school at the conclusion of sport and under the accompaniment of the teacher in charge of the sport. Students are then dismissed from sport at the College at 2.45 pm and then allowed to proceed directly home. Those students remaining at the College waiting for a bus to take them home will be supervised from 2.45 pm – 3.00 pm by a teacher on the oval.

Wet weather activities will operate if Tuesday afternoon sport is cancelled.

Students not able to participate in sport because of injury or illness are to bring a note from their parents and present it to the Sports Organisers before 8.35 am. A supervised non-sport group exists for those students unable to participate.

Non-Sport:

Non-Sport is a measure that the College implements to manage behaviour and other issues with sport. Students without permission to attend a sport off-site, students who have not paid for a paid sport, and students who display misbehaviour during sport or truant sport are assigned to Non-Sport for the week, which is held in a classroom and supervised by a teacher during regular Tuesday sports time.

Sport Payment Procedures

Grade Sport – students who trial for a Grade sport team in Terms 1 and 2 must wait until the teams are finalised in Week 2 before they pay their fees. All students who are selected in a Grade team must pay their fees by the conclusion of Week 4. Failure to do this will result in the student being moved to a non-paying sport.

Performance and Social Sport – payments are also due by the conclusion of Week 4. Failure to do this will result in the student being moved to a non-paying sport.

If a student is unsuccessful in being selected in a Grade sport team then they must see the Sport faculty to choose a Social sport for the term. All sports fees are to be paid to the front office and the receipt is to be given to the Teacher in charge of your sport on Tuesday afternoons.

The College holds three major sport carnivals – swimming, cross-country and athletics. The cross-country is held at the College, the other two are at outside venues. Attendance is compulsory. Students who perform well at the College carnival may be eligible to represent the College at the Northern Suburbs Zone Carnival.

The RSC Sports Presentation Assembly is held in Semester 2. In this assembly we celebrate the achievements of students in these carnivals, as well as team and individual performances in the Grade sport competitions.



Ryde Secondary College Routines

Attendance

College hours are 8.35 am – 3.00 pm.

- You are expected to be at the College each day and to be present for each lesson or activity.
- Absences due to serious illness are understandable, but absences for such unacceptable reasons as shopping, minding smaller children or family reasons are to be avoided. Dental and medical appointments should be arranged outside school hours whenever possible.
- Attendance at all College functions (e.g. sports afternoons, carnivals, assemblies etc.) is compulsory.
- It is not advisable to arrive at the College before 8.15 am. In case of an accident between 8.15 am and 8.35 am, report to the Student Services counter at the office.
- If you are absent, a reasonable explanation is required by your parent/caregiver within 7 days. This can be done via the Sentral Parent Portal, an email to the school or a note handed in to the school office. If no explanation is given within this time an unexplained absence will be recorded on your school records and may require an investigation. Unexplained absences are recorded on school reports.
- In the event of a prolonged absence, please see the Attendance Office as an Exemption from Attendance or Application for Extended Leave may be required to be completed.

Lateness

School commences at 8.35 am.

- If you arrive after Roll Call commences, you must report to the Attendance Office to receive a Late Slip. If able, provide a note from your parent/caregiver as to why you are late or have them provide an explanation within 7 days.
- You will not be admitted to class without a Late Slip.
- If late to class during the school day, please provide a note of explanation from the member of staff who detained you.
- Lateness is recorded. Repeated lateness may lead to investigation and further disciplinary consequences.

Leaving the College During the Day

- Students are not permitted to leave the College grounds without the written permission of the Principal or Deputy Principal and parents. Leaving the College grounds without permission will lead to disciplinary consequences.
- If you need to leave the College early, a note must be handed to the school office prior to Roll call, to be authorised by a Deputy Principal. The note should include the date, student name, roll class, reason for leaving, parent/caregiver signature and a contact phone number.

Note Requirements

Every note that comes to the College should have your name PRINTED, the roll class, the date, and signature of a parent/caregiver, and their contact phone number. This assists us in maintaining accurate records of attendance. All notes must be presented before lessons commence or, if late, on arrival at the College.

Visitors and Contact During College Hours

In the interests of safety, you are not permitted to make contact with unauthorised visitors to the College during the College day. Only in emergencies and/or with the permission of the Principal or Deputy can any other authorised contact be arranged. If visitors come to the College, they must go to the Office.

Mobile Phones

The use of mobile phones in class is prohibited at the College. The NSW Department of Education and College policy is that mobile phones are to be turned off and out of sight at all times whilst on the College premises. Students who breach this policy will have their phone confiscated. Disciplinary actions will apply in accordance with the RSC Mobile Phone policy. All personal electronic equipment brought to the College remains the responsibility of the student and the College is not responsible for breakage or theft.

Parents who wish to contact their child during school hours, should make contact through the Office Administration.

Banned Items

The following items are banned from Ryde Secondary College:

Liquid paper
Texta colours
Spray cans
Chewing gum
iPods, MP3s, electronic games etc
Alcohol

Cigarettes, tobacco, etc
Cigarette lighters, matches
Drugs
Pornographic material
Knives or other weapons, including fake weapons
Vapes

Students possessing and/or using these items may be suspended.

Unacceptable Behaviours

Behaviours which are dangerous, unsafe or impact the health, safety and wellbeing of staff or students, will lead to **serious disciplinary consequences**. The policy includes:

- social media behaviour which is hostile to the College, staff or students or misuse of technology. This includes but is not limited to: cyberbullying, sexting, stalking behaviours, intimidation.
- physical violence by anyone involved in a conflict, harassment or threatening behaviour. The College has a “hands off” policy. Conflict must be resolved in a peaceful manner through discussion.
- engaging in sexual harassment, sexual assault, or other sexualised behaviour that may pose a risk of, or has caused, physical, psychological or emotional harm to others
- continued/persistent disobedience and/or disruptive behaviour
- malicious damage to, or theft of, property
- verbal abuse
- discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity.
- Students are encouraged to inform regular teachers for assistance if these activities have occurred.
- behaviour outside school, where relevant, for example, where students are in school uniform or using public transport.

Clinic

- If you feel unwell at College, you should report to the Clinic with a note from your teacher. In cases of a more serious nature, have someone else notify the Office immediately.
- You must only enter and leave the Clinic with the permission of the Administration Staff.
- When you leave the Clinic, you will be given a pass to give to your teacher when you return to class.
- No medication will be given to students unless parents have authorised (in writing) the administration of prescribed medication.
- It is essential the Deputy Principal or Year Advisor is informed of any physical condition which may affect a student's schooling.
- Office staff will contact parents/caregivers where necessary. Students are not permitted to phone parents without first reporting to the office.

Accidents

In the case of an accident, a qualified member of staff will give emergency care, and parents will be notified by phone.

It is very important that the College is advised of any change in telephone numbers to ensure parents may be contacted during the day. Emergency contact numbers are essential.

Health Care Plans

Your child's health and safety is important to us.

A Health Care Plan should be completed if your child has a health condition that requires support at school or when involved in off campus activities, for example a school excursion or overnight camp. Conditions that require support include Anaphylaxis, Asthma, Diabetes, Epilepsy, ADHD and Mental Health e.g. Anxiety and Depression.

If your child has Anaphylaxis or Asthma, an EpiPen, antihistamine and inhaler will need to be provided to the College to be stored in your child's medical bag.

Parents/guardians of students who have Diabetes, Epilepsy, ADHD or any condition that requires medication to be taken during the school day will need to make an appointment to meet the school First Aid Officer to discuss what support your child requires.

Parents and caregivers are requested to update the College if a child's health condition changes.

Computers and Laptop Policy

- Students must bring laptop to school every day, fully charged
- Students must not bring charger to school
- Any technical issues should be reported to Technology Support Officer in the Library
- Lost/stolen laptops must be reported to the Police first, then College next
- The College disciplinary policy will apply for students who breach College guidelines for appropriate use of computers and laptops. These guidelines are provided to all students new to the College.

Custody/Access

Please advise College staff of any special arrangements related to your child's supervision and family arrangements, and supply any relevant documents as required.

Canteen

The College canteen is run by our P & C and operates within guidelines provided by the College and the Department of Education. A College Canteen Price List will be issued whenever changes are made to prices, or other items offered for sale. Some courtesies to help the College Canteen run smoothly:

- Use 'Flexischools' app to pre-order
- Place orders for lunch before the first bell, that is, before 8.35 am
- Collect lunches from the canteen at lunchtime
- Form queues when making purchases. The second student from the front stays on the marker with the others behind the line
- Be courteous to canteen staff at all times
- Purchase items only for yourself and not for friends
- You can only purchase food at recess or lunchtime.

Playground Rules

These have been developed to ensure your safety is promoted at all times.

- In the playground, students should behave according to the College Code, be safe and considerate, and use common sense at all times.
- Students are to go directly to classes immediately after the bell rings.
- Students are to use the toilets during recess and lunch breaks – not after the bell rings or between periods unless with a teacher's written permission.
- Students are to be in the canteen area only to make a purchase and are to be in a queue. During the second half of lunch, students may use the eastern (D Block) end for basketball practice.
- **Ball games:**
 - hand ball games in quads (soft balls only)
 - appropriate ball games on MPC courts and COLA
 - other ball games on the oval only (no tackling or dangerous play)
- **Passive Areas:**
 - quadrangles in Blocks B, D & E
 - all stairs, balconies and walkways (transit only)
 - seats next to main entrance path
 - under Library, BBQ area and MPC quad
 - H Block verandah
 - Green space behind D Block
- **Out of Bounds:**
 - Carparks
 - driveway side of main entrance path
 - Malvina Street/Forrest Road corner

- Between fence and line of seats around the oval
- Directly behind Canteen, Pavilion and MPC
- Bell tower balcony
- Lifts (unless authorised user)
- Movement Studio/MPC entrance
- All classrooms and specialist areas (unless directly supervised by a teacher)
- Litter is to be placed in the bins provided
- All visitors are to sign-in at the Public Reception Office
- Students are not to leave the College grounds or to be in contact with non-RSC students while at the College.

Book Policy

- Work books and assignments should reflect pride in your studies and clearly demonstrate quality learning in each subject
- All students must have the required work book for each lesson
- The book must be clearly named and kept in a clean condition
- The date must precede each piece of work
- Writing should, unless otherwise instructed, be in blue or black pen
- All sheets should be glued in chronologically
- Handwriting should be neat and easy to read



Ryde Secondary College Uniform

The wearing of a uniform is compulsory at Ryde Secondary College. The correct College uniform is available from Lowes at Top Ryde Shopping Centre, Blaxland Road, Top Ryde

The College uniform (outlined below) can be worn in all seasons – it is up to you to choose uniform appropriate to weather/seasonal conditions. If you are out of uniform you must bring a note from home stating the reason why your uniform is not being worn and show this note to the Head Teacher Year or Deputy Principal before 8.35 am. If no reason is given, you will receive a detention, or your parents may be contacted. You may be sent home to change into the correct uniform, or your parents contacted to bring your correct uniform to school.

Hoodies are not a uniform item. You may be requested to leave your non-uniform items with the administration staff and wear a College uniform item to comply with this policy. You may apply to have your non-uniform items returned when you return to school the next day wearing full school uniform.

Junior Boys

- Grey serge trousers
- Sky blue short sleeve shirt with College crest – tucked in at all times
- Navy shorts
- Grey ankle-length socks

Senior Boys

- Grey serge trousers
- White short sleeve shirt – tucked in at all times
- Woven College tie
- Grey ankle-length socks
- Senior blazer navy serge with College crest

Junior Girls

- Pleated check skirt OR serge navy tailored trousers
- Special over blouse sky blue with trim
- Plain white ankle-length socks (no coloured bands or logos) or pantyhose (natural colour or black)

Senior Girls

- Pleated check skirt OR serge navy tailored trousers
- Over blouse white with trim
- Scarf (College design)
- Plain white ankle-length socks (no coloured bands or logos) or pantyhose (natural colour or black)
- Senior blazer navy serge with College crest

All Boys and Girls Sport/PE

- Navy shorts with RSC and College crest
- Sky blue and navy blue polo shirt with RSC collar and College crest
- Joggers or sandshoes with white socks
- Navy blue tracksuit with sky blue panel style jacket in College colours with RSC and College crest
- **NO representative hoodies** (e.g. zone, regional, etc) are permitted to be worn at school at any time.

Juniors are **only** to wear sports uniform on Tuesdays and **days they have practical PDHPE classes**.

Shoes

All students must wear polished shoes with solid leather uppers in all practical lessons. This includes Science lessons as well as those in the Technology area. This safety procedure must be strictly followed and is a legal requirement of the Department of Education for the protection of your feet. Joggers and similar footwear are only acceptable in PE and sport periods.

Sun protection

Students are requested to protect themselves by wearing hats on hot days and ensuring they bring water bottles and keep hydrated. Sunscreen will improve protection especially for all sports events.

Jackets/Jumpers

- Navy pullover with school crest or plain
- Navy Soft Shell Jacket
- Navy Microfibre Jacket
- Navy Varsity Jacket

UNIFORM: PRACTICAL REQUIREMENTS

Design and Technology

In Year 7, all students, both boys and girls, undertake similar work, spending time in the kitchens, textiles room, timber room and drawing rooms. You will need to meet the following requirements for uniform and equipment, in order to participate in the lesson.

For safety requirements, when using practical rooms you must wear:

- Protective clothing: a clean overall or bib-and-brace type apron. (In keeping with hygiene requirements, the overall or apron must be clean when worn in the kitchen)
- Sturdy leather shoes (shoes with solid soles and firm uppers are needed for practical lessons)
- Eye protection when using machines (this is provided)

You are also required, for each lesson in the kitchen, to provide:

- An apron
- Correct footwear (as above)
- Food container
- Display book containing recipes

These should be carried in a plastic bag to prevent moisture damaging other articles in your schoolbag, and should be clearly marked with your name and class.

Visual Arts

You will need a pencil eraser, a pencil sharpener and a ruler. Students are to wear an old shirt (preferably with wrists elasticised), in Art lessons to protect their uniforms.

Jewellery

A positive image of the College is achieved when students wear our uniform with pride. This extends to wearing jewellery, which contributes to a dignified image of our students. The only acceptable jewellery is:

- Studs or sleepers in ears
- ONE fine chain if worn under uniform
- ONE non-decorative ring.

FOR SAFETY REASONS, YOU MUST NOT WEAR JEWELLERY WHATSOEVER DURING PDHPE LESSONS OR SPORT.

Ryde Secondary College Parents Support the Uniform

Ryde Secondary College has the full support of our P&C Association regarding the wearing of the College uniform. Below is an extract from a letter that was received from the P&C Association:-

“We believe the proper wearing of the uniform by all students is important for College presentation, community image and for the students to develop pride in their College and in themselves. It shows they are proud to belong and to be part of the College.

The last survey of parents showed overwhelming support for the wearing of a College uniform with 91% of parents in favour. Therefore, it is the policy of our Association that Ryde Secondary College has a uniform and this uniform be worn by all students. Recently we have assisted the College in clarifying some ambiguities relating to certain items in the uniform, so as to avoid any misunderstanding.

We request that the College works in conjunction with our Association and that you enforce the proper wearing of the uniform and appropriately discipline students who do not wear the College uniform”

The members of our Association voted unanimously to issue this letter to the College.

PARENTS ARE REQUESTED TO LABEL CLEARLY ALL ITEMS OF COLLEGE WEAR AND EQUIPMENT

Ryde Secondary College Transport

Students who live more than 2 km (as the crow flies) or 2.9 km (by the most direct route) from the nearest College boundary are entitled to free bus travel. Applications are made online to obtain an Opal Card for eligible students. Private transport to the College should be only in the family car driven by a member of the family. The problems that arise from pupils accepting lifts, even from people known to them, are frequent and often serious. Parents are especially warned not to permit their sons/daughters to walk through the bush on the way to the College, even if it is the shortest route. This may be unsafe.

Travelling by Bus

A high standard of behaviour is expected of our students, as poor behaviour may lead to refusal of permission to travel on the bus. Students travel for free and are expected to give up their seat for a paying passenger. You are reminded that you are an ambassador for the College when in uniform and on school buses. Opportunities arise for our students from positive community relationships.

Students who travel by bus are requested to take particular care to catch the right bus. Remember that the buses leave shortly after lessons finish, and so you do need to move promptly from class in order to catch your bus. You are not permitted to travel to and from the College in your sports clothes other than Tuesday sport. You must change into your College uniform following PE.

If you have any doubts about which bus to catch, please contact the College office. Opal Cards must be tapped as you board and leave the bus.

Enquiries: State Transit – Ryde Depot: Telephone: 9941-6814

Bicycles

Your safety is of the highest priority to the College and your parents. Please take care when riding your bicycle to the College. Helmets must be worn. On arrival your bicycle must be “walked” through the College grounds to the storage area near the library. You are advised to secure your bicycle with a lock and chain and to look after your helmet.

Walking

Some students live close enough to the College to walk. In no circumstances should any student attempt to hitchhike. Care should be used when crossing roads.

Skateboards and Scooters

For safety reasons, these modes of transport are not permitted at Ryde Secondary College.

Excursions

Excursions may take many different forms. They are usually organised by specific faculties, sports coordinators or year advisers. When an excursion is organised, you will need to obtain two things – money to pay for whatever expenses have to be met and a consent note from your parents giving permission for your involvement.

When you go on an excursion or a sporting visit, College uniform is compulsory unless you are advised otherwise. When you are outside the College as a group, you are judged on your appearance and conduct. Your behaviour and appearance are expected to meet the standard required in order to represent the College on an excursion.

Some excursions involve overnight trips. It should be clearly noted that, when a student stays overnight under the supervision of teachers, that student is obliged to follow the College Code of Behaviour and to follow strictly any instructions given.

Sometimes activities similar to excursions (e.g. drama performances, films, etc.) are organised within the College. These activities are organised to help your education and you are asked to assist by doing your part properly.

Money for excursions must be paid by the due date, otherwise you will NOT be allowed to attend the excursion.

If you have financial difficulty in relation to an excursion, mention it confidentially to the teacher in charge of the excursion well in advance. Depending on funds available, it may be possible to make arrangements to assist you with this difficulty.

If this is a consistent problem, your Year Advisor or College Principal should be contacted for further advice and support.



Assessments and Examinations

At high school much of your work will be considered for assessment. Your classwork and homework will be considered, together with tests and examinations. Reports of your progress will be sent home at each half-year. Yearly examinations will be an important part of your assessment. We urge you to develop your management skills to complete all the work set, so that you are able to achieve your potential.

Junior Homework and Assessment Policy

In the Junior College (Years 7 to 10) students are expected to complete a variety of tasks. These include such things as essays, research assignments, practical work, tests, examinations, fieldwork, etc. Students will be notified of specific assessment requirements for each course.

The following rules have been developed to ensure all students are treated fairly in assessment. They apply to all situations where marks are given for the task and where the mark goes towards a student's overall results:

1. Due Dates

Students will be given adequate warning of the due date for each task.

2. Late Work

Work not submitted on the due date will be subject to penalties for juniors. Zero (0) marks will be awarded to seniors for work not submitted by the due time.

3. Absence from Test or Examination

If a student is absent from a test or examination, the student will still be expected to sit for the test or examination on return. The mark gained may, however, be subject to a deduction penalty.

4. Valid Reasons for Late Work or Absence

The College reserves the right to determine if a reason for late submission of work or absence from a test is valid. If the College considers such a reason to be valid, then, at the discretion of the Head Teacher of the Faculty, the student may be allowed to sit for the same test or examination, or be given a substitute task, or an estimate based on other evidence, without incurring a penalty.

5. Changes of Date

Dates for tasks will not be altered except for teacher absence or unavoidable change to College routine.

6. Homework

Homework is intended to support learning in the classroom and to provide opportunities for deeper learning, revision and extension. It should be balanced with your need to develop your relationships with others and your physical fitness and wellbeing.

Assignments and assessments in high school may differ significantly to those in primary school. Often there is an expectation that assignments will take the place of homework and will take a few weeks to complete. This requires careful time management and planning. Use a calendar to plan, so that your assignments are completed over a few weeks, so they are of higher quality than those completed the night before the due date.

All homework/home study is to be completed as required. Students are expected to complete work missed through absence from the College.

A key component of your education is time to learn through wider reading, eg newspapers and watching programs, which develop your general knowledge. Being aware of current affairs and thinking critically is helpful in being able to write high quality responses in assignments and exams.

Watching programs, which build your awareness of common language and idioms, is also a key element of your literacy development. This is particularly valuable in long vacation breaks in maintaining skills and knowledge learned during the year. Parent interest and discussion with students about topics and issues being studied or in the news, is strongly encouraged.

To assist parents and students, the following is a guide to the minimum hours of study students are expected to invest each week:

Year 7	Up to 5 hours
Year 8	Up to 5 hours
Year 9	10 hours
Year 10	10 hours
Year 11	15 hours
Year 12	20 hours

Homework Policy

All students should be encouraged regularly by their teachers to:

- Record and plan preparation of major assignments and tasks including study for exams and tests.
- Complete classwork left from the day's work
- Complete homework set in class
- Undertake revision activities in texts to improve skills and knowledge
- Read widely to build contemporary knowledge and develop literacy skills. This can include daily newspapers, magazines, journals and books.
- Watch current affairs programs, which provide insights into contemporary issues and a range of perspectives
- Try to develop literacy skills further through learning new words every day
- Discuss topics learned at school with your parents and friends
- Visit museums and galleries to build knowledge of arts, sciences and humanities
- Undertake regular practice of a musical instrument and focus work if a music student
- Use technology eg YouTube to study under supervision, for musical performances, or to revise concepts or techniques.
- Complete art works
- Practice essay writing skills, by writing practice essays for your teachers

Teachers are expected to provide regular feedback to students on assignments and class tasks, in order to assist students in improving their skills and knowledge.

School Rules and recommendations for Examinations and formal class Assessment Tasks

In high school there are regular exams, for which you should regularly revise

Some rules are essential to ensure the smooth management of each exam and consideration of student needs.

- Be early for each exam. Supervision rosters do not provide extra time.
- Bring to every exam your own pens, ruler, eraser, approved calculator and mathematical instruments. Borrowing and talking are not allowed during exams.
- No mobile telephones are allowed in an examination room. They must be left in a bag, turned off at the front of the room.
- No printed material is allowed into the exam.
- Students found to be involved in malpractice in the exam will be awarded '0' for the exam.
- Wear full school uniform to the exam. A detention will be issued at the end of the exam for those students not in uniform.

During the assessment or examination, students must:

- Sit at their allocated table.
- Remain seated at all times.
- Raise their hand to ask a question.
- Ask permission to go to the toilet.
- Remain in the exam until the end.

Students are not permitted to leave any examination early.

Suggestions to help you write papers, which are better organised:

- Check you are doing the correct paper and that all pages are present.
- Read each question carefully.
- Write your answers in pen, not in pencil.
- Start each question on a new page, and put your name on the top of each new page.
- Write on one side of the paper only.
- Write your name/number on every multiple-choice/loose sheet/booklet provided.

Suggestions for effective study for examinations

- Do not cram your study into the last few weeks; set up a timetable and leave time to absorb the information
- Plan your study well ahead of any examination or assessment task
- Keep your work up-to-date and organise your notes carefully throughout the course
- Find out the details of an examination as soon as possible, eg the layout of the paper, the type of questions that will be asked, the possible choice of questions, etc.
- Organise yourself before beginning to study – have your notes, pens and paper ready
- Study using a variety of methods to help your memory

Below are some methods you can use:

- Summarise your notes or jot down key headings, using your syllabus to guide you.
- Think about what you are writing as you take your notes.
- Check your textbook for points you may have missed in class. Add these points to your summaries.
- Concentrate on learning what you do not know. Test yourself for each topic by writing down the key points and compare this with your notes to see how much study you need for that topic.
- Use your own words as this makes it easier to learn the work. Learn the metalanguage, terms and definitions, quotations and formulae you need.
- Use rhymes and mnemonics to remember things eg ROY. G. BIV.
- Different subjects may require different study approaches: eg in Mathematics the best way of studying is to do as many examples as possible and not make notes; in History note-taking is very useful; and submitting practice essays; in Social Sciences practicing multiple-choice and essay questions from past

papers is essential.

- For seniors, check the NESA (Board of Studies) website to read sample answers and examiners' comments on past papers.
- Practice answering exam questions at the appropriate speed and time. Ask your teacher to comment on your practice exam questions or techniques.

What to do in the examination:

- Carefully read the instructions on the paper.
- Plan your time. This can usually be based on the question's allocation of marks.
- Make quickly your decisions as to which questions you will do (if there is a choice)
- Read the question a second time and underline key points.
- Plan each answer before you begin it.
- Answer the "easy" questions first to get the best marks.
- Express yourself simply.
- If time is running out, at least give an outline of your answer.
- Take care with your handwriting and spelling.

What to do after the exam:

- Find out what constitutes an excellent answer when the exam papers are returned. Use this knowledge to continue your learning, and practise what you have learned.
- Learn from the feedback given after the exam.
- Network with other students in the class to share knowledge and skills. This will improve the results of the whole class!



School Behaviour Support and Management Plan

Ryde Secondary College is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

Our behaviour support plan enables the College community to meet the personal, social and learning needs of students and enhance their wellbeing in order to foster positive behaviour and engagement in learning.

As reflected in educational research, student behaviour is explicitly linked to their wellbeing and experience of belonging to the school and wider communities. At Ryde Secondary College, a wide range of practices, structures and strategies are implemented to promote and support student wellbeing. Some are listed below. Students who participate extensively in school life tend to have more positive experiences at school and are more constructive in their behaviour.

- RIOT program
- RAISE mentoring
- Excursions
- Drama Presentations
- Debating competitions
- Public speaking competitions
- Whole school projects
- Student Representative Council
- Mentor programs
- Merit program
- Video Club
- Work experience
- Charity collections
- Bounce back Program
- Empower Program
- Integration Program
- Year focus Days
- Year, Prefect, Music, Drama Camps
- Music Workshops
- Philosophy & Ethics Club
- College String Ensemble
- College Concert Band
- College Jazz Band
- College Vocal Ensemble
- Drama Club
- College Choir
- Rock Band
- College Guitar Ensembles
- School TV
- RAGE Program
- RSConnect
- Duke of Edinburgh Award
- Transition Program
- Sport: grade, recreation, knockouts, carnivals (swimming & athletics), CHS
- College Assemblies
- Student Progress Reports
- Visiting speakers and programs
- TVET courses
- Subject choice evenings
- Parent/student seminars
- Student Progress Interview Evenings
- Orientation Days
- Homework Club (Wed, Thur)
- SRE
- Competitions – Science, Mathematics, Computing, English, Geography
- Education Week activities
- Parents & Citizens Association
- Student Assistance Scheme
- Café Malvina
- P&C Scholarships
- Peer Tutoring
- Debating and public speaking
- Targeted behaviour and/or learning and support
- Careers support

Promoting positive student behaviour and school-wide expectations

Ryde Secondary College has the following school-wide rules and expectations.

- **Safe, respectful and orderly classrooms are essential to high quality educational experiences.**
An effective learning environment is one where students strive to achieve their best, the rights of all members in the community of learners are valued, all students have the right to learn, teachers the right to teach, and parents support our College Behaviour Policy. While meeting these expectations, students also have the right to expect courtesy, fairness, respect and high-quality teaching.
- **Students are engaged when teachers focus on building academic, sporting, and cultural potential.**
Teachers strive to deliver differentiated and quality teaching to foster high quality learning and achievement. They work with students and families to enhance learning, develop students' talents and skills, as well as supporting students with learning and wellbeing needs.

- Participation in co-curricular activities develops talents, improves student wellbeing, engagement, and behaviour.

It also builds perseverance, teamwork and leadership skills. Students are expected to participate in school life to develop their skills and abilities and wellbeing.

- Student learning is maximized when students support a positive, respectful, and supportive environment.

Students are expected to behave in a respectful, safe and responsible manner, show care for others, in the playground, classroom, when online, and in public places when in uniform, on buses, or involved in school activities.

- Student achievement is enhanced when parents support a positive learning environment and regular school attendance.

When parents enrol their children at Ryde Secondary College, they enter into a partnership with the College staff. This partnership is based on shared responsibility, mutual respect, and an acknowledgement that regular attendance and positive behaviour underpins effective learning.

- Students develop self-esteem and responsibility, by taking pride in their uniform, being punctual, and bringing equipment needed.

When students participate positively in school life and show pride in the college by wearing uniform regularly and appropriately, school spirit and a sense of belonging is enhanced. When they attend school on time, manage their uniform, bring appropriate equipment and resources to school, they demonstrate self-management skills needed for adulthood and the workplace.

The College Values

Ryde Secondary College is committed to providing a high quality comprehensive education in a caring and supportive environment that promotes and fosters the values of Resilience, Respect and Responsibility. At Ryde Secondary College we believe in:

RESILIENCE

- Empowerment of the individual through learning
- Everyone's potential to achieve personal excellence through growth and perseverance
- Creating challenging opportunities for students to experience success

RESPECT

- Mutual respect and co-operation
- Tolerance, harmony and a fair go for all
- Valuing individual differences
- Peaceful resolution of conflict

RESPONSIBILITY

- Active participation of individuals and groups
- Learning in a safe and happy environment
- The individual accepting responsibility for their own actions

Prevention Strategies – Positive Behaviour for Learning

Ryde Secondary College uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations including:

- Teachers positively interacting with students both inside and outside the classroom to build positive academic relationships
- Teachers providing constructive feedback on learning and seeking feedback from students about learning to build students' self-advocacy
- Providing an appropriate and diverse curriculum which meets the needs of each student
- Providing opportunities for students to achieve success
- Establishing a fair and consistent code of behaviour, in which appropriate forms of behaviour are encouraged

- Improving the self-discipline of students by rewarding good behaviour and explaining the consequences of inappropriate behaviour
- Promoting a safe and secure educational environment
- Maintaining an orderly College and classroom environment conducive to learning and wellbeing
- Encouraging students as role models and mentors
- Providing a range of appropriate wellbeing programs and activities for each stage of learning
- Providing opportunities for “student voice” and participation in school life
- Communicating regularly with parents to build constructive partnerships in learning
- Providing appropriate welfare and learning support staff and programs
- Fostering the development of general knowledge
- Encouraging engagement with the community and the development of citizenship skills
- Providing a merit program which rewards positive behaviour and core values
- Maintaining partnerships with parents/caregivers regarding behaviour with visible, consistent and planned responses to behaviours of concern to foster trust and confidence between learning stakeholders
- Using the care continuum and other strategies to proactively and reactively respond to make reasonable adjustments for students with disability.

RSC Merit Program

Recognising Positive Behaviours

Ryde Secondary College’s Merit Program works in accordance with the College Values and Code and aims to reinforce positive behaviour across the classroom, playground and community.

Students can progress through the Merit Award system by attaining three of the previous awards. For example, three Class Merits, students will be awarded a College Award. Teachers may recognise positive behaviours and award students Class or College Awards for various reasons. Parents, carers and students can track their award tallies and progression through Sentral student/parent portal. As students progress through to higher levels of the award system, certificates may be presented at year group and presentation assemblies recognising student achievement.

The principal may award a special Principal’s Award that is not a part of the usual award progression levels.



Behaviour code for Ryde Secondary College students

Ryde Secondary College (and all NSW schools and colleges) has the following specific expectations of students for behaviour, to ensure the College is a safe, productive and positive learning environment.

- Sustained application to learning
- Ethical behaviour in all settings including online
- Respect for staff, students, and community members
- Courtesy, care and compassion in all relationships
- Commitment to a safe environment - no violence, discrimination, harassment, bullying or intimidation; no weapons, no illegal drugs, alcohol, vapes or tobacco
- Appropriate use of and access to technology, including laptops, mobile phones
- Peaceful resolution of conflict
- Respectful behaviour in public places, whilst travelling, and online
- Respect for property, including school property and property of others
- Wearing school uniform with pride
- Compliance with the College Behaviour Policy

While meeting these expectations, students also have the right to expect courtesy, fairness, respect and excellence in teaching.

Resilience	Respect	Responsibility
Classrooms		
You can demonstrate <i>resilience</i> by: <ul style="list-style-type: none"> • Taking advantage of opportunities to learn • Continually seeking improvement • Accepting and facing difficulties 	You can demonstrate <i>respect</i> by: <ul style="list-style-type: none"> • Being on time 	You can demonstrate <i>responsibility</i> by: <ul style="list-style-type: none"> • Being proud of your appearance and the college • Looking after your own, others' and school property • Caring for others
Walkways and Quads		
You can demonstrate <i>resilience</i> by: <ul style="list-style-type: none"> • Being a good sport • Accepting and facing difficulties 	You can demonstrate <i>respect</i> by: <ul style="list-style-type: none"> • Going to class on time • Sharing a safe and clean environment • Allowing a clear thoroughfare 	You can demonstrate <i>responsibility</i> by: <ul style="list-style-type: none"> • Being proud of your appearance and the college • Looking after your own, others' and school property • Caring for others • Putting rubbish in the bin • Walking carefully and to the left when passing others
Oval		
You can demonstrate <i>resilience</i> by: <ul style="list-style-type: none"> • Being a good sport • Accepting and facing difficulties 	You can demonstrate <i>respect</i> by: <ul style="list-style-type: none"> • Going to class on time • Sharing a safe and clean environment 	You can demonstrate <i>responsibility</i> by: <ul style="list-style-type: none"> • Being proud of your appearance and the college • Looking after your own, others' and school property • Caring for others • Putting rubbish in the bin • Not playing any contact sports
Canteen		
You can demonstrate <i>resilience</i> by: <ul style="list-style-type: none"> • Being a good sport • Accepting and facing difficulties 	You can demonstrate <i>respect</i> by: <ul style="list-style-type: none"> • Going to class on time • Sharing a safe and clean environment 	You can demonstrate <i>responsibility</i> by: <ul style="list-style-type: none"> • Being proud of your appearance and the college • Looking after your own, others' and school property • Caring for others • Putting rubbish in the bin • Waiting in line for your turn • Playing ball games only during 2nd half of lunch
Uniform		
You can demonstrate <i>resilience</i> by: <ul style="list-style-type: none"> • Keeping a neat appearance • Seeking support when in need 	You can demonstrate <i>respect</i> by: <ul style="list-style-type: none"> • Wearing the correct uniform with pride 	You can demonstrate <i>responsibility</i> by: <ul style="list-style-type: none"> • Keeping your uniform clean and maintained

Diversity and Inclusion

All NSW public school students have a right to an inclusive learning environment and to feel happy and safe at school. All students and staff have the right to be treated fairly and with dignity, both online and offline, in an environment free from discrimination, including that based on sex, race, religion, disability or sexual orientation. Schools are neutral places for rational discourse and objective study and not places to protest or prompt political views or action.

If you wear or display items that may be seen as discriminatory or inconsistent with NSW Department of Education values, you will be referred to a DP immediately. School facilities are not to be used at any time for activities that are inconsistent with the values of public education or the school's purpose and goals. We have a very diverse school community with many different views and must at all times remain neutral and respectful even if our views differ. Our priority at all times is to ensure everyone is welcome, everyone belongs and feels safe. Please work with us to ensure you uphold this policy.

A Whole School Approach to Student Management

Student Management Program

The major aim of the Student Management Program is to initiate an integrated, systematic approach to student management with a view to fostering reflection and preventing incidents of student misbehaviour or wellbeing issues from becoming entrenched and serious.

A series of staged interventions allows time for a student to reflect upon and adjust their behaviour for the benefit of themselves and their peers. Parent consultation is also undertaken in order to support students in managing issues or behaviours of concern.

The program is designed to provide procedural fairness in the management of students. In this process, documentation necessary to support management of students is also accumulated.

The Program aims to:

- Reinforce the positive, prevention strategies operating across the College
- Monitor student behaviour and wellbeing across the College
- Provide a means for identifying individual students who require assistance and support prior to a crisis developing
- Provide a range of early, targeted, and intensive interventions to support positive behaviours and learning
- Support the classroom teacher in the areas of student management and wellbeing
- Provide procedural fairness in the management of student behaviour
- Provide a comprehensive record of the behaviour and needs of individual students
- Provide a record of support and interventions undertaken to support individual students including parent consultation as needed
- Allow learning and sustained application for all.

Strategies for dealing with unacceptable behaviour

Unacceptable behaviour may also occur in the playground, buses, on excursions, online, and in public places. Most unacceptable behaviour by students can be addressed in the regular classroom or situation.

- Students are advised to discuss any issues with teachers at the end of the lesson or at the earliest opportunity. Some may require counselling, the services of teachers or head teachers, with particular skills, special classes and/or appropriate referral.
- Measures and practices may:
 - Assist students towards full participation in the College's educational program
 - Foster self-reflection and the need for self-regulation
 - Cater for specific learning difficulties
 - Address behavioural problems or wellbeing needs
 - Develop a sense of self-worth and belonging to the College and the wider community.

A range of strategies and programs provide support for positive behaviour and student wellbeing. They include.

Care Continuum	Strategy of Program	Details	Audience
Prevention	Merit Program	A range of awards are provided for students who demonstrate progress, improvement, success, or exemplary behaviour	School community
Prevention	Student Voice Program	A range of opportunities are provided to enable students to provide feedback to teachers and to students, and to raise issues of interest across the school. These include learning logs, Three Way Learning Conversations, Student	Whole school, students

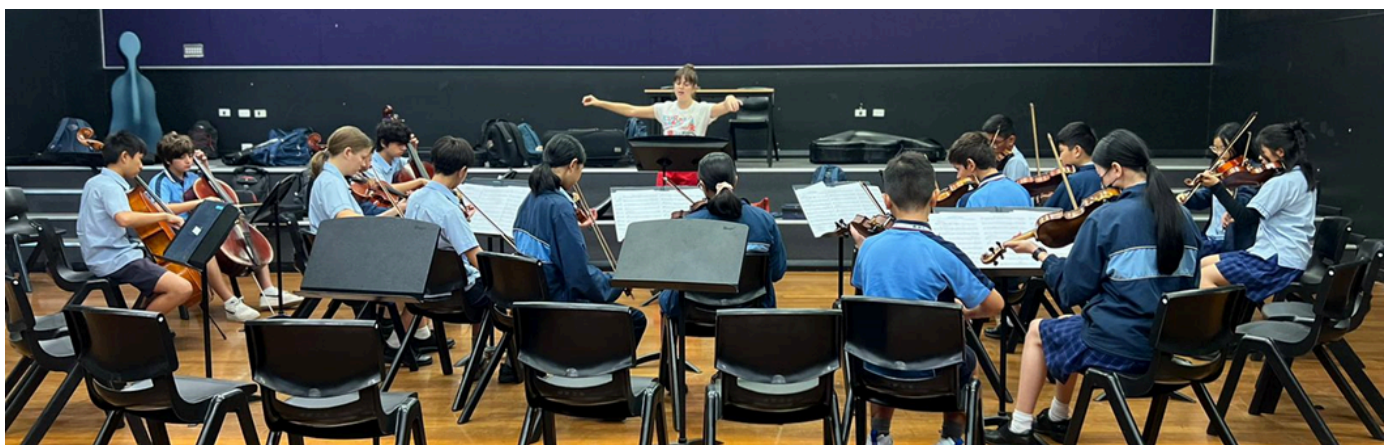
		Leadership and Participation programs eg SRC, Prefects, Year 7 Learning Commission, Tell Them From Me surveys and school surveys	
Prevention	PDHPE curriculum	The development of self-management skills enables students to take personal responsibility for their actions and emotions	Students 7-10
Prevention	Communication with parents	To increase parent's understanding of how our school addresses all forms of behaviour	Staff, students 7-12, families
Prevention	Transition Year 6 into Year 7	Focusing on a safe and successful movement from primary to high school	Incoming Year 7 students
Prevention	National Week of Action Against Bullying and Violence (NWA)	Our school participates in the annual (NWA) - Term 3 each year	Staff, students 7-12
Prevention	Peer support program	Builds resilience by helping students develop strong relationships and skills to manage life's ups and downs	Students 7 and 10, and co-ordinators
Prevention/ Early intervention	Student Support Officer	Supports the implementation of the school's approach to wellbeing	Students 7-12
Prevention/ Early/Targeted & Individual intervention	Restorative Practice	Promotes positive proactive strategies to provide opportunities to develop, strengthen, repair and maintain healthy relationships. Includes circles and restorative conversations.	Staff, students 7-12, families
Prevention/ Early Intervention/ targeted individual	Australian eSafety Commissioner Toolkit for Schools	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyber-bullying incidents.	Students 7-12, staff, families
Early intervention	Study Centre	Support for learning provided two afternoons per week after school for students with expert teachers	Whole School
Targeted individual support	Helpdesk	Learning Support Helpdesk provided every day via Sentral to encourage students to seek help with their learning	Individual students
Targeted/ individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support	Staff, individual students 7-12, families
Targeted intervention	Check In Check Out (CICO)	For students who exhibit low level behaviours of concern	Individual students 7-12
Targeted intervention	Leadership programs	These include Student Representative Council, library and peer mentors	Students 7-12
Targeted support	Additional Wellbeing Support	Additional funding allocated to enable a teacher to provide daily support for students with specific wellbeing needs	Whole school student support
Targeted support	Student Support Officer	Full time support for students with wellbeing needs	Whole school student support
Targeted support	WHIN Nurse	Part time support for students with wellbeing needs	Whole school student support

Universal Support	RIOT Program	Student and teacher training with a strong focus on self-regulation	Whole school student support
Targeted monitoring	Monitoring card	Monitoring cards may be used to allow staff and parents to assess improvement or progress in behaviour or other issues	Individual student, parents, pre or post suspension
Targeted monitoring	Student management plan, PLP	Plan to manage individual issues or needs, with advice provided to teachers to manage specific issues or needs	Students, parents, staff
Targeted intervention	Withdrawal from activity, move to other activity	Student may be temporarily or permanently removed/moved from an activity within a class or outside of class, due to health and safety concerns, student wellbeing or health risk	Student, parents, teachers
Targeted intervention	Time out - College classroom with teacher or SSO	Time out under supervision of staff member due to mental health, behaviour issues arising. Short duration	Student, parents teachers
Targeted individual intervention	Referral to tutorial centre	Referral to centre for suspension or after access request for additional support. Time frame varies.	Student, parents, teachers.
Individual support	RAISE mentoring	Community Mentoring of Year 8 students identified by teachers	Year 8
Individual learning support	Futures Learning, NMS	Targeted individual support with literacy, numeracy, or assessments	Whole school student support
Individual support	Community Access, Link Support	Community access provided to students with special needs	Support Unit students
Individual intervention	Attendance monitoring	Address barriers to improve attendance and set growth goals	Students, Year Advisor
Individual intervention	Individual behaviour support planning	This may include developing, implementing monitoring and reviewing: behaviour support, behaviour response and risk management plans	Students, parent/carer, LaST, HT Wellbeing
Targeted individual intervention	College service, restitution	May be required following damage to property or other issue where service is best option	Student, parent, teacher
Targeted individual intervention	May include warning of suspension, suspension, expulsion	Warning of suspension or suspension following significant or persistent behaviour issues	Student, parent, teacher
Prevention	Wrap around Support	A range of learning and wellbeing support to maintain motivation, uncover underlying concerns, and reinforce positive behaviour, including school counselling, wellbeing team advice, senior executive support, careers counselling and more	Students, staff

Detention, reflection and restorative practices

Toilet and food breaks are always included when students are withdrawn from the playground as a planned response to behaviour. The maximum length of time will be appropriate to the age/development level of the student.

Action	When and how long	Who coordinates?	How are these recorded?
Staff advice to student Year Groups or school as a whole	Roll call, assembly	Year Advisor, HT Year, Deputy Principal, Principal	Not all recorded. Some on Sentral or in newsletter
Individual teacher interviews with students	After lessons, during recess or lunch	Teacher	Sentral
Head Teacher, Deputy Principal, Principal interviews with students	As needed	Staff member responsible	Sentral
Sport Detention	During sport on Tuesdays	Sport Teacher	Sentral
Whole School Detention	Every lunchtime for half of lunch	Deputy Principals	Sentral
Family consultation and meetings	As needed	Deputy Principals, Principal	Sentral
School Counsellor, Student Advisor, SSO, meetings	As needed	Staff	Sentral or OSCA
Student suspension resolution meetings and post suspension monitoring card, reflection notes if requested, interview with family	As needed	Deputy Principal, Principal	Post-Suspension form, monitoring card



The Student Management Program often manages issues through a system of stages of intervention and support

Green Level (1)	Blue Level (2)
<p>A student at this level has become disruptive or behaved in an inappropriate or unacceptable manner in any of the following: the classroom, playground, College activity or during travel between home and the College. The student will be referred to the Head Teacher. The student will be asked to make an acceptable plan to modify their behaviour and will be monitored (within the class or group), and will be required to carry a Faculty Progress Card to monitor this plan. The Head Teacher will apply consequences. The Head Teacher may withdraw the student from class. The student, if withdrawn from class, will be under the direct supervision of the Head Teacher or another Teacher who will monitor behaviour and progress. The Year Advisor will also assist to improve the behaviour.</p>	<p>A student at this level has not appeared to improve their behaviour but has continued to disrupt the education of other students, or be unsatisfactory in two or more faculties. The student will be referred to the Head Teacher. The Head Teacher will recommend Blue Level placement to the Student Management Panel. The student will negotiate, with the Head Teacher Year, a plan to modify their behaviour within the classroom, and will be required to carry a Daily Progress Card, to be completed by all of the student's teachers, to monitor this plan. The Head Teacher Year will apply consequences. The Year Advisor will also assist to improve the behaviour of the student.</p>
Yellow & Formal Caution to Suspend	Suspension
<p>A student at this level has failed to respond to counselling at Blue, or has returned from suspension. The student will receive help from Head Teachers, the Year Advisor, Learning and Support Team, Student Welfare Team and the College Counsellor to improve behaviour. Outside agencies may be involved. The student will negotiate, with the Deputy Principal, a plan to modify their behaviour, and will be required to carry a College Progress Card, to be completed by all of the student's teachers, to monitor this plan. The student may not be allowed to attend sport or any College excursion or social function.</p>	<p>A student at this level has not improved their behaviour or attitude, nor responded to the assistance provided at Yellow Level. A student at this level may also have repeated unacceptable or violent behaviour, or serious misconduct. The Principal or Deputy Principal will remove the student from all classes and College activities and place them on a SUSPENSION for the wellbeing of the College community. Parents will be informed and will be required to attend an interview with the Principal or Deputy Principal in an attempt to resolve the suspension. Expulsion may result.</p>

Formal caution to suspend

A formal caution may be provided for a particular behaviour of concern before proceeding with a suspension. The purpose of the formal caution to suspend is to provide a circuit breaker for the student to understand the impact of their behaviour/s of concern and engage them with positive behaviour supports.

A formal caution of suspension may be applied for a range of behaviours, for up to 50 days.

Cautions may be combined with after-school or lunchtime detentions. A caution allows time for students and families to work together, and with the school, to understand the behaviour of concern and to develop positive behaviour supports and strategies.

In NSW public schools' students are expected to follow the Behaviour Code for Students, which is designed to promote safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students and involving parents as a partner in this process is important in supporting our students to follow the Code.

Parents will be contacted and encouraged to work with the College to plan support for the student and to enable the student to take steps to resolve their behaviour. Any meetings can occur face to face, by telephone or online.

A formal caution is not needed before a suspension is issued.

Suspension and expulsion from the College

Suspension highlights for the student and the parents the unacceptability of the student's behaviour, allows time for personal reflection, allows time for the school to review any behaviour, risk management or learning plans that are in place, and enables parents to work with the school to remediate that behaviour.

In most cases the principal will have considered whether possible and appropriate alternative behaviour support measures have been implemented or attempted, and believe that a student's behaviour/s of concern:

- causes actual harm to ANY person; or
- poses an unacceptable risk to health and safety, learning, and/or the wellbeing of ANY person, including where such a risk is posed by:
 - a student's continuing, consistent, unproductive, and disruptive behaviour that results in a detrimental impact on the educational interests of other students
 - all possible interventions and supports to redirect or minimise this behaviour have already been attempted
 - a student's behaviour causes damage to, or the destruction or loss of property.

Actual harm or unacceptable risk to health, safety, learning and/or the wellbeing of ANY person may include the student exhibiting the behaviour/s of concern. Behaviours of concern could include physical violence, verbal abuse or psychological abuse. Other examples may include:

- bullying and cyber-bullying of staff or students
- drugs in schools
- weapons and knives in schools
- assault (including harassment, stalking and intimidation of students and staff at school)
- racism or discrimination, including that based on sex, race, religion, disability, sexual orientation, or gender identity
- misuse of technology (see Technology misuse in schools)
- continual disruption of the learning of others.

The College will work with parents in assisting the student to re-join the College community (which may include counselling, monitoring of progress, and access to special behaviour or support programs).

Expulsion

There are two grounds on which to expel a student from a particular school:

- serious behaviour/s of concern where risk management strategies and interventions, including suspensions, have not been successful
- (Only for students over 17 years of age) unsatisfactory participation in learning, where:
 - a student has received a minimum of two written 'N' warnings in the same course from the principal because they are at risk of receiving an 'N' determination (non-completion of course requirements for this course); and
 - the unsatisfactory participation in learning has a negative impact on the learning and/or wellbeing of other students.
 - A principal and Director, Educational Leadership may only expel a student for unsatisfactory participation in learning where a student has received a minimum of two written 'N' warnings in the same course from NSW Department of Education, if the principal has:
 - advised the student of the tasks or actions to be undertaken in time for the problem to be corrected and alerted the student to the possible consequences of receiving two written 'N' warnings or an 'N' determination
 - advised the parent or carer in writing of the initial 'N' warning
 - requested a written acknowledgement of the 'N' warning from the student, parent, or carer
 - issued at least one follow-up 'N' warning letter if the first letter is not effective
 - the student has been given a formal written notice of potential expulsion from the school
 - following the written 'N' warning letters and notice of potential expulsion, the student has been given the opportunity, time and appropriate support to complete the course requirements but has not done so.

Anti-Bullying and Harassment Plan

All students and staff at Ryde Secondary College have the right to learn, teach and work in a supportive and caring environment that allows everyone the opportunity to reach their potential. This right also carries the responsibility that nothing done, felt, or said interferes with the learning and teaching of others. All members of our school community contribute to preventing bullying by modelling and promoting respectful relationships.

Bullying and harassment in all forms – physical, emotional, verbal, electronic and cyber is viewed as totally unacceptable and against the College Values.

Ryde Secondary College has an extensive student welfare network that aims to provide immediate support for the victims and perpetrators of bullying and harassment. The College aims to do this by:

- providing a comprehensive calendar of wellbeing events and seminars across the year groups that aim to educate students in matters regarding citizenship and dealing with conflict
- thorough investigation of all reported incidents of bullying and harassment
- counselling, support, and mentoring programs for identified victims
- appropriate consequences for perpetrators of bullying and harassment in accordance with the College discipline policy
- counselling, support, and mentoring programs for identified perpetrators with the view to modifying the negative behaviour.

Bullying or Harassment behaviour can be:

- verbal eg name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- physical eg hitting, punching, kicking, scratching, tripping, spitting
- social eg ignoring, excluding, ostracising, alienating, making inappropriate gestures
- psychological eg spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones

If you find you are the victim of bullying or harassment you can assist the college in addressing the issue by:

- Not retaliating with physical or verbal bullying
- Telling another person, a trusted older student, a parent, a teacher, a Year Adviser, a Deputy Principal, the Principal or College Counsellor, the Student Support Officer.
- Let us know when it starts, don't let it build up. No one likes bullying; no one deserves bullying; no one needs bullying – let us help you!
- If you see someone else being bullied, tell someone who can help.
- The College's Anti-Bullying and Harassment Policy can be downloaded from the College website: <https://rydesc-schools.nsw.gov.au>

Partnership with parents/carers

Ryde Secondary College partners with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies as published in the Student Enrolment Booklet.

Ryde Secondary College communicates these expectations to parents/carers by email, through interviews or meetings, Sentral notices, Facebook, Newsletter, Student Enrolment Booklet, P and C meetings or on its website: <https://rydesc-schools.nsw.gov.au>

Complaint resolution procedures

All members of the College community have a responsibility for the development and maintenance of a harmonious climate at the College.

While the College has in place many strategies to prevent conflict, grievances/disputes do occur. In the event that conflict occurs, grievance/dispute procedures to resolve it effectively should be implemented as quickly as possible. The five aspects of complaint resolution are:

- Making a complaint
- Receiving a complaint
- Conciliation (response & resolution)
- Decision
- Appeal

The vast majority of concerns that arise from students, parents and others need never take the form of a formal complaint. Principals and teachers are available to discuss and resolve these concerns in more informal ways.

Review dates

Last review date: December 2024

Next review date: December 2025

NOTE: PARENTS MAY LODGE A FORMAL COMPLAINT ON BEHALF OF THEIR CHILD

Information relating to the complaints process can be found on the link below:

<https://education.nsw.gov.au/your-feedback/guide-for-parents-carers-and-students#How2>

Contact information for the Metropolitan North Operational Directorate:

metronorthod@det.nsw.edu.au

Attendance Policy

Compulsory School Attendance - Information for Parents

Education for your child is important and regular attendance at school is essential for your child to achieve their educational best and increase their career and life options. NSW public schools work in partnership with parents to encourage and support regular attendance of children and young people. When your child attends school every day, learning becomes easier and your child will build and maintain friendships with other children. Further information is available through the [compulsory school attendance for parents resource](#).

At Ryde Secondary College:

- Rolls will be marked between 8.35 - 8.45 am (check bell times daily) unless otherwise advised.
- Attendance during the day is monitored by classroom teachers. Any non-attendance will be noted as Truancy and referred to the Head Teacher Year or Head Teacher Administration for further action.
- In cases where illness is 3 or more school days, a medical certificate is required.
- Families are encouraged to travel during school holidays. Students who will be on leave for more than 5 school days are required to complete an Application for Extended Leave from the Attendance Office. For absences greater than 50 days, approval is required at the regional level.
- In cases where unsatisfactory attendance cannot be resolved by the College, referral will be made to the Home School Liaison Officer.
- Parents and carers can check their student's attendance using the Sentral Parent Portal.
- Absences must be explained within 7 days of the occurrence. Explanations can be sent to the college email address, sent in a letter to the college with your student, or by responding to the SMS sent by the college.



Important Details for Parents

We welcome you to the College as a parent of one of our students. Education is increasingly a partnership involving students, teachers and parents. There are many things that can be done to foster a positive and supportive partnership. The following notes have been designed to help you as a Ryde Secondary College Parent.

Your child's learning journey

Our vision is to develop confident, successful, compassionate citizens who participate effectively in our future society. Your child will learn best, and value their school experience, if you can share in their learning experience. Too strong a focus on results often leads to distress and underperformance. Positive discussions about what is being studied and enjoyment of progress and activities undertaken will best help your child succeed at high school. Helping your child learn to manage their time effectively and to balance academic, social and extra curricular programs will be beneficial. Wide reading, deep reading and learning about current issues from quality newspapers and sources will really help your child develop the additional knowledge to complement their school learning. Encouraging your child to participate in musical, sporting, cultural or scientific activities at school and beyond will help motivate them to learn more widely and to develop their self-confidence and resilience for life beyond school. Enjoy this wonderful learning journey with your child!

Messages from the College

Your child will be given important messages to take home in the form of notices and information sheets. These will often be placed on our Sentral Portal. Your help would be appreciated in stressing the importance of staying informed. Each few weeks, by email, you will receive a College News outlining immediate events. Please note carefully the information received in these newsletters, and information posted on the RSC website, portal or Facebook page. They are designed to communicate major events and information of importance to parents and students.

Reports and Assessments

Reports on student achievement will be issued at half-yearly intervals. The reports will be the result of half-yearly assessments, which, in some cases, will be partly based on examinations.

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes.

Assessment:

- provides opportunities for teachers to gather evidence about student achievement in relation to outcomes
- enables students to demonstrate what they know and can do
- clarifies student understanding of concepts and promotes deeper understanding
- provides evidence that current understanding is a suitable basis for future learning

Assessment activities should:

- be valid and be based on syllabus outcomes
- include criteria to clarify for students what aspects of learning are being assessed
- enable students to demonstrate their learning in a range of different contexts
- be reliable, be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills
- enable students and teachers to use feedback effectively and reflect on the learning process
- be inclusive of and accessible to all students
- be part of an ongoing process where progress is monitored over time.

Homework

Effective homework in secondary schools helps students to develop and broaden their understanding and skills across familiar and new subject/content/skill areas. Homework reinforces work done in class and bridges the gap between learning at school and learning at home. It also assists the development of research and time management skills.

Homework is defined as any task assigned by school teachers intended for students to carry out during non-school hours designed to meet specific learning goals. Homework should be appropriate, purposeful, manageable and communicated clearly to the student.

Parents are encouraged to support their child's homework. This can take many forms, ranging from: providing a quiet and practical work environment; to establishing a family routine allowing for regular 40/45 minute periods of homework time; to ensuring your child takes a break every 45 minutes or so.

Support for reading is one of the most important ways parents can assist. Students should be reading every day, including school holidays. Reading high quality newspapers helps build subject knowledge as well as literacy. Regular family dinner table discussions involving the articles read is a great way to build your child's capacity and future success.

What if my child can't do his/her homework?

Parents of students experiencing difficulties completing homework should be confident that their concerns can be discussed with their child's teacher and that guidance and assistance will be provided.

Examination Preparation

Examinations at Ryde Secondary College fall into two main categories; internal exams designed and marked in school; and external examinations such as the HSC examinations.

Internal examinations are designed to assess your child's abilities and knowledge in a specific subject. For each exam in years 7 – 12 the student is provided with an official notification which will outline when the exam is, what it will contain and what will be assessed. Using these notifications will help your child effectively prepare for each examination.

Other strategies:

- Preparation is better long term. Encourage your teen to regularly review class notes and activities
- Go through the examination notification carefully. Exams are designed to test what you know and can do
- Encourage your teen to understand that exam questions vary and so should the answers
- Practise, practise, practise
- Sleep is very important and should not be overlooked as part of your child's examination preparation.

Student Progress Interviews

Each year there are Student Progress Interview evenings at which staff members are available to discuss the progress of children with parents. The date of these evenings will be notified and you will be given the opportunity to book an appointment online to see each of your child's teachers.

Class teachers at Ryde Secondary College teach up to 250 students each across multiple years and a number of subjects. Parent/teacher interviews are meant for an introduction and a very quick snap-shot of your child's progress. Should you require more time to discuss your child's educational progress, you can request an additional interview or phone conversation at another time and date during this meeting.

Your child is encouraged to attend these interviews. Resilience and responsibility are core values at RSC and what better way for your teen to develop their personal responsibility and resilience in learning than to accompany you at their parent/teacher interviews?

Ask questions at information evenings. Is there a parent or student portal with details of timetables, assignments, syllabus etc.? How do you access it? Who is the Year Adviser for Year 7 and how do you contact them? How do you contact individual teachers with any concerns?

It is often difficult to arrange interviews with particular staff members during lesson time, as they involve teachers being relieved from duty. Should you wish to arrange an interview to discuss progress or problems, you should ring 9809-4894 and ask to speak to the Year Adviser/Head Teacher. An appointment will then be arranged.

It should be noted that it could take up to four days to gather information that gives a complete report on your child's progress. If you desire such a report, adequate notice is essential.

Should you wish to arrange an interview to discuss progress or problems, you should ring 9809-4894 and ask to speak to the Year Adviser/Head Teacher. An appointment will then be arranged.

Your understanding and respectful communications will ensure more effective resolution of needs.

Literacy tips for parents

Stay involved! You can continue to support your child's learning at school by being interested and finding out what they are studying or what assignments they have.

Read at home! Watch the news services together. Discuss the events of the day. Literate people have a good level of general knowledge. Talk about the things you read and watch together, eg:

"This article claims that What do you think?"

"That article was interesting – what do you think it was about?"

Let your child see you reading, researching, writing and viewing different materials: newspapers, emails, cookbooks, labels, instructions, signs, films, documentaries, websites etc.

Even if you don't know a lot about what your child is learning in high school, try to continue helping them with homework. Look through the reading materials together, ask your child to show you their plan for getting an assignment done, their ideas and the timing involved, and ask what references the teacher expects. Just being there, expressing an interest and saying you want to help can make your child feel supported – even if you can't help with the subject matter itself.

Try to continue to read to, and with your child, and introduce more challenging books, articles or journals – you can try looking through the newspaper together or researching information on a topic of interest online. Encourage a whole family approach to building vocabulary every day.

Every child deserves a book for the holidays!

Help your child to see a real-life purpose for what they are learning at school. Children often think reading and writing only applies to school work – help them to understand that reading and writing is important to everything going on around them – from text messages and emails to finding out where to go for a concert, booking tickets, preparing a resume, writing a shopping list, helping to organise a holiday etc.

Numeracy tips for parents

Talk positively about mathematics with your child – even if you struggled with it at school yourself. Staying positive about maths will help your child.

Saying ***"I was bad at maths"*** can lower a child's own expectations of themselves at maths and can give your child an excuse not to try. Talk to your child about how you use maths in everyday life – and help them to see the real-life purpose for the maths they learn at school. Try talking about:

- The cost and value of various mobile phone plans to find the most economical option based on call costs, calling patterns, your teenager's phone usage and analysing previous bills
- Household bills, such as electricity and water – analyse graphs and discuss costs and ways to reduce energy or water consumption or just how to make a simple budget. There are great templates for these online Numerical information, statistics and data in newspapers and online (this could be sporting statistics, or weather information such as on www.bom.gov.au)

Encourage them to practise, practise, practise! Maths is a learned skill that improves with practice.

Encourage your child to get their hands on as much practice material as possible – and do it as part of a regular routine. Encourage your child to study for maths tests – they can ask their teacher for practice questions, or previous tests. Doing practical tests can identify where your child's weaknesses are, and if they work on them, they can do better in the real test. If your child is having problems with maths, send a note/email or talk to your child's teacher or the school Principal. Let the school know you are committed to helping your child improve their maths skills – they are there to help.

Emergency Contact

It is very important that this information is accurate and up to date. Please notify the College of any change of address or phone number of a parent or a contact person who can be contacted during the day. This is of great assistance to us in coping with unexpected illness or misadventure.

Personal Property

Some difficulty is experienced each year when the Year 7 students begin secondary school because they can be a little careless with property. You would assist greatly by impressing on them that they cannot simply leave

a bag and wander away until they are sure that the place where they have left it is safe and that they can find the place again. It will help if all items are clearly marked with the student's family name and given name. Please warn them against leaving money or valuables in school bags outside classrooms or where they may tempt others – all large sums of money should be left in the administration office. The College is not responsible for personal property including electronic devices students choose to bring to school like iPods or games.

Travel to and from the College

At the beginning of each year, the College sets out to make certain that all students know the correct bus to catch. Almost invariably, however, someone manages to catch the incorrect one, or to miss the bus by loitering around the buildings after lessons. If a child does miss the bus, he or she should report to the Office. The normal course of action would then be for the parents to be contacted. Please impress on your child that this course of action should be followed. In no circumstances is a child allowed to be picked up by anyone other than parents, because of the obvious dangers involved.

Late Arrivals

If your child is going to be late for lessons please send a note. If the lateness is unexpected please provide a note on the next day. Absentee note forms are available from the College office.

Arrival at the College

Supervision is not provided at the College until 8.15 am and full playground facilities and supervision are not implemented before lessons at all. Parents whose children do not travel by bus are asked not to leave them at the College before 8.15 am. After they arrive, children are not permitted to leave the College grounds.

Picking up Students During College Hours

If you have to pick up your child early, you should send a note that day outlining the circumstances. Your child should present this note to Student Services before lessons. Early Leave permission forms are available from the College office.

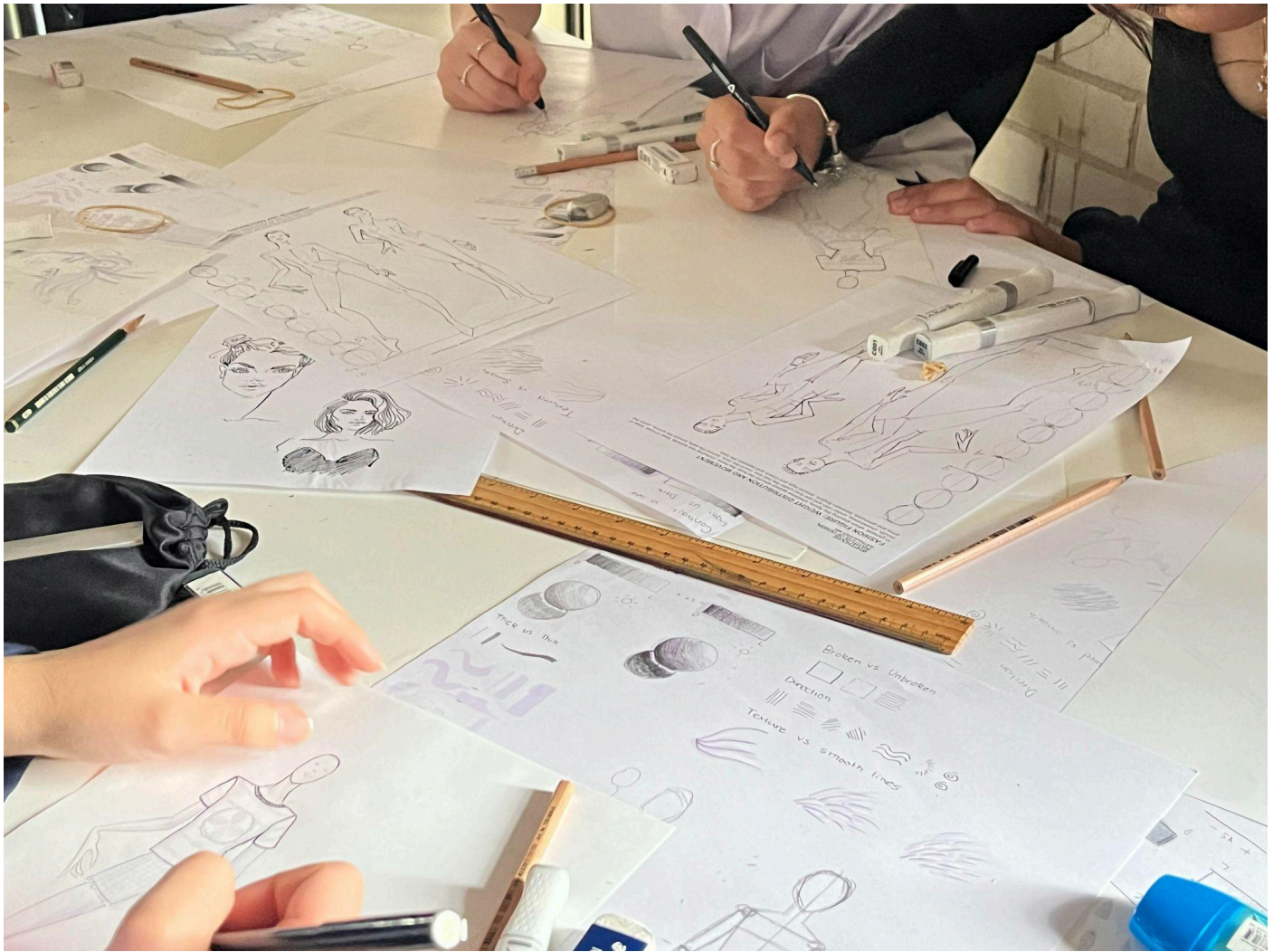
Ryde Secondary College on Show

Each year we hold different events to showcase student work and performance. Please encourage your child to participate and try to come along yourself. You will receive written notification at the appropriate time. We hope you really enjoy the experience.



Parents and Citizens Association

Our College's P & C Association is involved in many College activities. Meetings are currently held online on the 3rd Wednesday of each month – commencing at 7.00 pm. Several staff members attend the meetings and provide informative reports. As well as this, guest speakers are invited to address the meetings on matters of interest. Head Teachers regularly address the meetings on their faculty projects and programs.



College Contributions and Equipment

The Voluntary General Contribution

The suggested charge is set to cover the cost of the following items (among others): computers & software licences, photocopying materials, sporting equipment, library books, Junior textbook hire, updated resources and equipment for subjects to meet syllabus requirements, additional learning and support for students, examination booklets, newsletters & publications, technology support for software and hardware, documents issued during the year, purchase and maintenance of equipment and buses. Voluntary contributions allow us to support students and provide additional activities, in line with community expectations.

Subject contributions

Assist us in covering items consumed in the learning process such as food or timber.

Sports contributions

House sports are available for students who do not pay sports fees.

Extra-curricular activities

Approximately 80 extra-curricular activities are offered outside the core curriculum. Whilst many are free, some, such as Drama Club and Camps, must be pre-paid. Many of these activities involve specific costs, and/or employment of additional staff or tutors and specialised equipment, thus attracting fees. The due date for the payment of the General Voluntary Contribution charge is Term 1 (last week) each year.

Financial Support

Financial support is available for core activities for all students with financial needs, following discussion with the Principal or delegate. Confidential matters relating to the payment of College contributions may be discussed with the Principal. Parents are encouraged to write, in confidence, and the matter will be handled with all sensitivity. Financial support is available for core activities and programs. Additional support with other activities, such as camps, is dependent on the level of general funding and voluntary contributions in any financial year. P & C funds provide significant additional support in scholarships. Students may apply for these when they are publicised on Sentral.

Subject Materials Contribution

Contributions are also requested in the following subjects where students consume materials peculiar to their course of study. NB All Year 7 & 8 students take the subjects of Music, Design & Technology and Visual Arts. The contribution covers items used and retained by the students.

Textbook Hire Deposit

The cost of replacing non-returned or damaged textbooks places an enormous financial burden on the College's finite resources. To encourage the proper care and the prompt return of materials hired out to senior (Years 11 and 12) students, the College imposes a \$250.00 hiring deposit. This deposit is refundable at the end of Year 12 upon textbooks and resources being returned in satisfactory condition. Parents find it less expensive to hire textbooks from the College than to purchase them. However, parents not participating in the College senior textbook high scheme will be responsible for providing all textbooks needed by their sons/daughters.

Conditions of Hire

All books remain the property of Ryde Secondary College and are to be returned to the College when requested. Students are responsible for ensuring that their textbooks and resources are protected and kept in good order, with the student's name and class group appropriately displayed on the inside cover. Books and resources are not to be defaced, written on or contents underlined or highlighted. Books and resources that are lost, damaged or not returned will be charged for at replacement cost.

Excursions

During the year students may travel away with their class as an enrichment of their class program. Any cost necessary will be advised and must be pre-paid.

*Receipts are always issued for contributions and equipment over \$5.



Artwork by Rheanna Lotter & RSC Students