

# 2025 PARENT/GUARDIAN INFORMATION HANDBOOK



Department for Education, Children and Young People





# PARENT/GUARDIAN INFORMATION HANDBOOK

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## Riverside High School

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# PARENT/GUARDIAN INFORMATION HANDBOOK

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## WELCOME TO RIVERSIDE HIGH SCHOOL

Dear Students, Parents and Families,

Riverside High School is a Year 7 to 12 school located on the beautiful West Tamar River.

The school has approximately 700 enrolments. At Riverside High School we ensure that there are *opportunities for every student to achieve personal excellence*. Our school provides learning opportunities which develop students' knowledge, skills, and understandings. The school values are Connection, Courage, Growth, Respect and Responsibility.

This school was established in 1962 and, in partnership with the community, has gained an enviable reputation statewide. This reputation has been partly built on the achievements of our students in a wide variety of academic, sporting and cultural pursuits. Our former students have gone on to further successes in many areas including business, politics, education, the performing arts and sport.

Teachers at Riverside High School are knowledgeable and passionate about learning. They use evidence-based teaching practices in all classrooms to ensure that every student is engaged, challenged, and learning successfully. Explicit and clear school-wide targets for improvement have been set in measurable student outcomes. Teachers collaboratively plan and deliver curriculum in an engaging and relevant way. The *Gradual Release Model* and Riverside High School *Quality Teaching and Learning Framework* ensure that teachers provide students with clear learning intentions (goals) and success criteria and that learners are provided with explicit instruction of concepts, knowledge, and understandings. Students know the purpose of their learning and what they need to do to be successful.

The Leadership Team communicates clear expectations concerning the use of evidence-based teaching strategies and spend time working with teachers, undertaking Learning Walks and routinely evaluating the effectiveness of teaching then using these evaluations to enable adjustments to practice.

Teachers use data to inform their practice. They guide and support students through strategically planned lessons and provide regular feedback both formative and summative to progress the learning. Riverside High School has an *Assessment and Reporting Framework* to support teachers to guide the learning and achievement of all students.

Riverside High School has developed partnerships with families, local businesses, and community organisations with the purpose of engaging students and improving the outcomes of young people. Families are recognised as integral members of the Riverside High School community, and we continue to work alongside families to provide meaningful, flexible, and responsive learning opportunities for all students.

The school community understands that students who feel safe, connected, and secure are more likely to engage in their learning. A strong sense of wellbeing enables our learners to explore, experiment and engage actively in the learning environment. Teachers provide learning opportunities, support, and extracurricular programs to ensure students feel respected, safe and valued and have their physical, mental and emotional needs met as well as a positive sense of culture and identity at our school. Restorative practices are embedded in our ways of working.

As well as studying a comprehensive range of subjects, students can participate in extracurricular programs including, music and drama activities, art exhibitions and sports teams. Our school has demonstrated a commitment to challenging and extending students; we have enjoyed considerable success in Science Challenges, Maths Relays, F1 in Schools, the Frank MacDonald Prize, the Rock Challenge and a variety of competitions. We are also committed to developing students' leadership potential and the majority of our students undertake leadership training for various roles during their time here.

Our school has completed a major redevelopment that includes a range of new contemporary classrooms and specialist areas, along with a new Administration Office, Library and Café facility. We also have a range of social spaces and newly landscaped grounds. These are fantastic facilities that support learning and ensure our school is a safe, welcoming and enjoyable place to be.





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This handbook aims to introduce you to our school and to help you become more familiar with how our school functions. Within it you will find information on a variety of topics ranging from student support to uniform guidelines, to canteen arrangements. We also produce a fortnightly newsletter which is published every second Friday, in order to keep parents, carers and students fully informed about school activities and events.

Schoolzine is our online communication tool and includes access to our school website, the school newsletter, along with links to our APP and Facebook page.

Parents, carers and students are often anxious about the transition to high school, we hope that this information, together with the various transition activities will assist.

You are now a very welcome member of our school community.



**Jeanna Bolton**  
Principal



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# RIVERSIDE HIGH DIRECTORY



## Quality Teaching and Learning at Riverside High

Our Instructional Model is pictured on the next page for your reference. Our model represents a shared understanding about evidence based teaching and learning. Our model is displayed around our school and discussed frequently with students. It also guides the focus of our work in staff teams and professional learning and informs our daily work, attitudes and interactions. The framework which is also presented affords us a common language through which to discuss what is important to us and supports us to be the best school possible.

As you will see, our Quality Teaching and Learning Framework is divided into four sections. These sections are:

- Pedagogy which focuses on how students learn and the strategies which teachers can employ to support their learning
- Curriculum which considers the content of our lessons
- Assessment which describes student progress and achievement
- Our School Values which underpin our behaviour including how we work, learn and get along with one another.

As a teaching team, we are regularly working to collaboratively revisit the key elements of our Quality Teaching and Learning Framework as our focus is on continual improvement and the enhancement of student outcomes. It is in such regards that our Quality Teaching and Learning Framework supports the work of both teachers and students, as its elements are embedded in all our lessons and promote high levels of student engagement and learning.





# The Framework and Quality Teaching

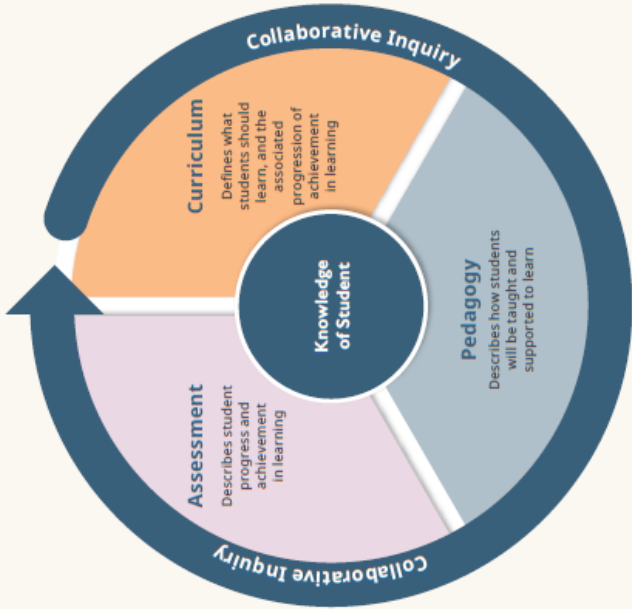
*The Pedagogical Framework provides guidance on evidenced-based strategies and practices supporting our expectations for every teacher. These expectations reflect an integrated approach for quality teaching aligning curriculum, assessment and pedagogy.*

The curriculum defines what students should learn and the sequence of knowledge and skills across the years of schooling.

When planning, teachers start with the relevant year level/s of the curriculum and how they will assess student progression towards meeting those curriculum expectations.

This Framework outlines strategies and practices for teachers to use that will support students to access the knowledge and skills of the relevant curriculum. The strategies and practices reflect how students learn best. Learning is supported by a multi-tiered system of supports (MTSS) which begins with quality Tier 1 instruction.

When teachers bring together knowledge of their students along with the curriculum content and standards, and draw on the strategies and practices, they are able to respond and adapt to student learning needs.



## Expectations for every teacher:

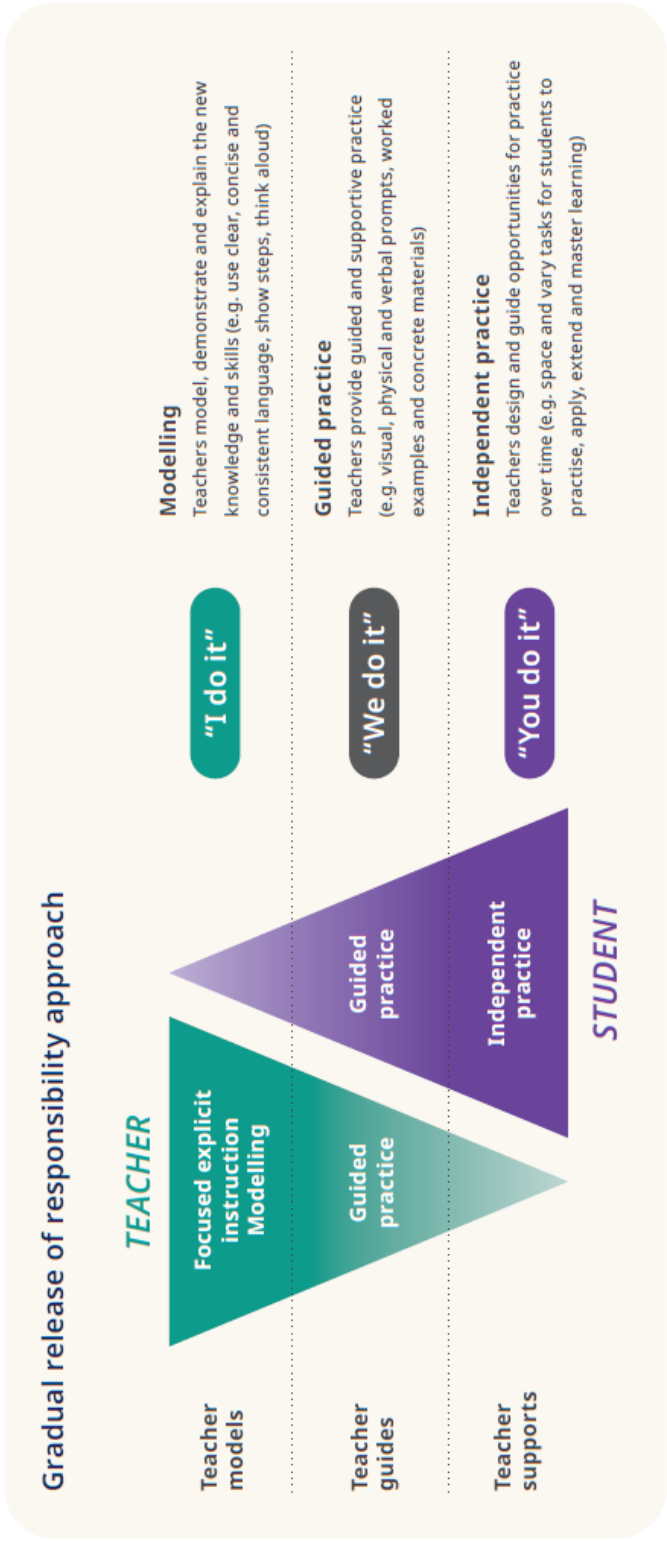
- Know their students and where they are in their learning
- Know the standards and content of the learning area
- Use effective evidence informed teaching practices
- Reflect on the impact of teaching practice



# Explicit instruction with gradual release

The gradual release of responsibility approach scaffolds student learning by shifting responsibility from the teacher to the student. The gradual release approach of teaching emphasises explicit teaching and guided practice, transitioning to a gradual release of guidance as students gain mastery and are prepared to apply their learning independently. When students are engaging with new and foundational knowledge and skills, learning is most effective when teachers break down the information, explicitly

teaching it using modelling and demonstration. Gradual release of responsibility is not always a linear process. Teachers check for understanding as students move between modelled, guided and independent practice. The approach balances the time spent with teacher-led instruction and the level of support provided, ensuring it is tailored to students' developmental stages and individual learning needs, all within a supportive environment that minimises cognitive overload.



## Structure of a lesson using explicit instruction and gradual release

This structure supports teachers to optimise learning for students when they are learning new and foundational knowledge and skills. The initial focus is on explicit instruction recognising students are new to the learning, and gradually releasing responsibility as students gain mastery of the learning.

Teachers monitor students' understanding and respond and adapt support for students to enable success. Students may move forwards and backwards throughout the process and gradual release may occur over a number of lessons. Students may practice collaboratively or individually.

Opening	Body			Closing
Review	Modelling <i>I do it</i>	Guided Practice <i>We do it</i>	Independent Practice <i>You do it</i>	Review
<ul style="list-style-type: none"> <li>Review prior knowledge and skills</li> <li>Check for student understanding</li> </ul>	<ul style="list-style-type: none"> <li>Step by step demonstration – model the skill in small chunks</li> <li>Demonstrate and think aloud</li> <li>Use clear and consistent language</li> <li>Explain new vocabulary</li> <li>Be concise and maintain a brisk pace</li> <li>Model using worked examples</li> <li>Compare examples and non-examples</li> <li>Actively involve students</li> <li>Check for understanding</li> </ul>	<ul style="list-style-type: none"> <li>Provide multiple opportunities for practise using a range of prompts:                             <ul style="list-style-type: none"> <li>Physical</li> <li>Verbal</li> <li>Visual</li> </ul> </li> <li>Check understanding</li> <li>Provide immediate corrective and affirmative feedback, clues and prompts</li> <li>Respond to student needs and adapt by:                             <ul style="list-style-type: none"> <li>reducing the level of scaffolds, or</li> <li>providing additional instruction/support</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Students practise without prompts or teacher guidance</li> <li>Present similar problems or tasks and move to varied tasks, spaced over time</li> <li>Monitor student understanding and provide timely feedback</li> <li>Maintain learning progress by re-teaching and modelling to whole class, small groups or individual as needed</li> <li>Provide opportunities to challenge, extend and to achieve mastery</li> <li>Check for understanding</li> </ul>	<ul style="list-style-type: none"> <li>Involve students in reviewing the critical content covered and refer to learning intentions</li> <li>Check for understanding</li> </ul>
Preview	<ul style="list-style-type: none"> <li>Explain the learning intention clearly</li> <li>Connect the new learning to what students already know</li> <li>Help students understand the purpose of what they are learning</li> </ul>			Preview
			<ul style="list-style-type: none"> <li>Preview the content of the next lesson to help students make connections in learning</li> </ul>	

← Throughout the lesson teachers: involve students, Ask questions, Monitor performance, Provide feedback, Respond and adapt →

\* Explicit instruction strategies are bolded

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## ATTENDANCE

We really value the importance of consistent and regular attendance and have high expectations for our students in this area. We understand that adolescence is a challenging stage and that there are times when teenagers seek independence and think they know best. No matter how hard parents try, some students experience times when they can be reluctant or refuse to go to school. We know that attendance patterns are established very early in the year and that is why we have a strong emphasis on working with you to address any attendance concerns at the start of the year.

### When students attend school on a regular basis:

- They are more successful with their learning
- They have happier and healthier friendships
- Their outlook on life is happier and more positive.

### We know that:

- High achievement is linked to high attendance
- Essentially, being at school leads to succeeding at school.

### What You Can Do

- Talk about the importance of showing up to school every day, make that the expectation. Regular attendance sets up good behaviours for regular attendance at work.
- Help your teenager maintain daily routines such as finishing homework and getting a good night's sleep. On average, teenagers need 8-9 hours' sleep to be healthy and alert. You may also need to monitor their use of the internet, mobile phone and TV at night to ensure they are not staying up too late or being disturbed while sleeping.
- Try not to schedule hair, dental or medical appointments during school hours.
- Schedule family trips for school holidays, rather than during term time.
- Don't let your teenager stay home unless genuinely sick. Complaints of headaches or stomach aches may be signs of anxiety. Please feel free to contact your child's Home Group Teacher or Grade Leader if you are concerned that this may be the case.
- Monitor your teenager's attendance and school performance. A regular check in by phone or email is a good idea. If you have concerns about your child's attendance, please contact us through the Home Group Teacher, Grade Leader, Assistant Principal, the Social Worker or the Principal.

### Recording Student Attendance

**Explained – Sickness / Incapacity.** When students are unwell it is important to keep them at home where they can recover. If this is the case please phone the school as soon as reasonably practicable, on or after the day, but no later than 5 days after illness, and they will be marked as **Explained - Sickness / Incapacity**. In the case of absences beyond 5 days a medical certificate may be requested.

**Unauthorised – Not an Excusable Circumstance.** School and your child's education are extremely important and as such having time at home for "down time" or an extended holiday during the school term or a day off for a birthday is not seen as a reasonable explanation as to why your child is away and will be marked as **Unauthorised – Not an Excusable Circumstance**. Home Group Teachers will also contact families if your child/children are regularly late for school.

**Unauthorised - Unexplained by Parent/Carer.** If your child is away from school and the school has not received a phone call, SMS, email, message via the Schoolzine App or a letter to explain the absence, your child must be marked as **Unauthorised - Unexplained by Parent/Carer** and an SMS will be sent to parents prior to 10:00am each day your child is absent.

**Explained – Other** If your child is away from school as a result of circumstances such as a bereavement or medical appointment then the child will be marked – **Explained – Other**.



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## Our Attendance & Messaging System for 2025

Key features of our attendance and messaging system:

- Unexplained attendance SMS alerts to parents
- Online attendance alerts generated for students late to school and/or absent from class
- Ability to respond and follow up unexplained attendance alerts
- Increased levels of communication with parents

**Ability to send information to multiple parent / carer contacts**



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## TERM DATES & SCHOOL HOURS

Term dates for students in 2025 are:

Term 1	Thursday, 06 February	to Friday, 11 April <b>(All Grades)</b> <i>(Easter 18 April – 22 April)</i>
Term 2	Monday, 28 April	to Friday, 04 July
Term 3	Monday, 21 July	to Friday, 26 September
Term 4	Monday, 13 October	to Thursday, 18 December

### 4 LESSON TIMES

Home Group	8:45am	-	9:00am
Block 1	9:00am	-	10:15am
<b>Recess</b>	10:15am	-	10:35am
Block 2	10:35am	-	11:50am
<b>Change-over</b>	11:50am	-	11:55am
Block 3	11:55am	-	1:10pm
<b>Lunch</b>	1:10pm	-	1:55pm
Block 4	1:55pm	-	3:10pm



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## ADMINISTRATION – SERVICES TO STUDENTS

### 1 Purchase of Stationery

Stationery may be purchased from the Student Reception in the Administration Block from 8:00 – 8:45 am, and at recess and lunch times, **but not during class time.**

### 2 Late Arrivals or Early Departures

For attendance register regulations students are required to sign in at the Student Admin Counter if they arrive late or have to leave school early for any reason.

In either case, a note, phone call, SMS, email, message via the Schoolzine App from a parent/carer is required, and a Leave Pass (obtainable at Admin Office) must be filled in and signed by an Assistant Principal.

If LATE, students must sign in at Student Admin Counter. If the student has a signed note from a parent/carer then our Admin staff can authorise it.

When LEAVING our school for an appointment students must have a green leave form which has been signed by an Assistant Principal or Principal. The Leave Pass is usually completed before school and must be left with a member of our Admin Team at the time of leaving. The student must also sign out at the time of departure. Students who sign out for appointments should sign back in at the Student Admin Counter on their return.

### 3 Storage of Valuable items.

Large sums of money or valuable items of personal property will be cared for in the Admin Office.

### 4 Levy & Uniform Shop Information for 2025

In 2025, a composite levy will be charged as follows:

**All Grades**

**\$700**

- Our Uniform Shop is open on Tuesday and Thursday from 8.30 am – 11.00 am during school terms for families to visit, look and try on items. Uniform orders can also be placed via the Qkr App, a “click & collect option” with collection from Wednesday 22<sup>nd</sup> January 2025 onwards from our Admin Office. Online bookings will open on Monday 13th January 2025;

<https://www.trybooking.com/CWAFB>



- Grade 7 students will be issued with their stationery and locks on the afternoon of Wednesday, 5<sup>th</sup> February 2025 when they come in for their familiarisation afternoon between 1.30 – 3.10 pm. Safety Glasses, Berets and Aprons are compulsory for all MDT Subjects. Safety Glasses are compulsory for Science and Electronics. All these items will be included in the Grade 7 Stationery Pack. Students will be issued with textbooks through the Book Hire System and parents will be invoiced for loss or damage to these books





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- All students should have a scientific calculator eg. Casio FX82AU Plus 11 (*These are not supplied by the school*)

## COMMUNICATION

Effective communication between our school and the student's parent/carer is important in achieving successful education outcomes for each student.

**As part of this communication process there are responsibilities for both our school and families.**

1. **Communication:** Our school is required to inform parents/carers of all matters related to school policy and organisation. The School Association provides the forum for parents/carers to have input and to approve policy changes. Some of this information is contained in this **Parent Handbook**, and also in our Newsletter and our website, along with notices issued from our school, as appropriate.
2. **Parent/Carers:** are required to inform our school of the duration and cause of any student absence or lateness. The Administration Office is available from 8:00am – 4:00pm. Parents/carers are also required to inform our school of any medical condition or medication which may affect the student's safety, behaviour or performance. If a student needs regular medication, a medical form (available from the Admin Office) must be completed.
3. **Schoolzine:** There are a number of modes of effective communication, Schoolzine is our main online communication tool and includes our newsletter, school calendar and our APP, SZapp. Schoolzine provides a range of handy communication tools that you can use and it will make our communication very easy and accessible for you. <https://riversidehigh.education.tas.edu.au>
4. Instructions on how to install SZapp are included on Page 17 and we encourage all parents/carers to connect with this. Any urgent notices, reminders and updates of information will be sent out through SZapp.
5. Our school website provides an introduction to our school for those wanting general information <https://riversidehigh.education.tas.edu.au/>. Through the website you are able to connect to our Facebook page and Schoolzine.
6. **Facebook/Instagram:** this is up to date and regular news and information that focuses on celebration, school activities and events along with urgent sharing of information.  
<https://www.facebook.com/RiversideHighSchoolTasmania/> / @riversidehighschooltas
7. **Newsletter:** this is our main celebration and communication of student/school achievements, events and news. Our regular features include Subject in Focus and Sport in Focus (winter). This is published every second Friday through Schoolzine. Please note that Rippers have a separate tab and are published fortnightly.  
<http://riversidehs.schoolzineplus.com/subscribe>
8. **Public Calendar (Schoolzine):** This is updated daily with excursions, school events, assemblies and celebrations. <http://riversidehs.schoolzineplus.com/calendar>
9. **Home Group:** Every student is a member of a grade-based home group. The teacher in charge of that group, the Home Group Teacher, is the parents/carers first point of contact with our school and can be contacted through our Admin Office or via email or a note.
10. **Other members of staff:** Admin Team, Subject Teachers, Grade Leaders, ASTs on the Grade, School Nurse, School Chaplain, School Psychologist, Social Worker, Assistant Principals, or the Principal may be contacted by phone, letter or email depending on the nature of the concern or the information required.  
Please note that between 8:45am and 3:10pm the teaching staff are involved with the learning program. Appointments may be made by contacting our Admin Team.
11. **Contact by teachers:** Where there is a matter of concern, teachers may contact home by phone, email or letter. The purpose of such contact is to inform parent/carers of matters concerning their child's progress and welfare and to seek parental support in resolving issues and helping the child.

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- 12. Messages for students:** Our school is large and complex and staff are always busy. It is only possible to pass on urgent messages to students. We ask that appointments and other family arrangements be made before students leave for school.
- 13. Annual school magazine:** Our school magazine '*Panta Rei*' is a publication providing a special record of significant events and school programs. Orders and payment to be made via QKR App early Term 4.
- 14. Parent/teacher evenings:** An informal 'meet-the-teacher' session will be held one evening early in the year for parents/carers of Grade Sevens and more formal sessions will be scheduled following the issuing of reports in Term 1 and Mid-Year; however, please do not hesitate to contact teachers when you have a query. There is no need to wait for the formal parent/teacher evenings.
- 15. Parent information evenings:** These are held at various times throughout the year and focus on issues such as Grade Seven transition, option choices and policy reviews.
- 16. Report on student progress:** Our school has a comprehensive reporting program. Reports are issued three times each year. The Term 1 report, issued around Easter, gives a general indication of the student's start to the academic year, while the Mid-Year reports provide a more detailed assessment. The Parent/Teacher/Student interviews follow Term 1 and Mid-Year reports. The Term 4 report provides a summary of achievement for the year. Actual dates for the issuing of reports will be published in our school newsletter.
- 17. First Aid:** We have several staff who are qualified to provide First Aid support to our students and staff. If a student is feeling unwell or injured, the correct procedure is for them to get a signed pass from their teacher to go to the Admin office and ask for First Aid assistance. The First Aid officer will then determine if the student is well enough to stay at school or go home. The First Aid officer will then contact parents/carers if the student needs to go home. Could parents/carers please discourage their child from messaging or calling home during class time instead of going to First Aid.



## INSTALLING SZapp

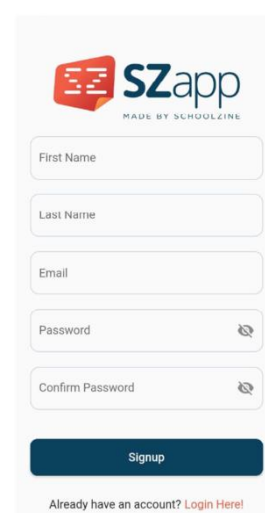
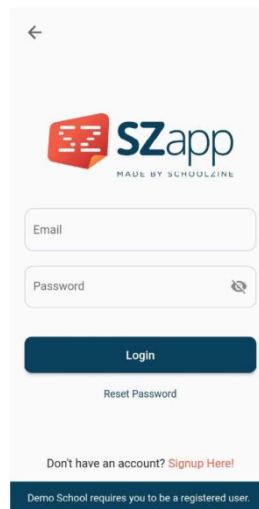
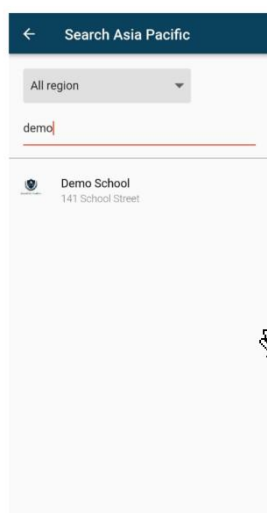


### Apple devices:

1. On your device, open the App Store.
2. Search the App Store for SZapp.
3. Download and install SZapp.

### Android devices:

1. On your device, open the Play Store.
2. Search the Play Store for SZapp.
3. Download and install SZapp.

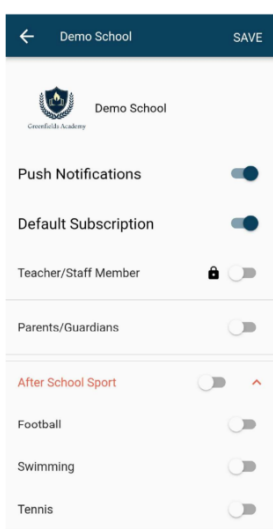
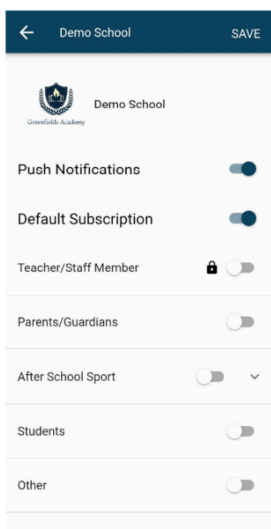


### 1. FIND YOUR ORGANISATION

Select your organisation's region.  
Search for and select your organisation.

### 2. LOGIN OR REGISTER

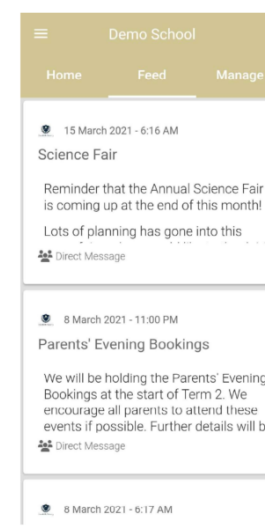
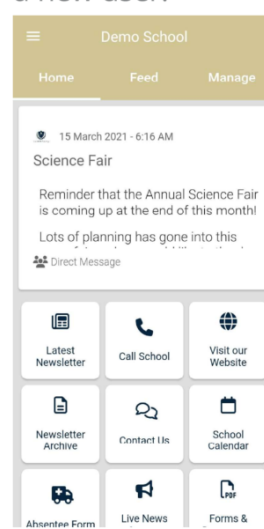
Before you can add your organisation, you will need to login with an existing user, or register a new user.



### 3. MANAGING NOTIFICATIONS

Choose which group(s) you would like to receive notifications from. Groups with arrows indicate there are sub-groups you can join.

Riverside High School



### 4. VIEWING CONTENT

Use the 'Home' and 'Feed' tabs to view received messages and important pages or documents.



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## DECYP Values

**Our values represent the foundation of our department's culture and must guide us in all that we do. They have been decided by us, and we are all responsible for embedding them in our ways of working.**

In 2023, DECYP staff, children and young people were asked 'who do we need to be' to ensure our children and young people have bright lives and positive futures, and what are the values that we need to be guided by. More than 5,700 responses came through, and directly informed the development of our DECYP Values.

### Connection

- *building positive relationships and a sense of belonging.*



### Courage

- *accepting challenges and embracing opportunities.*



### Growth

- *aspiring to learn, and improving, even when it's hard.*



### Respect

- *caring for ourselves, each other, and our environment.*



### Responsibility

- *stepping up and doing what's right.*



Our school values guide the decisions and behaviour we believe are essential to successful learning and achieving personal excellence.



## OUR MISSION (Purpose)

At Riverside High School we prepare all individuals to be connected and productive citizens in our world and empower them to contribute positively to the lives of others. We will build purposeful and mutually respectful relationships and provide safe, supportive and stimulating learning environments that develop students' passions, talents, creativity and encourage personal excellence.

Our values are:

### ***COURAGE, GROWTH, CONNECTION, RESPECT & RESPONSIBILITY***

Our values are at the heart of everything we do at Riverside High School. They are about how we expect everyone to behave. We expect everyone at Riverside High School will 'live' our School Values every day.

Our school values guide the decisions and behaviour we believe are essential to successful learning and achieving personal excellence.





## RESTORATIVE PRACTICE

Riverside High School is a restorative community. Our priority is to address issues, resolve problems and restore relationships. We work together to help students build skills which enable them to enjoy positive relationships with fellow students and adults in our school community. Sometimes things go wrong and when they do we do our best to solve the problem and fix the relationship by asking the following questions:

### Person responsible for harm

What is happening?  
What are you thinking about?  
Who is being affected by your actions?  
How do you think they are being affected?  
What do you need to do to put things right?  
How are we going to stop this from happening again?

### Person Affected

What did you think when you realised what had happened?  
What impact has this incident had on you and others?  
What has been the hardest thing for you?  
What do you think needs to happen to make things right?

## RESPECTFUL SCHOOLS

Respectful Schools is a school-wide approach to developing and maintaining a supportive school community. This includes our approach to behaviour management that focuses on building a safe and positive environment in which all students can learn.

### A RESPECTFUL SCHOOLS

At Riverside High School the community supports, acknowledges and celebrates positive student behaviour and achievement in a number of ways.

#### Classroom Teachers

- displaying students' work
- publishing students' work eg in *newsletters*
- notes to parents
- personal praise
- positive cards

#### Home Group Teachers

- phone call / email home
- opportunities to demonstrate responsibility/abilities
- notes to parents
- personal praise
- positive cards

#### Grade Leaders

- recognition in assemblies eg merit/academic awards
- personal praise
- personal contact with parents/carers
- acknowledging the upholding of our School Values through the Riverside Rippers onto *Schoolzine*

#### Principal/Assistant Principal

- recognition – letters, certificates, assemblies/*newsletter*
- personal contact with parents
- personal praise

## B PREVENTING INAPPROPRIATE BEHAVIOURS

Riverside High School's Respectful Schools approach is based on the expectation that everyone in our school community will uphold our School Values of **Courage, Aspiration, Respect & Endeavour** and behave in a manner that ensures positive learning outcomes for all individuals.

In order to prevent inappropriate behaviour the following specific strategies are encouraged:

### Classroom Teachers

- provide support and opportunities to enhance all students' emotional and social learning
- negotiate class expectations
- get to know students as individuals and their strengths/weaknesses
- provide varied and interesting learning opportunities
- develop individual plans for specific students
- provide regular feedback to students with respect to their progress

### Home Group Teacher/Grade Leader/AST

- take care with grouping students
- offer specific courses/activities eg alternative programs for students or professional learning for staff
- initiate daily reports
- case conferencing

### Principal/Assistant Principal/Support Staff

- provide appropriate support / professional learning for staff in Respectful Schools including behaviour management
- restate expectations and raise issues through staff meetings, assemblies, newsletter and School Association
- develop Individual Educational Plans

## C MANAGING INAPPROPRIATE BEHAVIOUR

Some inappropriate behaviours are relatively minor but repetition may result in responses of increasing severity. Other behaviours are totally unacceptable and may warrant immediate response at a high level.

## D GENERAL EXPECTATIONS

We expect all students to:

- give their very best at all times
- do as they are asked by staff
- always use respectful language
- wear their full school uniform at all times - (please see the information on uniform included in this (Parent Information Handbook)
- meet the expectations outlined in our Dress Code (see page 44)
- arrive at school and in class on time
- follow their timetable
- remain in class during lessons unless given permission to leave by their teacher
- have a note signed by their teacher before they leave the classroom and carry it with them while they are away from their class
- bring the necessary equipment to class, including pens, books etc
- work neatly in their books – no graffiti
- complete set work including homework by the due date
- chewing gum and energy drinks are banned in our school. We seek your support with ensuring students do not bring these items to school.

# PARENT/GUARDIAN INFORMATION HANDBOOK

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## Grade 7/8 Classrooms

The Junior School is located in Building 4. These classrooms are contemporary learning spaces that are warm comfortable and filled with light. The classrooms are designed to accommodate the range of ways that students learn with a layout that works well for whole class instruction and also individual and collaborative work. Students have excellent easy access to technology and each student has a locker located close to their classroom. Along with some break out spaces and social areas, students are able to access Grade 7/8 Home Group teachers and Leaders, who are located in the Junior School. Each Grade 7/8 Home Group has their own classroom that they also use for core classes, including English, Maths, HASS and Health. This provides each Home Group with a base and a level of ownership over their own classroom; this serves students well during the transition from Grade 6 to high school.





## CURRICULUM STRUCTURE

Currently our school offers a curriculum based on both the traditional subject disciplines within the Australian Curriculum and some school based option courses.

## GRADE 7 CURRICULUM

Grade 7 students follow a common course. The aim of the course is to introduce students to the wide range of subjects available.

CORE	Maths	Science	English	Health & PE	HASS
------	-------	---------	---------	-------------	------

OPTIONS	FULL YEAR	HALF YEAR
	2 full year options	2 half year options
	Line 1	Terms 1 & 2
	Line 2	Terms 3 & 4

Full Year Courses - GRADE 7	Half Year Courses - GRADE 7
Arts: Drama	Arts: Drama in Action
Arts: Music	Arts: Music
Arts: Visual Arts	Arts: Visual Arts
Design Tech: Applied Design MDT	Design Tech: Woodwork
Design Tech: Foods	Design Tech: Foods
Digital Tech: Info Tech	Digital Tech: Info Tech
Languages: Japanese	Languages: Japanese
Science: STEM	Science: STEM



# PARENT/GUARDIAN INFORMATION HANDBOOK

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## GRADE 8 CURRICULUM

Grade 8 students follow a similar pattern, but there is an element of choice built in, with some subjects no longer compulsory.

<b>CORE</b>	<b>Maths</b>	<b>Science</b>	<b>English</b>	<b>Health &amp; PE</b>	<b>HASS</b>
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<b>OPTIONS</b>	<b>FULL YEAR</b>	<b>HALF YEAR</b>
	2 full year options	{including Thursday PM sports} 2 half year options
	Line 1	Terms 1 & 4
	Line 2	Terms 2 & 3

<b>FULL YEAR OPTION COURSES</b>	<b>HALF YEAR OPTIONAL COURSES</b> <b>Thursday Block 3 &amp; Block 4</b>
---------------------------------	--

Arts: Drama  
Arts: Music  
Arts: Visual Arts  
Design Tech: Applied Design  
Design Tech: Foods  
Digital Tech: Computing  
English: Creative Text Design  
HPE: Health, Wellbeing and Recreational Studies  
Languages: Japanese  
Science: STEM

Arts: Music  
Arts: Visual Arts  
Design Tech: Café Style Foods  
Design Tech: Woodwork  
English: Text Talk  
HPE: Active Girls  
HPE: Games & Sport  
Maths: Maths Extension  
Science: STEM

**Winter Sport:**  
Football (Boys)  
Football (Girls)  
Hockey  
Netball  
Soccer

# PARENT/GUARDIAN INFORMATION HANDBOOK

## GRADE 9 & 10 CURRICULUM

The curriculum offered to students in Grades 9 and 10 at Riverside High is aligned to the Australian Curriculum. All students study a common core of Mathematics, English, Science, History and Health and Physical Education. They also select optional subjects from a wide variety of offerings.

Full year option courses are comprised of two 75-minute lessons per week whereas short courses run for one 75-minute lesson – except for Winter Sport which will occupy 2 x 75 minute periods.

CORE	Maths	Science	English	Health & PE	History
------	-------	---------	---------	-------------	---------

OPTIONS	FULL YEAR	SHORT COURSES
	2 full year options	{including Winter Sport} short courses
	Line 1	Terms 1 & 4
	Line 2	Terms 2 & 3

Factors such as the number of students wishing to study each subject as well as staffing and resource availability influence which optional subjects are offered in Grades 9 & 10. As a guide, here is a list of Grade 9 & 10 options which have been offered in recent years.

### Full Year

**Arts:** Drama  
**Arts:** Music  
**Arts:** Visual Arts  
**Design Tech:** Foods  
**Design Tech:** Food Design & Enterprise  
**Design Tech:** Metal  
**Design Tech:** Wood  
**Digital Tech:** Computing  
**English:** Creative Writing  
**HPE:** Sport Science (Gr9)  
**HPE:** Sport Science (Gr10)  
**Languages:** Japanese  
**Maths:** Maths Extended (Gr9)  
**Maths:** Maths Extended 10 (Gr10)  
**Maths:** Maths Methods Prep (Gr10)  
**Science:** STEM  
 Sociology and Psychology

### Short Course Options

**Arts:** Media Production  
**Arts:** Music Performance & Production  
**Arts:** SK8 Paint  
**Arts:** Theatre Skills  
**Arts:** Visual Arts – Drawing  
**Arts:** Visual Arts – Printmaking  
**Arts:** Visual Arts – Sculpture  
**Design Tech:** Functional Foods  
**Digital Tech:** Making Computer Games  
**Design Tech:** Wood & Metal Crafts in Education  
**English:** Introduction to Philosophy  
**English:** Journalism  
**HASS:** Geography  
**HASS:** Legal Studies  
**HPE:** First Aid  
**HPE:** Fitness Applied  
**HPE:** Gym Activities  
**HPE:** Sport Leadership  
**HPE:** Sport and Recreation  
**HPE:** Strength & Conditioning

**Science:** Extension  
**Science:** Forensic Science  
**Science:** STEM  
**Winter Sport:** Australian Rules Football (Boys)  
**Winter Sport:** Australian Rules Football (Girls)  
**Winter Sport:** Hockey  
**Winter Sport:** Netball  
**Winters Sport:** Soccer Outdoor  
*(Winter Sport – Block 3&4 in Terms 2&3)*

**CAP: Career Awareness Program**  
*(Grade 10 only: required if selected: Terms 1&4)*

**Peer Mentors** (Grade 10 only: required if selected: Terms 1&4)

**Prefects** (Grade 10 only: required if elected: Terms 1&4)  
*These are opportunities for students to be placed in.*



# PARENT/GUARDIAN INFORMATION HANDBOOK

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## HEALTH & PHYSICAL EDUCATION

Health & Physical Education links theory tasks and physical activities to contribute to the health and wellbeing of each student. Our aim is for students to develop the skills, knowledge and understanding which will enable them to become confident and competent lifelong participants in the areas of physical activity, sport and/or recreation. We take a holistic approach to students' wellbeing and foster their development as safe and active citizens. Students are supported to acquire resilience, confidence and empathy and to challenge existing assumptions and stereotypes. An emphasis is placed upon providing a safe and supportive learning environment in which all students are encouraged to accept challenges and step outside their comfort zone in order to achieve personal fulfilment and success.

### WHAT DO STUDENTS NEED TO BRING TO HEALTH & PHYSICAL EDUCATION?

All students are expected to bring the following items to each Health & Physical Education lesson:

- Change of clothing, tracksuit pants, shorts, socks, t-shirt (we encourage the wearing of our school polo shirt, & RHS navy track pants and/or shorts), jumper or school rugby top
- Medication if necessary, such as asthma puffers and epi pens.
- Running shoes - non-marking if possible
- Health & Physical Education exercise book and writing material to all Health & Physical Education lessons
- Suitable hat and drink bottle
- And most importantly a positive attitude

### WHAT IF STUDENTS CANNOT PARTICIPATE?

If students are injured or ill then a note needs to be provided to explain the reason. Students should still be encouraged to bring along a change of gear as alternative programs can be tailored to meet individual needs.

### SPORT

As our school participates in the NHSSA rosters, students have the choice to play in a sport, if available. Students have more options during Grade 9 and 10, however during Grade 7 sports available are: Basketball, Netball and Cricket. Sport options for Grades 8, 9 and 10 include: Football, Soccer, Hockey, Netball, Basketball and Cricket.

### CARNIVALS

Riverside High School has a strong tradition when participating in inter-house carnivals. Students represent one of the four houses, Kingsford-Smith, Monash, Forrest and Lawson. Our aquatics, cross country and athletics carnivals have healthy competitive spirit and students always represent their house displaying a positive attitude, team spirit and trying their best. Students who display excellence in our carnivals are then given the opportunity to represent our school in the NHSSA Inter-High Carnivals.



## HOMEWORK

The community of Riverside High School supports homework as an important factor contributing to students' academic progress. A homework program is most effective if there is responsibility and co-operation on the part of students, teachers and parent/guardian. In most cases students will only receive homework if they have not completed the learning tasks in school time, are studying for tests or exams, have been set extensions or where they have been absent from school.

### PURPOSE

Homework is an integral part of the learning program of Riverside High School because it:

- assists the development of student's independence as learners
- enables the students to develop personal management skills, efficient study habits, organisational and time-management skills
- provides extra time for students to consolidate and extend their learning
- develops self-discipline
- enables parents/carers to support learning
- serves as preparation for education and life after Grade 10

### *Examples of homework activities include:*

- Assignments including research, note-taking and summarising
- Set practice (e.g. in Mathematics)
- Revision
- Reading, including newspapers, novels, non-fiction material
- Reading to sibling or grandparent etc
- Watching films or television programs which extend classroom learning, eg news, current affairs, documentaries, certain feature films
- Family discussions on social issues etc
- Carrying out tasks related to daily living and home maintenance
- Activities with parental guidance which foster independence and develop self-confidence
- Physical activities eg swimming, bushwalking
- Making telephone calls to obtain information or to organise family activities
- Writing letters, emails or blogs to friends or family members

### HOW MUCH HOMEWORK?

- Homework of less than fifteen minutes duration may be set for any subject on any night, preferably allowing two nights for completion
- Homework of greater than fifteen minutes duration may be set for any subject on any night, but students will be given an extended period for completion
- The total amount of homework set for any subject in a week should not exceed ninety minutes
- Students should be encouraged to read as widely as possible at times when homework has been completed
- Overall, students should aim to balance family, sporting, cultural, working and academic commitments.

### RESPONSIBILITIES

- |           |   |
|-----------|---|
| School:   | <ul style="list-style-type: none"><li>* to establish and communicate Homework Policy to parents</li><li>* teachers in charge of subjects to oversee major assignments, publish general guidelines and review subject policy</li><li>* Home Group teachers and Grade Leaders to oversee demands on students by checking and signing Planners</li></ul> |
| Students: | <ul style="list-style-type: none"><li>* to record all homework in Planner</li><li>* to complete all homework on time</li><li>* to seek extra assistance with work if necessary</li><li>* to request an extension if difficult circumstances arise, eg illness, family commitments</li></ul>   |

# PARENT/GUARDIAN INFORMATION HANDBOOK

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- Teachers:
- \* to ensure that the homework requirements for their classes are reasonable, and clearly communicated to parents and students
  - \* to assist students with the development of time management and study skills
  - \* to maintain a consistent approach towards the need for homework deadlines, while allowing some flexibility based on individual student needs
  - \* to assess and return homework assignments within a reasonable timespan
- Parents/carer:
- \* to familiarise themselves with school policy and subject requirements
  - \* to help their child organise time
  - \* to support their child in doing homework and encourage them to seek help when necessary
  - \* to help their child determine which activities should be done

- All homework should be recorded.
- Notes between home and school regarding difficulties, requests for extensions etc should be brought to the attention of the appropriate teacher

## CONCERNS ABOUT HOMEWORK

- Homework not recorded - please contact the class teacher
- Too much or too little - please contact class teacher, subject teacher or teacher in charge of the subject
- General Concerns - please contact either the Grade Leader, Senior Teacher or Assistant Principal associated with the Grade

## HOMEWORK NOT COMPLETED (by the due date)

- Staff concerns about ongoing minor homework issues or major assessable assignments will be communicated to parents/carers by telephone, email or letter
- If a student is unable to submit work on time and has a legitimate reason, a reasonable extension period for major assignments will be negotiated between teacher, student and parent/carer, provided a parental request has been received *before* the day the work is due
- Detentions may be imposed for consistent refusal to complete reasonable homework tasks

## IDEAL HOMEWORK STUDY CONDITIONS

- Away from the television and other distractions
- A well-lit and ventilated environment
- Good seating at a table or desk





# PARENT/GUARDIAN INFORMATION HANDBOOK



## INFORMATION & COMMUNICATION TECHNOLOGY

### iPad provision at Riverside High School - Grade 7

The Australian Curriculum requires the effective and appropriate use of digital technologies to access, create, and communicate information and ideas, solve problems and work collaboratively in all areas of learning. It is with great excitement to announce that Riverside High School will again be planning for all Grade 7 students to be issued with an iPad. The context of the one-to-one program is about students having their own device, hence, the same computer at school and home, and the primary purpose for the device being to support student learning. This dismantles the notion that learning only happens between 9.00am to 3:10pm. Instead, access is available anytime and anywhere which will bring many fun and exciting opportunities to help support learning and improve student outcomes.

Our goals include: improved access to learning, expansive methods of communication, increased opportunity for collaboration and interactive resources for increase levels of participation and engagement. The benefits to teaching and learning programs, where digital technologies are embedded will include, but is not limited to:

- access to online resources, experts and learning communities;
- providing authentic, rich contexts for learning;
- personalising learning;
- connecting and collaborating to build new knowledge;
- developing contemporary skills;
- improving assessment, reporting and feedback, and connecting families with their child's learning.

### Safe and Secure

To maintain a safe and secure learning environment, a filtered Internet connection will be provided for students. Any unauthorised use can result in the device being confiscated, searched, and privileges being revoked. We also provide explicit teaching and learning for students to become responsible digital global citizens, that will include a focus on cyber-safety. All students and parents are required to sign our ICT User Agreement, in line with Department for Education, Children and Young People policy.

### Responsibility

Students are solely responsible for their allocated device. Similar to other personally owned items, Riverside High School is not liable for loss, damage, misuse, or theft. If a device is damaged, parents/carers will be contacted and issued an invoice for the repairs of the device. Users must not engage in any activity that may be anticipated to cause damage to DECYP hardware or software or to anyone else's equipment. Precluded activities include but are not limited to the downloading, creation or transmission of messages, attachments, data files or software that contain malicious software. Users are also prohibited from engaging in activities which, while not unlawful, are considered inappropriate or unacceptable by the school, school community or DECYP.

### *Guidelines to support the successful implementation of the iPad Strategy*

1. At all times, students, parents and guardians must adhere to the requirements stipulated in the RHS/DECYP Acceptable Device Use – Loan Agreement.
2. All students must store their iPad in their locked locker whilst not in scheduled classes.
3. At any given time, in an appropriate environment, students are subject to random device checks.
4. Students must not use their iPads whilst in transit
5. Students must bring their iPads to school each day, ready to learn
6. Students must bring their iPads to school each day fully charged



# PARENT/GUARDIAN INFORMATION HANDBOOK

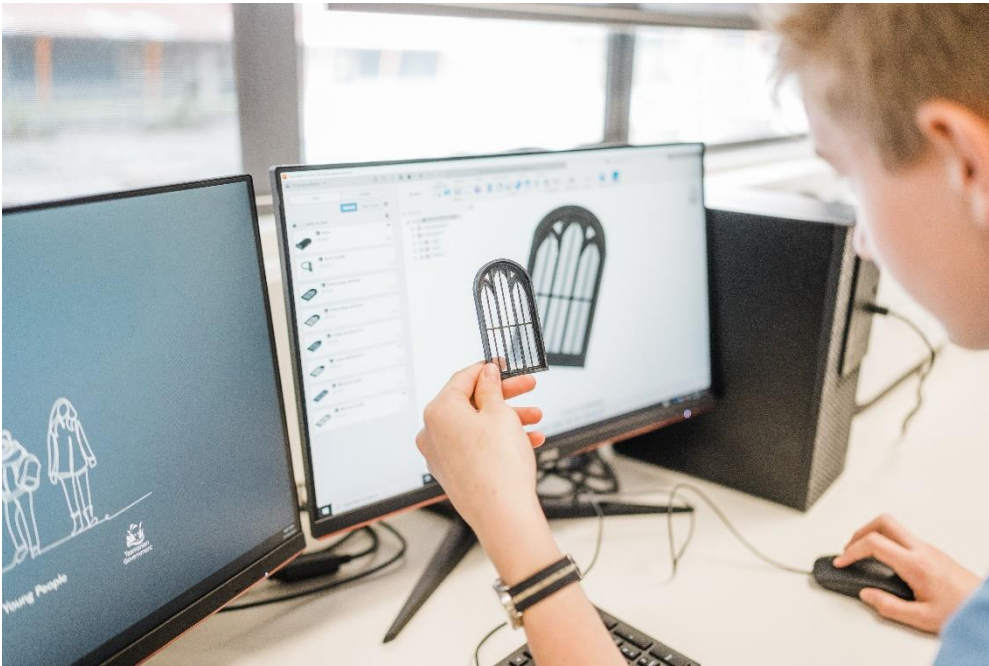
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## Technical Support

Resources will be provided to help students connect their device to the school network. The technical support team will be able to help with any technical issues and the maintenance of the device. Students will be expected to retain this device for use in Grades 8, 9 and 10. At the end of each school year all devices will be collected for updating, maintenance and storage over the Christmas break. The same device will be reissued to each student the following year.

## Optional Accessories

We confirm that an iPad 1:1 device will be made available to students in Grade 7, 2025 to enable parents to purchase any optional accessories for the device to enhance learning. e.g Bluetooth mouse, stylus pen.



## STUDENTS USING MOBILE PHONES

Whilst Riverside High School acknowledges that we live in a technology-rich world where mobile phones are an important communication tool, research has found that mobile phones can be disruptive in classrooms and open to misuse at school. The unregulated presence of mobile phones in classrooms can undermine students' capacity to think, learn, remember, pay attention and regulate emotion.

At recess and lunchtime, opportunities for students to communicate with each other face-to-face or be involved in physical activity are also valued, rather than students being focused on a mobile phone, particularly when they are using it to engage with social media. Students do have access to their Ipad at recess and lunchtime.

### POLICY:

- Students who choose to bring mobile phones to school must have them set to silent or switched off and securely stored during school hours (that is, mobile phones are Off and Away prior to the start of Home Group at 8:45am and are not to be accessed until lessons conclude at 3:10pm)
- When parents need to communicate with their children during the school day, **we ask that this is through the Administration Office**
- In order to use a mobile phone when in class, a teacher must direct phone use where that direction provides for an enhancement of the learning for a specific purpose only
- Any permission to use a phone must be at the explicit direction of the teacher and only when that direction will enhance the learning. Non-specific use of phones is not permitted.
- Use of earphones is not permitted at any time, with any device, unless directed by the teacher where audio is required for the learning task with the device. This includes in break times and movement between classes.
- Any phone or other device activity is not permitted unless directed by the teacher for the use of that device.
- Notifications on mobile devices, when in use, must be switched off.
- All students and staff and parents are made aware of the policy
- Respectful School Policies will follow, for example, through detention or a loss of school-based privileges, where students fail to comply with the policy on mobile phones, including if they refuse to follow instructions such as to return the device to secure storage or pass in a phone to a supervised location in class.
- For further information please refer to the DECYP policy 'Use of Mobile Phones by Students at School'.



# PARENT/GUARDIAN INFORMATION HANDBOOK

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## LIBRARY

Our Library is a new facility located in the centre of the school. It is the principle resource centre for Riverside High School. Extensive non-fiction, fiction, magazines and reference collections have been selected both to support the curriculum and to promote reading enjoyment. Our Library uses a fully automated TALIS circulation system. This allows students to search for resources using the on-line catalogues which link to both the Riverside High School Library and the Libraries Tasmania system.

There are also printing and scanning facilities and library staff are also able to laminate and bind students work.

## GENERAL INFORMATION

### 1 Opening Hours

During class time and lunchtime

### 2 Loans

Borrowing from the library is for a three-week period and books can be renewed after this time. There is no limit to the number of books that can be borrowed at one time.

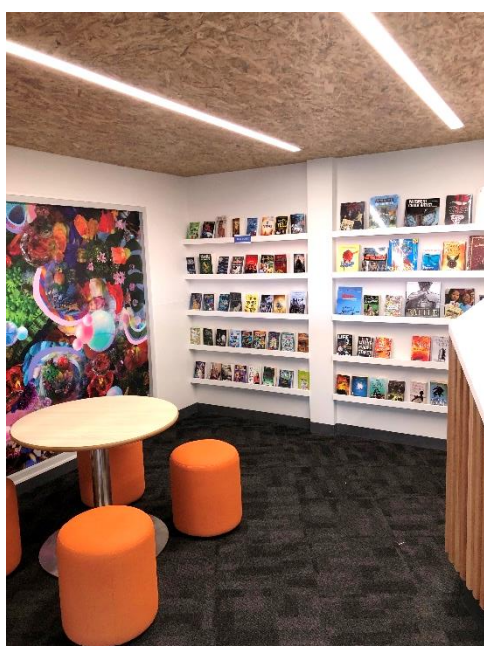
### 3 Overdues

An overdue book list is circulated to Home Group teachers. Parent/Guardians will be invoiced for books that are damaged when returned or that fail to be returned.

## CLASSROOM LIBRARIES

In addition to the main school library, each class has a classroom library. These book collections are kept in the classroom and exchanged regularly. The classroom libraries include a variety of reading materials both fiction and nonfiction and can be supplemented with subject specific materials by the teacher.

The classroom libraries allow students access to texts for their own personal reading and are used as teaching resources across a range of subjects.



# PARENT/GUARDIAN INFORMATION HANDBOOK

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## RIVERSIDE HIGH SCHOOL IS A NUT AWARE SCHOOL

Riverside High School has several students enrolled who have a severe allergy to nuts, especially peanuts. If these students come into contact with peanuts, or any food products that contain nuts they will suffer severe anaphylactic shock, during which breathing may cease. A peanut butter sandwich in the same room would be enough to start this reaction.

We therefore request, that all students do not bring peanut butter sandwiches or any items that contain nuts to school. In most cases the labels on foods will indicate the presence of nuts.

If your children have peanut butter for breakfast, or have eaten cereal with nuts, it would be appreciated if they could thoroughly clean their teeth and wash their hands prior to coming to school. If you require any further information please do not hesitate to contact us.

Your co-operation is greatly appreciated.

## PEER MENTORING

**PEER MENTORING** is a program based on the principle that, at every level and in every age group in society, people absorb information and values from each other. The program aims to develop communication, self-esteem and leadership skills in secondary students, through small caring Peer Mentoring groups. These groups provide a safe and friendly environment where all participants have the opportunity to experience success in group work.

Positive peer influence is introduced into our school community by training senior students to act as group leaders to a small group of Grade 7 students. The program provides senior students with an opportunity to accept responsibility within our school and educates our Grade 7 students so that they are more able to resist negative peer pressure and to care for each other.

Peer Mentors make their first contact with Grade 6 students on Orientation Day. During Term 1, Peer Mentors conduct sessions and visit during Home Group periods. Grade 10 Peer Mentors will also be involved in some Grade 7 Activity Days to support the transition and development of Grade 7.

While it is not mandatory, many of our Peer Mentors maintain close ties with our Grade 7 students by organising and supervising activities for them during the remainder of the year.



## STUDENT WELFARE

### 1. Financial Assistance

Information about all forms of government assistance for students is available from our Admin Team. It is a requirement that applications for assistance be completed by the end of November.

### 2. Attendance and Punctuality

Schools are required by law to keep an accurate record of attendance. When a student is absent or late, our Admin Team may be contacted by phone, SMS, email, message via the Schoolzine App or a note.

Riverside High has introduced an SMS messaging system to alert parents/carers of unexplained absences. After morning attendance has been entered, an SMS message will be sent for that particular day and a reply message with an explanation would be appreciated. This enables us to keep accurate records and means that we can target those who are regularly absent rather than those whose absence is explained by illness, other learning activities or the like. If you have changed your mobile phone number or know that we do not have a record of your mobile phone number, we would appreciate a contact to inform us.

Absenteeism, including continued lateness, has a serious effect on learning, so further contact will be made when our school has a concern about a student's attendance.

### 3. Care of Property

All personal items should be clearly labelled. Students are issued with a locker and a combination lock. Students should not leave possessions, including lunch and money, in school bags.

Students are not permitted to bring valuable personal items to school. Where it is unavoidable, such items can be left with a teacher or at our Admin Office.

Our school does not accept liability for the theft of items when it has been made clear to students that such items should not be brought to school.

### 4. Health

It is a parental responsibility to ensure that our school is fully informed of all health matters which affect a student's safety, behaviour and/or performance. Such information will be treated with the utmost confidentiality, although with some conditions such as anaphylaxis or diabetes, it is important that all staff are informed.

### 5. First Aid

We have several staff who are qualified to provide First Aid Support to our students and staff.

Some key points for you to be aware of:

- The health and well-being of our students and staff is our priority - all matters will be managed in a caring and respectful manner
- The purpose of our First Aid Support is to provide care and follow up when an incident/accident occurs at school (we are unable to provide medical advice and follow up from injuries that occurred outside of school hours)
- If a student becomes unwell at school, and is unable to participate in our normal learning program, our Admin Team or First Aid Officer will contact home and arrange for a parent/carer to take the student home.
- We will seek professional support as required and be guided by professional advice and DoE Guidelines.

# PARENT/GUARDIAN INFORMATION HANDBOOK

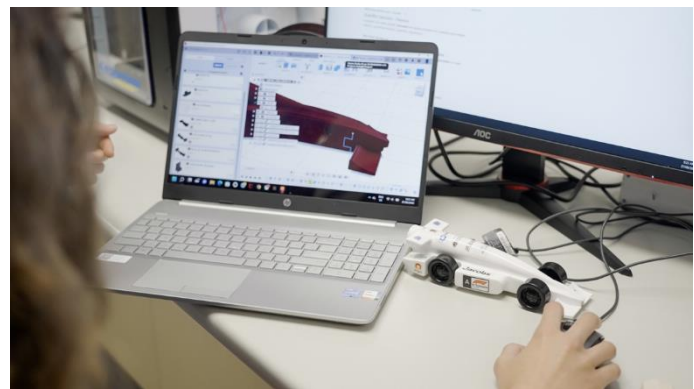
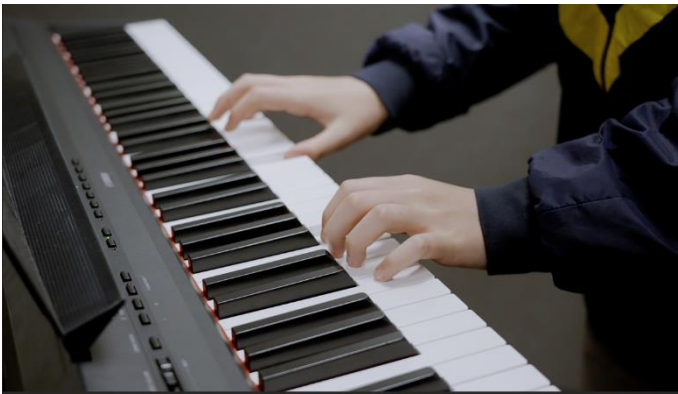
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A reminder that we follow Department for Education, Children and Young People guidelines regarding the use of medication by students:

- Please be aware that students who require an Epi Pen must carry it with them at all times. Spare Epi Pens will be available, in an emergency, from First Aid/Admin Office

We are unable to issue any medication including Panadol to students unless:

- Parents/carers complete a written request to the school to administer the medication. You can download this form from the department's website at: [www.education.tas.gov.au](http://www.education.tas.gov.au)
- Provide signed authorisation from your medical practitioner/pharmacist or nurse giving specific instructions for the administration of the medication (Panadol & prescription medications)
- Transfer the medication safely to the school
- Provide the medication in the originally prescribed containers only
- Students who require a Medical Action Plan need to have this updated at the beginning of each school year
- It is important that parents are aware of our First Aid processes; please contact the Admin Team or Grade Leaders if you have further information that needs to be provided/updated or any matters that may need further discussion





## STUDENT SUPPORT: ADDITIONAL EDUCATION PROGRAMS

Additional Education Programs endeavour to equip students with the skills necessary to develop independence in learning and to achieve individual potential. This is achieved by supporting students who need assistance beyond that offered by mainstream subject programs. Our program focuses on Grades 7 and 8 and continues into Grades 9 and 10 depending on student needs.

Additional Education Programs aim to:

- Develop self-esteem in students so that they may function confidently in the regular classroom situation and fulfil their potential as learners
- Equip students with literacy/numeracy and organisational skills
- Develop in students the skills necessary to make independent judgements about, and assume responsibility for, individual learning
- Help teachers to modify programs to enable students to participate fully

Programs include:

- Shine Program – *a 7-10 week program for girls that focuses on self-esteem and self-worth.*
- Drumbeat – *a 7-10 week program that aims to build student resilience and social skills through the use of rhythm.*
- Connections Mentoring Program (through Teen Challenge) – *“Encouraging life ready young people through positive role modelling relationships”*
- Healthy Headspace Program – *a 6 week program that aims to develop students’ self-esteem, confidence, interpersonal skills and resilience*

### Implementation

Students are selected for involvement in the Additional Education program as a result of any combination of:

- Specific literacy/numeracy testing and assessment
- Teacher recommendation
- Student request for assistance
- Parent/Guardian request



## STUDENT SUPPORT: SERVICES

### SCHOOL SOCIAL WORK SERVICE

Social Workers employed by the Department for Education, Children and Young People offer a confidential support service to students, families and teachers.

#### 1 **Who are School Social Workers?**

School Social Workers are qualified Social Workers who work with children, adolescents, parents/carers and school staff within a school community.

#### 2 **What do Social Workers do?**

The aim of School Social Work is to act to optimise educational opportunities for all young people and to identify and address barriers to these opportunities.

School Social Workers accept the values and direction of the DECYP, ie. Equal Access, Equal Opportunity, Gender Equity and aim to assist schools in the provision of appropriate programs sensitive to the needs of disadvantaged students. Social Workers draw on the values of the Professional Code of Ethics of the Australian Association of Social Workers (1994).

##### 2.1 Statutory Duties

- Investigating and supporting families and students around attendance issues.
- Supporting Exemption and eSchool applications where appropriate.
- Investigating and reporting of paid employment of children under the age of fourteen years.
- Liaising with Child Protection and Tas Police when dealing with safety and legal issues.

##### 2.2 Administrative Tasks

- Procurement of financial assistance for school uniforms, shoes, books, school excursions and camps, and assistance with applications for Centrelink Allowances.
- Letters and reports to parents and other agencies.
- Reports and follow-up concerning referrals from school or Department officers.
- Maintenance of records and statistics.
- Preparation of reports regarding students referred to the eSchool, Special Education facilities or other Department placement initiatives.

##### 2.3 Professional Tasks

- Home-school liaison.
- Support and advocacy for students, parents, school staff and principals.
- Personal counselling and/or group work.
- Liaison with other agencies (government and non-government) and community groups.
- Mediation between home, school and/or other agencies.
- Referral of students and parents to other agencies.
- Information and resource person for students, teachers, principals and other agencies.
- Consultation with Departmental officers.
- Professional Development.
- Social Workers give assistance and support to students in schools and colleges, parent/carers, school personnel and others within the DECYP.
- Social Workers are also able to provide information and give advice to schools and other community groups concerning the needs of children and how best to help them.

#### 3 **How Do Social Workers Work?**

- 3.1 Social Workers may work directly with students, as well as indirectly, through parent/carers, teachers and other health and education professionals.

# PARENT/GUARDIAN INFORMATION HANDBOOK

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## 4 Social Workers do this by:

- 4.1 Working with students who have difficulties with:
- coping with their peers, parent/carers, teachers, communicating with people;
  - taking responsibility for their behaviour, for example, controlling their temper, stealing, withdrawing;
  - adjusting to issues which arise for them, for example, grief, stress, pregnancy, conflict, school refusal, parents' separation/divorce;
  - coping with their emotions;
- Referral to specialists in each of these areas is initiated when found necessary.

- 4.2 Working with parent/carers regarding:
- understanding their children
  - seeking solutions to their difficulties
  - parenting programs
  - counselling and consultation

- 4.3 Working with teachers and schools by being involved in:
- the management and support of students with the difficulties outlined above
  - policy making such as discipline, pastoral care, health policies
  - programs, for example:

• Peer support	• Social skills
• Self esteem	• Supportive school environment
• Stress management	• Anger management
• Assertiveness	• Effective communication
• Conflict resolution	• Mediation

- in-service training of teachers
  - teacher consultation, programs and counselling
  - providing vocational guidance advice
- 4.4 Liaising and advocating on behalf of schools, parent/carers and students with other agencies, doctors, occupational therapists, speech and language pathologists, school psychologists, special education teachers and other support staff.
- 4.5 Assisting parents and teachers in making decisions about the education of students with special needs, appropriate class placements and alternative programs.

## 5 Who Can Refer?

Social Workers accept referrals from:

- Teachers
- Parents/carers
- Health and Education Professionals
- Students themselves
- Practitioners from other agencies

Support staff have a busy case load therefore not all students who are referred can be seen immediately. However, Social Workers assess the urgency of new referrals and adjust their care accordingly in negotiations with Principal and other support staff.

If you have an urgent referral you should talk to our School Principal.

Riverside High School has a Social Worker based at our school three days per week. Parent/carers and students are welcome to contact our Social Worker on 6327 6333 to discuss any matters of concern.

## SCHOOL PSYCHOLOGIST SERVICES

### Who are School Psychologists?

School Psychologists are registered Psychologists with The Australian Health Practitioners Regulation Agency. They work with children and adolescents within a school community.

### What do School Psychologists do?

School Psychologists support the development of students by providing a psychological service to the school community. This Service includes:

- Student assessment (educational, behavioural, social, emotional and cognitive)
- Student mental health treatment and counselling
- Consult with teachers about special educational and behavioural management programs
- Parent consultation
- Teacher consultation and programs
- Critical incident management
- Policy planning and development

### How do they do this?

By working directly with students in need, or indirectly with others, for example, teachers, parent/carers, peers, health and educational professionals.

### Who can refer?

School Psychologists accept referrals from:

- Teachers
- Parents/carers
- Health and Education professionals
- Students themselves

### How to contact School Psychologists

Riverside High School has a School Psychologist based at our school two days per week. Parent/Guardians and students are welcome to contact our School Psychologist on 6327 6333 to discuss any matters of concern.



## SCHOOL HEALTH NURSE

This program aims to support schools to create a physical and social environment that promotes health and wellbeing and assists to improve the health and education outcomes for young people.

### Who are School Health Nurses?

School Health Nurses are trained health professionals.

### What do School Health Nurses do?

School Health Nurses provide students with an easily accessible point of contact for health care and will subsequently address a wide range of health related issues, these include:

- Health promotion and well being
- Sexual health and relationships (including LGBTI)
- Positive parenting for teenagers with babies
- Addictions and risky behaviours
- Body image, physical activity and nutrition
- General hygiene
- Mental health support
- Medical condition support incorporating medical action plan review

### How do they do this?

- By working directly with students in need, or indirectly with others, for example, teachers, parent/carers, peers, health and educational professionals.

### Who can refer?

School Health Nurses accept referrals from:

- Teachers
- Parents/carers
- Health and Education professionals
- Students themselves

### How to contact the School Health Nurse

Riverside High School has a School Nurse based at our school two days per week. Parent/carers and students are welcome to contact our School Health Nurse on 6327 6333 to discuss any matters of concern.

## SCHOOL CHAPLAINCY SERVICES

### Who are School Chaplains?

School Chaplains are important members of the RHS Support Team who are employed in accordance with the Department for Education, Children and Young People's Chaplaincy guidelines.

### What do School Chaplains do?

School Chaplains provide:

- Mentoring and role modelling and assistance to young people to develop positive and supportive relationships
- Educational support in classroom activities under the direction of teachers
- Opportunities to build strong links between the school and the wider community
- Social and emotional support through bereavement, difficult family and peer relationships and other life issues
- Support for extra-curricular activities including excursions, carnivals and camps

### How do they do this?

- By working directly with students requiring additional support or indirectly with others, for example, teachers, parents/carers and health and educational professionals.

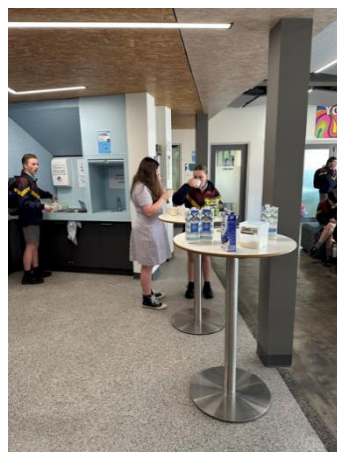
### Who can refer?

School Chaplains accept referrals from:

- Teachers
- Parents/carers
- Health and education professionals
- Students themselves

### How to contact School Chaplains?

Riverside High School has a School Chaplain based at our school three days a week. Parents/Guardians and students are welcome to contact our School Chaplain by phoning 6327 6333.



# PARENT/GUARDIAN INFORMATION HANDBOOK

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## TRANSPORT

### Buses

All buses arrive and depart from bus stops on the school side of Brownfield Lane.

### Crossings

1. All walking students should exit our school via Brownfield Lane at the crossings adjacent to Bus Stop 1 or use the footpath near the Primary School.
2. West Tamar Highway - students are required to use the underpass provided and should **NOT** cross this road at any other point.
3. Due to the volume and speed of traffic on the highway, all other crossings should be at traffic light control points, near either the shopping centre or Ecclestone Road.
4. Parent pick up and drop off bays are provided in our turning circle. These are short term parking bays. A crossing provides easy access across Brownfield Lane to the courtyard.

### Bicycles

Bicycles must be placed in the bike racks, which are out of bounds to all students during the school day. Bikes must be walked into the school grounds from the highway. On departure, **bikes must be walked to the highway.**

**Helmets must be worn at all times as required by law.**

***Failure to comply with these requirements will result in withdrawal of permission to bring bikes to school. Skateboards, scooters etc may not be brought to school and are not used at school unless they are included in a specific Health and Wellbeing program.***

### Parent/Guardian Cars

Parent/Guardians are advised that for reasons of safety they should use Brownfield Lane and its adjoining parking bays for delivery and collection of students.



## TRANSPORT

### STUDENT CODE OF BEHAVIOUR WHILE TRAVELLING ON SCHOOL BUSES

#### I WILL:

- accept that the driver is in charge and obey his or her instructions
- if directed by the driver, occupy a particular seat
- sit properly on the seat
- respect bus property and the property of others by not marking or damaging it
- remove bag from back before entering and exiting the bus
- place bag/s under the seat or in the storage areas provided
- board and leave the bus in an orderly manner
- behave safely at all times
- show my green card or ticket to the driver on boarding where required

#### I WILL NOT:

- physically or verbally harass other passengers or the driver
- distract the driver from his or her duties
- create unnecessary noise
- move about while the bus is in motion
- extend any part of my body out of the windows
- throw any objects either inside or out of the bus
- smoke while on the bus
- eat or drink while on the bus without the permission of the driver
- carry illegal, oversize and/or dangerous objects
- obstruct the aisle, door or emergency exits
- alter, deface, misuse or fraudulently obtain a bus pass
- give, lend or transfer my bus pass or ticket to another student
- stand on, or put my feet on the seat



# PARENT/GUARDIAN INFORMATION HANDBOOK

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## TRANSPORT – BUS TIMETABLES

### PHONE NUMBERS

<b>Metro</b>	<b>6336 5888 OR Bus Timetable Hotline – 132201</b>
<b>Manion's</b>	<b>6383 1221</b>
<b>Redline</b>	<b>1300 360 000</b>

All buses arrive and depart from Brownfield Lane. Stops are numbered 1 – 4.

METRO services leave mostly from STOPS 1 & 2

MANIONS and other services mostly from STOPS 3 & 4

**Regularly updated information on Metro Tasmania, Manion's and other transport providers' websites for specific detail and route planning – these are user friendly websites.**

#### **Metro Tas**

<https://www.metrotas.com.au/schools/riverside-high-school/>

#### **Manion's Coaches**

<https://www.manionscoaches.com.au/school-timetables/riverside-schools/riverside-high-school-am-morning.html>

<https://www.manionscoaches.com.au/school-timetables/riverside-schools/riverside-high-school-pm-afternoon.html>

#### **Tas Redline**

<https://www.tasredline.com.au/index.php/student-services/>



# PARENT/GUARDIAN INFORMATION HANDBOOK

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## UNIFORM

### Riverside High School Dress Code

The purpose of the Riverside High School Student Dress Code and Uniform Policy is to promote social equity in terms of clothing, ensuring that students are safe, easy to identify and enhancing a sense of pride within our school. The aim of the Dress Code is to support the Uniform Policy through clearly outlining the school's expectations and standards with regards to personal presentation.

#### Personal presentation

- Students are expected to be well groomed, have a cleanly presented uniform and good personal hygiene. All visible clothing needs to adhere to uniform policy.
- Students representing the school and attending excursions are expected to be in full school uniform at any school sanctioned activity outside of school grounds, including travelling both to and from school.

#### Jewellery and Make-up

- The wearing of excessive amounts of jewellery with our school uniform is considered inappropriate. One small piece of each type is adequate; nose and eyebrow piercing to be a small stud for safety reasons.
- Make-up is expected to be minimal, with a subtle natural appearance. This includes nail polish; nails are to be kept at a reasonable length for health and safety reasons.

#### Practical Considerations and Requirements

- Ear pieces from phones are not to be displayed while you are walking around. Please make sure that these are tucked away and out of sight.
- Every item of clothing should be clearly and permanently marked.
- During practical MDT lessons where machines or moving equipment is present, suitable protective hair covering in the form of an approved type of hair net or cap must be worn.
- With the exception of MDT/HPE classes, hats are not to be worn inside and are not to be taken to class.
- During Food and Technology subjects long hair is to be tied back.
- A complete change of clothing is required for Health and Wellbeing and sports activities. Students are expected to arrive in school uniform and change back into school uniform at the end of HWB classes and activities.
- Hoodies are not part of our uniform and shouldn't be worn to school. Our Spray Jacket is the Uniform item for students to wear during colder weather. Spray jackets are not to be taken to Foods/MDT subjects.
- Students are encouraged to ensure that they are Sun Smart when outdoors including wearing hats, sunglasses and sunscreen. Sun screen is provided by the school and available for students to use both during breaks, HPE lessons and other outdoor activities and events.

#### Non-Compliance

- Where students are out of uniform, contact will be made with parents/guardians to discuss whether support is required with the provision of uniform and to enlist parental assistance with complying with uniform policy. Every effort will be made to work in partnership with parents/guardians.
- Students who are out of uniform or who wear non-school outer garments will remain in the courtyard at recess and lunchtime so that duty staff in other areas can quickly recognise intruders.
- Ongoing non-compliance may result in students being unable to participate in excursions or events that are held outside of the school.
- Consequences such as detentions may be applied in circumstances where students have access to all uniform requirements but are being defiant of school policy and expectations.

# PARENT/GUARDIAN INFORMATION HANDBOOK

<b>Winter Uniform</b>	Shirt	Blue
	Skirt	RHS tartan
	Jumper	Navy, with school gold logo
	Stockings	Navy
	Trousers	Grey school trousers
	Shoes	All black – substantial schools shoes
	Spray Jacket	RHS design and school colours
	Tie	Optional – RHS school tie



<b>Summer Uniform</b>	Dress	RHS check
	Shorts	Grey school shorts
	Socks	Navy

<b>Summer &amp; Winter</b>	Trousers	Grey school trousers
	Shorts	Grey school shorts
	Shirt	Blue
	Tie	Optional – RHS school tie
	Shoes	All black – substantial school shoes
	Socks	Grey
	Jumper	Navy with school gold logo
	Spray Jacket	RHS design and school colours

## Sports Uniform For HPE Lessons

Full change of appropriate clothes – trackpants/shorts, t-shirt, jumper, sandshoes and socks. School sports uniform is encouraged

<b>For Sports Teams</b>	Polo Shirt	Navy with RHS logo
	Rugby Top	RHS design and school colours
	Track Pants	Navy with RHS logo
	Shorts	Navy with RHS logo
	Socks	Football – 1sts Adelaide Crows, all other teams Maroon
	Shoes	Sandshoes or sport specific footwear
	Spray Jacket	RHS design and school colours
	Bucket Hats	Navy with RHS logo
	Beanie	Navy with RHS logo



## UNIFORM SHOP

Riverside High Uniform Shop is able to supply a full range of uniform requirements, stocking new and some secondhand uniforms.

Our Uniform Shop is open on Tuesday and Thursday from 8.30 am – 11.00 am during school terms for families to visit, look and try on items. Uniform orders can also be placed via the Qkr App, a “click & collect option” with collection from Wednesday 22<sup>nd</sup> January 2025 onwards from our Admin Office. Online bookings will open on Monday 13<sup>th</sup> January 2025; <https://www.trybooking.com/CWAFB>



For any enquiries please contact Sue Purcell (0438 302 810) (Uniform Shop Coordinator) or Email: [riversidehighuniforms@gmail.com](mailto:riversidehighuniforms@gmail.com)





# PARENT/GUARDIAN INFORMATION HANDBOOK

## Uniform Price List 2024/25 *(all prices include GST)*

*As a guide, please see below for a list of our current prices*

Item	Sizes	Price
Dress - Summer	6 – 8 10 – 12 14 – 16 18 20 - 24	\$74.00 \$76.00 \$80.00 \$83.00 \$86.00
Skirt - Winter	4 – 6 8 – 10 12 – 14 16 – 18 20 - 22	\$76.00 \$79.00 \$81.00 \$84.00 \$85.00
Trousers – Girls Long	10 – 16	\$36.00
Trousers – Ladies Long	8 – 20	\$40.00
Shirts – Long Sleeves	10 – 24	\$23.00
Socks – Navy Ankle (3 pair pkt)	2 – 8, 7 - 11	\$14.00
Stockings, sheer & thick (1 pair)	S, M, Tall, X-Tall	\$10.00
Tie – Tartan		\$15.00
Shorts – Basic	10 – 32	\$22.00
Shorts – Cargo	10 – 16 S, M, L, XL	\$24.00 \$27.00
Shorts – Pleat Front	10 – 18 M, L	\$31.00 \$35.00
Trousers – Basic – Available on Order	10 – 16 S, M, L, XL	\$33.00 \$38.00
Trousers – Pleat Front	10 – 18 XS, S, M, L	\$37.00 \$41.00
Shirts – Short Sleeves	10 – 34	\$22.00
Socks – Grey (3 pair pkt)	2 – 8, 7 – 11, 11 - 14	\$18.00
Socks – Prefect Grey Long (1 pair)	2 – 8, 7 – 11, 12 - 14	\$11.00
Tie – Striped		\$15.00
Jumpers (Wool)	8 – 20	\$75.00
Jumpers (Cotton Blend)	10 – 24	\$58.00
Spray Jackets	10 – 14, XS – 2XL	\$90.00
Rugby Tops	10 – 14, S – 2XL	\$90.00
Polo Tops - Sports	10 – 16, S – 2XL	\$34.00
House Tops	12 – 16, S – XL	\$18.00
Track Pants	10 – 16, S – XL	\$60.00
Shorts	10 – 16, S – XL	\$27.00
Bucket Hats	S/S, S/M, L/XL	\$19.00
Beanie		\$15.00
Apron – Navy (MDT)		\$18.00

# PARENT/GUARDIAN INFORMATION HANDBOOK

## SCHOOL CANTEEN – QKR

Qkr has been introduced at Riverside High School for parents and students to use. Qkr allows student/staff recess/lunch orders to be ordered and paid for online (prior to 8:30am). Instructions on how to upload and set up the Qkr App can be found on pages 52 & 53. *(Daily Specials can be found on the QKR App)*

Our School Canteen offers a variety of foods and dietary requirements: gluten free, dairy free and vegan.

*RHS has a filtered water station at the canteen. Students are encouraged to bring their own refillable steel or plastic bottle to school (please do not bring along glass).*

### Canteen menu examples from our QKR app

Salad	6.50		Veg/Lentil Burger	6.50
Hot Potato	6.50		Nachos	6.50
Sushi just Avocado	5.00		Sushi Crispy Chicken	5.50
Sushi Teriyaki	5.50		Sushi Chicken Caesar	5.50
Chicken Burger	6.50		Loaded Wedges	6.50
Chicken Salad Roll	6.50		Ham, Cheese Roll	6.50
Ham, Cheese, Tomato Roll	6.50		Ham Salad Roll	6.50
Lamb Salad Roll	6.50		Chicken, Cheese Tomato Roll	6.50
Chicken Salad Wrap	6.00		Ham Salad Wrap	6.00
Lamb Salad Wrap	6.00		Vegetarian Wrap	6.00
Ham Salad	6.50		Lamb Salad	6.50
Chicken Salad	6.50		Salad Sandwich	4.50
Cheese Sandwich	3.00		Chicken & Salad Sandwich	4.50
Chicken Sandwich	4.00		Ham & Cheese Sandwich	3.50
Ham, Cheese Tomato Sandwich	4.00		Ham & Salad Sandwich	4.50
Ham Sandwich	4.00		Chicken & Cheese Sandwich	4.00
GF Ham, Cheese, Tomato Sandwich	4.00		GF Chicken Salad Sandwich	5.00
GF Ham, Cheese Sandwich	4.00		GF Ham Salad Sandwich	5.00
GF Lamb Salad Sandwich	5.00		GF Slices	2.00
Curry Chicken Pie	4.50		Pie	4.50
Potato Pie	5.00		Sausage Roll	3.00
Ham & Cheese Croissant	3.00		Chicken, Cheese Focaccia	6.50
Chicken, Cheese Tomato Focaccia	6.50		Chicken Salad Focaccia	6.50
Ham Cheese Focaccia	6.50		Ham, Cheese Tomato Focaccia	6.50
Ham Salad Focaccia	6.50		Lamb Salad Focaccia	6.50
Ham, Cheese, Pineapple Focaccia	6.50		Brownie	2.00
Homemade Slice	2.00		Nippy's Milk (large)	3.00
Nippy's Milk (small)	2.50		Water (small) 2.00	2.00
Flavour Water Berry	3.00		Spreyton Apple Juice	2.50
Hash Brown	1.50		Party Pie	1.50



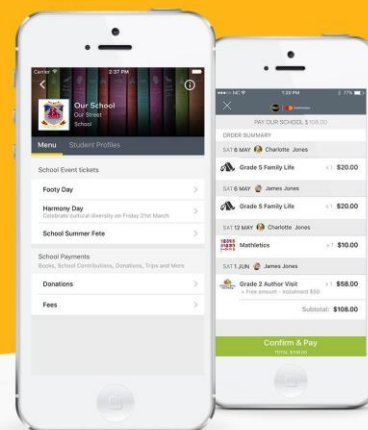
masterpass

For quicker, hassle-free school payments, try Qkr! today

Introducing Qkr! (pronounced 'quicker') by Mastercard, the secure and easy way to order and pay for school items from your phone at a time and place that suits you.

With Qkr you can:

- Order and pay for your child's lunches, reducing the need to bring cash to school;
- Pay for a variety of school items;
- See your receipts on the app and get them sent by email if required.



Getting started is easy - try it yourself today

## Step 1 Download Qkr!

on your Android phone or iPhone. iPad users can download iPhone app



## Step 2 Register

Select your Country of Residence as 'Australia' and follow the steps to register

## Step 3 Find our school

Our school will appear in 'Nearby Locations' if you're within 10kms of the school, or search for our school by name.

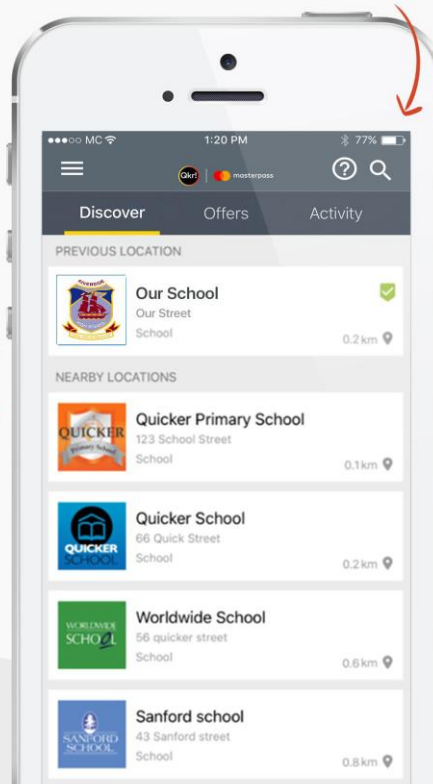
## Step 4 Register your children

When first accessing our school you will be prompted to add a student profile for your child. This allows you to make orders and payments for them.

If you have made a purchase you can select our school from 'Previous Location'

If you're within 10 kms of the school, you can select our school from 'Nearby Locations'

Search for our school name





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## Add your children's details in Student Profiles

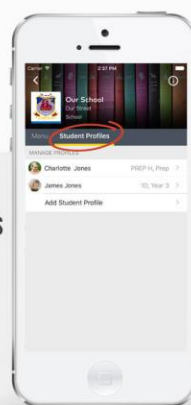
Select  
'Add student profile'



Add each  
child's details

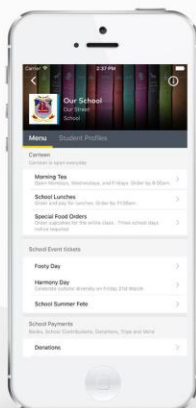


Manage each  
child's details in  
Student Profiles



## Order meals

Select a menu  
from our canteen

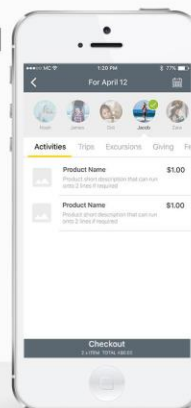


Tap the green  
box to view  
your receipt  
or to cancel  
an order



Select a date  
for a child and  
order a meal

Tap 'Repeat  
order' to  
copy all paid  
orders from  
one week to  
the next



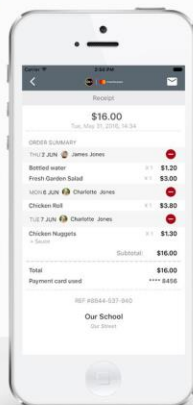
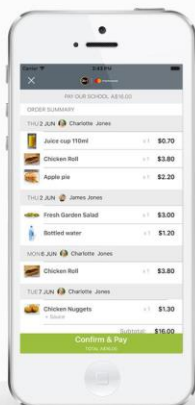
Tap to change  
the date you  
are ordering for

Tap to change  
the child you are  
ordering for

Tap 'Checkout'  
then confirm and pay

## Making payments

Add up to 5 cards to your wallet



At checkout select which card to  
pay with.

Pay with any cards accepted  
by the school.

Once your payment is approved you  
can continue to the home page, or  
view your receipt.



## PARENT/GUARDIAN INFORMATION HANDBOOK

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