



Fairhills High School  
**2023**  
**Year 10 Handbook**

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Information in this subject selection handbook is correct as of 29/11/2022.

# INTRODUCTION

The Fairhills High School Year 10 Handbook has been developed to assist and inform all Year 10 students, parents/carers and staff. All the relevant policies, procedures and requirements specific to Year 10 are outlined within this handbook. Students and parents are asked to read and familiarise themselves with the contents of this handbook. The handbook and other essential information and forms are located on the Fairhills High School website <https://fairhillshs.vic.edu.au/>

At Fairhills High School, Year 10 is the beginning of students' senior journey. It is an extremely important year as it gives each student the ability to select subjects that are of interest to them and make supported decisions on Year 11 and 12 pathways. Year 10 is an opportunity for students to consolidate and build on skills and knowledge essential for a successful VCE or VCAL program.

Students who have success in Year 10 are:

- Hard working in all areas of school life
- Attend school well over 95% of the time
- Set and review meaningful pathway goals
- Ask for help and use available supports
- Seek and respond positively to feedback
- Create strong and respectful relations with others
- Maintain a positive, healthy school and life balance

More specific details regarding Year 10 programs, guidelines and practices will be available on the school website.

## 2023 TERM AND KEY DATES

### **Term 1: Monday 30 January – Thursday 6 April**

- Monday 13 March – Labour Day

### **Term 2: Monday 24 April – Friday 23 June**

- Tuesday 25 April – Anzac Day
- Monday 12 June – Queen's Birthday

### **Term 3: Monday 10 July – Friday 15 September**

### **Term 4: Monday 2 October – Tuesday 20 December**

- 7 November – Melbourne Cup Day
- 21-25 November – Semester 2 Exams
- 28 November - 2 December – VCE start (2023 VCE/VM subjects)

# SCHOOL INFORMATION

The partnership between a school and home is essential in supporting students throughout their educational journey. Throughout the year there will be many opportunities to become involved. The school aims to have ongoing contact with home and we do this primarily through Compass.

**Principal - Mr Ian Van Schie**

**Assistant Principal Senior School – Mr Bill Exton**

Oversees all school matters in the Senior School (Years 10-12)

**Senior School Curriculum and Pedagogy Leader- Ms Laura Blackson**

Oversees teacher pedagogy and curriculum in the Senior School

**Year 10 Team Leader – Mr Anthony Hitchman**

The Team Leader at each year level should be the first contact for most matters relating to courses, student wellbeing, attendance and conduct. A Team Leaders first and foremost priority is to support all students to have a positive approach to all areas of schooling life.

**Pathways Leader – Ms Liz Rundle**

The Pathways Leader can advise students in all matters relating to subject selection and individual pathways into the VCE, VCAL or alternative settings. They provide advice and assistance regarding post-schooling options.

**Other Contacts**

Year 10 “Thrive” subject teachers are an important support for students and assist them with their learning and broader skill development.

Individual subject teachers can be contacted directly about student progress.

The Student Wellbeing Team offers counselling and support to students on a wide range of concerns. To speak with any of these staff, contact the General Office on (03) 9758 5022.

## YEAR 10 COMPLETION

Year 10 is viewed as an important link for students moving from the middle school into the senior school. We aim to provide students with a broad, flexible, and engaging curriculum that gives them an opportunity for choice in the development of their courses of study. It is important to reinforce the intention that Year 10 is a preparation year for VCE and should be used by students to develop and enhance their study habits. We use assessment and attendance policies and processes that complement those of VCE in preparation for future learning.

Year 10 students are expected to demonstrate satisfactory progress in their learning across the curriculum and in particular the key core subjects of English and Mathematics. In order to progress into Year 11 (VCE or VCAL programs) students need to satisfactorily complete a suitable number of units (core and elective) over both semesters of Year 10. A pass in a minimum of fourteen units out of the eighteen taken (including both semesters of English and Mathematics) would be expected. Individual student learning progress throughout each semester will be reviewed and pathway planning may become necessary for a student potentially not being able to meet these requirements.

# COMPASS

Compass is the student learning and management system used by Fairhills High School at <https://fairhillshs-vic.compass.education/>

It is the key communication system the school uses to provide information to students and families. Parents/Carers need to ensure they:

1. are able to log in
2. provide current email details
3. log in at least once a week to check student timetable, notices, activities, attendance and assessment details
4. follow up with the appropriate school contact if there are any concerns/issues
5. refer to the school's IT Department for support with Compass technical issues or to check log in details
6. use the Compass system to provide consent and pay for events and school fees

# MATERIALS & LAPTOP DEVICES

The required learning materials are on the booklist (see link below) and it is essential that students take their textbooks and materials to every class as required.

<https://fairhillshs.vic.edu.au/enrolment/booklists/>

Students are required to bring their laptops to classes as required by their subject teachers. Students must make sure their laptops are fully charged and in good working order each day. Student's experiencing technical difficulties with their school laptops need to promptly report the matter to the School's Technical Support Team at [itsupport@fairhillshs.vic.edu.au](mailto:itsupport@fairhillshs.vic.edu.au)

# BEHAVIOURAL EXPECTATIONS

Students are expected to conform to the behavioural expectations set out in the Fairhills High School Student Management Plan. Our school values of acting responsibly, building relationships and showing respect form the focus of expectations related to student behaviour, and all Year 10 students are expected to consistently demonstrate these values in their involvement with all staff and students.

Fairhills High School is fully committed to the School Wide Positive Behaviour Support (SWPBS) framework that brings together school communities to develop positive, safe, supportive learning cultures. As a SWPBS School we will implement the essential features of this approach to allow teachers and students more time to focus on relationships and classroom instruction.

# MOBILE PHONES

The Mobile Phone policy directs that mobile phones brought to school are to be switched off and remain in lockers during the whole school day, including recess and lunchtime. Students who choose to bring mobile phones to school are required to securely store them in their lockers during school hours (8.40am to 3.09pm). Confiscation of a mobile phone seen in a student's possession will initially occur, with further consequences (including suspension) for repeated failure to follow the mobile phone policy.

When urgent contact is necessary, parents/carers are able to reach their child by calling the General Office any time during the school day.

# ATTENDANCE/ABSENCE

100% attendance is compulsory for all students (unless an exemption has been granted). Daily attendance is important for all students to succeed in education and to ensure they do not fall behind both socially and developmentally.

Parents/Carers must ensure that their child attends school at all times when the school is open for instruction.

For absences where there is no exemption in place, the parent/carer must promptly provide an explanation on each occasion to the school. The Principal will determine if the explanation provided is a reasonable excuse under the Education and Training Reform Act 2006 (Vic).

The school is required to record attendance in every class and must record, in writing, the reason given for each absence. This is necessary so that the school can meet legislative requirements, meet its duty of care to students and meet the Victorian Curriculum and Assessment Authority (VCAA) requirements. Students whose attendance is unsatisfactory may find that they are ineligible to pass the subject.

Students who fall below 90% attendance may be required to attend an attendance re-engagement meeting with their Team Leader and/or Assistant Principal.

# PUNCTUALITY

Punctuality to each class is very important. Students are expected to arrive on time to each class with their necessary materials and laptop. Those who arrive late will be marked as late on the roll. Parents/carers are able to view their child's attendance and punctuality on Compass. Excessive lateness will be regarded as an absence and will impact on their unapproved absence rate.

# BELL TIMES

Two different bell times run during the week:

- Monday, Wednesday and Friday
- Tuesday and Thursday (includes House Group)

Monday, Wednesday & Friday	Times
Period 1	8:40am-9:39am
Period 2	9:39am-10:38am
Recess	10:38am-10:58am (20 mins)
Period 3	10:58am-11:57pm
Period 4	11:57am-12:56pm
Lunch	12:56pm-1:36pm (40 mins)
Period 5	1:36pm-2:35pm

Tuesday & Thursday	Times
Period 1	8:40am-9:39am
Period 2	9:39am-10:38am
Recess	10:38am-10:58am (20 mins)
Period 3	10:58am-11:57pm
Period 4	11:57am-12:56pm
Lunch	12:56pm-1:36pm (40 mins)
House Group	1:36pm-1:49pm
Period 5	1:49pm-2:48pm

# HOMework

The School requests that parents/carers monitor and encourage their children to complete regular homework and study. Parents/carers are asked to assist in establishing a suitable environment for study and conditions conducive to completing homework. This is essential for all students in order to complete set tasks given by teachers, as well as catch up on incomplete or missed work. At the Year 10 level completing all work and consistent study (including revision) is a key to the successful completing CATs.

Students who complete homework to a high standard in Year 10 are better prepared for the rigours and workload demands of Year 11 and 12. Year 10 students can expect to spend between 1 to 3 hours of homework per weeknight, and further study on weekends during key assessment periods.

Students should also complete independent study in preparation for CATs and exams eg. summary notes, cue cards, practice test questions. It is essential that students create positive homework and study habits. These include:

- Removing all distractions eg. mobile phones/TVs
- Studying in chunks of 25 minutes
- Use of a study timetable

# ASSESSMENT

Common Assessment Tasks (CATs) are specific tasks which assess a student's level of understanding and achievement for a particular topic/unit of work based on the requirements of each subject. All Year 10 subjects are aligned with the Victorian Curriculum and three or four CATs will form the basis of assessment for each subject. At the start of each unit teachers will provide students with a course outline which includes assessment dates and conditions for each task. CAT dates and results will be recorded on Compass within the subject's learning tasks.

To achieve a Satisfactory (S) outcome for each CAT the student must:

- Produce work that meets the required standard
- Submit work on time
- Submit work that is clearly the student's own work

A student may receive a Non-Satisfactory (N) completion for a CAT if:

- Work is not of the required standard
- The student has failed to meet a school deadline for the assessment task, including where an extension of time has been granted for any reason, including special provision
- Work cannot be authenticated
- There has been a substantive breach of rules including school attendance requirements.

A student must achieve a result of 50% or above on a CAT to receive an S for a given area of work in all subjects.

# REPORTING

The school strongly encourages parents/carers to access Compass at least once a week to monitor their student's progress. Compass provides results of assessment and learning tasks throughout the semester, as well as attendance data. If a parent/carer has any concerns they should contact the subject teacher or Year 10 Team Leader immediately.

Subject reports will be made available electronically via Compass for each student at the end of each semester.

Students are assessed in each subject against the Victorian Curriculum. Students will be awarded a Satisfactory (S) or Non-satisfactory (N) overall result in each Year 10 subject based on their successful completion of the CATs over the course of the semester. The number of successfully completed subject units will form the basis of the discussion during pathway and promotion interviews.

## CAT & EXAM BREACHES

A “breach” is any infringement that gives a student an unfair or unreasonable advantage in terms of assessment. If there is an alleged breach of a CAT or Year 10 exam conditions a Year 10 panel will be created to investigate it. A Year 10 panel consists of:

- A member of the Principal Team
- Year 10 Team Leader
- Subject Teacher
- A parent may be involved (but not in an advocate role)

A Year 10 panel has the power to impose the following consequences:

- Award the CAT or exam an N
- The student to re-sit the task or complete a redemption task to receive an S
- If it is a second offence, (in any subject), the student will fail the subject.

Breaches, (not an exhaustive list), which will result in disciplinary action are:

- Plagiarism
- Unauthorised use of technology
- Communicating with others
- Other breaches specified by the Senior School Assistant Principal

## ABSENCE FROM A CAT

Students may not miss a CAT assessment session (including an exam) without approval. Approved absences may be granted for:

- An illness explained by a medical certificate
- An official school excursion
- An official sporting event
- Exceptional personal circumstances. Approval for these is given at the discretion of a Year 10 Team Leader.

If a student is absent for a CAT or exam they must:

1. Provide a medical certificate by handing it into the General Office within three working days of the assessment session
2. Complete the CAT/exam at a suitable time negotiated with the subject teacher.

A student will receive an unsatisfactory grade for the CAT if the above conditions are not met.

# REDEMPTION PROCESS

If work submitted by a student for the assessment of a CAT does not meet the required standard for satisfactory outcome (ie. below 50%), the teacher/s of the subject will select a consistent approach from the following options:

1. Course work confirmation - The student can demonstrate an understanding of the outcome through completion of specified classwork and homework.
2. Student teacher conference - A student can verbally explain knowledge of the area. The teacher will also ask questions related to the area.
3. Identical or equivalent CAT - A teacher may require a student to re-sit a CAT or complete a similar CAT. The re-sit will be completed in a prompt manner. The teacher must make a time available to assist the student in preparing for the redemption of a CAT.

Students have a maximum of two weeks to redeem after being informed of their score on the original CAT. In exceptional circumstances an extension may be approved by the Senior School Assistant Principal.

# AUTHENTICATION

It is the responsibility of each student to ensure that there are no difficulties in authenticating their work. It is important that students keep drafts and preparatory work that leads into the completion of a CAT as required. Teachers must monitor and record each student's development of an Assessment Task, from planning to drafting, through to completion. The process of monitoring the development of a CAT requires the teacher to regularly sight the work and record the progression. The process of authentication will differ from subject to subject, and from task to task.

# CHANGE OF SUBJECTS

A change of subject should not be taken lightly, remembering the requirements of completing Year 10 successfully and moving into Year 11. Students must speak to their Year 10 Team Leader about plans to change electives. The student will be required to complete the change of subject form which must be signed by:

1. The student
2. Year 10 Team Leader
3. Pathways Leader
4. VET Coordinator (if changing a VET subject)
5. Parent

# VET STUDIES

No subject changes can be made unless the form is completed and signed by all the required people.

The final days for change of subjects in 2022 are:

- Semester 1 - Friday 18 February
- Semester 2 - Friday 23 July

Students in Year 10 may be allowed the opportunity to complete a VET subject through the Mullum Cluster network. This opportunity will be determined after discussion with the student, a parent/carer, Pathways Leader, and Year 9 Team Leader, and will be based on the suitability of the student to cope with the requirements of a VET program (including working independently, travel requirements, pathway opportunity and commitment to the study).

Parents must complete the required VET enrolment paperwork and need to pay their fees to the General Office during the enrolment process in the preceding year, before a student can be accepted into the VET course.

Students and their parent/carer should ensure they read all communications from the Mullum Cluster and individual VET provider throughout the year regarding the course and their progress. The individual VET providers provide the school with student attendance data on a weekly basis. If a student's attendance is low an Attendance Strategy Meeting at the school will be held with the Year 10 Team Leader.

## WORK EXPERIENCE

At particular times during the year (more details to be provided on the timing of work experience) Year 10 students will be provided with the opportunity to experience work in an industry of interest for their future pathways. This type of experiential learning has many advantages including:

- Develop employability skills and understand employer expectations
- Explore career options
- Gaining a reference to use on job applications
- Making contacts that could help you find paid work

Students will work closely with our Pathways Leader to ensure all the necessary paperwork is correctly completed and submitted. Each student should show initiative by contacting possible employers to gain a placement of interest.

## UNIFORM

The wearing of the school uniform is compulsory for all students and students are required to comply with the Fairhills High School Uniform Dress Code.

Students are required to wear their uniform neatly, respectably and correctly at all times including to and from the school and on all school excursions. The Fairhills High School uniform infringement process will apply to students who are out of uniform.

## BULLYING PREVENTION

Fairhills High School is committed to providing a safe and respectful learning environment where bullying will not be tolerated. The School's aim is to empower all students to be an Upstander. Fairhills High School has a very clear response to allegations of bullying using the Fairhills High School bullying response process.

# APPENDICES – POLICIES AND PROCEDURES

## Bullying Response Process



Bullying occurs when someone, or a group of people, deliberately and repeatedly upset, harass, intimidate, threaten or hurt another person or damage their property, reputation or social acceptance. It can be direct/indirect/physical/verbal and includes cyberbullying.

### Fairhills High School Bullying Response Process

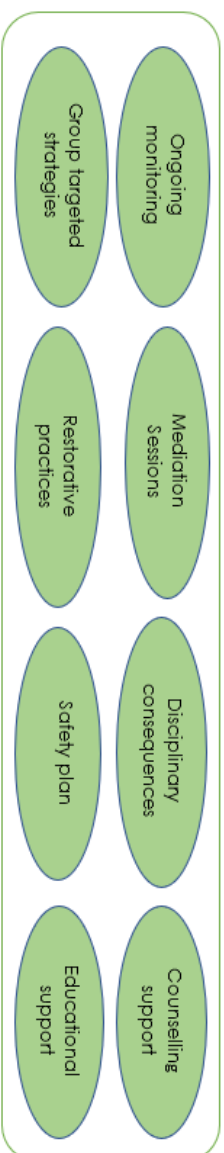
The Year Level Team Leader (YLT) will investigate any potential bullying issue in a timely manner

The YLT will speak to 1-3 and 4-5 if necessary:

1. The alleged victim(s), student(s) complete an incident report
2. Witnesses
3. The alleged perpetrator(s), student(s) complete an incident report
4. Relevant staff members e.g. Assistant Principal- students
5. Relevant external stakeholders e.g. Parents

If bullying has occurred the following factors need to be considered when determining a response (not an exhaustive list):

• Any element of provocation	• Impact on victim(s)	• Severity and frequency of the bullying
• Age and maturity of students	• Past behaviours	• Group or individual bullying



For further information please refer to the Bullying Prevention Policy on the school website

Documentation to be kept at all stages and transferred to Compass by the YLT

## Fairhills High School Uniform Infringement Process

### 1. First Infringement

- Students warned and reminded of student dress code
- Warning entered on Compass
- Parents informed via a Uniform Level 1 email/notification infringement notice

### 2. Second Infringement

- Student issued lunch-time detention
- Parents informed via a Uniform Level 2 email/notification infringement notice
- If a student does not attend the lunch-time detention it will be escalated automatically to the next level

### 3. Third Infringement

- Thursday after school detention issued
- Parents informed via a Uniform Level 3 email/notification infringement notice
- If a student does not attend the after-school detention it will be escalated automatically to the next level

### 4. Fourth Infringement

- Sub-school Leader (MSL/SSL)/Team leader (TL) to phone home to discuss uniform concerns
- Record on Compass

### 5. Fifth Infringement

- One day internal suspension issued by the Sub-School Leader /TL – Learning provided by teachers
- Parents informed via a Uniform Level 5 email/notification infringement notice

### 6. Sixth Infringement

- A Parent meeting/conversation with the Principal



The appropriate presentation of a parent note to the Team Leader (TL) at the start of the day and the issue of a uniform pass will ensure that a student does not receive an infringement

The note should explain:

- The reason for the uniform issue
- When it will be fixed (no longer than five working days).
- If there is financial hardship the school can assist.
- Anything else deemed important

The note is not for infringements like facial piercings or hair colouring but for shoes, jackets and other like clothing. The student needs to show the communication to the TL at the beginning of the day, who will give the student an "out of uniform authorisation pass."

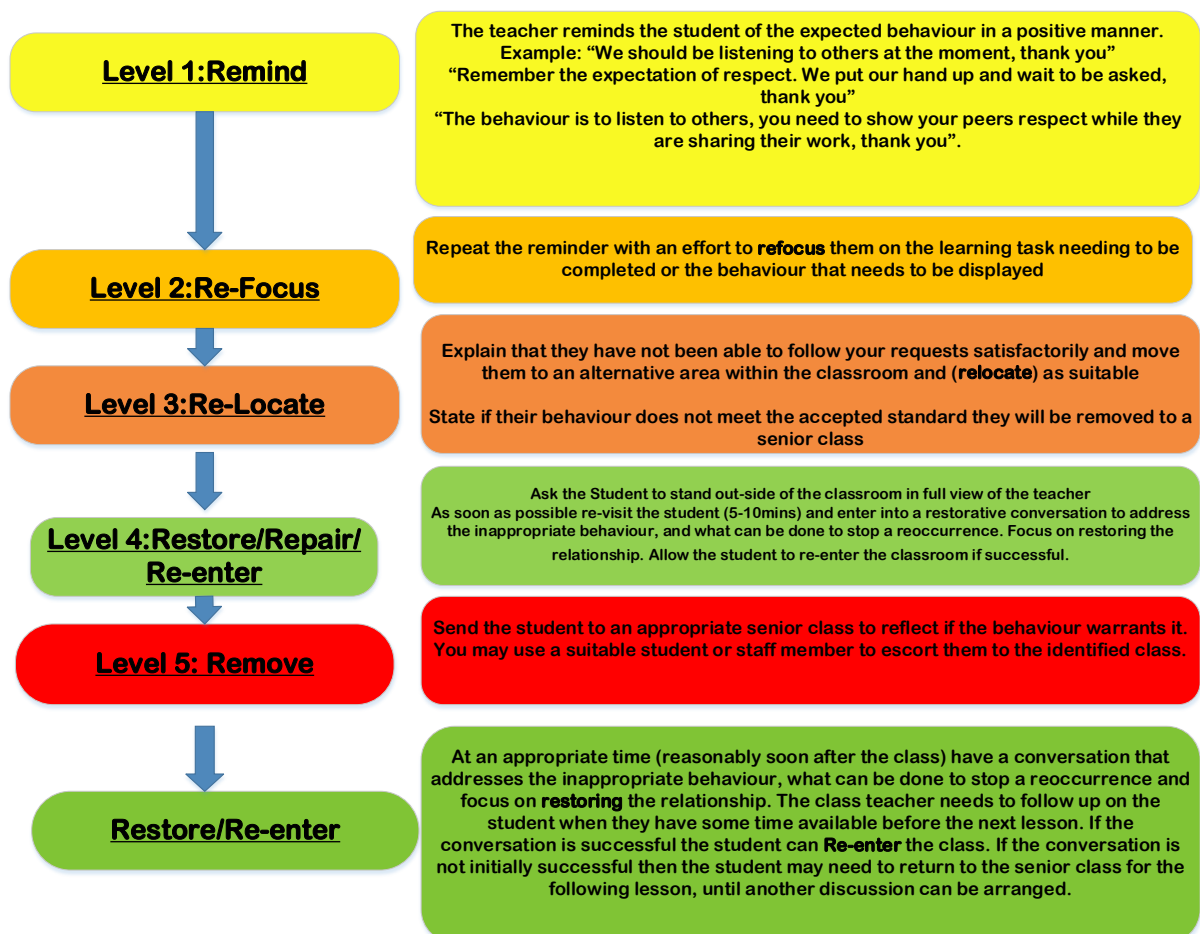
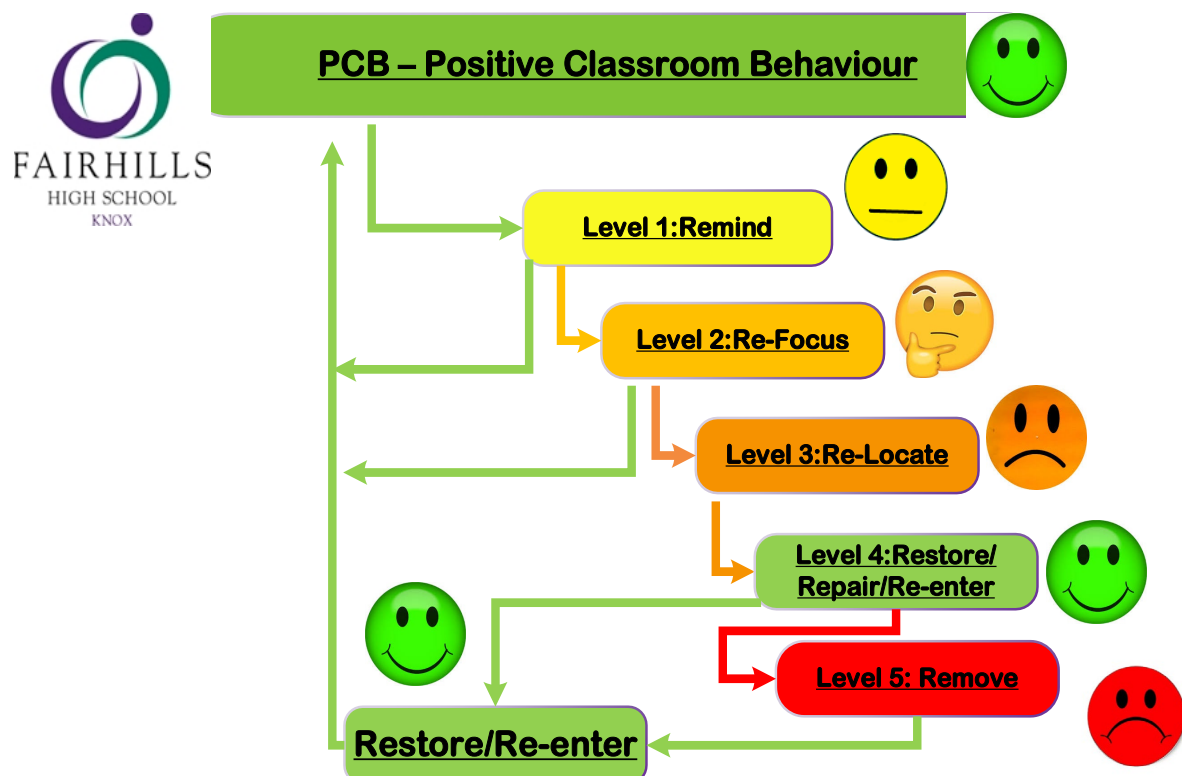
*"Inspiring and empowering members of our school community to achieve their full potential in an inclusive and supportive environment."*

## Fairhills High School Student Management Plan

Infringement level	School Values (ABS)	Responsibility	Actions and Strategies	Reporting
<b>+</b>	<p><b>Not an exhaustive list</b></p> <p>Act Responsibly can be demonstrated by:</p> <ul style="list-style-type: none"> <li>Develop high expectations</li> <li>Lead by example</li> <li>Follow school rules</li> </ul> <p>Build Relationships can be demonstrated by:</p> <ul style="list-style-type: none"> <li>Be honest, authentic and inclusive</li> <li>Be reliable &amp; trustworthy</li> <li>Show integrity</li> </ul> <p>Showing Respect can be demonstrated by:</p> <ul style="list-style-type: none"> <li>Look after yourself, others and the school</li> <li>Use appropriate tone and language</li> <li>Develop a safe &amp; caring environment</li> </ul>	All staff members	<p><b>Not an exhaustive list</b></p> <ul style="list-style-type: none"> <li>✓ Verbal praise</li> <li>✓ Compass award</li> <li>✓ Communicate with Year Level Team Leader (TL)</li> <li>✓ Communication with home</li> <li>✓ Nomination(s) for the Awards night</li> <li>✓ Leadership application</li> <li>✓ Excellent school report</li> </ul>	<p>Compass</p> <p>Staff member who recognised the positive behaviour.</p>
<b>1</b> Low level	<p><b>Not an exhaustive list</b></p> <ul style="list-style-type: none"> <li>Incomplete coursework</li> <li>Minor class disruptions</li> <li>Talking in class without permission</li> <li>Uniform</li> <li>Use of mobile phones</li> </ul>	<p>Classroom teacher</p> <p>All staff members</p>	<ul style="list-style-type: none"> <li>Implementation of school policies &amp; procedure e.g. Mobile phones</li> <li>Implementation of classroom agreement and PCB management strategies</li> <li>Other strategies/actions suggested by the TL</li> </ul>	<p>Compass</p> <p>Classroom Teacher</p> <p>Staff member</p>
<b>2</b> Persistent low level or medium	<p><b>Not an exhaustive list</b></p> <ul style="list-style-type: none"> <li>Distracting others from learning</li> <li>Initial refusal to follow instructions</li> <li>Swearing- not towards a person</li> <li>Refusal to complete coursework</li> <li>Truant</li> </ul>	<p>Classroom teacher</p> <p>Teacher on duty</p>	<ul style="list-style-type: none"> <li>Implementation of school policies &amp; procedure e.g. Mobile phones</li> <li>Implementation of classroom agreement and management strategies</li> <li>Other strategies/actions suggested by the TL</li> </ul>	<p>Compass</p> <p>Classroom Teacher</p> <p>TL</p>
<b>3</b> Persistent medium level or high level	<p><b>Not an exhaustive list</b></p> <ul style="list-style-type: none"> <li>Bullying</li> <li>Dangerous/violent behaviour</li> <li>Destruction of property</li> <li>Refusal to follow instructions</li> <li>Swearing towards a person</li> </ul>	<p>TL</p> <p>MSL/SSL</p> <p>AP-Students</p> <p>Principal</p>	<ul style="list-style-type: none"> <li>Implementation of strategies in line with the Department of Education's &amp; FHS policies &amp; procedures.</li> <li>Counselling</li> <li>Educational support</li> <li>Individual Education Plan/Safety &amp; Behavioural Plan</li> <li>Referral/notification External Agencies/IRIS Alerts</li> <li>Suspension (internal &amp; external)</li> </ul>	<p>Compass</p> <p>TL (Parents)</p> <p>MSL/SSL (Parents)</p> <p>AP-Students (External Reporting)</p> <p>Principal (External reporting)</p>

*"Inspiring and empowering members of our school community to achieve their full potential in an inclusive and supportive environment."*

## Positive Classroom Behaviour Model







## Attendance Process

*Inspiring and empowering members of our school community to achieve their full potential in an inclusive and supportive environment.*

### Fairhills High School – Attendance process

<b>STAGE 1</b>  <b>&gt; = 90% class schl %</b>	<b>All staff communication</b> <ul style="list-style-type: none"> <li>Clearly communicate high expectations around attendance</li> <li>All staff promote message that 'every day counts'</li> <li>Accurately mark rolls through Compass</li> <li>Motivate students to attend through engaging learning and strong relationships</li> <li>Reward and incentivise regular attendees with SWPB points</li> </ul>				
<b>STAGE 2</b>  <b>below 90% class schl %</b>	<b>Teacher communication</b> <ul style="list-style-type: none"> <li>Teachers to speak to any student below 90% for class schl %</li> <li>Refer to Team Leader if required.</li> </ul>				
<b>STAGE 3</b>  <b>below 85% class schl %</b>	<b>Team Leader communication</b> <ul style="list-style-type: none"> <li>Team Leader to communicate with parents/carers attendance concerns, expectations and attendance process.</li> <li>Parent/carer may wish to communicate further with the Team Leader to discuss possible support/concerns.</li> </ul>				
<b>STAGE 4</b>  <b>below 80% class schl %</b>	<b>Attendance Strategies Meeting (ASM)</b> <ul style="list-style-type: none"> <li>Team Leader/sub-school leader to communicate with parent/carer and set-up an <b>Attendance Strategies Meeting (ASM)</b></li> <li>The ASM main aim is to set student-led SMART goals via an <b>Attendance Strategies Plan (ASP)</b>.</li> <li>A follow up ASM (6-8 weeks) may be required for ongoing support.</li> </ul> <p>.....</p> <p>If all goals on the ASP are achieved the student may receive a satisfactory attendance result.</p>				
<b>STAGE 5</b>  <b>ASP goals not met or parent/carer did not actively engage with school</b>	<b>Unsatisfactory due to attendance communication</b> <ul style="list-style-type: none"> <li>The Team Leader informs the student and teacher(s) that an 'unsatisfactory due to attendance' will be placed on their report. The student is expected to continue to attend and complete the required learning to the expected level.</li> <li>The sub-school leader will inform the parent/carer via an emailed letter.</li> </ul> <p>The school will continue to support the student to attend and include:</p> <ul style="list-style-type: none"> <li>Ongoing contact home by Attendance officer</li> <li>Further ASM</li> </ul> <p><b>For chronic absenteeism</b></p> <ul style="list-style-type: none"> <li>Referral to the School Attendance Officer at the Department of Education</li> <li>Referral to Navigator program</li> <li>Police welfare check if the parent/carer is not responding.</li> </ul>				
<b>STAGE 6</b>  <b>Appeal only if attendance is above 75%</b>	<b>Appeal</b> <p>A parent may wish to appeal the decision within 14 days by writing a letter to the Principal outlining the reason(s) e.g. exceptional circumstances. The Principal may set up an appeal panel to investigate the information provided.</p> <table border="1" data-bbox="501 1532 1323 1751"> <tr> <th colspan="2" data-bbox="501 1532 1323 1599">Possible Outcomes</th></tr> <tr> <td data-bbox="501 1599 916 1751"> <b>Appeal not successful</b>  Student will receive an N on their report for attendance and is expected to continue to attend to support their learning. </td><td data-bbox="916 1599 1323 1751"> <b>Appeal successful</b>  Student may meet attendance requirements. Conditions may be imposed. Any breaches may result in an attendance unsatisfactory. </td></tr> </table>	Possible Outcomes		<b>Appeal not successful</b> Student will receive an N on their report for attendance and is expected to continue to attend to support their learning.	<b>Appeal successful</b> Student may meet attendance requirements. Conditions may be imposed. Any breaches may result in an attendance unsatisfactory.
Possible Outcomes					
<b>Appeal not successful</b> Student will receive an N on their report for attendance and is expected to continue to attend to support their learning.	<b>Appeal successful</b> Student may meet attendance requirements. Conditions may be imposed. Any breaches may result in an attendance unsatisfactory.				

## FAIRHILLS HIGH SCHOOL POSITIVE BEHAVIOUR EXPECTATIONS

School Values	At all times	Hallways /Foyers	Learning Spaces Classroom	Admin/ Office	Toilets	On-line and Digital	Yard Duty Areas	Wellbeing Centre	Gym	Canteen/	Lockers	Out in the Community
<b>Act Responsibly</b> 	Move, work and interact safely	Keep noise to a minimum	Bring correct equipment	Behave in a manner that is safe for all	Let staff know of concerning behaviours	Think before you post	Stay within designated areas	Speak to a trusted adult at school	Wear the correct PE uniform	Calmly wait your turn	Keep your locker code private	Follow all instructions
	Follow the rules and agreements of all spaces	Line up quietly	Be punctual	Line up and wait quietly to be helped	Use toilets for their intended purpose	Post things within the law	Play 4-square in C-block & A-block courtyards	Be open to receiving support	Take care of borrowed equipment	Maintain social distance	Keep locker areas free from mess	Be an Upstander
	Use spaces and equipment for the intended purposes	Walk in hallways	Engage in learning activities	Label all belongings	Follow correct hygiene procedures	Leave your phone in your locker switched off	Play ball games on designated courts	Maintain a quiet and safe space	Use equipment safely and for the desired purpose	Queue and travel in the correct direction	Finish up before end of music	Wear your uniform proudly
	Be prepared and punctual	Put rubbish in bins	Strive to do your best work		Return to class promptly	Be careful about what digital spaces you use	Share the spaces			Put waste into the correct bin	Place your timetable visibly in your locker	Be a positive ambassador for the school
<b>Build Relationships</b> 	Seek and give help		Follow entry and exit routines			use them to enhance your learning	Contribute to a clean and tidy environment	Use positive language	Encourage each other	Help other students when they ask for help	Speak politely in the shared space	Be aware of how your behaviours may impact others
	Be friendly and helpful	Look after your own and others' property	Work together positively	Use your manners and be courteous	Meet your friends in the yard	Be aware of how your behaviour impacts on others						
			Be encouraging of all	Be supportive of others	Be friendly	Use social media for positive communication	Check in on someone if they appear upset	Make others feel safe	Share equipment with each other	Only eat your own food	Smile & greet your locker neighbours	Smile at others
	Be kind to others		Look after each other	Welcome visitors to the school	Look out for students	Use digital spaces to share understanding	Maintain personal space	Include and accept others	Show Sportsmanship	Speak to your Team Leader with concerns	Speak to your Team Leader with concerns	
<b>Show Respect</b> 	Be an Upstander		Trust and support your teacher			Keep physical contact to a socially acceptable level		Take opportunities to connect with others				
	Use the appropriate language & tone	Use appropriate language	Actively listen to others	Be kind to others	Leave the seat clean and flush the toilet	Think before you publish or respond	Place litter in appropriate bin	Speak in a quiet, calm tone	Follow the gym rules	Say please and thank you	Take turns to access the locker space	Use positive language and a calm tone
	We listen to and include others	Look after displays	Use appropriate language & tone	Use polite language	Use for toilet purposes only	Only use devices when instructed to	Use friendly positive language	Follow instructions	Listen to instructions	Finish lunch before class	Keep your locker neat and organised	Wear the school uniform correctly
<b>Show Respect</b> 	We share school resources and use them correctly	Place litter in bins	Raise your hand for questions and responses	Be calm and respect others	Give others privacy	Use your device for its intended use	Respect the garden beds	Respect people's privacy	Use appropriate language	Give others personal space	Only touch and use your own lock and locker	Care for the environment & put rubbish in bins
	We give others space and allow them to learn		Follow teacher instructions	Be mindful of personal space	Wait your turn	Take care of your devices	Use designated pathway and stairs	Treat wellbeing area with confidentiality – keep information private	Respect unimpeded decisions	Speak respectfully to staff and students		Be thankful – express your gratitude
	Think carefully & communicate with kindness		Follow entry and exit routines		Keep areas clean by using the correct bins		Use outdoor furniture for sitting and eating					Represent the school with pride