



Richmond High School Richmond Agricultural College NEWSLETTER

Term 3, Week 3

July 30, 2021

Chess Champion

Ryan L (Year 11) was recently a joint winner of the Sydney Autumn One-Day Chess Tournament. Ryan followed this up with a sole win of the Two-Day Chess Tournament.



Ryan has since been chosen to represent Australia in the under 18's section of the Rapid World Cup 2021. He is the only Australian in his section. He will play online on August 2nd at 1:00am to suit the European times. Regulations include having a web cam on at all times to stop outside help. It is called rapid because each player has 25 minutes to complete the game. Good luck Ryan!

Recognition Assembly

Our Semester 1 Recognition Assembly took place on the students last day of Term 2. Students were acknowledged for excellent Attendance, Effort & Application and Meritorious Effort in each subject.



School Updates

During this challenging time we will keep our school community updated with information via our App and School Facebook page. More urgent information will also be emailed/SMS to parents.

Our School App is free and we highly recommend parents and students download it.

Download from your App Store:

SchoolEnews

Once downloaded then search for 'Richmond High School'

For those who use Facebook, you can search for 'Richmond High School' and follow our page (as pictured below).



Richmond High School

This is the only official Richmond High School Facebook page. Please remember to follow the DET Inte



As most staff are currently working from home, we suggest if you need to get in contact with the school to please email:

richmond-h.school@det.nsw.edu.au

Principal's Message

Welcome back to learning at Richmond High School in Term 3. When I wrote my last Principal's Message I would not have predicted that we would be back to learning from home and definitely not for the extended period we are experiencing. While I have already sent regular messages and updates out to our community I will use this opportunity to assure our students and their families that we will be doing everything to ensure the health and safety of all students and staff while continuing to implement our curriculum.

Attendance

From the beginning of Term 3 (Monday 12 July) all students have been marked as being on flexible leave, which doesn't get counted as an absence from school. The requirement for this to be left as flexible is that students are engaging in learning from home – accessing and completing the work set by their teachers.

Learning from Home

As a teacher I fully appreciate that there is no substitute for face to face learning with a qualified and accredited teacher. My staff are committed to providing online lessons during the learning from home period and understand that this can put an additional strain on families who might have more than one child engaged in online learning.

The Department of Education have made it clear to schools to "check in" on students regarding their well being and their engagement in learning at home. While the majority of parents have appreciated the calls home I would stress that the calls are to support your child and to determine if they require additional assistance.



Year 12

Our Year 12 students have been impacted by the learning from home period and therefore a priority in getting them back to school to face to face teaching. We have sent separate information home to our Year 12 students and their parents. While we have been given a return date of Monday 16 August we are continuing to plan for their return in a COVID safe way.

Richmond Agricultural College

Over the past two weeks Kris Beasley (Principal of the Centre of Excellence in Agricultural Education), Mrs Cullen (Deputy Principal Year 7 2022) and I have interviewed applicants for the Agriculture STEM Specialty Year 7 class for 2022. Students gain access to this class through a written portfolio and an interview, While we would have liked to hold face to face interviews we managed the 30 minute interviews using Zoom. All of the applicants were outstanding and the successful applicants have received enrolment offers.

We have also been receiving information from the Selective Schools Unit regarding those students who have been offered a place in the Agriculture STEM Selective Year 7 class for 2022. Over the coming weeks we will find out how many of these have accepted the offer before round two offers are sent out.

Work has also continued on the works that will occur at Richmond High School to accommodate these additional enrolments. This includes the construction of a new STEM building to be built where the "MAC" once stood.



Student Numbers 2022

With the introduction of the Agriculture STEM classes the number of students at Richmond High School will increase in the coming years. A part of the annual management cycle in schools is for the Principal to submit their anticipated enrolment numbers in August for the following year. This determines the number and mix of additional staff when student numbers increase. Based on the enrolment information we have to date the school is likely to grow from 600 students to 700 students next year. We are now working on the school's requirement for additional staff and what teaching qualifications (approval to teach subject areas) they will have.

Continued Support for Students

I would encourage parents and students to reach out during the learning from home period if students are experiencing difficulty accessing and engaging in lessons. The first point of contact is the class teacher however we also have our Learning Support Team and Student Welfare Team who have been monitoring students and responding to any requests for assistance.

I would like to thank all of our students and their families for adjusting to learning from home. We are here to assist and support if we are made aware of issues or concerns. Lastly I would like to thank staff for their ability to adapt, many of whom also have children who are learning from home.

Mr Cliff Ralph

PRINCIPAL

Deputy Principal's Report

In what has been a difficult start to the term, with another lockdown, we have again had to adapt our teaching and learning to the guidelines placed upon us by the current restrictions. Once again, our school community has supported each other, worked collaboratively and been flexible in embracing the current changes to our way of life for the interim. Our work in the area of online learning with our BYOD program over the last couple of years has definitely been advantageous to our school community, with staff being able to quickly adapt and create online learning for all of our students working at home.

TOUGH TIMES REVEAL WHAT REALLY MATTERS, YOUR TRUE FRIENDS. RESILIENCE AND RESOURCEFULNESS AND HOW AMAZINGLY STRONG YOU ARE.

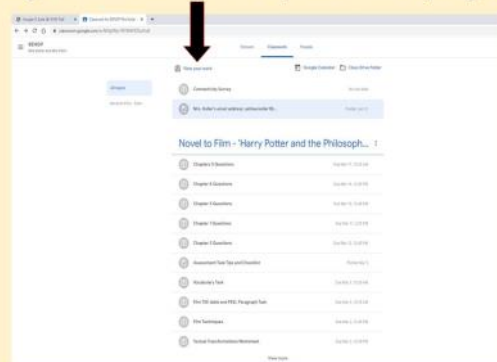
QUOTESBIZ.COM

We would like to thank and congratulate parents and our staff for the incredible work you have done during this learning from home period. We encourage all students to continue the great work they are undertaking in completing their lessons through Google Classroom and assessments and ensure they submit them. We are collecting data each week from our teachers to quickly identify any students that are finding learning from home challenging and we are reaching out to families via regular learning from home check-ins via phone or email. Please encourage your child to seek support whenever they require it from either their teachers or the HIVE staff for school work, and the Welfare Team for wellbeing needs.

Monitoring Online Learning

Our students should be engaged in online learning through their Google Classrooms and other online platforms each day, trying as best as possible to follow their timetable. Parents and carers can check their child's progress in each of their individual subject Google Classrooms, by asking your child to show you their online classroom for each subject (eg. English, Maths or Science). Then have them click on the CLASSWORK tab at the top and click on the VIEW YOUR WORK option (Slide 1).

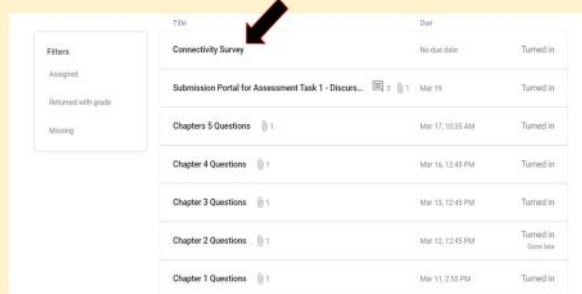
Google Classroom: check your child's progress



Slide 1

This will then LIST the tasks ASSIGNED and show what has been completed and what has not (it will still say ASSIGNED). If you click on each individual TASK you will see what they have done for yourself (Slide 2) - just because a task has been TURNED IN does not necessarily mean it has been completed. Your child's teacher will be monitoring their progress and providing feedback online for individual tasks, just as they would if it was face-to-face learning.

Google Classroom: check your child's progress



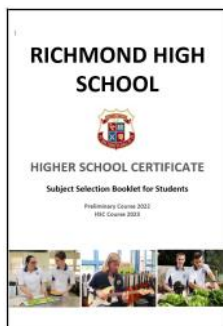
Slide 2

Year 10 Senior Subject Selections for 2022

Our Senior Subject Selection Evening for Year 10 moving into Year 11 in 2021 was due to be held in Week 2 of this term, but unfortunately due to restrictions placed upon the school in regards to covid-19 and mass gatherings, we had to cancel that event.

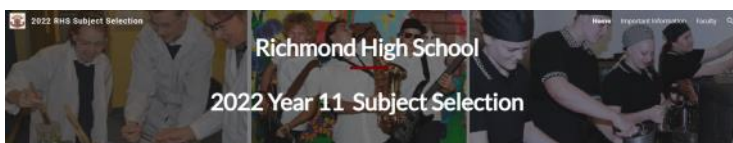
Year 10 have already participated in Senior Subject Selection mini lessons at the end of Term 2, and faculties have spoken to the students about their senior subjects on offer.

The students have received the Senior Subject Selection Booklet outlining information about different HSC patterns of study and pathways, along with information about individual courses, including vocational (VET) courses that can be studied both in and out of school. The booklet also provides information regarding TAFE courses that can be studied and school-based traineeships.



The presentation that students, parents and carers would have experienced at the Senior Subject Selection Evening have been provided to our school community via a series of videos on our RHS Senior Subject Selection website.

Students, parents and carers are able to receive information and advice to make wise decisions for selecting subjects for the senior years in the following ways:



2021 Year 11

This website is designed to support our Richmond High School Year 11 Students and their families in preparation for Subject Selections.

Students are encouraged to access the Subject Selection Handbook and contact the appropriate Head Teacher or Year Adviser to discuss selection of subjects.

Using the survey link below, we would greatly appreciate any feedback you may like to offer regarding your experience using the HSC Subject Selection website.

<https://forms.gle/7D9d0u2796Ud>



A message from Cliff Ralph

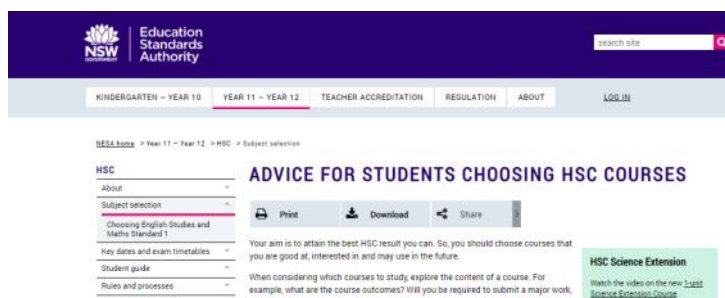
Richmond High School offers a comprehensive range of curriculum choices to match the individual interests, abilities and educational needs of all its students. With our school staff and provide the curriculum expertise and support to ensure student success and for students to reach their goals. The range of vocational opportunities offered to our students is supported through courses on our main school site and through partnerships with TAFE and with our partner High Schools in the Macquarie, in addition, students have access to a range of traineeships and part-time apprenticeships to assist those who choose to study at school concurrently with their entry into the world of work.

In considering the wide range of curriculum offerings, students should consider:

- **RHS Senior Subject Selection website**

Special thanks to the team of staff who built this RHS Senior Subject Selection website at very short notice. They have done a fantastic job led by Ms Middleton.

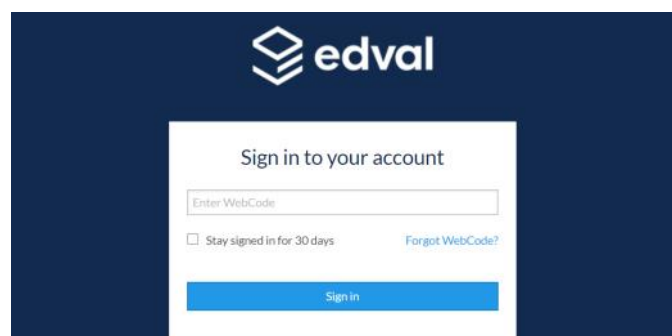
- **NSW Educational Standards Authority's (NESA) website:** Advice for Students choosing HSC Courses



URL: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/subject-selection>

- **Key school personnel** will make themselves available to students and parents/carers either via interview or phone appointment to give advice on the pattern of study best suited to meeting the students' needs.

For the second year now, students will be making their senior subject selections ONLINE via the Edval Choice website.



<https://my.edval.education/login>

SAVE THE DATE: the website will be open from Monday 2nd August 2021 @ 6:00pm for students to make their selections.

Year 8 & 9 Elective Selections for 2022

Year 8 students received their 2022 Elective Handbook via their year group Google Classroom or the school's website, so they could read all about the different electives offered to students in Years 9 & 10. On Tuesday August 3, Year 8 & 9 students will make their elective selections using the Edval Choice website: <https://my.edval.education/login>

Letters have been posted home to Year 8 & 9 students on how to access the site using their own individual WEBCODE and make their selections.

SAVE THE DATE: the website will be open from Tuesday 3rd August 2021 @ 6:00pm for students to make their selections.

Should you require further clarification or additional support for learning from home or these subject selection processes for 2022, please contact the school during school hours or reach out to us via our emails. Best wishes and please take care for the next 4 weeks.

Mr Phil Gordon & Mrs Tara Cullen

Deputy Principals

ABOUT ATTENDANCE

Well done to our 100% attenders for Term 2:

YEAR 7

Tyler B
Riley B
Paige B
Peter C
Campbell D
Brooke D
Jessica D
Grace F
Scotty G
Evie H
Jayden K
Brock M
Cooper M
Luke M
Thomas M
Amey M
Ashton P
Harrison P
Lara R
Andrea R
Dean S
Hunter S
Anastazia S
Hayden T

YEAR 8

Maverick B
Lachlan D
Amberley G
Jacob K
Conor M
Luke M
Tyron S
Lincoln S
Amelia W

YEAR 11

Tyler B
Max H
Katelyn K
Benjamin M
Abby O
Baylee P
Amy P
Richard W
Khe-Sahn W

YEAR 9

Olivia B
Layla B
Kade B
Lucy C
Nicholas C
Lachlan D
Jacob E
Emily F
Gemma K
Michael K
Jito M
Emily T

YEAR 12

Izabella C
Isabella C
Rodney M
Lachlan T

YEAR 10

Nathan C
Taite F
Hayley L
Indiana N
Karla S
David T
Norshanti T
Darcy T
Aidan W
Jacob W



**90% of success is showing up
BE THERE!**

Well done to our 100% attenders for Semester 1!

YEAR 7

Paige B
Peter C
Brooke D
Grace F
Thomas M
Harrison P
Anastazia S

YEAR 8

Maverick B
Lachlan D
Conor M
Lincoln S
Amelia W

YEAR 11

Tyler B
Katelyn K
Baylee P

YEAR 9

Olivia B
Layla B
Lucy C
Nicholas C
Gemma K
Michael K

YEAR 12

Izabella C

YEAR 10

Karla S
Darcy T
Aidan W
Jacob W



Attendance Matters!
Every School day counts.

Principal's Awards

Congratulations to the following students who have recently achieved **Principal Awards**. They will be formally recognised soon with their awards. These awards are recognition for the pursuit of excellence through both classroom and school based extra curricular activities such as outstanding school reports, positive behaviour, participation, citizenship or class effort.

Well done to:

Tiarna M (Year 12)

Rewards Excursion

Well done to many of our Year 7 to 10 students who were invited to the Rewards Excursion to Richmond Regent Theatre in the last week of Term 2. This was for students who received all 4's and 5's for effort in all subjects on their Semester 1 report. They are pictured below in the cinema abiding by the covid regulations.



Student of the Week



Congratulations to the following students who have recently achieved 'Student of the Week'. These awards are recognition for academic performance, citizenship, responsibility and work ethic.

Well Done to:

Riley B (Year 7)
Fraser L (Year 7)
Darcy S (Year 8)
Kathleen L (Year 8)
Grace A (Year 9)
Harley S (Year 9)
Marley E (Year 11)
Callie H (Year 11)
Hayden B (Year 11)
William F (Year 11)
Max P (Year 11)
Samantha K (Year 12)



SUBJECT SELECTIONS

YEAR 8

Students will make an online selection (via EDVAL) of what subjects they would like to study for Year 9, 2022:

Tuesday 3rd August

6:00pm

All Year 8 families should have received a letter in the mail with an individual web-code and log on.

If you do not receive this please email the office:
richmond-h.school@det.nsw.edu.au

We encourage students to pick subjects that interest them and will give them a taste of a broad range of curriculum areas.

Please find below the website path to the Year 9 2022 Subject Selection Booklet. Students and their parents are encouraged to have a look at what Elective Subjects are on offer for 2022.

<https://richmond-h.schools.nsw.gov.au/learning-at-our-school/subject-selections/juniors--years-9---10-.html>

Main Units	Subject	Fee	Units
Priority 1	No selection	\$0	0
Priority 2	No selection	\$0	0
Priority 3	No selection	\$0	0
Total		\$0	0

Reserve Units	Subject	Fee	Units
Reserve 1	No selection	\$0	0
Reserve 2	No selection	\$0	0
Total		0	0

YEAR 9

Students will make an online selection (via EDVAL) of what subjects they would like to study for Year 10, 2022:

Tuesday 3rd August

6:00pm

All Year 9 families should have received a letter in the mail with an individual web-code and log on.

If you do not receive this please email the office:
richmond-h.school@det.nsw.edu.au

Year 9 students may continue with one or two of the electives that they studied in Year 9 or they may choose to select two brand new electives for Year 10.

We encourage students to pick subjects that interest them and will give them a taste of a broad range of curriculum areas.

Please find the web path below to our 2022 Subject Selection Book. Students and their parents are encouraged to read through this book and have a look at what Elective Subjects are on offer for 2022.

<https://richmond-h.schools.nsw.gov.au/learning-at-our-school/subject-selections/juniors--years-9---10-.html>

SUBJECT SELECTIONS

YEAR 10

Students will make an online selection (via EDVAL) of what subjects they would like to study for Year 11, 2022:

Monday 2nd August

6:00pm

All Year 10 families should have received a letter in the mail with an individual web-code and log on.

If you do not receive this please email the office:

richmond-h.school@det.nsw.edu.au

If you would like to you can book a time to have a Zoom or Phone Meeting with Our Careers Advisor or Year Advisor via this webpath:

<https://forms.gle/t7oC38rgTDGYtfKr7>

They can provide families with one on one support and answer any of your questions.

The below web path has all the information, videos and links to help guide you with this exciting time and making choices for Senior School.

<https://sites.google.com/education.nsw.gov.au/2022-rhs-subject-selection/home>

Courses offered at Richmond High School					
Subject	Units	Codes	Subject	Units	Code
English is MANDATORY for the HSC, so you must TICK ONE of the following 3 courses.					
English Advanced	2		Food Technology	2	
English Standard	2		Hospitality VET	2	
English Studies	2		Industrial Technology	2	
Now you must select 5 more subjects that add up to 10 units (or more)					
Agriculture	2		Information Processes & Technology	2	
Ancient History	2		Investigating Science	2	
Biology	2		Legal Studies	2	
Business Services VET	2		Marine Studies	2	
Business Studies	2		Advanced Mathematics	2	
Ceramics	2		Standard Mathematics	2	
Chemistry	2		Mathematics Ext.1	1	
Community and Family Studies	2		Mathematics Numeracy CEC		
Computer Applications	2		Modern History	2	
Construction VET	2		Music 1	2	
Dance	2		PD/Health/PE	2	
Drama	2		Photography, Video, & Digital Imaging	2	
Earth & Environmental Science	2		Physics	2	
Engineering Studies	2		Society & Culture	2	
English Extension 1	1		Sport Leisure & Recreation (SLR)	2	
Entertainment VET	2		Textiles & Design	2	
Exploring Early Childhood	2		Visual Arts	2	
			Visual Design	2	

Nationally Consistent Collection of Data on School Students with Disability (NCCD)

Every year, all schools in Australia participate in the Nationally Consistent Collection of Data on School Students with Disability (NCCD). The NCCD process requires schools to identify information already available in the school about supports provided to students with disability. These relate to legislative requirements under the *Disability Discrimination Act 1992* and the Disability Standards for Education 2005, in line with the *NCCD guidelines (2019)*.

Information provided about students to the Australian Government for the NCCD includes:

- year of schooling
- category of disability: physical, cognitive, sensory or social emotional
- level of adjustment provided: support provided within quality differentiated teaching practice, supplementary, substantial or extensive.

This information assists schools to:

- formally recognise the supports and adjustments provided to students with disability in schools
- consider how they can strengthen the support of students with disability in schools
- develop shared practices so that they can review their learning programs in order to improve educational outcomes for students with disability.

The NCCD provides state and federal governments with the information they need to plan more broadly for the support of students with disability.

The NCCD will have no direct impact on your child and your child will not be involved in any testing process. The school will provide data to the Australian Government in such a way that no individual student will be able to be identified – the privacy and confidentiality of all students is ensured. All information is protected by privacy laws that regulate the collection, storage and disclosure of personal information. To find out more about these matters, please refer to the [Australian Government's Privacy Policy \(https://www.education.gov.au/privacy-policy\)](https://www.education.gov.au/privacy-policy).

Further information about the NCCD can be found on the [NCCD Portal \(https://www.nccd.edu.au\)](https://www.nccd.edu.au).

If you have any questions about the NCCD, please contact the school.

Kind regards

Mrs. Laura Pedersen

Head Teacher – Teaching & Learning



WHAT IS THE NCCD?

The Nationally Consistent Collection of Data on School Students with Disability (NCCD) takes place every year.

The NCCD is a collection that counts:

- the number of school students receiving an adjustment or 'help' due to disability
- the level of adjustment they are receiving to access education on the same basis as other students.

Students are counted in the NCCD if they receive ongoing adjustments at school due to disability. This 'help' allows them to access education on the same basis as a child without disability. The NCCD uses the definition of disability in the *Disability Discrimination Act 1992*.

Schools provide this information to education authorities.

Go to *What is a reasonable adjustment?* below to learn about adjustments.

WHY IS THIS DATA BEING COLLECTED?

All schools in Australia must collect information about students with disability.

The NCCD:

- ensures that the information collected is transparent, consistent and reliable
- provides better information that improves understanding of students with disability
- allows parents, guardians, carers, teachers, principals, education authorities and government to better support students with disability.

Student with disability loading

Funding from the Australian Government for students with disability is based on the NCCD through the student with disability loading.

Students with disability who are counted in the top three levels of the NCCD (extensive, substantial and supplementary) attract the loading. Funding is based on a per-student amount at each of the three levels of additional support. The amount of the loading reflects the level of support students with disability need to participate fully in school, with higher funding for those who need higher levels of support.

Australian Government recurrent school funding is provided as a lump sum to school authorities including state and territory governments, which can then distribute the funding to their member schools according to their own needs-based arrangements.

The Government expects schools and school systems to consider their funding from all sources (ie Australian Government, state and territory and private) and prioritise their spending to meet the educational needs of all of their students, including students with disability.

WHAT ARE THE BENEFITS OF THE NCCD FOR STUDENTS?

The information collected by the NCCD helps teachers, principals, education authorities and governments to better support students with disability at school.

The NCCD encourages schools to review their learning and support systems and processes. This helps schools to continually improve education outcomes for all students.



FACT SHEET FOR PARENTS, GUARDIANS AND CARERS

WHAT MUST SCHOOLS DO FOR STUDENTS WITH DISABILITY?

All students have the right to a quality learning experience at school.

Students with disability must be able to take part in education without discrimination and on the same basis as other students. To ensure this, schools must make reasonable adjustments if needed for students with disability. Educators, students, parents, guardians, carers and others (eg health professionals) must work together to ensure that students with disability can take part in education.

The *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005* describe schools' responsibilities.

WHAT IS A REASONABLE ADJUSTMENT?

An adjustment is an action to help a student with disability take part in education on the same basis as other students.

Adjustments can be made across the whole school (eg ramps into school buildings). They can be in the classroom (eg adapting teaching methods). They can also be for individual student need (eg providing personal care support).

The school assesses the needs of each student with disability. The school provides adjustments in consultation with the student and/or their parents, guardians and carers.

Schools must make reasonable adjustments if needed. The *Disability Standards for Education 2005* define 'reasonable adjustment' as an adjustment that balances the interests of all parties affected.

WHO IS INCLUDED IN THE NCCD?

The definition of disability for the NCCD is based on the broad definition under the *Disability Discrimination Act 1992*.

The following students are examples of those who may be included in the NCCD if they need monitoring and adjustments:

- students with learning difficulties (such as dyslexia)
- students with chronic health conditions (such as epilepsy or diabetes).

WHO COLLECTS INFORMATION FOR THE NCCD?

Schools identify which students will be counted in the NCCD. They base their decisions on the following:

- adjustments provided for the student (after consultation with the student and/or their parents, guardians and carers)
- the school team's observations and professional judgements
- any medical or other professional diagnoses
- other relevant information.

School principals must ensure that information for the NCCD is accurate.

WHAT INFORMATION IS COLLECTED?

A student is counted in the NCCD if they receive reasonable adjustments at school due to disability.

Each year, schools collect the following information about the student, including:

- their year of schooling
- the level of adjustment received
- the broad type of disability.

For students who have more than one disability, the school uses professional judgement to choose one category of disability. They choose the category that most affects the student's access to education and for which adjustments are being provided.

A high level summary of the NCCD data is available to all Australian state and territory governments to improve policies and programs for students with disability.



FACT SHEET FOR PARENTS, GUARDIANS AND CARERS

HOW IS THIS DATA USED?

The NCCD data informs funding and work by schools and sectors. It ensures that support for students with disability becomes routine in the day-to-day practice of schools. The NCCD also supports students in the following ways.

- The NCCD helps schools better understand their legislative obligations and the *Disability Standards for Education 2005*.
- Schools focus on the individual adjustments that support students with disability. This encourages them to reflect on students' needs and to better support students.
- The NCCD facilitates a collaborative and coordinated approach to supporting students with disability. It also encourages improvements in school documentation.
- The NCCD improves communication about students' needs between schools, parents, guardians, carers and the community.

The Australian Curriculum, Assessment and Reporting Authority (ACARA) annually publishes high-level, non-identifying NCCD data.

WHEN DOES THE NCCD TAKE PLACE?

The NCCD takes place in August each year.

IS THE NCCD COMPULSORY?

Yes. All schools must collect and submit information each year for the NCCD. This is detailed in the *Australian Education Regulation 2013*. For more information, ask your school principal or the relevant education authority.

HOW IS STUDENTS' PRIVACY PROTECTED?

Protecting the privacy and confidentiality of all students is an essential part of the NCCD.

Data is collected within each school. Personal details, such as student names or student identifiers, are not provided to federal education authorities. Learn more about privacy in the [Public information notice](#).

FURTHER INFORMATION

Contact your school if you have questions about the NCCD. You can also visit the [NCCD Portal](#).

There is also a free [e-learning resource](#) about the *Disability Discrimination Act 1992* and *Disability Standards for Education 2005*.



NCCD
 NATIONAL CENTRE FOR
 COLLECTING AND REPORTING
 DATA ON STUDENTS WITH DISABILITY

Aboriginal Education Officer

Hello Richmond High Community.

My name is Krystle Bradley and I am the new Aboriginal Education Officer at Richmond High School. I am a proud Aboriginal woman. My Mob is Wiradjuri and I was born and raised on Darug land.

Over the last 4 years I have been lucky enough to work with the Hawkesbury community. My prior role as Aboriginal Family Support Worker at Merana Aboriginal Community Association For the Hawkesbury, has given me the opportunity to build working relationships with local Elders, organizations, services and the Darug community.

I have had the pleasure of working with some of families from Richmond High school in the past and I look forward to meeting all the students and families.

Please feel free to contact me at: Krystle.Bradley1@det.nsw.edu.au

When we get back on to school grounds you can call me on: 45781177 (Ext 222).



Support

Our Stage 5 Support students enjoyed Work Experience at The Secret Garden toward the end of Term 2.





NASCA AFTER SCHOOL ENGAGEMENT!
 The NASCA team will be running afternoon sessions Monday to Thursday while we all are in lockdown!
 As well as fun activities, School work support will be available every afternoon
Monday to Thursday from 3-4pm

Watch Party 
 Join us! As we come together to sit down and watch an episode of "You can't ask that - Indigenous"
 Asking the most outrageous and uncomfortable questions to uncover the truth behind what it's like for marginalised and misunderstood Australians

Games 
 'Opposites', Lighting Scavenger Hunt and Scattergories' Come Join as we have some fun and play some games!
BRING: A Pen and Paper

Get Moving 
 Its time to get moving! Come join in our Exercise session, where we get the blood pumping and heart racing in a series of easy to follow home exercises!
BRING: A water a bottle, A yoga mat (optional)

Art & Mindfulness  
 After a Hectic week of Learning, Come join us as we slow things down with some relaxing Art & Mindfulness Activities like drawing the breath meditation art!
BRING: A Pen and Paper

All Sessions will be conducted via Zoom, Follow the link below:
<https://us02web.zoom.us/j/89702329193?pwd=L0E0VzYzVNUFlxTEJKTzS9G0YncxclFkUT09>

MON

TUES

WED

THURS



The Physical Disability Council of NSW (PDCN) is running free online workshops during August 2021, specifically for people with disability or parents of children with disability (be they adult or younger): Resilience; NDIS Self Management; and Speaking up for Yourself. Workshops are run by a skilled Peer Facilitator with lived experience of disability, in a safe and inclusive environment. You can ask questions and receive individualised peer mentoring after the workshop.

UPDATE FROM THE HIVE

Update From the H.I.V.E

Throughout the July school holidays, exciting physical changes took place in The H.I.V.E.

Painting of the dark brown brick walls was completed to brighten and modernise the space – what a difference this has made!

We took delivery of most of our new flexible furniture. The H.I.V.E's physical design is flexible and future focused, providing the opportunity to incorporate zones for a variety of pedagogical activities.

Below is a sneak peek of just one of our new teaching and learning zones. This zone has multiple seating options – soft lounges, bar stools low tables and bar height tables. This zone promotes communication and collaboration – whole class and / or small groups. The furniture can be moved easily and reconfigured to suit teaching and learning needs.

Complimenting this zone is state of the art technology – a 75inch Clevertouch screen.

We look forward to introducing students to this new learning zone, and other zones, upon their return to face to face learning.



Support During Online Learning

Due to the current situation of students completing On Line Learning (OLL) from home, the H.I.V.E team is available to assist all students remotely throughout the OLL period.

The H.I.V.E team can assist students with remote learning activities, assigned class tasks and assessment tasks within all KLAS.

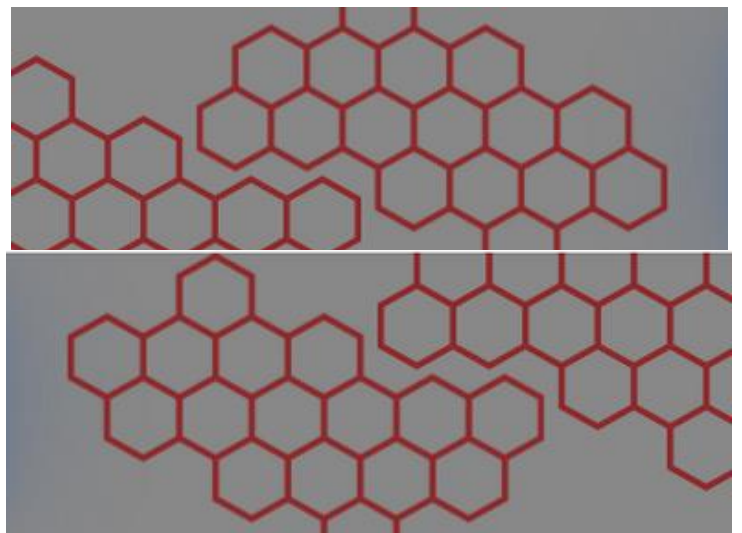
The H.I.V.E team are also available to provide feedback on tasks, support with organisation and student wellbeing, and tips and tricks for engaging with OLL.

The H.I.V.E Google Classroom (GC) allows students to communicate and access support from our wonderful SLSOs, COVID ILSP tutor and our LaSTs. Details have previously been communicated to all students through their year group GCs and to parents via email.



**The code to join the HIVE Google Classroom:
6r312w7**

Mrs Pedersen - HT Teaching & Learning - The H.I.V.E



Book Review for the illustrated novel:

'A Monster Calls' by Patrick Ness



Once in a while, we stumble upon a rare story that pushes masses of raw, undefined emotions to the surface. *A Monster Calls* is easily one of these books. With its bold and emotion-packed storyline accompanied by its disturbing, serious nature and complicated, self-destructive characters, this story hits close to home for many authors and readers alike, including me.

"Stories are wild creatures," the monster said. "When you let them loose, who knows what havoc they might wreak?"

When I picked up this book, I wasn't expecting to be wrapped up in my blankets, bawling my eyes out over 100 Years or The Truth just a few hours after. This story was crafted by Patrick Ness to express the frailty of human emotion and the value of life, and it was beautifully accentuated by Jim Kay's expertise in illustrating the important moments of the novel. It is truly a literary masterpiece.

In the story, our protagonist Conor O'Malley is having a nightmare. Not a nightmare, *the* nightmare. He was having it a lot. But one night, at 12:07, he shot awake to be visited



by a monster. The monster told him that it would tell Conor three stories, and then he would have to tell a story in return. His story. The Truth.

It's a masterpiece about denial and loss, grief and forgiveness, and most importantly, fear and letting go.



The monster, a brilliant and well-performed character, comes in the form of a Yew Tree, one of the oldest and longest-living plant species on the planet. He provides a satirical sort of humour while also guiding Conor to accepting his mother's fate and what lies for in his future.

"Stories are important," the monster said. "They can be more important than anything. If they carry the truth."

Truth is a common, recurring theme throughout the story, and is explored by both the characters and the reader as the story progresses. It's explored in many different ways, all of them relating to at least one reader in some way. It's explored through illustrating the lies we tell ourselves and others, day in and day out. The entire book illustrates that everyone is flawed - adults and children alike. Whether it's the things they say, like bluntly talking about 'the future' when we're not ready to accept it, or the things they do, like betraying a life-long friend's secret with only good intentions at heart.

If you want something that will tear at your heart even after the 20th read through, this is the book for you.

My rating: 5 out of 5 stars

Recommended ages 12 and above

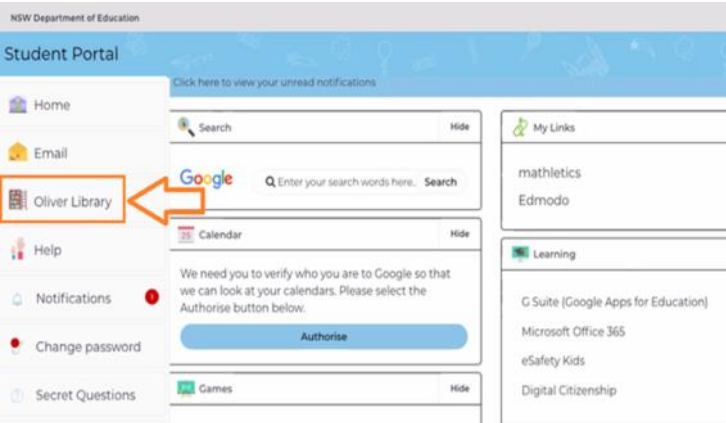
Book Review written by **Enno D** (Year 9)



Don't forget about the RHS online Library!

There are some great resources on the Library Homepage for both students and teachers.

You can access the library from your Student Portal by clicking on the Oliver Library icon on the left of your screen under the Google Search window.



On the home Page, there are links to:

HSC RESOURCES

CHECK OUT THE LINKS

- ENGLISH
- Ancient History
- Modern History
- Legal Studies
- Society and Culture
- Hot Topics - Issues & Debates in Law

These are high quality resources curated by the State Library of NSW which may help you with assessments and for a deeper dive into topics.

WORLD BOOK ONLINE

CLICK HERE FOR WORLDBOOK ONLINE

World Book provides information with colourful graphics and can be accessed in 3 levels – Kids, Student and Advanced. We recommend Student level but if the information there is too simple or too complex, you can go down to Kids or up to Advanced.

There is also a 'read to me' function where you can read the articles along with an automated voice by clicking on the symbol.



How to cite REFERENCE & BIBLIOGRAPHY GUIDES

There are many types of referencing styles.

For a simple guide to APA go to:

[APA Referencing Tips](#)

For a more comprehensive guide go to:

[APA Referencing Guide](#)

[MLA Referencing Guide](#)

[Harvard Referencing Guide](#)

For help to create a Bibliography or Reference List automatically go to:

- [Cite this for me](#)
- [bib.me](#)

Author(s) Title (Edition, L)
 Cervone, D., & Pervin, L. A. (2017). *Personality: Theory and research* (13th ed.). Wiley.
(Year of Publication) Subtitle Publisher

Explore your career options at: **Job Outlook**

Explore study options by following the links to the Tertiary Education providers below.

- Southern Cross University
- University of New England
- University of Newcastle
- Charles Sturt University
- Australian Catholic University
- Wagga University
- University of the South Coast
- University of TAFE NSW
- University of Technology, Sydney
- University of Western Australia
- University of Wollongong
- Australian National University
- University of Canberra

Southern Cross University	University of New England	University of Newcastle
Charles Sturt University	ACU	Macquarie University
University of NSW	University of Sydney	UTS
Western Sydney University	University of Wollongong	ANU
University of Canberra	TAFE NSW	Unswave Student Identifier - UGI

For more career information and opportunities go to [Job Jump](#). You will need to register using your school email and password is [pig](#).

All this and more is available on the RHS Library Homepage. If you need resources or have any questions about how to find information, please email, the librarian, Ms Stanford at:

michelle.stanford3@det.nsw.edu.au



Semester 1 Recognition Assembly Awards

Year 7

NAME	SURNAME	ATTENDANCE	EFFORT & APPLICATION	MERITORIOUS EFFORT
Blake	A			Visual Arts
Isla	B		X	
Alexia	B	X	X	Wood Technology, Language
Tyler	B	X	X	iDesign
Ripley	B		X	Science
Riley	B		X	English, Agriculture, Maths, Food Technology
Felicity	B		X	Language
Felicity	B			Wood Technology, Visual Arts
Liam	B		X	Digital Technology, HSIE, Maths,
Paige	B	X	X	English
Paige	B			Maths, Wood Technology, PDHPE, Music
Liana	B		X	
Kayla	C		X	HSIE, Wood Technology, Maths
Daniel	C	X	X	Geography, PDHPE
Allise	C		X	Digital Technology
Peter	C	X	X	Maths, Wood Technology
Campbell	D	X		
Brooke	D	X		
Justin	D		X	Science Life Skills, Maths Life Skills, HSIE Life Skills
Jessica	D	X	X	PDHPE, Applied Learning, iDesign, Science, Food Technology
Jayden	E	X		
Taylor	F			Music
Grace	F	X	X	HSIE, Language, Science
Telah	F	X	X	Agriculture, Visual Arts, Language
Jaylee	F		X	Digital Technology
Scotty	G	X	X	Language
Troy	G	X		Music
Aydin	H		X	Geography, Maths, Agriculture
Sienna	H		X	
Oscar	H		X	Agriculture, Music
Evie	H	X	X	Agriculture, Maths, PDHPE
Violet	H		X	
Caitlin	I		X	English, Visual Arts, Music, Digital Technology, Science, Food Technology
Alyssa	I		X	English, Visual Arts, Music, Digital Technology, Maths, Wood Technology
Enanul	I		X	
Adam	J		X	Applied Learning
Emily	K			Wood Technology
Jayden	K	X		
Austin	K		X	Maths Life Skills, Visual Arts Life Skills
Fraser	L	X	X	English, Maths, Food Technology, PDHPE, Digital Technology
Rylee	M			Agriculture
Cooper	M	X		Science, Music
Brock	M	X		Science, Music
Summah	P		X	Language Life Skills, PDHPE Life Skills, Visual Arts Life Skills
Mackenzie	P		X	Science, Digital Technology, Music
Ashton	P			Music
Harrison	P	X		
Liam	R		X	HSIE, Wood Technology, Language, Science
Lara	R	X	X	Agriculture, Food Technology

NAME	SURNAME	ATTENDANCE	EFFORT & APPLICATION	MERITORIOUS EFFORT
Janai	R		X	
Andrea	R		X	
Rianne	R			English
Mia	R	X		English, Food Technology, HSIE
Dean	S		X	
Hunter	S		X	Language, PDHPE
Anastazia	S	X		
Georgia	T		X	
Grace	T		X	HSIE, Maths
Hayden	T	X		
Izabelle	W		X	HSIE, Science, Language
Payshence	W		X	English, PDHPE, Food Technology, Visual Arts
Nikkita	W		X	

Year 8

NAME	SURNAME	ATT	EFF & APP	MERITORIOUS EFFORT
Savannah	B	X	X	English, Textiles
Maverick	B	X		
Billie	B		X	Science, Music, Maths
Ryan	B	X		Agriculture, Engineered Systems
Montanna	C			Music
Mary	D			Music
Annette	D		X	English, PDHPE, Textiles, Digital Technology, Science, HSIE
Bradley	D			Digital Technology, Textiles
Alexander	D	X		
Gemma	D			Engineered Systems, Agriculture
Dominic	D			English
Kaylea	F	X		Music
Shayla	F			Digital Technology
William	G			Digital Technology
Amberley	G		X	English, PDHPE, Visual Arts, Music, Engineered Systems, Science, HSIE
Adelle	G			English, HSIE
Callum	H			Textiles
Jordan	I		X	English, PDHPE, HSIE, Engineered Systems
Aiden	J		X	
Daniel	J			Textiles
Emma	K			Music
Bay-lee	K		X	
Jacob	K		X	
Faith	L			Science
Kathleen	L		X	English, PDHPE, Digital Technology, Textiles
Deakin	M			Science
Keelan	M			HSIE, Music
Conor	M	X	X	HSIE, Science, Maths
Luke	M	X		Textiles
Bianca	M		X	Agriculture
Luke	N		X	
Mackenzie	P		X	Engineered Systems
Trey	P		X	Agriculture, Engineered Systems, PDHPE
Sophia	P		X	Science Life Skills, Music Life Skills, HSIE Life Skills, Maths Life Skills
Danielle	Q		X	Music
William	Q			Music
Enrika	R		X	English, PDHPE, Science, HSIE

NAME	SURNAME	ATTENDANCE	EFFORT & APPLICATION	MERITORIOUS EFFORT
Mia	R			Maths, Visual Arts, Music
Grace	R		X	Science Life Skills, PDHPE Life Skills, Visual Arts Life Skills, English Life Skills
Dylan	S		X	Language Life Skills, PDHPE Life Skills
Erika	S		X	English, Visual Arts, HSIE, Maths, Digital Technology
Tyler	S			English Life Skills
Rhiannon	S			HSIE, Science
Andrew	S		X	Digital Technology, Textiles
Andrew	S			PDHPE
Darcy	S		X	Science
Jack	S		X	English, Music, PDHPE, Digital Technology, Maths, HSIE, Science
Lincoln	S	X		
Amelia	W	X		Maths
Kayla	X		X	

Year 9

NAME	SURNAME	ATTENDANCE	EFFORT & APPLICATION	MERITORIOUS EFFORT
Grace	A			HSIE, Visual Design
Jack	B		X	English, PDHPE, Outdoor Education
Liana	B		X	English, Science, Visual Arts, Photography, PDHPE
Olivia	B	X	X	English, Science, Robotics, Maths, Wood Technology, PDHPE, Information Software Technology,
Layla	B	X	X	PDHPE, Physical Activity & Sports Studies, Visual Arts, English, Agriculture
Olivia	B			Science, Music
Tammin	B			Photography
Marshall	B			Wood Technology
Kade	B			English
Aleisha	C			Science
Ella	C		X	English, Photography, Food Technology
Lucy	C	X	X	Food Technology, Wood Technology, Child Studies
Nicholas	C	X	X	Drama, Robotics, Maths, Outdoor Education
Stella	D	X	X	Robotics, PDHPE
Enno	D		X	HSIE
Lachlan	D	X	X	Wood Technology, Outdoor Education, Metal Technology
Jacob	E		X	Music, Outdoor Education, Physical Activity & Sports Studies
Joshua	F			Food Technology Life Skills
Jayden	F			Maths, Physical Activity & Sports Studies
Emily	F	X		Agriculture
Ethan	G		X	
Ruby	G			Maths Life Skills
Naomi	G			Food Technology, Child Studies
Ebony	G			English, Science
Caleb	G	X		
Oscar	G			Visual Arts
Charles-Joseph	G		X	
Liesel	H			Wood Technology
Kurtis	I			Music, PDHPE
Danielle	J			Food Technology, Photography
Hayden	J		X	Physical Activity & Sports Studies
Noah	K		X	Visual Design
Diesel	K		X	Science
Gemma	K	X	X	PDHPE, HSIE, Maths, Wood Technology, Food Technology
Noah	K		X	Work Education Life Skills, Food Technology Life Skills

NAME	SURNAME	ATTENDANCE	EFFORT & APPLICATION	MERITORIOUS EFFORT
Michael	K	X	X	Metal Technology
Alasdair	L		X	Science Life Skills, HSIE Life Skills, Food Technology Life Skills
Kealey	L		X	Visual Arts
William	M			Wood Technology
Jade	M		X	Drama, HSIE, Photography
Ambrose	M		X	Science Life Skills, English Life Skills, Computer Studies Life Skills
Riley	M			Science Life Skills, English Life Skills
Flynn	M			Maths
Tyrone	M		X	Science, Maths, Music
Freya	M		X	Physical Activity & Sports Studies, Food Technology, Music
Jito	M	X		
Jamie	M		X	Science, Outdoor Education, Metal Technology
Jeremy	N	X		HSIE, Maths, Information Software Technology
Harrison	O		X	
Luke	P	X		
Jacinta	P			Music
Jake	P			English
Harley	P			English, Physical Activity & Sports Studies
Jacob	P			HSIE, Science
Anika	R			Food Technology, Music
Keaton	R	X		Work Education Life Skills, Computer Studies Life Skills
Crystal	S			Physical Activity & Sports Studies
Harley	S			HSIE, Information Software Technology, Music
Lorna	S			Food Technology, Visual Design
Katie	S			Photography
Isaiah	S			Science Life Skills, Computer Studies Life Skills, HSIE Life Skills
Hayley	S		X	Wood Technology, Metal Technology
Brianna	S			PDHPE Life Skills, Computer Studies Life Skills
Emily	T		X	Food Technology, Visual Arts
Jay	T			Maths, Food Technology
Whiria	T		X	English, Outdoor Education, Music, Maths
Ethan	T		X	Robotics, Information Software Technology
Hannah	V			Science
Cory	W		X	
Jasmin	W			Drama
Emma	W		X	Music, Outdoor Education
Alesha	W			Maths
Ryley	Z	X		

Year 10

NAME	SURNAME	ATTENDANCE	EFFORT & APPLICATION	MERITORIOUS EFFORT
Deanah	A			Music
Brody	B			English, Agriculture
Hayley	B			Food Technology
Madison	B		X	Food Technology
Ethan	B		X	Science Life Skills, Food Technology Life Skills, Maths Life Skills
Kyle	B		X	Information Software Technology
Viktoriia	B		X	English, PDHPE, Visual Arts, Drama
Jake	B			History, Music, Science
Nathan	C			Science, Wood Technology
Zoe	C		X	Information Software Technology, English, Visual Arts, Maths,
Adam	C			Geography, Music, Science, History

NAME	SURNAME	ATTENDANCE	EFFORT & APPLICATION	MERITORIOUS EFFORT
James	C		X	Science Life Skills, HSIE Life Skills, English Life Skills
Charlotte	C		X	English, Visual Design, Music, Maths, Science
Olivia	C			English, Child Studies
Riley	C		X	Wood Technology
Paris	D			Agriculture
Curtis	D			Science
Chloe	D			Music
Alexis	E			Child Studies
Patrick	E		X	Wood Technology, English Life Skills, HSIE Life Skills
Nick	F			Maths, Food Technology
Kimberly	F		X	English, Photography, Food Technology, Maths
Taite	F	X	X	Wood Technology, Physical Activity & Sports Studies, PDHPE
Zephaniah	G		X	PDHPE, Outdoor Education
Penny	G		X	Outdoor Education, English, PDHPE, Physical Activity & Sports Studies
Shaylee	H		X	Maths, Outdoor Education, Music
Brody	H		X	History, Agriculture, Maths, Wood Technology
Hayley	I		X	English, Drama, History, Science, Visual Arts, Maths
Jack	I			Physical Activity & Sports Studies, PDHPE
Nathan	K			Geography, Visual Design, Music
Casey	K		X	Science Life Skills
Hayley	L		X	Maths Life Skills
Sonny	L			Metal Technology
Rayan	M		X	Science Life Skills, Maths Life Skills
Aimee	M			Science
Gyle	M			Agriculture
William	M			Music
Jade	P		X	History, Maths, Photography, Visual Arts
Owen	P		X	
Brooklyn	P			Child Studies
Jason	P		X	Science, Wood Technology, PDHPE, Information Software Technology
Georgia	S			Child Studies
Karla	S	X	X	English, Drama, Geography, History, Science, Maths, Music
Charlotte	S			Maths
Riley	S			Robotics, Metal Technology
David	T			Maths
Norshanti	T			Wood Technology, Visual Arts
Nicole	T			Photography
Jordan	T			Metal Technology
Randall	T		X	PDHPE, Science, Physical Activity & Sports Studies, Wood Technology
Nicholas	V			Robotics
Aidan	W	X	X	Wood Technology, Physical Activity & Sports Studies, PDHPE
Jacob	W	X		Wood Technology, Physical Activity & Sports Studies, PDHPE
Cooper	W		X	English

Well done to Zoe C (Year 10) who was also awarded her Bronze Award!

Year 11

NAME	SURNAME	ATTENDANCE	EFFORT & APPLICATION	MERITORIOUS EFFORT
Heather	A		X	Society & Culture, Visual Arts, Music, Photography
Lillian	B			Community & Family Studies
Tyler	B	X	X	English Life Skills, PDHPE Life Skills, Visual Arts Life Skills, Food Technology Life Skills
Sara	B		X	Maths Standard, Biology, Standard English, Sport, Leisure & Recreation, Industrial Technology
Stacey	B		X	Community & Family Studies
Zoe	C		X	Advanced English, Agriculture
Marley	E		X	Standard English, Food Technology, Ancient History, Hospitality
Jay-Lee	F			Standard English, Society & Culture, PDHPE
Zachary	F		X	English Studies, Maths CEC, Agriculture, Construction, Food Technology, Photography
William	F		X	Standard English, Physics, Society & Culture, Legal Studies, Maths Standard
Max	G			Sport, Leisure & Recreation
Callie	H			English Studies, Hospitality, Business Services
Tayla	H		X	PDHPE, Exploring Early Childhood, Community & Family Studies, English Studies,
Scarlett	H		X	Food Technology, Visual Arts, Photography
Max	H		X	Business Services, Maths CEC
Meagan	K			Society & Culture
Katelyn	K	X	X	Standard English, Standard Maths, Ancient History, Legal Studies, Information Technology Processes
Sarah	L		X	Biology, Maths Standard, Industrial Technology
Ryan	L		X	Information Technology Processes, PDHPE
Benjamin	M	X	X	Advanced English, Maths Advanced, Ancient History, Physics, Legal Studies, Information Technology Processes
Charlotte	M			Computer Applications
Isla	M		X	Agriculture, Community & Family Studies
Steven	N		X	Legal Studies, Maths Standard, Investigating Science
Abby	O	X	X	Agriculture, Food Technology, Hospitality
Baylee	P	X	X	Industrial Technology, PDHPE, Music
Thomas	P		X	
Ryan	P			Construction
Amy	P	X		
Alexander	P			English Studies, Physics
Max	P	X	X	Industrial Technology, Sport, Leisure & Recreation
Jayda	R			Standard English
Kylie	R		X	PDHPE Life Skills, Music Life Skills, Exploring Early Childhood, English Life Skills, Maths Life Skills, Food Technology Life Skills
Kayla	S			Work & Community Life Skills
Nathaniel	S			Work & Community Life Skills, Food Technology Life Skills
Jasmine	S	X		English Studies, Business Services, Computer Applications
Jacob	T	X		
Daniel	T			Computer Applications
Darcy	T			Investigating Science
Tahlia	V			Computers Life Skills
Richard	W		X	Maths Life Skills, Visual Arts Life Skills, PDHPE Life Skills, Food Technology Life Skills, Computers Life Skills
Khe-Sahn	W			Exploring Early Childhood
Riley	W		X	Business Services, Biology, Investigating Science
Bailey	W			Construction

RICHMOND HIGH SCHOOL P&C NOTICEBOARD

The P&C committee meets on the second Tuesday of every month with the exception of school holidays.

Meetings temporarily on hold.

New members always welcome!

Email : richmondhighschool@pandcaffiliate.org.au

COMMITTEE

President
Karen Worrell

Vice President
Amanda Peters

Secretary
Belinda Hill

Treasurer
Deborah Plant

BRYNORM'S Fab Fabrics


School Uniform Specialists

Ask for your Brynorm's Card

- 5% loyalty points for your family
- Every 100 points will reward you with a \$5 gift voucher
- Order online at: <https://www.sustainableschoolshop.com.au/richmond-high-school-nsw/custom-store/brynormsrhss>

Shop 2, 328 Windsor Street Richmond

Ph: (02) 4501 1143



Accent On Dance

LEADING DANCE SCHOOL IN THE HAWKESBURY

Enrol online now for the New Year

Royal Academy of Dance Classical Ballet, Pointe, Tap, Jazz, Hip Hop, Modern, Musical Theatre, Acrobatics & Preschool Dance

PH: 0404 084 833

Fully qualified teaching staff
Air conditioned Studios
New students can attend for a week of free lessons
Registration day Saturday 3rd February 10.30am-12.30 pm at Richmond High School

www.accentondance.com.au

accentondance123
accentondance1
accentondance@bigpond.com
0404 084 833

Canteen Update

Now that our breaks have changed (3 x 20 minutes) it's more important than ever to pre order before school. This will give our canteen staff ample time to prepare orders in time for the breaks.



Richmond High School is willing to support advertisements for local businesses and community functions for our youth, however parents will need to assess for themselves the quality of products and services advertised and the suitable management of functions attended by their children.



DO YOU HAVE
AN NDIS PLAN
AND NEED
SUPPORT?

At Zenn Ability, we pride ourselves on providing the highest quality of in-home care services and individual support, with our personalized supports we tailor to your needs so that you can enjoy every bit of your life with independence.

WE PROVIDE SUPPORT:

- Domestic Cleaning
- Yard/Lawn Maintenance
- Respite
- Weekday Group Activities
- Weekend Group Activities
- Community Access
- Meal Preparation
- Domestic Assistance
- Personal Care
- Group Activities
- Wheel Chair Transport

**24 HOURS A DAY
365 DAYS A YEAR!**



1300 99 ZENN



info@zennability.com.au



www.zennability.com.au

A better banking experience.

Right on your doorstep

We deliver the products and technology you'd expect from a big bank, plus the personal service you wouldn't.

Feel good about who you bank with. Try Bendigo.

Find out more. Call 4571 2988 or search Bendigo Bank North Richmond or Richmond.

bendigobank.com.au



Community Bank North Richmond and Richmond