GIRLS GRAMMAR SCHOOL MOTTO

‘Non Scholae, sed vitae’
Not only for School, but for life we are learning.

GIRLS GRAMMAR SCHOOL SONG

What are we working for, here at our lessons,
Why join together in book lore and play?
Forty years on will be answered these questions,
If our School Motto speaks truly today.
Not only for school, but for life we are learning --
Life with its duties, its pleasures, its cares.
Hearts bright with hope, with ambition high burning,
Hearts of true women our school time prepares.

Chorus

Do your best! Do your best! Do your best!
Give again our dear School’s ringing cry,
Sounding north and south and west -
Non Scholae, sed vitae.

Forty years on when afar and asunder
Parted are those who are singing today
When we look back and forgetfully wonder
What we were like in our work and our play.
Then it may be there will often come o’er us
Whispers of notes like the catch of a song.
Visions of girlhood will float then before us,
Echoes of dreamland will bear them along.

Chorus

GIRLS GRAMMAR WAR CRY

Yah! Yah! Ego yah,
Boomalaka, Boomalaka,
Terri erri ah.
Hey poly wonga!
Hey poly wonga!
Housta housta hold.

Grammar Girls,
Grammar Girls
White and Gold
G R A M A R!
**CONTENTS**

Girls Grammar School Motto .......................................................... 3
Girls Grammar School Song ............................................................. 3
Girls Grammar War Cry .................................................................. 3
Contents ......................................................................................... 4
Our School ....................................................................................... 6
Our History ...................................................................................... 6
Girls Grammar 2016 Term Dates .................................................... 7
Girls Grammar 2016 Prefects ............................................................ 8
Campus Map ................................................................................... 9
Girls Grammar Governance and Leadership ...................................... 9
Girls Grammar Staff ......................................................................... 11
2016 Care Mentors ........................................................................ 12
Who to Contact .............................................................................. 14
Student Meeting Schedule 2016 .................................................... 15
Parent Meetings 2016 .................................................................... 15
Student Timetables ......................................................................... 16
Being a member of the Girls Grammar Family .................................. 17
Fair treatment and restorative justice ............................................. 17
Bully Free Learning Environment ................................................... 17
A Sense of Belonging is a shared responsibility ............................... 19
Personal Development & Student Wellbeing .................................... 20
Student Leadership Opportunities .................................................. 21
learning programs .......................................................................... 21
Interactive Learning Technologies ................................................ 23

The A-Z of Girls Grammar ............................................................... 24
Academic Competitions ................................................................ 24
Assemblies ...................................................................................... 24
Assessment Years 7-12 .................................................................. 24
Attendance ..................................................................................... 26
Birthday acknowledgements ............................................................ 26
Camps Program .............................................................................. 27
Care of Facilities ............................................................................. 27
Careers and Subject Guidance ....................................................... 27
Collection of Students from School ................................................. 28
Colours Criteria ............................................................................. 28
Community LINKS ......................................................................... 31
Driving – Licensed Students .......................................................... 31
Emergency Lockdown and Evacuation .......................................... 32
Excursions ...................................................................................... 32
Grievances ..................................................................................... 33
Health Centre ............................................................................... 33
Homework Years 7-12 ................................................................. 33
House System ............................................................................... 34
Learning Resource Centre (Library) ................................................ 34
OUR SCHOOL

Rockhampton Girls Grammar School is set atop Athelstane Range overlooking Rockhampton in Queensland, Australia. Rockhampton is regarded as a leading centre of education for students of all ages.

RGGS is an independent non-denominational school for girls offering day and boarding facilities for the continuous education of students from Prep to Year 12 with boarding from Year 6. Our students come from diverse backgrounds across the state, the Northern Territory and internationally.

Besides offering excellent educational opportunities for primary and secondary school students in Central Queensland, continuing students also have access to the Central Queensland University (CQU) which has established a first-class reputation for its educational offerings, particularly in Business, Health and Engineering.

The School also works in partnership with the Rockhampton College of TAFE which offers an excellent variety of courses and study options for girls seeking to broaden their education.

The School provides a smooth transition across four levels: Early Learning (P-2) Primary School (Years 3-6), Middle School (Years 7-9) and Senior School (Years 10-12).

Boarding students are accommodated in five separate boarding houses (Upper Kollar, Lower Kollar, Upper Jackson, Lower Jackson and Luck). Kollar House provides single rooms for senior students.

OUR HISTORY

In 1883 a movement began to establish a girls’ grammar school in Rockhampton and with a decision by the Trustees of the Rockhampton Grammar School to close their female department, the Rockhampton Girls Grammar School began to take enrolments.

The prime site on the Athelstane Range was selected as being appropriate and in 1891 and construction commenced on the School building, designed by Mr E M Hockings, to accommodate 50 day and 20 boarding students.

Girls Grammar opened its doors to the first four boarders and thirty-three day students on 11th March, 1892. With Miss Helen E. Downs as foundation Headmistress, the School was officially opened on 19 April 1892.

The building was enlarged three times - in 1897, 1899 and again in 1901 - to meet growing demands as students were enrolled from kindergarten to matriculation.

On the departure of Miss Downs, the School presented her with a gold replica of the School badge. On her death she bequeathed it to the School to be worn by the Head Prefect who was to be known as the Helen E. Downs Prefect. Prue McKeague was a senior Boarder who died during the Christmas holidays in 1985. At the suggestion of her classmates and the Old Girls Association, a platinum replica of the Helen E Downs badge was commissioned which is worn by the Prue McKeague Prefect.
## GIRLS GRAMMAR 2016 TERM DATES

### Term 1 (9 Weeks)

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon</td>
<td>25 January</td>
<td>Boarders Return</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Family BBQ</td>
</tr>
<tr>
<td>Tue</td>
<td>26 January</td>
<td>Australia Day Public Holiday – Boarders Activities</td>
</tr>
<tr>
<td>Wed</td>
<td>27 January</td>
<td>P-12 Term 1 classes commence 8.20am</td>
</tr>
<tr>
<td>Mon</td>
<td>22 February</td>
<td>Boarders Long Weekend - QCAA Monitoring (Staff Professional Learning Day)</td>
</tr>
<tr>
<td>Thurs</td>
<td>24 March</td>
<td>Term 1 concludes for Prep to Year 12 at 12.35pm Parent/Teacher/Student Learning Conversations (Years 7-12) 1.30-6.30pm</td>
</tr>
</tbody>
</table>

### Term 2 (10 Weeks)

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sun</td>
<td>10 April</td>
<td>Boarders Return Day</td>
</tr>
<tr>
<td>Tues</td>
<td>11 April</td>
<td>P-12 Term 2 classes commence at 8.20am</td>
</tr>
<tr>
<td>Mon</td>
<td>25 April</td>
<td>ANZAC Day Public Holiday - Dawn Service &amp; Street March</td>
</tr>
<tr>
<td>Mon</td>
<td>2 May</td>
<td>Labor Day Public Holiday</td>
</tr>
<tr>
<td>Thu</td>
<td>16 June</td>
<td>Rocky Show Holiday</td>
</tr>
<tr>
<td>Fri</td>
<td>17 June</td>
<td>Term 2 concludes Prep to Year 12 at 3.00pm</td>
</tr>
</tbody>
</table>

### Term 3 (10 weeks)

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon</td>
<td>10 July</td>
<td>Boarders Return</td>
</tr>
<tr>
<td>Tues</td>
<td>11 July</td>
<td>P-12 Term 3 classes commence at 8.20am</td>
</tr>
<tr>
<td>Mon</td>
<td>15 August</td>
<td>Boarders Long Weekend (Staff Professional Learning Day)</td>
</tr>
<tr>
<td>Fri</td>
<td>16 September</td>
<td>Term 3 concludes for Prep to Year 12 at 12.35pm Parent/Teacher/Student Learning Conversations (Years 7-12) 1.30-6.30pm</td>
</tr>
</tbody>
</table>

### Term 4 (8 weeks)

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon</td>
<td>3 October</td>
<td>Queen’s Birthday Public Holiday - Boarders Return</td>
</tr>
<tr>
<td>Tue</td>
<td>4 October</td>
<td>P-12 Term 4 classes commence 8.20am</td>
</tr>
<tr>
<td>Mon</td>
<td>17 October</td>
<td>Boarders Long Weekend (Staff Professional Learning Day, QCAA Panel Day)</td>
</tr>
<tr>
<td>Fri</td>
<td>18 November</td>
<td>Speech Night 7-12 Term 4 concludes for Year 12</td>
</tr>
<tr>
<td>Thurs</td>
<td>24 November</td>
<td>Speech Night P-6</td>
</tr>
<tr>
<td>Fri</td>
<td>25 November</td>
<td>School Party</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Term 4 concludes for Prep to Year 11 at 12.35pm</td>
</tr>
</tbody>
</table>
# GIRLS GRAMMAR 2016 PREFECTS

## HEAD GIRLS
- Sophie Harwood
- Tahlia Kelly

## COUNCIL PREFECTS
- **ATSI Council**: Jasmine Holroyd, Eva Theodore, Tahlia Kelly
- **Boarding Council**: Hannah Green, Jasmin Dwyer
- **Senior School Council**: ATSI Council, STAFF LIAISON
- **Middle School Council**: Eva Theodore, James Lye
- **Primary School Council**: Jasmine Holroyd, James Lye

## STAFF LIAISON
- **Jasmine Holroyd**: ATSI Council, STAFF LIAISON
- **Jade Allgood**: STAFF LIAISON
- **Bernadette Hyde-Mewburn**: STAFF LIAISON
- **James Lye**: STAFF LIAISON
- **Christine Hills**: STAFF LIAISON
- **Naomi Beacom**: STAFF LIAISON

## COMMITTEE PREFECTS
- **Agricultural Science**: Sallie Salisbury, Ku Lacey
- **Creative Arts**: Hannah Petersen, Jessica Lamb
- **ELM (English, Library, Maths)**: Holly Purser, Lee Bartlem
- **History**: Jane Eyles, Mark Avery
- **IT Media**: Ellen Firmstone, Ryan Cheers
- **Music**: Mhairi Maitland, Jessica Dawes
- **Science & Environment**: Renae Hay, Christie Dey
- **Downs House**: Bianca Phillips, Naomi Beacom & Peter Cox
- **Paterson House**: Alexandra Thomson, Melanie Hickson & Jade Allgood
- **Smith House**: Tiffany Baker, Scott Fuller & Ku Lacey
- **Williams House**: Sophie Harwood, Sheldon Olive & Emma Whitehand
**GIRLS GRAMMAR GOVERNANCE AND LEADERSHIP**

![Organization Chart]

**Board of Trustees**
- Principal

**School Executive**
- School Leadership Team – Administration
- School Leadership Team – Curriculum

<table>
<thead>
<tr>
<th>Director of Boarding</th>
<th>Facilities &amp; Services Manager</th>
<th>Business Manager</th>
<th>Enterprise Manager</th>
<th>Admin Manager</th>
<th>Director of Learning (Secondary)</th>
<th>Director of Learning (Primary)</th>
<th>Director of Technology and Innovation</th>
<th>Director of Student Wellbeing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Boarding Heads</th>
<th>Outsourced contractors WHSO</th>
<th>Finance Officers</th>
<th>Community OGA P&amp;F</th>
<th>Admin Staff</th>
<th>Academic Staff</th>
<th>Primary Staff</th>
<th>IT Support Academic Staff</th>
<th>Care Mentors Instrumental Music Nurse</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**BOARD OF TRUSTEES**
- Chairman: John Johnson (Ross)
- Deputy Chair: Noel Livingston
- Treasurer: John Bryant
- Members of the Board: Jenny Luck, John Bryant, Ken Murphy, Hilarie Dunn, Gail Godwin-Smith
- Secretary to the Board: Debbie Munns

**GIRLS GRAMMAR EXECUTIVE**
- Principal: Christine Hills
- Director of Boarding: Bernadette Hyde-Mewburn
- Director of Secondary Learning (and Timetabling): John Fry
- Director of Primary Learning: Naomi Beacom
- Director of Interactive Learning Technologies: Ryan Cheers
- Director of Student Wellbeing: James Lye
- Business Manager: Debbie Munns
- Facilities and Services Manager: Robin Fay
- Enterprise Manager: Kim Dixon
- Principal’s Assistant and Enrolments Officer: Tammy Lang
## GIRLS GRAMMAR STAFF

### TEACHING STAFF

<table>
<thead>
<tr>
<th>Name</th>
<th>Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jade Allgood</td>
<td>HSS, English</td>
</tr>
<tr>
<td>Mark Avery</td>
<td>Ancient History, Modern History, Latin</td>
</tr>
<tr>
<td>Lee Bartlem</td>
<td>English, Extension English, English Communication</td>
</tr>
<tr>
<td>Melanie Brooks</td>
<td>Mathematics B, Extension Mathematics</td>
</tr>
<tr>
<td>Ryan Cheers</td>
<td>Technology</td>
</tr>
<tr>
<td>Peter Cox</td>
<td>Health and Physical Education</td>
</tr>
<tr>
<td>Jessica Dawes</td>
<td>Music</td>
</tr>
<tr>
<td>Christie Dey</td>
<td>Science</td>
</tr>
<tr>
<td>John Fry</td>
<td>Mathematics C</td>
</tr>
<tr>
<td>Scott Fuller</td>
<td>Physical Activity</td>
</tr>
<tr>
<td>Kathryn Gilmore</td>
<td>English</td>
</tr>
<tr>
<td>Jacqui Goltz</td>
<td>Primary (Year 6)</td>
</tr>
<tr>
<td>Nicole Graham</td>
<td>Japanese, Spanish</td>
</tr>
<tr>
<td>Melanie Hickson</td>
<td>Primary (Year 5)</td>
</tr>
<tr>
<td>Nikki Hislop</td>
<td>Biology</td>
</tr>
<tr>
<td>Melissa Jansen</td>
<td>Home Economics</td>
</tr>
<tr>
<td>Ku Lacey</td>
<td>Mathematics A, Agricultural Science</td>
</tr>
<tr>
<td>Jessica Lamb</td>
<td>Drama, English</td>
</tr>
<tr>
<td>Kate Lang</td>
<td>Primary (Year 4)</td>
</tr>
<tr>
<td>James Lye</td>
<td>Senior English</td>
</tr>
<tr>
<td>Louise McSherry</td>
<td>Dance and Music</td>
</tr>
<tr>
<td>Paul Morris</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Hannah Mounsey</td>
<td>Visual Art</td>
</tr>
<tr>
<td>Sheldon Olive</td>
<td>Primary (Prep)</td>
</tr>
<tr>
<td>Corinne Shaw</td>
<td>Primary (Years 1&amp;2)</td>
</tr>
<tr>
<td>Natalie Spence</td>
<td>Primary (Year 3)</td>
</tr>
<tr>
<td>Luke Tree</td>
<td>Legal Studies, Business</td>
</tr>
<tr>
<td>Emma Whitehand</td>
<td>HSS</td>
</tr>
</tbody>
</table>
## 2016 CARE MENTORS

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Care Mentors</th>
<th>Room/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>Sheldon Olive</td>
<td>ELC</td>
</tr>
<tr>
<td>Year 1 &amp; 2</td>
<td>Corinne Shaw</td>
<td>ELC</td>
</tr>
<tr>
<td>Year 3</td>
<td>Natalie Spence</td>
<td>Discovery Centre</td>
</tr>
<tr>
<td>Year 4</td>
<td>Kate Lang</td>
<td>Discovery Centre</td>
</tr>
<tr>
<td>Year 5</td>
<td>Melanie Hickson</td>
<td>Grant</td>
</tr>
<tr>
<td>Year 6</td>
<td>Jacqui Goltz</td>
<td>Grant</td>
</tr>
<tr>
<td>Year 7</td>
<td>To Be Confirmed</td>
<td>CAB 8&amp;9</td>
</tr>
<tr>
<td>Year 8</td>
<td>To Be Confirmed</td>
<td>P4 &amp; P5</td>
</tr>
<tr>
<td>Year 9</td>
<td>To Be Confirmed</td>
<td>Drama Studio</td>
</tr>
<tr>
<td>Year 10</td>
<td>To Be Confirmed</td>
<td>P1&amp;2</td>
</tr>
<tr>
<td>Year 11</td>
<td>To Be Confirmed</td>
<td>Luck 3&amp;4</td>
</tr>
<tr>
<td>Year 12</td>
<td>To Be Confirmed</td>
<td>Luck 1&amp;2,</td>
</tr>
</tbody>
</table>

### Enrichment Staff
- Learning Enrichment Teacher & 5-6: Julie Hadok
- Library Resource Centre/AV Assistant: Leanna Donaldson
- Science & Home Economics Assistant: Mala Ekanayake
- P-2 Teacher Aid: Leonie Carroll
- 3-4 Teacher Aide: Lesley Donohue

### Administration Staff
- Network Administrator: Matt Cook
- Enrolment Officer: Tammy Lang
- Reception: Sally Johnson
- Student Services: Di Mallyon
- HR & Payroll: Noeleen Leis
- Workplace Health and Safety: Nadia Hoare

### Finance Staff
- Business Manager: Debbie Munns
- Accountant: Kelila Ives
- Accounts Receivable: Dale Munns
- Creditors Payable: Theresa Egerton

### Out of School Hours Care and Vacation Care
- OSHC Coordinator: Nadia Hoare
- OSHC staff: Leanne Bath
### Instrumental Teachers
- Christina Bond: Piano & Voice
- Jessica Dawes: Woodwind, Brass, Auxiliary & Tuned Percussion

### Choir and Ensemble Leaders
- **Choir P-3**: Jessica Dawes and Christina Bond
- **Choir 4-6**: Jessica Dawes and Christina Bond
- **Senior Choir 7-12**: Jessica Dawes and Christina Bond
- **Chamber Singers**: Christina Bond
- **Concert Band**: Jessica Dawes
- **Flute ensemble/s**: Jessica Dawes
- **Piano ensemble**: Christina Bond

### Choir and Ensemble Leaders
- **Choir 4-6**: Jessica Dawes and Christina Bond
- **Senior Choir 7-12**: Jessica Dawes and Christina Bond
- **Chamber Singers**: Christina Bond
- **Concert Band**: Jessica Dawes
- **Flute ensemble/s**: Jessica Dawes
- **Piano ensemble**: Christina Bond

### Health Centre
- **Health Care Coordinator**: Linda Knowles (RN)

### Boarding House Staff
- **Director of Boarding**: Bernadette Hyde-Mewburn
- **Boarding Reception**: Tamara Allen
- **Upper Jackson Years 6-8**: Su Ung
- **Lower Jackson Year 9**: Kay Staples
- **Luck Year 10**: Pat Davison
- **Lower Kollar Year 11**: Shelley Hindmarsh
- **Upper Kollar Year 12**: Chris Oliver

### Boarding Supervisors
- Grace Bergan, Kylie Esler, Leanne Bath, Christine Malone, Hollie Dunn, Jill Yates, Popi Rawlinson, Sarah Skinner, Sarah Houlihan

### Catering Staff
- **Catering Manager/Chef**: Mark Thompson
- **Cooks**: Ann Gaskell, Cheryl Johnson
- **Catering Staff**: Velvet Charles, Maree Fisher, Arlene Aldiss, Marilou Ireland, Daisy Kee

### P&F Uniform Shop
- Karen Wallace

### Grounds and Maintenance Staff
- **Head of Maintenance**: David Eyles
- **Grounds Staff**: Peter Hunt, Dean McKay, Ron Fredricksen
- **Domestic Staff**: Janice Cave, Lynette Batley, Lily Zhidong, Daisy Kee
- **Transport**: Ian Johnson, Tom Cook, Dennis Spencer, Marjorie Johnson
<table>
<thead>
<tr>
<th>Inquiries</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception: Sally Johnson</td>
<td><a href="mailto:Reception@rggs.qld.edu.au">Reception@rggs.qld.edu.au</a></td>
<td>07 49300 900</td>
</tr>
<tr>
<td>Student Services (absences):</td>
<td><a href="mailto:StudentServices@rggs.qld.edu.au">StudentServices@rggs.qld.edu.au</a></td>
<td>07 49300 905</td>
</tr>
<tr>
<td>Academic Staff:</td>
<td><a href="mailto:Firstname.Lastname@rggs.qld.edu.au">Firstname.Lastname@rggs.qld.edu.au</a></td>
<td>07 49300 900</td>
</tr>
<tr>
<td>Principal: Christine Hills</td>
<td><a href="mailto:Principal@rggs.qld.edu.au">Principal@rggs.qld.edu.au</a></td>
<td>07 49300 912</td>
</tr>
<tr>
<td>Enrolments: Tammy Lang</td>
<td><a href="mailto:Enrolments@rggs.qld.edu.au">Enrolments@rggs.qld.edu.au</a></td>
<td>07 49300 912</td>
</tr>
<tr>
<td>Director of Learning: John Fry (Dr)</td>
<td><a href="mailto:DirectorLearning@rggs.qld.edu.au">DirectorLearning@rggs.qld.edu.au</a></td>
<td>07 49300 974</td>
</tr>
<tr>
<td>Director of Primary Learning: Naomi Beacom</td>
<td><a href="mailto:NaomiBeacom@rggs.qld.edu.au">NaomiBeacom@rggs.qld.edu.au</a></td>
<td>07 49300 974</td>
</tr>
<tr>
<td>Student Welfare: James Lye</td>
<td><a href="mailto:DirectorStudents@rggs.qld.edu.au">DirectorStudents@rggs.qld.edu.au</a></td>
<td>07 49300 973</td>
</tr>
<tr>
<td>Boarding Enquiries: Bernadette Hyde-Mewburn</td>
<td><a href="mailto:Boarding@rggs.qld.edu.au">Boarding@rggs.qld.edu.au</a></td>
<td>0438 301 022</td>
</tr>
<tr>
<td>Learning Technologies: Ryan Cheers</td>
<td><a href="mailto:DirectorTechnologies@rggs.qld.edu.au">DirectorTechnologies@rggs.qld.edu.au</a></td>
<td>07 49300 911</td>
</tr>
<tr>
<td>Business Manager: Debbie Munns</td>
<td><a href="mailto:BusinessManager@rggs.qld.edu.au">BusinessManager@rggs.qld.edu.au</a></td>
<td>07 49300 968</td>
</tr>
<tr>
<td>Accounts Receivable: Dale Munns</td>
<td><a href="mailto:AccountsReceivable@rggs.qld.edu.au">AccountsReceivable@rggs.qld.edu.au</a></td>
<td>07 49300 902</td>
</tr>
<tr>
<td>Accounts Payable: Theresa Egerton</td>
<td><a href="mailto:AccountsPayable@rggs.qld.edu.au">AccountsPayable@rggs.qld.edu.au</a></td>
<td>07 49300 982</td>
</tr>
<tr>
<td>Facilities and Services: Robin Fay</td>
<td><a href="mailto:FacilitiesManager@rggs.qld.edu.au">FacilitiesManager@rggs.qld.edu.au</a></td>
<td>07 49300 901</td>
</tr>
<tr>
<td>Enterprise Manager: Kim Dixon</td>
<td><a href="mailto:EnterpriseManager@rggs.qld.edu.au">EnterpriseManager@rggs.qld.edu.au</a></td>
<td>07 49300 964</td>
</tr>
<tr>
<td>Library Resource Centre: Leanna Donaldson</td>
<td><a href="mailto:LeannaDonaldson@rggs.qld.edu.au">LeannaDonaldson@rggs.qld.edu.au</a></td>
<td>07 49300 949</td>
</tr>
<tr>
<td>Health Centre: Linda Knowles RN</td>
<td><a href="mailto:HealthCentre@rggs.qld.edu.au">HealthCentre@rggs.qld.edu.au</a></td>
<td>07 49300 929</td>
</tr>
<tr>
<td>P&amp;F Uniform Shop: Karen Wallace</td>
<td><a href="mailto:RGGSShop@rggs.qld.edu.au">RGGSShop@rggs.qld.edu.au</a></td>
<td>07 49300 944</td>
</tr>
<tr>
<td>OSHC &amp; Vacation Care: Nadia Hoare</td>
<td><a href="mailto:NadiaHoare@rggs.qld.edu.au">NadiaHoare@rggs.qld.edu.au</a></td>
<td>0458 238 789</td>
</tr>
</tbody>
</table>
# STUDENT MEETING SCHEDULE 2016

<table>
<thead>
<tr>
<th>MEETINGS</th>
<th>WHEN</th>
<th>WHERE</th>
<th>ATTENDING</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-12 Assemblies</td>
<td>Weekly</td>
<td>McKeague Hall</td>
<td>All 7-12 Students and Teachers</td>
</tr>
<tr>
<td></td>
<td>Wednesday 11.15-12.05</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P-6 Assemblies</td>
<td>Wednesday 2.10-3.00 as calendared</td>
<td>McKeague Hall</td>
<td>All P-6 Students and Teachers</td>
</tr>
<tr>
<td>Head Girls</td>
<td>Weekly</td>
<td>Principal’s Office</td>
<td>Head Girls and Principal</td>
</tr>
<tr>
<td></td>
<td>Monday Morning Tea</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prefect Meetings</td>
<td>Monday Lunch as calendared</td>
<td>CAB Dining Room</td>
<td>All Prefects, the Principal and Director of Student Wellbeing</td>
</tr>
<tr>
<td>Council &amp; Committee Meetings</td>
<td>4-12 Thursday 11.15-12.05 as calendared</td>
<td>As advised</td>
<td>All students 4-12 and Staff with Council or Committee liaison roles</td>
</tr>
<tr>
<td>House Group Meetings</td>
<td>4-12 Thursday 11.15-12.05 as calendared</td>
<td>Downs – McKeague Hall Paterson – CAB Music Smith – Multipurpose Hall Williams – Primmer 3/4</td>
<td>All students Year 4-12 and all academic Staff</td>
</tr>
<tr>
<td>Uniform Committee Meetings</td>
<td>Second Wednesday of each month in term time Wednesday 3.15-4.15</td>
<td>Staff Lunch Room</td>
<td>Committee of parents, students, staff and the Principal. Visitors welcome.</td>
</tr>
</tbody>
</table>

# PARENT MEETING SCHEDULE 2016

<table>
<thead>
<tr>
<th>MEETINGS</th>
<th>WHEN</th>
<th>WHERE</th>
<th>ATTENDING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uniform Committee Meetings</td>
<td>Second Wednesday of each month in term time Wednesday 3.15-4.15</td>
<td>Staff Lunch Room</td>
<td>Committee of parents, students, staff and the Principal. Interested parents welcome.</td>
</tr>
<tr>
<td>Parents and Friends Committee Meetings</td>
<td>Second Wednesday each month in term time Wednesday 6.00-8.30</td>
<td>Staff Lunch Room</td>
<td>Committee of parents (Enterprise Manager and Principal attend). Interested parents welcome.</td>
</tr>
<tr>
<td>Old Girls Association</td>
<td>Once per term as Calendared</td>
<td>Paterson Hall</td>
<td>Committee and past students ‘Old Girls’</td>
</tr>
</tbody>
</table>
STUDENT TIMETABLES

The Timetable

There are six X 50 minute lessons each day. Students meet with their Care Mentor for 30 minutes each day.

Assemblies take place each week for Years 7-12 and there is one lesson in which cross age meetings may take place or guest speakers may present as part of the Personal Development / Care Program.

Teachers use all the available time to maximise learning opportunities for students. Students are required to attend all calendared school days and the School urges families to support teachers by ensuring attendance until the final day of each term. The Term dates are available in this handbook and on the Girls Grammar website.

The timetable follows a regular pattern to avoid disruption to academic programs. Special events are detailed in the Student Planner and in School calendars.

My daughter’s Mentor is: Contact details:

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>8.20-9.10</td>
<td>7.15-8.05</td>
<td>10.25-11.15</td>
<td>12.05-12.35</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>9.10-10.00</td>
<td>11.15-12.05</td>
<td>12.35-1.20</td>
<td>12.05-12.35</td>
</tr>
<tr>
<td><strong>Morning Tea 10.00-10.25</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 3</td>
<td></td>
<td>7-12 Assembly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 4</td>
<td>10.25-11.15</td>
<td></td>
<td>Extended Care Student Council &amp; Committee House Meetings (Years 4-12)</td>
<td></td>
</tr>
<tr>
<td>Care</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lunch 12.35-1.20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
BEING A MEMBER OF THE GIRLS GRAMMAR FAMILY

Values at the Heart of Girls Grammar

Rockhampton Girls Grammar School is a learning community where every individual matters. Each member of our School family contributes to sustaining an environment in which individuals actively engage in their learning; where School values are embraced; where mutual and self-respect is paramount; where community and global citizenship is fostered and where excellence in every endeavour is sought and celebrated.

FAIR TREATMENT AND RESTORATIVE JUSTICE

(Taken from Restorative Practices in Classrooms: Rethinking Behaviour Management)

‘Fair’ is a word that bears close examination.

Young people and their parents, as well as teachers, are far more likely to accept the umpire’s decision about how a matter has been dealt with, if they have experienced the process as fair. A great deal of energy is spent in schools developing ‘fair’ policy and practice, without realising what they are committing themselves to. In matters of discipline, ‘fair’, in a restorative sense is when:

- All affected parties (teachers, young people and parents, where appropriate) are engaged in the process of problem-solving and in determining what’s needed to put things right;
- Everyone (teachers, young people, parents) has a chance to tell their story and to be heard;
- If you’ve done wrong, you will be given a chance to make amends and to put things right;
- If you are a victim, you will have a say in how to make things right;
- Opportunities will be created for all parties to understand, reflect on and learn from the experience in a respectful way;
- Dialogue is participative and voluntary;
- The repair of relationships and community is paramount and overrides institutional imperatives;
- There is a sense of collective accountability and responsibility.

Fair processes are about engagement and empowerment. This is in direct contrast to current, traditional practice where discipline is dispensed by a party unconnected to the incident, sanctions are linked to school policy which often have a history and tradition underpinned by punishment, a focus on individual behaviour rather than the needs of the community affected, and processes which do not, in any way, take into account how people have been harmed, or how to repair that harm.

BULLY FREE LEARNING ENVIRONMENT

The Rockhampton Girls Grammar School will not tolerate bullying and harassment under any circumstances. Such behaviour has no place in an organisation which promotes and enshrines values, respect for the individual and the community.
The School aims to develop each student’s self-respect, self-esteem and resilience: respect for the feelings, rights and property of others; to encourage each student to make appropriate behaviour choices and to take responsibility for her own actions.

Girls Grammar aims to build within its student body mutual respect and consideration of others and an acceptance of people’s differences.

Bullying (also referred to as harassment) is repeated behaviour (or threatened behaviour) that is humiliating, intimidating, undermining or threatening. It may be: verbal, non-verbal, emotional, social, electronic or physical, and conducted by an individual or group against others. Bullying may be carried out by anyone in the School community.

Defining elements of bullying and harassment include that it:

- Is repeated over time as part of a pattern of behaviour
- Results in offence, injury, embarrassment or isolation of another person or persons
- Targets a specific person or persons
- Involves an imbalance of effect i.e. bully is calm, victim is upset

Behaviours which may constitute bullying are not common at Girls Grammar. However, the following definitions may help students identify inappropriate behaviours:

<table>
<thead>
<tr>
<th>PHYSICAL</th>
<th>VERBAL</th>
<th>SOCIAL</th>
<th>NON-VERBAL</th>
<th>EXTORTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stand over tactics.</td>
<td>Name calling.</td>
<td>Talking about others.</td>
<td>Threatening body language.</td>
<td>Demanding money, food or possessions.</td>
</tr>
<tr>
<td>Hitting/punching.</td>
<td>Threats.</td>
<td>Writing notes about others.</td>
<td>Hand or body gestures.</td>
<td></td>
</tr>
<tr>
<td>Property taken and thrown around.</td>
<td>Abuse.</td>
<td>Use of electronic media to spread misinformation, and rumour, or to threaten.</td>
<td>Exclusion.</td>
<td></td>
</tr>
<tr>
<td>Borrowing without permission.</td>
<td>Suggestive or unwanted comments.</td>
<td>Being ignored.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tripping.</td>
<td>Obscene or vulgar language.</td>
<td>Rejecting.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pushing/jostling.</td>
<td></td>
<td>Instilling fear.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unwelcome touching.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Girls Grammar will uphold the following principles:

- Seek to prevent bullying and harassment from happening in our community.
- Regularly raise awareness about bullying and harassment so that everyone understands their rights and responsibilities.
- Deal with any bullying or harassment complaint seriously, sympathetically, quickly, impartially (fairly) and confidentially.
- Ensure that no-one is victimised for either making a bullying or harassment complaint or for supporting someone who has made a bullying or harassment complaint. Girls Grammar will help to provide whatever reasonable support is necessary.
- Action may be taken against anyone who victimises another person because they made a bullying or harassment complaint or supported someone who has made a bullying or harassment complaint.
- Implement appropriate action to ensure as far as possible the risk of bullying or harassment is eliminated or significantly reduced.

What should you do about bullying and harassment?

Anyone within the Girls Grammar community observing or having knowledge of bullying or harassment must act and not ignore the behaviour.

The prevention such behaviours is the responsibility of all members of the Girls Grammar community. If you or someone else is being bullied, tell someone.

You can seek help from:

- Your Care Group Mentor
- The Director of Student Wellbeing
- The Director of Primary Learning
- The Principal
- The Director of Learning
- A member of the boarding staff
- A teacher
- A friend
Other members of staff
The Health Centre Coordinator
Your parents / guardians

The following courses of action may be taken by Girls Grammar to address bullying and harassment:

- Temporary removal from group – class/grounds
- Community Service
- Suspension
- Counselling or mediation
- Disciplinary action
- Expulsion

Girls Grammar will ensure that students receive information and training during the Care Mentor Program about their rights and responsibilities in maintaining an environment free from bullying and harassment.

**A SENSE OF BELONGING IS A SHARED RESPONSIBILITY**

In order to maintain a positive School culture it is important that all involved in the life of the School understand and commit to both their individual responsibilities and their responsibilities to the community. The Contract of Enrolment recognises that an effective learning partnership between the School and the family best supports young people. This partnership requires open communication and a commitment by those involved to ensure the learning journey for each student is positive, stimulating, fulfilling and rewarding.

<table>
<thead>
<tr>
<th>In regard to:</th>
<th>School commitment:</th>
<th>Student commitment:</th>
<th>Parent commitment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extending academic achievement</td>
<td>Provide a broad-based curriculum, delivered by teachers who recognise and cater for individual student learning needs through differentiated delivery and blended learning strategies.</td>
<td>Actively participate in my learning, seeking opportunities for extension and clarification.</td>
<td>Support my/our daughter in her studies. Maintain open communication with Girls Grammar staff to monitor and discuss progress.</td>
</tr>
<tr>
<td>Reporting student progress in a consistent, clear and timely manner</td>
<td>Provide a calendar which details timelines of written reports and Parent evenings. Encourage parents to communicate promptly and openly. Ensure that all reports are timely and contain clear information.</td>
<td>Understand that my reports will indicate my progress and will reflect both my strengths and areas for development. That I should use this information to extend my understanding of my learning.</td>
<td>Contact the school should any questions arise in regard to progress. Support my/our daughter to use the information in reports to extend her learning.</td>
</tr>
<tr>
<td>Interactive Learning Technologies</td>
<td>Provide an infrastructure which promotes blended learning opportunities for students, supports all staff through training and provides education in responsible use for students and parents.</td>
<td>Use ICT appropriately to enrich my learning, care for equipment provided by the school and ensure that my laptop is always secure.</td>
<td>Support the School in supporting Girls Grammar ‘ICT Responsible Use’ guidelines.</td>
</tr>
<tr>
<td>Fostering Creativity</td>
<td>Provide opportunities for creativity in intellectual, artistic and cultural pursuits.</td>
<td>Explore my creativity.</td>
<td>Value creativity.</td>
</tr>
<tr>
<td>Personal Development</td>
<td>Provide a personal development program which aims to empower young women to make wise choices.</td>
<td>Be reflective and accept responsibility for the choices I make.</td>
<td>Support my/our daughter’s personal development.</td>
</tr>
<tr>
<td>Sustaining a School culture of mutual respect</td>
<td>Promote, model and maintain clear expectations of mutual respect.</td>
<td>Demonstrate respect for self, others and the community.</td>
<td>Engage respectfully with all members of the Girls Grammar community.</td>
</tr>
<tr>
<td>Extending innovation and entrepreneurship</td>
<td>Empower each student to be both innovative and adaptable and to take risks in her learning.</td>
<td>Aim to develop the confidence to take risks in my learning.</td>
<td>Support my/our daughter in developing her confidence to extend her learning.</td>
</tr>
<tr>
<td>Maintaining a safe and appealing physical and learning environments</td>
<td>Implement procedures to ensure the physical environment is safe and to continue to enhance the learning environments.</td>
<td>Actively participate in caring for and respecting the Girls Grammar physical and learning environments.</td>
<td>Support Girls Grammar’s efforts to ensure school environments are cared for by my/our daughter.</td>
</tr>
<tr>
<td>Health</td>
<td>Provide a Health Centre during school hours and promote healthy lifestyle choices through education programs and a range of sporting and leisure opportunities.</td>
<td>Adhere to the Girls Grammar guidelines designed to promote health which include policies about: healthy eating, sun protection, illegal and banned substances.</td>
<td>Support Girls Grammar to promote healthy, life-long habits which minimise health risks for young people: physical activity, healthy diet, sun protection (including wearing hats) and avoiding illegal and banned substances.</td>
</tr>
<tr>
<td>School Pride</td>
<td>Promote the history, heritage and traditions of the school and to encourage students to understand the part they play in shaping the Girls Grammar story.</td>
<td>Recognise and respect that by joining the Girls Grammar community I am an ambassador for the extended Girls Grammar community.</td>
<td>Support Girls Grammar in ensuring that, as an ambassador for the School, my/our daughter recognises that she is part of a strong tradition that includes the wearing of correct uniform and appropriate behaviour.</td>
</tr>
<tr>
<td>Student Leadership and School and community citizenship</td>
<td>Provide opportunities for students to undertake leadership roles and for each student to participate meaningfully as a member of the Girls Grammar and broader community.</td>
<td>Make a contribution to School life at Girls Grammar and to the broader community.</td>
<td>Support the Girls Grammar programs of participation and citizenship.</td>
</tr>
<tr>
<td>RGGS Policies</td>
<td>Develop coherent and clear policies which are available to parents on the website and which are clearly communicated to students, staff and members of the Girls Grammar community.</td>
<td>Adhere to Girls Grammar policies and expectations of behaviour in regard to sustaining a safe and respectful environment.</td>
<td>Be aware of the Girls Grammar policies and to encourage compliance.</td>
</tr>
</tbody>
</table>

**PERSONAL DEVELOPMENT & STUDENT WELLBEING**

Students will have access to a Care Group Mentor who will work closely mentoring students. The Care Group Mentor will form the main line of communication between the School and home regarding all day school related information, and will assist the student in all areas: Academic progress, friendship issues, work load issues etc. The Boarding House mistresses are the first connection point for students and families regarding any areas of concern in relation to boarding.

**Student Wellbeing Program**

Students from Prep to Year 12 will engage in a range of learning experiences through the care program designed to facilitate social, emotional, and moral development. Student wellbeing will be supported through education in the following key focus areas: understanding the core values of our School, acquiring and fostering positive values, building healthy relationships and interpersonal skills, developing resilience, promoting cybersafety awareness, and development of effective problem solving skills. Within the context of established care groups students will explore topics such as:

- **Early Years (Years P-2)**
  
  Care and compassion, doing your best, identifying feelings, asking for help, building social problem solving skills, developing empathy, overcoming fear and anxiety, managing frustration, developing positive online behaviours, exploring the web world.

- **Parent Involvement in the Early Years**
  
  Early Learning Teachers operate their classrooms on an open door policy, where parents and family are welcome into the classroom. Parent participation sends strong positive messages to your daughter that you support them and understand her learning environment. There are many levels of parent participation. Teachers appreciate that time is of a premium for all parents, but are very willing to accommodate any form of involvement you may desire, to assist you and your child to be happy and feel welcomed at Girls Grammar.

- **Communication in the Early Years**
  
  Each child in Year Prep to Year 2 has their own communication folder which they take home and return daily. Inside this folder is kept their student diary. The student diary provides the opportunity for parents to write notes to the teacher and for her the same to parents. Notes are regularly pasted into the student diary, so daily checking is required. The direct phone number for the Early Learning Centre is 4930 0956.
Primary (Years 3-6)
A fair go, responsibility, exploring the dynamics of bullying, supportive and non-supportive friendships, sense of belonging, dynamics of friendship groups, dealing with difficulties, emotional resilience, getting connected-online reality, identifying appropriate online content and places, protecting yourself online.

Middle School (Years 7-9)
Respect, honesty and trustworthiness, dynamics of bullying, power and control, dynamics of the group, friendship dynamics, peer pressure, dealing with stress, changing friendships, self-concept and self-esteem, making decisions, digital media literacy, positive online behaviour, managing online safety.

Senior Secondary (Years 10-12)
Understanding tolerance and inclusion, integrity, responsibility, planning for the future, healthy and abusive relationships, managing stress, staying calm, positive coping, decision making, dealing with problems, digital media literacy, positive online behaviour, managing online safety.

STUDENT LEADERSHIP OPPORTUNITIES
Leadership through service is the guiding principle of students wishing to take on leadership responsibilities. The student body (Year 4-12) elects students from Year 12 (Prefects) to lead all Committees and Councils. The election of Prefects takes place in Term 4 for the following year. The election of Year level leaders in Years 4-11 takes place in Term 1. Year level leaders are elected by their year level group.

Leadership occurs within our School community in many ways. Leadership can mean organising and speaking at School Assemblies; spending time with your new ‘Little Sister’ or making sure a student feels they are being heard. Leadership is about knowing, understanding and respecting the School community; building trusting relationships, learning about others and learning about yourself. Students in Years 4-11 may stand for election to Student Council as Year Level Representatives. Students in Year 12 will have had the opportunity to stand for Prefectship in Term 4 of Year 11.

All students at Year levels 4-12 are involved in vertical House groups led by Prefects. All students will also be members of one of the Student School Committees or Student Councils.

Student Councils
The Primary School, Middle School, Senior School, Boarding and ATSI Student Councils organise Community Action and Social events for students.

Student Committees
Student Committees include around 20 students with representatives from Years 4 to 12. Committees are led by Prefects and include: Agricultural Science, Creative Arts, ELM (English, Library, Maths), History, IT Media, Music and Science & Environment.

School Activities led by Year 12
- School Assemblies
- Girls Rock
- Senior Formal
- Valedictory Competition
- Graduation Ceremony
- House Sporting Carnivals
- Senior Volunteer Day
- House Performing Arts
- Student Councils and Committee

LEARNING PROGRAMS
The Prep to Year 3 Curriculum focuses on the Learning Areas, highlighting the basic building blocks of literacy and numeracy skills. The Key Learning Areas are Mathematics, English, Science, Humanities and Social Sciences (HSS) (History, Geography, Civics and Citizenship), The Arts, Technology and Physical Activity. Class teachers are responsible for literacy, numeracy, HSS and Science, while specialist teachers take other areas such as Physical Activity, LOTE and Arts. Private tuition in Speech and Drama, Instrumental Music and Singing is also available at the school.

The Year 4 - 6 Curriculum is developed in line with the Learning Areas in Years 7-10 (English, Mathematics, Science, HSS, LOTE, Technology, Arts and Physical Activity). Secondary School facilities are available to senior Primary students and specialist Secondary staff oversee classes in some areas, including Science. Private tuition in Speech and Drama and Instrumental Music are also available at the School.

In Year 7 and 8 a broad-based education provides the foundation for informed subject choices in Years 9, 10 and beyond. The following core curriculum areas form the basis of the broad Middle School curriculum:
English, Mathematics, Science, HSS, LOTE (Japanese and Spanish), Home Economics, Arts and Physical Activity. Private tuition in Speech and Drama and Instrumental Music are also available at the School.

In Years 9 and 10 students study a core of English, Mathematics, Science, HSS and Physical Activity. They also select three Electives of particular interest for deeper exploration. They may choose any three from: Agricultural Science, Business, Dance, Drama, Home Economics/Hospitality, Japanese, Latin, Music, Technology, Health and Physical Education and Visual Art. Private tuition in Speech and Drama and Instrumental Music are also available at the School.

Year 11 and 12 Pathways

Responding to the Government initiative Education Training Reforms for the Future (ETRF) and in recognition of the diverse nature of students in our care, the school offers vocational education alongside a broad general education. The Vocational program will provide an alternative pathway to tertiary entrance or employment via a combination of authority (OP) subjects, authority registered (non OP) subjects, VET certificate courses and school-based traineeships and apprenticeships.

- Subject combinations are available according to subject selection lines, which are constructed after extensive consultation with students.
- Within timetable limitations, subject changes may be possible at the end of a Semester. Parents and students are strongly advised to seek and follow staff guidance before requesting a subject change. **OP and QCE eligibility must be checked every time a subject is changed.** All subject change requests require student and parent/guardian discussion before being approved by the Director of Learning.

Senior Education Profile

Students in Queensland are issued with a senior education profile upon completion of Year 12. Included in this profile could be:

**Senior Statement**

This is a transcript of the learning account for all students completing Year 12 at a Queensland School. The Senior Statement shows all studies and the results achieved that may contribute to the award of a QCE or Tertiary Entrance Statement. If a student has a Senior Statement, then they have satisfied the completion requirements for Year 12 in Queensland.

**Queensland Certificate of Education (QCE)**

The Queensland Certificate of Education (QCE) is Queensland’s senior school qualification, which is awarded to eligible students, usually at the end of Year 12. The QCE recognises broad learning options and offers flexibility in what, where and when learning occurs.

**Tertiary Entrance Statement**

The Tertiary Entrance Statement shows an eligible student’s Overall Position (OP) and Field Positions (FPs). These rankings are used to determine eligibility for admission to tertiary courses. The Tertiary Entrance Statement provides information that is recognised by interstate and international universities and tertiary providers and may be required to enrol in study at institutions outside Queensland.

**Subjects currently offered at Year 11 and 12 at Girls Grammar:**

<table>
<thead>
<tr>
<th>AUTHORITY (OP) SUBJECTS</th>
<th>AUTHORITY REGISTERED (non OP) SUBJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Latin</td>
</tr>
<tr>
<td>English Extension (Year 12 only)</td>
<td>Mathematics A</td>
</tr>
<tr>
<td>Modern History</td>
<td>Mathematics B</td>
</tr>
<tr>
<td>Ancient History</td>
<td>Mathematics C</td>
</tr>
<tr>
<td>Home Economics</td>
<td>Physics</td>
</tr>
<tr>
<td>Visual Art</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Biology</td>
</tr>
<tr>
<td>Drama</td>
<td>Agricultural Science</td>
</tr>
<tr>
<td>Music</td>
<td>Business Communication and Technologies</td>
</tr>
<tr>
<td>Music Extension (Year 12 only)</td>
<td>Information Technology Systems</td>
</tr>
<tr>
<td>Legal Studies</td>
<td></td>
</tr>
<tr>
<td>Japanese</td>
<td></td>
</tr>
<tr>
<td>Dance</td>
<td></td>
</tr>
</tbody>
</table>
Subjects are offered depending on numbers.
Students also have access to a wide range of vocational courses through ETRF. Apart from changes made at the end of a Semester (within timetable limitations), subjects chosen in Year 11 continue into Year 12.

References
Every Year 12 student is supplied with a School reference at the end of her final year of Schooling. Other references will be supplied, at other times, on request.

INTERACTIVE LEARNING TECHNOLOGIES

1:1 Laptop Program 4-12
Rockhampton Girls Grammar School is committed to providing a rich, contemporary, challenging education for young women. The Year 4 to Year 12 personal laptop program is complemented by our wireless network meaning our girls have wireless network access in all teaching spaces. Girls Grammar boarders enjoy either wireless or high speed Ethernet access in their dorm. Our Internet access is filtered and monitored 24 hours a day. During the school day our internet filter restricts access to social networking sites and streaming media sites which could act as a distraction. All internet access is turned off after the last preparation period until 6.00am the following morning.

The Laptop program allows the school to ensure that the required software is available to students, that devices are sufficiently powerful to meet curriculum requirements, that computers are robust and quickly repaired. The laptops remain the property of the School, but will be in the fulltime care of students for their personal use for three years, after which they will be replaced with new models. We have implemented a rolling replacement program which will ensure that all Year 4, Year 7 and Year 10 students receive new computers to support their next three years of schooling.

Early Years (Years P-2)
The emphasis of the Early Years program will be ‘Hands-on’. Our aim is to engage our young learners by immersing them in a colourful, interactive and media-rich environment which will invite them to interact with learning in a natural and intuitive way. Numbers, letters and pictures come alive as interactive elements which allow our girls to create their own unique learning experiences.

Primary Years (Years 3-6)
Small group collaboration, problem solving and accessing up-to-the-minute information will characterise the Primary Years Program. Our girls will start to investigate their digital world and become responsible cybercitizens. The focus will be learning can be anywhere in our ‘global village’ and the results of learning can be documented in cyberspace to allow other primary students from all over the globe to interact. Anywhere, anytime learning will commences at Year 4 with every child in Years 4-6 having access to their own laptop computer. Laptop care, data management and responsible use will be the emphasis of the initial phase of the Laptop program with our girls then going on to learn valuable ICT skills that will see them be prepared for their digital world.

Middle Years (Years 7-9)
Students in Years 7-9 are provided with personal computers. Cyber-Citizenship and responsible online learning will characterize the middle school phase of the ICT program. Our girls will start to manage their own learning through our online learning spaces. Their laptop will become the central hub of their learning journey both on campus and off campus. The Anytime Anywhere Learning Concept will become a reality for our middle years girls as they engage in our RGGS Learning Cloud and utilize the best web 2.0 has to offer.

Senior Years (Years 10-12)
Students in Years 10-12 are provided with personal computers. Creativity and collaboration will define the Senior Years program with our girls extending on the skills already developed and applying them to their own personal learning journey. During their final years our girls will be encouraged to record their learning express themselves in a media rich fashion that reflects their changing digital world. Blogs, Wikis, Tweets and Social networks will become not only a way of communicating but also valuable learning tools.

Cyber Safety
Safety is always the number one priority for our daughters and as such, cyber safety will be emphasised at all levels of our program. Especially when our girls have access to their own laptop computer, staying safe online and protecting their ‘digital footprint’ will be central to our ILT education program.

Refer to ICT Responsible Use Guidelines
THE A-Z OF GIRLS GRAMMAR

ACADEMIC COMPETITIONS

There is a wealth of academic competitions, forums and excursions available to students. Students are encouraged to involve themselves in opportunities to extend their strengths and interests.

- Brain Bee Quiz (Term 1)
- EQ Constitutional Challenge (Term 1)
- CQU Business Challenge (Term 2)
- Mooting Comp (May)
- QAMT/UQ Problem Solving Competition (Years 8-12)
- Maths Team Challenge (Term 3)
- Year 8 Quiz (Term 3)
- OptiMinds (Term 3)
- Australian Primary Schools Mathematics competition
- BEAQ Keyboarding Competition (Term 3)
- AMEB Exams
- RACI titration Competition (Term 3)
- ANU Chemistry Quiz (Term 3)

International Competitions and Assessments for Schools (ICAS)

Girls Grammar enters students in the ICAS competitions each year. The highest achieving students have the opportunity to test their abilities in the relevant ICAS exams: Spelling, Writing, English, Mathematics, Computers and Science. Students are nominated to participate by their teachers.

In conjunction with The University of New South Wales (UNSW), Girls Grammar conducts the delivery of ICAS each year. The Educational Assessment Australia (EAA) is an education group of UNSW Global Pty Limited, a not-for-profit provider of education, training and consulting services and a wholly owned enterprise of the University of New South Wales (UNSW). EAA specialises in large-scale measurement and assessment programs including the International Competitions and Assessments for Schools. ICAS is conducted annually in Australia. ICAS is not an essential part of the school curriculum and it is intended to be an academically rigorous test. ICAS is the largest independent competition and assessment program for schools in Australia. It is also delivered to over 20 countries in Asia, Africa, Europe, Pacific and the USA. ICAS medal winners in Years 11 and 12 are eligible for bonus points when they apply to undertake an undergraduate degree at UNSW.

- ICAS Computer Skills (Years 3-10)
- ICAS Science (Years 2-12)
- ICAS Writing (Years 3-12)
- ICAS Spelling (Years 3-7)
- ICAS English (Years 2-12)
- ICAS Mathematics (Years 2-12)

ASSEMBLIES

Secondary School assemblies are held each week in McKeague Hall for Years 7-12. Assemblies are formal occasions, frequently attended by visitors during which the school acknowledges the achievements and talents of students. The formal uniform and blazer is worn to Secondary Assembly. On some occasions these assemblies will include all students (Prep to Year 12). Parents are warmly welcome to attend.

Primary assemblies are held in McKeague Hall on Wednesday afternoons 2.10-3.00pm (refer to calendar for dates). Parents are warmly welcome to attend.

ASSESSMENT YEARS 7-12

Rockhampton Girls Grammar School has a policy of assisting students to plan their study time effectively. For this reason, students will receive an outline of the semester's assessment in each subject via TASS Student Café. No assignments will be given outside this outline without permission from the Director of Learning. Any change to the semester outline will be communicated to students through subject teachers.

Guidelines for Students:

- The assignment must be your own work. Plagiarism is dishonest. Unreferenced use of another’s work (plagiarism) is a serious offense.
- You must take responsibility for maintaining current assessment knowledge and ensuring you are familiar with requirements.
- You will benefit from adhering to draft and submission deadlines (as outlined on the task sheet provided by your teachers).
You should complete and submit all assignments before or by the due date. Assessments are to be submitted to the subject teacher in the subject lesson on the due date.

You are required to submit evidence of attempting the required assessment, by meeting draft deadlines prior to the final submission. Draft deadlines are set by the subject teacher in a reasonable and continuous timeline.

If you do not submit your assessment to the subject teacher on the due date you will be awarded a result based on your draft work or, in some circumstances, an alternative task may be set for you to complete at School.

If you are absent on the due date you should arrange to have your assignment delivered to Student Services (by email, fax or personal delivery) by 3.00pm. If the task you miss is an oral presentation you should ensure that the written version of the presentation is delivered to Student Services by 3.00pm. Medical certification is required if assessment is late due to illness. Email: studentservices@rggs.qld.edu.au Fax: (07) 4922 4809.

Extensions may be given at the discretion of the Director of Learning. Applications for extensions must be submitted on the ‘Application for Extension’ form, (available from Student Services), and discussed with your class teacher. Applications should be submitted at least two days prior to the assessment due date. Extensions will only be granted where drafts have been sighted by the subject teacher.

Technology failure (computer or printer) will not be accepted as an excuse for non-submission on the due date. You are expected to take adequate precautions to guard against losing computer files or not being able to print e.g. save your work regularly and ensure a backup copy (external hard drive or memory stick). You are also encouraged to regularly save work to your personal drive on the school network (which is backed up regularly).

Examinations

Students will be provided with clear information on the scope of each examination and will be given appropriate revision time. Teachers will vary tasks from year to year in each subject.

During formal testing, examination conditions apply from the moment the teacher begins the distribution of the papers until the last papers are collected.

These conditions include each student:

- Being seated as far away from other students as possible.
- Avoiding verbal and non-verbal communication with other students for the duration of the testing.
- Raising her hand to indicate a problem.
- Providing her own equipment during the test, although the teacher may be able to assist with materials in some circumstances.
- Being accompanied by another teacher if she needs to leave the examination room during testing.
- Remaining in the examination room for the duration of the examination.

Extensions for Assessment

Claims for extension of time due to illness will be considered on a case by case basis. If the illness occurred well before the due date and was of short duration an extension would not normally be granted. Students will need to complete an ‘Extension Request Form’ (available at Student Services). This form has to be signed by the appropriate subject teacher. Decisions on the nature of the special consideration will be made by the Director of Learning in consultation with the subject teacher.

Students in Years 10-12 who miss an assessment task due to illness must provide a medical certificate. Students in Middle and Primary who frequently miss assessment tasks due to illness should discuss ways to minimise the impact of absences on learning. Please note that special arrangements apply for student absence during the Queensland Core Skills Test.

Students in Years 11 and 12 (and Variable Progression Rate (VPR) students) studying Authority and Authority registered subjects who are experiencing difficulty meeting draft dates or similar progress indicators will be supported by the School in the following way:

- The subject teacher will discuss concerns with the individual student.
- The subject teacher will contact parents/guardians to discuss support strategies.
- The subject teacher will advise the Director of Learning.
- The Director of Learning will, depending on individual circumstances, follow up with the student and/or parent/guardian.

Late Submission and non-submission of assessment

Evidence collected as part of the teaching, learning and assessment process may be used to make judgments when, for example, a student:

- partially completes an assessment instrument
- does not submit the assessment instrument by the due date
- does not complete a scheduled assessment instrument
- refuses to complete an alternative assessment instrument.
No penalty for lateness will be awarded. An ‘E’ response cannot be awarded for work not submitted as there is no evidence to support such a level of achievement

- In the instance of incomplete folios a student’s level of achievement will be decided upon in accordance with the existing evidence.
- A modified assessment task may be required to determine a student’s understanding or ability.
- If a student does not submit a response to an assessment item by the due date (or an approved extension date) teacher judgment will be made using evidence available on or before the due date.
- If a student is absent for a number of assessment items, it may be more appropriate when the teacher is calculating the overall score for the semester for an UA result (Unable to Assess) to be given on the report. A ‘UA’ (Unable to Assess) is an option only for students in Years 7-10. In Years 11-12, non-completion of assessment will result in no credit being gained for that assessment item and may result in no credit being gained for that subject.

ATTENDANCE

Daily Attendance

Every day a student misses school will lead to extra work which students will need to catch up on and extra work for teachers to support this process. The experience of the classroom can rarely be replicated so it is often challenging for students to make up lost time. Attendance at school is vital and assessment continues in the final week of each of Terms 1, 2 and 3.

- Every student should aim for 100% attendance. There are minimum requirements to qualify for the QCE.
- Medical and dental appointments should be arranged, when it is possible, out-of-school hours.
- Permission for special leave can only be obtained from the Director of Learning. Please email DirectorLearning@rggs.qld.edu.au prior to the expected leave.
- Any absence must be explained by a parent or guardian in writing or by phone to Student Services.
- Absence due to illness must be reported to Student Services as soon as possible. If assessment is affected, a Medical Certificate must be provided for Years 11 and 12.
- **Sign in / sign out** - If a student is late to school or needs to leave school during the day, she must sign in/out at Student Services. A parent should sign the student out or provide a note to the student to hand in when signing out (phone calls and emails are also accepted prior to the absence).
- Days absent will be recorded on all student Academic reports.

Absence during term time

On average, each academic term is 10 weeks in duration. Teachers need each of these days to complete work programs, to ensure student progress and allow sufficient time for assessment. It is critical that students attend for the full term of study.

- Parents who need to remove their children from school should apply well in advance in writing to the Director of Learning explaining the circumstances that have arisen.
- All provisions to vary assessment procedures (e.g. to defer an examination or grant an extension on an assignment) will be managed by the Director of Learning.
- When students miss an examination or assignment because parents have withdrawn their child early for any reason, special arrangements are not made regarding assessment items missed. The item must be submitted. If a student is absent for a number of assessment items, it may be more appropriate when the teacher is calculating the overall score for the semester for a ‘Unable to Assess’ result to be given on the report. A ‘UA’ (Unable to Assess) is an option only for students in Years 7-10. In Years 11-12, non-completion of assessment may result in no credit being gained for that subject.
- Students may be expected to sit their examinations or complete assignments on their return to school and the grades will be used for feedback purposes only.

BIRTHDAY ACKNOWLEDGEMENTS

Rockhampton Girls Grammar School acknowledges students’ birthdays with a card from the Director of Student Wellbeing (on behalf of all staff).

On the day of (or near to) each child’s birthday, ‘Happy Birthday’ may be sung by her classmates and cupcakes will be shared if the family chooses to provide them. These celebrations of children’s birthdays are five minutes in duration and (at the discretion of the teacher) usually held in Primary at the end of the School day, at pick up time or in Secondary during the Care Mentor session. Giving presents is not appropriate during School acknowledgement of birthdays.

We request that cupcakes are provided in preference to a cake which needs to be cut and distributed. Please speak with your daughter’s Care Mentor to ensure that allergies and dietary requirements of students in the class are accommodated.
Please contact your daughter’s Care Mentor if you would prefer that your child’s birthday is not acknowledged in this way.

CAMPS PROGRAM

Year 3 and 4 Sleepover
Year 3 and 3 have a sleepover at the School in Term 3. This provides an opportunity for students to relax with their peers in a boarding setting and to discover more about their teachers and themselves. For some students this is the first time they have been away from family.

Year 5 Camp
Year 5 will spend an overnight stay at Coolwaters Holiday Village learning about and preparing for the leadership roles in Year 6. The camp included a waterpark adventure, along with hikes and beach games.

Year 6 Camp
The adventure and leadership camp offered to the Year 6 students is at The Caves and is a 3 day long camp. The girls take part in caving and team building games.

Year 7 Environmental Camp
Each year, the Year 7 students spend a week learning outside the classroom. The camp fosters friendships, develops team building skills and enhances a holistic appreciation of the natural environment. Students engage in outdoor activities such as flora and fauna observations, Marine Science activities, bush walking, out rigging and snorkeling.

Year 8 Camp
The annual Friendship and Fun Camp is held each year. The purpose of the camp is to extend bonds within the whole year level for all students, both day and boarding. It is an inclusive form of induction to our school family and a vital part of the curriculum.

Year 9 Cooperation & Support Camp
The focus on the Year 9 camp is to extend comfort zones, challenge each girl’s perception of herself and her peers.

Year 10 Work Experience
Work Experience is conducted over a 40 hour block. The students are made aware of this commitment at the beginning of the year and are encouraged to arrange placements as early as possible. Students are encouraged to organise a second week of work placement during the school holidays. The students also complete a log book for their placement and this provides evidence of the hours worked, duties involved and any reporting completed by the employer. Although a huge commitment, this is extremely valuable for them and mock job interviews are based on the experiences they have gained.

Year 11 Leadership Camp
Elements of this three day conference are: Leadership and Communication Skills, Assertiveness and Group Dynamics. This Conference is held in Term 3. The conference is organised to provide students with further opportunities to discuss and investigate:

- what constitutes leadership;
- attributes of a good leader;
- the potential skills and characteristics of leaders within our students;
- how individuals interact in leadership roles;
- steps to take to avoid and / or manage conflict;
- how to identify within themselves the potential for leadership within the School community and
- how to reach their academic potential in what can become a very busy year 12

Year 12 Leadership Conference
In Term 1 the Year 12 students reflect on their leadership camp in Year 11. This affirms their goals and aspirations and assists them to articulate their intentions for the year.

CARE OF FACILITIES

Everyone in the school community is expected to treat facilities with care and to minimise waste. Students will assist staff in ensuring lights, air conditioning and fans are switched off when leaving rooms and by taking responsibility for learning areas being left tidy. Any damages should be reported immediately to a staff member.

CAREERS AND SUBJECT GUIDANCE

All Secondary students are given general advice in choosing subjects through talks to the whole year group by the Girls Grammar Leadership team and input by individual subject teachers, especially our Care Mentors and Work Experience staff. A range of up-to-date information in the Careers Section of the Learning Resource Centre is maintained by the Student Careers Committee and liaison teacher.

The Director of Learning seeks a range of careers information opportunities in which Girls Grammar girls are encouraged and assisted to participate.
COLLECTION OF STUDENTS FROM SCHOOL

- The School day concludes at 3.00pm. Early Learning Students must be collected from the Early Learning Centre and signed out by a parent/guardian or previously nominated person.
- Any Primary student not collected by 3.20 pm will be escorted to the main office Reception area and can be collected from this location before 4.00pm (After school care is available at the Early Learning Centre).

COLOURS CRITERIA

Colours are awarded to students in Years 7-12 for exemplary achievement. Colours may be embroidered onto the student blazer and therefore displayed in all formal occasions. White embroidery represents Half Colours and Gold signifies Full Colours. Students in Years 4-12 may also receive medallions throughout the year in recognition of specific achievement. Medallions achieved within the academic year should be worn to Speech Night.

Colours will be embroidered on blazers at Echidna Embroidery in Denham Street for a small fee. **No Colours are to be added without a letter of authorisation from the Principal’s Office.**

Colours are also awarded at Assemblies throughout the year as they are earned. Colours awarded at Assemblies include:

- **Academic Excellence (Full Colours)** - Awarded to all students in Years 7-12 who achieve a Grade Point Average (GPA) of 13 (A-). These Colours will be awarded for Semester 1 and for Semester 2 at the start of the next academic year. Medallions may be awarded to students in Years 4-6 achieving similarly outstanding academic results.
- **Academic Merit (Half Colours)** - Awarded to all students in Years 7-12 who achieve a Grade Point Average (GPA) of 12 (B+). These Colours will be awarded for Semester 1 and for Semester 2 at the start of the next academic year. Medallions may be awarded to students in Years 4-6 achieving similarly high academic results.
- **Cocurricular Excellence (Full Colours)** – Awarded each semester to students in Years 7-12 who have excelled in cocurricular through participation and leadership. Medallions may be awarded to students in Years 4-6 who have excelled in Cocurricular involvement.
- **Cocurricular Merit (Half Colours)** – Awarded each semester to students who have made an exemplary contribution to cocurricular. Medallions may be awarded to students in Years 4-6 who have had significant involvement in the Cocurricular Program.
- **Activity Specific Colours** as listed in the table below:

Prerequisites

Students receiving **Full Colours (Gold)** will:

- Demonstrate leadership, School pride and reliability
- Punctually attend a minimum of 90% of rehearsals, training sessions, meetings, trials, games and/or events

Students receiving **Half Colours (White)** will:

- Demonstrate dedication and School pride
- Attend a minimum of 80% of rehearsals, training sessions, meetings, trials, games and/or events.
<table>
<thead>
<tr>
<th>Category</th>
<th>Full Colours</th>
<th>Half Colours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic</strong></td>
<td><strong>Full Academic Excellence Colours</strong> may be awarded to students who:</td>
<td><strong>Half Academic Merit Colours</strong> may be awarded to students who:</td>
</tr>
<tr>
<td></td>
<td>✓ Achieve a GPA of 13 (A-). These Colours will be awarded for Semester 1, and Semester 1</td>
<td>✓ Achieve a GPA of 12 (B+). Semester 1</td>
</tr>
<tr>
<td></td>
<td>for Semester 2 at the start of the next academic year.</td>
<td>Academic Merit Certificates are presented at Assembly in Term 3 and for Semester 2 at the start of the next academic year.</td>
</tr>
<tr>
<td></td>
<td><strong>Full Community Colours</strong> may be awarded to students who:</td>
<td><strong>Half Community Colours</strong> may be awarded to students who:</td>
</tr>
<tr>
<td></td>
<td>✓ Make an outstanding contribution to the Girls Grammar Community Service Program through demonstrating leadership and extensive participation in Community Service Programs and School Functions.</td>
<td>✓ Make an excellent contribution to the Girls Grammar Community Service Program through demonstrating leadership and extensive participation in Community Service Programs and School Functions.</td>
</tr>
<tr>
<td><strong>Dance</strong></td>
<td><strong>Full Dance Colours</strong> may be awarded to students who:</td>
<td><strong>Half Dance Colours</strong> may be awarded to students who:</td>
</tr>
<tr>
<td></td>
<td>✓ Compete at a State Finals Dance competition, qualifying for Nationals.</td>
<td>✓ Compete at a State Preliminaries Dance competition qualifying for State Finals.</td>
</tr>
<tr>
<td><strong>Debating</strong></td>
<td><strong>Full Debating Colours</strong> may be awarded to students who:</td>
<td><strong>Half Debating Colours</strong> may be awarded to students who:</td>
</tr>
<tr>
<td></td>
<td>✓ Compete at a level beyond the Rockhampton District i.e. at Regional, Zone or State Level.</td>
<td>✓ Win their Zone Competition at the Rockhampton Level or</td>
</tr>
<tr>
<td></td>
<td><strong>Full Production Colours</strong> may be awarded to students who:</td>
<td>✓ Reach the finals at the Rockhampton District Level of Competition.</td>
</tr>
<tr>
<td></td>
<td>✓ Make an outstanding contribution to School Production through extensive, skilled and proactive contribution and leadership.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Make an outstanding contribution to Drama through extensive and skilled involvement and proactive leadership, contribution and collaboration in at least three of the annual Dramatic performances: Girls Rock, Showcase, Street Theatre, Workshops, School Production.</td>
<td></td>
</tr>
<tr>
<td><strong>Equestrian</strong></td>
<td><strong>Full Equestrian Colours</strong> may be awarded to students who:</td>
<td><strong>Half Equestrian Colours</strong> may be awarded to students who:</td>
</tr>
<tr>
<td></td>
<td>✓ Compete in Interschool Equestrian Queensland (State) competition, placing 1st, 2nd or 3rd</td>
<td>✓ Achieve Age Champion in the Interschool Gymkhana (District)</td>
</tr>
<tr>
<td></td>
<td>✓ Compete in the Interschool Equestrian Queensland competition, qualifying for Nationals</td>
<td>✓ Participate in the Interschool Equestrian Queensland competition, qualifying to compete at State level</td>
</tr>
<tr>
<td><strong>Opti-Minds</strong></td>
<td><strong>Full Opti-Minds Colours</strong> may be awarded to students who:</td>
<td><strong>Half Opti-Minds Colours</strong> may be awarded to students who:</td>
</tr>
<tr>
<td></td>
<td>✓ Win Regional Finals for Opti-Minds Rockhampton Region (eligibility for Opti-Minds State Finals)</td>
<td>✓ Achieve Honours in Regional Finals for Opti-Minds in the Rockhampton Region</td>
</tr>
<tr>
<td></td>
<td><strong>Full Math Quiz Colours</strong> may be awarded to students who:</td>
<td>✓ Demonstrate leadership and initiative in challenge process</td>
</tr>
<tr>
<td></td>
<td>✓ Win or place (1st, 2nd or 3rd) in the state finals for year 8 Math Quiz.</td>
<td>✓ Win Year 8 Math Quiz Rockhampton Region.</td>
</tr>
<tr>
<td>Performance Music</td>
<td><strong>Full Music Colours</strong> may be awarded to students who:</td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Achieve Honours or above in Grade V or higher AMEB Practical or Grade IV Theoretical Examinations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Are accepted into the Queensland Conservatorium of Music State Honours Ensemble Program</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Are accepted into the Australian Chamber Orchestra Ensemble Program</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Are accepted into the Australian Girls’ Choir or Gondwana</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Achieve three or more first places across solo instrumental, piano and vocal sections in the Rockhampton/Queensland eisteddfod</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Half Music Colours</strong> may be awarded to students who:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Achieve credit or above in Grade IV or higher AMEB Practical or Grade III Theoretical Examinations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Achieve three or more places across solo instrumental, piano and vocal sections in the Rockhampton/Queensland eisteddfod</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Ensemble</th>
<th><strong>Full Ensemble Colours</strong> may be awarded to students who:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Are active members of at least three separate instrumental and/or vocal ensembles for the duration of a year, with all three of those ensembles placing at an Eisteddfod.</td>
</tr>
<tr>
<td></td>
<td>- Are active members of two different eisteddfod events, winning instrumental and/or vocal ensembles.</td>
</tr>
<tr>
<td></td>
<td>- Are active members of an ensemble which places at a national Level competition</td>
</tr>
<tr>
<td></td>
<td><strong>Half Ensemble Colours</strong> may be awarded to students who:</td>
</tr>
<tr>
<td></td>
<td>- Are active members of two different instrumental and/or vocal ensembles, with both ensembles receiving a place at an Eisteddfod.</td>
</tr>
<tr>
<td></td>
<td>- Is a member of an ensemble which places at a State Level competition (i.e. State Eisteddfod, Festival of Music etc)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rowing</th>
<th><strong>Full Rowing Colours</strong> may be awarded to students who:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Represent the Region (Capricornia).</td>
</tr>
<tr>
<td></td>
<td>- Place in a final in State or National Championships.</td>
</tr>
<tr>
<td></td>
<td><strong>Half Rowing Colours</strong> may be awarded to students who:</td>
</tr>
<tr>
<td></td>
<td>- Represent District (Rockhampton)</td>
</tr>
<tr>
<td></td>
<td>- Participate in State or National Championships and progress to a final</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Speech and Drama</th>
<th><strong>Full Speech and Drama Colours</strong> may be awarded to students who:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Achieve Honours or above in Grade V or higher AMEB practical examination</td>
</tr>
<tr>
<td></td>
<td>- Achieve Honours for an AMEB examination and two places in the Rockhampton Eisteddfod</td>
</tr>
<tr>
<td></td>
<td>- Achieve three or more first places in the Rockhampton Eisteddfod</td>
</tr>
<tr>
<td></td>
<td><strong>Half Speech and Drama Colours</strong> may be awarded to students who:</td>
</tr>
<tr>
<td></td>
<td>- Achieve credit or higher for a Grade IV or higher AMEB practical examination</td>
</tr>
<tr>
<td></td>
<td>- Achieve two or more places in the Rockhampton Eisteddfod</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sport Aerobics</th>
<th><strong>Full Sport Aerobics Colours</strong> may be awarded to students who:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Compete at Schoolaerobics State Finals qualifying for Nationals</td>
</tr>
<tr>
<td></td>
<td><strong>Half Sport Aerobics Colours</strong> may be awarded to students who:</td>
</tr>
<tr>
<td></td>
<td>- Compete at Schoolaerobics State Preliminaries qualifying for State Finals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sports</th>
<th><strong>Full Sports Colours</strong> may be awarded to students who:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Achieve Age Champion in three Interhouse Carnivals</td>
</tr>
<tr>
<td></td>
<td>- Represent Girls Grammar in a Queensland Schools Carnival and place in a final (1st, 2nd or 3rd)</td>
</tr>
<tr>
<td></td>
<td>- Wins a club championships within the top division of the Sport</td>
</tr>
<tr>
<td></td>
<td>- Represents Girls Grammar in a sport at Capricornia/QLD level (with consideration of entry criteria)</td>
</tr>
<tr>
<td></td>
<td><strong>Half Sports Colours</strong> may be awarded to students who:</td>
</tr>
<tr>
<td></td>
<td>- Achieves Age Champion in two Interhouse Carnivals</td>
</tr>
<tr>
<td></td>
<td>- Represent Girls Grammar in a Queensland Schools Carnival final play off (top 8).</td>
</tr>
<tr>
<td></td>
<td>- Qualifies for semi-final (top 4) within the top division of the Sport</td>
</tr>
<tr>
<td></td>
<td>- Represents Girls Grammar in a sport at District/Capricornia level (with consideration of entry criteria)</td>
</tr>
</tbody>
</table>
Year 7 to 12 Prizes awarded at Speech Night (which may be worn as colours in the following year):

- **First In Year/Dux (Full Colours)** - Awarded to the overall highest achieving student in each year level from Year 7 to 12 where achievement has been exceptional. This award replaces the Academic award based on GPA.
- **Second in Year/ Proxime Accessit (Full Colours)** - Awarded to the second overall highest achieving student in each year level from Year 7 to 12 where achievement has been exceptional. This award replaces the Academic award based on GPA.
- **Citizenship (Full Colours)** – Awarded to a student in each Year 7 to Year 12 who has made a significant contribution to others in the Girls Grammar family and to the wider community.
- **Cultural (Full Colours)** - Awarded to a student in each Year 7 to Year 12 who has made a significant contribution to the Visual and Performing Arts Program at Girls Grammar (Music, Art, Dance and Drama).
- **Sporting (Full Colours)** - Awarded to a student in each Year 7 to Year 12 who has made a significant contribution to Sport at Girls Grammar.

**Medallion Awards which may be awarded at Assembly or Speech Night and are to be worn to Speech Night (these Awards are not Colours):**

- **First In Year Medallion** - Awarded to the overall highest achieving student in each year level from Year 4-6 where achievement has been exceptional.
- **Second in Year Medallion** - Awarded to the second overall highest achieving student in each year level from Year 4-6 where achievement has been exceptional
- **Citizenship Medallion** – Awarded to a student in each year level 4-6 who has made a significant contribution to others in the Girls Grammar family and to the wider community.
- **Cultural Medallion** - Awarded to a student in each year level 4-6 who has made a significant contribution to the Creative Arts Program at Girls Grammar (Music, Visual Art, Dance and Drama).
- **Sporting Medallion** - Awarded to a student in each year level 4-6 who has made a significant contribution to Sport at Girls Grammar.
- **Age Champion Medallions** - Awarded to the student in each age group at each Carnival with the highest overall score (calculated from every event in which they compete)

Speech Night is the most formal event of the School Calendar. All members of the School community are expected to attend to honour our highest achievers and to farewell the Year 12 students.

Other bursaries and awards may also be awarded. These are not automatically recognised as Colours.

**COMMUNITY LINKS**

Girls Grammar has a community service focus. This is brought to fruition through action, fundraising (mostly from Free Dress Days) and through raising awareness at Assemblies. The Student Councils will organise activities through the year through which students may make a contribution.

These include, but are not limited to:

- Anzac commemoration services
- Bulls ‘n’ Barrels (breast cancer research)
- Sun Smart awareness
- Blood Bank (16 years+)
- Riding for the Disabled
- Carnival Morning Tea (Friend raising)
- Mothers’ Day Luncheon (Family Day)
- Race Day Carnival (Friend raising)
- Daniel Morcombe Day (Child Safety)
- White Balloon Day (Child Safety)
- Crazy Hair Day (Cancer Research)

**Free Dress Days**

A number of Free Dress Days are held for student fundraising for charity organisations. On these days students may choose to wear the School uniform or smart casual clothing (with closed-in shoes). Students should avoid clothing which: reveals midriff or bra straps, short shorts, short skirts, shoestring straps, open-toed shoes, inappropriate logos. As we are a SunSmart School shoulders must be covered and a hat must be worn. Students are encouraged to participate as these days are always to raise awareness and community conscience, and often to raise money for charities.

**DRIVING – LICENSED STUDENTS**

Day students in Year 12 are permitted to drive a motor vehicle to and from school subject to the authorisation of their parents/guardian and the School Principal. Parents authorising usage of a motor vehicle, subject to the School’s conditions, accept full responsibility for such motor vehicle usage by their daughters whilst students of the School.

Students should abide by the rules of the road and be responsible licensed drivers.

A written application from a student’s parent and/or guardian to drive a motor vehicle must be submitted to the School Principal on the School’s application form (available from Student Services). Parents requiring special consideration in regard to student travel must contact the Principal.
Once approval has been received for a student to drive a motor vehicle to and from school, the following conditions apply:

- Another student of the School (other than a sibling of the driver who also has approval from the School) may not drive a motor vehicle belonging to another Rockhampton Girls Grammar student.
- P-plate drivers in the first three months of their license may not travel with more than one passenger of a similar age (who is not an immediate relative).
- A student of the School (other than a sibling of the driver) may not travel as a passenger in a motor vehicle belonging to another Rockhampton Girls Grammar student, unless specific permission is sought and obtained from Principal.
- Student cars are permitted only in designated areas within the school campus (i.e. on the grass behind Kollar – not in staff or visitor parking spaces).
- On arrival at school, day students are to submit their vehicle keys to Student Services for signing in and out of the Vehicle Key Register. Students may then collect their vehicle car keys at the end of the school day. Boarding students leave their keys with the dorm mistress.
- Students are not permitted to return to or use their motor vehicles during regular school hours (8.20am to 3.00pm).

**EMERGENCY LOCKDOWN AND EVACUATION**

A lockdown or evacuation will take place when students and staff need to be locked within buildings or evacuated for their own safety. This will usually occur if there is a dangerous intruder on school grounds, but may also occur in some circumstances in the event of a hazardous situation such as a chemical spill or fire, which makes it dangerous for students, staff and visitors.

The Facilities and Services Manager, or one other member of school staff designated by the Principal, will schedule at least one practice lockdown drill and one practice evacuation drill per semester and will be responsible to ensure all staff members are clear regarding the procedure before the practice drills take place.

**Fire Safety**

If you discover a fire, day or night:

- Operate the nearest button or alarm system
- Make your way as quickly as possible to the evacuation point.

On hearing the alarm:

- Do treat it as genuine. No matter how many times the alarm has sounded previously for no apparent reason. Failure to react correctly could endanger your life and the lives of others.
- Stop what you are doing immediately. Switch off electrical equipment. Close any windows in your near vicinity and exit the room. The last person out should close the door.
- Move quickly, without running, to the designated assembly area.
- During School hours (8.00am- 3.00pm) - All students, staff and visitors should assemble on the oval in Home Room Groups.
- During non-school hours (3.00pm – 8.00am) – All students, staff and visitors should assemble at the upper car park in Agnes Street.
- Do not leave the Assembly Area until directed to do so by the Principal or Boarding Head of House.

Maps showing the assembly points are posted on all school notice boards and dormitory doors in Boarding. An evacuation drill will be held in the day school and in boarding each semester to ensure all new students are aware of the procedures. Teachers will remind students of the lockdown and evacuation procedures during the Care Meeting each semester.

**EXCURSIONS**

Curriculum-based excursions are important elements of many subject programs. These are compulsory and generally included in the School fees. In circumstances where a learning experience was not able to be planned in advance (and included in the budget) there may be an additional charge for that excursion.

Details regarding schedules and any special arrangements (and cost if any) will be made available as early as possible via a class excursion slip sent home with day students. Boarding parents will sign a slip covering all excursions for the year. The signed permission form must be returned to the class teacher, or the student will remain at school and miss the activity.
GRIEVANCES

As a member of the Girls Grammar School community, you have the right to have your complaints/grievances heard and dealt with.

You are invited to raise genuine complaints/grievances with any member of staff. All staff members will listen to your complaint/grievance. They will help you to direct your complaint/grievance to the most appropriate person in the School.

You have the right to choose to be accompanied by another helpful, supportive person when you express your complaint/grievance. The choice of person is completely yours.

HEALTH CENTRE

The school has a Health Centre with a full-time Health Centre Coordinator who is a Registered Nurse. Minor ailments for Day students may be treated at the school. In other cases, a parent will be contacted and requested to collect the student. In an emergency, the student will be taken to a doctor or an ambulance will be called. When there may not be time to consult the parent beforehand such contact with parents/guardians will be made as soon after as practicable.

Students who feel unwell during the school day must seek permission from their teacher prior to visiting the Health Centre.

Students requesting collection due to illness, must present to the Health Centre prior to contacting parents.

Counsellor

If a student needs to see a Counsellor, an appointment will be organised through the Health Centre.

HOMEWORK YEARS 7-12

The homework and study needs of students vary according to their year level. Year 11 and 12 students are required to do considerable study in addition to classwork.

As well as doing homework, all girls should read as widely as possible. This means reference books and newspapers as well as novels. Such wide reading will stand all students in good stead for their senior courses of study. The QCS Test for Year 12s, for example, can rely heavily on wide and varied personal reading. Wherever possible, teachers will give adequate notice of homework and prep so that girls can plan their home studies program.

If it is necessary for students to use School resources for homework, their teachers will arrange the availability of these resources.

Day students are very welcome to remain at School in the afternoon to access resources in the library (Library Resource Centre). They need to check in with at the Boarding Office (in case students need to be found for parents or for messages, etc.). Girls who would like to join the Boarders for prep time must gain permission from the Director of Boarding. Day students are not permitted in the boarding houses without permission from boarding staff.

Homework and Study

Learning does not happen in the classroom alone. Study time, including homework received on a regular basis, reinforces new concepts.

Time Management Advice for Students

An organised study/homework timetable will help direct your time

- Have everything ready
- Begin work immediately
- Set your goals and plan for them
- Re-evaluate your timetable at regular intervals
- Minimise distractions
- Plan your relaxation activities in advance
- Plan for social commitments, communication and family responsibilities
- Stop to sleep at a regular time each night
- Read for enjoyment
- Eat and exercise regularly

Types of Homework

Homework may take various forms. Some of these may include:

- Preparation for future lessons (e.g. reading, research assignments)
- Preparation for tests and examinations
- Review of work covered in class
- Short assignments set on a frequent basis
- Longer assignments set on a less frequent basis
- Completion of some aspect of work commenced in class

To effectively manage your learning at home so your knowledge and understanding grow with you, the following tables give you a guide to times. It is generally believed that on average a student with good time management should spend:

- Prep-Year 3: 10 to 20 minutes per night
- Years 4-6: 30 to 40 minutes per night
- Years 7-10: 1 to 2.5 hours per night
- Years 11&12: 3 to 3+ hours per night

HOUSE SYSTEM

Each student is a member of one of four Houses:

Downs House  Green
Paterson House  Red
Smith House  Blue
Williams House  Yellow

The House system is used to organise cross age groups for competition and interaction. House competitions include:

- Athletics P-6 and 7-12
- Cross Country P-12
- Debating 7-12
- Primary Ballgames P-6
- Swimming P-6 and 7-12
- Touch Football 7-12
- Choir 4-12

The House Trophy is awarded to the winning House. House Spirit is awarded to the House with the best cooperation and participation at each carnival.

LEARNING RESOURCE CENTRE (LIBRARY)

- Advice for Students:
  - Your Library is the place to come to for quiet work, relaxation, socialising with friends or just catching up on the latest news. We encourage friendliness and respect for others.
- Staff: Library & Resource Coordinator: Mrs. Hamilton; Library Assistant- Leanna Donaldson
- Open Hours: 8.00am to 6.00pm – Monday, Wednesday & Thursday
  8.00am to 4pm – Tuesday & Friday
- Boarding staff supervise between 4.00pm-6.00pm Monday - Thursday. Day students are welcome to attend after school.
- Be respectful and acknowledge library staff upon entry.
- Borrowing - All borrowing is automated and to be processed through the Circulation desk. P-6 scan a library card and 7-12 can use your school ID cards.
- Areas of the Library include: General Fiction (15yrs+), Teen Fiction (9–14yrs) and Junior Fiction (4yrs+), Junior Non-fiction, Picture Books, Non-fiction and Senior Reference, Reality Reads, group study tables and couches for silent reading. The collection provides resources to support your studies and your recreational interests and reading for pleasure.
- Fees – Lost/Damaged items – a full replacement cost will be charged to a student’s account for any items that are lost or returned damaged.
- Food and Drink – Food and drinks are not permitted in the library. Water bottles must be non-spill.
- Holiday Loans - Resources may be borrowed during ALL holiday breaks except the end of year summer holidays.
- Games – Board games and outdoor chess and table tennis is available for all students from Yr. 4 – 12 to enjoy.
- Loans – Students in Years 10-12 may borrow up to 10 items for two weeks; Years 6-9 may borrow up to 8 items for seven days; Years 3-5 may borrow up to four items for seven days and Years Prep-2 may borrow up to two loans for seven days.
- Lost or Damaged Items - You are solely responsible for all loans and equipment you borrow. If these are lost, damaged or stolen you are responsible for the full replacement cost and accessioning fee of those items.
- Manual Loans Register - Students must use this to record all loans out of hours borrowing.
- Mobile Phones are to be switched off or to silent whilst in the Library.

Overdues - Overdue notices are sent directly to students via school email accounts. Overdue notices for Primary students Prep-6 will be sent directly to class teachers via email. If you are on the Overdue List, your borrowing privileges will be forfeited until all loans are returned or renewed. Overdue books need to be returned for renewal.

Overnight Loans of AV equipment - These may be borrowed after 3.00pm and must be returned before Period 1 the following morning during the week, or if borrowed on Friday, before Period 1 on Monday.

Research - When using items from the shelves for study or class work place items on the trolleys provided. All bibliographies are set out using the APA referencing style.

Returns – All items are to be placed in the Library Returns Shute upon entry to the Library or on the Circulation desk.

School Bags – ALL bags are to be left outside the library area on the supplied bag racks.

Senior Study Centre – Year 11&12 students use the Senior Study Area for individual silent study lessons during classtime. Study tables and bays are provided for your comfort.

Textbooks – Yr. 7-12 are issued with textbooks at the beginning of each year. Students are responsible for their own items.

Tutorials – Teachers may host subject tutorials after school. Secondary students are encouraged to attend.

Wireless Access - Wireless access is available for all laptops throughout the library and Amphitheatre area.

LOCKERS

Lockable lockers are provided for students in Years 7-12 to secure their possessions. Lockers should be locked at all times. Food should not be left in lockers. Students may purchase a combination lock from Student Services or supply their own. Students will need to replace locks which need to be cut open.

Any repairs, problems or queries regarding lockers are to be referred to Student Services.

LUNCH AND MORNING TEA

Day students are welcome to join boarders for Morning Tea and Lunch. Day students requiring lunches and morning tea are able to purchase tokens in advance from Student Services. Morning Tea tokens are $2.00 and Lunch tokens $4.00. They will need to place their name on the list at Student Services. Lunch and morning tea will be the same as that provided to boarders and lunch will include fruit and a drink. The weekly menu is displayed on the Student Services noticeboard, outside the dining room and on our Website.

The Student Councils and the P&F Shop may conduct the sale of healthy snacks and drinks during the year.

MOBILE PHONES

The increased ownership of mobile phones requires that school administrators, teachers, students and parents take steps to ensure that mobile phones are used responsibly. Parents need to be aware of the capacity of the handheld devices they purchase for their daughters and the associated costs. Parents need to be aware that mobile phones routinely connect to social media through internet which is not monitored or filtered by the school.

The School has a responsible use policy which includes:

- Mobile phones are not to be used during learning time (classes and during Prep for Boarders).
- Students are responsible for the security of their mobile phones. The School accepts no responsibility for lost, stolen or damaged mobile phones.
- Boarding Students in Years 6-9 will hand in their mobile phones each evening.
- No phones are to be used while eating in the Terrace area or dining room.

MUSIC

Refer to the Instrumental Music Handbook for more information

Rockhampton Girls Grammar School has a Music Program which includes concert bands, choirs, stage band, chamber groups, and an internationally acclaimed Wind Symphony. All music groups perform regularly at major venues, both nationally and abroad.

Instrumental Tuition

Approximately 30% of Girls Grammar students are learning an instrument or studying voice at Girls Grammar. Lessons are offered on an individual basis and attract an additional fee. Tuition is available in the following instruments: flute, oboe, clarinet, saxophone, piano, violin, viola, cello, trumpet, trombone, tuba, saxophone, theory and voice. Please contact the Instrumental Music Department for more information.

As with all School activities, total commitment is essential for music involvement.
**NAME BADGES**

Students and staff wear name badges. These are supplied by the school upon enrolment. Students will be charged for replacement name badges if they are lost or damaged.

**OLD GIRLS’ ASSOCIATION (OGA)**

There are active branches of the Old Girls’ Association in Rockhampton, Brisbane and Mackay. Groups of past students in other towns and cities may be contacted via the School.

The ‘Annual Subscription’ is $15. ‘Life Membership’ is available for $125 and entitles the member to a special badge and copies of Chit Chat, the OGA newsletter. ‘Life membership’ is bestowed upon Graduation and fees charged to the final account. Reunions, social functions and live-in weekends are arranged from time to time.

Further information may be obtained from the school website or by contacting Reception.

**OUT OF BOUNDS**

The following areas are **out of bounds**, unless there are special circumstances determined by staff members:

- Beyond the Courts and Kollar House
- Beyond the oval
- Grounds staff work area
- All fire escape steps
- All classrooms except during class or prep times, or as specified by a staff member (Teacher/Boarding staff)
- The dormitories during the day for boarders and at all times for Day Girls (except when given permission by a senior member of staff)
- Staff work rooms

**OUT OF SCHOOL HOURS CARE (OSHC)**

An Out of School Hours Care Program operates in the Early Learning Centre and is available for students from Prep to Year 9. Girls Grammar offers supervised play in the morning from 7.15am. In addition, After School Care and Vacation Care are also offered.

OSHC:

- Provides meaningful programs, which incorporate elements of play with elements of daily real-life experiences.
- Recognises freedom of choice in experiences, balanced with age-appropriate programing and opportunity for support child-initiated planning.
- Treats children, parents, staff and relevant community members with respect
- Recognises parents as having the primary responsibility for the upbringing, protection and development of their children. Girls Grammar OSHC aims to support parents in that role.
- Encourages and welcomes open discussion on all issues relevant to the Girls Grammar OSHC operation.

Before students attend OHSC all forms must be submitted. Children cannot attend this facility prior to completing an application form (even under emergency situations). Application forms are available at Reception or ELC.

**ORIENTATION PROGRAM**

To assist all new students settle into life at Girls Grammar, an Orientation Day is held in November in the year prior to commencement. Boarders also have the opportunity to stay in the Boarding House overnight to assist their smooth induction into boarding life.
REPORTS PREP – YEAR 12

Teachers are available at any mutually convenient time to discuss your daughter/s progress. Written reports will be provided four times a year: They will be available on Parent Lounge.

<table>
<thead>
<tr>
<th>Time</th>
<th>Report Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of Term 1</td>
<td>Interim Report and Parent/Teacher/Student Learning Conversation</td>
</tr>
<tr>
<td>Mid-Year break</td>
<td>Semester One Report</td>
</tr>
<tr>
<td>End of Term 3</td>
<td>Interim Report and Parent/Teacher/Student Learning Conversation</td>
</tr>
<tr>
<td>End of Year</td>
<td>Semester Two Report</td>
</tr>
</tbody>
</table>

SCHOOL HOURS

School Hours

Girls Grammar commences classes at 8.20am for all levels P-12. In Early Learning this allows a period of time when parents can be with their child for the start of the School day. Our school day concludes at 3.00pm for all year levels.

SCHOOL SOCIAL ACTIVITIES

School social activities include informal activities such as the Year 12 Talent Quest, End of Year School Party and Boarders' Dinners. School dances/socials are also organised within the School.

Parents are invited to attend all Assemblies and any of the following annual events:

Term 1

- Orientation Day
- Commencement Family BBQ
- Investiture of Student Leaders
- Music Progress Concert
- Dance Assessment Evening

Term 2

- Foundation Day
- Drama productions
- Mothers’ Day lunch
- P&F Working Bee
- Gaia Festival & Open Day
- Race Day
- Music Progress Concert
- Dance Assessment Evening

Term 3

- Bulls ‘n’ Barrels
- Music Gala and Art Exhibition

Term 4

- Girls Rock
- Year 6 Graduation
- Year 12 Graduation
- Speech Nights for Primary and Secondary
- Orientation weekend
- School Party Day (last day of Term 4)
SPORT

Sports activities provide experiences which enable students to:
- Choose behaviours which promote healthy living
- Make informed, rational decisions as to their involvement in skilful physical activities such as sports, dance and outdoor pursuits.
- Engage in positive social environments and build confidence and self-esteem.

Rockhampton Girls Grammar School is a member of the Capricornia District Secondary Schools Sports Association and the Rockhampton District Primary and Secondary Schools Sports Association. Because of this, every student has an invitation and is eligible to trial for their sport and if successful, compete up to a state level.

A House System is used for sport within the school and girls compete in Interhouse Swimming, Cross Country and Athletics and Ball Games for Primary students.

The facilities at the school include a large undercover area, Netball, Tennis, Volleyball and Basketball Courts, Swimming Pool, Sports Field, gymnasium and weights facilities room.

Main Sporting activities
Tennis, Netball, Basketball, Hockey, Softball, Rowing, Volleyball, Water Polo, Touch Football, Swimming, Cross Country, AFL, Football, Athletics, and Sports Aerobics. Other sports may be available through local sporting associations.

Students are able to compete in Softball, Basketball, Hockey, Netball, Football, Water Polo and Tennis interschool competitions. The school also has representative teams competing in both Touch Football and Netball Club competitions. Students involved in Netball, Touch Football, Equestrian, Rowing and Sports Aerobics have the opportunity to represent Girls Grammar at State and National level.

All students are expected to participate in at least one cocurricular activity. Sport is voluntary, although all students are involved in Sport at the Interhouse level. Refer to the Cocurricular Handbook for specific details.

Student Obligations
Students need to be aware of the commitment they make when nominating for a sports team. Most activities involve training after school and some require early morning training. Attendance at these sessions is compulsory. Fixtures involve one game per week match play or specified times during the weekend. A commitment to sporting fixtures may occasionally clash with leave requests for boarders or with employment commitments. Consultation with coaches is essential on such occasions to avoid forfeiting.

Students and parents are asked to be aware of involvement with sports and other cocurricular activities to ensure that an appropriate, workable balance between studies and other commitments is maintained. Students should be aware that over-commitment can lead to a decline in work/study and they are encouraged to keep a balance in all they do.

Major Sporting Events

InterHouse
- 7-12 Swimming Carnival
- P-5 Swimming Carnival
- 7-12 Athletics Carnival
- P-6 Athletics Carnival
- P-12 Cross Country
- P-6 Ballgames Carnival

InterSchool
- 8-12 Inter-School Athletics Carnival
- 3-7 Inter-School Athletics
- 3-7 Inter-School Swimming Carnival
- 8-12 Inter-School Swimming Carnival
- 3-7 Inter-School Cross Country
- 8-12 Inter-School Cross Country

State and National
- Queensland Independent Secondary Schools Netball (QISSN) Tournament
- Queensland All Schools Touch Football Tournament
- Queensland and Nation Rowing Championships
STUDENT BELONGINGS

Students are expected to have all necessary books and equipment to fully engage in their learning.

- Each item brought to school must be clearly named. The School does not accept responsibility for unnamed, unmarked property or prohibited items.
- Lockers are to be kept locked when not being used and the combination or key kept secure by the student at all times.
- Monies/valuables may be left at Student Services for safe keeping until required or until the end of the day. Clearly labelled envelopes are to be used for this purpose where practicable.
- Students must not bring to school items that:
  - will inhibit their learning or the learning of others
  - are dangerous or are prohibited under law

SUBJECT CHANGES – STUDENTS IN YEARS 9-12

If you are considering changing subjects you should:

- Obtain a ‘Subject Change Form’ from Student Services and use it to guide you through the process of discussion with teachers and your parents/guardians.
- Take the form to the Director of Learning who will liaise with all parties in order to make a decision on the request. There are many factors that must be taken into account before permission is granted.

SUNSMART SCHOOL

Girls Grammar is a SunSmart School. Hats are compulsory at all times when outside (except if raining). Rash vests are part of the swimming uniform and are worn by all students in swimming activities. Sunscreen should be worn every day. Shoe string straps are not allowed on free dress days or as casual wear for boarders.

Students attending beach trips or excursions need to be mindful not to get sunburnt. Failure to take sufficient steps to avoid burning, may result in a student being declined the right to attend swimming activities. Sunburn is a serious health risk, particularly in Central Queensland, and sensible attitudes to health are expected at all times.

TEXT BOOK HIRE 7-12

Girls Grammar has a Text Book Hire Scheme so that families are not required to purchase text books. This scheme allows us to allocate all text books to all secondary students for all subjects. It also allows materials to be purchased in bulk at Primary levels.

Collection

Bring your subject/timetables with you when collecting textbooks from the Library; this will make the selection process quicker for students and families. All textbook loans will be processed by library staff through the V-Library Circulation program. Students are to clearly name their individual textbooks on the hire slip, found on the inside cover of each textbook. Students must be text book prepared for the first day of academic classes of the school year.

Returns

Year 12

All textbooks used during the academic school year are to be returned to the RGGS Library throughout the last week of the Year 12 year. Exit forms will be signed as student accounts are cleared.

Years 7-11

All textbooks borrowed at the beginning of the academic school year must be returned to the library at the conclusion of the year for condition checks e.g. repairs, cleaning. [YR 11] The same textbooks will be re-borrowed to students for the next academic school year. It is your responsibility to have these ready for the first classes of the school year when returning from holidays.

Conditions of Hire

- All textbooks are the responsibility of the student borrower.
- Students are to record their name, year level, and term required & current year on the hire slip in the front of the textbook.
- Students must present all textbooks to library staff for lending.
- Unreturned Textbook CDROMS will incur a full replacement cost of text.
• Damaged textbooks will incur full replacement costs.
• Textbooks not returned by the due date will incur full replacement costs.
• Lost textbooks will incur full replacement costs.
• If books become damaged, it is advisable to bring the item to the attention of library staff for immediate repairs or replacement.
• Students are to remove all sticky notes.
• Required Return Date deadlines are to be met as replacement texts need to be purchased immediately following these dates.

Outstanding items charges:
Resources which are damaged or not returned by the student's last day of attendance at School will be charged through the Girls Grammar Finance Department at full replacement cost plus processing fee. Late returns will not be accepted. This is necessary to ensure full sets of resources are ordered and processed in time for the following academic year.

TOURS – INTERSTATE AND OVERSEAS
From time to time the School organises tours within Australia and overseas. These are not compulsory, take place during vacation periods and are designed to enrich the learning experiences for students. Advanced information of these opportunities is provided via the newsletter and by the organising teacher, through Assemblies and meetings. The costs of student participation in these Tours are generally funded by families.

Tours include:
- Sporting Tours
- Ski Trip
- Art/History Tours to Brisbane
- Regional Music Tours
- International Dance/Drama Tours
- World Challenge

TRAVEL CONDUCT
Girls Grammar students must behave in a way that ensures the safety and comfort of all bus travelers, as well as the bus driver. It is expected that students will behave appropriately when travelling on any public transport e.g. buses, trains, planes. Older students will assist younger members of the School community to behave in ways conducive to safe travel.

Parents of younger children who are not present to collect at bus stops will need to come to Girls Grammar Reception (until 4.00) or the Boarding Office (after 4.00) to collect them (once the bus has returned to school).

UNIFORM
The School uniform is a symbol of our community and part of the proud tradition of the School.

The Rockhampton Girls Grammar School uniform includes the following:

P-12 School Dress
Prep – Year 6 wear the dress for both for normal and formal occasions. The dress is optional for students in Years 7-12. The length of the dress should come to the top of the knee.

7-12 Formal School Uniform
Students in Years 7-12 will wear skirt and blouse combination and blazer as formal wear. As formal wear outside school, the skirt should be worn with white fold-down socks only and blazer. As day wear the skirt may be worn with white socks or navy coloured tights. The length of the skirt should come to the bottom of the knee. All Secondary students must possess at least one outfit of the formal uniform.
P-12 Sports Hat

Years P – 5: navy sports hat with School badge embroidered in gold at front.

The Sports hat is to be worn in all P-12 Physical Activity and Health and Physical Education classes. The Sports hat is also worn by students in Years P-5 to and from school, and at any time during the day when a student is outside (except when it is raining).

6-12 Panama Hat

Students in Years 6-12 wear the Panama Hat to and from school, and at any time during the day when a student is outside (except when it is raining).

7-12 Blazer

Students in Years 7-12 must have a blazer. The blazer is worn with formal uniform to all formal events and every Wednesday, when Assembly is held. Colours signifying student achievement are embroidered on the blazer (student's right side, aligned right).

P-12 School Tie

The tie is worn every day, either with the dress or the formal uniform.

- Students in Years P-11 wear the cross-over navy blue tie on both the dress (and formal shirt 7-11)
- Year 12 wear the navy tie with 5mm gold edging ribbon to signify that they are Seniors on the dress and the formal shirt

School Badges

The School badge to be worn in centre of the tie at the cross-over. Prefect, Senior and Year level Leader badges should be worn instead of the standard School badge.

For students in Years 7-12, Badges being superceded may be worn under the crest on the blazer.

Year 6 Leaders Badges are provided to all Year 6 students. These are worn under the School badge in the centre of the tie.

House badges are worn on the tie on the wearer's right and name badges under the school badge in the middle of the tie. House badges and Name Badges are worn at School but are not to be worn on formal group occasions. Students in Year P-3 leave their name badges at school.

Badges from other schools/sources are not to be worn with School uniform, without permission of the Principal.

School Shoes P-12

The Clarks Ingrid is the only T Bar shoe which will be permitted to be worn as uniform.

Tights/Socks P-12

Razamatazz 40 Denier Soft opaque or Girl's opaque in 'Ink Navy' or standard white fold-down cotton (not sports) may be worn with the dress or the formal uniform. As formal wear, white fold-down socks are
required. Girls Grammar sports socks are compulsory for HPE and cocurricular activities.

**Jewellery/ Make-up and nail polish/ enhancements / tattoos**

Make up, nail polish and false nails are not to be worn to school. A simple watch and one pair of sleepers or studs (plain gold, silver or pearl), to be worn in the lower lobe of the ear only. Religious talismans may be worn under the dress or formal shirt. No visible additional body piercing is permitted. Tattoos must not be visible while in uniform.

**Hair P-12**

Hair styles should be neat and appropriate for a work environment. Long hair (covering collar) should be tied up with a white, navy or marigold ribbon or hair tie. Multiple or obviously unnatural hair colours (including excessively blonde or dark), hair extensions, beading or excessive braiding, are not permitted with the School uniform. The Principal will determine whether hair colour is acceptable and may direct a student to adjust her hair colour. White, navy or marigold ribbons may be purchased at the Uniform Shop. White ribbons are worn on all formal occasions.

**Sports Uniform P-12**

The Sports uniform consists of navy shorts and a white, blue and gold sports shirt. Students in Year P-3 may wear their sports uniform all day on days when Physical Activity is scheduled. Students in Years 4-12 will change into HPE uniform for Health and Physical Education or Physical Activity classes. The Sports uniform is only permitted to be worn to and from school on Sports Carnival days.

**Sports Shoes P-12**

Sports shoes for Physical Education must be predominantly white and designed for physical activity (i.e. not Dunlop Volleys).

**Swimwear P-12**

Only Girls Grammar swimwear may be worn. Specific sizing requirements can be individualised through the P&F Uniform Shop. The Girls Grammar rash vest is a compulsory uniform item. Girls may choose to swim in Sports shorts over swimmers.

House swimming caps may be worn in swimming classes. However, when representing the school, the Girls Grammar Swim Caps must be worn (as pictured).

**House Shirts P-12**

House shirts are required by all students. Students are allocated to the same House as other family members (current or past).

- Downs – Green
- Paterson – Red
- Smith – Blue
- Williams – Yellow
Cocurricular Uniforms

Each school cocurricular group has a specific Girls Grammar Uniform. Please see the shop for details in relation to Cattle Club, Agricultural Science, Dance Company, P-6 Cheerleading (pictured), Netball, Waterpolo, Basketball, Touch Football, AFL, Rowing, Equestrian, Athletics etc.

School Bag, Sports Bag and Travel Bag

Only Girls Grammar School bags may be used to transport belongings to school. There is a range of styles and sizes in the P&F Uniform Shop for library, sport, swimming and daily use.

Girls Grammar Lanyard

The Girls Grammar lanyard may be purchased from the P&F Uniform Shop. Only the School lanyard may be worn with the School uniform.

Year 10-12 Cardigan

The cardigan may be worn by students in Senior School (Years 10-12). The cardigan does not replace the blazer on formal occasions, including assemblies. The School jumper may be worn with either the cardigan or the blazer in cold weather.

Year 12 Jersey

The Year 12 Jersey is worn casually, as arranged by the year level, throughout their Year 12 year.

‘All In’ or ‘All Out’ of Uniform

The uniform needs to be worn perfectly or not at all. Students should change completely out of uniform in preference to mixing and matching items of uniform. The only exception to this is that the HPE shirt may be worn with casual pants when not attending School or at casual school functions such as leadership retreats or weekend shopping. The pride with which the School uniform is worn is a strong indicator of a student’s desire to continue to be a member of the Girls Grammar family.

The P&F Uniform Shop

Uniform items are available from the P&F Uniform Shop – Phone/Fax 07 49301788

Email RGGSShop@rggs.qld.edu.au

The Uniform Shop is operated by the RGGS Parents and Friends Association. Located in the centre of the School, the shop stocks all approved uniform items (except school shoes and sports shoes). The shop sells uniforms (new and second hand), stationery and toiletries. The shop convenor will be pleased to assist you with your particular needs.

The P&F Uniform Shop gives all families the option of setting up a trading account. This account operates on the basis of a cash, cheque (payable to RGGS P&F Trading Account) or money order payment as a credit at the shop. A statement is issued to trading account families at the end of each semester.

The shop is open on school days during the year at morning tea and lunchtime, as well as for extended times during the first and last weeks of the summer holidays. Please contact School Reception to confirm opening times 4930 0900.

School badges, House badges, Girls Grammar lanyards and Girls Grammar water bottles are also available from the P&F Uniform Shop.

WATER

Hydration is essential for brain function. We encourage all students to drink regularly throughout the day. Non spill water bottles may be taken in to class and are sold at the Uniform Shop. Cold water bubblers are located around the School.