Middle School Orientation

Red & Black Shop Hours

Term Hours ........................................ 8.00am – 10am
and 12.00pm – 5.00pm

Term 4 2015/2016 Holiday Opening Hours
16 November – 11 December
Monday through Friday ............... 8.00am – 5.00pm
Sunday, 29 November ............... 10.00am – 1.00pm
12 December – 3 January ............... CLOSED
4 January – 29 January
Monday through Friday ............... 8.00am – 5.00pm
26 January (Australia Day)........... 7.00am – 11.00am

The Rockhampton Grammar School
Established 1881

Every opportunity. Every student. Every day.
PICK-UP AND DROP-OFF ZONE
QUARRY STREET
Welcome

Dear Parents and Students,

Welcome to The Rockhampton Grammar School. As Headmaster, I am looking forward to working with you to enact the School’s motto *Macte Virtute Et Litteris* or Grow in Character and Scholarship. As you know, we are passionate about our children’s character formation and learning in all aspects of their life, throughout life, and instilling among them a commitment to community service which enables them, as young Rockhampton Grammar men and women, to become responsible and respected members of society.

We take seriously the challenge of preparing students for tomorrow through balanced academic, sporting, co-curricular and social activities.

Our expectation is that every student will seek to do his or her personal best in all that they undertake.

We have organised Orientation Programmes, described here in this booklet, to ease new students into the School as quickly and as easily as possible.

We look forward to seeing you in the New Year. Please contact the Registrar, Lisa Kibblewhite on 1300 GRAMMAR (prior to 23 December and from 4 January) if you have any concerns.

Yours sincerely,

headmaster@rgs.qld.edu.au
4936 0615
Communications

There are several publications and channels available to Grammar families to keep staff, students and parents up to date with School news, events and schedules.

General inquiries 07 4936 0600
reception@rgs.qld.edu.au
www.rgs.qld.edu.au

There are several publications and channels available to Grammar families to keep staff, students and parents up to date with School news, events and schedules:


Here you can access information relating to your child and your School fee account. View your child's timetable; Email your child's teachers; View and print your child's secondary school academic report; View important medical information recorded on your child's medical file; View your child's attendance record (secondary school only); View Daily Notices; Update your address details; Check your fee account balance and make a payment.

Daily e-Notices
General e-notices are sent out each day. Send an email to notices@rgs.qld.edu.au if you wish to add your name to our list.

Newsletters
Newsletters are published fortnightly on the School website at www.rgs.qld.edu.au/newsletters. Parents who subscribe to Daily Notices will also receive the newsletter via email every fortnight.

Term Calendar
The Term Calendar is available on our website at www.rgs.qld.edu.au/calendar.

Capricornus Quarterly
This publication, an attractive, colourful record of student achievement, is posted home at the end of each term and on-line at www.capricornusquarterly.rgs.qld.edu.au.

Capricornus
The School Year Book is published and distributed on the last day of the school year.

Personal Communication
Student absences, late arrivals, early departures:
Parents should contact the appropriate Head or Assistant Head of Year, no later than 9.00am on the day, if their child is to be absent from School, late or needs to leave during the school day. You can advise the School of student absences by emailing absentee@rgs.qld.edu.au. Please note students will use the sign-in book at Reception to record the time of their return to School following an appointment or late arrival.

SMS Messaging
Parents of day students who provide a mobile phone number will receive an SMS message from the School when their child is absent without prior notice from the parent. If you are not already using this option and would like to do so, please email cwatts@rgs.qld.edu.au or call 07 4936 0613.

Subject specific enquiries
Parents who wish to discuss their child's progress in a particular subject should contact the teacher directly.

General enquiries
For general enquiries the appropriate Head or Assistant Head of Year should be contacted.

Other School Communications
Please remember to notify the School's Receptionist of any change in your contact details by emailing your name, your child/ren's name and form class, as well as relevant contact details to inform@rgs.qld.edu.au.
Welcome to Middle School

In the Middle School we recognise that young adolescents need to experience a curriculum written specifically for them - curriculum that will improve students’ attitudes to learning, motivate their active involvement in learning, improve their perceptions of themselves as learners, and foster confidence in solving problems and making decisions.

Class Structure
In Year 7 students are placed in mixed ability form classes that stay in the Year 7 Centre for core subjects (English, Mathematics, Science, History, Geography, Physical Education and a weekly life-skills lesson). Classes rotate through a variety of subjects which introduce the electives on offer in Years 8 and 9. Towards the end of the year, Year 7 students choose elective subjects to add to their core subjects. Individual subject choices may be reviewed throughout Years 8 and 9 at interview with the Head of Year.

In Year 9, also a transitional year, class arrangements are more flexible to enable students to prepare for Senior School. Core classes are structured by Heads of Departments who take into account individual student’s needs and abilities (e.g. preparing students for the variety of strands of Mathematics, Science and English offered in the Senior School).

For more information on subject offerings please refer to our Middle School Coursing Booklet available on the School’s website.

Co-Curricular Activities
All students are encouraged to participate in co-curricular activities to broaden their experiences and encourage friendships. A list of activities on offer can be found in this booklet and on our website.

Form Class Camps
Year level camps are seen as an important and integral part of our educational programme and, as such, attendance by all students is compulsory. All camps are held at the School’s Outdoor Education Centre, Ritarnda.

Homework
Students are expected to do homework every night. As a guide, students in Years 7 to 9 should spend approximately 20 minutes per subject, per night (ie. 1-2 hours per night). Assessment Schedules, which outline all assessment items for each Semester, are issued to students very early in terms 1 and 3. This information is also placed on the School website under Middle School Assessment.

RGS Parent Lounge
(www.rgs.qld.edu.au/parent-lounge)
Parents of newly enrolled students will receive log-in details for the RGS Parent Lounge by late January. The RGS Parent Lounge provides parents with up to date information on their children and School Community events. Parents who experience problems logging in or who may need assistance with the programme, should contact our Administration staff for assistance.

Reports
Interim Reports and End of Semester Reports will be available to parents via RGS Parent Lounge at the end of term 1 (Interim), term 2 and term 4.

Parents may request a hard copy of these reports through the Head of School. Progress reports may be requested through Mrs Kennedy (Year 7), Mrs Rundle (Year 8) or Mr Kelly (Year 9).

Student Diary
All students receive a copy of the Student Diary. This resource contains many pages of useful information including all our Student Policies. It is recommended that parents look through this with their children, especially if it is their child’s first year at Grammar.

Student Policies and Procedures
These are clearly outlined in the Student Diary. Parents and students are encouraged to become familiar with this information early in the year.

Student Absences
Parents should contact the School early in the day (by 9 am at the latest) if their child is to miss all or part of a day. Parents will receive an SMS from the School to their mobile phone contact number when their child is absent without notice from the parent.

Requests for Leave
Requests for leave (up to two school days) should be made through the appropriate Head of Year. Extended absences (more than three or more School days), except those due to illness or family emergencies, may only be authorised by the Head of School. Requests should be made, in writing (use the Request for Extended Leave form available at the RGS Parent Lounge – www.rgs.qld.edu.au/parent-lounge) as early as possible to avoid unnecessary disruption to the student’s academic progress.

Middle School Leadership
The Head of the Middle School is responsible for the pastoral care of students in Years 7, 8 and 9. To contact members of the Middle School Management Team, or any member of staff, or to arrange an appointment, please telephone 49360600 or, should you prefer email, make contact via the RGS Parent Lounge (www.rgs.qld.edu.au/parent-lounge)

Head of the Middle School
Mr Arthur Kelly

Assistant Head (Year 8)
Mr John Crossland

Assistant Head (Year 7)
Mrs Michelle Rundle
Year 7 Orientation

Dear Parents,

As the morning of the first day of high school can be exciting and sometimes a little emotional for children and their families, I would like to provide you with some information to assist in preparation for the day.

The programme for Year 7 students begins at 8.30 am on Monday 25 January and arrival any time from 8.15 am would be most appropriate. You are welcome to accompany your child or to drop them off as you see fit. Parents of children who are boarding are very welcome to return to School for the morning session.

On arrival, please make your way to the **Auditorium** where we will register your child’s attendance and issue a name tag for him/her to wear for the day. At 8.30 am a combined welcome session and an introduction to our Year 7 Form Teachers and senior student helpers will take place. Classes will be announced during this session and children will leave the venue with their Form Teachers to commence activities.

You are invited to remain for a Parent Information Session immediately following this (approximately 9.00 to 9.30 am) and tea and coffee will be available for those who would like to take the opportunity to stay a little longer to meet with other parents.

The Orientation Programme, outlined on the next page, lists the various activities your child will be completing during Orientation Week. It may be useful to pop this up on the fridge or noticeboard at home for easy reference when organising uniforms and equipment for each day. Please note that students are asked to wear their day uniform on Monday 25 January but are not required to bring their books. Please ensure that they have a pen or pencil with them for written tasks. Morning tea and lunch will be provided so there is no need to pack a lunch box on that day, unless your child has special dietary requirements.

Students will have concluded their activities and be available for collection in the Space Frame from 1.00 pm. Your child’s Form Teacher will be in attendance at this time and would be delighted to meet you for a brief chat.

I look forward to working in partnership with you for your child’s education and development over the next twelve months.

Yours sincerely,

Lynda Kennedy
Assistant Head of the Middle School (Year 7)
Trip to Ritamada
Friday 5 February

This day is an important part of our orientation programme and students will engage in activities designed to foster positive relationships and attitudes at School.

Form teachers and senior students will also accompany the group. The students will travel to Ritamada by coach, leaving the School at 8.00 am and arriving back at school at approximately 4.00 pm on Friday afternoon. If you live in the Emu Park or Yeppoon area and would like to transport your child directly to Ritamada, we would be happy for you to do this. However, we ask that you give us written notice of this so that we do not hold up the coaches on the morning of the trip.

Students may travel in appropriate, casual clothing such as shorts and t-shirts but must wear covered footwear, such as joggers. Due to the heat at this time of the year please ensure that your child brings a hat and a water bottle.

The programme will have both indoor and outdoor sessions.

Unfortunately, we will not be able to offer swimming activities due to the size of the group and the water conditions at that time of the year.

Please complete and return the Parent Consent Form (next two pages) by Friday 29 January.

If your child has a medical condition that will preclude him or her from taking part in any activities please detail this in the student health information section. In the event that your child requires medication, this should be clearly labelled with name, dosage and any relevant instructions and handed to your child’s form teacher prior to departure.

The cost for the day will be approximately $25.00. This fee covers all activities, transport and meals for the day and will be charged to your account.

If you have any concerns or would like further information please contact Mrs Lynda Kennedy, Assistant Head of the Middle School (Year 7) on 4936 0791, or email: lkennedy@rgs.qld.edu.au.

Year 7 Orientation Programme

Monday 25 January
8.30 am Welcome Address at the Auditorium
• Please wear Day uniform
• Bring a pen
• Books are NOT required today
9.00 am Form Class Meetings
10.10 am Morning Tea
10.30 am Form Class activities
12.30 pm BBQ lunch (provided for all students)
1.00 pm Students dismissed

Tuesday 26 January
Australia Day Holiday

Wednesday 27 January
8.30 am School Assembly (Space Frame)
9.00 am Form Class Activities
10.30 am Morning Tea
11.10 am Class work begins
12.30 pm Lunch
1.10 pm Lessons as per timetable
2.30 pm Year 7 House Meetings

Thursday 28 January
8.30 am Lessons as per classroom timetable
1.10 pm Afternoon Sport, Swimming
1.10 pm Togs, sunshirt & towel required
2.30 pm Year 7 House Meetings

Friday 29 January
Students will complete the following sessions in addition to timetabled lessons:
• Year group Assembly
• I’m not OK! – Relationships at High School
• Library Orientation
• How do I Understand?

Wednesday 3 February
2.30 pm Co-curricular Expo (Space Frame)

Friday 5 February
Trip to Ritamada
8.00 am Meet in Auditorium and leave from Archer Street
4.00 pm Return to Archer Street
• Team Building Session
• Wear shorts and t-shirts (with sleeves), closed-in shoes, (runners), hat and sunscreen
• Bring: water bottle
• Students will not be swimming
• Morning tea, lunch and afternoon tea will be provided
Parent Consent Form
School Camps, Tours, Excursions and Field Trips

I/We as parent/s or guardian/s of

Student name __________________________________________________ Form Class ___________________

Activity: Year 7 Orientation Day at Ritamada; Friday 5 February 2016, Depart at 8.00 am; Return at 4.00 pm

Details of the activities planned, the cost, transport arrangements, accommodation arrangements and supervising staff are provided on the attached information sheet.

I/We delegate my/our authority to the staff and instructors involved. Such teachers and instructors may take whatever disciplinary action they deem necessary to ensure the safety, well-being and successful conduct of the students as a group, or individually in the above-mentioned activity.

I/We also authorise the teachers and instructors to obtain medical assistance which they deem necessary should an accident or injury occur and agree to pay all medical and dental expense incurred on behalf of the above student.

I/We submit the attached health information about the above student and include details of limitations which he/she has for the activity concerned. I/We further legally authorise qualified medical practitioners to administer any anaesthetic or to carry out necessary surgical procedures if such an eventuality arises. I/We give my/our consent for the above student's local doctor or medical specialist to be contacted in an emergency.

The information given is accurate to the best of my/our knowledge.

_________________________________________________________________________________________________________
Father/Guardian name Mother/Guardian signature Date

_________________________________________________________________________________________________________
Mother/Guardian name Mother/Guardian signature Date

Parent and Medical Contact Details
These are the person(s) to be contacted in the event of a medical emergency.

<table>
<thead>
<tr>
<th>PARENT/GUARDIAN</th>
<th>Telephone Number</th>
<th>Alternative Telephone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>Home:</td>
<td>Work:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FAMILY DOCTOR/MEDICAL CLINIC</th>
<th>Address</th>
<th>Telephone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MEDICAL SPECIALIST (if relevant)</th>
<th>Address</th>
<th>Telephone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Student Health Information

<table>
<thead>
<tr>
<th>Medical Conditions</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Epileptic Fits</td>
<td>Yes / No</td>
</tr>
<tr>
<td>2. Any Form of Mild Fit</td>
<td>Yes / No</td>
</tr>
<tr>
<td>3. Heart Abnormalities</td>
<td>Yes / No</td>
</tr>
<tr>
<td>4. Asthma</td>
<td>Yes / No</td>
</tr>
<tr>
<td>5. Allergies</td>
<td>Yes / No</td>
</tr>
<tr>
<td>6. Croup</td>
<td>Yes / No</td>
</tr>
<tr>
<td>7. Diabetes</td>
<td>Yes / No</td>
</tr>
<tr>
<td>8. Kidney Problems</td>
<td>Yes / No</td>
</tr>
<tr>
<td>9. Blood Disorders</td>
<td>Yes / No</td>
</tr>
<tr>
<td>10. Discharging Ears</td>
<td>Yes / No</td>
</tr>
<tr>
<td>11. Severe headaches</td>
<td>Yes / No</td>
</tr>
<tr>
<td>12. Bed Wetting</td>
<td>Yes / No</td>
</tr>
<tr>
<td>13. Sinusitis</td>
<td>Yes / No</td>
</tr>
<tr>
<td>14. Travel Sickness</td>
<td>Yes / No</td>
</tr>
<tr>
<td>15. Drug Reaction (e.g. Penicillin Allergy)</td>
<td>Yes / No</td>
</tr>
<tr>
<td>16. Other Information (hearing, sight defects etc.)</td>
<td>Yes / No</td>
</tr>
</tbody>
</table>

Is your child fit to take part in the activity planned? If not, please give details:

**PRESENT MEDICATIONS**

<table>
<thead>
<tr>
<th>Medication name</th>
<th>Dose</th>
<th>When taken</th>
<th>How taken</th>
<th>Side effects</th>
</tr>
</thead>
</table>

**NOTE:** Any medication needed during activity should be handed to the teacher before departure, with written details of student’s name, medication and dose etc.

**IMMUNISATIONS**

<table>
<thead>
<tr>
<th>Has the student received a completed course of Tetanus Toxoid Immunisation?</th>
<th>Yes / No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of last booster (check details with doctor if uncertain)</td>
<td></td>
</tr>
</tbody>
</table>

**PRIVATE HEALTH FUND**

If the student is a member of any private medical benefit fund, give details:

<table>
<thead>
<tr>
<th>Fund name</th>
<th>Benefits tables</th>
<th>Membership No.</th>
</tr>
</thead>
</table>

**MEDICARE**

<table>
<thead>
<tr>
<th>Student name as per Medicare card</th>
<th>Student Medicare No.</th>
</tr>
</thead>
</table>

**EXTRA INFORMATION:** (Please provide extra information below if you deem it necessary or contact the teacher-in-charge to discuss any student health problems)

The information requested on the student health information form will be treated as confidential by the school. The information is sought in order to protect and assist the student so that the activity may be a safe and enjoyable experience.
Dear Parent,

In conjunction with Centacare’s Rockhampton Branch, the School again intends to deliver a course which aims to provide knowledge and encourage responsibility in various areas of personal and social development including sex education.

A levy of $6.00 will be charged to the Extras Deposit Account of each student who attends the course.

The Human Relationships course for Years 7 and 8 will follow the format of previous years, offering videos and DVDs such as *I’m Stepping Out, Real Smart about Puberty* and *It’s Your Choice*, to explain and promote constructive discussion and explanation of various topics (listed in the ‘Human Relationships Programme’ on the next page). Each course, which includes guided group discussions, extends over a period of two lessons.

I would emphasise that the counsellors and group leaders are professional people trained for the task. The Co-ordinating Education Officer for the Course, Sister Noelle Melrose of Centacare, is a State Registered Nurse. If you require further details, Sister Melrose can be contacted at the Rockhampton branch of Centacare on telephone: 4927 1700.

It is our opinion that your child stands only to benefit from the course and I urge you to give your approval for your son or daughter to attend. Nevertheless, the School does respect your right and privilege to withhold your approval so, if you do not want your child to attend this programme, would you kindly complete and return the pro-forma reply below.

If the course meets with your approval and you wish your daughter(s) or son(s) to attend, no written reply is necessary.

Yours sincerely,

Arthur Kelly
Head of the Middle School

---

Please complete and return this form to your Head of Year if you do NOT want your child to attend the above course.

<table>
<thead>
<tr>
<th>Student Details</th>
<th>Year level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parent Request</th>
</tr>
</thead>
<tbody>
<tr>
<td>I do not wish my child/children, listed above, to attend the School’s Human Relationships Programme.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
</tr>
</thead>
</table>
Year 7 Human Relationships Programme

Session One
Aim: To provide students the opportunity to:
1. Revise the stages of development of the baby in the womb and their knowledge of the physical changes of puberty.
2. Increase their knowledge of the emotional changes of puberty.
3. Identify the difference between physical sexual maturity, and emotional and psychological sexual maturity.

Outcomes: At the end of the session students will be able to:
1. Recognise the physical changes of puberty when they occur and understand the concept of potential fertility once boys are producing sperm and girls are releasing an ovum.
2. List the emotional changes of puberty.
3. Name the major male and female hormones responsible for the changes experienced at puberty.
4. List some examples of adult activities and state legal age for these activities eg. Smoking, drinking/buying alcohol; sexual intercourse; driving; gambling.
5. Name 5 trusted adults for their support network.

Session outline
1. Introduction - then recall students’ knowledge of Yr 6 session eg DVD on all body systems including detailed information on the physical changes of puberty.
2. Oral Quiz to list physical changes of puberty.
3. PowerPoint presentation: review stages of development of baby in womb and physical changes of puberty discussed.
5. Feedback from DVD - : particular focus on party scene and peer pressures on students to participate in adult activities whilst under legal age; discuss inappropriate use of mobile phone to send sexual photos/images - as seen in DVD.
6. Resume PowerPoint presentation exploring the emotional changes of Puberty - discuss in detail and give examples of each one.
7. Quiz students on their 5 trusted adults for network of support.
8. Questions.

Session Two
Aim: To increase student’s knowledge and understanding of:
1. Male and Female Reproductive system - including correct names of body parts.
2. The female menstrual cycle including the main events of the cycle: period, ovulation, pre-menstrual signs and symptoms.
3. The production of sperm and the occurrence of wet dreams for boys.
4. The importance of our attitude to puberty; developing healthy friendships with males and females; role models and qualities to look for in potential partners.
5. The difference between sexual intercourse and sexuality.

Outcomes: At the end of the session students will be able to:
1. Name the major reproductive organs in male and females.
2. List the 3 changes likely to occur prior to: a) a girl’s first period; and b) a boy’s first wet dream.
3. Name the reproductive organ (a) where sperm are produced and (b) which releases an ovum during the menstrual cycle
4. Identify the difference between a positive and negative attitude towards the changes of puberty.
5. Name potential role models for males and females during this time of adolescence and positive qualities to look for in partners.

Session outline (Girls)
1. PowerPoint and charts teaching detailed information on anatomy and physiology of female reproductive system, menstrual cycle, factors affecting cycle, menstruation, ovulation, general health and hygiene.
2. Exploration of attitude to puberty - positive and negative – and impact on our experience of same.
3. View part of DVD It’s your Choice: Media influence on our experience of same.
4. Quiz: Identify qualities girls may look for when choosing a boyfriend.
5. Discussion on importance of friendship and respect as basis for healthy relationships.
7. Worksheet: (a) Anatomy and physiology of reproductive system; (b) List of physical and emotional changes;(c) Reaction to DVD – what you liked; what you didn’t like; (d) Reflection on friends; peer pressure and other emotional issues; (e) Name 5 trusted adults for support.

Session outline (Boys)
1. Detailed information on male anatomy and physiology of male reproductive system, production and life of sperm, wet dreams and basic hygiene.
2. Overview of female reproductive system and menstruation.
3. Exploration of attitude to puberty - positive and negative – and impact on our experience of same.
4. Quiz: List role models for males on the journey to manhood.
5. Quiz: Identify qualities boys may look for when choosing a girlfriend.
6. Discussion on importance of friendship and respect as basis for healthy relationships.
7. Summary on PowerPoint: Tips for a healthy body; a healthy self-image; a healthy sexuality.
8. Worksheet: (a) Anatomy and physiology of reproductive system; (b) List of physical and emotional changes;(c) Reaction to DVD – what you liked; what you didn’t like; (d) Reflection on friends; peer pressure and other emotional issues; (e) Name 5 trusted adults for support.

Year 8 Human Relationships Programme

Session One
Aim: To increase students’ knowledge and understanding of:
1. Male, Female and Combined Fertility.
2. Factors which may affect fertility.
3. Commonly occurring Bacterial and Viral STIs and where to access help for them.

Outcomes: At the end of the session students should be able to:
1. Identify some common physical and emotional consequences of early sexual activity eg. STIs,unplanned pregnancy and emotional hurt.
2. List the common viral and bacterial STIs and appropriate places to go for diagnoses and treatment.

Session outline
1. Buzz in small groups to recall session one
2. Detailed information on male, female and combined fertility.
4. PowerPoint presentation on sexually transmitted infections.
5. Benefits of waiting until physically, emotionally and spiritually ready for sex.
6. Questions.

Session Two
Aim: To increase student’s knowledge and understanding of:
1. The decision-making process and values which may influence decisions.
2. The influence of media in decision making.
3. Healthy vs unhealthy relationships.
4. The difference between love and lust.

Outcomes: At the end of the session students will be able to:
1. List the basic steps involved in the decision-making process.
2. State who and what influences our values and decisions.
3. List a few qualities of healthy and unhealthy relationships.
4. Explain the difference between love and lust.

Session outline
1. Introduction and explore the steps in the decision making process.
2. Quiz students on who influences our values/decisions
3. View part of DVD It’s your Choice: Media Influences. Responses from students.
4. PowerPoint presentation exploring healthy vs unhealthy relationships, love vs lust.
5. Questions.
All new students should register under the Space Frame between 9.00am and 9.30am.

You will be met at the front gate and escorted through to the Space Frame area.

The Manager of Communications (Mr Donahue) and the Registrar (Ms Kibblewhite) will be present to assist you should you need to update any information previously supplied to the School (i.e. address, telephone, medical details).

The Orientation Programme will commence at 9.30am with Mrs Michelle Rundle (Assistant Head of Middle School) and Mr Kelly (Head of the Middle School).

Programme
Venue: M1

- Introductions
- Roll check
- Distribution of Student Diaries, calendars, timetables
- Routines - first day and daily
- Student policies/guidelines
- Sports House allocation
- Student I.D. card, library card information
- Co-curricular options
- Questions
- Computer Orientation (in R block with Mr Crossland)
- Tour (optional)

New students will be free to leave from 11am. Students should wear Day School uniform on this occasion.
Boarders Welcome
Sunday 24 January 2016

9.00am–11.00am
Years 7 to 12 new boarders and families arrive and are welcomed at the School gates. First Day at RGS family photo taken at the Islay Lee Learning Centre foyer after boarders change into day uniform.

10.30am–11.00am
Morning Tea in Dining Room

11.00am–11.30am
Official welcome
All parents and students, including those who attended the November 2014 Information Sessions, may attend
• The Islay Lee Learning Centre Theatre (girls)
• The Memorial Assembly Hall (boys)

11.30am–12.30pm
Parent Information Session
Parents who attended the November 2014 Information Session need not attend
• The Islay Lee Learning Centre Theatre (girls)
• The Memorial Assembly Hall (boys)

12noon–1.00pm
Lunch in Dining Room
Parents welcome
Parents depart (or earlier at their discretion)

1.30pm
All students depart by bus for Ritamada, returning in time for 6.00pm BBQ Dinner at the RGS pool.

Boarders’ Australia Day Holiday
Beach Party Tuesday 26 January

Continuing Boarders return to School on this day.

Note: Any continuing Boarder who would like to join the new Boarders for the Australia Day beach party in Yeppoon should return to School in time for the 11.00am bus departure. This is optional.

Alternatively, continuing Boarders can return to School any time on this day or be dropped off at the beach party by arrangement prior to the 4.00pm departure from Yeppoon.

Whilst not recommended, new Boarders may go on leave after orientation commitments on Monday 25 January, including overnight and Australia Day.

7.30am – 8.30am
Breakfast

11.00am
Bus departure for Yeppoon (lunch provided)

4.00pm
Departure from Yeppoon

5.00pm – 7.00pm
Dinner (in dining room)
Boarder Requirements 2016

Boarders must bring all items to School at the commencement of each term. The School reserves the right to instruct boarding students to purchase articles where there is a deficiency. Wherever possible all articles should be durable and capable of being machine laundered. Bring extra name tags. All articles should be have the student’s first and last name plus their laundry number sewn on in the most visible place (collar, waistband, etc). Name tags can be ordered through the Red & Black Shop and we recommend 20 dozen ($62.00).

Linen
1. pillow case
2. towels for showers
3. towels for swimming
4. single sheets (2 flat & 2 fitted or 4 flat), pillows (and cases), blankets or doonas (electric blankets are not permitted)

Sleepwear/Underwear
10. sets of underwear
2. sets of sleepwear
1. dressing gown & slippers (optional)

Miscellaneous
1. sleeping bag (School camps, weekends at Ritamada)
1. shoe cleaning outfit with black shoe polish
1. toilet requisites: comb, toothbrush, toothpaste, deodorant, soap, shampoo, razors, coat hangers. Wire coat hangers are supplied. Other coat hangers at parent’s discretion.
2. durable small to medium padlocks for lockers
2. cotton mesh laundry bags
(available from the Red & Black Shop)
1. personal fan (optional)

Boys After School/Out of Class Wear
All outfits must conform to standards of decency and modesty expected in the School.
3. shirts, casual, with collars compulsory for dining room
3. pairs of knee length shorts, not board shorts or elasticised waist
1. pair of enclosed shoes, compulsory for dining room
2. t-shirts, for after school
2. pairs of casual shorts
1. pair of BLUE denim jeans
2. pairs of mid thigh length BLUE denim shorts
1. outfit appropriate for evening functions such as semi-formal dinners (Years 10-12), mocktails, etc.

Girls After School/Out of Class Wear
All outfits must conform to standards of decency and modesty expected in the School.
3. blouses, casual, with collars compulsory for dining room
2. casual skirts or simple, neat dresses in easy care fabrics
1. pair of enclosed shoes, compulsory for dining room
2. t-shirts, for after school
2. pairs of MODEST LENGTH casual shorts
1. pair of BLUE denim jeans
2. mid thigh length BLUE denim shorts
1. pair of casual shoes
1. MODEST outfit appropriate for evening functions such as semi-formal dinners (Years 10-12), mocktails, etc.

Boader Contacts 2016

Boys Boarding House
Director of Boys Boarding: Stewart Norford, 0419 713 706, snorford@rgs.qld.edu.au

<table>
<thead>
<tr>
<th>Year 12/11</th>
<th>Year 11/10</th>
<th>Year 9/10</th>
<th>Year 7/8</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEAD</td>
<td>Stewart Norford</td>
<td>Tim Hodgetts</td>
<td>Adam Easton</td>
</tr>
<tr>
<td>PHONE</td>
<td>0419 713 706</td>
<td>0428 903 346</td>
<td>0428 132 334</td>
</tr>
<tr>
<td>EMAIL</td>
<td><a href="mailto:snorford@rgs.qld.edu.au">snorford@rgs.qld.edu.au</a></td>
<td><a href="mailto:thodgetts@rgs.qld.edu.au">thodgetts@rgs.qld.edu.au</a></td>
<td><a href="mailto:aeaston@rgs.qld.edu.au">aeaston@rgs.qld.edu.au</a></td>
</tr>
<tr>
<td>DORMS</td>
<td>n/a</td>
<td>Lower Coombe 4936 0688 Upper Coombe 4936 0689</td>
<td>Wheatley 4936 0684</td>
</tr>
</tbody>
</table>

Girls Boarding House (4936 0634)
Director of Girls Boarding: Dorothy Skilling, 0400 311 424, Fax: 4936 0734; dskilling@rgs.qld.edu.au

<table>
<thead>
<tr>
<th>Year 12</th>
<th>Year 11</th>
<th>Year 10</th>
<th>Year 9</th>
<th>Year 7/8</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEAD</td>
<td>Stacey McCarthy</td>
<td>Kerry Thompson</td>
<td>Rennell Little</td>
<td>Cindy Murray</td>
</tr>
<tr>
<td>PHONE</td>
<td>0488 066 493</td>
<td>0419 713 997</td>
<td>0419 030 961</td>
<td>0419 415 408</td>
</tr>
<tr>
<td>EMAIL</td>
<td><a href="mailto:smccarthy@rgs.qld.edu.au">smccarthy@rgs.qld.edu.au</a></td>
<td><a href="mailto:kthompson@rgs.qld.edu.au">kthompson@rgs.qld.edu.au</a></td>
<td><a href="mailto:ringard@rgs.qld.edu.au">ringard@rgs.qld.edu.au</a></td>
<td><a href="mailto:cmurray@rgs.qld.edu.au">cmurray@rgs.qld.edu.au</a></td>
</tr>
</tbody>
</table>
Boarders’ Outings Approval

Student’s name: ___________________________ Year Level: ______ Boarding House: __________________________

Host/s details:
Boarder parents are asked to initial each type of outing in the Approval box, as well as signing the declaration at the bottom of this page. Details may be added or deleted at any time by sending another copy of this form to the Head of House.

<table>
<thead>
<tr>
<th>Type</th>
<th>Duration</th>
<th>Company</th>
<th>Location</th>
<th>Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Movies/Restaurants</td>
<td>Max 3.5 hours</td>
<td>Not necessarily accompanied by a staff member for older year levels</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Short-term Day Leave</td>
<td></td>
<td>Other School parents or School staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Church Services</td>
<td></td>
<td>Please advise times:</td>
<td>Please advise:</td>
<td></td>
</tr>
</tbody>
</table>

Parent/s declaration:

I, ___________________________________, authorise the boarding staff on duty to grant my child short-term, appropriate leave as initialled above. I understand that this is at the staff member’s discretion and that my child may be responsible for his or her own transport e.g. taxi costs.

Parent/Guardian Signature

____________________________________________ Date _______________________

Boys Boarding House

Director of Boys Boarding: Stewart Norford, 0419 713 706, snorford@rgs.qld.edu.au

<table>
<thead>
<tr>
<th>HEAD</th>
<th>Year 12/11</th>
<th>Year 11/10</th>
<th>Year 9/10</th>
<th>Year 7/8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stewart</td>
<td>Tim</td>
<td>Adam</td>
<td>Brendan Handley</td>
<td></td>
</tr>
<tr>
<td>Norford</td>
<td>Hodggets</td>
<td>Easton</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Head of Luck House</td>
<td>0419 713 706</td>
<td>0428 903 346</td>
<td>0428 132 334</td>
<td>0419 712 954</td>
</tr>
</tbody>
</table>

PHONE

<table>
<thead>
<tr>
<th>PHONE</th>
<th>Year 12/11</th>
<th>Year 11/10</th>
<th>Year 9/10</th>
<th>Year 7/8</th>
</tr>
</thead>
<tbody>
<tr>
<td>0419 713 706</td>
<td>0428 903 346</td>
<td>0428 132 334</td>
<td>0419 712 954</td>
<td></td>
</tr>
</tbody>
</table>

EMAIL

<table>
<thead>
<tr>
<th>EMAIL</th>
<th>Year 12/11</th>
<th>Year 11/10</th>
<th>Year 9/10</th>
<th>Year 7/8</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="mailto:snorford@rgs.qld.edu.au">snorford@rgs.qld.edu.au</a></td>
<td><a href="mailto:thodgetts@rgs.qld.edu.au">thodgetts@rgs.qld.edu.au</a></td>
<td><a href="mailto:aeaston@rgs.qld.edu.au">aeaston@rgs.qld.edu.au</a></td>
<td><a href="mailto:bhandley@rgs.qld.edu.au">bhandley@rgs.qld.edu.au</a></td>
<td></td>
</tr>
</tbody>
</table>

DORMS

<table>
<thead>
<tr>
<th>DORMS</th>
<th>Year 12/11</th>
<th>Year 11/10</th>
<th>Year 9/10</th>
<th>Year 7/8</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
<td>Lower Coombe 4936 0688</td>
<td>Upper Coombe 4936 0689</td>
<td>Wheatley 4936 0684</td>
<td>Wheatcroft 4936 0685</td>
</tr>
</tbody>
</table>

Girls Boarding House (4936 0634)

Director of Girls Boarding: Dorothy Skilling, 0400 311 424, Fax: 4936 0734; dskilling@rgs.qld.edu.au

<table>
<thead>
<tr>
<th>HEAD</th>
<th>Year 12</th>
<th>Year 11</th>
<th>Year 10</th>
<th>Year 9</th>
<th>Year 7/8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stacey</td>
<td>Kerry</td>
<td>Rennell</td>
<td>Cindy</td>
<td>Debra</td>
<td></td>
</tr>
<tr>
<td>McCarthy</td>
<td>Thompson</td>
<td>Little</td>
<td>Murray</td>
<td>Sullivan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0419 713 997</td>
<td>0419 030 961</td>
<td>0419 415 408</td>
<td>0458 066 461</td>
<td></td>
</tr>
</tbody>
</table>

PHONE

<table>
<thead>
<tr>
<th>PHONE</th>
<th>Year 12</th>
<th>Year 11</th>
<th>Year 10</th>
<th>Year 9</th>
<th>Year 7/8</th>
</tr>
</thead>
<tbody>
<tr>
<td>0488 066 493</td>
<td>0419 713 997</td>
<td>0419 030 961</td>
<td>0419 415 408</td>
<td>0458 066 461</td>
<td></td>
</tr>
</tbody>
</table>

EMAIL

<table>
<thead>
<tr>
<th>EMAIL</th>
<th>Year 12</th>
<th>Year 11</th>
<th>Year 10</th>
<th>Year 9</th>
<th>Year 7/8</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="mailto:smccarthy@rgs.qld.edu.au">smccarthy@rgs.qld.edu.au</a></td>
<td><a href="mailto:kthompson@rgs.qld.edu.au">kthompson@rgs.qld.edu.au</a></td>
<td><a href="mailto:rlingard@rgs.qld.edu.au">rlingard@rgs.qld.edu.au</a></td>
<td><a href="mailto:cmurray@rgs.qld.edu.au">cmurray@rgs.qld.edu.au</a></td>
<td><a href="mailto:debrasullivan@rgs.qld.edu.au">debrasullivan@rgs.qld.edu.au</a></td>
<td></td>
</tr>
</tbody>
</table>
Some students are referred, having already been diagnosed with a learning disability, and we become part of their support team. Others enrol in tutorials due to concerns expressed by their teachers or parents.

The centre is staffed by qualified teachers and supported by experienced teacher assistants. At the conclusion of each semester a report detailing the progress of each student is provided.

**Learning Enrichment Tutors**

Tutors respond to the individual needs of students. Assistance provided can include planning assignments, consolidation of classroom work, teaching specific skills in areas of weakness and preparation for examinations.

Tutors offer support in the core subject areas of English, Mathematics and Science, although students are welcome to request assistance with any aspect of their work across the curricula.

**How do I start?**

Our tutorial rooms are located next to the entrance to the boarders’ dining room. Students are invited to call in at any time to discuss their situation. Students are able to utilise time before and after the regular school day.

Tutors are available from 7.50am each morning until 3.50pm each afternoon. Time can also be accessed from elective subjects, however the student will be responsible for ensuring classroom work remains current. Senior students can access tutorials during their spare periods.

**What is the cost?**

The fee for one tutorial per week is $330.00 per term (2016).

A tuition programme can be tailored to a student’s individual needs dependent upon timetabling and tutor availability. Once enrolled, it is the student’s responsibility to attend tutorials consistently. Parents will be required to sign a consent form before sessions commence and the appropriate fees will be charged to that term’s account. Credits will not be considered for lessons missed. Written confirmation of a student’s intention to withdraw from the programme is required.

---

**Contact**

Parents are encouraged to contact the tutors to discuss any concerns that they may have.

**Ms Jenny Lo Monaco, Co-ordinator**
4936 0662

**Tutors**

Mrs Vicki Crow; Ms Mairead Hayes; Mrs Jill McArthur; Mrs Melissa McCosker, Ms Pat Moran; Mrs Debbie Moulds; Mrs Amanda Rooks (on leave); Mrs Sandra Salmont; Ms Jill Tennison; Mrs Linda Wilson

**Teacher Assistants**

Mrs Mary Oberle; Mrs Leisa Philips

---

Coordinator
Ms Jenny Lo Monaco
Counselling Services

The aim of the counselling service is to provide a safe and confidential place for students to talk about their needs, their desires, their choices, or about any issue that may be troubling or challenging them.

Who can access the School Counsellors?
Any student of The Rockhampton Grammar School may access the services of the counsellor.

Appointments
Students, staff members or parents may request counselling for a student, but all appointments are to be approved by the relevant Head of School or Head of Boarding. Students who are unable to keep their appointments must contact either their Head of School, Head of Boarding or the Health Centre.

Confidentiality
Students seeing the counsellor have a right to privacy. This means that information is kept private unless,

- There is a risk of harm to the student or someone else,
- The student provides permission for the counsellor to talk to someone else, or
- The counsellor is legally required to disclose information.

Cost
The service is provided free of charge to students of the School.

Issues covered by the Counselling Service
Some examples include dealing with stress, anxiety, depression, family issues, personal issues, relationships, school-related issues (such as bullying, time management, study challenges, boarding, homesickness), future academic endeavours. While it is not uncommon for people to feel uncomfortable or anxious about seeing a counsellor, counselling sessions can provide an opportunity to consider and discuss different perspectives and options for challenging situations and circumstances.

Safety and Comfort
Students have the right to feel safe and comfortable with their counsellor. While it can be very difficult to talk with a stranger about some issues, it is important that students are completely honest with their counsellor.

School Chaplain
The Rockhampton Grammar School is a non-denominational school; however, it recognises Christian values. The School Chaplain visits the School on Wednesdays and is available to staff and students. The Chaplain and Counsellor work together in crisis situation to meet the needs of the School community.

Further Information
For further information regarding the Counselling Service, students should speak to their respective Head of School or Head of Boarding or preferred staff member.
RGS Learning Framework

As the 21st century progresses our students are increasingly called upon to learn and use their understanding in ways that demonstrate depth and flexibility. In order to provide a unique learning framework that is tailored to the needs and goals of our students we provide a learning framework specific to RGS. At its centre remains the Dimensions of Learning (DoL) approach which seeks to synthesise the latest research and cognition and the working of the human brain whilst focused on the student as a lifelong learner. Dimensions of Learning placed a strong emphasis upon the deliberate development and use of complex reasoning processes (or higher order thinking). Dimensions of Learning has been integrated into a framework that was developed by the researchers at the Harvard Graduate School of Education’s Teaching for Understanding Project. The Teaching for Understanding (TfU) project originated in 1988 when David Perkins, Howard Gardner and Vito Perrone began to think about the problem of “understanding”. Working at the Harvard Graduate School of Education they set out to answer three questions:
1. What does it mean to understand?
2. How do we teach for understanding?
3. How do we assess for understanding?

This framework focuses on developing a deep and rich understanding of knowledge that is then used in a flexible way. The answer to these questions is found in the framework of

1. Generative Topics
2. Key Understanding Goals
3. Performances of Understanding
4. Assessment.

The blending of Teaching for Understanding, Dimensions of Learning, and a specific focus on Positive Education and Literacy has been the work of the School teaching staff and leadership during the past year.

On the following pages is a brief outline of the Teaching for Understanding approach and Dimensions of Learning. As the school continues to refine this synthesis of approaches more specific information will be provided to students and parents.

Teaching for Understanding

Generative Topics
Generative or rich topics outline the subject matter that students will investigate. They are generally:
- Central to a discipline - develop understandings that provide the foundations for more sophisticated work – central topics, enduring controversies or important models of inquiry.
- Accessible and interesting to the students – related to students’ experiences and concerns with a range of entry points, multiple learning modes, different cultural points of view.
- Interesting to the teacher – teacher investment in the topic. Areas that the teacher is passionate or curious about.
- Connectable – linked to students’ previous experiences both in and out of school and important across multiple disciplines.

Key Understanding Goals
Key Understanding Goals are statements or questions that express what is most important for students to understand in a unit or in a course.

Performances of Understanding
Activities that both develop and demonstrate students’ understanding of the Understanding Goals by requiring them to use what they know in new ways.

Ongoing Assessment
The process by which students get continual feedback about their performances of understanding in order to improve them.
Dimensions of Learning

DoL envisages that there are five “dimensions” to which learners and their teachers must attend in the process of learnings.

Dimension 1
Positive Attitudes and Perceptions about Learning
This includes both learner and teacher endeavouring to establish and maintain a climate of acceptance, comfort and order, where the value of tasks is made clear, where students are encouraged to believe in their ability to manage those tasks and where they have clear understanding of what is required of them in the task. If questions such as:
• “Am I comfortable?”
• “Do I feel accepted?”
• “Am I safe?”
• “Is this information useful to me?”
• “Can I do this?”
• “Do I know what is expected?”
are not answered positively, then it is quite likely that effective learning will not occur.

Dimension 2
The Acquisition and Integration of Knowledge
This is where most of the thrust of schooling has traditionally been directed. However, DoL offers a very deliberate approach whereby learners are assisted in constructing new knowledge from their existing knowledge and understanding. It also promotes the importance of organising or shaping new knowledge and of making it part of long-term memory or of automatic response; it emphasises that teaching must plan these steps and provide opportunities for learners to use them deliberately. Knowledge is broken into two broad categories: declarative and procedural. Declarative knowledge includes what we want students to know; it can be described along a continuum from ‘fact-lets’, to facts, to concepts to principles. Procedural knowledge covers what we want students to be able to do; it too can be viewed along a continuum with “following recipes or formulae” at one end and pursuing strategies at the other.

Dimension 3
The Extension and Refinement of Knowledge
Knowing many things is rarely an end to itself. What learners need to do is to be able to develop their knowledge, relate it to other knowledge and use it to achieve new distinctions and to reach new conclusions. In doing this, they use processes which can be classified and learned. Such processes include comparing and contrasting, classifying, making inductions and deductions, constructing support and analysing in various forms.

Dimension 4
The Meaningful Use of Knowledge
All of what occurs in the processes of learning represented in Dimensions 2 and 3 is only a prelude to what we are most commonly wishing to do when we learn. Our real goal is to use our knowledge and our understanding in meaningful ways and situations. Learning tasks which do this tend to be extended over a reasonably long period of time, say a month or even a term; they tend to be learner-directed rather than teacher-directed; and their assessment needs to be handled somewhat differently from the more traditional learning tasks and assessment methods used in schools. However, Dimension 4 processes are clearly related to the complex reasoning processes applied in Dimension 3. They might include: decision-making, investigation, experimental enquiry, problem solving and invention. Such tasks require more planning; they also call for strong participation and self-responsibility on the part of the learner. They are intellectually challenging, but they are also often capable of being very stimulating and engaging for the learner.

Dimension 5
Productive Habits of Mind
DoL argues that higher-order thinking is not a feature of the task, but of the learner. It draws upon research which seeks to identify characteristics of effective, independent learners who have developed both the skills and internal motivation for life-long learning. These characteristics have aptly been dubbed “intelligent behaviours”. They are behaviours which apply not only to learning in a classroom, lecture hall or conference classroom; their relevance and their importance can be recognised for performance in sports and in cultural activities, and they can valuably be applied to our relationships with one another. Because they are so wide-ranging in their application and so significant in their importance as human attributes, they are listed here in full from Costa and Kallick’s Habits of Mind books:

1. Persisting
2. Managing impulsivity
3. Listening with empathy
4. Thinking flexibly
5. Metacognition
6. Striving for accuracy
7. Questioning and posing problems
8. Applying past knowledge
9. Clarity and precision
10. Gathering data through all senses
11. Creating, imagining, innovating
12. Responding with wonderment and awe
13. Taking responsible risks
14. Finding humour
15. Thinking independently
16. Remaining open to continuous learning

Our learning framework focuses on learning and understanding using higher-order thinking and places a high importance upon learning to use knowledge in meaningful ways; it does not profess to ignore or belittle the importance of content, but it does imply that content alone is of little use except to win quiz shows or to parade as a polymath. In its emphasis upon cognition it does not fail to acknowledge the vital context in which learning takes place and the influence, for success or failure, which / that context provides. It also assumes a strongly learner-centred approach: in this the teacher’s moves from ‘sage to stage’ to ‘guide on the side’, while the effective learner assumes a major responsibility for developing and practising “intelligent” behaviours.

The framework is not linear. The learner and teacher will often move back and forth between key understanding goals, performances of understanding and assessment as well as the “dimensions” in the course of a unit of study. Dimensions 1 & 5, along with Positive Education and Literacy form a backdrop at all times in the learning process; they must be constantly addressed, monitored and practised.

Another important strength of our developing framework is its friendly, accessible language. It is not jargon-riddled, as sometimes happens with educational models and theories, thus excluding not only laymen, but also often the teachers who are expected to put the theories into practice. The RGS Learning Framework offers teachers a common language in which they can communicate and discuss the processes of learning; this common language can also be shared by teacher and student (and also by student and parent).

Our journey with learning is a continuous one in which we continually seek to refine and improve our practice, programmes and the framework itself. Our core aim is to provide a learning culture and environment in which girls and boys learn to take responsibility for their own learning, develop the skills that allow them to do that well, and come to appreciate that their commitment to being effective learners is a life-long habit.

As teachers we aim to aid their development along this path to personal independence, acting as guides, mentors and facilitators in their personal journey.
Co-curricular activities

The Rockhampton Grammar School has a long and proud history of co-curricular activities within the region, state and on a national level. The School provides extensive facilities designed to complement and balance the curriculum by encouraging participation, team-work, self-confidence and creativity. The Co-Curriculum Programme aims to develop students' skills and to fulfil their potential for intelligent performance while providing the opportunity to participate and enjoy a vast array of activities. The programme caters for all levels of ability in an attempt to assist students with developing a well-balanced and healthy lifestyle. Students are the focus of the co-curriculum programme with leadership opportunities offered in each sport/activity. These leadership roles assumed by students in many of these activities contribute to academic success and significant personal development. The focus of the School's co-curriculum programme is on the following core sports and activities:

<table>
<thead>
<tr>
<th>Core Sports</th>
<th>Core Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletics</td>
<td>Rowing</td>
</tr>
<tr>
<td>Basketball</td>
<td>Rugby Union and League</td>
</tr>
<tr>
<td>Cricket</td>
<td>Swimming</td>
</tr>
<tr>
<td>Cross Country</td>
<td>Tennis</td>
</tr>
<tr>
<td>Football</td>
<td>Touch</td>
</tr>
<tr>
<td>Netball</td>
<td>Water Polo</td>
</tr>
</tbody>
</table>

The School also supports the following endorsed sports and activities:

<table>
<thead>
<tr>
<th>Endorsed Sports</th>
<th>Endorsed Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Rules</td>
<td>Golf</td>
</tr>
<tr>
<td>Beach Volleyball</td>
<td>Sports Aerobics</td>
</tr>
<tr>
<td>Equestrian</td>
<td>Tae Kwon Do</td>
</tr>
<tr>
<td>Futsal</td>
<td>Triathlon</td>
</tr>
</tbody>
</table>

Please see www.rgs.qld.edu.au/co-curriculum for a full list of Co-Curricular Sports and Activities.

House Sport

The School has four sporting houses that compete throughout the year for the MacKenzie Shield. A variety of interhouse activities are conducted throughout the year with the main carnivals being swimming, cross country and athletics which are all incorporated into the awarding of the Champion House each year. The houses are named after the first four Headmasters: John Wheatcroft (1881-1906), Frederick William Wheatley (1907-1912), Henry Arthur Kellow (1912-1935) and Fitzroy Jardine (1936-1964).
Co-curricular facilities

Gymnasium
Developed in 2008, the Gymnasium is fully equipped to allow students to train for their individual sporting pursuits. The School acknowledges the benefits of ensuring students have the opportunity to develop healthy lifestyle habits that will benefit both curriculum and co-curriculum outcomes. The gymnasium has areas for machine weights and free weights and a specific room for cardio workouts. Individual and team gym programmes are designed and implemented by the School Gymnasium Administrator, who is qualified as a Level 2 Australian Strength and Conditioning Association (ASCA) Coach and Professional Coach under the ASCA Professional Coaching structure. These programmes are designed to ensure the safe and guided development of both boys and girls.

Rugby League/Union/Cricket Oval
One of the most picturesque ovals in the region, the field is cut into the hillside of the School and overlooks the City of Rockhampton. In summer the oval holds Primary School cricket on Friday afternoons and club fixtures on Saturdays. First XI matches versus other local schools and touring teams are also played on this field throughout the year. In winter a small grandstand on one side of the field and viewing points on the cliff face looking down on the field make it an enjoyable experience for all spectators. Grammar has a rich tradition in both Rugby League and Union and has hosted many international touring teams.

Beach Volleyball Court
A full size beach volleyball court can be found on the top oval. Used in PE lessons and for the Grammar Beach Volleyball players the facility is the only specifically designed court outside the Rockhampton Beach Volleyball Courts.

Cricket Nets
The Grammar Cricket programme is fortunate enough to have four Astro-Turf Cricket Nets. Constructed in 2008, and redeveloped in 2015, these nets are used by the Primary and Secondary School cricket teams and local representative teams.

Multi-Purpose Netball/Tennis Courts
Positioned near the Primary School are four multipurpose netball/tennis courts that utilize the space to allow netballers and tennis players the opportunity to train and play on campus.

50m Swimming Pool
Opened in 1994 by Murray Rose, the Olympic-standard waveless pool caters for Physical Education’s swimming programme and the School swimming and water polo events. The shallow end of the pool has a large shaded cover over it to reduce the effects of the sun whilst students enjoy their PE lesson or co-curricular activity.

Mike Duggan Hall
Constructed in 2010, the Mike Duggan Hall is designed to cater for indoor sports such as Basketball, Netball, Futsal, Badminton, Volleyball and Table Tennis. Primarily used for Primary PE lessons this facility allows activities to be played all year round in a state of the art facility.

School Farm
The School’s Agricultural Programme and Show Team maintain and run the School's local farm. With cattle, alpacas and local produce, the farm is an important facet for the development of farming skills and is a home away from home for the many boarding students at Grammar.

Belmont Station
The Rockhampton Grammar School and AgForce are working together with other education specialists to enhance learning outcomes, increase learning opportunities and develop research programmes for Central Queensland by accessing the resources of Belmont Station, 30 km north of Rockhampton at Etna Creek. Belmont Station covers 3352 hectares, which includes 16 km of Fitzroy River frontage country. Belmont Station has a proud history of supporting the development of Queensland’s beef industry with research operations at Belmont starting in 1953. This facility will further enhance the opportunities and experiences of the School Show Cattle Team.

Rowing Club
Situated above the barrage on the Fitzroy River the Rowing Club provides a function room upstairs and a storage and canteen facility downstairs for rowing regattas. With a deck overlooking the finish line of the Olympic Standard Rowing course and a function room that can cater for 200 people, this facility is very popular among the Grammar Community. Underneath the function room is a newly designed (2013) ergo centre which enables off-water rowing sessions. This area also has the ability to function as a classroom and there are plans to develop a mini-gymnasium specific for rowing.
RGS Music

Instrumental Music Tuition

The Rockhampton Grammar School offers a comprehensive music programme in both the Primary and Secondary Schools. A number of music options are offered including elective classroom music, instrumental and vocal tuition and co-curricular music activities. Please see the academic section of the School web site (www.rgs.qld.edu.au) for information relating to the classroom music programme.

Instrumental and Vocal Tuition

Individual instrumental or vocal tuition is available throughout the School. Tuition for students in Years 5 to 12 consists of one forty-minute lesson per week, usually during class time. Students in Years 7 to 10 are withdrawn from class on a rotating basis to avoid missing the same class each week.

Music teachers will endeavour to provide a total of 32 lessons over the period of the year. Because of the varying term lengths, the lessons will not necessarily be given at a rate of eight per term, despite the fact that music fees will be charged on the basis of an eight-lesson term. In the event students do not receive the full 32 lessons over the course of the year, a credit will be made on School accounts at the end of Term Four. Students undertaking instrumental or vocal music tuition may elect to do examinations, however, this is optional.

Co-curricular Music Ensembles

The Music Department offers a wide range of ensemble activities. Primary and Secondary students are encouraged to participate in these activities. It is expected that all students who receive instrumental tuition will participate in at least one of the music ensembles available. Information about the specific ensembles can be found on The Rockhampton Grammar School website www.rgs.qld.edu.au and on the next page.

The RGS Music Council is a parent support group that supports the co-curricular music programme. The RGS Music Council charges a co-curricular fee to students participating in any number of secondary school music ensembles. This fee covers administrative costs and additional ensemble expenses.

Meetings occur the first Thursday of the month at 7.30pm on level 3 of the Islay Lee Learning Centre. Please contact Head of Music, Mr John Evenhuis on 4936 0790 to confirm dates. New parents are very welcome.

Band and Ensemble Uniforms:

Uniforms worn by the various groups of the Music Department when performing in competitions or on official engagements are as follows.

Secondary School Ensembles:

Formal Uniform

Tuition Lessons

Tuition Lessons are available on the following instruments:

- Clarinet
- Drums/Percussion
- Electric Bass
- Euphonium
- Flute French
- Guitar
- Horn
- Piano/Keyboard
- Saxophone (Alto)
- Saxophone (Baritone)
- Saxophone (Tenor)
- Trombone
- Trumpet
- Tuba
- Ukelele
- Viola
- Violin
- Voice

No previous music experience is necessary to undertake instrumental tuition. Tuition fees are charged at $1460.00 per annum for 32 forty-minute lessons for students in Years 5–12 (or $365.00 per term) and $1160.00 per annum for 32 thirty-minute lessons for students in Years One to Four (or $290.00 per term). Fees for Term One and Two will be included on the Term Two account, whilst Terms Three and Four are included in the respective accounts for those terms.

Band and Ensemble Uniforms:

Uniforms worn by the various groups of the Music Department when performing in competitions or on official engagements are as follows.

Secondary School Ensembles:

Formal Uniform

Instrumental Tuition

Tuition Lessons are available on the following instruments:

- Clarinet
- Drums/Percussion
- Electric Bass
- Euphonium
- Flute French
- Guitar
- Horn
- Piano/Keyboard
- Saxophone (Alto)
- Saxophone (Baritone)
- Saxophone (Tenor)
- Trombone
- Trumpet
- Tuba
- Ukelele
- Viola
- Violin
- Voice
Every student is encouraged to participate where possible in ensemble rehearsals and performances.

At times there will be additional expenses, for example, piano accompaniment, music purchase, examination fees and Eisteddfod entries – parents will be notified of the amounts required.

Conditions of instrument loan

- All reasonable care must be taken against the instrument being lost, stolen or damaged. Any repairs necessary due to damage through the student’s negligence must be paid for by the person(s) who signed for the instrument, as per Instrument Loan Agreement.

- Under no circumstances should the student or any other person attempt repairs or adjustments to the instrument. Any damage or defects in the instrument must be brought to the attention of the Head of Music.

- Instruments may only be loaned for up to one year. After this time the student is required to provide his/her own instrument in order to continue with the tuition. In some circumstance, however, alternative arrangements will be considered.

- Instrument will only be issued after the 12 month hire cost is paid. Early return of the instrument will result in a pro-rata return of hire cost paid.

Co-curricular Music

The Co-curricular programme involves students from Prep through Year 12. It is comprised of an instrumental and vocal tuition programme involving over 130 students and 13 visiting teachers in weekly individual lessons and a performance programme.

Ensembles meet weekly under the guidance of expert staff to rehearse and prepare for performances at events like the Rockhampton Eisteddfod, the Anzac Day march, School formal assemblies, RGS Recital Series concerts, a yearly musical production at the Pilbeam Theatre, the exciting RGS Music Festival and Primary and Secondary Speech Nights.

This document lists all the Junior and Secondary Music Ensembles including rehearsal times and contact information. Students are encouraged to participate in this important aspect of school life.

RGS Music Council

The music co-curricular programme is assisted by the RGS Music Council, a parent organisation that provides vital support for the staff and students. The RGS Music Council charges a fee of $80 for all secondary students participating in the music co-curricular programme. The fee is capped at $160 per family.

Vocal Choirs

Music Department – 3rd Floor
Islay Lee Learning Centre

Senior Choir

The Senior Choir performs a variety of styles of repertoire and is open to all secondary students. The choir performs at Eisteddfods, Music Festival, Speech Night, Formal Assemblies and other School functions.

Director: Mrs. Elisa Williams
Accompanist: Mrs Rhonda Hite
Thursday 3.30 – 4.45pm

Chamber Choir

The Chamber Choir is a small vocal ensemble for advanced singers. The Chamber Choir performs at Eisteddfods, Music Festival, Speech Night, RGS Music Council Recitals and other School functions.

Director: Mrs Elisa Williams
Accompanist: Mrs Rhonda Hite
Thursday 4.45 – 5.15pm

Junior Bands

Band Room – Level 1 Islay Lee Learning Centre

Stage Band

Stage Band is a contemporary Jazz ensemble which caters for Grammar Middle School students who range in ability from new starter up to an approximate AMEB level of Grade 1 – 2.

Director: Mr John Hamilton
Monday 3.30 – 4.45pm

Concert Band

Concert Band caters for Grammar Middle School students who range in ability from new starter up to an approximate AMEB level of Grade 1 – 2.

Tuesday 3.30 pm – 4.45 pm

Senior Bands

Band Room – Level 1 Islay Lee Learning Centre

Symphonic Band

Symphonic Band is a Concert Band ensemble catering for Senior Grammar School students and younger students who have achieved an approximate AMEB level of Grade 3 and above. This ensemble performs on School assemblies, Eisteddfods, Music Festival, Speech Night, School functions, and various community events throughout the year.

Wednesday 3.30 – 4.45pm

continued
**Big Band**
Big Band is a contemporary Jazz Ensemble which caters for Senior Grammar School students and younger students who have achieved an approximate AMEB level of Grade 6 and above. This ensemble performs on School assemblies, Eisteddfods, Music Festival, Speech Night, School functions, and various community events throughout the year.

**Director:** Mr John Evenhuis  
**Thursday 3.30 – 4.45 pm**

**Jazz Ensemble**
Jazz Ensemble is a small group of advanced secondary students. The group performs a diverse repertoire that explores leading jazz styles. This ensemble performs on School assemblies, Eisteddfods, Music Festival, Speech Night and at various School functions. Participation in the ensemble is by invitation of the director.

**Director:** Dr Phillip Moulds  
**Wednesday 10.35 – 11.10am**  
**Band Room – Level 1 Islay**  
**Lee Learning Centre**

**Combined**

**Brass Ensemble**
Brass Ensemble is an ensemble catering for Grammar Secondary Brass students. This ensemble performs in School recitals and the Music Festival.

**Director:** Mr John Hamilton  
**Meeting times vary.**  
**Band Room – Level 1 Islay**  
**Lee Learning Centre**

**Woodwind Ensemble**
The Woodwind Ensemble provides woodwind players with chamber music experience and skills specific to small ensemble playing. The group performs at the Music Festival, at RGS Music Council recitals and at Rockhampton Chamber Music Society concerts.

**Meeting times vary.**  
**Level 3 Islay Lee Learning Centre**

**Contact**
Mr John Evenhuis  
Head of Music  
07 4936 0790  
jevenhuis@rgs.qld.edu.au
# Music Department

## Instrumental and Vocal Music Programme Enrolment

<table>
<thead>
<tr>
<th>STUDENT'S NAME</th>
<th>YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PARENT/GUARDIAN DETAILS</th>
<th>Home Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Home Phone</td>
</tr>
<tr>
<td></td>
<td>Business Phone</td>
</tr>
<tr>
<td></td>
<td>Email</td>
</tr>
</tbody>
</table>

- I wish my child to be enrolled in the instrumental and vocal music tuition programme on: 
  - Nominate instrument/voice here

- Details of musical experience (if applicable)

- Would you like your child to sit for external performance examinations? 
  - Yes 
  - No

## Declaration

I/We understand and accept the terms and conditions under which instrumental and vocal tuition is offered at The Rockhampton Grammar School as outlined in this booklet.

<table>
<thead>
<tr>
<th>Parent/Guardian name</th>
<th>Parent/Guardian signature</th>
<th>Date</th>
</tr>
</thead>
</table>

**Please return this form as soon as possible to:**

Music Department  
The Rockhampton Grammar School  
Archer Street  
ROCKHAMPTON, 4700
Music Department
Instrumental Hire Agreement

<table>
<thead>
<tr>
<th>INSTRUMENT TYPE</th>
<th>BRAND</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INSTRUMENT SERIAL NUMBER</th>
<th>EQUIPMENT NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACCESSORIES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STUDENT’S NAME</th>
<th>YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Declaration

I acknowledge that the above instrument at all times remains the property of the Music Department, The Rockhampton Grammar School, and is issued to the student subject to the following conditions:

- The instrument is to be used by the student to whom it is hired and by no other person.
- Every care and attention must be given to the instrument during the period of the hire.
- Loss or damage to the instrument must be reported to the Head of Music immediately and the cost of replacement or repair met by the parent/guardian of the student to whom the instrument was hired.

The instrument is available for hire at a cost of $200 per year, prior to instrument being issued.

Cheque, Cash and Internet Funds Transfer (IFT) payments acceptable.

Please make cheques payable to:
The RGS Music Council, PO Box 8179, Allenstown, Qld 4700
EFT: The Rock Building Society Ltd; Account name: The RGS Music Council; BSB 655-000; Account 100 402 887
Please include student name details on EFT transaction.

Invoices for instruments hired will be issued by the RGS Music Council at the end of each term unless advised otherwise.

<table>
<thead>
<tr>
<th>Parent/Guardian name</th>
<th>Parent/Guardian signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student name</th>
<th>Student signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Head of Music</th>
<th>Head of Music Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The RGS Red & Black Shop
An enterprise of
The RGS Red & Black Association Inc.
ABN 69 018 606 538
4936 0653
www.rgs.qld.edu.au/red-and-black

The Shop has a paid Manager to ensure knowledgeable outfitting of your student. The Shop sells all the uniform (except shoes) both new and when available, second-hand. All uniform items are compulsory including backpacks. The Shop also sells some co-curricular uniforms, souvenirs, stationery and toiletries. Hard to find needs on the stationery lists are often stocked such as gridbooks in 7 & 10 mm, red library bags, chair bags and A3 Handy pouch. Second hand goods CANNOT be exchanged as they are sold on consignment (as is condition).

The RGS Red & Black Association Inc.
The Rockhampton Grammar School’s parent body

The Red & Black Association is the main parent body within the School. Our aim is to promote positive social interaction with all members of the School community and support the School financially through the Red & Black (our School colours) Uniform Shop. The Red & Black Association consists of interested parents from the Primary, Middle and Senior Schools. We also ensure the smooth running of the Red & Black Shop. All profits from the Shop benefit the School. Every year, we hold functions such as Mother’s Day Luncheon, a meeting at Ritamada and biannually, we hold a ball in February (next one 2016). We make a yearly donation to the ongoing development of Ritamada and to the Year 12 Valedictory dinner. In the past we have also provided funds towards a Megatoy playground in the Primary School, musical instruments, alpacas for the School farm and marquees for sporting events.

We meet on the third Friday of the month in the Boardroom (between the School office and Shop) at 9:00 am with morning tea provided (check the magnet backed Calendar for dates). When available the Headmaster or other school community guests come to the meetings to update us on their activities. If you are interested in coming along to a meeting but feel uncomfortable by yourself, come to the Shop before the meeting and one of our friendly members will introduce you. All parents or guardians are welcome.

The Shop accepts cash, cheque,
Debit Cards, Mastercard and Visa.

Red & Black Shop Hours
Term Hours .................................8.00am – 10am
and 12.00pm – 5.00pm
Term 4 2015/2016 Holiday Opening Hours
16 November – 11 December
Monday through Friday.................8.00am – 5.00pm
Sunday, 29 November ................. 10.00am – 1.00pm
12 December – 3 January.................. CLOSED
4 January – 29 January
Monday through Friday.................8.00am – 5.00pm
26 January (Australia Day).......... 7.00am – 11.00am

Uniforms/Middle School 2016
Prices include GST and are subject to change

Boys, Day
We recommend 3 sets of uniforms for Day Students; 5 for Boarders

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hat</td>
<td>RGS felt with School logo band</td>
<td>122.00</td>
</tr>
<tr>
<td>Shirt</td>
<td>Blue with RGS logo</td>
<td>49.95</td>
</tr>
<tr>
<td>Shorts</td>
<td>RGS grey with belt loops</td>
<td>33.00</td>
</tr>
<tr>
<td>Belt</td>
<td>Plain black</td>
<td>19.80</td>
</tr>
<tr>
<td>Socks</td>
<td>RGS knee high</td>
<td>12.00</td>
</tr>
<tr>
<td>Tie</td>
<td>Red &amp; Black stripe; Worn in winter</td>
<td>19.80</td>
</tr>
<tr>
<td>Backpack</td>
<td>RGS</td>
<td>89.10</td>
</tr>
<tr>
<td>Winter Pullover</td>
<td>RGS</td>
<td>68.20</td>
</tr>
<tr>
<td>Winter Vest</td>
<td>RGS</td>
<td>58.60</td>
</tr>
<tr>
<td>Shoes</td>
<td>Black leather lace-up traditional</td>
<td></td>
</tr>
</tbody>
</table>

Girls, Day
We recommend 3 sets of uniforms for Day Students; 5 for Boarders

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hat</td>
<td>RGS white with red under</td>
<td>95.70</td>
</tr>
<tr>
<td>Dress</td>
<td>RGS blue and white stripe</td>
<td>82.50</td>
</tr>
<tr>
<td>Tie</td>
<td>RGS Red &amp; Black; 2 piece</td>
<td>9.90</td>
</tr>
<tr>
<td>Socks</td>
<td>White ankle, must cover ankle bone</td>
<td>9.35</td>
</tr>
<tr>
<td>Backpack</td>
<td>RGS</td>
<td>89.10</td>
</tr>
<tr>
<td>Winter Black tights</td>
<td>RGS</td>
<td>8.80</td>
</tr>
<tr>
<td>Winter Pullover</td>
<td>RGS</td>
<td>68.20</td>
</tr>
<tr>
<td>Winter Vest</td>
<td>RGS</td>
<td>58.60</td>
</tr>
<tr>
<td>Shoes</td>
<td>Black leather lace-up traditional</td>
<td></td>
</tr>
</tbody>
</table>

Boy and Girl Sport
Worn only at School. Students must wear their Day uniform to School.

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sport Hat</td>
<td>RGS bucket hat OR</td>
<td>16.50</td>
</tr>
<tr>
<td>Sport Cap</td>
<td>RGS</td>
<td>17.60</td>
</tr>
<tr>
<td>Polo</td>
<td>RGS red &amp; black with logo</td>
<td>39.60</td>
</tr>
<tr>
<td>Shorts</td>
<td>RGS Kooga with logo</td>
<td>44.00</td>
</tr>
<tr>
<td>Socks</td>
<td>RGS initials or plain white</td>
<td>8.80</td>
</tr>
<tr>
<td>Jacket</td>
<td>RGS red &amp; black stripe</td>
<td>132.00</td>
</tr>
<tr>
<td>Bag</td>
<td>RGS with logos</td>
<td>39.60</td>
</tr>
<tr>
<td>Shoes</td>
<td>non-marking soles</td>
<td></td>
</tr>
</tbody>
</table>

Swimwear

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rashie</td>
<td>Plain black</td>
<td>36.30</td>
</tr>
<tr>
<td>Boys Shorts</td>
<td>any RGS or plain black (not compulsory)</td>
<td>34.10</td>
</tr>
<tr>
<td>Boys Trunks</td>
<td>RGS</td>
<td>34.10</td>
</tr>
<tr>
<td>Boys Brief</td>
<td>plain black or short leg style</td>
<td>22.00</td>
</tr>
<tr>
<td>Girls Suit</td>
<td>RGS</td>
<td>39.60</td>
</tr>
</tbody>
</table>

Please note the students are allowed to wear shorts over their costume for modesty.

Boys, Formal
Only one Formal Uniform is required

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blazer</td>
<td>RGS</td>
<td>264.00</td>
</tr>
<tr>
<td>Shirt</td>
<td>RGS, white long sleeve</td>
<td>57.75</td>
</tr>
<tr>
<td>Trouser</td>
<td>Grey</td>
<td>39.60</td>
</tr>
<tr>
<td>Worn with day uniform shoes, socks, hat, tie &amp; belt</td>
<td>39.60</td>
<td></td>
</tr>
</tbody>
</table>

Girls, Formal
Only one Formal Uniform is required

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blazer</td>
<td>RGS</td>
<td>264.00</td>
</tr>
<tr>
<td>Blouse</td>
<td>RGS, white</td>
<td>46.20</td>
</tr>
<tr>
<td>Skirt</td>
<td>RGS, red</td>
<td>48.40</td>
</tr>
<tr>
<td>Worn with day uniform shoes, socks/black tights, hat and tie</td>
<td>48.40</td>
<td></td>
</tr>
</tbody>
</table>

The Shop accepts cash, cheque,
Debit Cards, Mastercard and Visa.