Senior 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
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
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.

**Senior School Enquiries 4936 0625**
**General Enquiries 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](http://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](http://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](http://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 the Senior School Office 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 Senior School

Students transitioning into their final years of schooling are at the ‘business end’ of their studies – responsible young adults who are focused on achievement and their post-School future.

Booklists
You can view your required booklist at www.rgs.qld.edu.au/senior-booklists

Class Structure
Year 10 is a transitional year into Years 11 and 12. All students undertake core subjects of English, Mathematics, Science, Social Science and Health and Physical Education and select two electives. English has two options, English for those hoping to go onto university and Foundation English for those students who have struggled with writing and/or literature studies in previous years. Likewise Mathematics and Science are divided into Advanced groups who are hoping to go onto Mathematics B, Physics and Chemistry in Years 11 and 12 and General groups who are looking at Mathematics A or Pre-Vocational Mathematics and Biology, Aquatic Studies, or Agriculture or no science in Years 11 and 12. In Social Science students undertake a semester each of History and Geography, while those who have achieved at a VHA level in Year 9 have the option of trying Year 11 Geography. Students may also elect to try Year 11 Accounting or Information Processing and Technology as one of their elective subjects. Form or pastoral care groups are based on one of the core subjects.

Year 11 and 12 are the preparatory years for future career pathways. Students select an English and Mathematics subject and four elective subjects. Form or pastoral care groups in Year 11 are completely random with the aim of getting the students to work together as a whole cohort. In Year 12 there are only two form classes based on preparation for the future.

Individual subject choices may be reviewed throughout the year at an interview with the Head of Senior School.

For more information on subject offerings please refer to our Senior School Coursing Booklet available on our website: www.rgs.qld.edu.au/senior-school-courses

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.

Year Group Camps
The Year 11 cohort is invited to a Leadership Camp in Term 4 of Year 11. As all Year 12 are seen as leaders of the school, this camp is very well attended with 98% of the group attending each year. The camp is held at the School’s Outdoor Education Centre, Ritamada.

Homework
Students are expected to do homework every night. As a guide, students in Years 10 to 12 should spend approximately 30-40 minutes per subject, per night (ie. 2.3 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 Senior 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 for Years 10 and 11. At the end of Term 4, Year 12 only receive Exit Statements.

Parents may request a hard copy of these reports through the Head of School. Progress reports may be requested through Mr Burr (Year 10), Mrs Hadwen (Year 11), and Ms Wright (Year 12).

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.

Senior School Leadership

The Head of the Senior School is responsible for the pastoral care of students in Years 10, 11 & 12. To contact members of the Senior School Management Team, or any member of staff, or to arrange an appointment, please telephone 4936 0600 or, should you prefer email, make contact via the RGS Parent Lounge (www.rgs.qld.edu.au/parent-lounge).

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.
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 Mr Burr (Head of Year 10) and Ms Wright (Head of Senior School).

**Programme**

**Venue:** Senior Research Library
Islay Lee Learning Centre

- 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)

New students will be free to leave from 1.30pm.

Students should wear Day School uniform on this occasion and bring Morning Tea and a drink, if a day student.
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 Session, 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

10.30am
Morning Tea

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
- 4 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 Ritanada)
- 1 shoe cleaning outfit with black shoe polish
- toilet requisites: comb, toothbrush, toothpaste, deodorant, soap, shampoo, razors, coat hangers. Wire coathangers 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.

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**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>
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<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

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<td>0419 713 997</td>
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<td>0419 415 408</td>
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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>
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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

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The Learning Enrichment Centre is a separate facility within the School. We provide a specialised, supportive environment in which to identify a student’s individual needs and devise strategies to accommodate them. Our objective is to encourage students to become actively involved in embedding these strategies into their daily routines.

**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 Saimond; 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.

Counsellors

Ms Kylie Crellin (Psychologist) is available for appointments on Monday, Thursday and Friday each week.

Mr Peter Bramhall (School Chaplain) visits the School on Wednesdays, and by appointment.
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

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 “inventing” at the other.

Dimension 3
The Extension and Refinement of Knowledge
Knowing many things is rarely an end in 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 inferences 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 on 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 downplay 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 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 in 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 fulfill 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>Cadets</td>
</tr>
<tr>
<td>Basketball</td>
<td>Chess</td>
</tr>
<tr>
<td>Cricket</td>
<td>Duke of Edinburgh</td>
</tr>
<tr>
<td>Cross Country</td>
<td>Fitness (Gym/Yoga/Zumba)</td>
</tr>
<tr>
<td>Football</td>
<td>Hospitality</td>
</tr>
<tr>
<td>Netball</td>
<td>Music</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>
<tr>
<td>Art Club</td>
<td>Aviation</td>
</tr>
<tr>
<td>Mooting</td>
<td>Photography</td>
</tr>
<tr>
<td>Maths Team Challenge</td>
<td></td>
</tr>
</tbody>
</table>

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

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.

**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 16km 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 website (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.

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.

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
Instrument 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
Conditions under which tuition is available

- Reports will be issued at the end of each semester to students who have been learning for at least one term.
- One 40-minute lesson per week per instrument. In the Middle School, lessons are rotated whilst in the Primary School and Senior School students have a permanent lesson time.
- Instrument tuition should be undertaken for at least one semester to allow sufficient time to gauge the suitability of the instrument for the student.
- Important: All absences (i.e. ill health, school excursions, camps, sporting commitments etc.) are to be notified in advance. This is to be done by contacting the Music Department on 4936 0626. However, if you have an early 7.30 am – 8.00 am lesson, you will need to contact the music tutor directly via text or phone.
- Notice of withdrawal from the programme is required in writing at least one term in advance. Failure to do this will result in one term being charged.
- Each student must undertake a regular and consistent practice programme to take full benefit of the tuition offered. The Music Department asks for full parental support for the practice schedule as recommended by the tutor.
- 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 Eisteddfod, 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 Eisteddfod, 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 abilities from new starter up to an approximate AMEB level of Grade 1 – 5.
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, Eisteddfod, 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

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

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

**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.

Parent/Guardian name  
Parent/Guardian signature  
Date

**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>
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</thead>
<tbody>
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<table>
<thead>
<tr>
<th>INSTRUMENT SERIAL NUMBER</th>
<th>EQUIPMENT NUMBER</th>
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<table>
<thead>
<tr>
<th>ACCESSORIES</th>
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<table>
<thead>
<tr>
<th>STUDENT’S NAME</th>
<th>YEAR</th>
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</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 Electronic Funds Transfer (EFT) 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.

__________________________________________ ____________________________________________ __________________________
Parent/Guardian name   Parent/Guardian signature   Date

__________________________________________ ____________________________________________ __________________________
Student name    Student signature    Date

__________________________________________ ____________________________________________ __________________________
Head of Music    Head of Music Signature   Date
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.

Uniforms/Senior 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>52.40</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></td>
<td>68.20</td>
</tr>
<tr>
<td>Winter Vest</td>
<td></td>
<td>60.50</td>
</tr>
<tr>
<td>Shoes</td>
<td>Black leather lace-up traditional (Not jogger style)</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>86.90</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 and white stripe</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></td>
<td>8.80</td>
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<tr>
<td>Winter Pullover</td>
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<td>68.20</td>
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<tr>
<td>Winter Vest</td>
<td></td>
<td>60.50</td>
</tr>
<tr>
<td>Shoes</td>
<td>Black leather lace-up traditional (Not jogger style)</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>39.60</td>
</tr>
<tr>
<td>Boys, Shorts, any RGS or plain black (not compulsory)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys, Trunks</td>
<td></td>
<td>38.50</td>
</tr>
<tr>
<td>Boys, Brief, plain black or short leg style</td>
<td></td>
<td>27.50</td>
</tr>
<tr>
<td>Girls, Suits</td>
<td></td>
<td>55.00</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>275.00</td>
</tr>
<tr>
<td>Shirt</td>
<td>RGS, white long sleeve</td>
<td>59.90</td>
</tr>
<tr>
<td>Trousers</td>
<td>Grey</td>
<td>42.90</td>
</tr>
</tbody>
</table>

Worn with day uniform shoes, socks, hat, tie & belt

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>275.00</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>
</tbody>
</table>

Worn with day uniform shoes, socks/black tights, hat and tie

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

Red & Black Shop Hours

<table>
<thead>
<tr>
<th>Term Hours</th>
<th>Opening Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 4 2015/2016</td>
<td>8.00am – 10pm and 12.00pm – 5.00pm</td>
</tr>
<tr>
<td>Holiday Opening Hours</td>
<td>16 November – 11 December Monday through Friday 8.00am – 5.00pm</td>
</tr>
<tr>
<td></td>
<td>Sunday, 29 November 10.00am – 1.00pm</td>
</tr>
<tr>
<td></td>
<td>12 December – 3 January CLOSED</td>
</tr>
<tr>
<td></td>
<td>4 January – 29 January Monday through Friday 8.00am – 5.00pm</td>
</tr>
<tr>
<td></td>
<td>26 January (Australia Day) 7.00am – 11.00am</td>
</tr>
</tbody>
</table>