



Canberra Girls' Grammar School

Student Handbook

2007



Canberra Girls' Grammar School

An Anglican School founded in 1926



Contents

A Welcome from the Principal	1
ABOUT THE SCHOOL	2
History of CGGS	3
Our Mission and Vision	5
THE SENIOR SCHOOL	7
Induction Programme for Senior School	8
Senior School Academic Curriculum	9
Senior School Subjects Available for Study in 2007	11
School Timetable for 2007	14
The House System	14
Burgmann House	16
Deakin House	17
Glebe House	18
Kilburn House	19
Robertson House	20
Waverley House	21
Co-Curricular Activities	21
Cultural, Performing Arts and Academic Activities	22
Sporting Activities	23
Colours and Awards for Co-Curricular Activities	24
Student Leadership	26
Senior Council	26
The Student Representative Council	28
The Old Grammarians' Association	28
STUDENT SERVICES	30
Absence from School	30
Lateness	30
Making Phone Calls	31
Bus Passes	31
ID Cards	31
Lockers and Locks	32
Library	32
Opening Hours	32
Loans	32
Resources	33
School Shop	34

Lost Property	34
The Jubilee Sports Centre	34
Pool and Gymnasium	34
The Weights Room.....	35
Information Technology Centre	35
Canteen and Lunch Vouchers	36
Year 11 and 12 Common Room	36
Sick Bay.....	37
Counsellors.....	37
Careers	37
Safe School Committee	38
Fixture List	38
Assemblies and Chapel	39
Security.....	39
Out of School Uniform	40
Change of Contact Details.....	40
SCHOOL POLICIES	41
Behaviour Guidelines.....	41
Rights and Responsibilities.....	42
General Behaviour Benchmarks.....	42
Focus Area Benchmark Behaviour	43
Safety	43
Effort.....	43
Respect	43
Self-responsibility	43
Student Behavioural Expectations.....	44
1.Effort.....	44
2. Self-Responsibility	45
3. Safety	46
4. Respect	46
Consequences for Infringements of the Behaviour Expectations	46
Consequences	47
Sample Behaviour Infringements and Consequences.....	48
School Uniform Guidelines	50
Guidelines for Hair, Make-up and Jewellery:.....	51
General Uniform Guidelines:	51
After-school detentions.....	52
Confiscation.....	53

PD/H/PE Service Policy	53
Rationale	53
First offence within a term	53
Second continuous offence within a term	54
Third offence within a term	54
ICT Users' Policy	55
Information and Communication Technology (ICT) – Student Acceptable Use Contract (AUC)	55
Laptops	56
Sunsmart Policy	56
Safe School Policy	57
Procedures for Students in the Senior School	58
Organisation of Private Study	59
1. Homework Diary	59
2. Environment:	59
3. Routine	59
4. Set your priorities	60

A Welcome from the Principal

Welcome to the Senior School of Canberra Girls' Grammar School. We trust you will enjoy your time here and we encourage you to take full advantage of all of the opportunities available to you. Our school motto, *IUVENTUTI NIL ARDUUM*, 'To the young nothing is difficult', reflects the confidence that we have that all students can develop a love of learning, a sense of belonging and the confidence to reach their full potential.

I hope this Handbook provides you with information that will enable you to adjust to your new school/campus quickly. We have provided you with a good deal of practical information and if you have any questions not answered here please ask for clarification. We have also included a number of School policies particularly relevant to students. I encourage you to take the time to read these as they exist to enhance our life together and to provide a safe environment.

I look forward to working with you in the Senior School.

A handwritten signature in black ink, appearing to read 'S Just'.

Ms Susan Just
Principal
2007

ABOUT THE SCHOOL

Canberra Girls' Grammar School (CGGS) is an independent Anglican school founded in 1926. It has an enrolment of approximately 1400 students, spread between an Early Learning Centre (ELC), a Junior School and a Senior School. The School is co-educational from Early Learning to Year 2. Boarding facilities are available on the Senior Campus for students in Years 7 to 12.

Located in the leafy inner Canberra suburb of Deakin, the School provides students and their families with easy access to the airport, road and rail transportation.

The School campuses cover ten hectares and include facilities such as an indoor heated swimming centre, gymnasium, sports courts, playing fields, an aquatic centre on the shores of Lake Burley Griffin and purpose-built buildings for the performing arts, art and textiles and ICT.

The School's most recent facilities include a 1,000 seat Hall and adjoining Music Centre situated in the Senior School. The Hall boasts state-of-the-art acoustics, tiered retractable seating on the ground level allowing for multi-functional use of floor space and tiered seating in the balcony area. The Music Centre consists of soundproof practice rooms, classrooms, a library, a recital room and a computer laboratory where students can work in groups or on a one-to-one basis with other students and music staff.

In the Junior School, 2006 saw the opening of four new contemporary classrooms, two music rooms and accompanying practise rooms, and a significant addition to the Library which now includes a computer laboratory.

History of CGGS

In the year 1926 the first Federal Parliament House was nearing completion, surrounded by the sheep paddocks dominating the rural landscape of early Canberra, which at this time had a population of less than 5000. On the other side of the Molonglo River, St Gabriel's School was opened, with just ten pupils, in the old St John's Rectory, known as Glebe House. The Anglican Order of the Sisters of the Church had answered a request from Bishop Radford, Bishop of the then Diocese of Goulburn, who saw a need for such a school in the small community which was designated as the federal capital.

From such humble beginnings both the city of Canberra and CGGS began, and the School's development has continued to reflect the story of Canberra's growth.

In May 1927 the Foundation stone of the School was laid by Dr Radford, for the mock Tudor building which today comprises the Boarding House in Melbourne Avenue. It was no accident that this was just one day before the opening of Parliament House by the Duke and Duchess of York, when the appropriate dignitaries were in town.

Through the Great Depression both the School and city weathered economic setbacks. With the decline in Canberra's population, and hardship in the rural community which supplied much of the School's enrolment, the School came close to closing down. It was rescued by the determination of Canon Robertson, and later by a dedicated group of parents and friends, who took the dramatic step of purchasing the School from the Sisters in 1935. St Gabriel's had already been renamed the Canberra Church of England Girls' Grammar School in 1933.

When the Second World War finally ended in August 1945, the School shared the celebration of the whole Canberra community. Shops stopped trading after the announcement of peace, and workers and school children headed for shopping centres carrying flags and sprigs of the bushland wattle then in bloom.

The prosperity of the post war decades saw a boom in the birth rate and in the migrants who came to this country. The acceleration of Canberra's development saw the expansion of suburbs and all their associated services. These were also years of growth in education and CGGS shared in the expansion of schools, both government and private, to meet the enrolment demands for the generation of "baby boomers". The building programme of the School was assisted greatly by the Government Science Grants of the sixties, and the expansion of the city mirrored the optimism and buoyancy of these years. In 1972 the Junior School moved to a new campus in Grey Street, Deakin to allow for expansion of both the Senior and Junior Schools.



From the beginning the School has provided a boarding house, meeting the demand created by parents from defence forces and embassies, as well as the original rural population, for such a boarding facility for their daughters. Today the original Melbourne

Avenue school is still contained within the central buildings of a much expanded and improved Boarding House.

Now a new and grander Parliament House dominates the original building, and the School, with its name updated to Canberra Girls' Grammar School, has expanded beyond recognition. In 2004 the School opened its Early Learning Centre for 3 and 4 year olds and overall CGGS now caters for 1 400 students on its Senior and Junior campuses. How far we have come from those sheep paddocks and the original ten students at Glebe House!

Our Mission and Vision

Canberra Girls' Grammar School is proud of its heritage and its uniqueness. Our school is situated within view of Parliament House and our students have access to national institutions. History is not only those occurrences of the past, but our country is changing each day and many of those changes begin in Canberra.

Canberra has a dynamic and diverse population. Students of our school meet peers from a wide range of cultures. Their own families exemplify life and work in a global community. Our rural boarding students bring to our school those attributes and skills which are quintessential to the Australian character. This blending of cultures and backgrounds brings a uniqueness to our school and opportunities for the development of resourceful and ethical young people who will have opportunities to shape their global community in the future.

At Canberra Girls' Grammar School we:

- prepare young women for further studies, for leadership and for life;
- are committed to providing challenging, enriching and supportive learning experiences;
- encourage our students to become informed, resilient, forthright, resourceful and ethical global citizens;
- maintain our Anglican traditions and welcome people of other denominations and faiths into our community;
- seek to inspire our graduates to serve their community and to shape a changing world.



Canberra Girls' Grammar School is an Anglican independent school which:

- is a forward thinking dynamic learning community – a leader in girls' education;

- deliberately pursues excellence and encourages students and staff to achieve their 'personal best';
- fosters care and concern for the individual and social justice for all members of the school community;
- values the diversity that its day and boarding communities bring;
- is committed to the implementation of innovative practice which engages students;
- shares a philosophy of learning and teaching from Early Learning to Year 12;
- encourages local community service;
- promotes co-educational experiences from Early Learning to Year 2 and embraces girls' education from Year 3 to Year 12;
- advocates gender equity and encourages young women to take the lead in shaping their own future and the future of their communities;
- uses its exceptional human and physical resources to provide a wide range of opportunities to its students and staff;
- promotes leadership at all levels within its staff and students.

The Canberra Girls' Grammar School graduate is:

- confident
- ambitious
- resilient
- socially competent
- academically capable

with:

- a strong sense of self
- a strong sense of justice
- respect for others
- enthusiasm for life
- cultural awareness
- well developed values and beliefs

who is:

- able to reason and make wise choices
- striving for her personal best
- ready for leadership
- imaginative
- spiritually alive.

THE SENIOR SCHOOL

The Senior School caters for students from Year 7 through to Year 12 and attracts students from Canberra and the surrounding district as well as boarders from country areas and overseas. The Boarding House caters for approximately 90 boarders and is an integral part of the Senior School.

The Head of the Senior School, Mrs Fiona Godfrey, leads the Senior School Management team which is comprised of the following people:

- Mrs Jenny Bartley (Director of Curriculum)
- Mr David Blue (Director of Operations and Activities)
- Mrs Jennie Harris (Director of Teaching and Learning)
- Mr Scott Pearsall (Director of Staff Services)
- Mrs Jeanette Widmer (Director of Student Development)
- Ms Karen Curtis (Dean of Studies Years 7 to 10)

The team meets regularly and coordinates the daily running of the Senior School. In addition there are Heads of Department who oversee the academic issues associated with individual subjects and Heads of House who monitor the wellbeing and personal development of students in their House.

Heads of House:

Burgmann	Mrs Monica Senyard
Deakin	Mr Brad Cooney
Glebe	Mr Bill Weigall
Kilburn	Mrs Margaret Chartres
Robertson	Ms Cate Willis (Acting, 2007)
Waverley	Ms Sue Raine

Heads of Department:

Art and Photography: Mrs Marilyn Faunt
Dance and Drama: Mr Martin Krippner
English: Mrs Katherine Stretton
Geography and Asian Studies: Mrs Ann Nott

History and Latin: Mrs Ann Lewis
Human Sciences: Mrs Sue Lashko
Information Technology: Ms Ailsa Dickie
Languages: Ms Heidi Vellnagel
Library and Information Services: Mrs Judy Thompson
Mathematics: Ms Elaine Clark
Music: Mrs Mary Tatchell
PD/H/PE: Miss Jenny Hall
Religion and Philosophy: Mrs Ruth Edwards
Science: Mrs Jane O'Brien
Textiles: Mrs Ann Bozsoky
Careers: Mrs Teresa Bubear
Coordinator of Mission: Mr Tim Briggs

Induction Programme for Senior School

The induction programme for students entering Year 7 begins in the November of the previous year with the Orientation Day. This day is arranged in two sections with the students initially undertaking a series of assessment tasks related to language and mathematics. The purpose of these assessments is to provide information about students' skills in these areas. The results from the tasks help to provide a curriculum suited to the students and assists in identifying possible areas of need for extension or support.

In the latter part of the morning parents are invited to return to the School Chapel for a brief information session, including information about the Year 7 Camp, before joining Heads of House and Tutors and their daughter for lunch and discussion. The aim of this part of the day is to introduce students to each other and to provide an opportunity for parents to meet House staff. House staff will also provide some practical information about the arrangements for the beginning of the School year for Year 7 students.

Later in November, the Year 7 students for the following year are invited to attend a Familiarization Morning in the School. On this day, students complete a range of written activities in order to prepare for a

differentiated curriculum. After the written activities have been completed, the students again have an opportunity to meet with students in their designated House. Getting to know each other games are organised by the student leaders of the Houses as well as some activities to familiarize the students with the layout of the School.

Welcome Day is the first day for all students new to the School. It is the day before all other students return for the start of the School year. Year 7 students wear full School uniform while students in Years 8 to 12 wear casual clothes. Students are initially introduced to the Senior School Management Team at an assembly before breaking off with Tutors, student leaders and Heads of House for further induction into procedures and practices in the Senior School. The morning concludes for the Year 7 students with a light lunch. Parents are welcome to attend this lunch.

Senior School Academic Curriculum

Students are offered a wide and varied academic curriculum which allows them to reach their full potential. Students are prepared for the ACT Year 10 High School Certificate and the ACT Year 12 Certificate, under the auspices of the ACT Department of Education and ACT Board of Senior Secondary Studies respectively.

Year 7

Students in Year 7 study a broad range of subjects. The core subjects of English, Geography, History, Introduction to Computing, Mathematics, Physical Education/Health, Religion and Philosophy, and Science are undertaken for the full year. The subjects Drama, Music, Textiles and Design, and Visual Art and Design are undertaken for a semester each. In addition, students choose two languages from French, German, Japanese and Latin to study for a semester each.

Year 8

In Year 8, students study English, Geography, History, Mathematics, Physical Education/Health, Religion and Philosophy, and Science as

core subjects. Students choose an additional two subjects from Computer Applications, Dance, Drama, French, German, Japanese, Latin, Music, Textiles and Design, and Visual Art and Design. Students make their choices for Year 8 in consultation with parents and teachers during the second half of Year 7. To assist with the choice of electives, a booklet containing synopses of all the courses available in Years 8 to 10 is supplied to each student. In addition, an Information Evening for parents is held in Term 3 and counselling is available to students before the elective subject selection is due. All subjects in Year 8 are of one year's duration.

Years 9 to 10

English, Mathematics, Science, Physical Education and Religion and Philosophy remain core subjects in Years 9 and 10. At these levels, Mathematics and Science are streamed. In addition, for three periods per fortnight, all Year 10 students undertake an extension programme which encompasses Civics, Citizenship, Careers and Community Service. This programme aims to develop knowledge and skills for life beyond school.

At the end of Year 8, students have the opportunity to reselect electives, with parental consent, for the Years 9 to 10 programme. Students may choose three elective subjects from an even more extensive list than the previous year level: Asian Studies, Commerce, Independent Learning Programme and Sports Science are added. Each elective subject is normally studied for two consecutive years in Years 9 and 10, however, students may elect to change one elective subject for Year 10.

In addition to the above subjects, where there is a need, students may be invite to enroll in English as a Second Language and/or Communications.

Years 11 and 12

The most significant choice of subjects is made in the latter half of Year 10, for entry into the ACT senior secondary college system of education which caters for students in Years 11 and 12. This is a system of school-based curriculum and assessment governed by the

policies and procedures of the ACT Board of Senior Secondary Studies (BSSS).

Students are assessed continuously throughout Years 11 and 12. All assessment completed during the two years counts towards the final ACT Year 12 Certificate. At this school, students generally study five subjects in both years. English is compulsory in Years 11 and 12, while Mathematics is compulsory in Year 11 only.

Students may choose to study either an accredited or a tertiary package of subjects. A tertiary package is for students interested in entry to university at the end of Year 12, while an accredited package is for students interested in direct entry to the workforce from school and/or studying at tertiary institutions other than university (eg CIT).

CGGS is a registered training organisation and, as such, offers a number of vocational courses for which students may receive nationally recognised qualifications. Vocational courses may be included in both accredited and tertiary packages.

Students who complete a tertiary package and who qualify for a University Admissions Index (UAI) receive a Tertiary Entrance Statement in addition to their ACT Year 12 Certificate. It contains information which may be used in applying to tertiary institutions. A requirement of completing a tertiary package is sitting for the ACT Scaling Test (AST) in Year 12. For more information, refer to the School's website: <http://www.cggs.act.edu.au>

Senior School Subjects Available for Study in 2007

	Core Subjects	Elective Subjects
	ARTS	
Art and Design	7	8 – 12
Dance		8 – 12
Drama	7	8 – 12
Music	7	8 – 12

Photography		11 – 12
ENGLISH		
English	7 – 12	
English as a Second Language		7 – 12
Communications		7 – 10
PERSONAL DEVELOPMENT/HEALTH/PHYSICAL EDUCATION		
Careers, Civics, Citizenship and Community Service	10	
Human Movement		11 – 12
Living Skills	12	
Physical Education / Health	7 – 10	
Senior Physical Education	11 – 12	
Sports Science		9 – 10
RELIGIOUS EDUCATION		
Religion and Philosophy	7 – 11	
Religious Studies		11 – 12
LANGUAGES OTHER THAN ENGLISH		
French		7 – 12
German		7 – 12
Japanese		7 – 12
Latin		7 – 12
MATHEMATICS		
Mathematics	7 – 11	12
SCIENCE		
Biology		11 – 12
Chemistry		11 – 12
General Science		11 – 12
Physics		11 – 12
Science	7 – 10	
STUDIES OF SOCIETY & ENVIRONMENT		
Asian Studies		9 – 12
Business Management		11 – 12

Commerce		9 – 10
Economics		11 – 12
Geography	7 – 8	9 – 12
History	7 – 8	9 – 12
Human Development		11 – 12
Independent Learning Programme		9 – 10
Legal Studies		11 – 12
Media Studies		11 – 12
Psychology		11 – 12
Tourism		11 – 12

TECHNOLOGY

Computer Applications		8 – 10
Computer Operations		11 – 12
Fashion Design		11 – 12
Information Technology		11 – 12
Introduction to Computer Technology	7	
Textiles and Design	7	8 – 10

The Senior School has three *A Guide to Courses* booklets: Year 7, Years 8 to 10 and Years 11 and 12. All students are provided with a relevant booklet as they move through the School. The booklets provide information about each of the subjects offered at these Year levels, academic procedures and policies, extra and co-curricular offerings, camps and BSSS policies and procedures (where relevant). Students should thoroughly read these booklets as they provide a huge amount of information essential for subject selection and successful completion of work and assessments. They are also encouraged to retain and use these booklets as a reference.

School Timetable for 2007

Days 1 to 10

(excluding Day 9)

8.50am	Tutor Group
9.10am	Period 1
10.00am	Period 2
10.50am	Recess
11.15am	Period 3
12.05pm	Period 4
12.55pm	Lunch
1.40pm	Period 5
2.30pm	Period 6
3.20pm	Finish

Day 9

8.50am	Tutor Group
9.40am	Period 1
10.25am	Period 2
11.10am	Recess
11.35am	Period 3
12.20pm	Period 4
1.05pm	Lunch
1.50pm	Period 5
2.35pm	Period 6
3.20pm	Finish

The House System

The House system is the basis of our Pastoral Care programme at CGGS. The aim is that everyone associated with the House works together to create and maintain a caring and disciplined environment in which all students are valued as individuals and have the support necessary to:

- develop their own potential and become independent;
- have the self esteem, confidence and enthusiasm to make a full contribution to School life and to the House;
- enjoy and value academic work;
- take pride in achieving high standards;
- take responsibility for themselves and others;
- deal in a sensitive and courteous manner with others; and
- become interested and involved in the wider community.

At CGGS Pastoral Care builds and supports the entire school community, making connections between its members. It encompasses all aspects of school life through a combination of structured activities

and personal relationships. Pastoral care is concerned with the total wellbeing of all individuals within the School community and with the development of the whole person.

There are six Houses, each with approximately 160 students from Years 7 to 12. The students remain in the House for the duration of their school career to allow a close working relationship between staff and students to develop.

The Director of Student Development, Mrs Jeanette Widmer, and the Heads of House maintain close links with parents in support of students' development and provide opportunity for students to talk to their Tutor about their day to day concerns.

Within each House, Year 7 students are divided into two groups in order to ease the transition between Junior and Senior schools. Years 8, 9 and 10 are organised into vertical groups to encourage greater communication between years and to allow Year 10 students to take on leadership roles. Years 11 and 12 are again in two groups within each year to allow the special needs of these years to be addressed.

Each House has a Captain and Vice Captain elected by members of the House and all Year 12 students are encouraged to develop leadership roles within their House. Interaction is encouraged between Year 12 and the younger students and a vibrant Peer Support programme exists between Years 7 and 11 students.

Activities at Tutor Group time include a House meeting, House Chapel, physical activity and one extended pastoral care lesson per 10 day cycle. The shorter Tutor Group sessions, which are held in the first 20 minutes of each day (except on Tuesdays when sessions are 10 minutes), involve activities chosen according to the needs of the group (eg study skills, time and stress management, diary checks, birthday celebrations and charity work). The longer pastoral care period, held every second Thursday, involves a personal development programme designed to meet the social and emotional needs of each Year level. Our unique sequential pastoral care programmes are based on a

thematic approach and address the developmental needs of the student body.

Year Level	Theme
Year 7	Respect
Year 8	Social Competence/A Sense of Self Worth
Year 9	Empathy/Cultural Awareness
Year 10	Making Wise Decisions
Year 11	Ready for Leadership
Year 12	Global Citizenship

The House provides a forum for participation for all students in the areas of sport, debating, public speaking, music, drama and charity. Students are encouraged to be involved in a wide range of activities. Each House, and the School as a whole, strives to achieve an atmosphere that enables students to develop leadership qualities, social skills and a sense of mutual interdependence.

Burgmann House

Burgmann House was created in 1967 to keep pace with the School's rapid growth. It was named after the Right Reverend E.H. Burgmann, Bishop of Canberra and Goulburn from 1934 to 1960. Our House colours are red and black. The House Captain for 2007 is Claire Stacey (Year 12) and our Vice Captain is Alice Hermes (Year 11). The members of Burgmann are known for their enthusiasm, participation, and concern for others.

Each year the members of Burgmann are involved in many fundraising activities. Our major charity is Children's Medical Research (Jeans for Genes Day). We also support a number of other groups including Anglicare (Christmas Appeal), Care Australia, Koomari, RSPCA and many others.

Monica Senyard
Head of Burgmann House

Deakin House

Deakin House was formed in 1967 along with Burgmann House. Deakin was closed in 1977 as the School had a four class intake in Year 7. It was reopened in 1985 when a fifth stream of classes with the School was introduced. The name Deakin comes from the suburb in which the School is situated and is named after Australia's second Prime Minister, Alfred Deakin. Our House colours are green, black and white.

Students within Deakin participate whole heartedly at annual House Carnivals and events, exhibiting strong House spirit, motivation and teamwork.



Each year Deakin is involved in community service on a local and national level. The twelve Tutor Groups within the House actively raise funds for and support The Shepherd Centre in the ACT, Cyclops and Canteen.

We recognize the academic, sporting and co-curricular achievements of students within the House group at regular House meetings and encourage involvement in a wide range of activities which support student well being.



Year 7 students within Deakin are welcomed and supported through a dynamic Peer Support Programme, led by the Year 11 students who assist with the transition of the Year 7 students into the Senior School.

The House Captain for 2007 is Madeleine Twyman-Heaven (Year 12) and our Vice Captain is Miranda Cookman (Year 11).

Brad Cooney
Head of Deakin House

Glebe House

Glebe House (otherwise known as the Old Rectory) was the name of the building where the Sisters of the Community of the Church first set



up their school in 1926 in Canberra. Glebe House was situated in what was then the suburb of Reid. This building was used by St Gabriel's School from 1926 until the end of 1928 when the extension of the main building on Melbourne Avenue was complete. The

Junior Students started the School year of 1929 at the new site. The site of Glebe House was near the current Glebe Park where there is a plaque commemorating this building.

In its current pastoral form, Glebe was started in 2001 to enable the School to give better pastoral care to the growing number of students.



The students have been and are involved in a variety of activities including community service, which has recently taken the form of raising funds for the Breast Cancer Network of Australia and the Progressive Women's Association Shelter in Pakistan. Each Tutor Group is

encouraged to adopt its own projects as well as contributing to the whole House efforts. In its short life Glebe has become a vibrant and

caring community within the School. Our House colours are blue and white.

The House Captain for 2007 is Alex Acworth (Year 12) and our Vice Captain is Anneliese Leerdam (Year 11).

Bill Weigall
Head of Glebe House

Kilburn House

The name Kilburn comes from the name of the suburb in London. A group of Sisters of the Church from Kilburn in London came out to Australia at the end of the nineteenth century, first establishing a school in Sydney and then later here in Canberra. Our House colours are red, white and blue.



We like to encourage all students to have a go and to get involved in as many House activities as possible. Each year Tutor Groups work towards raising money for our House charity.

Our motto *Honor ante honores* sets a standard for honesty, reliability and integrity to which we all aspire.

The House Captain for 2007 is Rachel Newton (Year 12) and our Vice Captain is Elle Rasmussen (Year 11).

Margaret Chartres
Head of Kilburn House

Robertson House

AGE QUOD AGES, 'Do what you should do'



Robertson House, created in 1939, was originally named Forrest. The name was changed to Robertson in honour of C.S Robertson, Rector of St John's Church, Reid, who helped save the School when the Sisters decided to sell it. Robertson's colours are red and green.

Robertson raises money each year to sponsor children through Plan; we sponsor one child in Nepal and one in Indonesia. Another community service activity this year is a collection of toys and school supplies for an orphanage in Indonesia.

There are a range of social activities that occur throughout the year, including a scavenger hunt and an Easter egg hunt. One thing about Robertson students is that they love to eat! In our Tutor Groups we often have lunches or breakfasts where students can get together informally with their Tutor.



The House Captain for 2007 is Grace Peatey (Year 12) and our Vice Captain is Leah Winnett (Year 11).

Cate Willis (Acting, 2007)
Head of Robertson House

Waverley House

The name Waverley originally came from the name of the suburb in Sydney. This is the suburb in which the Manor House of the Order of the Sisters of the Church in Australia, St Gabriel's, was located. In fact, St Gabriel's School, Waverley went guarantor for the loan to establish the current Canberra Girls' Grammar School. The Waverley House Colours are green and white.

Waverley thrives on energy and enthusiasm. House Captains and Vice Captains encourage involvement in all fun activities, for example barbecues, games afternoons and Easter egg hunts.



The main charity for Waverley is Daffodil Day, held early in August, with the aim of helping the ACT Cancer Council research and helps reduce the impact of cancer in the ACT region. All other fundraising activities support Cancer research.

The House Captain for 2007 is Veronica Tamsitt (Year 12) and our Vice Captain is Laura Mackinnon (Year 11).

Sue Raine
Head of Waverley House

Co-Curricular Activities

At CGGS we encourage our students to value the opportunities that are made available to them in pursuing not only their academic studies but their interests in a range of co-curricular activities. The skills and

knowledge gained from such pursuits ensures that our students are able to meet the challenges of our society with confidence.



The co-curricular programme offered at CGGS is extensive and enables our students to participate in a diverse range of activities. We

believe that a wide-ranging co-curricular programme provides for an holistic curriculum where students can compete, participate and engage in activities outside of the normal classroom situation. Students are encouraged to participate in a selection of co-curriculum activities.

Cultural, Performing Arts and Academic Activities

- Amnesty International
- Burrawi – School Magazine Committee
- Chess Club
- Dance Festival
- Debating and Public Speaking
- Drama including productions, Shakespeare Festival and Cabaret Night
- Duke of Edinburgh's Award
- SUIIS (Scripture Union In Schools)
- Lord of the Rings Club
- Mock Trials and Mooting
- Music – the Senior School offers many opportunities for students to take part in choral, instrumental and small ensemble groups and large bands:
 - Choirs – Year group choirs: 7/8, 9/10 and 11/12, Motet Choir, Senior, Intermediate and Junior Chapel Choirs.
 - Ensembles – Senior Flute Ensemble, Guitar Ensemble, Junior Percussion Ensemble, Clarinet Ensemble and Saxophone Ensemble.

- Bands and Orchestras – Junior, Intermediate and Senior Concert Bands, Junior and Senior Big Bands, Senior Percussion Ensemble, String Orchestra, Symphony Orchestra and Chamber Orchestra.
- Science Enrichment Club
- Tournament of Minds
- Visual Arts – Life Drawing

Sporting Activities

The following sports are offered as part of the co-curricular programme and teams are regularly entered into local competitions. A Senior School Co-Curricular booklet will be provided to all new students on their arrival in the School



Summer (Terms 1 and 4):

- Basketball
- Dragon Boats
- Indoor Hockey
- Netball
- Rowing
- Sailing
- Softball
- Swimming
- Triathlon

Winter (Terms 2 and 3):

- Basketball
- Hockey
- Netball
- Soccer
- Swimming
- Waterpolo

Other competitions are also entered during the year in athletics, cross country, equestrian, snowsports and tennis.

Colours and Awards for Co-Curricular Activities

Our school deliberately pursues excellence and encourages students to achieve their personal best. An element of this mission is celebrating and rewarding the hard work, endeavour and camaraderie that are developed within a co-curricular activity. The recognition of students' achievement in, and commitment to, their co-curricular activity is the basis for this system.

In 2007, awards will be given in the following co-curricular activities: Amnesty International, Burrawi, Chapel, Dance, Debating, Drama, Indigenous Focus Group, Mock Trial, Music (Band/Ensemble), Music (Choir), Music (Orchestra), Visual Arts, Athletics, Basketball, Cross Country, Dragon Boating, Equestrian, Hockey, Netball, Rowing, Soccer, Snowsports, Softball, Swimming, Tennis, Triathlon, and Waterpolo.

The School has in place a three tier system of recognising both achievement in and commitment to a co-curricular activity. The criteria for the awarding of prizes within individual activities are clearly delineated in the Senior School Colours and Awards booklet.

The three tiered system is as follows:

1. Recognition of Service

When: Awarded at full Senior School Assemblies but not read out at Graduation Dinner or Presentation Night.

What: Students are given certificates.

How: Teacher responsible for activities must give a written submission to the Colours and Awards Committee at the conclusion of the activity/season.

Who: Available to students in Years 7 to 12.

2. Half School Colours

When: Awarded at full Senior School Assemblies and read out at Graduation Dinner or Presentation Night.

What: Students are awarded a certificate and a badge.

How: Teacher responsible for activities must give a written submission to the Colours and Awards Committee at the conclusion of the activity/season.

Who: Available to students in Years 10 to 12 (NB exceptional circumstance clause).

3. Full School Colours

When: Awarded at full Senior School Assemblies and read out at Graduation Dinner or Presentation Night.

What: Students are awarded a certificate and a badge.

How: Teacher responsible for activities must give a written submission to the Colours and Awards Committee at the conclusion of the activity/season.

Who: Available to students in Years 11 and 12 (NB exceptional circumstance clause).

Common Criteria

There are criteria that are common to all activities. They are:

- A student may be awarded Full School Colours, Half School Colours or Recognition of Service awards in a number of years as long as she fulfills the criteria in each of the relevant years;
- A student may only receive one class of award in each activity, in each year;
- A student is entitled to wear all Full School Colours and Half School Colours that she has received. A more recent award does not require the removal of the previous award;
- The awarding of two Half School Colours does not qualify for the award of a Full School Colour;
- A student who holds the position of either Captain or Vice Captain of a co-curricular activity is not automatically entitled to an award, nor does participation in an activity over a number of years automatically qualify for an award of Full School Colours, Half School Colours or Recognition of Service.

Presentation of Awards

Awards will be presented at the next full Senior School Assembly after the 'right of appeal' week has elapsed, and any appeal has been heard.

Recipients of Full School Colours will receive a certificate indicating the award, activity and year and a crested badge on a red background.

Recipients of Half School Colours will receive a certificate indicating the award, activity and year and a crested badge on a white background.

Recipients of Recognition of Service awards will receive a certificate indicating the award, activity and year.

Student Leadership

Senior Council

The Senior Council is a 15 member body of Year 12 students. Chaired by the School Captain and School Vice Captain, its membership comprises the SRC Chairperson and Boarding House Captain, the six House Captains, and the Captains of Sport, Drama, Debating, Music and Chapel. The members of the Senior Council are elected annually by staff and students in Term 3.

The Senior Council meets weekly to plan and review its activities. Members of the Senior Council also represent the views of the students in regular meetings with the Principal and Head of the Senior School.

The Senior Council's broad goals are:

- to encourage all students to contribute fully to the life of the School and the community;
- to foster school spirit; and
- to promote self-worth among the student body.

Under that framework, the Senior Council is responsible for a variety of student-focused activities, including community service projects, non-uniform days, anti-bullying initiatives and fundraising efforts.

The Senior Council members for 2007 are:

Position	Name
School Captain	Georgina Gibson
School Vice Captain	Sophie Campbell-Smeltink
SRC Chairperson	Kathryn Wadham
Boarding House Captain	Sarah Carlson
Burgmann House Captain	Claire Stacey
Deakin House Captain	Madeleine Twyman-Heaven
Glebe House Captain	Alexandra Acworth
Kilburn House Captain	Rachel Newton
Robertson House Captain	Grace Peatey
Waverley House Captain	Veronica Tamsitt
Sport Captain	Anna Willis
Drama Captain	Rachel Battams
Debating Captain	Brittany Milne
Music Captain	Elizabeth Uhr
Chapel Captain	Anneli Cole

A Welcome from our School Captain



I would like to welcome both parents and students to the Canberra Girls' Grammar School community. I sincerely hope your association with the School is as rewarding as my experience has been. To get the most out of your time here, try and involve yourself in all aspects of the School; this includes drama, sport, music, art and, of course, academic pursuits. If you need any advice or help with school issues please don't hesitate to ask any members of the Senior Council.

Georgie Gibson
School Captain

The Student Representative Council

In addition to the Senior Council, students of all year levels can be nominated and elected to positions on the Student Representative Council (SRC). Each year level has three elected representatives. In addition to the 18 elected members, the SRC Chairperson, who is an elected member of the Senior Council, chairs the SRC meetings, meets regularly Head of Senior Council and represents the views of the SRC to management and the Senior Council. In 2007 the SRC Chairperson is Kathryn Wadham.



Members of the SRC are expected to regularly attend meetings and to be active in representing their year group. The appointment of members is based on open student elections where candidates are nominated and elected by peers in the same year. The year level representatives report back to their peers through year level meetings and also play a leading role in the organisation of year level functions, such as special lunches and socials.

The Old Grammarians' Association

The CGGS Old Grammarians' Association (OGA) was formed as the Old Girls' Union in 1931, just five years after the founding of the School. Six former pupils comprised the Committee under the Presidency of Diana Eddison. Since that time, the OGA has responded to the changing fortunes of Canberra and the development of the School. Today it plays a significant role in the life of the School and the wider Canberra community.

The OGA exists to promote the interests of former pupils, the ties between them and the School and the interests of the School in the community. We aim to provide a link with the School for former pupils but more than that, a sense of community for all students who have attended CGGS.

The OGA is represented on the School Board, the Gabriel Foundation and the Parents and Friends Association Management Committee.

The OGA works to provide opportunities for members to keep in touch with former classmates and to have a continuing involvement with the School. Through *Potentiality*, the secure online communications directory, members are able to easily communicate with other members and the Association at no cost.

The OGA has a number of branches around Australia, with the potential for establishing overseas branches as well. These branches assist in the facilitation of reunions and act as a contact point for members.

The OGA is also involved in School activities such as the annual Founder's Day celebrations, the School Fête, hosting the Year 12 Leavers' Lunch and other events which allow past students to be part of the contemporary School family.

It contributes to the ongoing life of the School through the provision of two Boarding House Scholarships for senior students and annual prizes for academic achievement and school spirit. It also makes direct donations of equipment and assists with special projects that benefit the whole School community.

Any past student is eligible for membership of the OGA. The Life Membership fee is \$150. OGA members also receive the School publication – *The Grammar Report*, which contains a section on Old Grammarians' news.

If you would like information on joining the OGA please telephone the School on 02 6202 6416 or email oga@cggs.act.edu.au.

STUDENT SERVICES

Absence from School

If a student is to be absent from school, a parent or guardian should contact School Reception on 6202 6430 before 8.30am and 6202 6400 after 8.30 am to inform the School of the absence. A note must also be brought to either the Tutor or Reception the following day explaining the absence. Alternatively, parents can send an email to SSReception@cgs.act.edu.au explaining the absence. If the email is sent from a home address then a follow up note the next day is still required, however, if the email is sent from an identifiable work place no note is required.

Any request for an extended absence (more than one day) should be directed in writing to the Head of Senior School as far as possible in advance of the relevant dates.

If a student needs to leave the School during the day for an appointment, a note must be presented at Reception before the student leaves the School grounds. The student is required to sign out before leaving the School grounds and sign in on her return. Parents or carers who are picking up a student from school should present themselves to Reception when the student signs out.

Lateness

If a student is late to School she must report to Reception, sign in and obtain a Delay Card. If a note is not brought to school explaining a student's lateness or if the Receptionist does not believe a valid reason has been offered, an Order Mark will automatically be given. A note must be brought to School within two days to explain the reason for the lateness.

If a student is late to class and is unable to provide a Delay Card then an Order Mark will be given by the classroom teacher. It is the responsibility of the student to obtain a Delay Card from a teacher who has legitimately detained her.

Making Phone Calls

If a student does not have access to a mobile phone and needs to make an important phone call she is able to use the pay phones located in the PD/H/PE foyer or the Lower Gabriel Centre Open Area or request to use the phone in the Deputy Principal's area (this will be charged to the student's account).

Students should not have their mobile phones switched on during class time or between classes. Mobile phones, iPods, Discmans etc are strictly not to be used either in class time or between classes. This includes using these devices to tell the time.

Bus Passes

If a student has misplaced her bus pass or does not have the required money to purchase a pass, she can obtain an ACTION Bus pass from the Deputy Principal's area. The cost of the pass, plus a small administrative fee, will be charged to her account.

ID Cards

Students will be issued with ID cards at the beginning of each year. If a student misplaces the card or enters the School during the year she must see the Director of Operations and Activities to obtain a card. Replacement cards will be charged to the student's account.

Lockers and Locks

All students will be issued with a locker at the beginning of each year and a lock upon entry to the School. They are to keep their belongings in the allocated locker at all times and ensure that they keep their lock from year to year. They should not swap or change lockers unless they have specific permission from either the Head of House or the Director of Operations and Activities. Lockers should be kept securely locked (lock needs to be clicked into place) at all times. If a student loses her lock or if she enters the School during the year, she must see the Director of Operations and Activities to obtain a new lock. Replacement locks will be charged to her account.

Library

Opening Hours

The Senior School Library is open from 8.15am until 5.00pm Monday to Thursday and 8.15am until 4.30pm on Fridays. Students are able to access the Library before school, at recess time, at lunchtime (closed 12.55 – 1.15pm to Years 7 to 10) and after school.

Loans

Students in Years 7 to 10 can borrow four books over a two week loan period while students in Years 11 and 12 can borrow six books over a two week loan period. Holiday lending is allowed except over the Christmas holidays. Audio-visual material is accessible for use in the Library but not available for loan.

Resources

The Fiction section of the Library is arranged alphabetically by authors' surnames while the Non-Fiction section is arranged in Dewey Decimal Order, with books on subjects to support all areas of the School curriculum. Reference material including dictionaries, atlases, encyclopedias and directories are not for loan. Hard copies of magazines are found in the "Magazine Room", but many more titles are available electronically through the Library Portal.

The "Oliver" catalogue is accessible on all computers in the School. There are four dedicated "library searching" computers for accessing the catalogue, the Portal, the Internet, and CD-ROMs while in the Library.

The Annex (located at the western end of the Library) is a fully-equipped computer lab within the Library and is available for all students to use at any time. The Senior Study Area, located in the south-west corner of the Library, is comprised of a number of corrals and computers for private, individual study by Senior students. Discussion Rooms are available for senior students to do group or individual work, or to use DVD/VCR equipment.

The Library Portal is an information page accessible through the School Portal which has dozens of links to useful sites, as well as resources, study help and research skills information.

Teacher Librarians are available during Library open hours to provide help in searching for information, using information, writing reference lists, study skills, etc.

School Shop

The School Shop stocks all uniform needs (new and second hand) as well as some stationery and School merchandise. It is open during term at the following times:

Tuesdays 8.15am – 2.00pm

Wednesdays 8.15am – 2.00pm

Thursdays 12noon – 5.30pm

The School Shop is also open during holiday periods.

Lost Property

All lost property is taken to the Lost Property room which is located in the lower level of the Music Centre building. Lost Property is open on Tuesdays and Thursdays between 1.20pm and 1.35pm. Any student who finds lost property should take it immediately to Reception.

The Jubilee Sports Centre

Pool and Gymnasium

Senior School students are permitted to use the pool at the following times:

Monday – Friday 7.00am – 8.30am

Monday, Tuesday and Friday 3.30pm – 4.30pm

Saturday 2.00pm – 4.00pm

Bookings are not required but all students are required to wear a swimming cap and one piece bathers are recommended.

In addition, all Senior School students are invited to be a part of the Swimming Squad. Sessions are at the following times:

Tuesday	3.45pm – 4.30pm
Thursday	7.00am – 7.45am

There is no charge for attendance at these sessions. Mrs Carol Gathercole, the Pool Manager, and Mrs Rhiannon Avery, the School Life Guard, are in attendance at all sessions.

Students have pool sessions once a fortnight as part of their PD/H/PE classes. They must wear one piece bathers and use a swimming cap. House caps can be purchased from the School Shop or the Pool Office.

The gymnasium can be used by students at lunchtime as long as they are wearing soft soled shoes and there are senior students on duty. Equipment can be borrowed at this time as well.

The Weights Room

The Weights Room (located upstairs adjacent to the PD/H/PE Staffroom) is restricted in use to students in Years 10-12; however, Year 10 students are only permitted to use the cardio-machines. Students are requested to inform PD/H/PE staff before using the equipment so that appropriate advice and guidance can be given. The Weights Room can be used by students at any time PD/H/PE staff are on duty.

Information Technology Centre

The computer laboratories in the lower level of the Information Technology Centre are open for student use out of class time at various times during the week. A teacher is on duty to help students with their work at the following times.

Monday	1.10pm – 1.40pm; 3.30pm – 4.30pm
Tuesday	3.30pm – 4.30pm
Wednesday	1.10pm – 1.40pm; 3.30pm – 4.30pm
Thursday	1.10pm – 1.40pm; 3.30pm – 4.30pm
Friday	1.10pm – 1.40pm

Students may not take food or drink into the laboratories. Digital equipment such as video cameras, cameras, microphones and graphics tablets may be borrowed from the supervising teacher.

Senior students may use the computers in the upstairs Open Area or in laboratories not in use by classes during their free periods.

Canteen and Lunch Vouchers

The canteen is located between the Dining Room and Kitchen in the Boarding House and is open at recess and lunchtime. Hot and cold food is available every day. All sales are strictly by cash and students are not permitted to place food purchased through the canteen onto their accounts. Students who have forgotten their lunch are able to obtain a lunch voucher, which will be charged to their account, from the Deputy Principal's area. A Lunch Voucher can only be requested a maximum of three times within a semester. Students are charged a small administrative fee in addition to the value of the Lunch Voucher.

Year 11 and 12 Common Room

The Year 11 and 12 Common Room is for the exclusive use of senior students before school, at recess time, at lunchtime and after school. Students should not be spending their study periods and Tutor Group time in the Common Room. Access to the Common Room is conditional upon students of both Year levels leaving the area clean, tidy and orderly. Should students abuse this privilege, the Common Room will be locked for a period of time.

Sick Bay

The Sick Bay is located in the Boarding House. Students who are unwell should first present at Reception. The School Nurse will then be phoned to meet the student at the back door of the Boarding House. All students must take their School Diary with them to Sick Bay. Any student who is feeling unwell should be assessed by the Nurse before her parents are called to collect her.

Counsellors

If a student is having personal problems and wants to see one of the School Counsellors, appointments can be made either directly (in person or via email) or at Reception. Students are not to absent themselves from class without permission for this purpose or before making an appointment.

Careers

The Careers Resource Centre contains up-to-date information about public and private tertiary educational institutions in Australia, including universities, CIT, TAFE and private training organisations. It also has information about some universities in New Zealand, Japan, the United Kingdom and the United States.

The Centre is open for all students to access during the School day, including lunch and recess and for a short time after school. Material can be borrowed with permission from the Careers Coordinator. Information can be obtained about job searching, resumé writing and apprenticeships. There are also a number of books about career choice.

Students can make appointments with the Careers Coordinator using the booking sheet. Senior students are able to use their non scheduled study time for this purpose. Junior students can make a time during lunch or before or after school. Parents are welcome to make appointments as well.

Safe School Committee

The Safe School Committee comprises staff members and 12 student volunteers from Years 8 to 12. The Director of Student Development, Mrs Jeanette Widmer, Head of Deakin House, Mr Brad Cooney, School Counsellor, Mrs Julie Smith and teacher, Miss Tegan Walker meet with the students each Wednesday at lunchtime in the Board Room. In developing the Safe School policy booklet the message of the Committee was to "Speak Up". The approach used by this committee is one of creating connections in social relationships and ensuring a safe and supportive environment for students across the whole School. Student focused activities, using proactive strategies, include poster and essay competitions, drama skits, assembly presentations, Newsletter items and an Expo for parents and the wider school community.

Fixture List

The Senior School Fixture List is a detailed calendar of all events happening in the School each term. It is compiled by the Director of Operations and Activities and includes excursions, meetings, assemblies, chapel services, competitions, parent information evenings, parent-teacher interviews, school holidays, testing periods, as well as a myriad of musical, cultural and sporting events. Students are encouraged to place relevant information into their School Diary and on the family calendar at home.

Assemblies and Chapel

All students have either an assembly or a chapel service during period four on a Tuesday. The Senior School celebrates approximately five full Senior School Assemblies in the Hall each term. The assemblies are a time to celebrate the achievements of staff and students, promote upcoming events, showcase the talents of the students and provide information and advice to the School body. On two occasions during term, the Senior School has a full Senior School Service in the Hall, focusing on an important day in the Christian calendar. On the remaining Tuesdays during term, students in Years 7 and 8, 9 and 10, and 11 and 12 experience a Communion Service in the Chapel, while the remaining students have an assembly in the Hall.



Students have House Chapel once a fortnight during Tutor Group time. These services are arranged by designated Tutor Groups in conjunction with the School Chaplain, Reverend Paul Harris.

Each House has a House Meeting once a cycle (fortnight) during Tutor Group time. The location of these meetings will be supplied by the Head of House in advance of the meeting.

Security

Students are encouraged to be very mindful of the importance of security at all times. Students should not bring large sums of money, valuables or jewellery to school. If a student is required to hand in money for fees or the like, she is requested to place the money in a sealed envelope with the amount, purpose and name on the outside.

The envelope should be handed into the Business Office upon arrival at school. Any other money that needs to be bought to school should be handed in at Reception for safe keeping.

Out of School Uniform

If a student is unable to be in complete School uniform for some exceptional reason, a note should be brought to the Head of Senior School from parents/guardians explaining the situation. A permission card will be given to the student who must produce the card if requested by a teacher. Students should not be out of uniform for an extended period of time.

Change of Contact Details

It is essential that all information held on the School's system about a student is current. It is therefore requested that as soon as a student and/or their parent/guardian has a change of address, telephone number, email address or any other contact details the School is notified in writing as soon as possible. This information should be given to Reception.

SCHOOL POLICIES

Behaviour Guidelines

Introduction

Our Student Behaviour Management policy is part of a whole School community approach which gives all members of our community a common accountability framework and fosters appropriate school-based relationships.

A fundamental aim of our policy is that students learn to respect the rights, responsibilities and worth of themselves and others. We believe that courtesy and good manners should be demonstrated within the School community. Staff and parents are important role models who should do their best to influence the choices that students make.

The Student Behaviour Management policy outlines the positive expectations that we have for our students and our belief that the majority of students will meet these expectations with guidance from staff and parents.

Behaviour consequences have been put in place for those students who do not take responsibility for their actions.

General Objectives

At CGGS, members of the School community aim to:

- Promote positive behaviour in all situations.
- Understand each behaviour problem, its source and any contributing factors.
- Generate and implement solutions to behavioural problems.

Rights and Responsibilities

All members of our school community accept that they have certain rights and responsibilities.

Rights:

- To feel secure and safe in a caring and supportive environment.
- To expect that school rules are fair and consistently implemented.
- To be valued for their individuality.
- To be treated with fairness, courtesy and respect at all times.
- To teach and learn without disruption.

Responsibilities:

- To treat each other with fairness, courtesy and respect at all times.
- To support and model the School rules.
- To listen to the views of others and accept these may be different from their own.
- To communicate openly and seek to build and maintain positive relationships with all other members.
- To develop self-responsibility.
- To keep the School environment safe, clean and pleasant.

General Behaviour Benchmarks

The CGGS Benchmarks and Expectations have been written under four focus areas identified by Peter Miles: safety, effort, respect and self-responsibility (Miles, Peter G: *Don't Just Stand There, Yell Something! Behaviour Management Techniques for Classroom Teachers*, McGraw-Hill, North Ryde, 2003). The benchmarks represent ideal levels of behaviour which all students should aim for and are encouraged to attain. We believe that most students regularly meet the Behaviour Benchmarks.

Focus Area Benchmark Behaviour

Safety

Students should:

- Use equipment safely.
- Follow safe practices in the School environment.
- Follow teachers' directions.
- Acknowledge and respect the personal space of others.
- Resolve conflicts without physical or verbal violence.

Effort

Students should:

- Stay on task.
- Attempt all tasks and complete activities.
- Participate actively in class.
- Work at their best level.
- Complete homework.
- Seek extension activities and support classmates.

Respect

Students should:

- Respect their own and the belongings of others.
- Respect the feelings and rights of others.
- Interact positively.
- Show respect for self.
- Show respect for school property.
- Follow all class and School expectations.
- Communicate appropriately in all situations and settings.

Self-responsibility

Students should:

- Think independently.
- Adhere to the dress code.
- Accept responsibility for their own behaviour.
- Be well prepared for each day.
- Display time management skills.
- Conform to routines and procedures.

- Relate honestly to others.

Student Behavioural Expectations

1.Effort

Engaged Learning Time – Each student should:

- Attend school each day
- Commit to active learning in lesson and homework time
- Communicate with the teacher when problems are experienced
- Practice time management, especially with examination and assignment preparation
- Use technology in a responsible manner
- Catch up on all work or assessment missed through absence from school
- Develop independent learning skills

Preparedness and Punctuality – Each student should:

- Be punctual to all classes
- Bring the required materials and equipment to all lessons
- Submit all assignment items on or before the due date
- Return important documents, such as excursion permissions or camp materials, promptly
- Use morning recess and lunch breaks to attend to personal matters

Homework – Each student should:

- Bring the School Diary to every class
- Conscientiously record and complete all home study tasks
- Take note of all assignment and testing dates
- Complete work by the due date
- Complete work to the best possible standard
- Communicate with the teacher about homework problems

Quality of Work – Each student should:

- Always strive to do her best work

- Have a good knowledge and understanding of the standards to be achieved and strive to meet these
- Diligently work to the advice and expectations of the teacher
- Comply with School policies on plagiarism and cheating

2. Self-Responsibility

Personal Presentation – Each student should:

- Wear correct School uniform and sports uniform
- Ensure that hair, jewellery and make-up guidelines are followed
- Demonstrate pride in self and the School by a high standard of personal presentation, grooming and hygiene

Behaviour – Each student should:

- Be aware of and endeavour to meet all aspects of the School rules
- Follow all directions given by staff members and student leaders promptly and respectfully
- Be responsible for and accept the consequences of behaviour choices
- Refrain from any behaviour outside the School that is likely to diminish the reputation of the School
- Understand that any form of bullying or harassment is unacceptable
- Not use a mobile telephone for any purpose during any lesson, Tutor Group or any School activity

Leadership and Participation – Each student should:

- Maintain a commitment to co-curricular activities
- Display pride in the School through involvement, behaviour and positive attitude
- Demonstrate community awareness and become involved in School community service activities
- Maintain a balance between academic, family, community and co-curricular activities

3. Safety

Each student should:

- Maintain a safe and pleasant School environment by keeping classrooms, locker areas and School grounds free of litter and graffiti
- Only leave the School grounds during the day with permission or within the set guidelines
- Keep school bags, books and gear in the allocated locker and not carry school bags to class
- Care for own possessions and not damage or steal the property of others
- Refrain from any form of physical violence or verbal abuse of students and staff
- Never deal in, possess or use illegal drugs, drink or be in possession of alcohol, or smoke or be in possession of cigarettes while at school, on a School activity or where you are known to be a CGGS student

4. Respect

Each student should:

- Communicate in a respectful manner with staff members and peers
- Be prepared to greet visitors to the School in the appropriate way and converse with them
- Refrain from using coarse or derogatory language
- Always seek to be positive
- Respect the cultures and religious beliefs of others

Consequences for Infringements of the Behaviour Expectations

As in everyday life, few situations involving the behaviour of others are black and white. Students who fail to comply with behaviour expectations will incur consequences to encourage them to accept responsibility for their actions and learn from their mistakes. It is

important that students and parents know the Behaviour Expectations of the School and understand the consequences that may be given to students.

Serious behaviour infringements are thoroughly investigated with all parties having the opportunity to provide information and evidence of mitigating circumstances. Prior behaviour infringements and consequences incurred will be considered when deciding upon consequences for further infringements.

Consequences

The consequences below range from mildest (Level 1) through to the most severe (Level 6).

Level 1 – Order Mark: can be given to a student by a teacher. An accumulation of three Order Marks in a fortnight will result in a Detention after school on a Thursday afternoon.

Level 2 – Conference: the teacher will confer with the student. Telephone contact will be made with the Head of House, Head of Department, teacher or School Counsellor and a meeting may also be arranged.

Level 3 – Detention: the Principal, Head of Senior School or Director of Student Development may issue a Thursday afternoon detention or Saturday morning detention. Parents will be notified by letter and a copy will be kept on the student's file. Failure to attend a Thursday detention without prior notice and a reasonable excuse will incur a detention of three hours duration on a Saturday morning or during a vacation period. Teachers may require that a student attend a detention at lunch time for minor infringements.

Level 4 – Internal Suspension: the Principal or Head of Senior School may give an internal suspension to a student for one or two days. The student will work in a designated area at school, but be excluded from all classes and contact with other students. Parents will be consulted

prior to the internal suspension and a letter to parents will be kept on the student's file.

Level 5 – Suspension: the Principal may suspend a student for one to five school days. Students who are suspended from school may not participate in any school activities and are not permitted to be on the School grounds during the period of suspension. A full and fair investigation will always be held by the appropriate people before any decision on suspension is made. Parents will be consulted prior to the suspension and a letter to parents will be kept on the student's file.

Level 6 – Exclusion: the Principal, after due process, may determine that a student will be permanently removed from the school. Parents will be consulted during the process and the student will participate in the process.

Sample Behaviour Infringements and Consequences

The sample list is provided by way of indicative guidance and it is not intended to be a comprehensive list of all possible behaviour infringements which may occur, or of all the possible levels of consequences. The consequences apply regardless of whether this behaviour infringement took place in school, on the bus, or out of school when the student was in School uniform. The consequences may also apply for behaviour infringements that take place at other locations, but directly affect School programmes or activities. This includes sport, camps, excursions and similar activities. The consequences are a guideline only and variations may occur at the discretion of the Principal or Head of Senior School.

1. **Abuse:** verbal, written or technologically expressed – arousing concern in others through the use of language that is discriminatory, abusive, threatening or obscene – Level 1, 2, 3, 4, 5 or 6.
2. **Alcohol:** possession or use while in School grounds, involved in School activities or in School uniform – Level 5 or 6.
3. **Physical bullying:** acting with intent to cause fear in another person by intentionally bullying, inflicting or attempting to inflict bodily harm upon another person – Level 2, 3, 4, 5 or 6.

4. **Verbal bullying:** verbal, written or technologically expressed, confrontation with a student or staff member which bullies, intimidates, threatens or causes fear of bodily harm – Level 1, 2, 3, 4, 5 or 6
5. **Damage of property** (vandalism): defacing, cutting or otherwise damaging property that belongs to the School, other students, employees or others – Level 2, 3, 4, 5 or 6 and restitution.
6. **Disruption:** any behaviour which disrupts or interrupts the normal teaching and learning process – Level 1, 2, 3, 4, 5 or 6.
7. **Driving:** parking on the School grounds without permission – Level 1, 2 or 3.
8. **Failure to serve an assigned detention** without reasonable notice and reason from parents – Saturday detention in its place.
9. **Minor infringements:** including incomplete homework, failure to bring appropriate equipment, failure to have School Diary signed – Level 1, 2 or 3.
10. **Mobile telephones, Discmans, iPods, MP3 Players:** use during lessons, between lessons, Tutor Group time or activities – Level 1 and confiscation of the item until a letter from parents is provided.
11. **Fighting:** adversarial physical contact in which one or both party(ies) contributed to the situation by verbally instigating a fight and/or physical action – Level 2, 3, 4, 5 or 6.
12. **Forgery:** the signing of a note as if from a parent or staff member – Level 2, 3 or 4.
13. **Harassment**, including sexual or racial: participating in or conspiring with others to engage in acts that injure, degrade, intimidate or disgrace other individuals, including displaying pornography and words or actions that negatively impact on an individual or group based on their racial, cultural or religious background, their sex, their sexual orientation, any disabilities they may have, or their colour or nationality – Level 3, 4, 5 or 6.
14. **Illicit drugs:** this includes over the counter or prescription drugs used for the purpose of mood alteration or intoxication, or inhaling fumes of certain volatile substances for their mood altering or intoxicating effect. The School has zero tolerance, so exclusion applies. Police referral may follow.
15. **Wilful refusal to follow an appropriate direction given by a staff member** – Level 1, 2, 3, 4, 5 or 6.

16. **Intimidation:** frightening or threatening another person with bodily or property harm, pushing, elbowing or tripping with the intent to frighten or threaten – Level 2, 3, 4, 5 or 6.
17. **Leaving school grounds:** departure from the School grounds without permission during school hours – Level 2, 3, 4, 5 or 6.
18. **Littering:** carelessly or deliberately dropping rubbish, including not assisting with clean up duties – Level 1, 2 or 3.
19. **Safety:** endangering the safety of others – Level 2, 3, 4, 5 or 6.
20. **Unpunctuality:** being late to school or class without a valid excuse – Level 1, 2, 3 or 4.
21. **Theft:** knowingly receiving or possessing stolen property, unauthorized taking of the property of another person or receiving or possessing such property – Level 2, 3, 4, 5 or 6. Police referral may follow.
22. **Cigarettes:** possessing, using or distributing cigarettes at school, or whilst in School uniform – Level 3, 4 or 5.
23. **Profanity/obscenity:** written or oral language or drawings that offend the senses or the standards of morality of the School and the community – Level 1, 2, 3, 4, 5 or 6.

School Uniform Guidelines

The Student Behaviour Management policy outlines the positive expectations that we have for our students and our belief that the majority of students will meet these expectations with guidance from staff and parents.

We believe that wearing the School uniform correctly and neatly encourages a sense of belonging and pride in the School. Consequences have been put in place for those students who do not follow the guidelines as a reminder to take responsible action.

The CGGS Benchmarks and Expectations represent ideal levels of behaviour which all students should aim for and are encouraged to attain. The focus area under which the Uniform Guidelines appear is Self-responsibility.

Students who fail to comply with the uniform guidelines will incur consequences to encourage them to accept responsibility for wearing the School uniform correctly.

Guidelines for Hair, Make-up and Jewellery:

- No student is allowed to wear make-up, including concealers, foundation, any form of eye shadow, eyeliner, or mascara. Students who wear make-up to school will be asked to remove it and will be given an Order Mark.
- Students may wear colourless nail hardener only. Students who wear coloured nail polish to school will be asked to remove it and will be given an Order Mark.
- The only jewellery allowed is a watch and a single pair of plain, small gold, silver or pearl studs, or sleepers to be worn in the lobe of the ear.
- Nose studs, or studs on any part of the body are not allowed and students will be asked to remove them. Clear or flesh-coloured nose studs are not to be worn. Studs may not be covered up.
- Students in Years 7 to 10 who have shoulder length hair must have it tied back with ribbons or combs in the School colours of red, green, white, navy blue or black. Long fringes should be pinned back. Extremes in style or colour are not permitted.
- Students in Years 11 and 12 must choose a neat and tidy hairstyle which is suitable for the various classes and activities of the school day. Long fringes should be pinned back. When tied back, ribbons or combs in the School colours of red, green, white, navy blue or black must be worn. Extremes in style or colour are not permitted.

General Uniform Guidelines:

- Students must wear full School uniform to school each day.
- The School blazer is a compulsory part of the uniform and all students must own a blazer which is clearly labeled with their name. The blazer must be worn to Assembly, Year Chapels and official School functions, including excursions. The blazer is the outer garment to be worn outside of the School grounds when a student is wearing the winter uniform. In the case of unseasonably cool weather during

Terms 1 and 4, students should wear the summer uniform and the blazer, not the School jumper, as the outer garment when outside the School grounds.

- School dresses, summer skirts and winter skirts must be worn below knee length.
- Jumpers must be kept clean and free from holes. Students may wear the School jumper as the outer garment when in the School grounds.
- Only bags with the School crest or plain black bags (without logo) are to be carried.
- School shoes must be plain black matte leather (lace up). They must be polished regularly.
- Socks may be worn in Summer or Winter Terms. White cotton socks may be worn at calf length or folded down. Knee high socks, ankle socks and sports socks are not permitted.
- School navy tights worn during Terms 2 and 3 must be free of holes or ladders.
- Students must ensure that all uniform items are clean and in good repair.
- Full sports uniform must be worn for all PE lessons. Students must change in the Jubilee Sports Centre change rooms and not wear PE uniforms (including sneakers) all day. Students may not attend other lessons wearing sports uniform, unless permission is given. The School sports cap must be worn to all outdoor PE lessons, throughout the entire school year.
- Only plain navy scarves, gloves and beanies are acceptable with the winter uniform. These items are available from the School Shop.
- Students in Year 7 must wear the navy straw hat when outside in Terms 1 and 4.

After-school detentions

A student who has received three Order Marks in relation to uniform infringements over a period of a cycle will be given a Thursday afternoon detention. Parents will be notified by letter and a copy will be kept on the student's file.

Confiscation

Students who wear jewellery that does not meet the guidelines will have the jewellery confiscated for the remainder of the day and receive an Order Mark. Parents must provide a letter in order to have the jewellery items returned on the next day.

Students who wear jewellery that does not meet the guidelines on a second occasion will have the jewellery confiscated for the remainder of the term and receive an Order Mark. Parents must provide a letter in order to have the jewellery items returned at the end of term.

PD/H/PE Service Policy

Rationale

To increase and encourage student commitment to the CGGS PD/H/PE programme. If a student fails to commit to the programme, they miss important learning opportunities. This system seeks to ensure that every student has the opportunity to maximise their learning in the PD/H/PE environment. It also ensures fairness and equity for all students.

First offence within a term

If a student fails to bring part/s of the PD/H/PE uniform/equipment she will receive a warning. This may include: shoes, hat, t-shirt, shorts or track suit pants, track suit top or rugby jersey, swimmers, PD/H/PE workbook.

If a student fails to bring whole of PD/H/PE uniform (this includes all aquatic gear) without a note stating the reason she will receive a PD/H/PE Service.

Second continuous offence within a term

If a student fails to bring part/s of the PD/H/PE uniform/equipment she will receive a PD/H/PE Service.

If a student fails to bring her whole of PD/H/PE uniform (this includes all aquatic gear) without a note stating the reason and/or no reason on the second occasion after a PD/H/PE Service has already been granted she will receive a Thursday Academic Detention.

Third offence within a term

If a student fails to bring part/s of the PD/H/PE uniform/equipment or if a student fails to bring her whole of PD/H/PE uniform (this includes all aquatic gear) without a note stating the reason she will receive a Thursday Academic Detention.

This policy applies to any PD/H/PE uniform worn in PD/H/PE, BodyBlitz, Sports Science, Senior PE or Human Movement. Normal CCGS Behaviour Management Guidelines apply to all students for penalties such as lateness or class misbehaviour.

Notes are required to exempt a student from participating in any PD/H/PE activity or to excuse a student from wearing full or part PD/H/PE uniform.

Parents will be notified that their daughter has received a PD/H/PE Service through the School Diary. A sticker will be placed in the student's Diary on the day of the Service, either a Day 5 or Day 10. Students MUST bring their Diary to the PD/H/PE Service. The PD/H/PE Service will commence at 1.10pm and conclude at 1.30pm each Day 5 and Day 10. Students will meet in upstairs in the Jubilee Sports Centre.

If a student fails to attend a Day 5 or Day 10 PD/H/PE service, the student will be required to attend the next available Thursday Academic Detention. A PD/H/PE service overrides any lunchtime School activities, with the exception of pre-arranged School excursions. Only absence or School excursions prevent a student from attending a

PD/H/PE service. In this case a student would need to attend the next available Day 5 or Day 10 PD/H/PE Service.

ICT Users' Policy

Information and Communication Technology (ICT) – Student Acceptable Use Contract (AUC)

Students are required to sign an Acceptable Use Contract (AUC) which contains the following statement:

"I understand that access to the CGGS computer network is to be used in support of the learning objectives of the School and that use of ICT services is provided subject to compliance with the principles below:

- Access to the system is through a unique username and password. I shall not endeavour to obtain anyone else's password or divulge my password to other students.
- I shall not use the service to transmit or publish anything that is offensive to an individual or group.
- I shall not seek to use, or use any alternative site to gain access to, blocked sites.
- I undertake that all communications sent by me will be accurate and respectful.
- I shall not break copyright law by copying and/or distributing copyright materials, except as permitted for educational purposes, in which case I shall correctly acknowledge the source.
- I shall not modify or delete any material of which I am not the owner.
- I shall respect the privacy of others and will not attempt to access or disseminate information to which I am not authorised.
- If I encounter anything offensive online I shall immediately report it to a teacher.
- I shall not provide personal contact details, such as an address or telephone number, to anyone encountered online, without the prior consent of both a teacher and my guardian.
- I understand that authorised staff routinely monitor the network, including messaging, and may access any part of the network to investigate possible infringements of the AUC.

- I understand that the AUC continues to apply whilst I am a student at CGGS and regardless of the access methodology, even when using the facilities of the CGGS network from home.
- I undertake to read and comply with the current Network Operational Procedures for the CGGS network.
- I understand that failure to comply with the Acceptable Use Contract may result in disciplinary procedures."

Laptops

All students, including boarders, are not permitted to use laptops during class time, other than those owned by CGGS. Boarders may use their own laptops in the Library during Preparation Time or on weekends.

Sunsmart Policy

Students in the School are encouraged to protect their skin against the sun's ultraviolet rays whenever possible during school time and school activities.

Childhood and adolescent exposure to harmful ultraviolet radiation from the sun is a major contributory factor in the later development of skin cancer. Levels of ultraviolet radiation are particularly high in Canberra owing to our altitude, clear air and long hours of daily sunshine.

It is your responsibility to protect yourself against skin damage by wearing sunhats and sun screen.

As part of general skin-protection strategies:

- Students are required to wear sunhats for outside PE lessons.
- Whenever they are outside Senior School students will be encouraged to wear the regulation Senior School sun hat. Year 7 students must wear the navy straw hat when outside in Terms 1 and 4.
- Students will be encouraged to keep in the shade while outside.

Safe School Policy

This policy is based upon the principle that all school community members have a right to feel safe at Canberra Girls' Grammar School.

Our Safe School policy is part of a whole school approach which gives all members of our community a common accountability framework. At CGGS this promotes positive relationships and fosters strategies supporting a zero tolerance approach to bullying, harassment and violence.

A fundamental aim of our policy is concerned with how the abuse of power can lead to individuals being hurt, and what the School can do to minimize the likelihood of this happening. This policy seeks to:

- ensure that the dignity of all at CGGS is upheld and respected
- discourage any behaviour which may attack a person's rights, dignity, morale or capacity for study
- develop in students critical and effective thinking and problem solving skills
- develop in students an understanding that they must take responsibility for their own behaviour
- develop in students life skills related to healthy life styles
- develop an environment that nurtures and promotes student self-esteem and self confidence.

The Safe School Policy outlines that the abuse of power may involve individuals being harmed physically, verbally, socially, psychologically or sexually by bullying, harassment or violence.

Procedures for Students in the Senior School

Students being bullied or harassed are reminded that they can control what happens.

Ignore the bullying or harassment

If it stops, no more action is needed.

If it continues...

Without registering fear or being upset, tell the person guilty of bullying or harassment that their behaviour is unwanted and may be illegal.

If it stops, no more action is needed.

If it continues...

Refer the matter as appropriate to:

- Class teacher
- A Year tutor
- The School Counsellor
- The Head of House
- The Director of Student Development
- The Head of Senior School
- Safe School Committee member
- Any other member of staff

With the help of this person make a plan to deal with the problem.
Put the plan into action.

If the bullying or harassment stops, no more action is needed. If it continues...

Report the matter as appropriate to the Head of House, the Director of Student Development or the Deputy Principal. Inform them of the situation and of the action that has been taken.

Appropriate action to resolve the matter will be taken.

If necessary, the matter will be referred to outside authorities.

Organisation of Private Study

At CGGS we try to help you become an independent learner so that you develop the skills needed for the future. Private study forms part of this framework. We want you to be able to set your own goals for learning as well as to complete tasks set by your teachers.

1. Homework Diary

The Homework Diary is a valuable tool to help organise your private study. Write in homework or assignments on the day that they are due as well as the day they are set. Make regular reminders. At the beginning of each semester use the long term planner in the front of your diary to record assessment items detailed on the Unit Outline and Assessment Plan for each subject. Get into the habit of checking ahead to see what is coming up. Also check your diary when packing a bag for school and when leaving school in the afternoon.

2. Environment:

- quiet area – no noise to distract you
- warm, well lit with good ventilation
- use the same place all the time
- have everything you need handy – text, folder, pens, paper
- keep the area tidy and put away anything that might distract you
- desk, comfortable chair with firm back support.

3. Routine

Have a definite time to begin your study/homework each day and set a minimum time you will spend on it. Use the weekly schedule in your diary to take account of your other commitments, such as sport, music, clubs and identify your homework time each day.

The suggested amount of time for homework in each Year is as follows:

Year 7 – approximately 7½ hours per week

Year 8 – approximately 9 hours per week

Year 9 – approximately 11 hours per week

Year 10 – approximately 12½ hours per week

Year 11 and 12 – approximately 15 hours per week.

4. Set your priorities

- Decide on the order of work for the evening
- Do your work early so that you have plenty of time and don't get too bored
- Your first task could be to look over work done that day
- Complete all tasks by the due date. Cross things off as they are completed
- Prepare a study plan
- Separate similar thinking areas with something quite different. Try doing English and Music instead of English and Maths
- Have a break between subjects – five minutes after each half hour is about right; have a drink and stretch your legs
- Always start with the subject you dislike most
- Roll uncompleted tasks over to another time
- Review work done that week and ensure it is complete. Revise vocabulary
- Read a variety of material – novels, magazines, Internet sites and newspapers. Watch the news regularly. Try to keep up with current events.