



GEELONG GRAMMAR SCHOOL®
EXCEPTIONAL EDUCATION

TIMBERTOP HANDBOOK 2018



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01

OUR PHILOSOPHY



The **philosophy** that underpins the School's understanding of Exceptional Education is manifest in our purpose, spirit, focus, character and beliefs

OUR FOCUS

is learning to flourish

OUR SPIRIT

is making a positive difference

OUR CHARACTER

is to be authentic, courageous, dedicated,
forgiving, inquiring, loving, optimistic, passionate,
resilient and trusting

WE BELIEVE

- our rigorous academic programmes create wonder, curiosity and a desire to learn
 - boarding and co-education provide valuable life skills
- partnerships between our parents, staff and students provide the best learning outcomes
 - Positive Education enhances wellbeing and enables individuals to flourish
- our exceptional staff bring character and richness to the life of the School
 - in the power of creative thinking and the courage to try new ideas
 - in fostering spirituality and celebrating our Anglican tradition
 - in serving others and building social responsibility
 - in nurturing strong relationships
 - in growing our heritage through innovation
- in the protection of children and a zero tolerance of child abuse

OUR CHALLENGE

is to develop creative thinking and learning
to engage with the complex opportunities
of a changing world

OUR PURPOSE

is to inspire our students and community
to flourish and make a positive difference
through our unique and transformational
education adventures

FIND ME A MOUNTAIN

One morning in June 1951, Hugh Montgomery was taking a mathematics class at Geelong Grammar School in Corio when he was summoned by the Headmaster, Dr (later Sir) James Darling. Leaving work for the boys to do in his absence, he gathered up his gown and walked through the red brick quadrangle to Dr Darling’s study, wondering why he was wanted. Darling looked up as he walked in.

“Montgomery,” he said. “I want you to buy me a mountain.” “Certainly,” replied Montgomery, unfazed. He sat down. “Where do you want the mountain, and why?”

Thus the educational phenomenon that is Timbertop was set in motion. Darling had been Headmaster at Geelong Grammar School for 21 years and had already transformed the School from a church school of 370 boys on the edge of Corio Bay to a more vital institution of more than 1,000 students spread across three sites.

However, Darling’s vision of a remote campus where students would spend a full school year living, working and studying in the bush was his most ambitious yet. Timbertop was established in 1953 and, more than 60 years later, the vision remains reality – a co-educational, full boarding campus of a little over 230 boys and girls located mid-way between the town of Mansfield and Mount Buller, nestled in a secluded valley in the rugged and beautiful foothills of the Great Dividing Range. There are 25 teachers and around 40 other staff, including assistants, maintenance, catering, office and medical staff. Timbertop offers comprehensive academic and outdoor education programmes that take full advantage of its surroundings.

It is the nature of this unique school to involve students in a very special and very active life. Timbertop differs from other schools in both philosophy and operation.

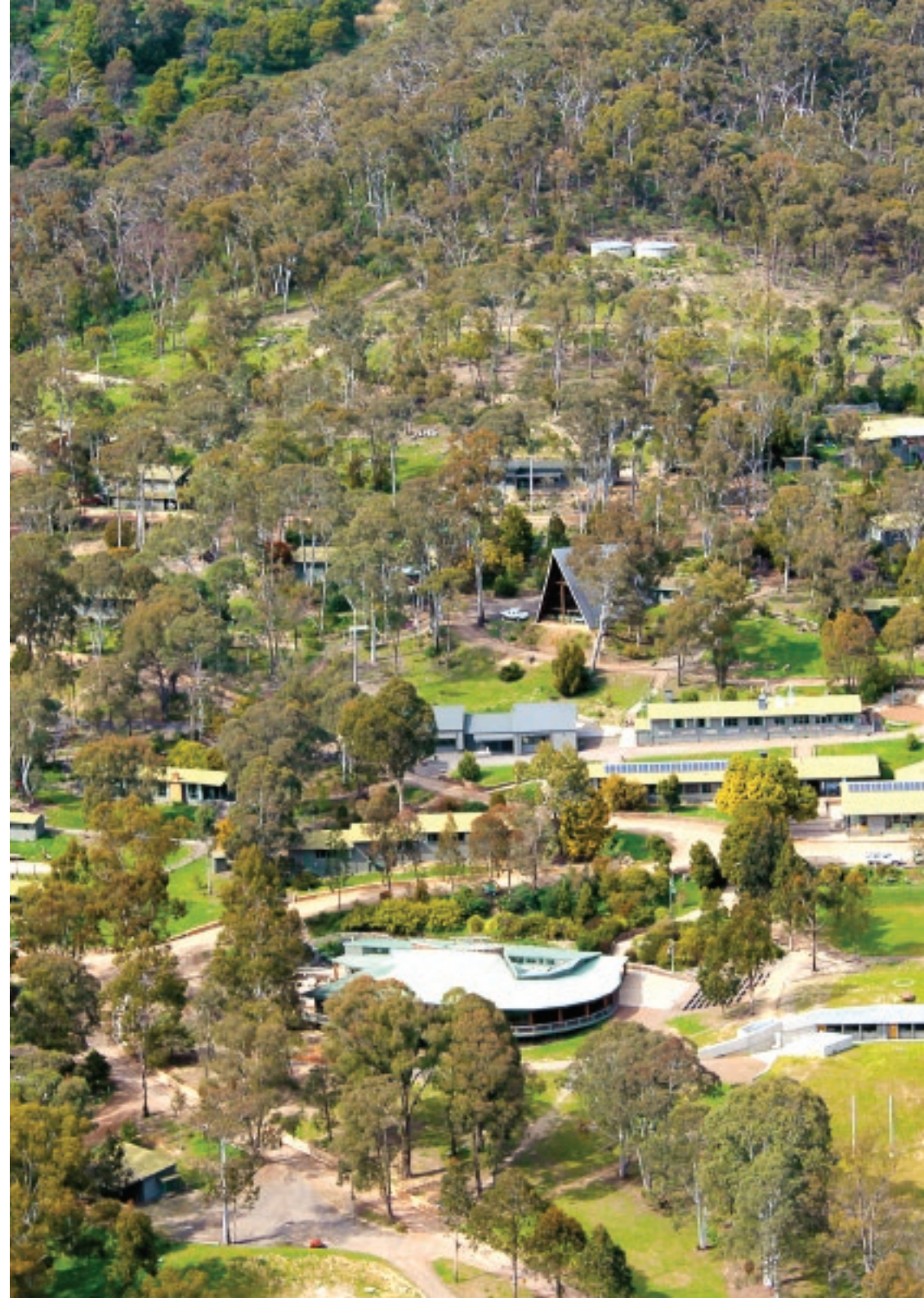


TIMBERTOP: AN INNOVATION IN EDUCATION

The philosophy with which Timbertop was created remains its driving force. Darling was convinced that “moral and intellectual courage comes only from experience”. He later wrote that his idea “was based upon the belief that education must be closely concerned with the development of self-confidence, and that this comes from the learning of competence in practical ways, and from the growth of self-reliance and independence”.

“The theory of Timbertop was this: that adolescent boys could better develop by themselves, out of the usual school machine. Placed in a different and less clement environment, they should undertake responsibility for themselves and be given the challenges of something like a man’s life under conditions that they had to conquer. But the first principle was essentially one of self-reliance and the challenge to live up to this responsibility.”

Of course, today Geelong Grammar School, and Timbertop as a part of it, is a co-educational school and times have changed significantly. The emphasis though, has not. Timbertop offers to students many new and unusual challenges; obstacles and hurdles that resemble those that they will come across throughout their lives. The principle behind this is a simple one and perhaps has its origins in the thinking of Kurt Hahn, who was behind the founding of Salem School in Germany, Gordonstoun in Scotland, the Outward Bound movement and the Duke of Edinburgh’s Award Scheme. Hahn believed that the skills and confidence to deal with unfamiliar territory could be developed. They are things that are learned. Exposure to challenges, in a secure environment, awakens in young people a belief in themselves which will stay with them through the hurdles ahead. The very process of being confronted by new physical and emotional challenges in a new environment is inherently exciting and immensely rewarding.



THE MOST REWARDING YEAR

For many students, Timbertop has been a challenging rite of passage to a rewarding adult life. Anna Scott, a former student, and later Head of M Unit, explains:

“We had a girl from a wealthy family who had never got her hands dirty. She went into complete shock. The first six months were sheer hell for her. She tried to leave, railed and sobbed, but her parents wouldn’t budge. So she then decided to make the best of it and ended up feeling like she had really achieved something.

On the last day of the Six Day Hike in Term 4 she came running up with this great grin on her face saying, ‘I’ve made it, I’ve made it, I’ve done it! It’s just fantastic.’”

In early 2010, students were given a letter writing exercise on a solo camp. Consequently, the former Head of Timbertop, Roger Herbert, received the following letter from an anonymous student:

‘Dear Mr Herbert,

As much as a bunch of slovenly students whinge and complain, please know that we love Timbertop. I don’t know what the others’ reasons are but I love Timbertop because of what it has taught me, how it has taught me, and because of how much I still have to learn here.

There is a delightful paradox inherent in Timbertop’s nature; I love what it does but I don’t like the way it does it but if it was done any other way it wouldn’t do what I love.’



TIMBERTOP'S ISOLATION

Mount Timbertop has a quite distinctive shape. Its flattish summit, slightly sloping, is crowned with trees above a strip of open space; hence the name. Once past the small village of Merrijig, it stands out like a beacon to those who know it.

Timbertop operates in a very isolated environment. The campus is two to three hours drive from Melbourne, Victoria, set on over 325 hectares of bush and farming land. The nearest public road is over two kilometres from the main living and teaching areas. Cars and the general public cannot be seen and the noise of traffic is replaced by the noise of the bush. It is a quiet and very peaceful place. There is also a deliberate distancing from some elements of city life. There are newspapers for students, regular mail and movies shown from time to time but there is no television. There is also no regular access to a telephone or to e-mail facilities. Students are not allowed to use mobile telephones. It is possible for students to contact parents by the school telephone if the need arises and parents are encouraged to keep in contact with their child's Head of Unit by e-mail and telephone but general contact is restricted to letters.

Students succeed and thrive in this environment. They grow emotionally and generally do so at a great rate. Parents on the other hand often find this a difficult period. Though it can be hard initially, adolescence is the time to do this growing and there is little doubt that the experiences gained at Timbertop are enormously beneficial for adolescent girls and boys.

THE ROLE OF THE OUTDOORS

Timbertop has an extensive outdoors programme. The outdoors is a very important aspect of school life. It offers the opportunity to learn through extensive hiking, skiing, canoeing, rafting, rogaining and camping, all of which can be done from our backyard. Through these activities students learn a great deal more than simply how to pitch a tent or how to ski with a pack on.

The experience in the outdoors programme is fundamental to the ideals of presenting new challenges, which will help young people to discover their potential. These activities fill our weekends with exciting, worthwhile and healthy challenges. In many ways the year at Timbertop is a journey year and our experiences in the outdoors are a literal foundation for this. In total the students camp for over 50 nights during their year. The most important activity in terms of time and in the minds of the students, is hiking.

THE ACADEMIC FOCUS

It is easy to focus on the issues that make Timbertop a different place. The isolation, living in Units and the outdoors programme stand out in the minds of students and anyone who has heard much about Timbertop. To do this alone though is to ignore the similarities to other schools that are so important. While the outdoors programme dominates over the "weekend" and some other occasions, five days a week students are involved in classes with a timetable much like any other Year 9 programme. The only real difference is that we do not have our weekends on the same days as most people. For most of the year our weekends are Wednesday and Thursday. Saturday and Sunday are normal classroom days for us. The reason for this is that Saturday and Sunday are busy times with tourists and other visitors coming to the area. We like to have the bush to ourselves as much as possible and so change the order of the week to do so.

The subjects offered at Timbertop are much the same as Year 9 programmes at other schools. Our core subjects are English, Mathematics, Science, Health and Physical Education, Positive Education, Study of Religion and Spirituality, and History. In addition, students elect to do five semester length units from the following: French, German, Japanese, Chinese (Mandarin), Music, Geography, History, Visual Arts, Agriculture and Land Management. A large number of students learn a musical instrument each year and, depending on the musical make-up of the year group, Timbertop may have its own string and wind ensembles as well as a choir, all of which perform in public. The academic programme is a full one and very much a prime focus of the School. It is our responsibility to send students on to the Senior School at Corio thoroughly prepared for their Year 10 studies.

THE DIGITAL AGE

Separation from television, telephones, social media and computer games creates a radical new silence which our students convert to reading and writing letters and to conversation. Computer literacy is essential in this digital age, however, technology cannot speak as powerfully as companionship. In keeping with the Timbertop ethos, electronic screen entertainment is not permitted.



THE SOUND OF WHITE

Australian singer/songwriter Missy Higgins was thrust into the limelight when she won Triple J's Unearthed competition for unsigned artists in 2001 while midway through Year 12 at Geelong Grammar School. Missy actually wrote the winning song, *All for Believing*, for a school assignment a few years earlier when she was just 15 years old, fresh from Timbertop.

The song would open Missy's debut album, *The Sound of White*, which dominated the 2005 Australian Record Industry Association (ARIA) awards – it was nominated for seven awards and won five, including Album of the Year.

*I'm all for believing, if you can reveal,
the true colours within
And say you will be there for me to hold
When the faith grows old (I'm all for believing)
And life turns cold (I'm all for believing)
So if you're cold I will stay, maybe fate will
guide the way
Just believe, Trust in me*



TOMORROW

Australian writer John Marsden was an English teacher at Timbertop when he developed his first book, *So Much To Tell You*, which won the 1987 Children’s Book Council of Australia’s Book of the Year award.

His writing career reached its zenith with the Tomorrow series, a series of seven young adult novels about an invasion/ occupation of Australia by a foreign power – the first book of the series, *Tomorrow*, *When The War Began*, has alone sold around three million copies, has been translated into five languages and was made into a feature film in 2010.

The novels are related from the first person perspective of the main character, Ellie Linton, who is part of a small band of teenagers waging a guerilla war around their fictional home town of Wirrawee. Many of the books’ major themes – the rural/bush Australian setting, the group of resourceful and resilient teenagers, the isolation and lack of communication – echo the Timbertop experience.

Of course, Marsden is not the only author of note influenced by Timbertop. Two-time Booker Prize winner Peter Carey attended Timbertop in 1958, while travel writer AJ ‘Sandy’ Mackinnon is the current Timbertop Chaplain and was formerly Head of English at the campus.



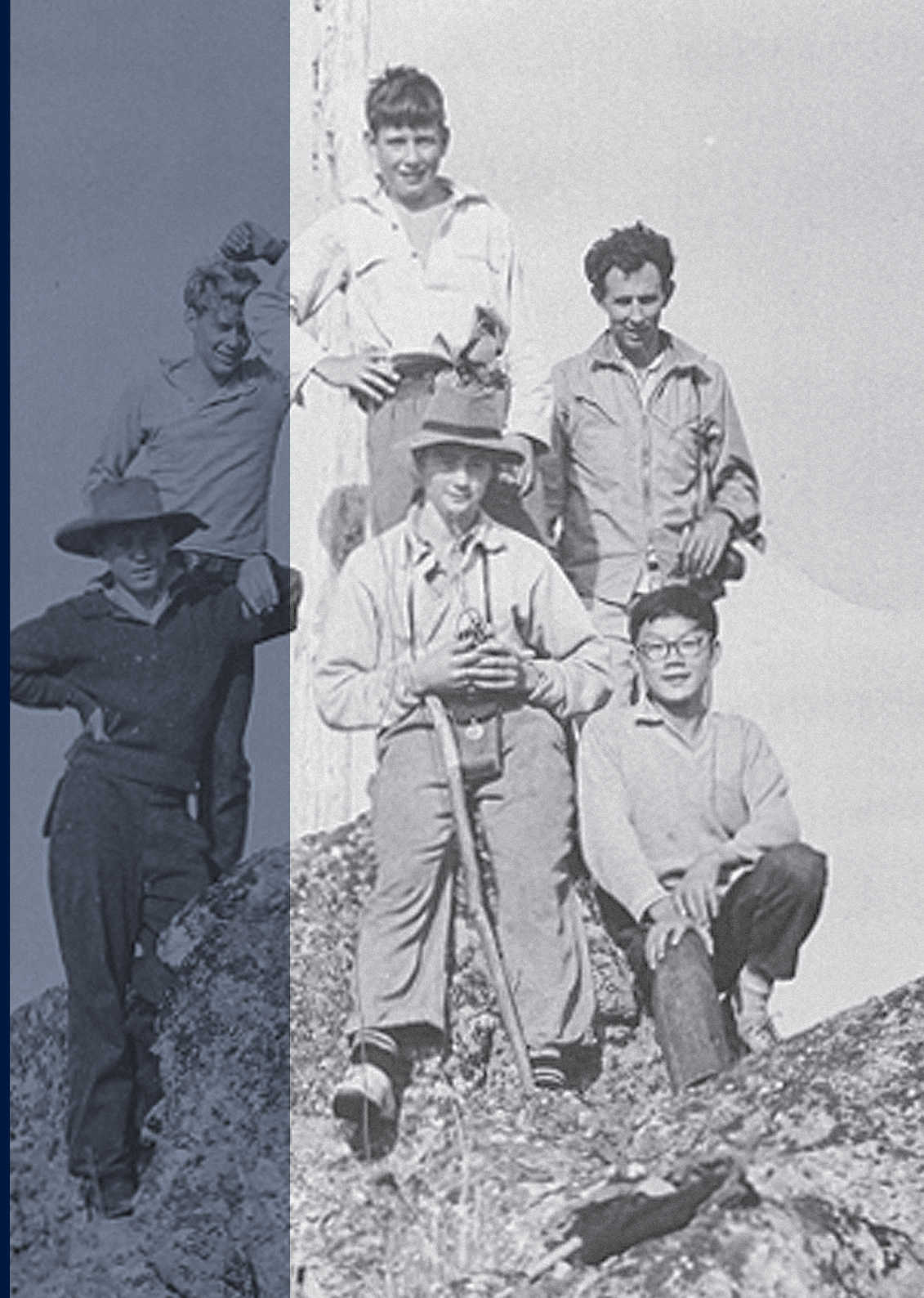
THE MIRACLE MILE

John Landy was the second man in the world to break the mythical four-minute mile. His race with the man who beat him to the milestone, Roger Bannister, at the 1954 Empire Games in Vancouver was heard by more than 100 million people tuning into crystal set radios around the globe. Landy had graduated from Geelong Grammar School in 1948 and thus missed the Timbertop experience as a student. However, the famous Australian runner became a teacher at Timbertop in 1955, using the vigorous outdoor education programme and mountainous terrain as a training ground for the 1956 Melbourne Olympics, where he took the Olympic Oath on behalf of all competitors and won a bronze medal in the 1,500 metres.

However, arguably his most famous moment occurred a few months earlier when Landy stopped to help fellow runner Ron Clarke during the 1956 Australian Championships — after helping Clarke to his feet Landy chased the rest of the field, making up a remarkable deficit to win his fourth Australian 1,500 metre title and etch his name into sporting folklore: a bronze sculpture celebrating the moment now stands outside Melbourne’s Olympic Park. An avid naturalist, Landy was appointed Governor of Victoria from 2001 to 2006.

“Timbertop gave me a great sense of what can be done in terms of education, getting people to see things in a different light.

Lots of schools have had one week, one month, one term... but Timbertop is dramatically different. It is immensely successful and yet nobody has been able to imitate it.”



FROM EAGLES' PEAKS TO EVEREST

Tim Macartney-Snape grew up on a small farm near Benalla and attended Geelong Grammar School from 1969 to 1973. Beyond school, Macartney-Snape emerged as Australia's premier climber. He reached the summit of Dunagiri on the Himalayas in 1978, climbed Annapurna in 1983, and was one of the first two Australians to reach the summit of Everest in 1984. He completed his second ascent of Everest in 1990, alone and without oxygen, beginning his journey in the Bay of Bengal and becoming the first person to climb the world's highest mountain from 'sea to summit'. His Timbertop year, 1970, was especially influential.

"Oh, if only there could be a time before we grew up when the unnaturally manic pace of life was briefly stalled! Only then might there be a chance for our natural clock to catch up, might the balance between reality and our instinctive expectations be righted, and the awkwardness of adolescence tempered.

And wouldn't it be nice if this could be spent somewhere tucked away from the hurly-burly and the temptations of mass culture, in a natural place where one could feel the steady, unhurried pace of nature? A place where we learned qualities that otherwise have passed us by in modern life, and where we learned simple, timeless lessons. Where if we didn't carry enough water on a long hike, then we went thirsty; if we didn't collect wood we were cold; if we didn't clean up after ourselves no-one would; if we didn't work with our fellows as a team it wasn't nearly as much fun – and where we learned, too, that selfishness dulled life's joy. For me, Timbertop was such a place."



THE LIFE OF THE TIMBERTOP CHAPEL

Breakfast has long since finished and been cleared away; the Units have been made clean and been checked, books have been collected, classes and other timetabled activities can begin. But, after the busy-ness and before class, the Chapel bell rings loud and clear across the hillside campus – the summons to Chapel. Groups of young people make their way up paths, along paths, down paths... joined by staff from all around the School. They enter the Chapel in silence. There is stillness.

No Chapel is ordinary, but some Chapels are more extraordinary than others – the Chapel of St John the Baptist at Timbertop is in itself a gift and a blessing to the community. For most, it is recognisably a Christian house of prayer, built with beauty, strength and simplicity in mind, as it encourages our whole being to look to the communion table, the candles, the giant cross, through the glass to the tree-clad hillsides beyond. Here, Christian worship, prayer, song and meditation all find a fruitful home and offer an inspirational setting.

As an Anglican school, all are welcome. Everyone, whether they are of Christian faith, another faith or of no acknowledged faith tradition, is encouraged to be open to the sense of the spiritual. Some encounter spirituality expressed in the natural environment and the arts. Geelong Grammar School's foundation grounds spirituality in the experience and expression of divine worship. Religions throughout history are made up of ordinary men and women, children and young people, finding spiritual purpose and direction in life in the worship of God. And so, at Timbertop the whole school – a community made up of a wide range of religious affiliation – meets for morning meditation and weekly Communion Service on a Thursday evening. The offering of worship is Christian, within the traditional Anglican context that embraces Scripture, Tradition and Reason. Jesus of Nazareth was one who sought to bring God into the everyday – his was both a provocative and transforming presence – and so the worship allows for down-to-earth and open-minded offering and response. All are present; but all are also included.

For some students and teachers, Year 9 at Timbertop is also the time when they begin to explore their faith in a new way as familiar surroundings and normal academic, cultural and sporting environments are transformed. The annual Confirmation Service is held (including Holy Baptism) in Chapel, where many choose to affirm their faith in God the Holy Trinity, as a step in the continuing journey of life and faith. Appropriate preparation is made before this time.

The Chaplain is also responsible for the study of Religion and Spirituality. Worship in Chapel is not an academic pursuit or study – but both religious study and religious worship inform each other and are vital to the heartbeat of the experiences of each child at Timbertop.



RISK MANAGEMENT AT TIMBERTOP

Parents who have chosen Timbertop for their children will have done so because of the special opportunities and challenges that a year in that unusual setting provides. Students are encouraged to show and develop independence beyond their years and to accomplish things that they never thought possible.

The safety record at Timbertop is excellent and great care is taken to minimise the risk of accident. Students are thoroughly prepared for the outdoors programme both in the classroom and by means of training exercises. Skilled and experienced staff supervise Unit expeditions (hiking, ski touring and canoeing/rafting) and regular contact is maintained between the party in the field and Timbertop itself via an extensive radio, satellite and mobile telephone and group training networks.

The hiking programme builds from a base that assumes students have little knowledge of the outdoors. Staff hike and camp with students in the early part of the year as student skills and confidence are developed. As the year progresses the hikes become more challenging, culminating in extended hikes that take students into the high country in small groups. Under the guidance of the outdoors staff, outdoors sessional staff and trained teaching staff, these groups design their own courses and plan most aspects of their expeditions, including safety routes, checkpoints and campsites.

Though staff are hiking in the area and are involved in monitoring the progress of students the hike groups are essentially independent, following their planned courses that move through a number of pre-arranged checkpoints each day. All staff involved in hiking undertake a Wilderness First Aid course and carry with them suitable First Aid Kits. Nursing staff are available for radio or telephone consultation when students are in the field.

There would be no value in the Timbertop programme if it were completely tame. The safety measures outlined above are intended to act as a safety net and not diminish the sense of adventure that students discover in the remote terrain where the outdoors programme is conducted. The school takes all proper care without removing the opportunity for personal growth and development that the Timbertop year so conspicuously provides.

Many of the day-to-day activities at Timbertop involve students using equipment and working in situations that they would not necessarily come across in their lives away from the campus. Examples include using axes and bow saws, working near farm machinery, swimming in the dam, travelling in four-wheel drive vehicles on bush tracks and working in the kitchen. In all of these situations, strict instructions regarding safety are given to students. A good deal of reliance is placed on students following these instructions and being aware of the safety implications in all that they do here.

We are able to deal with most medical issues on the campus. The Health Centre, complete with surgery and beds for twelve students, is staffed by a Registered Nurse. All prescription drugs are kept in the medical safe in the Health Centre and dispensed from there by medical staff. The School Doctors and a Physiotherapist visit the campus every week and a counsellor visits the campus weekly if required. At other times students may be taken to

Mansfield to visit the doctor or dentist or for specialist services. The district hospital and ambulance base at Mansfield are twenty minutes from Timbertop by vehicle.

A number of precautions are taken at Timbertop to reduce the possibility of serious fires. The School keeps in close touch with the Department of Environment, Land, Water and Planning and with the Country Fire Authority and all fire procedures are regularly reviewed in consultation with the authorities. Great care is taken to maintain firebreaks and to keep down grass and undergrowth that might contribute to a blaze. There are sixteen fire hydrants about the campus and plenty of water for emergency purposes in the dams.

We have a purpose built, mostly underground, safe haven in the centre of our campus. This facility has its own oxygen supply, auxiliary power generators, underground water tanks and manual fire shutters. This underground building is designed to house up to 320 people in case of emergency. It was designed and built to exceed all future safety standards. The majority of the time it can be used as a large picture theatre, whole school performing arts venue or be divided into three more manageable classrooms, which are used daily. Even though this facility is state-of-the-art and very robust in its construction we will always evacuate to a safer location, if it is reasonable to do so. The School possesses a large fleet of vehicles and has priority access to the local bus fleet, in the event of an emergency where evacuation is considered the appropriate response. Access to the main Mansfield-Mount Buller Road is also available via two alternative tracks, as well as by the school road itself.

A RESILIENCE TRAINING GROUND

Cam Rahles-Rahbula wore out seven sets of crutches and 150 rubber stoppers during his Timbertop year. The 2010 Australian Paralympian of the Year joined Geelong Grammar School in Year 6 from Leslie Manor, a tiny rural community outside Camperdown. In April that year he was diagnosed with osteosarcoma, a rare form of bone cancer, and lost his left leg two years later at just 14 years of age. Cam desperately wanted to continue his schooling at Timbertop and how he overcame the physical challenges presented by the demanding outdoor education programme is the stuff of school legend – including completing multiple day hikes, cross-country runs and the famous end-of-year 28-kilometre Marathon... all on crutches.

It was at Timbertop where Cam developed his passion for skiing during weekly winter sessions at nearby Mount Buller and was identified by the Head of the Mount Buller Ski School, Andy Stringer, as an exceptional talent.

He was invited to Canada to train with the Australian Paralympic Squad when he was just 17 years old and has since won numerous World Championships and Winter Paralympic medals. Cam has also completed an Honours degree in Physiotherapy at the University of Melbourne and won the 2004 Young Victorian of the Year award.



POSITIVE EDUCATION

Positive Education is concerned with developing in each individual the belief, resources and personal skills necessary to lead a more engaged and fulfilling life.

At Geelong Grammar School, a whole-school approach has been established, integrating Positive Psychology into the educational experiences and curriculum taught to all of our students. From Early Learning to the final years of Senior School, students are exposed to these principles, which include resilience, study of signature character strengths, gratitude and mindfulness.

At Timbertop, students are involved in an explicit and implicit programme designed to introduce new and already established skills of Positive Education. Implemented by trained staff members, this programme reinforces the traditional elements of Timbertop and enhances the students' knowledge whilst providing endless examples of resilience, gratitude, mindfulness and use of their character strengths. As part of Positive Education, students attend an on-campus Student Conference. Coupled with this is a pastoral programme that draws on the interactions, experiences and progress students make as an individual, as a Unit and community throughout the year.



A WILD WOMBAT AS A FRIEND

When Peter 'PJ' Nicholson arrived at Timbertop in 1960 he soon became fascinated with the wombats that lived in burrows just a few hundred metres from his Unit. PJ would sneak out at night to visit the burrows, sitting quietly to allow the wombats to become comfortable with his presence, learning their noises and slowly befriending the notoriously shy marsupials. PJ made notes of his observations, recording the wombats' diet, habitat and behaviour, and drew maps of the network of burrows. It was pioneering work that set a benchmark in our understanding of this nocturnal native animal – his research notes are still being used by scientists more than 50 years later.

"We came by train from Canberra and you'd gradually see the mountains all around. Then you arrive down a gravel road and you're there. It's a fantastic feeling of freedom compared to a school in the city.

The fascination with wombats – everyone asks me that question, 'Why was it wombats?' It's a very hard one to answer, but I think probably wombats didn't run away as fast as kangaroos and wallabies.

I thought wombats would have been studied, as one of our major marsupials, and everything was known about them."



THE TIMBERTOP MARATHON

One of Sir James Darling's influences in establishing Timbertop was a conversation with Phil Edmunds, Headmaster of a famous Anglican school in Kashmir. Edmunds, who had been a history teacher at Melbourne High School before going to India, visited Corio in 1950 when he said to Darling:

“Geelong Grammar is a good school, indeed a very good school, but there is nothing remarkable in it. Now in my school every boy, before he leaves, has swum two and half miles across the lake.”

Darling appreciated the symbolism of the swim as a rite of passage for adolescents. Timbertop's extensive running programme culminates at the end of each year with the 33-kilometre Timbertop Marathon, its own special rite of passage that students eagerly anticipate and remember with great pride.

Like any Marathon, it is not easy. Former student, Lisa Orlov, explained that the journey was a valuable life lesson that gave her:

“An ability to keep on plodding to the next tree no matter how awful I may be feeling and no matter how difficult life seems to be at that point in time.

Knowing that once that tree is reached you are a bit closer to the finishing line, whatever that finishing line may entail or be.”



ENTRY TO TIMBERTOP

For most students, there is no entrance examination to Year 9 at Geelong Grammar School. Students for whom there is a place are admitted, provided that they are considered likely to benefit from the School's offering. Places are offered on the understanding that the student will continue their education at Geelong Grammar School through to Year 12 at the Corio Campus. Geelong Grammar School has always prided itself on taking students of all abilities and from a wide range of backgrounds.

As part of the admissions procedure, incoming students must provide reports from Years 7 and 8 and their NAPLAN results from their previous schools. They will also have an in-depth personal interview with the Registrar. Students whose first language is not English are required to sit an entrance examination testing their English and mathematical skills in order to assess how appropriate a Geelong Grammar School education at Year 9 level is to them. As a result of this test, students may be required to complete an ELICOS (English Language Intensive Courses for Overseas Students) course.

All students beginning at Geelong Grammar School at Year 9 will be tested shortly after arrival to help the School to make informed decisions about their academic needs. Parents of all students beginning at Geelong Grammar School are asked to complete a questionnaire that enables the School to understand more fully the educational and family background of students coming into its care. Thoughtful completion of the questionnaire assists the School greatly in providing an adequate programme for your child.

Scholarships for entry to Geelong Grammar School are offered each year. Academic, Music and General Excellence scholarships are offered. Academic and Music scholarships (for entry at several levels including Year 9) are awarded on the basis of an examination or audition held during the year prior to entry. Please refer to our website www.ggs.vic.edu.au for more information regarding scholarships. Families should attend a designated Timbertop Guided Tour Day. There is also an information evening at the Corio Campus in Term 3 that students and their families may wish to attend in the year prior to entry to Timbertop.

Further details are available from the Admissions Office at Geelong Grammar School, Corio Campus, Tel: +61 3 5273 9307.

02

BOARDING AT
TIMBERTOP



UNIT LIFE

A Timbertop Unit is a second home for all students. Whilst a number of responsibilities and challenges come with communal living, all students can rely on security and care in their new bush home. Unit life is not simply incidental to the operation of the campus. Rather, the feelings of independence that result from living with and relying on others are central to Timbertop's success. To this end the boarding environment and structure is carefully considered to maximise a student's sense of independence while maintaining their physical or emotional wellbeing. Put simply, a Unit is a unique environment of personal responsibility, thriving camaraderie and a space in which a young person can flourish.

There are sixteen Units at Timbertop (nine for boys and seven for girls) to which students are allocated. Students live and work in their Unit, which creates a very close environment with up to fourteen others. They sleep, eat, shower, do their homework, complete chores, socialise and interact in these Units. This ensures a deep understanding of each other. There is a great deal of independence offered to the Units and, as the year progresses, the responsibility levels are extended. The opportunity presents for a student to become highly self-sufficient and responsible for their life within the Unit. The students are responsible for the upkeep of the Units and this is shared between all on a rotating roster. The fabric of the Units themselves is rustic in appearance and Spartan in nature. Heating comes from a slow-combustion wood heater and a wood-fuelled boiler provides hot water. If wood is not collected and cut, there is no fire for warmth in the cold winter months. If the boiler is not lit, there are no hot showers. Although simple and often quickly learned, the lessons provided by this environment are rich and significant and are often lessons that cannot be replicated in an urban or suburban environment.

However, more meaningful is the functionality and culture of the Unit which is driven by its members. This is one of the biggest challenges faced. Living with a group of adolescents in a relatively confined living space can be confronting and asks much of each individual. It would be misleading to suggest that there is never conflict or tension in the Units and that life is always blissful. Units require guidance along the way to manage the social relationships and the way in which they operate. But therein lie the strength of the life lessons learnt and the growth that occurs. Helping students with Unit life is fundamental to Timbertop's success. Great friendships are made, acceptance is learned and teamwork is practiced. It would be rare to find a Timbertop student who is not proud of his or her Unit or to find ex-Timbertop students who do not readily identify with their Unit. The essence of the Timbertop experience begins in the Unit.

CHALLENGES FOR PARENTS

Many parents underestimate the unique pressures and anxieties that students confront at Timbertop, many of which their son and daughter will never have had to experience before. Some parents are surprised to learn, when they get letters from their child or hear from their Head of Unit, that their child is experiencing feelings or issues that they have never had before. It can be difficult for parents to understand these changes from afar, as they do not have the benefit of being able to observe the context in which they are taking place. It is a good idea to mentally prepare for the fact that the challenges of Timbertop can and do impact on all students in some way. It is a basic premise of the Timbertop programme that facing up to challenges, whether they be social, emotional, physical or academic is a potential source of great personal growth for our students, and we strive to ensure that ultimately the outcomes of such challenges are positive. It is normal for parents to sometimes find it difficult to deal with their own emotions and feelings about the challenges that their child is experiencing. We recommend that parents be prepared for this as it is sometimes more challenging than expected.

PREVENTING AND MANAGING HOMESICKNESS

It is normal for boys and girls living in a completely new and challenging environment to miss their family and the normal support structures of home. As parents, it is important to consider and be prepared for the fact that your child is likely to experience some form of homesickness at some time during their Timbertop year. In addition your child is more likely to experience homesickness if one or more of the following predisposing factors are present:

- They have spent little time away from home
- They are insecure or unsure about the level of care that will be provided by Timbertop staff
- Their first impression of Timbertop is negative and they have low expectations of what it will be like
- They don't want to go to Timbertop or have a negative attitude towards boarding
- They feel they are being forced to board

It is useful for parents to try to alleviate these predisposing factors well before the Timbertop year commences. Your efforts in preparing your child, and yourself, for this amazing growth experience will pay huge dividends. Some strategies for addressing these risk factors could include:

- Arrange for your child to spend nights away from home in the lead up to Timbertop.
- Have conversations with your child about their expectations of Timbertop to determine their attitude towards the programme. Actively promote the positive aspects of the programme while acknowledging and normalising the challenges.
- Arrange for your child to speak with or e-mail past students of Timbertop who are positive about the programme.

- Arrange for your child to speak with or e-mail a staff member from Timbertop so there will be a familiar adult around during the settling in period.
- Ensure that your child has attended a Timbertop tour day and try to make this an enjoyable experience. Encourage your son or daughter to talk to as many staff and students as possible on the day. If your child leaves with a negative impression then try to rectify this either by speaking with staff or highlighting the positive aspects of the campus and the programme.
- If it is not your child's decision to attend Timbertop it is recommended that you discuss and explain clearly the reasons you would like them to attend the School and reassure them that it is a positive decision.

While addressing these risk factors can minimise predisposition, it is possible that your child will still experience some form of homesickness. In order to best manage this, and to support the process of settling in at Timbertop, it is important for parents to;

- Understand that your son or daughter may write to you when they are feeling their worst. Be prepared to read confronting letters which highlight, and in some cases exaggerate, the feelings of homesickness and the negative aspects of boarding at Timbertop. It is not uncommon for the 'crisis' to pass before the letter even arrives at home, however, you should contact your child's Head of Unit if you have any concerns upon receiving a letter.
- Understand that experience suggests that the better you as parents cope with and normalise the natural anxiety associated with family separation, the more likely your child is to engage with and settle in to life at Timbertop. We sometimes have "homesick" parents too and it is good to be careful of how you communicate your own feelings and anxieties. If you are anxious about homesickness it is likely that your child will become more anxious. A reassuring yet firm and practical approach to managing the issue is likely to lead to the best outcomes.
- Emphasise to your son or daughter the importance of being fully involved in all aspects of the programme. This will promote engagement and facilitate the development of supportive social connections with peers. Withdrawing from the community will only make them feel more homesick and isolated.
- Avoid making 'deals' with your child in times of difficulty. Having a mental escape route, such as 'I'll just make it to exeat', can prevent your child from engaging fully in the programme and leave them in limbo just waiting to go home. This may hinder the settling in process and make them more determined to leave. It also may send the message to your child that you as a parent have little trust in them working through these challenging times by themselves.
- Write to your son or daughter regularly so that they are reminded they are an important and valued member of the family, however, do not try to 'fix' the homesickness with excessive numbers of letters and parcels. The more 'normal' your child's experience of Timbertop is the better. Forging new relationships with peers is preferable to relying on letters from home in order to feel connected. It would be reasonable for a student to expect letters from their family once or twice a week.

- Understand that recurrence of the issue is quite common and that although periods after holidays and exeat can be particularly difficult, homesickness can occur at any time. Usually it can be overcome quickly if effective strategies are employed.
- Understand that poor grades and difficulty with work can be related to homesickness.
- Encourage your son or daughter to speak with their Head of Unit or another adult at Timbertop, particularly if the homesickness seems to be reaching an unmanageable level. Discussing the issue can help enormously and staff are experienced in dealing with this issue. It is difficult for you as a parent to solve the issue in letters.
- Understand that overcoming homesickness can boost a child's self-esteem enormously. You will likely see an increase in your child's confidence, social skills and independence. Remember, homesickness is part of normal development and isn't a problem unless it becomes a preoccupation.

PASTORAL CARE AND CONTACT WITH THE SCHOOL

There is a well-considered and thoughtful pastoral support structure in place at Timbertop. The Head of Unit is the person most directly involved with individual students and takes overall responsibility for the development of each student in their Unit. Parents are encouraged to telephone or e-mail their child's Unit Head at any time in regard to their child's progress. Other pastoral support for students with particular needs is available from the Head of Timbertop, the Campus Directors of Student Welfare, the Chaplain, the School's Senior Medical Officer, a counsellor and psychologist from the local community who visits Timbertop regularly. It is our aim to encourage students to find an adult on campus with whom they will feel comfortable talking about any problems they might be experiencing.

Unit Heads and parents are encouraged to communicate whenever necessary. Students and parents are encouraged to communicate through letter writing on a weekly basis (stamps can be supplied to students at Timbertop). In addition, *The Bush Telegraph*, the campus newsletter that is prepared by the students, is sent home by them. It usually gives a different slant on daily news to that which children write in their letters. It is also available on the School's website a few weeks after publication date.

The school telephone or facsimile machine is not available for students to use except, of course, in case of a particular problem that would be best served by a telephone call or a written message. The main school telephone number is (03) 5733 6777 and it is attended from 8.30am every day. All Unit Heads can be reached on this number.

All Unit Heads have telephone/voice mail facilities as well as e-mail facilities and their details will be available at the beginning of the year. They can be faxed on (03) 5733 6781.

The Head of Timbertop communicates regularly with parents by means of circulars throughout the year.



03

ACADEMIC
PROGRAMME



For five days a week students are involved in classes, with a timetable much like any other school. The academic programme is a full one and very much a prime focus of the School. The subjects offered at Timbertop are much like those that would be found at other schools. Below is a brief outline of the Year 9 curriculum; for more detail refer to the Curriculum Guide online (www.ggs.vic.edu.au/School/Academic/curriculum-guide), which provides details of the School's academic programme from Years 5 to 12. The programme is based on the National Curriculum.

CORE SUBJECTS

All students study English, Mathematics, Science, Study of Religion and Spirituality, Health and Physical Education, Positive Education, History (including the National History Curriculum).

ELECTIVE SUBJECTS

Students choose five semester length subjects from the following: Chinese (Mandarin) French, Japanese, German, Music, Geography (available for both semesters), History, Visual Arts, Agriculture and Land Management. Languages must be taken for two semesters and therefore use two electives.

Visual Arts and Agriculture and Land Management can only be taken for one semester.

ACADEMIC SUPPORT

The Academic Support Department recognises the individual needs of the students at Timbertop. In order to cater for these needs, screening and diagnostic testing are conducted at the commencement of the school year. These tests assist in the identification of students who are either under-achieving academically or who have high intellectual potential and need to be challenged. The results are used in conjunction with teacher and parent recommendations.

Academic support is offered to students in every subject area. This support is provided in a variety of ways, including individual and small-group withdrawal to allow for more time to be spent on specific subject areas. Extra classes are offered twice each week as additional support. Academic Support classes also occur where the Unit Head and Academic Support Coordinator deem them necessary for specific students. Additional support is also offered in the areas of time management, organisational skills and study skills.

CATERING FOR HIGH ACHIEVERS

Timbertop recognises an inclusive definition of giftedness and encourages excellence in all forms of endeavour. In all areas of the curriculum, students are encouraged to reach their potential via extended open-ended assessment tasks and challenging work requirements. High achievers in other co-curricular domains are given the opportunity to expand their talents, whether they are in the areas of physical pursuits, artistic endeavour or community activities, through open-ended programming that allows for extension and enrichment to occur.



04

OUTDOORS
PROGRAMME



The Outdoors Programme is one of the major emphases at Timbertop and an area that will undoubtedly stand out in the memories of our students. In total, the students camp away from their Units for up to 50 nights during their year with us and are involved in a range of activities. The most important activity, in terms of time and in the minds of the students, is hiking.

The hiking programme is challenging. The area in which the students spend most of their time is the Wonnangatta - Moroka Unit of the Alpine National Park. The terrain is mountainous and, being part of the alpine area, can be subject to snow and adverse weather conditions. As they become more experienced and able, students cover over twenty kilometres a day and may arrive at their campsite in darkness. The routes they take involve ascents and descents of between eight hundred and one thousand metres, sometimes all in one day.

OUTDOOR GEAR

The easiest way to ensure that students have the correct gear for this challenging programme is to purchase it through the Timbertop Hike Store (refer to Outdoor Activities Equipment on Page 89).

Students carry a full pack containing all the equipment they need to enjoy a comfortable experience in the alpine environment. They are provided with a list telling them what they must take on each hike and must be able to show that they have all necessary equipment when checked by staff. We are generally able to offer the best price for outdoors equipment and much of it is now designed and made specifically to suit the needs of the students at Timbertop. The very significant amount of time that is spent in the outdoors and the challenging nature of the programme makes it very important that everyone in the field is properly equipped at all times.

MODIFIED PACK PROGRAMME

In some cases, a physiotherapist or the Health Centre will suggest that a student should only carry part of their gear on hikes and that the rest be moved by vehicle between campsites. This suggestion will generally be made because the student is injured or is of light weight. This will only take place during Term 1, as due to restricted access we are unable to provide this service for Term 4 hiking. Wherever possible, the Outdoor Education Department will support these students by moving some of their non-essential safety gear to camp for them for the duration of their injury/while they are underweight. However, much of the Outdoor Education Programme is by its nature conducted in remote areas of the Victorian high country where there is no vehicle access and in these circumstances we are not able to support students in this way. In these instances, students will need to carry all of their own gear.

HIKING IN TERM 1

During Term 1, the whole school hikes over two and a half days each weekend. The hikes progress in difficulty throughout the term and culminate in a three-day hike that is selected by each hike group (around 5-8 students), from a choice of many routes.

The safety network that surrounds the students is significant, and includes the use of satellite and mobile telephones, portable radios, group tracking devices, four-wheel drive vehicles and staff who walk the same route as the students. There is always a Nurse on call. Logbooks are used to monitor the whereabouts of students at all times. The logbooks are situated in many places throughout the area where students walk. Students are required to sign logbooks at specified checkpoints detailing the group number, the date and time of departure from the checkpoint and any injuries or remarks. Staff and sessional instructors check logbooks to ensure all groups have passed through each point. The hike groups are instructed not to split their groups unless a medical problem arises and help is needed. Instructions on this procedure are given in Outdoor Education classes at the start of the year.

The hike groups are given hike notes prior to the hike which, when combined with their map and compass, give them all the details they need to arrive at their destination safely. The hike notes detail the route, where water is available, and campsites. The hike notes are written by the Outdoor Education staff. The hike notes are only part of the navigational aids the students have and students are encouraged not to rely on them alone. They are also taught how to use compasses and maps in the Outdoor Education classes. The aim is for the students to become independent in a bush setting. Each hike group formed must learn to work and co-operate together and take responsibility for its own welfare in the bush. As the term progresses the students become more confident and competent in their skills, and their fitness reaches a level where they feel confident in undertaking many of the steep mountains in the area. Outdoors staff, sessional outdoor instructors, and academic staff are present throughout the hike and at the campsites each night. Whilst walking, the staff roam through the groups and will often position themselves at points which may have the potential for some navigational or safety problems. Staff generally travel in pairs and are equipped with First Aid Kits and radios. They are spread through the student hike groups and act as a safety net. A staff member is always designated as "tail". These staff members are the last to leave and the last to arrive at the campsite at night. The students are required to stay in front of the tail at all times. The tail 'sweeps' the hike, checking that all of the groups have passed through each checkpoint and accounting for each student. Upon reaching the campsite, the students are required to check in with the staff member on duty there. Staff members camp in between the girls and boys campsites and are on call for the night. The students have been taught about campsite procedures, and hygiene in the bush, in their classes and this is monitored on the hikes.



UNIT HIKES

During Term 2, the hiking programme includes a four-day Unit Hike. On this hike students venture further from school, to higher mountains and well-known landmarks, such as the Crosscut Saw, and the weather can range from sunny days through to storms, blizzards and snow. The focus of each Unit Hike is the inter-relationships between the members of the Unit – how the students treat each other as they live and work side by side. Staff members and students alike have the opportunity to become more aware of the group dynamic, and we strive to improve the functioning of each Unit. On these hikes, students often encounter difficult conditions which require them to work together to overcome problems. The isolation effect is greater on this hike than those of Term 1 as the Unit is away alone while the rest of the school is in classes. The students are accompanied by an Outdoor Education staff member or a sessional outdoor instructor and their Head of Unit. The staff team carries a comprehensive First Aid Kit, a radio, and satellite and mobile telephones. The Director of Outdoor Education monitors the progress of each hike, and medical and other support is provided by staff based at school.

WINTER EXPEDITIONS

Winter Expeditions are undertaken in Term 3. These involve each Unit cross-country skiing, or snow-shoeing or hiking up Mt Stirling for an overnight stay at Geelong Grammar School Hut. An Outdoor Education staff member and the Head of Unit accompany the students on this expedition, and carry comprehensive First Aid Kits, radios, and satellite and mobile telephones. They can contact the Ski Patrol at any time of the day or night if there is a problem. Ski Patrol is situated at Telephone Box Junction and its members are equipped with over-snow transport to deal with any serious injuries. Whenever the students leave the hut on Mt Stirling to explore the area or for snow play they are accompanied by Outdoor Education Department and other staff. The students travel up to the hut on the first day and then spend the afternoon exploring the summit area. On the second morning the students enjoy a Timbertop ‘cook up’ of bacon and eggs in front of the hut fireplace, then make their way back to Telephone Box Junction. Geelong Grammar School Hut is stocked well before winter with tools, safety equipment, food and wood to see us through the winter period.

BACK COUNTRY SKI EXPEDITIONS

Towards the end of Term 3 students get the opportunity to put their newly found cross-country skills to the test in the Bogong High Plains. This Unit-based trip allows students to camp in the snow for three nights and explore the surrounding terrain over four days. During this expedition students go for day-long ski trips, build snow caves and snow people, and learn the fine art of Telemark ski turns. This trip is the one of the highlights of the Outdoor Programme.

CANOEING AND RAFTING

The fourth of the four Unit-based trips for the year is the Walk Canoe Raft trip, which takes place early in Term 4. This three-day journey is carried out on the lower King River and Lake William Hovell, includes both flat water canoeing and rafting or sledding on moving water, and is run by Outdoor Education staff and sessional outdoor instructors in conjunction with specialist rafting guides.

HIKING IN TERM 4

During Term 4 the hiking recommences in earnest. A series of challenging weekend hikes are run, as well as the popular Walk Canoe Raft trip (described earlier), and the Mt Stirling Rogaine. The Four Day Hike, where hike groups choose from a number of options, provides a penultimate challenge for our students, and they are then in a position to plan their own Six Day Hike – the culmination of their year in the outdoors. For this trip students choose their own route, considering in their planning their favourite parts of the high country, water and campsite locations. As with all Timbertop hikes, qualified staff supervise students on every route undertaken, and the same safety network described earlier supports the programme in Term 4.

ROGAINING

Students are exposed to the finer details and intricacies of Rogaining during Terms 1, 2 and 4. In Term 1, they participate in a very short Rogaine that involves navigating their way around the School campus area. At the end of Term 2, Units compete against each other in a day-long Rogaine, with teams heading out over the school property as far as Mt Timbertop. In Term 4, all students and staff participate in an all-day team competition on Mt Stirling. As with all the other Outdoor Education activities, staff, assistants and sessional staff are used in conjunction with vehicle support and radio communications to deal with any first aid or safety issues. Students also carry personal emergency gear and a First Aid Kit with them.

SOLOS

All students participate in several solo experiences during the year. The students spend a night by themselves in a designated campsite to experience time alone in the bush. This experience is designed to give students time for reflection and to consider their future aspirations. Outdoor Education staff, sessional staff and assistants are strategically placed amongst the campsites and complete regular safety checks on the students throughout the solo.



05

CO-CURRICULAR
ACTIVITIES



MUSIC

At Timbertop, music pervades all parts of community life. There are many opportunities for performing and students of all levels are encouraged to take part in Monday morning Chapel concerts. Rock and jazz bands, instrumental and vocal ensembles, duets and trios all form throughout the year in Extra Music Practice and also perform in these and other concerts.

Singing especially forms an integral aspect of the Timbertop experience. All students participate fully in Chapel singing and the Timbertop Choir meets every week for rehearsal. The choir performs regularly and is open to all members of the community, providing a wonderful opportunity for all to improve their singing in a supportive environment.

Well over half of the Timbertop cohort undertakes sessional music lessons which are 45 minutes in length and operate simultaneously with the academic periods. Students also practice at least twice a week in the Music School. We recommend that students do not undertake external music examinations in their Timbertop year. Please contact the Coordinator of Music regarding specific instrumental requests.

As an academic subject, the majority of the elective Music class time is spent learning the skills to be the best ensemble players possible (students should be at Grade 2 AMEB level or equivalent and be enrolled in private instrumental tuition from the beginning of the year) and preparing for public performances to the School or wider Mansfield community. The Music elective class also comprehensively covers theoretical foundations of music, explores composition and sound, history of music and individual performance repertoire.

READING PROGRAMME

Timbertop actively encourages young people to read for pleasure. To that end it is an expectation that all students will always have a novel to read, either one of their own or one borrowed from the library. In such an active programme as the Timbertop one, it is important that particular time be set aside for reading. This comes at the end of each day. Generally students are in bed at 8.50pm and expected to read quietly until lights out at 9.20pm. It is our experience that the majority of students come to thoroughly enjoy this time; even those who would readily admit that they are more at home with a television in front of them rather than a book. Hopefully the habit will stay with them.

TEAM ACTIVITIES

Two periods per student per week during Term 2 and Term 3 are devoted to an activities programme that plays a key role in integrating the academic and co-curricular spheres of the Timbertop experience. Students are placed in a variety of activities where they have the opportunity to learn new skills and to be of service to the Timbertop community. The programme includes working with cattle, sheep, on land care, forestry, permaculture, the vineyard, landscaping, property development and pioneer carpentry skills, in Talented and Motivated individual programmes, cooking, construction, photography, the Timbertop magazine and the campus newsletter, *The Bush Telegraph*.

Though the activities are very different in nature, they share the common purpose of adding a concrete, practical expression of the values espoused in the academic curriculum and the theme of 'service'. Like so much of what happens at Timbertop, it is hoped that these experiences will sow the seeds for lifelong involvement in activities that are inherently valuable and through which so much can be learned. It is likely in many cases that these particular activities will not be followed through in later life. Those from the city or overseas may never return to an active involvement in rural pursuits and others may not have the opportunity again to work with others in developing technological solutions to everyday tasks. Whether or not this happens is not of great consequence as the primary aim is to have students experience the satisfaction of working with others to benefit their community and the world generally.

Students at Timbertop are fortunate to live in an environment that lends itself to their involvement. It is expected that everyone will participate and not simply be a spectator.

THE DARLING HUTS

The Darling Huts are located on campus and have been built to honour the pioneering spirit of those students and staff who built the Timbertop Campus. The Darling Huts project was initiated in 1990 and give students an opportunity to experience first-hand the construction of a mountain hut using original methods. Students are able to live an historical adventure and much is learned. The site has running water and a self-composting toilet, but no electricity.

A timber slab dining hut, an accommodation hut, a pizza oven and a mud brick toilet block have been completed since the project began. All work is done by students and completed under the supervision of maintenance, sessional and academic staff.

Students develop a relationship with the Darling Huts through repeated visits throughout the year. This often includes a Unit outing in Term 2 and two nights sleeping overnight in the huts in Term 3. The pizza oven is fired up and the students make their own pizzas. Camp ovens are also utilised to roast vegetables and Timbertop lamb in the coals from the campfire. Students enjoy sharing time together at the huts, with storytelling and singing popular activities around the campfire on a cold winter's evening.

SCHOOL AND COMMUNITY SERVICE

During Term 2, students spend a number of weekends working in small groups to contribute something to the community they live in and benefit from. This takes place both on and off the campus. For at least two weekends, groups will be billeted on properties around the district and work with people from outside the School. Work may be with local organisations and farmers, the Mansfield Pre-School and local primary schools and the Mt Buller/Mt Stirling Resort Management Board.

On the School property students may work on erosion control programmes, tree planting or other environmental work. Whilst students generally enjoy the opportunity to mix with the local community and experience something new, it is the spirit of service which is most important.

UNIT TEAMWORK PROGRAMME

During Term 2, students spend one weekend learning the appropriate skills to be a good leader and a good team member. This two and a half day programme focuses on the building of healthy relationships between team members and the designated team leader. This is done through a range of challenging activities that involve students in solving problems and developing initiative and teamwork as well as encouraging independence.

HOBBIES

Six afternoons in Term 3 are devoted to hobbies. Students select from a wide range of hobbies offered which have included active pursuits such as horse riding, Nordic skiing, snowboarding, mountain biking, fly fishing and golf, as well as passive hobbies such as board games, baking, fine dining, international cooking, football, scarf knitting, and drama. Students generally switch hobbies halfway through the term to offer them another opportunity. Learning a new skill is the key aim of this programme and students are expected to choose an activity they are not proficient in, as most hobbies are for beginners.

DUKE OF EDINBURGH'S AWARD

The internationally recognised and prestigious award scheme challenges young people to work towards personal achievement through a balanced programme of practical, physical and cultural activities. It encourages participants to serve others, acquire new skills and experience adventure. The scheme offers three awards: Bronze, Silver and Gold. The scheme is very much in harmony with the philosophy and practice of Timbertop.

All students have the opportunity to acquire the Bronze Award whilst at Timbertop. The Service section is completed throughout our ongoing service to the School during the year, the Expedition section is covered comprehensively in our hiking programme, the Skills section is completed during our ongoing reading programme and the Physical Recreation component is covered by our running. The activities in the normal Timbertop programme far exceed the requirements of the Award Scheme in some sections.

It is our hope that each year all students will take advantage of this valuable opportunity and follow the commitment they make whilst at Timbertop in later years.

DOWNHILL SKIING

For six weeks in Term 3, the whole school visits Mt Buller on a weekday for a recreational day of alpine downhill skiing. This day represents a part of our weekend and is an important opportunity for students to leave the campus and take a well-earned break from routines. The day consists of a 90 minute lesson with the ski school with the remainder of time free for skiing. Timbertop also enters teams in downhill and Nordic events and snowboarding at the Victorian Interschools Skiing Championships.

Clothing requirements for ski days are the same as for hiking and no additional clothing is necessary. Students must wear their waterproof clothing and take goggles, mitts, balaclava and whistle with them. Skis, poles, helmets and boots are hired on the mountain.

The wearing of helmets is compulsory and they are hired for the students. Students are discouraged from bringing their own skis as storage in Units and transport to the mountain present some difficulties.

Students ski in groups of 12 skiers of similar ability. With the exception of the lesson period, the ski group will spend the day together. As is the case for many activities at Timbertop, a good deal of trust is put in students to follow the strict guidelines regarding safety, especially not splitting groups, reporting in for the compulsory lunch break and only skiing on runs designated to their ability level. Whilst Timbertop staff ski with the students, the safety network relied upon during our ski days is the Mt Buller Ski Patrol, which provides support on the mountain.

Students are not allowed to snowboard on these days.

GGG CUP AND VICTORIAN INTERSCHOOLS SKIING CHAMPIONSHIPS

The GGS Cup is the only event where by Timbertop students are selected to represent GGS in the Victorian Interschools Championship run on Mt Buller. Timbertop students who are eligible to participate in the GGS Cup are those who have represented their school in skiing/boarding at State level previously and who have achieved a high degree of success. Given that Timbertop students are combined with Year 10 GGS students in Level 2 at the Victorian Interschools Championships, the number of students selected to represent GGS from Timbertop is normally quite small.

Students from Timbertop who are selected to represent GGS in the Victorian Interschools Championships have to select race training in the first four weeks of the Hobbies programme.

Timbertop does not enter students in the National Interschools Championship.

Students may only participate in the Victorian Interschools if it does not clash with important parts of the Timbertop programme, particularly the Bogong and Mt Stirling Winter expeditions.



06

PHYSICAL
PROGRAMME



GETTING FIT

The physical programme has been designed to allow students to steadily improve their running ability, which supports their preparations for outdoors activities. It also challenges them and provides a regular opportunity to test their mental strength and stamina.

Since the foundation years of Timbertop, students have been expected to be involved in the running programme. Many students will attest to the satisfaction and pleasure they have derived as a result of the personal growth and success that this aspect of the Timbertop programme provides.

The programme has been designed to cater for students of all abilities. The principal focus is for them to participate to their potential and to set goals for themselves for improvement in each run.

In essence, students will be involved in two to three runs per week throughout the whole year. In Terms 1 and 4, students will complete one set “crossie” and one “long run” per week. The “crossie” is a set distance and increases each term. The “long run” changes from week to week and ranges in distance. In Terms 2 and 3, students complete two “crossies” and one “long run” per week as there is less hiking to keep them fit in these terms.

To adequately prepare, students and their families must consider:

- Feet
- Fitness

FEET

It is most important that students learn to take good care of their feet whilst at Timbertop.

Students must start the year with a pair of good quality, durable running shoes suitable for rough, hilly and often muddy terrain. Research suggests that settling for a cheap alternative when buying running shoes increases the chance of injury. Street shoes, track and road runners and worn-out sports shoes are unsuitable and can lead to injury.

The best and easiest way to ensure that students have the right running shoes which are suitable for their foot type is to purchase them through the Timbertop Running Department after the start of the year. Shoes can be purchased at a very competitive price and we will ensure that they are fitted properly. Additionally if students need to replace shoes throughout the year we will know what shoe is appropriate for them and can organise shoes for them.

Parents should consult a podiatrist if there is a history of foot, ankle and leg problems from exercise. Orthotics may be required to correct certain conditions and require a period of adjustment.

FITNESS

Any training that can be done before coming to Timbertop is strongly advised. This will aid in the transition into the Timbertop Programme and helps prevent injury. Particularly, walking or running on hills will help significantly as there are few flat terrain runs in the vicinity. Prospective students should endeavour to be able to run approximately four kilometres before the start of the school year. If there has been little or no physical/sport experience in the years preceding the Timbertop year, begin training with riding a bike, power walking or swimming. All of these activities will improve cardio-vascular (heart and lung) fitness and also minimise impact on knees and ankles. Riding, walking and swimming also help tone and strengthen muscles for running and hiking and therefore are good starting points in the preparation process.

It is hoped that each student will, by the end of the year, achieve many personal goals in the running programme. Perseverance, endurance and a willingness to give of one's best are all that is asked of each student. The running programme is not designed to be competitive - competition comes from within. Remarkable performances can be and often are achieved by everyone.

SWIMMING

Students must be able to swim 25 metres before arriving at Timbertop.



10

HARASSMENT AND BULLYING



MANAGING POSITIVE RELATIONSHIPS

The key to a good school, in fact any community, is the existence of good relationships. We have, over the years, developed a reputation for being a school that is caring, where a variety of personalities can grow and feel free to express themselves without fear of ridicule and without detriment to others.

The majority of our community interacts in a positive and thoughtful manner. However, like any school, we do experience problems and it is important we all recognise behaviour that involves harassment, victimisation or bullying of any form between individuals or between individual groups and individuals is socially unacceptable and will not be tolerated in any part of the school. All members of our school community (staff, students and parents) must share the responsibility for contributing to and ensuring an environment free of harassment, bullying and victimisation.

This means that it may sometimes be a responsible action to make a complaint on behalf of others.

It is important that, to reinforce positive relationships, we state unequivocally what unacceptable behaviour is. The behavioural policy is for all members of our community and is an attempt to create a better understanding of the issues involved and so further improve the situation.

Bullying is probably endemic in schools as it is in society and it is probably the single most important problem raised by students. Bullying is an abuse of power that one person or group has over another. It comes in many forms - persistent teasing or name-calling, racial or sexual harassment, emotional abuse, extortion, ostracising of individuals by a group or outright physical abuse. A lot of work has been done in this area but we must be ever vigilant, as it can rear its ugly head at any time.

Harassment can be based on gender, race, religion, physical appearance or intellectual capacity. All forms of harassment are equally unacceptable, but we feel that especially in our environment of co-education and in an attempt to further promote positive relationships, it is important to go into some detail as to what constitutes sexual harassment.

Harassment of a sexual nature is now prohibited under the Commonwealth Sex Discrimination Act and the Victorian Equal Opportunity Act. Anyone engaging in it is subject to disciplinary proceedings up to and including dismissal.

Not meaning to harass is no defence if there is an indication that it is unwelcome. What matters is what was actually said or done, not what might have been intended. Sexual harassment is any form of sexual attention or behaviour from another student, group of students or adult which is unwelcome to the person receiving it.

SCHOOL RULES

In order to foster a secure and productive environment the School has adopted the following rules:

School rules apply during term and while students are travelling to and from school.

01. Students may not harass, victimise or bully others.
02. Students must respect the property of others and the School.
03. Students may not go beyond School bounds without the permission of the Head of Timbertop.
04. Students may not smoke or bring tobacco into the School.
05. Students may not bring alcohol into the School, nor have it in their possession, nor consume it.
06. Students may not use or possess illicit drugs.
07. Students may not break the limits of propriety or territory, in the matter of sexual behaviour.
08. Students may not visit Units or Unit surrounds other than their own

Although rules are “black and white”, each incident is considered in relation to the individual involved and the surrounding circumstances. More specific rules concerning bounds and general behaviour will be clarified from time to time by the Head of Timbertop and Heads of Units. A copy of the School’s policy on drugs is available on the School’s website.

ALCOHOL

Alcohol can be a serious problem for young people in Australia because it is widely advertised, socially acceptable and readily available.

Geelong Grammar School’s policy on alcohol takes a single clear line which avoids confusion. Students may not drink alcohol at school in any circumstances or in any company. It is also worth noting in this context that school rules apply during Term time and while travelling to and from school. In certain circumstances, such as for the Parents Dinner and Confirmation Day, we welcome families at the School. However, alcohol must not be made available to any students on school occasions or at public occasions involving our School.

BEHAVIOURAL SUPPORT

In order to impress on the School community the importance of satisfactory behaviour, the School will respond to what is not acceptable with appropriate consequences. This may take the form of early morning labour, detention, an early morning run with a staff member, an internal or external suspension or removal from the School.

EXTERNAL SUSPENSION

External suspension provides notice that students have behaved in such a way as to put their places in the School in jeopardy. It gives a vigorous reminder to think again about just where their obligations and responsibilities lie. For this reason any student who has been externally suspended is put on probation until the right of removal from the probation list has been earned. Any serious offence committed while on probation may lead to a student being asked to leave the School.

REMOVAL FROM THE SCHOOL

There are some things for which students may be removed from the School. Within this category falls any gross interference with others or their property; severe harassment, bullying or intimidation of others; involvement with illicit drugs or breaking the limits of propriety and territory in the matter of sexual behaviour.

STUDENTS' STATEMENT OF COMMITMENT

The students of Geelong Grammar School believe that all members of the community should give individuals the freedom to grow and develop to their full potential. Freedom to develop is grounded in three kinds of respect: respect for oneself, respect for others and respect for the School. Respect is the key to a friendly and flourishing environment in which staff and students alike can live and work in such a way that full potential can be realised.

RESPECT FOR ONESELF

The development of one's full potential requires an attitude of self-discipline. This is a mental and physical state enabling one to make the most of all opportunities available. Through self-discipline, one achieves a sense of self-respect.

RESPECT FOR OTHERS

In order to mature, develop and acquire a sense of self-worth, people need to be encouraged to strive. This demands respect and consideration for their beliefs, feelings, sexuality and property - especially important in a school with a range of cultural backgrounds.

RESPECT FOR THE SCHOOL

School property should be used and maintained so that all individuals benefit from it. Respect for the rules and decisions of the School are necessary for a healthy and enjoyable atmosphere where students can learn. Honesty and consideration towards the staff and school authority lead to respect for student opinion. A compatible working relationship allows each member of the school community to flourish.





08

IMPORTANT
INFORMATION
FOR 2018

ARRIVAL - BEGINNING OF YEAR

Monday 29 January is set aside for new students entering Geelong Grammar School at the Timbertop (Year 9) level.

Tuesday 30 January is set aside for those joining from our Corio Campus.

Parents should drive their children to Timbertop at the start of the year **but please do not arrive prior to 9.30am**. The Head of Timbertop will be available in his office from 9.30am to 1.00pm both days, should parents/students wish to see him. His Deputy will also be available from that time each day.

Parents should note that there is no bus service to Timbertop at the start of the year.

Refreshments will be provided in the Dining Hall for visitors from 11.00am each day and we will also provide lunch for parents and students at 1.00pm on both days.

There will be a meeting in the Dining Hall for parents and students at 2.30pm at which the Head of Timbertop formally welcomes all students and parents to Timbertop, briefly discusses some important matters such as communication between home and school, safety issues and introduces some staff with whom parents might deal over the course of the year.

TRAVEL - BEGINNING AND END OF TERM

All travel arrangements need to be booked online on the School's website (www.ggs.vic.edu.au) using your community portal ID which will be issued to you in due course. Bookings must be made at least five days prior to travel date to ensure sufficient seat allocation is available. The School engages a person to be at Melbourne Airport, Tullamarine, at the beginning and end of each term to provide assistance to students. They are located in the Arrivals level of the International Terminal, close to the Information Desk. They can be identified by the Geelong Grammar School teardrop flag and can be contacted on +61 439 739 328.

The following bus departure times and approximate arrival times will remain constant for each term throughout the year. Parents should note that there is no bus service from Melbourne to Timbertop at the commencement of Term 1.

At the end of each term, buses depart Timbertop at approximately 7.45am and arrive at the following destinations:

- Southern Cross Coach Terminal, Spencer Street, Melbourne at 11.00am
- Melbourne Airport, Tullamarine (bus loading/unloading bays L and M at International Arrivals) at 11.00am
- Corio Campus bus terminus 12.00pm.
- Benalla Rail Station at 9.30am (except as noted for the beginning of Term 1).

On return to school, buses depart as follows:

- Corio Campus bus terminus at 2.00pm
- Southern Cross Coach Terminal, Spencer Street, Melbourne at 2.30pm.
- Melbourne Airport, Tullamarine (bus loading/unloading bays L and M at International Arrivals) at 3.00 pm
- Benalla Rail Station at 4.30pm

LUGGAGE

Student luggage travels with them on the buses.

TERM DATES 2018

Term 1: All students new to Geelong Grammar School are asked to arrive at Timbertop from 9.30am–12.30pm on Monday 29 January. Students from Corio arrive on Tuesday 30 January, from 9.30am–12.30pm. Term ends Thursday 29 March from 8.00am.

Term 2: Students arrive on Monday 16 April between 4.00-6.00pm and term ends on Friday 22 June from 8.00am.

Term 3: Students arrive on Monday 16 July between 4.00-6.00pm and term ends on Friday 21 September from 8.00am.

Term 4: Students arrive on Monday 8 October between 4.00-6.00pm and term ends on Friday 7 December from 8.30am.

Please do not drop students off before 4.00pm when they are returning from exeat or term holidays.

EXEATS

Dates for exeats are as follows:

Term 1: From 8.00am Saturday 10 March to 6.00pm Monday 12 March.

Term 2: From 8.00am Saturday 19 May to 6.00pm, Monday 21 May.

Term 3: From 10.00am Saturday 18 August to 6.00pm, Monday 20 August.

Term 4: No overnight exeat. Students will participate in the Mansfield Fun Run (date to be advised). Parents are welcome to join in the Fun Run or come and watch their child and then take them out to lunch. All students will be required to travel back to Timbertop by bus which departs Mansfield at approximately 4.30pm.

Bus arrival and departure times and destinations for exeats are the same as for the beginning and ends of term, except for the Term 3 exeat times which will be notified separately.

DINNER FOR TIMBERTOP PARENTS

Each year, on the eve of the Term 3 exeat, we hold a dinner for parents in the Timbertop Dining Hall. The date for this function in 2018 will be Friday 17 August from 6pm. Other details will be notified separately. We suggest booking your accommodation early.

ABSENCE FROM SCHOOL

As many special Timbertop activities take place in the first or last two or three days of each term, it is expected that no student will be absent at the commencement of each term or will leave before the actual end of term dates listed or request extended exeats unless it is for essential medical appointments. It is vital that all students be in residence on the dates specified. Extended leave requests during term time are rejected as a matter of course. Compassionate leave is usually the only reason students return home outside of regular exeat and holiday.

HEALTH – MEDICAL AND DENTAL

TIMBERTOP HEALTH CENTRE

Health Care at Timbertop - a comprehensive health care information document - is given to parents prior to the commencement of the year. This is an important document that provides more detailed information regarding health matters.

The Timbertop Health Centre nursing staff provide care for students 24 hours a day, seven days a week. Nurses can be contacted on the Health Centre's direct telephones: (+61) 03 5733 6706, 03 5733 6783.

A doctor visits the School twice weekly and urgent cases are seen in Mansfield at any time. X-ray and Pathology facilities are also available locally. Medical accounts will generally be sent directly by the provider.

A physiotherapist holds clinics at the School at least once a week.

Parents are informed as soon as possible in cases of serious illness, injury or when students are admitted to the Health Centre overnight. Specialist referrals are made in consultation with parents.

The Timbertop nursing staff need to know if a boy or girl is known to have been in contact with infection, sustained an injury or received medical treatment prior to arriving at the campus, especially after holidays.

If a student has been receiving medical treatment during the holidays or for a chronic condition, it is most important that the treating Doctor or health professional sends a report to the nursing staff, in particular specifying any prescriptions, medications or ongoing treatment required.

All medications - tablets, mixtures, etc. - should be handed to the nursing staff on arrival at Timbertop. Parents are encouraged to visit the nursing staff on arrival day if they have any medical information or health concerns that may affect the student's ability to participate in the programme. It is most helpful if, prior to arrival, the student's Medicare details can be provided.

DENTAL/ORTHODONTIC SERVICES

All students should visit their dentist prior to the start of Term 1 and during the holidays throughout the year as necessary.

There is a dental clinic in Mansfield for emergency work. However, orthodontic services are unavailable locally. Parents requiring orthodontic treatment for their child during the course of their year at Timbertop should make appointments for during the holidays or exeat.

AMBULANCE TRANSPORT

Parents are strongly advised to purchase membership from the **Victorian Ambulance Service** for their child prior to coming to Timbertop and for the time that their child is residing at the Timbertop Campus. Please contact the Ambulance Service at www.ambulance.vic.gov.au to arrange this cover.

With regard to overseas students, OSHC pays for an ambulance to take a student to a hospital or medical centre for an accident or unforeseen illness that requires immediate medical attention, e.g. for a broken leg or a severe asthma attack. Benefits are not payable for the use of an ambulance for routine journeys, even if the use of an ambulance is offered for such a journey.

EMERGENCY CONTACT

All families are strongly advised to list a Victorian Emergency Contact for their child who can collect them from campus or attend to them in hospital in the event of an emergency, suspension or protracted illness. The details of this emergency contact must be provided to your child's Head of Unit on the first day of the School year.

OTHER INFORMATION

JEWELLERY

Jewellery is not appropriate at Timbertop. School rules apply as for any other campus. Girls only may wear one small stud in the lower part of the ear lobe if ears are pierced. Necklaces, pendants, bracelets, bangles and the like are not appropriate in a bush environment and should not be brought to school. Exceptions are made for particular religious requirements. Please do not bring smart watches to Timbertop.

HAIR, MAKE-UP & NAIL POLISH

Timbertop applies fairly conservative standards in relation to hair colouring and haircuts. It is expected that students should arrive with their hair cut conservatively and neatly and its natural colour. This applies to both boys and girls. A hairdresser visits the campus on request. Girls with long hair need to have it tied back at all times. Students are not permitted to wear make-up, fake tan or nail polish at Timbertop, therefore, these items should not be brought to the campus.

MOBILE TELEPHONES/DIGITAL CAMERAS/IPODS/MP3 PLAYERS/EXTERNAL MEMORY DEVICES/E-BOOK READERS/SMART WATCHES

Students are not permitted to use a mobile telephone whilst they are at Timbertop. They should be handed to the Head of Unit at the commencement of each term for safekeeping and they will be returned for use on exeat and at the end of terms. Digital cameras, video cameras and smart watches are not permitted. The following are examples of brands of MP3 players that suit Timbertop's requirements. However, you are at liberty to choose these or any other brand/model as long as they have no video capture, playback capabilities or a screen.

- Diver DPL-20 (waterproof and available through Amazon and can be shipped to Australia)
- Sony Walkman NWZ-B183F
- iPod Shuffle

There is a manufacturer's guarantee on both of these machines. Geelong Grammar School does not recommend a specific manufacturer nor warrant their performance. Please ensure that the student's name is engraved on the machine prior to the commencement of the Timbertop year. **Note:** Two of these are MP3 players. Do not try to upload MP4 or iTunes-type files as this will corrupt the player. Corrupted players will then need to be sent home for repair.

POCKET MONEY

Students are not permitted to have any money at Timbertop as there is no need for it. Money mailed to students (for example, by relatives on a birthday) will be placed in the School safe until the end of term, as will money left over after travel. It is the student's responsibility to hand such money to their Unit Head. The School will not take responsibility for money not handed in.

TUCK

Snacks (or 'tuck') sustain the adolescent urge to eat but should not replace the Dining Hall meals. Students are given fresh milk and bread daily for consumption in their Units and fresh fruit is available at the Dining Hall at all times of the day. Students have limited space in their Unit pantry and all tuck must fit into this space or the pantry becomes cluttered and unmanageable. Students must learn to manage their tuck. Tuck can only be replenished at the beginning of each term and after each exeat. We will collect from the supermarkets on the Friday after each term commences and the Friday after each exeat. For Term 1, please place your orders no later than Thursday 2 February for collection by us the next day. It would be appreciated if you would directly order and pay for goods and not involve the School.

Tuck should **not** be posted to students throughout the year.

The following are healthy food suggestions for your child to snack on whilst at Timbertop. Healthy food choices for your child will allow him/ her to gain the most from the programme. While we cannot say that we are a 'nut-free' campus we strongly encourage students not to have nuts in their units, so please **do not send any nuts/ nut-based products** to your son/ daughter for tuck. Products that may contain traces of nuts are acceptable.

Summer

- Crackers (Sakata/Savoy/Cruskits)
- Corn thins
- Rice cakes
- Plain popcorn
- Liquorice
- Carab chews
- Sugar free lollies
- Be Natual brand trail bars
- 100% True Fruit fruit bars
- Yoghurt coated fruit clusters
- Ginger crystals
- Dried fruit of all types
- Yoghurt coated fruit pieces
- Natural brand lollies
- Canned rice cream
- Cheese and biscuit snack kits
- Canned fish
- Salsa and chips
- Cheese wedges
- Canned beans
- Pretzels
- Canned spaghetti/ baked beans
- Apricot Delights
- Apricot slice

Winter

All of the above plus dehydrated soups and noodles.

Previously it has become evident that students who consume unhealthy food and drinks do not gain as much from the programme as they possibly could. Therefore, we ask that you do not supply your child with soft drinks, especially caffeine-based drinks such as Red Bull and V.

Contact numbers:

Marks IGA Supermarket ☎ 03 5775 2014
Food Works Supermarket ☎ 03 5775 2255

Please note:

01. Food is kept in plastic tuck boxes provided by the School in Unit pantries. Please note, too, that tuck boxes measure 40cm x 40cm x 30cm. Students are not to bring additional containers. There is simply no extra room.
02. Please do not send soft drinks or other liquids (such as shampoo) through the mail.

LOCKS

Students do not use locks at Timbertop. They are counter-productive to the development of honest behaviour and a sense of trust in Units.

BIRTHDAY CAKES

On the first day of Term 1 your child's Head of Unit will ask parents if they would like to order a birthday cake for their child, if the birthday falls during term time. If this is not done or you would like to check the arrangements please contact the Catering Manager at Timbertop on + 61 3 5733 6745.

APPLIANCES

Students are not to bring plug-in electrical appliances such as hair dryers, fans, hair straighteners and amplifiers to campus.

AMPLIFIERS

Students do not need to bring personal amplifiers for their musical instrument.

UNIFORM AND BOOKS

ONLINE BOOKLIST ORDERS - Orders must be placed before December 16 2017.

Booklists for 2018 will be available online early November 2017 via our booklist supplier at www.campion.com.au

You will need this code to access the booklist **Z6A7**. More information will be emailed to you later in the year.

All costs are billed to your School account. Orders are delivered directly to Timbertop and distributed after students arrive. Students are issued a stationery pack on arrival at Timbertop. This pack includes items such as pens, pencils, envelopes, display books, binder books and other minor supplies. Supplies can be replenished during the year from the book room.

THE UNIFORM SHOP AT CORIO

Students will require a School uniform for formal occasions. Students who have attended Corio in Years 7 and 8 will have these pieces. Two sets are recommended.

Note: all items on the clothing list are required from the beginning of the year and will be required for each of the four Terms. This includes the winter kilt and shirt for girls and trousers for boys.

The Uniform Shop at Corio is the only outlet for school uniform. All new and good quality pre-loved uniform are available at the GGS Shop. Uniform items are NOT available at Timbertop, so uniform should be purchased prior to arrival. The GGS Uniform Shop does not stock hike gear. The Timbertop Hike Store stock the specialist clothing and equipment required for the Outdoors Programme.

Other items available from the GGS Uniform Shop at the Corio Campus:

Sleeping bag and tent, Explorer-type socks, thermal tops and bottoms, large laundry bags and mesh wash bags, sleeping bag liner, Thermarest sleep mat, School blanket/rug and name tapes.

UNIFORM FOR GIRLS:

- GGS summer dress (knee length) x2
- White calf length sock x2
- Black leather lace-up school shoes
- GGS blue shirts (long or short sleeve) x2
- GGS winter kilt (knee length) x1
- Black opaque tights x2
- GGS blue hair accessories
- Black opaque tights

In winter, a navy blue Timbertop Fleece jacket or navy blue woollen jumper is worn with this uniform and is issued at Timbertop

UNIFORM FOR BOYS:

- GGS blue shirts (long or short sleeve) x2
- GGS grey shorts x1
- GGS grey trousers (essential for Term 2) x1
- Black belt x1
- GGS grey and blue stripe knee high socks x2
- Black leather lace-up school shoes

In winter, a navy blue Timbertop Fleece jacket or navy blue woollen jumper is worn with this uniform and is issued at Timbertop

2017 OPENING HOURS

During term 2017 Monday to Friday: 8.30am – 4.30pm

Saturdays (when sport is at Corio) 8.00am – 11.00am (please check first)

School Holidays in September Monday to Friday: 9.00am – 4.00pm

The shop will be open on Saturday 9 December 2017 from 9.00am – 12.00pm

The shop will close for the year on Wednesday 13 December 2017 at 4pm and reopen on Monday 8 January 2018.

2018 OPENING HOURS FOR JANUARY AND FEBRUARY

January

Monday 8th to Friday 12th: 9.00am – 4.00pm

Monday 15th to Friday 19th: 9.00am – 4.00pm

Monday 22nd: 9.00am – 4.00pm

Tuesday 23rd: 9.00am – 4.00pm

Wednesday 24th: 9.00am – 4.00pm

Thursday 25th: 9.00am – 4.00pm

Friday 26th: Closed (Public Holiday)

Saturday 27th and Sunday 28th: Closed

Monday 29th: 8.30am – 5.00pm

Tuesday 30th: 8.30am – 5.00pm

Wednesday 31st: 8.30am – 5.00pm

February

Thursday 1st: 8.30am – 5.00pm

Friday 2nd: 8.30am – 5.00pm

Saturday 3rd: 8.00am – 11.00am

Then back to regular trading hours:

Monday to Friday: 8.30am – 4.30pm

Saturdays (when sport is at Corio): 8.00am – 11.00am

CONTACT THE SHOP

Geelong Grammar School Uniform Shop
 50 Biddlecombe Avenue
 Corio Victoria 3214
 T (03) 5273 9329
 F (03) 5278 0150
 E uniformshop@ggs.vic.edu.au

GIRLS BASIC CLOTHING NEEDS

Parents and students should bear in mind that we apply very conservative dress standards and inappropriate clothing should not be brought to the campus. On the whole, Timbertop provides an opportunity for girls to wear out old clothes, but there are special needs as the list below explains. At present, we are using a distant commercial laundry. Clothes must, therefore, be durable enough to survive the rigours of mass laundry procedures. New items of clothing should be laundered at least once at home in hot water prior to their use at Timbertop. It is necessary to have a week's supply. Students will require a School uniform for formal occasions. Students who have attended Corio in Years 7 and 8 will have some of these pieces.

Underwear: At least one week's supply of underwear. Sports-style bras are essential for the cross-country running programme.

Trousers: At least two pairs of long work pants which should be loose and comfortable.

Shirts: A supply of summer shirts or T-shirts with sleeves that cover shoulders and long enough so as not to expose the midriff, not low cut or scoop neck. Two collared shirts (any colour), for outside work and when hiking. At least one of these should be long sleeved and quick drying for hiking.

Shorts: Four or more pairs of loose and comfortable, long shorts needed for casual wear in hot weather. Casual shorts that are quick drying and fit well may also be used for hiking.

Jumpers (informal): Students will need casual jumpers to keep warm. At least four; two woollen and two polar fleece. Extra will be needed in Winter. Cotton windcheaters are not very useful in cold weather at Timbertop and are totally unsuitable for hiking while one woollen jumper is required to be taken on every hike and when skiing. Girls should be aware that they should send woollen jumpers to the dry-cleaners, not the laundry, when the jumpers become dirty.

Tracksuit pants: Two/three pairs for daily use. **One pair must be polar fleece and can be purchased from the Hike Store when gear issue takes place in Term 1.**

Running shorts: Three pairs of running shorts. Bike shorts/Skins are found by many to be very helpful in preventing chafing on long runs and hikes. Please ensure these are an appropriate length.

Pyjamas: Two. A dressing gown and slippers could be useful.

FOOTWEAR

Hiking boots: One pair (see details in Gear List on Page 89 of this handbook).

Work boots: One pair, steel capped, necessary for when students work outside around the campus, e.g. Blundstone or Rossi elastic-sided work boots.

Casual shoes: Two pairs, for wearing to classes and inside the Unit, e.g. sports shoes. We strongly discourage Dunlop Volley style footwear due to the lack of ankle and arch support and inadequate tread.

Formal uniform shoes: One pair, black leather, lace-up school shoes.

Running shoes: One pair, good quality, durable running shoes suitable for rough, hilly and often muddy terrain. Research suggests that settling for a cheap alternative when buying running shoes increases the chance of injury. The best and easiest way to ensure that students have the right running shoes which are suitable for their foot type is to purchase them through the Timbertop Running Department after the start of the year. Shoes can be purchased at a very competitive price and we will ensure that they are fitted properly. Additionally if students need to replace shoes throughout the year we will know what shoe is appropriate for them and can organise the shoes for them.

SOCKS

Hiking: A week's supply (7-10 pairs) of 'Explorer'-type wool/Nylon mix boucle socks are necessary for hiking (refer Timbertop Outdoors Activities Equipment list in this handbook)

Running: A week's supply of sports socks (six pairs).

General wear: A week's supply.

OTHER ITEMS

Laundry bags: Four (two plain, two mesh with zip). Each big enough to contain one week's dirty clothes (available from Geelong Grammar School Uniform Shop at Corio).

Swimsuit: One piece (not bikinis).

Sun hats: All students are required to have a lightweight sun hat with an all-round brim when in the outdoors.

Sunglasses: Recommended

Camera: Optional. Not digital or video. (Please refer to Page 79 of this handbook.)

Running heart rate monitors: Not compulsory but recommended.

Toiletries: Brush, toothbrush, nail scissors, soap, shampoo, deodorant, sun-screen (factor 15+), insect repellent. Note: Aerosols and pump packs must not be brought to Timbertop.

Sanitary Items: A good supply of sanitary pads and/or tampons. Replacements for most items are available from the School Shop or the Health Centre.

Towels: Three, non-white.

GGs rug (optional): Purchased through the Geelong Grammar School Uniform Shop at Corio Campus.

Bedding: Students may supply a doona and two doona covers (those with Velcro or metal clasps are preferable) or additional blankets (single or king single size is recommended). The School supplies sheets, pillows, mattress and mattress protector and blankets.

Extra name tapes: At least 30. Each student will also need an indelible laundry marking pen to name hiking equipment to which name tapes cannot be sewn.

Bedside alarm clock: Battery powered.

Watch: For timing when running (not a smart watch).

Backpack: Small backpack for carrying books etc. between classrooms.

Letter writing material: Notepaper and envelopes (stamps can be provided at Timbertop).

BOYS BASIC CLOTHING NEEDS

Parents and students should bear in mind that we apply very conservative dress standards and inappropriate clothing should not be brought to the campus. On the whole, Timbertop provides an opportunity for boys to wear out old clothes but there are special needs as the list below explains. At present, we are using a distant commercial laundry. Clothes must, therefore, be durable enough to survive the rigours of mass laundry procedures. New items of clothing should be laundered at least once at home in hot water prior to their use at Timbertop. It is necessary to have a week's supply. Students will require a school uniform for formal occasions. Students who have attended Corio in Years 7 and 8 will have some of these pieces.

Underwear: At least one week's supply of underwear.

Trousers: At least two pairs of long work pants which should be loose and comfortable.

Shirts: A supply of summer shirts or T-shirts, at least two per day due to runs. Two collared shirts (any colour), for outside work and when hiking. At least one of these should be long sleeved and quick drying for hiking.

Shorts: Four or more pairs of loose and comfortable shorts needed for casual wear in hot weather. Casual shorts that are quick drying and fit well may also be used for hiking.

Jumpers (informal): Students will need casual jumpers to keep warm. At least four; two woollen and two polar fleece. Extra will be needed in Winter. Cotton windcheaters are not very useful in cold weather at Timbertop and are totally unsuitable for hiking while one

woollen jumper is required to be taken on every hike and when skiing. Boys should be aware that they should send woollen jumpers to the dry-cleaners, not the laundry, when the jumpers become dirty.

Tracksuit pants: Two/three pairs for daily use. **One pair must be polar fleece and can be purchased from the Hike Store when gear issue takes place in Term 1.**

Running shorts: Three pairs of running shorts. Bike shorts/Skins are found by many to be very helpful in preventing chafing on long runs and hikes.

Pyjamas: Two. A dressing gown and slippers could be useful.

FOOTWEAR

Hiking boots: One pair, see details in Gear List on Page 88 of this handbook.

Work boots: One pair, steel capped, necessary for when students work outside around the campus, e.g. Blundstone or Rossi elastic-sided work boots.

Casual shoes: One/two pairs, for wearing to classes and inside the Unit, e.g. sports shoes. We strongly discourage Dunlop Volley style footwear due to the lack of ankle and arch support and inadequate tread.

Formal uniform shoes: One pair, black, leather, lace-up school shoes.

Running shoes: One pair, good quality, durable running shoes suitable for rough, hilly and often muddy terrain. Research suggests that settling for a cheap alternative when buying running shoes increases the chance of injury. The best and easiest way to ensure that students have the right running shoes which are suitable for their foot type is to purchase them through the Timbertop Running Department at the start of the year. Shoes can be purchased at a very competitive price and we will ensure that they are fitted properly. Additionally if students need to replace shoes throughout the year we will know what shoe is appropriate for them and can organise the shoes for them.

SOCKS

Hiking: A week's supply (7-10 pairs) of 'Explorer'-type wool/Nylon mix boucle socks are necessary for hiking (refer Timbertop Outdoors Activities Equipment list in this handbook)

Running: A week's supply of sports socks (six pairs).

General wear: A week's supply.

OTHER ITEMS

Laundry bags: Four (two plain, two mesh with zip). Each big enough to contain one week's dirty clothes (available from Geelong Grammar School Uniform Shop at Corio).

Swimsuit: One. Board shorts may be worn.

Sun hats: All students are required to have a lightweight sun hat with an all-round brim when hiking in the outdoors.

Sunglasses: Recommended.

Camera: Optional. Not digital or video. (Please refer to Page 79 of this handbook).

Running heart rate monitors: Not compulsory but recommended.

Toiletries: Brush or comb, toothbrush, nail scissors, soap, shampoo, sunscreen (factor 15+), insect repellent. Replacements for most items are available from the school shop. Note: Aerosols and pump packs must not be brought to Timbertop.

Towels: Three, non-white.

GGG rug (optional): Purchased through the Geelong Grammar School Shop at Corio Campus.

Bedding: Students may supply a doona and two doona covers (those with Velcro or metal clasps are preferable) or additional blankets (single or king single size is recommended). The school supplies sheets, pillows, mattress and mattress protector and blankets.

Extra name tapes: At least 30. Each student will also need an indelible laundry-marking pen to name hiking equipment to which name tapes cannot be sewn.

Bedside alarm clock: Battery powered.

Watch: For timing when running (not a smart watch).

Backpack: Small backpack for carrying books etc. between classrooms.

Letter writing material: Notepaper and envelopes (stamps can be provided at Timbertop).

MARKING OF CLOTHING AND BEDDING

Please ensure that all clothing is marked with name tapes, showing first name and surname. Leave enough tape after the surname for the addition, using a permanent laundry marking pen, of Timbertop Unit letters in 2018 and Senior School Houses in 2019. Information regarding a student's Unit allocation is not available until the first day of Term 1. Name tapes on trousers and underwear should be placed at waist level in the middle of the back; on upper garments, on the collar opposite the back of the neck; on socks, vertically inside the top of each. Boots and shoes should also be named with permanent laundry marker pen.

NAME TAPES

All clothing and equipment should be name taped with sewn in woven name tapes where possible (marker pens are not sufficient on clothing). Name tapes may be ordered through the Uniform Shop. Suggested quantity - 24 dozen minimum.

OUTDOOR ACTIVITIES EQUIPMENT

All Timbertop outdoor equipment is issued to the students after arrival in Term 1 at the Timbertop Hike Store. All purchases made at Timbertop Hike Store are charged to your account.

The purchase of new outdoor equipment prior to arrival is not recommended or required. Any equipment not supplied by the Timbertop Hike Store may be deemed unsuitable, replaced at Timbertop and charged to your account.

Q: What do you need?

A: Every student requires a pre-determined, Timbertop specific, selection of specialist outdoor clothing and equipment.

Q: Should you pre-purchase any new equipment before arriving at Timbertop?

A: No. Much of the outdoor equipment commonly available is unsuitable for a year at Timbertop.

Outdoor education staff will inspect all outdoor equipment not supplied by Timbertop. If this equipment is deemed unsuitable it will be replaced.

Q: Do you need name tags for outdoor equipment?

A: No, all clothing and equipment issued at Timbertop will be labelled by staff when given to your child. Any other equipment will need to be labelled prior to arrival.

Q: Can you use second hand equipment from previous Timbertop students?

A: Absolutely, the use of second hand Timbertop outdoor equipment (provided it is in good condition) is highly recommended. The Timbertop Hike Store has a limited amount of second hand items available for purchase. Please email Timbertop@ggs.vic.edu.au before November 1 2017 to register your interest in purchasing second hand gear.

Please note that second hand items are subject to availability and are limited in number. Registration of interest does not guarantee second hand items can be supplied.

Q: What if we already have outdoor equipment which is not from Timbertop?

A: Bring it along with you to Timbertop. Once on campus the Outdoor Staff will assess its suitability. Any items deemed unsuitable will be replaced with stock from the Timbertop Hike store.

Q: What if I require the use of this outdoor equipment prior to our arrival at Timbertop (For example during the Great Victorian Bike Ride)?

A: If you require Outdoor Equipment for use prior to Timbertop program the following items are for sale at the Corio Uniform Shop

- Timbertop Sleeping Bag
- Timbertop Thermals
- Timbertop Tent
- Timbertop Socks

A list of outdoor equipment supplied upon arrival at Timbertop is on the next page. Again, please note, unless required for another purpose it is not recommended that you purchase any of this equipment prior to your arrival.

OUTDOOR EQUIPMENT PROVIDED AT TIMBERTOP

(Will be charged to your account)

Hiking boots: Salomon Comet 3D GTX boots \$300

Rain jacket: One Planet waterproof \$360 COMPULSORY TIMBERTOP VERSION

Overpants: One Planet Chameleon half zip \$170 COMPULSORY TIMBERTOP VERSION

Pack: One Planet McMillan with rip-stop material and ergonomically placed water bottle pockets \$410

Sleeping bag: Hooded Dacron (made by One Planet) for cold conditions: short \$120, regular \$140, large \$160 (rated to -5 °degrees C)

Tent: Specially designed lightweight single hoop 3/4 season \$300 COMPULSORY TIMBERTOP VERSION

One Planet fleece jacket: Navy blue Timbertop design.*This can replace a navy blue jumper in the Timbertop uniform and will be available for purchase at the beginning of the year. \$130. COMPULSORY TIMBERTOP VERSION

Wool jumper: Navy blue, pure wool \$90

Woollen mitts: pre-shrunk \$68

Balaclava: Wilderness Wear 100% wool \$25

Sun hat: cotton, wide all-round brim \$15

Hiking socks: Wilderness Wear (six pairs essential) \$17 pair

Thermal top: Wilderness Wear striped or plain with high collar and zip neck \$60

Thermal bottom: Wilderness Wear striped or plain \$50

Compass: Suunto Type M3 Quality Finish \$45

Whistle: with neck string \$2.50

Water bottle: 1.5 litre Nalgene wide mouth (three required) \$20 each

Mug: GSI Infinity \$20

'Spork' (replacing knife, fork, spoon): \$23

Head torch (essential): Tikka XP (recommended) \$110

Battery for head torch: \$2-3

Sleeping mat 'Thermarest': \$150

Bowl: 14cm stainless steel \$25

Trangia billy lifters: \$15

One Planet stuff sack: for clothes, Nylon (two required) \$15 each

Buller Howitt Alpine area map: laminated \$35

One Planet hike notes case: clear plastic, strong \$16

Food bag: \$15

Pack liner: \$5

One Planet fleece pants: \$65

Gaiters: canvas, One Planet \$95

Sleeping bag liner: Sea to Summit Thermolite Extreme \$80

EXPLANATION OF VARIOUS ITEMS

1. Rain jacket: One Planet Timbertop version red waterproof rain jackets are very durable and "breathe". The seams are tape sealed and the garment is fully waterproof and windproof.

This item is compulsory.

2. Overpants: One Planet Chameleon overpants and, when combined with the Gortex rain jacket, they provide full waterproof/ windproof protection. This item is compulsory.

3. Packs: One Planet 'McMillan' 80 litre capacity canvas rucksacks are available at Timbertop. They are extremely strong, fully adjustable and especially waterproof and have ergonomically located water bottle pockets. Hiking rucksacks, NOT specialised mountaineering rucksacks, must be obtained. Most external frame packs are not suitable. The pack must have a capacity of at least 75 litres.

4. Hiking boots: It is recommended that boots be purchased at Timbertop. If pre-purchase is necessary, please consult Outdoor Education staff at Timbertop by telephone on (03) 5733 6735.

5. Sleeping bags: Timbertop supplies a Dacron/Holofil bag with good all-round qualities. It is relatively cheap, is suitable for all conditions, compresses well and is easily maintained. (Down/feather bags are warm but not particularly suitable in wet conditions).

6. Tents: The School has designed a special lightweight single pole tent which has one door, one vestibule, an enlarged floor area, polyester fly, heavy duty floor, alloy pole and YKK zips, which is perfect for Timbertop demands. This item is compulsory.

7. Compass: The Suunto M3 compass from Finland is rugged in construction and has luminous direction-finding points. These features are essential, as is a 10 cm base. The compass should be calibrated every two degrees NOT every five degrees. The Silva Type 3 or Type 4 are also suitable for use at Timbertop.

8. Head torch: A student's torch will often be used at night around the campus as well as on hikes. Head torches are essential when camping.

9. Socks: The Timbertop Hike Store stocks thick woollen socks. The thickness of these socks aids in the prevention of blisters.

10. Woollen jumper: A pure wool/high percentage wool jumper is essential both for warmth (remains warm when wet, unlike poly cotton) and for protection in the event of a bushfire. Appropriate jumpers are not bulky, and can be readily and cheaply bought at Opportunity Shops etc. Woollen school jumpers are generally appropriate.

11. Thermal underwear: Long Johns and tops are essential for very cold conditions. Wilderness Wear polyester undergarments are available at the Hike Store. The top has a high collar with a zip neck.

12. Cooking/eating utensils: Timbertop stocks a stainless steel bowl and strong billy lifters. One and a half litre capacity medical grade “Nalgene” drink bottles are also available as are cutlery sets.

13. Sun hats: All students are required to have a lightweight sun hat with an all-round brim when in the outdoors, both on and off the campus. Peaked caps are not suitable.

14. Other items: The Hike Store stocks a number of other items that students may purchase throughout the year. Some of these items are: boot laces, torch batteries, buckles, pocket knives, Cancer Council sunscreen, tent accessories, water bottle lids, thermal sleeping bag liners and original gear list replacements if lost or damaged.

A “wearing in” period is built into the programme at the beginning of Term 1.

DIRECTIONS TO TIMBERTOP

There are several route options to take. They are set out below. Travelling time is approximately three hours for all options which includes time to stop for fuel, refreshments, etc. The distance is approximately 225 kilometres from the Melbourne CBD.

OPTION 1

If travelling from the central or inner Melbourne area:

1. Take CityLink to Tullamarine Freeway.
2. Take the Western Ring Road exit (left lane).
3. Take the Hume Freeway exit (turn left).
4. Take the turn-off to Tallarook and follow signs to Yea.
5. From Yea follow signs to Mansfield.
6. From Mansfield High Street follow signs to Mt Buller.
7. When 18 km from Mansfield you will reach a small township called Merrijig.
8. From Merrijig proceed another 5 km along the road towards Mt Buller to a gravel drive marked Grammar School Road – No Through Road on the right with a vineyard on right slope (do not take the turnoff to Sheeppyard Flat).
9. Turn right at this gravel drive and proceed to boom gate (approx. 1.5km).

OPTION 2

If travelling from Melbourne Airport, Tullamarine:

1. Take the Tullamarine Freeway from the Airport as if travelling to Melbourne.
2. After approximately 4 km, take the Western Ring Road exit (turn left).
3. Proceed as from Point 3, Option 1.

OPTION 3

If travelling from the southern or eastern suburbs of Melbourne:

1. Take Eastlink to Maroondah Highway.
2. Take the Melba Highway exit at Coldstream.
3. Follow Melba Highway to Yea.
4. Proceed as from Point 5, Option 1.

OPTION 4

If travelling from the western side of Melbourne including Geelong and Avalon:

1. Take the Western Ring Road exit as if travelling to Melbourne Airport.
2. Continue past Melbourne Airport exit and take Hume Freeway exit (turn left).
3. Proceed as from Point 4, Option 1.

SPREAD ACROSS FOUR CAMPUSES, GEELONG GRAMMAR SCHOOL OFFERS A UNIQUE EDUCATIONAL JOURNEY TO MEET THE DIVERSE NEEDS OF OUR STUDENTS. WE BELIEVE THAT LEARNING IS LIFE'S GREATEST ADVENTURE AND EVERY SINGLE STEP MATTERS.



ELC – YEAR 4

BOSTOCK HOUSE
(Newtown, Geelong)
& TOORAK CAMPUS
(Toorak, Melbourne)

Our early years' programmes provide the building blocks for a love of learning – establishing a strong foundation in numeracy and literacy, whilst nurturing curiosity and creativity. Our Early Learning Centres reflect the Reggio Emilia philosophy whilst our Toorak Campus is committed to the Primary Years Programme (PYP) of the International Baccalaureate.

- *Strong foundation in numeracy and literacy*
- *Wide range of specialist subjects*
- *Emphasis on curiosity and creativity*

YEARS 5 – 6

TOORAK CAMPUS
(Toorak, Melbourne)
& MIDDLE SCHOOL
(Corio, Geelong)

Our Years 5-6 programme is focussed on the middle years between childhood and early adolescence. Our students learn through practical experience during these crucial growth years. They are stimulated by the use of technology and enriched by the teaching of our transformational Positive Education programme, which promotes self-esteem and confidence.

- *Focus on experiential learning*
- *Explicit teaching of Positive Education*
- *Introduction of laptops and eLearning*

YEARS 7 – 8

MIDDLE SCHOOL
(Corio, Geelong)

Our Years 7-8 programme provides a more traditional secondary school structure, with a wider range of specialist subjects and teachers. Concepts are explored through a series of multi-domain units, fostering inquiry and critical thinking skills. An extensive sport and co-curricular activities programme encourages balance and personal development.

- *Wider range of specialist subjects*
- *Extensive sport and co-curricular activities*
- *Ideal preparation for Timbertop*

YEAR 9

TIMBERTOP
(Near Mansfield)

Timbertop provides a unique opportunity to experience a rigorous academic programme alongside a challenging outdoor education stream. Whilst hiking, skiing and running dominates weekends, for five days a week our students are engaged in a full Year 9 academic timetable free from the distractions of the modern world.

- *Unique learning environment*
- *Rigorous academic programme*
- *Exceptional outdoor education experience*

YEAR 10

SENIOR SCHOOL
(Corio, Geelong)

Year 10 focusses on consolidating academic skills and preparing our students for the final two years of their secondary education. It provides a wide range of elective subjects. It builds on the skills and knowledge acquired at Timbertop, further developing resilience and confidence through explicit teaching of Positive Education.

- *Consolidation of academic skills*
- *Wide range of elective subjects*
- *Explicit teaching of Positive Education*

YEARS 11 – 12

SENIOR SCHOOL
(Corio, Geelong)

Our Years 11-12 programme provides the opportunities, environment and academic support to enable all of our students to flourish. It offers the Victorian Certificate of Education (VCE) or the International Baccalaureate (IB) Diploma for entry into tertiary study. The broad range of academic subjects is complemented by dynamic co-curricular and sporting programmes.

- *Choice of VCE or IB*
- *Dynamic co-curricular activities*
- *World class facilities*



GEE LONG GRAMMAR SCHOOL®
EXCEPTIONAL EDUCATION

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