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WELCOME FROM THE PRINCIPAL

Welcome to Canberra Girls Grammar School’s Senior campus. As articulated in our motto, To the young, anything is possible, we are creating a world where young women never stop believing they can imagine, create and achieve what was once thought impossible.

The role of our Senior School staff is to complement the parent relationship. We work alongside you to support your daughter. Carrying the torch of a century-old spirit of a strong, independent teaching and learning community, we are dedicated to girls’ education.

As students enter the Senior School, they continue their quest for learning, the acquisition of knowledge, the accumulation of experiences, skills and enduring friendships. Lifelong learning is a gift transferable from early childhood through the primary years and into the Senior School. It continues to be of value beyond the girls’ school years as they embark on new paths of discovery throughout life.

I encourage your daughters to actively seek experiences that will help them to develop wisdom and maturity by asking questions early, and seeking help or understanding as they move through their senior schooling years. As parents, please remember, you are very welcome to contact us at any time with your own questions and good news, or for reassurance.

Anna Owen
PRINCIPAL

ABOUT THE SCHOOL

Canberra Girls Grammar School (CGGS) is an independent Anglican school founded in 1926. It has an enrolment of approximately 1,500 students, spread between an Early Learning Centre (ELC), a Junior School and a Senior School. The School is co-educational from Early Learning to Year 2. Boarding facilities are available on the Senior Campus for students in Years 7 to 12.

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

The School campuses cover ten hectares and include facilities such as a 1,000 seat Hall, an indoor heated swimming centre, gymnasium, sports courts, playing fields, the Lake Precinct on the shores of Lake Burley Griffin and purpose-built buildings for the performing arts, art and textiles, mathematics, science and ICT.

Our heritage

In 1926, the first Federal Parliament House was nearing completion, surrounded by sheep paddocks that dominated the rural landscape of early Canberra, which at the time had a population of less than 5,000. On the other side of the Molonglo River, St Gabriel’s School was opened (with just ten pupils) in the old St John’s Rectory, known as Glebe House.

The Anglican order of the Community of the Sisters of the Church, founded by Mother Emily Ayckbowm, had answered a request from Bishop Radford, of the then Diocese of Goulburn, who saw a need for an Anglican school in the small community of Canberra, the future Federal capital.

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

On Sunday, 8 May 1927, the Foundation stone of the School was laid by Bishop Radford for the mock Tudor building which today comprises the Boarding House on Melbourne Avenue. It was no accident that this was just one day before the Duke and Duchess of York officially opened Parliament House.
Through the Great Depression both School and city weathered economic setbacks. With the decline in Canberra’s population, and hardship in the rural community - which supplied much of the School’s enrolment - the School came close to closing down. It was rescued by the determination of Canon Robertson, and later by a dedicated group of Parents and Friends, who took the dramatic step of purchasing the School from the Sisters in 1935. Prior to this, in 1933, St Gabriel’s had been renamed Canberra Church of England Girls’ Grammar School.

The decades following the end of World War II saw both a boom in the birth rate and in the number of migrants to Australia. The acceleration of Canberra’s development saw the expansion of suburbs, and all their associated services.

These were also years of growth in education, and the Girls Grammar School shared in the expansion of schools (both government and independent) to meet the enrolment demands for the generation known as ‘baby boomers’. The School’s building program was assisted greatly by the Government science grants of the 1960s, and the expansion of the city mirrored the optimism and buoyancy of these years. In 1972 the Junior School moved to a new campus on Grey Street to allow for the expansion of both the Senior and Junior Schools.

From the beginning, our School has been home to boarders - meeting the demand created by parents from defence forces and embassies, as well as students from rural, regional and overseas locations. The original Melbourne Avenue school is still contained within the central buildings of a much-expanded and improved Boarding House.

Today a grander Parliament House dominates the original building, and our School just beyond it (with its name updated to Canberra Girls Grammar School) has expanded beyond recognition. In 2004 the School opened its Early Learning Centre for three and four year olds and will expand in 2019 to offer even more places for our youngest students.

A multipurpose building and additional staff and student facilities were opened in 2011, providing flexible teaching and learning spaces. In 2012 the modern and versatile Science wing was commissioned, and in 2016 the Innovation Centre for the promotion of STEM subjects was opened.

In 2018, a new multipurpose learning facility, known as Yhuramulum (Ngunnawal for ‘to dream’), was opened next door to the existing Elizabeth McKay Aquatic Centre. This building provides extended opportunities for contemporary and flexible approaches to curriculum delivery for students from Prep to Year 12.
THE SENIOR SCHOOL

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

The Principal, Mrs Anna Owen, leads the Senior School Management team which includes the following people:

Mr Peter Milligan  HEAD OF SENIOR SCHOOL  peter.milligan@cggs.act.edu.au
Mrs Tara Dunstall  DIRECTOR OF STUDIES  tara.dunstall@cggs.act.edu.au
Mr David Blue  DIRECTOR OF PROJECTS AND PLANNING  david.blue@cggs.act.edu.au
Mrs Jane O’Brien  DIRECTOR OF CURRICULUM STRATEGY  jane.o’brien@cggs.act.edu.au
Mrs Jeanette Widmer  DIRECTOR OF PASTORAL CARE  jeanne.widmer@cggs.act.edu.au
Mrs Victoria McGlade  DIRECTOR OF HUMAN RESOURCES  victoria.mcglade@cggs.act.edu.au
Mr Matt O’Brien  CHIEF OPERATING OFFICER  matt.o’brien@cggs.act.edu.au
Ms Sarah Trotter  DIRECTOR OF TEACHING AND LEARNING (ACTING)  sarah.trotter@cggs.act.edu.au
Mr Eric Roussel  DIRECTOR OF IT AND E-LEARNING  eric.roussel@cggs.act.edu.au

The team meets regularly and coordinates the daily operations of the Senior School. In addition, our Heads of Faculty oversee the academic issues associated with individual subjects and Heads of House monitor the wellbeing and personal development of students in their House.

Heads of House:

Burgmann  MS KATE DURHAM  kate.durham@cggs.act.edu.au
Deakin  MS SKYE TYLER  skye.tyler@cggs.act.edu.au
Glebe  MRS CAROLINE MCCAFFRIE  caroline.mccaffrie@cggs.act.edu.au
Kilburn  MR VIV MARTIN  vivian.martin@cggs.act.edu.au
Robertson  MS RACHEL VANCE  rachel.vance@cggs.act.edu.au
Waverley  MRS ALISON DAVIDSON  alison.davidson@cggs.act.edu.au
Boarding House  MRS TINA TWIGG  tina.twigg@cggs.act.edu.au

Heads of Faculty:

Mathematics:  MS NANCY LEE  nancy.lee@cggs.act.edu.au
Academic Engagement:  MRS KERRY-ANNE KWONG  kerry-anne.kwong@cggs.act.edu.au
English:  MR JAMES UNSWORTH  james.unsworth@cggs.act.edu.au
Languages:  MRS JANELLE HORSINGTON  janelle.horsington@cggs.act.edu.au
Science & IT:  MRS MELISSA MUSGROVE  melissa.musgrove@cggs.act.edu.au
Geography & Social Sciences:  MS DIANNE GILBERT  dianne.gilbert@cggs.act.edu.au
PDHPE:  MRS JANE HINCKSMAN (ACTING)  jane.hincksman@cggs.act.edu.au
Creative Arts:  MRS ELIZABETH CHASE  elizabeth.chase@cggs.act.edu.au
Music:  MR JOEL COPELAND  joel.copeland@cggs.act.edu.au
History, Religion & Philosophy:  MRS LOUISE DWYER  louise.dwyer@cggs.act.edu.au
Information Services  MRS JUDY THOMPSON  judy.thompson@cggs.act.edu.au
STUDENT LEADERSHIP

Senior Council

The Senior Council is a seventeen-member body of Year 12 students. Chaired by the School Captain and assisted by the School Vice-Captain, its membership comprises the SRC Chair and Boarding House Captain, the Emily Captain, the six House Captains, and the Captains of Sport, Drama, Debating and Public Speaking, Music and Service. The members of the Senior Council are elected annually by staff and students in Term 3.

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

The Senior Council’s broad goals are:

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

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

The Senior Council members for 2019 are:

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
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<tbody>
<tr>
<td>School Captain</td>
<td>Ailin He</td>
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<tr>
<td>School Vice Captain</td>
<td>Nithya Mathew</td>
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<tr>
<td>SRC Chair</td>
<td>Shriya Bellamkonda-Vaka</td>
</tr>
<tr>
<td>Service Captain</td>
<td>Xanthe Allen</td>
</tr>
<tr>
<td>Boarding House Co-captains</td>
<td>Harriet Wallace and Nancy Xia</td>
</tr>
<tr>
<td>Debating and Public Speaking Captain</td>
<td>Katherine Flint</td>
</tr>
<tr>
<td>Drama Captain</td>
<td>Noa Zwikael</td>
</tr>
<tr>
<td>Music Captain</td>
<td>Roopa Sharma-Burton</td>
</tr>
<tr>
<td>Sports Captain</td>
<td>Alexandra McDonagh</td>
</tr>
<tr>
<td>Emily Captain</td>
<td>Yiping Yu</td>
</tr>
<tr>
<td>Burgmann House Captain</td>
<td>Chloe Swan</td>
</tr>
<tr>
<td>Deakin House Captain</td>
<td>Elisabeth Abhayaratna</td>
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<tr>
<td>Glebe House Captain</td>
<td>Amelia Frey</td>
</tr>
<tr>
<td>Kilburn House Captain</td>
<td>Bianca Barrass-Borzatti</td>
</tr>
<tr>
<td>Robertson House Captain</td>
<td>Anna Khan</td>
</tr>
<tr>
<td>Waverley House Captain</td>
<td>Aletana Ajulo</td>
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</tbody>
</table>
A WELCOME FROM OUR STUDENT LEADERS

From the School Captain

During my time here at Canberra Girls Grammar School, I have been overwhelmed by an immense sense of community and support. As a School Captain for 2019, I feel privileged to be provide the opportunity to work alongside the Senior Council in order to continue to foster these values. Throughout the year, The Senior Council will organise many fundraising events. We strive to create a fun and caring school environment where every girls is supported and empowered.

In 2019, I encourage students to make the most of their time at CGGS and enjoy all the School has to offer. With such a diverse range of curricular and co-curricular activities, CGGS provides the opportunity for all students to pursue and explore individual interests. These opportunities create a truly unique school experience and allow ever-lasting friendships to form.

I hope that every girl at Canberra Girls Grammar feels welcome and valued. So remember, the Senior Council is always ready to lend a hand, have a chat or share a smile.

I am very excited to experience 2019 with you all!

Ailin He
SCHOOL CAPTAIN 2019

From the Student Representative Council Chair

The Student Representative Council (SRC) is a body of twenty representatives, comprising three girls from each of the six year groups in the Senior School.

To be the SRC Chair for 2019 isn’t just an absolute honour, but also a privilege. It is a privilege to be responsible for leading a group of resilient, compassionate and independent young women, each elected by their respective year groups.

Constituents of the SRC listen to – and act on – suggestions for change within the School. It is also an opportunity for girls to voice any concerns, raise any issues and express their opinions in a safe and positive environment. The SRC is an important part of life here at CGGS, ensuring that every suggestion made to us is heard by the Heads of School to act on.

Other responsibilities of the SRC involve: organising social discos for each year level, organising our two annual fundraisers and presenting gifts to the School community.

The SRC strives to ensure that every girl can come to a safe and happy environment, a place where their voices and opinions are values.

This is my vision for 2019 and I can’t wait for you to share this journey with me.

Shriya Bellamkonda-Vaka
SRC CHAIR 2019
SENIOR SCHOOL ACADEMIC CURRICULUM

Students are offered a wide and varied academic curriculum which allows them to reach their full potential. Students are prepared for the ACT Year 10 Certificate under the auspices of the ACT Department of Education and the ACT Senior Secondary Certificate awarded by the ACT Board of Secondary Studies (BSSS). Students may be issued the following qualifications and statements:

- ACT Senior Secondary Certificate and Record of Achievement
- Tertiary Entrance Statement
- Statement of Achievement
- International Baccalaureate Diploma

Further information about these qualifications can be found on the BSSS website at www.bsss.act.edu.au under ACT Qualifications.

Students in Years 11 and 12 also have the option of studying the International Baccalaureate Diploma. Please refer to the IB website at www.ibo.org/programmes/diploma-programme/

The Senior School has three “Guide to Courses” booklets: Years 7 and 8, Years 9 and 10 and Years 11 and 12. All students are provided with a relevant booklet as they move through the School. The booklets provide information about each of the subjects offered at these year levels, academic procedures and policies, extra and co-curricular offerings, camps and BSSS/IB policies and procedures (where relevant). Students should read these booklets thoroughly as they provide information essential for subject selection and successful completion of work and assessments. Students are also encouraged to retain and use these booklets as a reference. Please refer to these booklets (which can also be found on Canvas) for more details of the academic curriculum.

LESSON TIMES

<table>
<thead>
<tr>
<th>Tutor Group</th>
<th>8.50am</th>
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<tbody>
<tr>
<td>Period 1</td>
<td>9.30am</td>
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<tr>
<td>Recess</td>
<td>10.50am</td>
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<tr>
<td>Period 2</td>
<td>11.15am</td>
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<tr>
<td>Period 3</td>
<td>11.55am</td>
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<tr>
<td>Lunch</td>
<td>11.5pm</td>
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<tr>
<td>Period 4</td>
<td>2.00pm</td>
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<tr>
<td>School Ends</td>
<td>3.20pm</td>
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</table>
PASTORAL CARE

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

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

The Pastoral Care program builds and supports the entire school community, making connections between its members. It encompasses all aspects of school life through a combination of structured activities and personal relationships. Pastoral Care is concerned with the total wellbeing of all individuals and with the development of the whole person.

There are six Houses, each with approximately 130 students from Years 7 to 12. Students remain in the House for the duration of their school career to allow a close working relationship between staff and students to develop.

The Director of Pastoral Care, Mrs Jeanette Widmer, leads the Heads of House who maintain close links with parents in support of students’ development and provide opportunity for students to talk to their Tutor about their day to day concerns.

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

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

Activities at Tutor Group time include a House Meeting, House Chapel, Physical Activity and one extended Pastoral Care period per ten-day cycle. The shorter Tutor Group sessions, which are held in the first forty minutes of each day, involve activities chosen according to the needs of the group (eg study skills, wellbeing, diary checks, birthday celebrations and charity work). The longer Pastoral Care period, held every second Thursday, involves a Personal Development program designed to meet the social and emotional needs of each year level. Our unique sequential Pastoral Care programs are based on a thematic approach and address the developmental needs of the student body.

<table>
<thead>
<tr>
<th>YEAR LEVEL</th>
<th>THEME</th>
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<tbody>
<tr>
<td>Year 7</td>
<td>Respect</td>
</tr>
<tr>
<td>Year 8</td>
<td>Empowerment</td>
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<tr>
<td>Year 9</td>
<td>Body Esteem/Life Skills</td>
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<td>Year 10</td>
<td>Social Conscience</td>
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<tr>
<td>Year 11</td>
<td>Leadership</td>
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<tr>
<td>Year 12</td>
<td>Global and Digital Citizenship</td>
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</tbody>
</table>

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

Burgmann House was created in 1967 to keep pace with the School's rapid growth. It was named after the Right Reverend E H Burgmann, Bishop of Canberra and Goulburn from 1934 to 1960. The House colours are red and black. The House Captain for 2019 is Chloe Swan, the Vice-Captains are Lily Hall, Emma de Somer and Isabella Davis.

The members of Burgmann are known for their enthusiasm, participation and concern for others. Each year the members of Burgmann are involved in many fundraising activities. Our major charity is Children’s Medical Research (Jeans for Genes Day).

Ms Kate Durham
HEAD OF BURGMANN HOUSE

Deakin House

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

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

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

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

Year 7 students within Deakin are welcomed and supported through a dynamic Peer Support Program, led by the Year 11 students who assist with the transition of the Year 7 students into the Senior School. The House Captain for 2019 is Elisabeth Abhayaratna and the Vice-Captains are Annaliese Grove, Kate Gordon and Nishanka Kapuruge.

Ms Skye Tyler
HEAD OF DEAKIN HOUSE

Glebe House

Glebe House (otherwise known as the Old Rectory) was the name of the building where the Sisters of the Church first set up their school in 1926 in Canberra. Glebe House was situated in what was then the suburb of Reid. This building was used by St Gabriel's School from 1926 until the end of 1928 when the extension of the main building on Melbourne Avenue was complete. The Junior students started the School year of 1929 at the new site. The site of Glebe House was near the current Glebe Park where there is a plaque commemorating this building.

In its current pastoral form, Glebe was started in 2001 to enable the School to give better pastoral care to the growing number of students. The students have been involved with raising awareness of Mental Health Issues, supporting both ACT Headspace and the National R U OK? Day.

There is now an established tradition of the Glebe House Dinner where families can come together to celebrate the achievements of Glebe House.

In its short life Glebe has become a vibrant and caring community within the School. Our House colours are blue and white. The House Captain for 2019 is Amelia Frey and the Vice-Captains are Alice Cater, Amber Nyhof and Issy Shaw.

Mrs Caroline McCaffrie
HEAD OF GLEBE HOUSE
Kilburn House

Our motto ‘Honor ante honores’ (Service before Reward) sets a standard for honesty, reliability and integrity to which we all aspire.

Kilburn House is named after the London suburb where the founders of our School, Mother Emily Ayckbowm and the Sisters of the Church, set up their first day school in 1870. The House colours are red, white and blue.

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

The House Captain for 2019 is Bianca Barrass-Borzatti and the Vice-Captains are Alice Maxwell, Sarah Bender and Reese O’Sullivan.

Mr Viv Martin
HEAD OF KILBURN HOUSE

Robertson House

AGE QUOD AGES, ‘Do what you should do’

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

Community service activities have focussed on raising funds for the Liver Kids Australia. There are a range of social activities that occur throughout the year. As Robertson students love to eat, in our Tutor Groups we often have lunches or breakfasts where students can get together informally with their Tutor.

The House Captain for 2019 is Anna Khan and the Vice-Captains are Phoebe Varela, Isabel Ritchie and Yvonne Monk.

Ms Rachel Vance
HEAD OF ROBERTSON HOUSE

Waverley House

The name Waverley came from the name of the suburb in Sydney. This is the suburb in which the Manor House of the Order of the Sisters of the Church in Australia, St Gabriel’s, was located. In fact, St Gabriel’s School, Waverley went guarantor for the loan to establish the current CGGS. The House colours are green and white. Waverley thrives on energy and enthusiasm. House Captains and Vice Captains encourage involvement in all fun activities, for example barbecues, games afternoons and Easter egg hunts.

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

The House Captain for 2019 is Aletana Ajulo and the Vice-Captains are Charlotte Foley, Dimity Vlahos and Maddison McRae.

Mrs Alison Davidson
HEAD OF WAVERLEY HOUSE

Safe School Committee

The Safe School Committee comprises staff members and 16 student volunteers from Years 6 to 12. The Director of Pastoral Care, Mrs Jeanette Widmer, School Counsellor, Mrs Rachel Davidson, and the Director of ICT and eLearning meet with the students each Wednesday at lunch time in the Safe School Room. In developing the Safe School policy booklet the message of the Committee is to ‘Speak Up’. The approach used by this committee is one of creating connections in social relationships and ensuring a safe and supportive environment for students across the whole School. Student focused activities, using proactive strategies, include poster and book cover competitions, drama skits, assembly presentations, Newsletter items, an expo for parents and the wider school community and a breakfast for fathers and their son or daughter, as well as celebrate Harmony Day.
CO-CURRICULAR ACTIVITIES

We encourage our students to value the opportunities that are made available to them in pursuing not only their academic studies but their interests in a range of co-curricular activities. The skills and knowledge gained from such pursuits ensures that our students are able to meet the challenges of our society with confidence.

The co-curricular program offered at CGGS is extensive and enables our students to participate in a diverse range of activities. We believe that a wide-ranging co-curricular program provides for a holistic curriculum where students can compete, participate and engage in activities outside of the normal classroom situation. Students are encouraged to participate in a selection of co-curricular activities.

Cultural, performing arts and academic activities

- Amnesty International
- Book Club
- Burrawi – School Magazine Committee
- Chess and Boardgames Club
- Creative Writing Group
- Dance Festival
- Debating and Public Speaking
- Drama productions
- Duke of Edinburgh’s Award
- Environmental Group
- Equestrian Team
- Indigenous Focus Group
- Innovation Club
- Melbourne Ave Media (Technical Production and Film)
- Mock Trials and Mooting
- The Nexus Club
- Safe Schools Committee
- Science Club
- World Scholars Cup

Sporting activities

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

Summer (Terms 1 and 4):

- Athletics
- Basketball
- Dragon Boating
- Indoor Hockey
- Futsal
- Netball
- Rowing
- Sailing
- Swimming

Winter (Terms 2 and 3):

- Basketball
- Hockey
- Netball
- Soccer
- Swimming
- Touch Football

Intramural (non-competitive) activities

- Belly Dancing
- Badminton
- Individual Fitness
- Mountain Biking
- Running Club
- Swim Fit

Other competitions are also entered during the year in athletics, cross country, equestrian, mountain biking, snow sports, triathlon and tennis.
The Music Academy

Bands

Concert Bands
- Empire Concert Band (Year 7–12)
- Holst Concert Band (Year 7–12)
- Sapphire Concert Band (Year 7–12)
- Ruby Concert Band (Year 7–12)

Jazz Bands
- Adelaide Avenue Jazz Band (Year 7–12)
- Grey Street Stage Band (Year 5–9)

Orchestras

Symphony Orchestra
- Glanville-Hicks Symphony Orchestra (Year 6–Community)

String Orchestras
- Sutherland Chamber Orchestra (Year 6–12)
- Holland String Orchestra (Year 5–12)
- Alma String Orchestra (Year 1–10)
- Stringy Bachs (Year 1–9)
- Celtic (Prep–12)

Choirs
- Gabriel Singers (Years 9–12)
- Bella Voce Chapel Choir (Years 7–12)
- Chorale (Years 7–12)
- The Decibelles (Year 7–12)

Chamber
- String Quartets
  - Gabriel Quartet (Year 7–12)
  - Emily String Quartet (Year 7–12)

Brass/Woodwind Ensembles
- Clarinet Ensemble (Year 7–12)
- Brass Ensemble (Year 7–12)
- Flute Ensemble (Year 7–12)
- Saxophone Ensemble (Year 7–12)
- Wind Quintet (Year 7–12)
- Wind Quartet (Year 7–12)

Handbells
- Chamber Handbells (Year 7–12)

Ensembles

Percussion Ensembles
- K.T Percussion Ensemble (Year 7–12)
- Crash ‘n’ Boom Percussion Ensemble (Prep–Year 2)

Guitar Ensembles
- Williams Guitar Ensemble (Year 5–12)
- Kain Guitar Ensemble (Year 5–12)

Contemporary
- Rock & Pop Ensembles (Year 7–12)

Handbells/Chimes Ensembles
- Resound Handbells (Year 7–12)
- Strike! Handbells (Year 7–12)
- Canto Bells (Year 7–12)
- Ring Out (Year 7–12)

Keyboard
- Keyboard Ensembles (Year 7–12)
- Keyboard Performers (Year 7–12)

Specialisation

Technical
- Audio Production (Year 5–Community)

Composition
- Composition (Year 7–Community)
- Song Writing (Year 5–Community)

Theory, Aural & Musicianship
- Theory Grade 1–6 (Year 3–Community)
- Aural & Musicianship (Year 5–Community)

Conducting
- Choral/Orchestral Conducting (Year 5–12)

Colours and Awards for co-curricular activities

Our School deliberately pursues excellence and encourages students to achieve their personal best. An element of this mission is celebrating and rewarding the hard work, endeavour and camaraderie that are developed within a co-curricular activity. The recognition of students’ achievement in, and commitment to, their co-curricular activity is the basis for this system. Awards may be given in all the co-curricular activities as long as the relevant criteria can be met.
The School has in place a three tier system of recognising both achievement in and commitment to a co-curricular activity. The criteria for the awarding of prizes within individual activities are clearly delineated in the Senior School Colours and Awards booklet.

The three tiered system is as follows:

1. **Full School Colours**
   - **When:** Awarded at full Senior School Assemblies and read out at Graduation Dinner or Presentation Night.
   - **What:** Students are awarded a certificate and a badge.
   - **How:** Teacher responsible for activities must give a written submission to the Colours and Awards Committee at the conclusion of the activity/season. For students in Years 11 and 12 only.

2. **Half School Colours**
   - **When:** Awarded at full Senior School Assemblies and read out at Graduation Dinner or Presentation Night.
   - **What:** Students are awarded a certificate and a badge.
   - **How:** Teacher responsible for activities must give a written submission to the Colours and Awards Committee at the conclusion of the activity/season. For students in Years 11 and 12 only.

3. **Recognition of Service**
   - **When:** Announced at full Senior School Assemblies and awarded at House Assemblies but not read out at Graduation Dinner or Presentation Night.
   - **What:** Students are given certificates.
   - **How:** Teacher responsible for activities must give a written submission to the Colours and Awards Committee at the conclusion of the activity/season. Awarded after a minimum of two years’ service to an activity.

**Common criteria**

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

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

**Presentation of Awards**

- Awards will be presented at the next appropriate assembly after the ‘right of appeal’ period has elapsed, and any appeal has been heard.
- Recipients of Full School Colours will receive a certificate indicating the award, activity and year and a crested badge on a red background.
- Recipients of Half School Colours will receive a certificate indicating the award, activity and year and a crested badge on a white background.
- Recipients of Recognition of Service awards will receive a certificate indicating the award, activity and year.
SCHOOL PROCEDURES

Absence from and attendance at school

Staff supervision on the Senior School campus is from 8.30am to 5.00pm. Students who remain on campus after 3.30pm should be in the Library or at their co-curricular activity which is supervised by a staff member. After 5.00pm, any students still on campus must go to the Boarding House until they are collected by parents.

If a student is to be absent, a parent or guardian should contact School Reception on 6202 6430 before 8.30am and 6202 6400 after 8.30am to inform the School of the absence. Upon returning from an absence, please send a note to Reception, or send an email, or phone Reception to explain the absence. The email address for absences is SSReception@cggs.act.edu.au

If the email is sent from a home address then a follow up note the next day is still required, however, if the email is sent from an identifiable work place no note is required.

Any request for an extended absence (more than one day) should be directed in writing to the Head of Senior School as far as possible in advance of the relevant dates. The form necessary for this is called “Application for Leave” and is accessible on Canvas and should be emailed to: peter.milligan@cggs.act.edu.au or presented at Reception or Mr Milligan’s office.

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

Electronic rolls are marked each period by the teacher.

Year 11 and 12 Students

In relation to Year 11 and 12 students, the school must also hold them accountable to the attendance policies of the Board of Senior Secondary Studies (BSSS). The BSSS requires that students attend and participate in all scheduled classes, contact time, and structured learning activities for the units in which they are enrolled. Any student whose attendance falls below 90% of the scheduled contact hours for a unit or who fails to participate in 90% of its required learning activities without both due cause and adequate documentary evidence will be deemed to have voided that unit.

Documentary evidence must be in the form of a medical certificate, written explanation from the office of a professional with which a student has an appointment, or an Application for Leave Form from the school. Where leave has been approved, if a student is absent for an in-class assessment, a certificate from a medical practitioner is expected.

Without documentary evidence, missing a class for any reason will be considered an unexplained absence and count towards a Void grade. A V-grade can potentially break a Major, jeopardising a student receiving her Senior Secondary Certificate and impacting on her ATAR. The following are examples of absences which are not considered ‘due cause’:

- Choosing to work on assessment instead of attending a lesson
- Sleeping in, misreading a timetable, or otherwise forgetting a lesson
- Driving instruction
- Family holidays, or extended visits interstate or overseas, without school approval
- Failure to provide documentation of an absence upon return to school

IB students are also required to attend scheduled classes. Failure to attend must be supported by evidence of an appointment or parent email if the student is absent due to illness.

For all students, absences from scheduled classes during the school day must be accompanied by evidence of an appointment or a written explanation from a parent to substantiate the reason for the absence. Senior Students are advised to speak with the Director of Studies if they have concerns about attendance or assessment to ensure these requirements are met.
Lateness

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

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

Moderation days

There is one Moderation Day each semester in every ACT Secondary School. In 2019 these days will be on **Tuesday, 5 March** and **Thursday, 8 August**. Teachers attend workshops with other teachers in the ACT system. Students do not attend school on these days with the exception of Year 11 students who sit a trial AST on the second moderation day each year.

Bag passes

Students must store their school bags in their lockers. School bags are not allowed in classrooms or outside classrooms for safety reasons. If a student has a medical or other reason for needing her bag through the day, a permanent bag pass can be obtained from the Head of Senior School.

Bus passes

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

A maximum of six bus passes may be obtained per Semester.

Fundraising

CGGS has a proud tradition of raising funds for various charities throughout the year. Groups involved in fundraising range from Tutor Groups, Houses, the SRC, the SC and special purpose groups to whole school events. As part of the planning process for a charity activity, students are asked to complete a Charity License with the details of the activity form and to submit it to the Director of Projects and Planning.

ID cards

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

Lockers and locks

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

**Bags are not to be taken to classes.** Bags must be stored in the student’s locker during the day and collected at the end of the School day.
Lost property

All lost property is located in the Student Area. Any student who finds lost property should take it immediately to the Student Area.

Music lesson attendance procedure

The majority of lessons for students in Years 7–10 occur during class time on a weekly basis. Students in Years 7–10 have lessons on a rotational basis so as not to miss the same class lesson each week. Students in Year 11 & 12 are strongly encouraged to schedule their lessons during study periods, before or after school or during lunchtime. Whenever a student leaves class to attend a music lesson, they must sign out of class at the music centre. When the lesson is complete, the student must sign back in before returning to class. Failure to follow this protocol results in order marks being given.

School diary

All students are issued with a School Diary which should be brought to school each day. It is the responsibility of the student to keep their Diary free of graffiti.

Students are required to have their diary with them for all lessons.

Study periods (Years 11 and 12)

During study periods students should make effective use of their time. The study period is a privilege for senior students and should be treated as such. During study periods, Year 11 and 12 students can use the Senior Study Room located under the Science Building.
FACILITIES AND SERVICES

Library

Opening hours
The Senior School Library is open from 8.15am until 5.00pm Monday to Thursday and 8.15am until 4.30pm on Fridays. Students are able to access the Library before school, at recess time, at lunch time (closed 12.55pm – 1.15pm to Years 7 to 10) and after school. A Teacher Librarian is available during these times to assist students. The computers in the Library are available for student use when the Library is open. In the Library, students can access the School network and printers, as well as all information resources, including the Fiction and Non-fiction collections, eBooks, eResources and equipment. All resources and information about services are available via the Library’s website at http://cggs.libguides.com/home

Loans
Students in Years 7 to 10 can borrow four books over a two-week loan period while students in Years 11 and 12 can borrow six books over a two-week loan period. Holiday lending is allowed except over the Christmas holidays. Audio-visual material is accessible for use in the Library and available for loan to senior students only.

Resources
The Library collection supports the curriculum, including Australian Curriculum, BSSS Senior courses and the International Baccalaureate. There is a Fiction and Non-fiction collection, as well as an extensive collection of eBooks, eResources and equipment.

The ‘Oliver’ catalogue is accessible on all computers in the School. There are four dedicated ‘library searching’ computers for accessing the catalogue, and online databases while in the Library.

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

The Library has an online presence on both the School Portal, and Canvas, and this provides dozens of links to useful sites, as well as resources, study help and research skills information.

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

Jubilee Sports Centre – pool and gymnasium
Senior School students are permitted to use the pool at the following times:

Monday to Friday 7.00am – 8.30am
Saturday 1.00pm – 3.00pm

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

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

Monday 7.15am – 8.00am
Thursday 7.15am – 8.00am

There is no charge for attendance at these sessions. Mr Ben Gathercole, the Pool Manager, and a qualified Life Guard are in attendance at all sessions.
Students have pool sessions once a fortnight as part of their PDHPE classes. They must wear one-piece bathers and use a swimming cap. House caps can be purchased from the School Shop or the Pool Office. Questions about other pool-related enquiries can be made on 6202 6461 and Carol’s Swim School on 0447 347 443.

The gymnasium can be used by students at lunch time upon request. The PE Equipment bin can be accessed near the Year 7 locker area and this equipment should be used responsibly during lunchtimes. It is the student’s responsibility to return all equipment after use. Students can email our Senior School Sports Captains should they have any questions or feedback. Lunchtime physical activity is also offered throughout the year.

Clinic

The clinic is located in the Boarding House. Students who are unwell should go to the entrance to the Boarding House on the Chapel side and ring the bell as marked. All students must take their School Diary with them to clinic. Any student who is feeling unwell should be assessed by the School Nurse before her parents are called to collect her. Students are not allowed to leave school if they are unwell unless permission is given by the School Nurse, a member of Senior Staff and the student’s parent/guardian. Travel arrangements must be made and agreed upon by the parent/guardian and Senior Staff member.

Medication policy

In the interest of the health and safety of all students, the School implements the following medication policy:

1. Students with asthma should carry their own asthma medication (inhalers) with them at School.

2. The School will not administer any medication to students (except bronchodilators in an asthma attack) without the consent of parents/guardians. This includes paracetamol.

3. Consent must be given on a yearly basis by parents/guardians for paracetamol to be administered at school. This will be collected via the personal information forms, which are updated at the beginning of each year.

4. The School will keep the paracetamol in a secure locked location.

5. Paracetamol will not be given without supervision of a properly qualified person. At a minimum this means that the supervisor must have current St John’s Level 2 or Red Cross Senior First Aid Certificates.

6. Administering the paracetamol:
   - One standard dose (2 x 500mg tablets) may be given to students over 12 years of age. Dosages for younger students will be age appropriate.
   - The students will be supervised for 30 minutes in a first aid room following the administration to assess the effectiveness of the treatment before being sent back to class or arrangements made for transport home under parent/guardian supervision.
   - If pain persists or further requests for paracetamol are made on that day referral to a doctor will be suggested to parent/guardian.
   - The time, date, dosage and reason for administering the paracetamol will be recorded on the students’ medical information form and signed.

7. Paracetamol is normally administered by a First Aid Officer in the Junior School or the School Nurse (if unavailable, by a First Aid Officer) in the Senior School.

Careers

The Careers Resource Centre is open for all students during the School day, including recess and lunch times and for a short time after school. Material can be borrowed with permission from the Careers Coordinator.

The Centre contains up-to-date information about public and private tertiary educational institutions in Australia, including universities, CIT, TAFE and private training organisations. There is also information about universities in New Zealand, Japan, the United Kingdom and the United States as well as the different application processes. In addition,
resources can be obtained regarding job searching, résumé writing and apprenticeships. There are also a number of books about career choice.

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

Counsellors

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

School Calendar

The Senior School Calendar is a detailed fixture list of all events. The Calendar is located on Canvas and is updated regularly. Parents have access to an option to stream the Canvas Calendar into their personal digital calendars. It is compiled by the Director of Projects and Planning, Mr David Blue and includes excursions, meetings, assemblies, chapel services, competitions, parent information evenings, parent-teacher interviews, school holidays, testing periods, as well as a myriad of musical, cultural and sporting events. Students are encouraged to place relevant information into their School Diary and on the family calendar at home.

School Canteen

The canteen is located at the back of the Boarding House near the Chapel car park and is open at recess and lunch time. Hot and cold food is available every day. Students can use their student ID card to purchase food at the canteen by setting up a Flexi-Schools account. Visit http://www.flexischools.com.au/ and use your school ID number to register. Visit the Student Area if you need help with this.

Senior Common Room

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

Security

Students are encouraged to be very mindful of the importance of security at all times. Students should not bring large sums of money, valuables or jewellery to school. If a student is required to hand in money for fees or the like, she is requested to place the money in a sealed envelope with the amount, purpose and name on the outside. The envelope should be handed into the Business Office upon arrival at school. Any other money that needs to be brought to school should be handed in to Reception for safe keeping.

Bags or personal belongings are not to be left unattended for security reasons. Students are to store their bags in their lockers and keep them locked.

Students are responsible for the security of mobile phone, iPods and portable computer devices that they choose to bring to School.

Recess and lunch areas

Students in Years 7 to 10 must exit buildings at recess and lunch times. Students in Years 11 and 12 may utilise the Senior Common Room and the Lower Gabriel Area in addition to Quadrangle.
On designated Wet Weather Days all students may use the Lower Gabriel Area, the Science Atrium, the Gymnasium or the House Room. Staff will supervise in these areas instead of patrolling outside.

Apart from Wet Weather Days, students are not to eat food inside the School buildings. Chewing gum is banned at school at all times.

**Recycling**

CGGS is committed to recycling and encourages staff and students to support the concept. Throughout the campus there are a number of recycling stations and students are encouraged to familiarise themselves with the colour coding of waste disposal and ensure all rubbish is placed in bins.

**SCHOOL SHOP**

The Canberra Girls Grammar School (CGGS) school uniform can only be purchased from the School Shop. The Shop offers both new and high quality second hand uniforms, including items for specific sports requirements. We stock an extensive range of sizes and can also provide a made-to-measure service. School backpacks, socks, winter tights and hair accessories are available, as is a range of school merchandise.

It is open during term at the following times:

**Mondays**

8.15am – 2.00pm

**Tuesday**

8.15am – 2.00pm

**Thursdays**

12noon – 5.30pm

The School Shop is also open during advertised times in the holiday periods. These times will be communicated in the *Weekly Update* and on the School's website. The School Shop is located at the lower level of the (new) Hub Administration Building which faces on-to Melbourne Avenue and can be reached on (02) 6202 6486.

**TEXT BOOK HIRE**

At CGGS we operate a system where all text books are hired out to the students.

The annual Textbook Hire charge is built into the annual Resource/Activity Levy.

Running a system such as this saves the parents a great deal of money. However, it can only be run efficiently with the cooperation of everyone.

Students are issued with their text books and allocated to each student with corresponding barcode. It is the responsibility of the student to:

- Record her name in the front of the book in the designated place; and
- Maintain the book, and return it at the appropriate time.

If a book is not returned when requested, a charge will be issued to the students account. If a book is returned after it has been replaced, the student can keep the book and the charge still stands.

If a student loses a text book a charge will be issued for the replacement cost.

Books that are deemed to have received unnecessarily rough treatment will be charged to accounts. The following books are also issued through the Text Book Hire Room and the cost is charged to your account.

- **All Year 7**
  - Holy Bible – New Revised Standard Version

- **New Year 8 and 9**
  - Holy Bible – New Revised Standard Version
**STATIONERY PACK**

Parents will receive an email from the Director of ICT and eLearning with the requirements for stationery packs. The email, usually sent in November, will include a link to Office Max.

For new parents, relevant stationery packs will be automatically ordered and charged to your account.

**ASSEMBLIES AND CHAPEL**

All students have either an Assembly or a Chapel Service during Tutor Group in each cycle. The Assemblies are a time to celebrate the achievements of staff and students, promote upcoming events, showcase the talents of the students and provide information and advice to the School body. On two occasions during term, the Senior School has a full Senior School Service in CGGS Hall, focusing on an important day in the Christian calendar. Students in Years 7 and 8, 9 and 10, and 11 and 12 experience a Communion Service in the Chapel each Semester.

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

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

The Student Behaviour Management policy outlines the positive expectations that we have for our students and our belief that the majority of students will meet these expectations with guidance from staff and parents. We believe that wearing the School uniform correctly and neatly encourages a sense of belonging and pride in the School. Consequences have been put in place for those students who do not follow the guidelines as a reminder to take responsible action.

Guidelines for hair, make-up and jewellery

The following items only are permissible:

- Discreet sunblock make-up.
- Colourless polish or nail hardener.
- A single pair of plain, small gold or silver studs or sleepers or small pearls, worn in the lobe of the ear.
- For students in Years 7-10 shoulder length hair must be tied back with ribbons or hair ties in School colours of red, green, white, navy blue or black.
- Hair style and colour which is natural and neat.
- Plain navy or white head scarves or hijabs may be worn for ethnic or religious reasons.

General uniform guidelines

- Students must wear full school uniform to School each day.
- The School blazer must be worn to Assembly, Year Chapels and official school functions, including excursions.
- The blazer or the CGGS waterproof jacket must be worn as the outer garment when worn outside of the school during Terms 2 & 3. In summer, if the weather is cool, the blazer is to be the outer garment.
- School dresses, summer skirts and winter skirts must be worn at knee length.
- The school trousers may be worn in the place of the School dress, summer skirt (Senior) or winter skirt. Plain navy socks are to be worn with the trousers.
- Jumpers must be kept clean and free from holes.
- Only bags with the School crest or plain black bags (without logo) are to be carried.
- School shoes must be plain black leather (lace up). They must be polished regularly.
- Navy cotton socks may be worn at calf length or folded down.
- Socks and tights are not to be worn together.
- Students must ensure that all uniform items are clean, pressed (if necessary) and in good repair.
- Full sports uniform must be worn for all PE lessons. Students may not attend other lessons wearing sports uniform, unless permission is given. The School sports cap must be worn to all outdoor PE lessons.
- Only plain navy scarves, gloves and beanies are acceptable with the winter uniform.
- All students must wear the navy straw hat to and from school and when sitting outside at recess and lunch in Terms 1 and 4.

Consequences for infringements of the uniform guidelines

- Students who fail to comply with the uniform guidelines will receive formal warnings (order marks) to encourage them to accept responsibility for wearing the School uniform correctly.
- A student who has received three Order Marks in relation to uniform infringements over a period of a cycle will be given a Wednesday afternoon detention.
- Students who wear jewellery or non-school uniform items that do not meet the guidelines can expect to be asked to remove the item and receive an Order Mark.
- Students who wear visible make-up to school will be asked to remove it and will be given one Order Mark.
Borrowed uniforms

Uniform items are available to borrow from the Student Area in cases of emergency. Borrowed items should be returned to the Student Area, laundered, within two weeks, and have the item signed off. If items are not laundered, students will be asked to take them back and launder them. If items are not returned within a reasonable period of time, the student’s account will be charged for the cost of a second-hand item.

Out of School uniform

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

Introduction

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

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

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

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

Senior students are reminded to be positive role models for younger students.

General objectives

At CGGS, members of the School community aim to:

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

Rights and responsibilities

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

Rights:

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

Responsibilities:

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

General behaviour benchmarks

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

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

**Self-Responsibility**
Students should:
- Think independently
- Adhere to the dress code
- Accept responsibility for their own behaviour
- Be well prepared for each day
- Display time management skills
- Conform to routines and procedures
- Relate honestly to others

**Safety**
Students should:
- Use equipment safely
- Follow safe practices in the School environment
- Follow teachers’ directions
- Acknowledge and respect the personal space of others
- Resolve conflicts without physical or verbal violence

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

Student behavioural expectations

**Effort**

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

**Preparedness and Punctuality** – Each student should:
- Be punctual to all classes
- Bring the required materials and equipment to all lessons
- Submit all assignment items on or before the due date
- Return important documents, such as excursion permissions or camp materials, promptly
- Use morning recess and lunch times to attend to personal matters
Homework – Each student should:
• Bring the School Diary to every class
• Conscientiously record and complete all home study tasks
• Take note of all assignment and testing dates
• Complete work by the due date
• Complete work to the best possible standard
• Communicate with the teacher about homework problems

Quality of Work – Each student should:
• Always strive to do her best work
• Have a good knowledge and understanding of the standards to be achieved and strive to meet these
• Diligently work to the advice and expectations of the teacher
• Comply with School policies on plagiarism and cheating

Self-Responsibility

Personal Presentation – Each student should:
• Wear correct School uniform and sports uniform
• Ensure that hair, jewellery and make-up guidelines are followed
• Demonstrate pride in self and the School by a high standard of personal presentation, grooming and hygiene

Behaviour – Each student should:
• Be aware of and endeavour to meet all aspects of the School rules
• Follow all directions given by staff members and student leaders promptly and respectfully
• Be responsible for and accept the consequences of behaviour choices

Safety
Each student should:
• Maintain a safe and pleasant School environment by keeping classrooms, locker areas and School grounds free of litter and graffiti
• Only leave the School grounds during the day with permission or within the set guidelines
• Keep school bags, books and other belongings in the allocated locker and not carry school bags to class

Respect
Each student should:
• Communicate in a respectful manner with staff members and peers
• Be prepared to greet visitors to the School in the appropriate way and converse with them

Leadership and Participation – Each student should:
• Maintain a commitment to co-curricular activities
• Display pride in the School through involvement, behaviour and positive attitude
• Demonstrate community awareness and become involved in School community service activities
• Maintain a balance between academic, family, community and co-curricular activities

• Care for own possessions and not damage or steal the property of others.
• Refrain from any form of physical violence or verbal abuse of students and staff
• Never deal in, possess or use illegal drugs, drink or be in possession of alcohol, or smoke or be in possession of cigarettes while at School, on a School activity or where you are known to be a CGGS student

• Refrain from using coarse or derogatory language
• Always seek to be positive
• Respect the cultures and religious beliefs of others
Consequences for infringements of the behaviour expectations

As in everyday life, few situations involving the behaviour of others are black and white. Students who fail to comply with behaviour expectations will incur consequences to encourage them to accept responsibility for their actions and learn from their mistakes. It is important that students and parents know the Behaviour Expectations of the School and understand the consequences that may be given to students.

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

Consequences

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

**Level 1 – Order Mark:** An Order Mark can be given to a student by a staff member. An accumulation of three Order Marks in a fortnight will result in a Detention after School on a Wednesday afternoon.

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

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

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

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

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

After-school detentions

A student who has received three Order Marks infringements over a period of a cycle (10 school days) will be given an afternoon detention. Parents will be notified by letter and a copy will be kept on the student’s file.
PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE) SERVICE POLICY

PDHPE detention policy

**Rationale:** To encourage student commitment to the CGGS PDHPE program. If a student fails to commit to the program, they may miss important learning opportunities. This system seeks to ensure that every student has the opportunity to maximize their learning in the PDHPE environment. It also ensures consistency, fairness and equity for all students.

1. **If** any Year 7–10 student fails to bring any part of their PDHPE uniform they will receive a warning in the first instance (one warning per semester).

2. **If** any Year 7–10 student fails to bring their full PDHPE uniform on the first occasion or part thereof on the second occasion they will receive one order mark. This system is continuous throughout each semester.

3. **If** a student forgets their full PDHPE or pool gear on the second occasion **they** will receive two more order marks and a PE detention on a Friday Day 10 from 3.20pm–4.15pm.

4. Therefore, **if** a student receives three or more order marks in total they will receive a PE detention on a Wednesday from 3.20pm–4.30pm as per the School detention policy.

5. **If** a student receives another uniform infringement after serving a PE detention within a term, a phone call to parents will be required and the appropriate action will be taken.

6. **If** a student fails to attend the first PE detention or is absent on the day, the PE detention will be rescheduled to the next Day 10. If a student fails to attend again, an academic or Saturday detention will be given.

7. A student progress advice form to parents will be sent home early if patterns of mis-uniform are occurring (within 10 days) or if there are any other concerns.

PDHPE

Changing at the start and end of PDHPE lessons

- We hope students feel comfortable and empowered to be physically active in many different ways during the school week.
- All students are given time at the start and end of each PE and aquatic lesson to change. Students are reminded to be prompt when changing to avoid being late for their next lesson. Students may wish to use hand dryers to dry off hair and wear navy beanies during aquatic lessons in winter. Often students may have slightly more time if aquatic lessons back on to recess or lunch. Students should talk to their class teachers if they have any special requests, questions or concerns.
- No spray deodorants are permissible in the PE or pool change room areas, roll on deodorant only should be used.

What to expect in your first PE or Aquatic lesson in PDHPE

- Students participate in one aquatic PDHPE lesson in a cycle (fortnight) during the school day
- Organisation and changing after PE may cause some angst for students as they adjust to moving from lesson to lesson. PDHPE teachers will give Year 7 and new students additional time and leeway during their first few weeks of PDHPE to ensure students have enough time to catch buses after Period 6 PE or aquatic lessons.
- We are mindful of student cultural or religious sensitivities whilst being physically active in PE and in the pool. Students have permission to wear long sleeves and pants in PE or aquatics should they wish to take up options due to religious reasons. Students may also wear swimming rash tops and/or board shorts in the pool. Students are encouraged to talk to their class teachers about these options.
• We understand that girls are starting their menstrual cycle for the first time during early adolescence and our aim is for students to feel confident and comfortable to be physically active in PE or aquatics. We also appreciate that some girls will choose and prefer to use pads rather than tampons in these early years. Students may have their period during the week they have a pool lesson or inadvertently start their period during the day. Where possible we ask students to bring in a note from parents excusing them from swimming should they wish not to swim, or follow up with a note if they need to miss a pool lesson due to periods. We encourage students to talk to their class teacher about these options. Parents may wish to email the class teacher as an alternative option or record the note in the student diary.

Dolphin Group opportunities for remedial swimming

There are many opportunities for students to improve their swimming ability, especially if students are not confident swimmers. We have a regular program in Term 1 called the Dolphin group and students are invited to attend extra swim sessions free of charge. We hope students may then feel more confident to participate during normal aquatic lessons. Parents and students can talk to class teachers about the program or email Jane Hincksman (Acting Head PDHPE) on jane.hincksman@cggs.act.edu

Mouthguards

• It is a requirement of the School that during some PDHPE units (some contact sports) participating students in Year 7–10 are encouraged to wear a mouthguard. These units are listed below:
  ▶ Year 7 Hockey
  ▶ Year 9 Lacrosse
  ▶ Year 10 Cricket
  ▶ Year 10 Indoor Hockey

• If a student does not bring a mouthguard to class during these units they will still be able to participate during game (modified or otherwise) and learning activities, involving the use of equipment. There will be no further consequences if the student forgets to bring a mouthguard to class. Teachers take practicable steps during lesson time to ensure safety is maximised.

• It is a requirement of the School that during co-curricular sport training and matches at CGGS all participating students in Year 7-12 wear a mouthguard. These sports are listed below:
  ▶ Winter Hockey
  ▶ Indoor Hockey

• CGGS encourages all students to wear a mouthguard and other protective equipment (such as shin pads) in all other contact sports within the PDHPE and co-curricular sporting program.

• Parents will be responsible for ensuring that their child has an appropriate mouthguard. Mouthguards are available from dentists, orthodontists, most leading chemists and sporting equipment stores.

• We would encourage parents to contact their local dentist or other professional providers for advice regarding mouth guards before the main winter sport season games and training commence.
SUNSMART POLICY

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

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

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

As part of general skin-protection strategies:

- Students are required to wear sunhats or house bucket hats for outside PE lessons.
- All students are required to wear the School Hat to and from school in Terms 1 and 4 and while sitting in the sun at recess and lunchtime.
- Students will be encouraged to keep in the shade while outside.

ICT USERS’ POLICY

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

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

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

- Access to the system is through a unique username and password. I shall not endeavour to obtain anyone else’s password or divulge my password to other students.
- I shall not use the service to transmit or publish anything that is offensive to an individual or group.
- I shall not seek to use, or use any alternative site to gain access to, blocked sites.
- I undertake that all communications sent by me will be accurate and respectful.
- I shall not break copyright law by copying and/or distributing copyright materials, except as permitted for educational purposes, in which case I shall correctly acknowledge the source.
- I shall not modify or delete any material of which I am not the owner.
- I shall respect the privacy of others and will not attempt to access or disseminate information to which I am not authorised.
- If I encounter anything offensive online, I shall immediately report it to a teacher.
- I shall not provide personal contact details, such as an address or telephone number, to anyone encountered online, without the prior consent of both a teacher and my parent/guardian.
- I understand that authorised staff routinely monitor the network, including messaging, and may access any part of the network to investigate possible infringements of the AUC.
- I understand that the AUC continues to apply whilst I am a student at CGGS and regardless of the access methodology, even when using the facilities of the CGGS network from home.
- I undertake to read and comply with the current Network Operational Procedures for the CGGS network.
- I understand that failure to comply with the AUC may result in disciplinary procedures.”
SAFE SCHOOL POLICY

This policy is based upon the principle that all school community members have a right to feel safe at CGGS. Our Safe School policy is part of a whole school approach which gives all members of our community a common understanding about what we value in a safe and supportive environment. At CGGS this promotes positive relationships and fosters strategies supporting a zero tolerance approach to bullying, harassment and violence.

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

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

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

Procedures for students in the Senior School

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

Ignore the bullying or harassment

- If it stops, no more action is needed.
- If it continues...

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

- If it stops, no more action is needed.
- If it continues...

Refer the matter as appropriate to:

- Class teacher
- A Year tutor
- The School Counsellor
- The Head of House
- Head of the Boarding House

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

Put the plan into action.

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

Report the matter as appropriate to the Head of House, the Director of Pastoral Care or the Head of Senior School. Inform them of the situation and of the action that has been taken.

Appropriate action to resolve the matter will be taken.

If necessary, the matter will be referred to the Principal or to outside authorities.
ORGANISATION OF PRIVATE STUDY

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

School diary use for homework

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

Environment

Your study environment should:

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

Routine

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

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

- **Year 7** – approximately 7½ hours per week
- **Year 8** – approximately 9 hours per week
- **Year 9** – approximately 11 hours per week
- **Year 10** – approximately 12½ hours per week
- **Year 11 and 12** – approximately 3 hours per subject minimum per week.

Set your priorities

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

Purpose

Students will be expected to bring their own device to school for academic use. Devices are available for short-term borrowings from the Library for those unable to bring their own device. Students will access the school network through their wireless connection.

It is at the teacher’s discretion whether an ICT device is to be used in class.

While all devices are supported speed will vary depending on the wireless capacity.

- It is the responsibility of students to have insurance on their devices
- It is the responsibility of students to purchase and upgrade software
- Maintenance of personal devices is NOT a school responsibility
- Students will need to abide by ALL CGGS policies, even on their own machines
- Students MUST access the Internet through the school wireless connection
- Students are NOT to lend their devices to others
- Devices must be locked in their lockers when not in use

AGORA

Agora is the School’s online environment for parents which streamlines communication and provides one place where parents can go to find all the important school-based information they need. Agora delivers direct access to a number of services including:

- Canvas – the Senior School’s teaching and learning platform (see below for more information)
- View your child’s school reports
- Review your financial status
- Order school lunches
- Make parent/teacher interview booking

Agora is password protected and accessed with your CGGS login details. Launched in 2018 – this a new initiative and we invite you to provide feedback (via the tab on the bottom right of the screen), suggest improvements, ask questions and log any issues you might have so they can be promptly addressed.

INTRODUCTION TO CANVAS

- The School uses Canvas as our Learning Management System which includes Unit Outlines, Assessment dates displayed in the Calendar, Assessment tasks as they become available and notes (both academic and administrative).
- Documentation, including user details, will be emailed to parents, guardians and students. We will also have an information evening for interested parents.
- Please email Eric Roussel eric.roussel@cggs.act.edu.au if you have any questions or difficulties with Canvas.