This handbook will be under review during 2013
FOREWORD

The Guildford Grammar School Handbook is compiled for the benefit of the whole school community. The Handbook is designed to be a comprehensive directory of the life, work and organisation of the Senior and Preparatory Schools. It is also a formal statement of the expectations that the School has of all its members.

To use this PDF document the contents pages are hyperlinked to the corresponding pages in the document. Simply place the cursor on the page number, hold the Ctrl key down and click the mouse.

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TERM DATES 2013

Term 1:  Monday 4 February (Years K-9), - Friday, 19 April (3.25pm finish)
          Tuesday 5 February (Years 10-12) – Friday, 19 April (3.25pm finish)
                   (Mid-Term: Friday, 1 March - Monday, 4 March inclusive)

Term 2:  Tuesday, 7 May - Friday, 5 July (3.25pm finish)
          (Mid-Term: Friday, 31 May - Monday, 3 June inclusive)

Term 3:  Wednesday, 24 July - Friday, 27 September (3.25pm finish)
          (Mid-Term: Friday, 23 August – Monday 26 August inclusive)

Term 4:  Tuesday, 15 October (Years K-11) - Thursday, 5 December (Yr 7-12
                    9.00pm finish)
          Wednesday, 16 October (Year 12) – Valedictory Day
          Prize Giving Night Thursday, 5 December
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- Security of assessment tasks
- Reporting of student achievement

**Senior Secondary Assessment Policy (Years 10, 11 and 12)**
- Student Responsibilities
- Teacher Responsibilities
- Assessing students who do not complete the assessment programme
- Missing a submission deadline (late work)
- Assessing students with special educational needs
- Authentication of student work
- Security of assessment tasks
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A. INTRODUCTION AND HISTORY

Situated on the banks of the Swan River some 15 kilometres from the centre of Perth, Guildford Grammar School stands among trees and lawns on grounds which extend over 80 hectares.

The School was opened with 14 pupils in 1896 by Mr Charles Harper. In 1910, with over 100 students, it was taken over by the Trustees of the Church of England who appointed Canon P U Henn as Headmaster. In 1900, the School moved to its present location and in 1914 the Gothic-style Chapel was consecrated.

The School has been operational on this site ever since, except for one period when in March, 1942, the staff and boys of the Senior School were evacuated to Fairbridge Farm School near Pinjarra for 18 months.

The School has grown since those early days and now has approximately 1000 students. There are two Halls of Residence for boarding. New classrooms and special centres such as the John Wickham Art/Craft Centre and the Cecil Oliverson PE Centre, now complement the older buildings, most of which have been modernised.

The Preparatory School, situated to the east of the Senior School, was founded in 1914 by Canon Henn and Mr C Priestley. It is co-educational and includes boarders. The Preparatory School boarders are accommodated in The Graham Malcolm Junior Hall of Residence for students from Years 6 - 9. The buildings include many modern facilities, such as the Priestley Hall, the Hamersley Centre incorporating the Library Resource Centre and the Kyle Visual Arts Centre.

1. The School Coat of Arms

The dedication of the School Chapel to Saint Mary and Saint George took place on March 25th, 1914. The dedication inspired the present School Arms, which were adopted in place of the cross and coronet of the Harper family. The Arms consist of the red cross of St. George on a white shield below the three fleur de lys of St. Mary against a dark blue field. “Go Forward”, the School Motto which succeeded the Harper’s “Coelum ipsum petimus”, appears in a scroll under the Coat of Arms. This was chosen as being both English and Biblical, taken as it was from Exodus, Chapter 14, Verse 15: “Speak unto the children of Israel that they go forward”. The School Arms and Motto are carved over the west door of the Chapel on an empanelled shield.

2. The School Prayer

Almighty and Everlasting God, Heavenly Father, we give You humble and hearty thanks that You have called us to the knowledge of Your grace and to faith in You. Grant to the students and staff of this School that, having been Made Your children by adoption and grace, we may daily be renewed by Your Holy Spirit. Sow the seed of eternal life in our hearts, that whatsoever in Your Holy Word we shall profitably learn we may in deed fulfill the same. Look, O Lord, mercifully upon us from heaven, and bless us, that obeying Your will and always being in safety under Your protection, we may abide in Your love, to our lives’ end; through Jesus Christ, our Lord. Amen.
### 3. The School Hymn

1. Forward be our watchword,
   Steps and voices joined;
   Seek the things before us.
   Not a look behind.
   Burns the fiery pillar
   At our army’s head;
   Who shall dream of shrinking,
   By our Captain led?

   **Chorus**
   Forward through the desert,
   Through the toil and fight;
   Jordan flows before us,
   Zion beams with light.

2. Forward, when in childhood
   Buds the infant mind;
   All through youth and manhood,
   Not a thought behind.
   Speed through realms of nature,
   Climb the steps of grace;
   Faint not, till around us
   Gleams the Father’s face.

   **Chorus**
   Forward, all the life-time,
   Climb from height to height;
   Till the head be hoary,
   Till the eve be light.

3. To the Father’s glory
   Loudest anthems raise;
   To the Son and Spirit
   Echo songs of praise;
   To the Lord Almighty,
   Blessed Three in One,
   Be by men and angels
   Endless honour done.

   **Chorus**
   Weak are earthly praises,
   Dull the songs of night;
   Forward into triumph,
   Forward into light!
B. THE AIMS OF THE SCHOOL

Guildford Grammar School is an Anglican school based on Christian values in the Anglican tradition

OUR PURPOSE

Inspiring students to achieve personal excellence and to be outstanding citizens who work to create a just, loving and peaceful society.

OUR VALUES

At Guildford Grammar School students and staff are guided by the following interlinked values

- Excellence
- Respect
- Integrity
- Spirituality
- Teamwork
- Compassion

C. THE ORGANISATION OF THE SCHOOL

1. Administrative Structure

The School is governed by a School Council consisting of 12 members. The Anglican Archbishop of Perth is the Visitor. One member of Council is appointed by the Archbishop, 6 members are appointed by Perth Diocesan Council, 2 by The Old Guildfordians’ Association, 2 by Council and 1 by the Parents’ and Friends’ Association. The Headmaster and Bursar are ex-officio members.

The Council is responsible for the appointment of the Headmaster and Bursar, for determining general school policy and planning and overseeing the financial and physical development of the School.

The Headmaster is responsible for the general direction and management of the School and for the appointment of staff. He delegates authority to the:

Senior School
- Head of the Senior School responsible for the day to day administration and direction of the School
- Assistant Head of Senior School responsible for the day to day administration of Senior School
- Chaplain responsible for the spiritual life of the School
- Director of Teaching and Learning responsible for the academic program overall and Years 10, 11 and 12
- Director of Catalyst responsible for the academic program in Years 7, 8, and 9
- Assistant Head of Senior School responsible for pastoral care, general administration and disciplinary matters
- Counsellor
- Head of Boarding
- Heads of Halls of Residence
- Heads of Houses
- Director of Community Relations
- Director of Co-Curricular Activities
- Heads of Faculties
- School Marshal
- Registrar
- Teaching staff

Preparatory School
- Head of the Preparatory School responsible for the Preparatory School
- Deputy Head of Preparatory School responsible for pastoral care, administrative duties and disciplinary matters
- Deputy Head of Preparatory School Curriculum responsible for the academic program
• Coordinators responsible learning teams (Early Learning, Year 1/2, Year 3/4, Year 5/6)

The Bursar is responsible for the financial administration of the School and the maintenance of its resources. He is assisted by Finance and Property Managers and appoints the administrative, catering, ground staff and housekeeping staff.

2. The House System

Every boy in the Senior School is a member of a House. There are eight Houses with approximately 80 to 90 boys in each House.

A Head of House is in charge of a House and he or she stands in loco parentis while a boy is at school. The House system fosters community responsibility, camaraderie, independence and offers opportunities for leadership.

Each Head of House is assisted by Mentors. A Mentor is assigned to a particular group of students and has responsibility for the development, academic progress and general welfare of the boys in that group. The Mentor is also the administrative adviser to the group and, through the School Diary, and/or personal contact, acts as the initial link between parents and the School.

*The Cock House Cup*

The “Cock House” sporting competition at the Senior School was established in 1922 when the first Warden of the Council for Church of England Schools, the Venerable Archdeacon Hudleston, presented a silver cup to the winners, School House. At that time the cup was decided on the aggregate points of four sports. There are now many sports in both the senior and junior sections of the School from which the “Cock House”, or best sporting House, is decided.

*The Centenary Cup*

The Centenary Cup cultural competition at the Senior School was established in 1996 when the Headmaster, Mr John Moody, presented the Cup to the School in its Centenary year.

*The John Gladstones’ Cup*

The academic competition at the Senior School was established in 1998.

*The Council Shield*

This is awarded to the House adjudged to have been the most successful in the competitions outlined above.

3. Boarding

There are two Halls of Residence:
- The Sir Francis Burt Senior Hall of Residence for Year 10 to 12 boarders
- The Graham Malcolm Junior Hall of Residence for Year 7 to 9 boarders.

4. Preparatory School Quarters

The Preparatory School is divided into four ‘Quarters’, North, South, East and West, for internal activities and sporting competitions.

Each Quarter has a colour for identification purposes. North is red, South is blue, East is green and West is gold.
Members of staff are attached to each Quarter, and Quarter Captains and Vice Captains are elected by students.

5. **The Prefect System**

At the Prize Giving Evening each year, the Headmaster announces a Captain of School and a Vice Captain of School from the School Prefects, who are appointed at the beginning of Term 4, based on a student vote, a prefect vote, a staff vote and input from Heads of Houses and senior members of staff.

Additional School Prefects are sometimes appointed during the course of the year.

Prefects are expected to set an example to the rest of the School in all aspects of school life and ensure that students maintain the standards of the School. They are also expected to show loyalty to the Headmaster and members of staff in all activities of the School, and further the co-operation between staff and students.

The Headmaster meets regularly with the Captain and Vice Captain of School, with the Head of the Senior School meeting frequently with all School Prefects. In addition, the Prefects themselves hold meetings to discuss matters of particular concern.

The Captain of School instructs and assists other Prefects in the performance of their duties and is responsible for allotting special assignments to individual Prefects as necessary.

A School Sacristan is chosen each year by the Headmaster and the School Chaplain and he assists the Chaplain in all matters connected with the Chapel.

The School Sacristan is assisted by Chapel Servers and Sacristans appointed by the Chaplain.

A House Captain and House Prefects are appointed in each House and they are expected to co-operate with the Head of House and other House Staff in the running of the House.

At the Preparatory School, there are many positions of leadership available to students in Year 7. Children are chosen to become the Captain and Vice Captain of School, Student Councillors, Captains of Sport, Library, Chapel, Music, and Art based on a student vote and input from staff. Each Quarter also elects a Captain and Vice Captain. There are also a number of assisting Monitors. These appointments are made each year after consideration of nominations submitted by staff.

**D. **SPIRITUAL LIFE

As Guildford Grammar School is a Christian foundation in the Anglican tradition it recognises the authority of Bible, Tradition and Reason properly exercised, in informing Christian discipleship and the building up of the Kingdom of God. This *via media* perspective of Anglicanism, a middle ground between Roman Catholicism and Reformed Protestantism, has been and continues to be best understood through its liturgical expression in services such as Choral Evensong and the Holy Communion, also called the Eucharist. While the Eucharist is the usual expression of worship in the School other forms of worship do take place. The tradition of Chapel worship is High Church with appropriate use of drama, colour, movement, incense, and bells while the theology is orthodox and inclusive.

While the School accepts students from all religious backgrounds and none, all students are required to attend Chapel Services, congregational singing and participate in the Christian and Religious Education classes of the School which are provided in each year up until Year 10. There is a strong tradition of singing in the Chapel, be
that choral or congregational. The Chapel Choir has a tradition that makes it well known in Western Australia while congregational singing is a popular weekly activity in both sections of the School.

The spiritual and liturgical life of the School along with the Christian and Religious Education curricula are the responsibility of the School Chaplain who is Chaplain to the whole Guildford Grammar School community; Senior School, Preparatory School, staff, parents and guardians, and Old Guildfordians. He is available as spiritual counsellor to all members of the school community. The present Chaplain is the Rev’d Dr Philip Raymont who until appointed in July, 2009 held positions in chaplaincy, lecturing, pastoral care and senior academical governance at the University of Cambridge.

The major sacraments of Baptism and the Eucharist, and the lesser sacraments of Confirmation, Marriage, Reconciliation and Anointing of the Sick are available to students, family, staff, and Old Guildfordians. Each year a cohort of students, normally Year 10 and above, are provided with confirmation instruction, including a camp, and then presented to the Bishop to be confirmed. All Year 4 students receive specific instruction in the nature and significance of the Holy Communion. At completion of this course students, with the permission of their parents, may choose to be admitted to receive Holy Communion.

Students of the Preparatory School follow a Christian Education curriculum developed by the Victorian Council of Churches and taught by classroom teachers while students in years 7, 8, 9 and 10 follow a Religious Education curriculum embedded in the Christian faith and which meets the requirements of the English Religious Education curriculum for similarly aged students. This ensures a comprehensive, rigorous and professionally developed curriculum, comparable in status, scope and sequence, as to any other subject taught in the School.

All students attend weekly Chapel Services. In the Preparatory School these are rotated through a three weekly cycle of Years 1 to 6, Kindergarten to Year 3, and Years 4 to 6. Twice a term the Year 4 to 6 students have a Eucharist, one of which is conducted in the Chapel of St Mary and St George. The theme or focus of each service reflects and adds to the work being conducted in the Christian Education classes.

Weekly services for the Senior School are conducted along House lines; the addresses usually analyse contemporary political, social and cultural affairs in the context of the liturgical season being observed: Term 1 – Epiphany and Lent; Term 2 – Easter, Term 3 - Trinity, Term 4 - Advent and Christmas. Weekly Eucharists and End of Term Eucharists are conducted also. All members of the School community are welcome at any of these services; boarders and staff resident on the School grounds are required to attend the weekly Eucharists. Special services throughout the year include: Welcome to New Students, Lady Day (The Annunciation of the Blessed Virgin Mary), ANZAC Day and Remembrance Day, Ash Wednesday, Palm Sunday, Maundy Thursday, Pentecost, Holy Cross, Grandparents’, Old Guildfordians’, Valedictory and Boarders’ Farewell.

Weekday Eucharists are celebrated each week of term on Thursday at 7.40 a.m. Services in association with the various support groups of the School are arranged as are special House Services. In 2012 it is anticipated that there will be an occasional late evening Compline Service for Boarders while during the Season of Lent a special extra weekly Eucharist will be celebrated while the opportunity to undertake a Lenten Study will be offered.

The Chaplain welcomes offers to preach from members of staff and students.

Chapel

The Chapel was designed by Mr Walter Tapper, later Sir Walter, a prominent English architect. He did so on purely Gothic principles, reverting thereby to the features of collegiate chapels of medieval times. The nave is 25 metres long and 9 metres wide, while the crown of the vault stands 16 metres above the floor of the nave. The seats in the nave are arranged in the traditional collegiate manner, the stalls facing each other. Above the stalls runs a ‘monkey’s walk’, often called the ‘monkey’s walk’ by the boys! In medieval times, the monks
used to descend from their living quarters to their place of worship by means of such passageways.

The Chapel was consecrated on March 25th, 1914. This date is celebrated annually as ‘Lady Day’, the Feast of the Annunciation of the Blessed Virgin Mary, when the School community remembers its Founders and the significance of the day in its history.

The stone used in the building is a sandstone from Donnybrook in the south of Western Australia. The floor is of marble from Italy and Belgium, while the woodwork is hand-carved oak worked by English craftsmen, specially brought out to Western Australia. The chapel itself stands 21 metres in height and boasts a reredos unequalled in beauty in Australia. With its blaze of blue and gold, it is one of the most striking features of the chapel. The main framework is of wood, heavily carved, gilded and painted. The panels, representing the lives of our Lord, our Lady and St. George, are painted in tempera, a mixture of yolks of eggs and other materials on a background of wood.

The Chaplain is assisted in the conduct of Services by the Senior School Chapel Servers’ Guild led by the Sacristan; the School Guild of Chapel Clerks led by the Senior Chapel Clerk; the School Chapel Choir, Preparatory School Choirs and the Preparatory School Servers’ Guild led by their Chapel Captain. Students are encouraged and welcome to join any of these groups which provide students with a lively liturgical, cultural and social life.

Camps and/or Retreats for Servers and Chapel Clerks are regular features of the year as is a tour for the School Chapel Choir. A Theological Society to which students and staff are welcome to join exists to discuss current and other important theological issues as well as to sponsor seminars and dinners.

Opportunities for Community Service exist in both the Preparatory School and the Senior School. Service to others is a vital aspect of a student’s ability to live out the School’s and their own commitment to Christian values. In the Preparatory School, Community Service is a designated School activity while in the Senior School it is exercised through a variety of means, not least within the House system and in Year 9 of the Religious Education Program, and in Personal Learning of the Catalyst program. The Chapel Servers’ Guild acts as the agent for Anglicare (the umbrella social welfare, social justice and advocacy agency of the Diocese of Perth) within the School, organising the Red and Blue Day and the Anglicare Christmas Giving Appeal.

In so much as the Chapel is the most striking building of the school it symbolises the importance the school places upon the centrality of the Christian experience lived out in the Anglican tradition within the School. The religious, spiritual and liturgical life of the school is central to its mission; be that enacted in the Chapel, in the classroom, on the stage or on the sporting field, in social activities, or while travelling to and from the school. It is not to be seen simply as a separate isolated compartment. To that end the School baptises new believers as well as teaches and nurtures all in its midst.

The school expects all its members to live a life which reflects in word and deed foundations of life built upon the example of the life and witness of Jesus Christ, our Lord and Saviour.
E. CODE OF CONDUCT

1. Rationale

1.1 To prepare students for the laws of society.
1.2 To maintain the School's good reputation.
1.3 To ensure the safety and security of all.
1.4 To facilitate the organisation and administration of the School.
1.5 The School has a Behaviour Management Policy (BMP) which covers behavioural issues.

2. General

2.1 Enrolment in the School means accepting a contract to honour the rules, practices, traditions and good name of the School. Any behaviour or appearance which adversely reflects upon the School will be considered contrary to School Rules. This applies in and out of the School (i.e. in public, at weekends, at home, etc., as well as in class or on the sports field) regardless of whether the student is in uniform or not.
2.2 It is the individual student's responsibility to find out and learn the rules. Ignorance is no excuse for failure to comply.
2.3 It is the student's responsibility to learn the specific rules that apply to particular areas, Houses, buildings and amenities (e.g. library, gymnasium, dining hall, etc.) and these rules must also be observed.
2.4 Students must also be aware of their School commitments and, to this end, must read the notice boards daily and note particular details from official publications of the School (Handbook, Bulletin, etc.).
2.5 A breach of common sense will be interpreted as a breach of the School Rules.
2.6 No student may take part in any press interview, broadcast or other public appearance in which the name of the School is mentioned, without the authority of the School.
2.7 All members of the School are responsible for keeping the grounds and the buildings clean and tidy.

3. Social Interaction

3.1 While boys are encouraged to gather at social events, the School emphasises that all boys, even though they may be approaching adulthood, still need to be governed by constraints which take into account their status as students and their responsibilities to the School.
3.2 The School urges parents to ensure that private functions are carefully planned, supervised and controlled, and that the functions, at all times, remain in keeping with the degree of maturity of the age group. Particular care should be taken to ensure that functions held during term time do not interfere with a boy's studies or other School commitments.
3.3 The School feels that parents should involve their children in the experience and responsibility of conducting a function; and it also believes that the best possible guidance that parents can give their children is through the example that they themselves set in thoughtfulness and moderation.
3.4 While not questioning the prerogative of parents on private property, the School seeks particular cooperation with regard to the smoking of cigarettes and the consumption of alcohol, and reminds parents that both these activities are strictly forbidden at the School.
3.5 Courtesy and consideration for others are considered a foremost responsibility and no bullying of any kind is tolerated.

4. Safety

4.1 Whether waiting for or riding on buses or trains, students are expected to conduct themselves in a courteous and considerate manner, and with due regard for both their own and other passengers’ safety.
4.2 No explosives, potentially dangerous materials or offensive weapons may be brought onto the School premises and no unauthorised missiles of any kind may be thrown or projected.
4.3 It is a sad fact that Guildford Grammar School students are occasionally threatened by other youths when off campus. The following advice is offered to students who find themselves in this situation.
4.3.1 Students must try to avoid being alone in a situation where a threat could occur. They should try to stay in groups wherever possible. If students feel threatened, they should stay close to any adults who are nearby. Students should avoid eye contact with the person(s) likely to pose a threat and not respond to any taunts or provocative actions. If the situation looks like becoming serious then escape is the best choice. All occasions where physical assault takes place should be reported immediately.
to parents, or the School, or Police or security staff as appropriate. Parents of students who are assaulted should report the incident to the Police.

4.3.2 Students who witness another member of the School being threatened and/or assaulted can often help by taking the action listed below:
   - Witnesses should make a lot of noise, attracting attention to the scene, calling out, “stop it”, “leave him/her alone”, “we’re calling the Police”, etc.
   - They should assemble around the victim to provide protection if this can be done without threat to themselves.
   - They must be careful not to make the situation worse by being provocative or abusive in responses.
   - They must ensure they can give a good description of the offender(s).
   - They must quickly fetch help from Police, security staff, School staff, as appropriate.

4.3.3 All students must exercise self-control. Responding to offenders with abuse, whether physical or verbal, can result in inflaming the situation and lead to official action against them.

5. **Health**

5.1 **Drugs**

5.1.1 The sale, purchase, possession and/or use of drugs (including tobacco, cigarettes and alcohol) are forbidden.

5.1.2 Acting as an agent for such substances is also forbidden.

5.2 **Sickness or Injury**

5.2.1 A Medical Report is required for all students entering the School.

5.2.2 No child who is suffering from any illness, or who has been in recent contact with any infectious disease, may attend School unless prior permission has been given by the Headmaster.

5.2.3 All routine dental and medical treatment (e.g. inoculations) should be completed before a student commences a school term.

5.2.4 Should any aspect of a student’s health, especially sight and hearing, require assessment by a specialist, parents are asked to consult their family doctor for referral to the appropriate specialist of their choice. For overseas and Australian boarders at the School, where this may be impractical, the parent/guardian consents to the Medical Centre arranging specialist or other referrals as deemed appropriate.

5.2.5 The School will endeavour to assist parents and students by reporting any physical or psychological disabilities that may be noticed, so that arrangements may be made for the appropriate medical consultation.

5.2.6 Parents are requested to keep the School informed about their child’s health so that records are kept up to date and the best possible care can be given to each student.

5.2.7 A student who is ill or injured during the day should report to the Sister at the Senior School Medical Centre or the Preparatory School’s “Sick Bay”. No student may leave School if he or she feels unwell without first doing this, and his or her parents will be contacted if necessary.

5.2.8 When a student reports sick, he or she must be accompanied by another member of the same House or class and, where practicable, the appropriate Head of House or teacher will be notified immediately.

5.2.9 In the case of apparently serious injury, under no circumstances should the patient be moved. In such cases the Sister should be sent for without delay.

5.2.10 Parents should be prepared to remove their child from School as soon as possible, should he or she have contracted an infectious disease. Additionally, medical clearance will need to be given for the student before they return to the School. In the case of an overseas or Australian boarder, the student will have to reside at the guardian’s residence or at home until medical clearance is given. The guardian of overseas or Australian boarders will need to ensure that the student is supervised and not left alone.

5.3 **Boarders**

5.3.1 It is School policy that all boarders are attended by the School doctor. Parents wishing to make alternative health care arrangements should notify the Headmaster and the Medical Centre, in writing, giving details.
5.4 **Day Students**

5.4.1 Parents of day students are requested to contact the School immediately should their child be unable to attend School because of illness. A written note substantiating non-attendance should be brought by the student on returning to School. If the illness lasts longer than three days, a doctor's certificate is required.

5.4.2 Day boys who bring prescribed medications to School other than antibiotics should report to the Medical Centre for instructions regarding the safe storage and distribution of these drugs.

6. **Attendance**

6.1 **School Commitments**

6.1.1 School commitments extend beyond the classroom. They include attendance at roll-call, Chapel, Mentor Group period and Assembly, sport training and fixtures, School and House functions, etc.

6.1.2 Any boy who is absent without leave from Assembly, Congo, Chapel or Mentor Group period will be reported to the Assistant Head of Senior School, who will issue a 90 minute detention and send a letter to the boy's home. Any subsequent absence will result in a Headmaster's Detention.

6.1.3 Students must be punctual for all School commitments.

6.1.4 Parents and guardians should avoid any action that will result in students missing any School commitment.

6.1.5 Parents and guardians of day students should notify the appropriate Head of House or Head of the Preparatory School if it is unavoidable that their child will be absent from a School commitment.

6.1.6 Only under exceptional circumstances with early written application will the Headmaster give permission for students to leave School before the end of a term or during the term.

6.1.7 Students must fulfil all their School commitments before leaving for vacations, especially at the end of the year. The co-operation of parents is requested to see that this is done and that all School property on issue (books, clothing, equipment, etc.) is returned.

6.1.8 Students who are officially "off Sport" or "off Cadets", but who are physically able to attend, must still attend these activities even though they may be unable to participate.

6.2 **Absences or Late Arrival**

6.2.1 As a matter of priority, parents should contact the appropriate Head of House prior to 8.00am by phone or email, to explain their child’s absence or late arrival. This is the much preferred option. If the Head of House does not answer the telephone, parents may leave a recorded message. See Section N for phone numbers and email addresses. In the case of boarders, whether they be domestic or international boarders, the Head of Hall will act in loco parentis and will communicate with the Head of House about any absence or late arrival. It should also be noted that full fee paying overseas students need to adhere to the attendance conditions as stipulated in the Course Progress and Attendance Policy.

6.2.2 If circumstances prevent parents from making contact prior to 8.00am, they should inform the School Marshal on 9377 9263 or by emailing to marshal@ggs.wa.edu.au as soon as they possibly can. If the Marshal does not answer the telephone, parents may leave a recorded message.

6.2.3 If the situation is urgent and in the unlikely event that the School Marshal cannot be contacted, parents should inform the Headmaster’s Administration Office Staff on 9377 9222.

6.2.4 Any student arriving at School after his House roll-call has been taken, must immediately report to the Marshal’s Office to register his presence at School on the form hanging on the Marshal’s door. In the unlikely event that the Marshal is not in his office and the form is not hanging on the door, the student must report to the Headmaster’s Administration Office. He must register his presence there on a form, have it countersigned by a member of the Administration Staff and then deposit the form in the Marshal’s Office before proceeding to his class or other scheduled activity.

6.3 **Leaving School**

6.3.1 A student is not considered to have officially left the school until the Leaver’s Clearance form has been completed and handed in.

6.3.2 All School and House rules apply to Leavers until they have officially left the School.

6.3.3 Students wear School uniform for their farewell appointment with the Headmaster.
6.4 **Study Leave and WACE Examinations**

6.4.1 Year 12 students are expected to attend all lessons and School commitments until WACE study leave officially commences.

6.4.2 Year 12 students are not expected to attend School during WACE Study Leave.

6.4.3 Boarders may remain at School if they wish, or may go home or on leave to homes approved by their parents and Heads of Houses.

6.4.4 Any Year 12 student who attends School either officially for an examination or unofficially (e.g. to visit the Library or see staff) must wear the appropriate School uniform. This also applies to boarders going to the Dining Hall and to students coming to School to hand in books.

6.4.5 The regulations concerning the use of vehicles by students, especially with regard to the giving of lifts, still apply during Study Leave and the examination period.

7. **Bounds**

7.1 A student is out of bounds when in any area of the School (either in a building or outside) without some legitimate and purposeful reason for being in that area.

7.2 Students are not permitted to leave the boundaries of the School grounds during School hours without permission. (See LEAVE).

7.3 They may not enter any House other than their own without express permission.

7.4 Classrooms may not be entered during breaks and after School without permission.

7.5 The swamp and river areas of the School grounds are out of bounds except for organised and supervised activities.

7.6 Lawn areas around the School buildings are not to be used as thoroughfares.

7.7 Ball games may only be played in the areas provided for the purpose.

8. **Property**

8.1 No student may touch, borrow, interfere with, or damage any property of the School and its employees or of any other person.

8.2 Any damage to property must be reported immediately to an appropriate member of staff.

8.3 Vandalism is not tolerated.

8.4 Each student is responsible for any property allocated to him and also for his own property, which must be maintained in good condition, stored tidily and clearly marked.

8.5 Students should not have more money in their possession than is absolutely necessary and the School accepts no responsibility for items of value.

8.6 Students must use their lockers to store property and ensure that the lockers are securely padlocked.

8.7 Money or valuable property that has to be brought to School for some urgent reason must be given to the Head of House immediately upon arrival for safe-keeping until needed.

8.8 Students are not permitted to buy or sell property at School.

8.9 **Mobile Phones, iPads**

8.9.1 Students may use mobile telephones and iPads during normal School hours in accordance with the Acceptable Use Policy outlined in the Go For IT document. Music iPods are not to be used during school hours. Students using mobile phones and or iPods during School hours without permission will have them confiscated and handed in to administration office. First time offenders can pick these up at the end of the School day. Second and subsequent offences, parents will be contacted to collect the electronic device. Students are encouraged to leave mobile phones and iPods with their Head of House for safe keeping or secured in their lockers.

8.9.2 The School takes no responsibility for mobile phones or any other device lost or stolen if a student fails to place in safe keeping.

9. **Movement and Transport**

9.1 **Motor Vehicles**

9.1.1 Students may not drive any form of motor vehicle to School without permission from the Head of the Senior School. Forms are available on Student Portal http://portal.ggs.local/schools/ggs/students/default.aspx, under Year 12 Drivers. Students given permission must park in the DLD car park.
9.1.2 No student may be driven by another student including to and from sport training without permission from the Head of the Senior School.

9.1.3 Students being driven to or from School by private transport may only be dropped off or picked up within the School grounds or at a recognised School parking area (DLD Centre, Finance Office carpark, Alpike Street). It is an offence to be dropped off or picked up on a public road.

9.1.4 Parents are not permitted to drop students off on the School's internal service road.

9.2 **Bicycles, Roller Skates, Rollerblades and Skateboards**

9.2.1 All riders of bicycles, roller skates, rollerblades and skateboards are responsible for properly labelling and maintaining their equipment.

9.2.2 Riders must consider the other users of roads and paths within the School, and behave in a sensible and responsible manner so as to ensure everyone’s safety.

9.2.3 Riders must only use the designated areas.

9.2.4 Riders must wear helmets and other protective gear.

9.3 **Bicycles**

9.3.1 Students riding bicycles within the School must keep to the internal road system.

9.3.2 Bicycles may not be ridden on grassed areas of the School grounds or on the Chapel path or on any walk way.

9.3.3 Bicycles may not be used outside the School grounds by boarders without the Head of House’s permission.

9.3.4 Bicycles must be wheeled, not ridden across Terrace Road.

9.3.5 They should be kept locked in the areas allocated, and the School will accept no responsibility for loss or damage to them.

9.3.6 Cyclists must wear a helmet whenever they are riding a bicycle.

9.4 **Roller Skates, Rollerblades and Skateboards**

9.4.1 Roller skates, rollerblades and skateboards may not be used on the Chapel path or outside the School grounds at any time.

9.4.2 Appropriate safety items must be worn when riding roller skates, rollerblades and skateboards.

9.4.3 The use of roller skates, rollerblades and skateboards is forbidden on School roads other than the section between the bollards on the service road. Their use after dark is forbidden in all locations.

9.5 **Pedestrians**

9.5.1 All movement to and from East Street must be via the pedestrian crossing in Terrace Road and the East Guildford railway footbridge.

9.5.2 Students must not run across the Terrace Road pedestrian crossing. Students must not dawdle whilst using the crossing but should walk briskly so as not to unnecessarily delay traffic.

10. **Fire and Emergency Regulations**

10.1 **Emergency Evacuation** (for Emergency Procedure)

http://portal.ggs.local/schools/ggs/teachers/Emergency%20Procedures/Forms/AllItems.aspx

10.1.1 In the event of a fire, earthquake, bomb scare or other emergency, a student must take no risks and inform the nearest staff member. The staff member will contact the most appropriate person given the circumstances i.e. the Emergency Warden, the Headmaster, the Head of Senior School, the Assistant Head of Senior School, the Bursar, Assistant Bursar, or Head of House.

10.1.2 This person will organise for the alarm to be raised and emergency evacuation will commence.

10.1.3 The alarm signal for emergency evacuation is a siren which sounds continuously.

10.2 **Lockdown**

10.2.1 This Emergency Procedure is initiated in an event such as an armed intrusion where the desired outcome is that all personnel remain inside buildings for their own safety.

10.2.2 The alarm signal for a lock down is a siren which sound is intermitted.

10.2.3 When all clear an emergency evacuation is conducted.
10.3 Assembly

10.3.1 During the school day, students assemble in House groups on the Chapel Close near the Great Eastern Highway east of the Chapel. If area is unsafe the Head of Senior School or Assistant Head of Senior School will designate alternative areas.

10.3.2 At weekends or after school hours, boarders assemble in Halls of Residence areas.

10.3.3 Relevant staff check rolls and follow Emergency Procedures outlined in the Staff Handbook.

10.3.4 Prefects and senior boys assist to ensure that movement to the assembly area is orderly and that there is no panic.

10.3.5 Everyone must assemble as instructed. No individual diversion is permitted.

11. Breaches of the School Rules

11.1 General

11.1.1 The School recognises that it is sometimes necessary to take punitive action to correct a student’s conduct.

11.1.2 A serious offence receives individual assessment and the welfare of the School and the student are considered.

11.1.3 In keeping with a policy of “each case on its merits”, the Headmaster will practise leniency if warranted.

11.1.4 A student’s attendance at School is determined at any time at the discretion of the Headmaster.

11.1.5 A detailed Behaviour Management Policy is available from the School. This policy details the rights and responsibilities of staff and students. The policy outlines best practices for behavioural management and detailed descriptions of the guidelines.

11.2 Tag Out System

11.2.1 When normal in-class strategies have failed, a student is Tagged Out to the Tag Out room located in administration building.

11.2.2 A form is completed and the student is to report to the School Reception and directed to the Tag Out room. The form is forwarded to the Assistant Head of Senior School who records details.

11.3 Parades and Detentions

11.3.1 A “Parade” may be issued for a minor offence. It is a brief Community Service chore to complete at lunch time.

11.3.2 A student who is absent from School on the date a Parade is scheduled must do it at the first session upon his return to School.

11.3.3 A student who receives more than one Parade set for the same date must attend the next parade sessions until all are done.

11.3.4 Failure to attend a Parade without good reason results in a detention.

11.3.5 A “Detention” may be issued to be served outside normal school hours after classes or at lunchtime. It may involve community service or academic work.

11.3.6 A student who is absent from School on the day a detention is scheduled, must do it at the first session for his year group upon his return to School.

11.3.7 A student who receives more than one detention set for the same date must attend the next sessions for his year group until all are completed.

11.3.8 Failure to attend a detention without good reason results in the original being rescheduled and an additional detention of 90 minutes. Failure to attend either one of these leads to a Headmaster’s Detention.

11.3.9 A Headmaster’s Detention is issued for a serious breach of the School’s rules or where a number of minor breaches occur during a short space of time. It is served during the weekend, most commonly on a Saturday morning. It is of at least 3 hours’ duration and may involve community service or academic work, depending upon the reason for its issue. Such a detention involves an interview with the Headmaster and becomes part of the student’s record. Parents will be informed when a Headmaster’s Detention is issued.

11.4 Suspension and Expulsion

11.4.1 A student receiving his second Headmaster’s Detention in a 12 month period will have a letter sent home advising that a suspension will be considered for another serious offence within the next 12 months.
11.4.2 A student receiving his third Headmaster’s Detention within 12 months of his second will either (a) be suspended or (b) have a letter sent home advising of a definite suspension for a future serious offence.

11.4.3 A student who is suspended for the first time will have a letter sent home warning that expulsion can be expected for a future serious offence.

11.4.4 A student who has been suspended may be required to sign a contract prior to his return to School:
   (a) acknowledging the warning of expulsion for a future serious offence and
   (b) pledging to abide by all the School’s rules and expectations.

11.4.5 A student who is suspended for a second time will have a letter sent home warning of a definite expulsion for a future serious offence.

11.4.6 Certain offences are sufficiently serious for a student to be suspended or expelled regardless of the previous record.

11.4.7 In the case of suspension, the offending student will be sent home to their parents or designated guardian. This requirement to vacate the school is the same for all students, whether they are a day student, an Australian boarder or an overseas boarder. It is advised that in the event of suspension of a full fee paying overseas student (FFPOS), that the student and parents/guardians refer to the Deferment, Suspension and Cancellation Policy and FFPOS Refund Policy as this may have an effect on the student’s visa. These document can be obtained from the School’s website or the School directly.

12. Uniforms and Appearance

12.1 Hair

12.1.1 Hair must be neat, tidy and clean.

12.1.2 It must not touch the collar, nor be styled in such a way that it is capable, at any time, of falling forwards towards the eyes or face.

12.1.3 Boys are not permitted to attend school with "novelty" styles including undercuts of any kind, nor may they wear their hair shaved at the back and/or sides.

12.1.4 No boy is permitted to gel or dye his hair, nor to use any spray or other substance to hold it in place artificially. This is the function of the haircut itself.

12.1.5 Sideburns should not be below the level of the ear canal and hair must not cover the ears.

12.1.6 It is to be noted that, in matters of hairstyle, the School remains the final arbiter.

12.2 Jewellery

12.2.1 With the exception of wristwatches and medical alerts, no item of jewellery may be worn at any time as part of School dress or for sport.

12.2.2 Certain symbols of religious or special significance may be permitted at the discretion of the Headmaster.

12.2.3 Unobtrusive items of jewellery may be worn in conjunction with casual dress at the discretion of individual Heads of House.

12.2.4 Earrings and all other forms of body piercing visible or otherwise are not permitted.

12.2.5 Preparatory school girls, no jewellery can be worn, except a watch, medic alert and plain gold or silver studs or sleeper earrings. If parents wish their daughter to wear a necklace with religious significance, a letter or request must be written to the Head of Preparatory School. If permission is granted the necklace must be worn on the inside of clothing at all times.

12.3 Tattoos

12.3.1 No tattoos of any kind (temporary or permanent) are permitted to be worn whether visible or otherwise i.e. hidden under clothing.

12.4 Wearing the Uniform

12.4.1 The School uniform is the outward mark that a student belongs to Guildford Grammar School. The appropriate uniform must be worn at all times when representing the School, when travelling to and from School (including Exeats) and when attending either an interschool function or a designated internal School function such as a play or concert. Students are expected to wear their uniform in such a way as to show pride in being identified with the School. Australian and overseas boarders are
not required to wear the School uniform when travelling to the homes of guardians or parents who reside outside of the city of Perth.

12.4.2 Students should be aware that the appearance of the School uniform depends to a large extent upon how it is worn - its cleanliness, its fit, its state of repair and the bearing of its wearer. Particular care should be taken to ensure that: (a) when ties are worn the collar button is done up; (b) shirts are properly tucked in; (c) shoes are polished; (d) long socks are kept up with garters; (e) footwear is used at all times.

12.4.3 Students must wear the approved School uniform of the season during the School day, the School week and the School term. These periods are defined as follows:-
(i) The School day ends after the evening meal for boarders and for day boys when they arrive home.
(ii) The School week ends when those involved in School sport, whether as players, officials or spectators have fulfilled their commitments (see also Sports Clothing General Rules).
(iii) The School term ends when students have arrived home.

12.5 Uniforms

At the Senior School there is a summer uniform, a winter uniform, a formal uniform and a sport/PE uniform made up of the following combinations:-

Winter Uniform
- School blazer
- White, long-sleeved shirt
- Long grey melange trousers
- Grey short socks
- Black belt with silver buckle
- School grey pullover (optional)
- House tie
- Plain, polished lace-up black leather shoes (coloured stitching is not permitted)

Summer Uniform
- GGS light blue short sleeve shirt
- Navy blue, belted shorts
- House tie
- School grey pullover (optional)
- Long, grey School socks
- Garters
- Plain, polished lace-up black leather shoes (coloured stitching is not permitted)

Formal Uniform
- School blazer
- Long grey melange trousers
- Black belt with silver buckle
- White, long-sleeved shirt
- Formal School Crested Tie
- Grey short socks
- Plain, polished lace-up black leather shoes (coloured stitching is not permitted)

Sport / Physical Education (PE) Uniform
- School crested warm up top
- House polo shirt
- House singlet (Optional)
- Microfibre sports shorts
- Navy sports cap
- White sport socks with navy stripe
- Microfibre track top and pants
- Navy rash vest (optional)
- Navy School "Guildford" bathers
- School Sports bag
- Predominantly white sports shoes with non-marking soles.

During any normal school day, students wear PE uniform to PE classes only. Students are not permitted to wear PE clothes to any other classes.
12.6 Notes

12.6.1 Winter Uniform is compulsory for Terms II and III.
12.6.2 Summer Uniform is compulsory for Terms I and IV, although Year 12 students may wear winter uniform in Term IV.
12.6.3 The School pullover is optional additional wear for both uniforms.
12.6.4 Boys may be allowed to remove ties on very hot days at the discretion of the School Captain and Headmaster.
12.6.5 Only approved School bags and back packs purchased from the Clothing Shop are to be used by students to carry requirements to and from School.
12.6.6 Formal uniform is required when representing the School and for certain special occasions.
12.6.7 In wet weather, students are permitted either to wear a black or blue raincoat, or to carry a black or School umbrella. (In the interests of safety, students cycling to School may wear a yellow raincoat.)
12.6.8 The School cap may be worn with the Sports uniform. It must be worn properly and may only be worn outside.
12.6.9 At various times throughout a student’s secondary schooling they may receive additional ties which relate to sporting involvement, tours and the like. These ties are not to be worn as part of the School uniform. The only ties permissible to be worn other than the House tie or School tie is the Honour tie or Prefect tie.

13. Anti-Bullying: A Positive Peer Relations Policy

The School has a well-established Anti-Bullying Program and produces a comprehensive booklet which is given to all students and is available from the School’s Administration. Various School initiated programs are used each term to highlight the importance of our Anti-Bullying Program.

13.1 Rationale
- Guildford Grammar School promotes positive peer relationships.
- Everyone has the right to feel safe and valued. Everyone has the responsibility to uphold this right.
- Guildford Grammar School does not tolerate bullying or harassment.
- All staff are committed to putting an end to acts of bullying.

13.2 What is Bullying?

Bullying is a product of social dynamics and can be defined as the repeated negative actions by individuals or groups against a target individual or group, which involves an imbalance of power. It can be direct or indirect including verbal, physical, social and relational. The impact of bullying is negative on student wellbeing and is treated seriously at this school. The school’s focus is to teach students the values of respect for each other, restore relationships and ensure that the school is a safe and supportive place for everyone.

Physical violence will be treated as a behaviour management issue and will be responded to according to the School’s Behaviour Management Plan.

Physical: Hitting, punching, pushing, tripping or kicking
Taking or damaging another person’s property

Verbal: Name-calling
Constant teasing
Racist comments
Sexist comments
Demeaning, derogatory comments
Insults of the person or a relative
Emotional: Interference with, or damage to personal property
Excluding people from groups/games
Spreading rumours
Stalking

Cyber Bullying: The intentional use of Technology (Email, mobile phone, SMS) to create fear or distress in another person.

13.3 Strategy
Everyone in the School Community is encouraged to develop and foster a caring and responsible attitude to others by:-
- accepting and adopting the School's pastoral care system
- being courteous and helpful to others
- maintaining an awareness of what bullying is
- avoiding any conduct shown in the definition of bullying
- discouraging others from bullying
- reporting incidents of bullying as shown below.

13.4 **Dealing with Bullying**

**BULLYING**

A student needs help because he is being bullied, and the School is alerted by:
- Another student;
- Teacher;
- Parent;
- Student themselves.

For a student who is involved in bullying, there are **four levels** of responses:

**Level 1** Shared Concern Method by HOH or Counsellor.  
SEQTA Pastoral Care entry

**Level 2**: Student meets with Senior Master or Head of Senior School (parents & HOH informed).  
SEQTA Pastoral Care entry

**Level 3**: Student and parents meet with Senior Master/Head of Senior School and HOH.  
SEQTA Pastoral Care entry

**Level 4**: Student and parents meet with Head of Senior School or Headmaster to discuss options for the student.  
**NB: The Headmaster will be involved.**
The procedure for dealing with incidents of bullying takes into account the following important aspects:

- the initial action is conciliatory and non-punitive
- it encourages an “OK to tell” atmosphere
- the partnership of parents and School
- consistency with developing a sense of social responsibility.

1. A staff member will record any incidents of bullying stating:
   - the date, time and place of the incident
   - the nature of the incident
   - the students involved
   - any follow-up action
   - the name of the person making the report.

2. Students who are named frequently will be interviewed and counselled and the parents will be informed.

3. Offenders who fail to improve after this stage will be considered for suspension and ultimate expulsion.

4. A suspended student should demonstrate a marked change in attitude as a condition of being allowed to return to the School on probation.

5. Professional discretion will allow very serious cases of bullying to necessitate the omission of the stages listed above.

13.5 **What the Students Can Do**

Students who witness bullying, or are the subject of bullying, should not “take revenge” by bullying back, but they can do something about it. Do not observe bullying. Simply knowing that can make a difference. There is a range of choices. They can:

- ignore the bullying and show that it does not upset them. The bully is then not encouraged and may stop.
- confront the bully and point out that the action is unwanted, illegal and against the School’s policy.
- talk it over with an older, responsible student (Prep School Councillor or Captain, a Prefect or a House Prefect, a Peer Support Leader).
- talk it over with friends or parents. These people can help make a decision.
- take the problem to class (Prep School) or Mentor group meeting (Senior School). This may bring public disapproval of the bully and the bullying may stop.
- report the matter directly to the class teacher, the Mentor, the Head of House, the Halls of Residence staff, the School Chaplain or Counsellor. They can help make a plan to deal with the problem. It is important that they are allowed to take action to stop the bullying.
- go to the Head of Senior School, the Head of the Prep School, the Assistant Head of Senior School, or the Headmaster.
- Send an email to discussyouroptions@ggs.wa.edu.au for a friendly chat in confidence with the School Counsellor.

13.6 **The Preparatory School**

The Preparatory School implements the Friendly Schools and Families Program: a proactive and preventative anti-bullying and social skills program consisting of explicit teaching, incidental teaching and learning, and structured, shared activities designed to develop the values, ethics, morals, virtues and social skills of all students. The Buddy Program is a component of The Friendly Schools and Families Program.

13.7 **The Buddy Program Aims:**

- The Buddy Program is an informalised means of getting students together in order to promote positive peer relationships.
- To promote the use of a bank of commonly used social skills and strategies by all teachers and students in the School Community.
- To provide opportunities for structured interactions between older and younger children within the School, thereby promoting feelings of safety and security, a greater sense of caring for each other and an increased number of friends from different age groups. This interaction mainly takes place during Quarter Time.
• To promote positive professional interaction and collaboration between teachers of different year levels.

13.8 What the Parent Can Do

If a parent is aware of a student who is being bullied or who is a bully, there is also a range of options. He/she can:

• study the options available to the student and advise the student accordingly
• inform a member of staff. Depending upon the seriousness and nature of the situation, the person to inform would be:
  ○ Preparatory School
    ▪ the class teacher and/or specialist teacher
    ▪ the Deputy Head of the Preparatory School
    ▪ the Head of the Preparatory School
  ○ Senior School:
    ▪ the class teacher
    ▪ the Mentor
    ▪ the Housemother (boarding)
    ▪ the Head of Hall of Residence
    ▪ the Head of House
    ▪ the Counsellor
    ▪ the Chaplain
    ▪ the Assistant Head of Senior School
    ▪ the Head of Senior School
    ▪ the Headmaster
• Report the bullying to discussyouropions@ggs.wa.edu.au

14. Drugs

14.1 Rationale

14.1.1 This drug policy has been established in an attempt to:
  o publish guidelines and sanctions that are relevant to Guildford Grammar School
  o address prevention, intervention and sanctions in regard to drug use and,
  o be consistent with State and Federal laws.
14.1.2 Drug use is a complex issue and it is recognised that drug use problems result from a combination of many contributing factors. The School’s response, therefore, is as comprehensive as possible. In addition, a standardised approach to drug education and incidents of use will be maintained as a result of this policy.
14.1.3 For the purpose of these guidelines, a drug is defined as “any substance, with the exception of food and water, which when taken into the body alters its function physically and/or psychologically”. This definition includes all drugs, e.g. analgesics, alcohol, tobacco, cannabis, amphetamine, etc.

14.2 Prevention

14.2.1 The School’s primary business is education and a part of this process is to help students to gain and clarify information about social issues such as drug and alcohol abuse, and to assist them to develop skills required for immediate and future decision making.
14.2.2 It is critical at this time when individuals are being required to make decisions about a whole range of behaviours which affect their personal health and well-being, that they learn how to make decisions on matters related to issues such as the use of tobacco, alcohol and illegal drugs.
14.2.3 It is important too, that at Guildford Grammar School, opportunities are provided for people to discuss social (including controversial) topics, in an educational climate without feeling that they will be misunderstood or reprimanded for their honesty in discussing their values or behaviours, provided that such discussions do not condone, encourage or facilitate any illegal activities. It is also important that the School should take a stand on values and make this clear to the students. Various programs incorporate a combination of factual information, attitude and values clarification, and decision making skills.
14.2.4 In the process of learning how to make decisions, some individuals will make errors in judgement. This is a normal developmental process. A school, despite these errors, can usually accept the person without condoning the behaviour and still create an atmosphere of understanding which the school can use as an opportunity for learning.
14.3 Intervention

14.3.1 The intervention procedure is designed to address drug use incidents in a way which is in the best interest of all parties, while also conforming to legal requirements.

14.3.2 Guildford Grammar School does not permit students, while on School premises or at a School function to:
  - smoke tobacco products
  - consume alcoholic beverages
  - deliberately inhale solvents
  - possess drug-related equipment such as syringes, bongs, pipes, etc. (Misuse of Drugs Act, 1981) except in cases of lawful medical use
  - possess or use prohibited drugs in accordance with the 1981 Act.

14.3.3 “On School premises or at a School function” includes any time a student is in uniform, including travelling to and from School, or any School camp, excursion, or organised function.

14.3.4 Whatever individuals may think or feel, the law regarding the sale and possession of drugs is clear, and penalties are provided for the conviction of offenders. Guildford Grammar students are subject to these laws on School grounds as well as off, and members of the School Community have the same responsibility as every other citizen to uphold the law. The community at large expects that a school will convey by its actions and teachings that it does not in any way encourage or condone any form of drug use that is prohibited by this policy.

14.4 Sanctions

14.4.1 The procedures outlined below have the emotional and physical health and welfare of students as a priority.

14.4.2 Each instance will be considered individually and independently according to the given set of circumstances at the time.

14.4.3 Wherever possible, the health and welfare of the individual student involved will be considered in the context of the School environment and its support services.

14.4.4 In each instance, the Headmaster, Head of Senior School, Assistant Head of Senior School, and Head of House will determine which support services are to be called upon, who is to be informed, and any sanctions to be imposed.

14.5 Smoking

14.5.1 Students found smoking or in possession of tobacco and cigarettes are referred to the Assistant Head of Senior School.

14.5.2 A student offending for the first time will be given a 90 minute detention studying some fact sheets on smoking published by the Australian Council of Health. This will be followed by a test with an 80% pass mark on the School day after the detention. Failing the test will result in repeated detentions until a pass is achieved.

14.5.3 A student offending for the second time will be given a 90 minute detention watching health videos or completing a “Feel Good, Quit” program on the hazards of smoking.

14.5.4 Third and subsequent offences will result in a Headmaster’s Detention.

14.5.5 A student identifiable as a Guildford Grammar School student found smoking in public will be issued with a Headmaster’s Detention regardless of the previous record.

14.5.6 Parents will be informed on each occasion.

14.5.7 Students who are found in the company of a student who is smoking will also receive a 90-minute detention.

14.6 Alcohol

14.6.1 Students involved in the sale, purchase, possession and/or use of alcohol will be given a Headmaster’s Detention and warned that suspension will result from a second offence.

14.6.2 A student offending for the second time will be suspended and warned that expulsion will result from a third offence.

14.6.3 A student offending for the third time will be expelled.

14.6.4 These penalties apply when the offence is on the School campus or when the student can still be considered subject to the School’s rules. When other adults (not School based) permit the use of alcohol by students, the School will lodge an appropriate protest.

14.6.5 Parents will be informed on each occasion.
14.7 **Misuse of Solvents**

14.7.1 Students found misusing solvents will be liable to a range of sanctions dependent on the circumstances and whether or not it is a repeated offence.

14.7.2 These sanctions include
- community service
- essays on the consequences
- referral to outside agency
- suspension
- expulsion

14.7.3 Parents will be informed on each occasion.

14.8 **Illegal Drugs**

14.8.1 The possession and/or sale of illegal drugs and acting as an agent in the sale or transaction of such drugs are offences against the law. The School views any of these offences as extremely serious and any student committing them will be reported to the police and can expect expulsion from the School.

14.9 **Conclusion**

14.9.1 This Drug Policy is very clear and the School is aware that there does not exist any room for misunderstanding. The School urges parents to inform their sons carefully about it.

F. **ACADEMIC WORK**

1. **Preparatory School Curriculum**

The educational program is based on the subjects from all Key Learning Areas in the Australian Curriculum or the Curriculum Framework, including:

- The Arts
- English
- Health and Physical Education
- Languages other than English (Years 5 and 6 study Mandarin Chinese)
- Mathematics
- Science
- History
- Geography
- Technology and Enterprise
- Religious and Values Education Program incorporating Virtues.

There are specialist teachers in the areas of Art, Music, Physical Education, Library and Information Literacy and Languages Other Than English (LOTE). A strong emphasis is placed on Literacy and Numeracy.

The Deputy Head – Curriculum and Learning Support Teachers assist class teachers in testing, planning and implementing programs in order to help highly talented pupils who need additional challenges or less able children who need assistance through differentiation and both withdrawal and in-class support. The Stretch program (Guildford Grammar Preparatory School Challenge and Extension program) runs for those identified students who are highly able in English and/or Mathematics. All students are given homework on a regular basis.

2. **The Senior School Academic Structure**

The School has eight academic faculties. Each faculty is led by a Head of Faculty who co-ordinates the faculty's teaching and learning program.

The different faculties are:
- English
- Mathematics
- Science
- Society and Environment
3. **Catalyst Curriculum and Year 10**

In Years 7, 8 and 9, boys will undertake the Guildford Grammar School devised Catalyst Curriculum structure. This structure includes a standard course of English and Mathematics, as well as a Personal Learning Program incorporating Science and Society and Environment. The study of a foreign language is compulsory for Year 7 students, as is Health Education, Physical Education, and Religion and Values Education. Electives chosen from an extensive range of subjects and faculties complete the Catalyst Curriculum.

A separate Handbook, detailing the Catalyst Curriculum structure is available upon request from the Senior School Administration.

The Year 10 curriculum, in its entirety, is organised around preparation for Year 11 and 12 WACE courses. In Year 10, boys continue their studies in English, Mathematics, Science, Society and Environment, Health Education, Physical Education and Religious Education as discrete subjects. They also study two semester long Elective courses, providing significant preparation towards Year 11 WACE courses in the Arts and Technology and Enterprise.

In all Senior Secondary years (10-12), every attempt is made to satisfy a boy's wishes with regard to subject choices, although this is not always possible.

4. **The Western Australian Certificate of Education**

All boys in Years 11 and 12 study for the Western Australian Certificate of Education which is attained by achieving Secondary Graduation based on School Grades in subjects studied during the two years. Secondary Graduation, being a C grade average over two years, is a prerequisite for tertiary entry and for many Polytechnic West (TAFE) courses.

In Year 12, WACE Examinations are held each year in November, together with marks accumulated over the year in TEE subjects and Stage 2 and 3 Courses at school, combine on a 50:50 basis to determine a Tertiary Entrance Aggregate (TEA). A TEA is used to calculate an Australian Tertiary Admission Rank (ATAR). An ATAR ranges between 99.95 and zero, and reports a rank position relative to all other students. A student's ATAR determines eligibility for particular faculties in tertiary institutions.

At Year 11 level, grades to be entered towards the WACE are determined by the School and moderated by SCSA.

The various tertiary institutions have different criteria for selection and these are contained in information booklets issued by each institution. Students are advised to consult these when making their choice of subjects prior to entering Year 11. Mentors, Heads of Faculty and the Director of Teaching and Learning are available for discussion with students and their parents.

Boys are required to study at least 4 and preferably 5 or 6 courses in Year 11 and 12. Those aiming for tertiary entry should seek advice from the Careers Counsellor on the number of Stage 2 and 3 courses they require.

Polytechnic West TAFE and employment bound students need to take care to select the appropriate mix of courses to best achieve their goals.

All students should organise a careers interview with the Careers Counsellor to ensure they are choosing their courses appropriately.

A wide range of subjects is provided for study in Years 11 and 12, and course combinations may include the following subjects:

- Languages (Chinese French Indonesian)
- The Arts
- Health and Physical Education
- Physical Education
- Technology and Enterprise
- Religion Philosophy and Ethics
Ancient History
Applied Information Technology
Biological Science
Business Management and Enterprise
Career and Enterprise
Chemistry
Chinese: Second Language
Computer Science
Design
Drama
Earth and Environmental Science
Economics
Engineering Studies
English
French
Geography
Human Biological Science
Indonesian: Second Language
Integrated Science
Literature
Materials Design and Technology (Wood/Metal)
Mathematics
Mathematics Specialist
Media Production and Analysis
Modern History
Music
Physics
Physical Education Studies
Politics and Law
Visual Art
Workplace Learning
5. Workplace Learning

**What is Workplace Learning?**

- It is a structured learning program that provides students with the opportunity to develop work skills while continuing with school education.
- Gives students the opportunity to work toward Secondary Graduation by completing an accredited Curriculum Council subject, namely Workplace Learning, as a seventh subject.
- Workplace Learning teaches employability skills to students in the workplace.
- It provides an opportunity for students to develop entry level skills and have these recognised by specific industries.

**How Does Worklink Operate?**

- Students will spend one day per week in work placements over the year.
- Students may instead choose to complete block placements during school holidays.
- Students will be trained and assessed by approved industry trainers.
- The Careers Advisor and ‘Directions’, a work placement agency, work with the student in finding and organising a suitable placement.
- The Careers Advisor and ‘Directions’ support both students and employers in the program and liaise with Guildford Grammar School.

**On Completion, Students Will Have:**

- A detailed student employer logbook.
- Had the opportunity to work toward Secondary Graduation by completing a WACE Course.
- TAFE entry points
- A “Skills Profile” of their achievements.

**Who Can Participate?**

Students who are enrolling in Years 11 and 12.

**How Much Does Worklink Cost?**

There will be no cost to students involved in undertaking the Workplace Learning Program.

**Benefits for Students:**

- Develops responsible work skills
- Assists in career planning
- Increases self-esteem and confidence
- Develops broader communication skills
- Complements and reinforces school courses
- Increases awareness of the link between school, work and further education
- Provides a realistic expectation of the world of work
- Contributes toward Secondary Graduation and entry to TAFE.

For more information please contact the Careers Advisor on (08) 9377 8553.

6. Careers Guidance

The Careers Advisor under the direction of the Director of Teaching and Learning provides guidance on subject selection and career pathways within the School. The Careers Advisor is directly responsible for information and guidance on careers and arranges Work Experience for students. Year 10 subject selection counselling in the first instance is provided by trained teams of teachers under the direction of the Director of Teaching and Learning. The Careers Advisor is available for appointments with parents and students. Students are encouraged to visit the careers office and view information available. The Career Advisor arranges career related events throughout the year including a Career Expo with Universities and training
Providers attending. The events available are updated regularly and can be found on the website under Senior School, also available are links to Universities and training groups.

7. **Student Counselling**

The School Counsellor is available during School hours for students experiencing personal or academic difficulties.

7.1 **Parents/Students Referring to the School Counsellor**

All students and/or parents/family members are able to make contact with the School Counsellor directly to initiate a student referral. In most instances (except where information is deemed personal, private, or confidential) parents should discuss their concerns with Mentors and/or Heads of Houses before contacting the School Counsellor.

In certain circumstances, the School Counsellor will be unable to act on the referral immediately or within a short space of time, in which case alternative referral options or services will be discussed. Where the student is deemed to be at high risk, all cases will be attended to immediately. In most instances, the School Counsellor will request a meeting (or an informative phone call) with the referring person.

Parents/Family Members are invited to contact the School Counsellor for feedback (within the limits of confidentiality). Where the School Counsellor needs to arrange other professionals/services seeing the student, a signed consent to share such information will be required from parents and/or students.

Where consent is not given, information will not be accessed.

All students are able to meet voluntarily with the School Counsellor by attending her office, making a phone call or sending an email. No parent/staff referral is required.

In most instances, the student (unless highly distressed) is expected to meet with the School Counsellor for his first appointment in non-class hours (e.g., before/after school, recess, lunch). Times for future appointments will be arranged by the School Counsellor and student.

Where possible, student confidentiality will be maintained.

8. **Homework and Study**

8.1 **Rationale**

Children’s learning can be enhanced through providing opportunities to review, reinforce and apply what is learned at School. Moreover, an important part of developing a strong community partnership is keeping parents informed about, and involved in, what their children are doing at the School. Homework achieves both objectives.

The School believes that homework and study are valuable aspects of the learning.

8.2 **Outcomes**

As a result of implementing this policy, it is intended that

(a) Each child’s learning will be enhanced through the regular completion of homework tasks and study

(b) Parents will know more about their child’s schoolwork and ability.

(c) Parents and Halls of Residence staff will have the opportunity to be actively involved in assisting children with homework and study

8.3 **Procedures**

Homework and study is implemented according to the following guidelines:
8.3.1 Each student will be assigned homework on a regular basis. Students are expected to record this in the student's Diary.

8.3.2 While the amount of homework will vary according to age and learning needs, students will regularly be assigned homework, with a focus on Core and Personal Learning Subjects in Years 8 to 10.

8.3.3 The Head of each Academic Faculty will be responsible for determining and reviewing annually the homework program and practices for the students in their care.

8.4 **Time Commitment**

Homework and study are important for completing and consolidating work done in class. It should be remembered that homework tends to be set with the average student in mind, and it would be unrealistic to expect every student to spend exactly the set time on it. However, the amount of time spent doing homework and study should not be such that a child is deprived of experiences other than those which stem from the School.

8.4.1 The following is a guide to the quantity of homework and study to be undertaken at each year level per school day:

<table>
<thead>
<tr>
<th>Year</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3 &amp; below</td>
<td>15 mins</td>
</tr>
<tr>
<td>Year 4</td>
<td>25 mins</td>
</tr>
<tr>
<td>Year 5</td>
<td>30 mins</td>
</tr>
<tr>
<td>Year 6</td>
<td>45 mins</td>
</tr>
<tr>
<td>Year 7</td>
<td>1 hour</td>
</tr>
<tr>
<td>Year 8</td>
<td>1 hour</td>
</tr>
<tr>
<td>Year 9</td>
<td>1 1/2 hours</td>
</tr>
<tr>
<td>Year 10</td>
<td>2 hours</td>
</tr>
<tr>
<td>Year 11</td>
<td>3 hours</td>
</tr>
<tr>
<td>Year 12</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

The times suggested are recommendations for homework only. Study time will need to be added to the aforementioned time. The recommended homework periods for Year 11 and 12 students are for those boys who are intending to go to university. Students can expect to commit 2 hours per school day to the completion of homework if they intend to go to TAFE or enter into an apprenticeship.

8.5 **School Diary**

The School Diary, which is issued to every student in the Senior School at the start of each academic year, is designed to record all homework set by teachers. Parents of day students are expected to sign the diary each week.

Through its weekly comments section, the School Diary also provides an opportunity for communication between parents, teachers and Mentors, in addition to being the medium through which the Progress Reports are communicated home during the year. Students are expected to bring their diaries to every lesson. Without the Acceptable Use Sticker inside the front cover they will not be permitted to use their personal IT device.

If lost, School diaries can be replaced by purchasing them from the library.

Students in Preparatory School, Years 1-6, use a Homework Diary. Each student receives a new diary at the commencement of each term. Homework Diaries should be signed by parents each evening.
9. School Examinations and Assessment

Junior Secondary Assessment Policy (Years 7, 8 and 9)

Introduction

Assessment is an integral part of the learning process, providing students and teachers with information on academic process and feedback to inform future learning.

Assessment procedures need to be fair, reliable, valid and transparent.

Provision of assessment information to students

All students will be given a course outline and assessment schedule at the start of each course. These will also be available electronically.

The school is committed to giving students timely feedback on the achievement they demonstrate on each assessment task.

- Marking keys will be provided for each assessment task
- Student achievements are reported formally twice each year
- Questions regarding assessments should be discussed in the first place with the classroom teacher. Any unresolved queries should be directed to the Head of Faculty and, if necessary, to the Director of Catalyst.

Student Responsibilities

It is the student’s responsibility to:

- Follow the School’s assessment policy
- Complete all set assessment tasks and submit them on time
- Maintain a good record of attendance, conduct and academic progress
- Talk to teachers about absences, missed work and any other queries about assessments

Teacher Responsibilities

It is the teacher’s responsibility to:

- Ensure that assessments are fair, valid and reliable
- Maintain accurate assessment records
- Inform students and parents of academic progress
- Maintain accurate assessment records
- Inform students and parents of academic progress
- Inform parents if assessed work is not submitted on time
- Inform students of any deviations from the assessment schedule
- Communicate with relevant school staff and parents where there are concerns about student achievement or progress

Assessing students who do not complete the assessment programme

Absence from scheduled class assessment tasks

Teachers will give students appropriate prior notice of all class assessment tasks.

Scheduled class assessment tasks may involve:

- Sitting a test, examination or other assessment
- Giving, for example, a presentation, speech or performance in front of others

To qualify as an authorised absence, missing such a scheduled class assessment task must be explained by:

- A letter from a parent or the Head of House to the classroom teacher or
- Prompt submission of equivalent documentation provided to the Director of Catalyst.
If the absence is acceptable to the School and therefore authorised, and a professional judgement of the achievement of the student can still be made based on the remaining tasks, then the task may be removed from that student's assessment outline. (In certain circumstances in some courses, it may be possible for an alternative assessment task to be provided by the Head of Faculty).

If the absence is deemed unacceptable a mark of zero will be awarded.

**Missing a submission deadline (late work)**

It is a student’s responsibility to submit assessed work on time and to apply for an extension in advance if there are special circumstances such as serious illness or significant personal issues. Poor organisational skills for tasks that are completed over an extended period of time are not a justifiable reason for extensions to be granted.

In circumstances when it becomes clear to a student that they are not likely to be able to submit a completed assessment task by the scheduled date, they must immediately discuss the matter with their class teacher. Requesting an extension of a due date for an assessment task is not permitted on the day that the assessment is due.

To qualify for an extension, a letter from a parent or the Head of House must be submitted promptly to the classroom teacher or equivalent documentation must be provided to the Director of Catalyst. In this case, the teacher or Director of Catalyst may grant an extension.

If an acceptable reason is provided to the classroom teacher, an extension may be granted.

If a student is absent on the due date, work can be submitted on time (at the same time as the students who are present are submitting the work) by electronic means such as e-mail.

If no extension is approved and work is not submitted by the set deadline, parents will be promptly informed and the following penalties will be applied:

- 1 day late – 20% reduction in their mark
- 2 days late – a further 20% reduction in their mark
- 3 days late – a further 20% reduction in their mark

If the work is submitted later than this, a mark of zero will be awarded.

Work must still be submitted so that students can benefit from the feedback provided by their teacher.

**Assessing students with special educational needs**

The School Counsellor, in conjunction with the Learning Support Co-ordinator, organises the testing of students who may be eligible for special consideration such as extra time in assessments. They also oversee the distribution of information to teachers relating to support for students with special needs.

Where possible, eligible students with special learning needs may have assessments modified in appropriate ways by teachers. In all cases, course requirements must still be met.

**Authentication of student work**

Collusion and plagiarism are both forms of cheating.

Actions which may provide an unfair advantage to a student include, but are not limited to:

- Gaining a copy of an assessment prior to its release
- Gaining information specific to an assessment which could reasonably be expected to provide an unfair advantage
- Talking during a silent assessment task
- Using a mobile electronic device during an assessment
- Presenting a response to an assessment which is not your own work
- Providing answers to assessment tasks to other students
- Submission of any work which is not entirely the student’s own
• Students who have completed an assessment telling students in another class about its content

If cheating, collusion or plagiarism is suspected, the student and parent/guardian will be informed. The teacher and Head of Faculty will investigate the situation and provide the student with the opportunity to explain their behaviour. If the behaviour is deemed to constitute cheating, collusion or plagiarism, a mark of zero will be awarded to all students involved.

Security of assessment tasks

The School will ensure that the re-use of an assessment task does not disadvantage a particular group of students by Faculties refreshing assessment tasks from year to year to avoid the potential for students to gain an unfair advantage from copying past assessments.

To ensure comparability between different classes studying the same course in one academic year, common assessment tasks may be used within a faculty.

Reporting of student achievement

Student achievement is reported at the end of Semesters 1 and 2. The reports provide teacher comments, a grade and a mark for each course studied.

Senior Secondary Assessment Policy (Years 10, 11 and 12)

Introduction

Assessment is an integral part of the learning process, providing students and teachers with information on academic process and feedback to inform future learning.

Assessment procedures need to be fair, reliable, valid and transparent.

Provision of assessment information to students

All students will be given a course outline and assessment schedule at the start of each course. These will also be available electronically.

Students will be provided with the grade descriptions for the courses they are studying as part of their assessment schedule at the beginning of each year.

The school is committed to giving students timely feedback on the achievement they demonstrate on each assessment task.

• Marking keys will be provided for each assessment task
• Student achievements are reported formally twice each year
• Questions regarding assessments should be discussed in the first place with the classroom teacher. Any unresolved queries should be directed to the Head of Faculty and, if necessary, to the Director of Teaching and Learning.

Student Responsibilities

It is the student’s responsibility to:

• Follow the School’s assessment policy and rules for examinations
• Complete all set assessment tasks and submit them on time
• Maintain a good record of attendance, conduct and academic progress
• Talk to teachers about absences, missed work and any other queries about assessments

Teacher Responsibilities

It is the teacher’s responsibility to:

• Ensure that assessments are fair, valid and reliable
• Maintain accurate assessment records
• Inform students and parents of academic progress
• Maintain accurate assessment records
• Inform students and parents of academic progress
• Inform parents if assessed work is not submitted on time
• Inform students of any deviations from the assessment schedule
• Communicate with relevant school staff and parents where there are concerns about student achievement or progress

**Assessing students who do not complete the assessment programme**

Absence from scheduled class assessment tasks
Where possible, we will endeavour to ensure that Senior Secondary students have no more than three scheduled class assessment tasks on one day. Teachers will give students appropriate prior notice of all such tasks.

Scheduled class assessment tasks may involve:

• Sitting a test, examination or other assessment
• Giving, for example, a presentation, speech or performance in front of others

To qualify as an authorised absence, missing such a scheduled class assessment task must be explained by:

• prompt submission of a medical certificate to the Head of Faculty (boarders may substitute a note from the School Medical Centre) or
• prompt submission of equivalent documentation provided to the Director of Teaching and Learning.

If the absence is acceptable to the School and therefore authorised, the task will be removed from that student's assessment outline, providing a professional judgement of the achievement of the student can still be made based on the remaining tasks. Potential achievement can not be considered. (In certain circumstances in some courses, it may be possible for the Head of Faculty to provide an alternative assessment task).

If the absence is deemed unacceptable, a mark of zero will be awarded.

**Missing a submission deadline (late work)**

It is a student's responsibility to submit assessed work on time and to apply for an extension in advance if there are special circumstances such as serious illness or significant personal issues. Poor organisational skills for tasks that are completed over an extended period of time are not a justifiable reason for extensions to be granted.

In circumstances when it becomes clear to a student that they are not likely to be able to submit a completed assessment task by the scheduled date, they must immediately discuss the matter with their class teacher. Requesting an extension of a due date for an assessment task is not permitted on the day that the assessment is due.

To qualify for an extension, a medical certificate must be promptly submitted to the Head of Faculty (boarders may substitute a note from the School Medical Centre) or equivalent documentation must be provided to the Director of Teaching and Learning. In this case, the Head of Faculty or Director of Teaching and Learning may grant an extension.

If a student is absent on the due date, work can be submitted on time (at the same time as the students who are present are submitting the work) by electronic means such as e-mail.

If no extension is approved and work is not submitted by the set deadline, parents will be promptly informed and the following penalties will be applied:

• 1 day late – 20% reduction in their mark
• 2 days late – a further 20% reduction in their mark
• 3 days late – a further 20% reduction in their mark

If the work is submitted later than this, a mark of zero will be awarded.

Work must still be submitted so that students can benefit from the feedback provided.
Assessing students with special educational needs

The School Counsellor, in conjunction with the Learning Support Co-ordinator, organises the testing of students who may be eligible for special consideration such as extra time in assessments. They also oversee the distribution of information to teachers relating to support for students with special needs.

Where possible, eligible students with special learning needs may have assessments modified in appropriate ways by teachers, in accordance with SCSA guidelines. In all cases, course requirements must still be met.

Authentication of student work

Collusion and plagiarism are both forms of cheating.

Actions which may provide an unfair advantage to a student include, but are not limited to:

- Gaining a copy of an assessment prior to its release
- Gaining information specific to an assessment which could reasonably be expected to provide an unfair advantage
- Talking during a silent assessment task
- Using a mobile electronic device during an assessment
- Presenting a response to an assessment which is not your own work
- Providing answers to assessment tasks to other students
- Submission of any work which is not entirely the student's own
- Students who have completed an assessment telling students in another class about its content

If cheating, collusion or plagiarism is suspected, the student and parent/guardian will be informed. The teacher and Head of Faculty will investigate the situation and provide the student with the opportunity to explain their behaviour. If the behaviour is deemed to constitute cheating, collusion or plagiarism, a mark of zero will be awarded to all students involved.

Security of assessment tasks

The School will ensure that the re-use of an assessment task does not disadvantage a particular group of students by Faculties refreshing assessment tasks from year to year to avoid the potential for students to gain an unfair advantage from copying past assessments.

To ensure comparability between different classes studying the same course in one academic year, common assessment tasks may be used within a faculty.

Assessing students transferring between courses and/or course units

Opportunities will be provided for students to change courses where the School is able to accommodate the request and a legitimate reason can be provided. The change will not be permitted if the School believes the change will cause disadvantage to the student in the satisfactory completion of their course of study. These changes should be discussed and initiated via the Head of House, Careers Counsellor and Director of Teaching and Learning. Changes should be made as early as possible in the school year and before the final date which is provided at the beginning of each school year.

The final date for students to change courses and successfully complete assessment schedules is 8th March, 2013. The final date for students to withdraw from a subject is 10th May, 2013.

If students transfer between courses after the assessment programme has commenced, reasonable opportunities will be provided for them to complete assessments and gain credit for them. Students transferring to a different unit in the same course or to a unit in a similar course, will be able to receive credit for the marks from any assessment tasks that assess the syllabus. These marks may need to be statistically adjusted to reflect the Stage of the new unit.

Assessing students transferring between schools

Students changing schools during the course of the year will receive credit for relevant work completed in the same course, upon production of evidence of results. It is the student’s responsibility to provide details of course achievements from their previous school.
The Head of Faculty in conjunction with the Director of Teaching and Learning will determine how the marks will be used and whether they require statistical adjustment. If any additional assessment tasks need to be completed, this will be made clear to the student.

**Assessment review and appeal processes**

Students may appeal against the assessment of a course if they have grounds to believe that:

- SCSA guidelines have not been followed
- Published assessment schedules have not been provided or followed
- Computational errors have occurred.

Applications for appeal in these circumstances should be made within seven days, in the first instance to the subject teacher and then the Head of Faculty, should a satisfactory resolution not be reached. The Director of Teaching and Learning should be consulted if the decision is still not acceptable to the student. Students and parents will be informed promptly of the final decision made by the School.

**Procedures to be implemented if assessment is affected by a catastrophic event**

In the event of assessments being affected by a catastrophic event, Heads of Faculty in conjunction with the Director of Teaching and Learning will make a professional judgement of the performance of any students affected by the event based on the completed assessment tasks.

Where additional assessment tasks are required to enable the professional judgement to be made, the assessment outline is then modified for students affected by the event. The School will inform any students and parents affected by the event of the changes in the assessment schedule, including any additional assessment tasks.

**Rules for the conduct of school examinations**

Timetables are published prior to examinations and include details of the examination rules. These rules are closely modelled on those applying to WACE examinations.

Teachers will give details of authorised materials for their subject examinations. It is preferable that students do not bring mobile telephones or similar devices to the examination room. If they choose to bring such devices, they must without exception be switched off and handed over to invigilators for the duration of each examination.

Students who are absent from school examinations due to sickness are required to provide a medical certificate to authorise their absence. Sitting examinations at times other than those on the published examination timetable will not be possible as this compromises the validity of the assessment for all concerned.

Year 12 students sitting external WACE examinations in November may access misadventure forms from the Director of Teaching and Learning as appropriate.

Infringements of the examination rules will result in appropriate penalties.

Collusion between candidates will result in a zero being awarded for that subject paper for each student involved, together with an inspection of previously completed papers in any common examinations for evidence of collusion.

Possession of unauthorised materials in the examination room will result in a zero mark being awarded for that paper.

Markings on authorised materials in the examination room will result in a reduction of marks for all or part of a candidate’s paper, as appropriate.
**Reporting of student achievement**

Student achievement is reported at the end of Semesters 1 and 2. The reports provide teacher comments, a grade and a mark for units and a mark in the semester examination.

Results reported by the School are not finalised until approved by SCSA and may be subject to adjustment by SCSA.
10. Reports

In the Senior School, Progress Reports are issued approximately every seven weeks and provide a broad overview of student achievement and effort in Semester 1 and Semester 2. The Progress Reports are issued as inserts in the student’s School Diary. For Year 12, the second Progress Report in Semester 2 is replaced by a statement of results which is issued early in Term 4 (near Valedictory Eve Presentation).

The Achievement Grade shown for each subject is arrived at after due consideration of all assessments, including examinations, accumulated up to the time of writing the report.

For Year 11 and 12, the Achievement Grade shown on the Semester 1 and 2 Report/Statement of Results is that which is forwarded to the Curriculum Council for inclusion on a student’s West Australian Certificate of Education. For Year 12, the School Based Assessment shown on this Statement of Results is forwarded to the Curriculum Council for calculation of the Tertiary Entrance Score.

Achievement Indicators

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<thead>
<tr>
<th>HD</th>
<th>High Distinction</th>
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<tr>
<td>DI</td>
<td>Distinction</td>
</tr>
<tr>
<td>HC</td>
<td>High Credit</td>
</tr>
<tr>
<td>CR</td>
<td>Credit</td>
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<tr>
<td>P</td>
<td>Pass</td>
</tr>
<tr>
<td>I</td>
<td>Inadequate</td>
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<tr>
<td>F</td>
<td>Fail</td>
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</tbody>
</table>

On leaving School, boys will receive a special report which will include a record of their course of studies, their achievements and activities in other areas, and a testimonial.

In the Preparatory School, the reporting process combines formalised reporting with Portfolio and parent teacher interviews. During the first two weeks of Term 1, a meet the teacher night is scheduled. This is the opportunity for parents to hear about the curriculum and also a general information session. Parent/teacher interviews take place during the final two weeks of Term 1 and Term 3. The interview is an opportunity to discuss a child’s progress and any concerns. The Portfolio is discussed and sent home in Term 1 and Term 3. A formal report is written and sent home to parents at the end of Semester 1 and Semester 2. Teachers are always available for interviews provided an appointment is made. The Homework Diary (Years 1 - 7) is the daily communication link between the home and the School.

11. The Academic Honour Society

The recognition and celebration of achievement in all fields forms an important central focus at Guildford Grammar School. Throughout the course of the School year, every opportunity is taken to applaud success, be it academic, cultural or sporting.

In the academic arena, excellence and consistency in performance are recognised via acceptance to the Academic Honour Society. As of 2010, there are four divisions within the Academic Honour Society:

- Year 7 Division (Year 7)
- Junior Division (Year 8 and Semester 1 of Year 9)
- Intermediate Division (Semester 2 of Year 9 and Year 10)
- Senior Division (Year 11 and Semester 1 of Year 12)

The Year 7 Division will be based upon performance in four term-long Year 7 Personal Learning courses, and semester results in English, Mathematics and the study of a foreign Language. Students who obtain 7 out of 10 ‘A’ achievement grades will be admitted to this division of the Honour Society.
Entry into the Junior Division is based upon achievement in six term-length Personal Learning courses, and three semesters of both English and Mathematics; making a total of 12 grades used in the calculation. Admission is attained by scoring a minimum of nine out of a possible twelve ‘A’ achievement grades.

Entry into the Intermediate Division is attained by a student who scores a minimum of 9 ‘A’ achievement grades out of a possible 12. In semester 2 of Year 9, results in the final two term-length Personal Learning courses, as well as end of year grades in both English and Mathematics will count towards admission. In Year 10, achievement grades in English, Mathematics, Science, Society and Environment courses at the conclusion of each semester are used in the calculation.

Entry into the Senior Division is attained by a student scoring a minimum of ten ‘A’ achievement grades drawn from Stage 2 or Stage 3 WACE courses in Year 11 and Stage 3 WACE courses in Year 12 over the course of three semesters, with a total point score of at least 70, where A= 5, B= 4, C= 3, D= 2, E=1 is calculated from the best 15 grades.

All members of the Year 7, Junior and Intermediate Divisions of the Academic Honour Society receive an individually cast lapel pin and Certificate, while members of the Senior Division are presented with an Honour Tie and they and their parents are invited to attend the Academic Honour Society Dinner.

Any boy in Year 12, who has achieved membership of the Junior, Intermediate and Senior Division of the Academic Honour Society, is eligible to wear a colour blazer.

12. Prizes

The Dux of the School is the boy with the highest academic achievement in Year 12 as judged by the Director of Teaching and Learning. A Dux prize is also awarded in Years 7 - 11.

Subject prizes are awarded for every subject in Years 11 and 12 at the discretion of Heads of Faculty, and Merit prizes are presented to a number of boys for good work and attitude.

In Years 8, 9 and 10, Merit Certificates are awarded for outstanding achievement during the year, and prizes are awarded in courses in which all students undertake study.

A number of special prizes are also presented. These include the Hobbs Imperial Essay Prizes for History, the M M and C E Firkins Memorial History Essay, the Geoffrey Greatorex English Essay Prize, the Ivy Davies Senior Music Prize, the Eric Palmer Junior Music Prize, the Hills Symphony Orchestra Music Prize, the Senior and Junior Drama Prizes, the Hamilton Art Prizes, the Hills Symphony Orchestra Music Prize, the Senior and Junior Drama Prizes, the Hamilton Art Prizes, the Old Guildfordians’ War Memorial Science Prize, the Parents’ and Friends’ Society Debating Prize, the A. H. Sanderson Chapel Reading Prize, the Doncaster Prize for Divinity and the Junior and Senior Chorister Prize.

Citizenship Prizes are awarded for outstanding contributions to the life of the School. The most important of these is the Council Prize. Others include the Wickham Prize, the Roe Prize and the Bishop Brian McDonald Award.

At the Preparatory School prizes, Merit Certificates and Commendation Certificates are awarded each year for academic attainment, and special Commendation Certificates are also presented on a weekly basis. The Dux of the Preparatory School is the student with the best academic results in Year 6.

13. Libraries

Senior School Library

The Hamilton Library has an extensive collection of print and digital information which supports resource-based learning and caters for the wider reading needs of students and staff. Whilst Library staff make many of the decisions regarding the purchasing of relevant resources, the input of academic staff is vital and encouraged, as is that of the wider School community.

Library Hours

The Library in the Senior School is open Monday to Friday from 8.00am to 5.30pm.
Library Staff

Ms Michelle Pritchard (Director of Library Services)
Ms Vicki Kent (Library Technician)
Ms Jan Allen (Library Officer)
Miss Khrystal Kimble (Library Officer)

Finding Resources

The library software system, Amlib, is web-based, which means the catalogue is available from any computer in the School via the Senior Library page on the School Portal.

Please ensure you check the Location of the resource you require as not all resources are held in the Library.

Borrowing Resources

The normal loan period for books is two weeks, with an option to renew the resource once if it is not required by another borrower. Other resources have varying loan periods and Library staff will inform borrowers of the relevant time frames.

Overdue Resources Procedure

At the end of each week, any overdue items for the week will result in the name of the student and item, due date and House being printed on a list. This list is delivered to the Heads of House and read out at Monday’s House Parade and a copy is placed on the library notice board.

When an item is 3 weeks overdue, the student’s name is highlighted on all lists and a courtesy email is sent home to parents/guardians advising them of the overdue item/s.

If there is no response within a week a letter will be sent home to parents/guardians advising of the overdue status and forewarning of the possible inclusion of replacement cost on their next school account. If the item is returned before the end of term, the student will not be charged.

If the item is returned after the charge has gone onto their School account and the item is not damaged then a full reimbursement will be given apart from $5.00 handling charge.

Any student with an overdue item will be unable to borrow other resources until they either return the item or discuss the situation with the library staff. Once the item has been charged for, the student will resume full borrowing rights.

Student ID/SmartRider Cards

Students are issued with a Student ID/SmartRider card that acts as their library card, photocopy card, tuck shop card and travel concession card. Library staff members are able to add value to the cards for photocopying purposes only. The amount added is $10.00 and the cost is charged to the student’s School account. There are no charges for printing. Replacement cards can be obtained through the Library at a cost of $6.00 per card, charged to the student’s account. We encourage students to bring their cards to school every day for not only tuck shop and travel purposes but also to expedite the services provided by the library. If a student fails to bring his card on three consecutive occasions, an email will be sent home to advise parents that their son’s borrowing rights and access to the printer and photocopier will be suspended until he presents the card at the library. This means that the student will have been given three opportunities to follow the correct procedure and library staff will have accommodated him on the three occasions that he has required services without his card. Library staff will have also reminded him on each occasion that he must bring his card to school each day. Once he presents his card at the library he will be allowed to borrow, print and photocopier as normal.

Preparatory School Library
The Hamersley Resource Centre houses approximately 25,000 resources including fiction, non-fiction, reference and audio–visual, as well as 26 computers for student use. Students have a 35 minute lesson per week with the Teacher Librarian and a 35 minute lesson per week in the computing lab with their class teacher. During the library lesson students are able to borrow books for a one week period.

**Library Hours**

The Library in the Prep School (the Hamersley Resource Centre) is open every Monday to Friday between 8.15am and 4.00pm.

**Library Staff**

Miss Brooke Vance (Teacher Librarian and Information Technology Coordinator)
Mrs Lorrie Finlay (Library Officer)
Mrs Vivien Chen (Part time Library Assistant – 5 hours per week)

14. **Information Technology**

It is clear that society is changing rapidly as it moves further into an information age. It is the School’s responsibility to provide students with the skills and experience to meet the challenge that is their future. With this in mind, Guildford Grammar School has implemented an Information Technology (IT) Plan. It provides for an increase in the number of student computer workstations on campus. Initially, it is designed as a number of separate projects that fit together, combining to provide the access to the widest range of technologies and learning experiences available.

The School now has:

- A series of computer laboratories.
- Distribution of desktop computers through Faculties.
- Campus Network - a campus wide, fibre-optic network and wireless to connect all student and administrative areas to each other and the rest of the world.
- Staff Notebooks – a scheme for staff to use notebook computers to create and present learning materials.
- Internet Site - establishing a presence for the School on the Internet will enable staff and students to research, collaborate and publish with peers and subject experts from around the globe. Millions of people around the globe will be able to access information about the School published on its Internet site.
- A fibre optic network to students in the Halls of Residence.

The Information Technology Policies can be viewed on the School Portal. The address for these is: [http://portal.ggs.local/schools/ggs/teachers/Policy%20Documents/Forms/AllItems.aspx](http://portal.ggs.local/schools/ggs/teachers/Policy%20Documents/Forms/AllItems.aspx)

**Cybersafety**

Introduction

As an Anglican foundation Guildford Grammar School has a moral responsibility to its staff, students and parents to maintain a safe physical and emotional educational environment; the use of the Internet and Information Communication Technologies (ICT) and a number of related cybersafety issues included. The School recognises and promotes the innate worth of all people, most strikingly experienced and understood in the Incarnation; God dwelling in humanity as Jesus of Nazareth. The School requires all members of its community to live and work by a moral code informed by its Christian foundations and thus to develop attitudes, behaviour and conduct based on mutual respect and concern for each of God’s people. Meanwhile, the School recognises and acknowledges its statutory obligations in these matters.

The School trusts that through ongoing programs of education and surveillance it can ensure that its facilities will be used only for proper and agreed purposes. Where that is found not to be the case the School has in place policy and praxis which allow for correction, reparation and repentance. In the case of blatant and successive disregard for these moral and legal requirements the School may choose to invoke the sanction of exclusion and/or police involvement.
The School is a signatory to the *Kandersteg Declaration Against Bullying in Children and Youth*. Our measures to ensure the cybersafety of the members of the Guildford Grammar School community outlined in this document are based on our core values of respect, honesty, integrity, responsibility, compassion, spiritual growth, and citizenship.

The School’s IT network, including internet access facilities, computers and other School ICT equipment/devices bring great benefits to the teaching and learning programmes at Guildford Grammar School, and to the effective operation of the School.

Our School has rigorous cybersafety practices in place, which include signed cybersafety use agreements for all School staff and students.

The overall goal of the School in this matter is to create and maintain a cybersafety culture which is in keeping with the values of the School, and legislative and professional obligations. This use agreement includes information about your obligations, responsibilities, and the nature of possible consequences associated with cybersafety breaches which undermine the safety of the School environment.

All families will be issued with a user agreement and once accepted students will be able to use the School ICT equipment/devices.

The School's computer network, Internet access facilities, computers and other School ICT equipment/devices are for educational purposes appropriate to the School environment. This applies whether the ICT equipment is owned or leased either partially or wholly by the School, and used on or off the School site. Private laptops brought to the school campus need to be taken to the IT department in the library for installation of management applications.
‘Go For IT’ - 2013  
“Go Forward with IT”

ACCEPTABLE USE AGREEMENT  
FOR SENIOR SCHOOL STUDENTS

This document is comprised of this cover page and five sections:

Section A: Introduction
Section B: Student Conditions of Use for ICT's
Section C: Students Using Their Own Devices
Section D: ICT Acceptable Use Agreement Form
Section E: Approved Device List

Instructions

1. Students and parents*/caregivers/legal guardians please read and discuss all sections carefully with each other.
2. Both student and parent must sign the document and return to the Head of e-Learning via Mentor and Head of House.
4. If you have any questions about this agreement please contact the Head of e-Learning.

* The term ‘parent’ used throughout this document also refers to legal guardians and caregivers.

Important terms used in this document:

(a) The abbreviation ‘ICT’ in this document refers to the term ‘Information and Communication Technologies’
(b) ‘Cybersafety’ refers to the safe and appropriate use of the internet and ICT equipment/devices, including mobile phones
(c) ‘School ICT’ refers to the School’s computer network, internet access facilities, computers, and other School ICT equipment/devices as outlined in (d) below
(d) Anittel is an ICT service provider who Guildford Grammar School uses to provide the service and delivery of all ICT services.
(e) The term ‘ICT equipment/devices’ used in this document includes, but is not limited to, computers (such as desktops, laptops, PDAs), storage devices (such as USB and flash memory devices, CDs, DVDs, iPods, i-Touches, MP3 players), cameras (such as video, digital, webcams), all types of mobile phones, gaming consoles, video and audio players/receivers (such as portable CD and DVD players), and any other, similar, technologies as they come into use.
(f) ‘Inappropriate’ in this agreement means content that deals with matters such as sex, cruelty, bullying, or violence in such a manner that it is likely to be injurious to the good of students or incompatible with a School environment. This is intended to be inclusive of the definition of ‘objectionable’ used in the Films, Videos and Publications Classification Act 1993.
(g) ‘Sexting’ is an amalgam of the words “sex” and “text” and refers to the electronic communication of images or videos of a sexual or pornographic nature and is an offence under the revised Commonwealth Communications Act.
Guildford Grammar School is an Anglican School and as such, has a moral responsibility to its staff, students and parents to maintain a safe physical and emotional educational environment in both an online and offline capacity. This includes the use of the Internet and Information Communication Technologies (ICT) and a number of related cybersafety issues.

The School trusts that through ongoing programs of education and surveillance it can ensure its facilities will be used only for appropriate and agreed purposes. In the case of blatant and successive disregard for these moral and legal requirements, the School may choose to invoke the sanction of exclusion and/or police involvement.

The measures to ensure the cybersafety of the members of the Guildford Grammar School community outlined in this document are based on our core values of respect, honesty, integrity, responsibility, compassion, spiritual growth, and citizenship.

The School’s ICT network, including internet access facilities, computers and other School ICT equipment/devices bring great benefits to the teaching and learning programs at Guildford Grammar School, and to the effective operation of the School.

Our School has rigorous cybersafety practices in place, which include signed Acceptable Use agreements for all School staff and students. This includes approval stickers for all student owned devices.

The overall goal of the School in regards to the use of ICT is to create and maintain a cybersafety culture which is in keeping with the values of the School, legislative and professional obligations.

‘Go for IT’ is an OPTIONAL program where students may bring their own device to school, which satisfies the criteria for an approved device. The purpose of this program is for students to have a device which compliments the ICT’s available at Guildford Grammar School.

This Acceptable Use Agreement includes information about your obligations, responsibilities, and the nature of possible consequences associated with cybersafety breaches which undermine the safety of the School environment. The entire school population has the undeniable right to work in a safe and respectful environment.

All families will be issued with a user agreement and once accepted, students will be able to use the School ICT equipment/devices or log their own device onto the Guildford Grammar School wireless network.

The School’s computer network, internet facilities, computers and other School ICT equipment/devices are for educational purposes appropriate to the School environment. This applies whether the ICT equipment is owned or leased either partially or wholly by the School, and used on or off the School site. This by no means ignores the current role of social networking as a modern mode of communication, and this aspect of ICT use will form an essential push for students to be educated and made aware of the advantages and disadvantages of its use. For the interim period, however, social media sites will not be accessible during the academic day unless a staff member authorises its use as part of a teaching and learning experience. This would need prior approval by the Head of e-Learning.

Parents who supply their child with an appropriate and approved device with the intention of it being used at school to support the teaching and learning process, do so with the acceptance that the device is totally covered by the Guildford Grammar School filtering and security regulations as is applied to all devices owned by Guildford Grammar School. Hence, it must not contain any objectionable, inappropriate or illegal content.

Any student who intends to use a device which is 3G/4G enabled, must ensure that this capability is switched off for the duration of the academic day. This is a condition of use for this device.
SECTION B

STUDENT CONDITIONS OF USE FOR ICT

As a safe and responsible user of ICT I will help keep myself and other people safe by following these rules

1. Once my parent(s) and I have read and consented to my ICT Acceptable Use Agreement, I will be permitted to use my personal device at School (see Section D).

2. I understand that I have been issued with my own user ID and I will log on only with that user ID. I will not allow anyone else to use my user ID. I will be held responsible for the actions of another person using my ID.

3. I will keep my password secure by ensuring that I do not intentionally or accidentally reveal it to anyone. If I suspect that my password has become available to anyone, I will immediately change it and seek assistance from ICT Support or the Head of e-Learning. I will change my password every term to ensure that it is secure and will ensure that it contains a combination of lower case letters, upper case letters, digits and symbols.

4. While at School or on a School-related activity, I will not have any involvement with any ICT material or activity which might cause harm to myself or anyone else (e.g. bullying or harassing). I will immediately (or as soon as possible) alert a staff member if I witness others engaging in such activity.

5. I understand that I must not at any time use ICT to upset, offend, harass, threaten or in any way cause harm to another person, even if it’s meant as a joke.

6. I understand that the rules in this use agreement also apply to mobile phones. I will not use my mobile phone to disrupt School routines, interfere with the rights of others or to interrupt others. My mobile phone will always be on my desk with the screen facing upwards and sound on. Failure to comply will result in confiscation. Phones can be collected from the Senior School or Preparatory School Administration, and second time offenders will be required to have their mobile phones collected by their parents.

7. I am aware that ‘Sexting’ is against the law and will not allow sexual or pornographic images or videos to be on my personal device/s and will not transfer or communicate any images that I receive from other sources. In the event that I do receive images of this nature, I will advise the Head of e-Learning or Head of Senior School immediately.

8. I will ensure that I do not participate in any form of ‘cyberbullying’ using any form of social or communication media. If I become involved or witness this form of behaviour I will inform the Head of e-Learning or the Head of Senior School immediately.

9. While at School, I will not:
   - Access, or attempt to access, inappropriate, or age restricted material.
   - Download, save or distribute such material by copying, storing, printing or showing it to other people, including anything brought on a storage device.
   - Make any attempt to bypass security, monitoring and filtering that is in place at School.
   - Upload to ANY student accessible network drive including the ‘O’ drive except My Documents folder, without staff approval.
   - Access or attempt to access any part of the School’s network that I am not authorised to access.

8. If I accidentally access inappropriate material, I will:
   - Not show others
   - Immediately turn off the screen or close the window and
   - Immediately report the incident to a teacher or ICT Support.

9. I understand that I must not download any files such as videos, games or programs without permission from a staff member. This makes sure the School complies with the Copyright Act 1994. I also understand that anyone who infringes copyright may be personally liable under the law.
10. I understand that these rules apply to any privately owned ICT equipment/device (such as a laptop, mobile phone, USB drive) I bring to School or a School-related activity. Any images or material on such equipment/devices must be appropriate to the School environment.

11. I will not connect any privately owned device, containing any form of program, to Guildford Grammar School ICT without an approval sticker attached. This includes all wireless technologies.

12. I will not post any personal and/or identifying information including photos of another person without first obtaining their permission (this includes all members of the Guildford Grammar School community). Taking photographs or video footage with mobile phones is not allowed.

13. I will respect all ICT systems in use at School and treat all ICT equipment/devices with care. This includes:
   - Not intentionally disrupting the smooth running of any School ICT systems
   - Not attempting to hack or gain unauthorised access to any system
   - Following all ICT Acceptable Use Agreement rules, and not joining in if other students choose to be irresponsible with ICT
   - Immediately reporting any breakages/damage to a staff member;
   - I will not damage any Guildford Grammar School ICT equipment in any way.

14. I understand that Guildford Grammar School will monitor traffic and material sent and received using the Guildford Grammar School's ICT network. Guildford Grammar School uses filtering and/or monitoring software to restrict access to certain sites and data, including email.

15. As appropriate, Guildford Grammar School reserves the right to charge students for printing of documents.

16. I understand that the School does audit its computer network, internet access facilities, computers and other Guildford Grammar School ICT equipment/devices. Auditing of these items may include any stored content, and all aspects of their use, including email. Any privately owned ICT equipment/devices used at school, or on a school activity, may be audited if there is any suspicion of inappropriate materials contained there on.

I understand that if I break these rules, Guildford Grammar School may inform my parent(s)/guardian(s) and/or Police as appropriate. In serious cases, the School will take disciplinary action against me. I also understand that my family may be charged for repair costs. If illegal material or activities are involved, the School will inform my parents prior to possibly informing the Police. If I knowingly use my own device on the 3G or 4G network, I acknowledge that I relinquish all rights to use that device at school.

Breaches of these rules will be dealt with through a range of consequences from confiscation of equipment, blocking access to the Guildford Grammar School network, suspension, expulsion and/or Police involvement.
SECTION C

STUDENTS USING THEIR OWN DEVICES

Students are permitted to bring their own device, selected from an approved range specific to the subject needs of Guildford Grammar School students (see Section E).

Guildford Grammar School, in conjunction with Anittel, will make available, a selection of approved devices which parents may purchase, at their cost. The cost of all software and applications will be met by the parent and must meet the basic requirements for the Go For IT program.

Prior to a student using the device at school, he/she must;

- Have a current **ICT Acceptable Use Agreement**, signed by both the student and the parent/guardian.
- Take the device to ICT Support for inspection and to have an approval sticker attached to the inside cover of the Student Diary (under the transparent outer cover). This sticker will advise staff of the capabilities of the device. eg. 3G/4G.
- Install the security client.

**ICT staff will ensure that the device has adequate compatibility with the Guildford Grammar School network and educational requirements, and that it has adequate virus protection.**

All damage and maintenance requirements for these devices purchased through Anittel will be met by parents but will be managed by Anittel. The device will be serviced/repaired by the purchasing company at the full expense of parents. Where possible, an appropriate device will be made available to the student to ensure seamless and continued use of technology.

It is the sole and total responsibility of every student to ensure that they adequately store and back up all important data to the Guildford Grammar School network where possible, or else to an alternative. eg. cloud storage.

Once permission is granted, the device must only ever be connected to the Guildford Grammar School wireless network and not 3G or 4G networks during school hours.
To the student and parent/legal guardian/caregiver, please:

1. Read Sections A, B and C of this agreement carefully to check that you understand your responsibilities under this agreement.

2. This is an annual requirement and students must complete this form every year and have their device/s inspected again. If a parent purchases a new device for their son during the year, the agreement must be updated and the device inspected.


4. Further information may also be found at [www.insupport.com.au/](http://www.insupport.com.au/)

5. Once both the student and parent have accepted the Acceptable Use Agreement Form, the student’s access to the Guildford Grammar School network will be granted.

6. Bring this document to the Head of e-Learning where the device will be inspected and approved/declined.

7. If approved, the student will be issued with a sticker similar to the one below, which must be placed inside the transparent cover of the Student Diary and must be available every period for staff to view.

8. At the same time, you will be required to show that you have installed the GGS Security Client. eg. Zenprise. Please be aware that this client is only used for you to log onto the GGS network and is not used to monitor the use of your device at home.

9. You will then be ready to join the Guildford Grammar School WiFi network.

```
Device authorised for use on the
Guildford Grammar School
WiFi Network

Name: Brian Brown
Device/s: iPad
Expires: 31/12/2012
```
Minimum Specifications:
All devices
- Maximum of 3 years old
- Current on-site warranty/Apple care
- Insurance
- Virus protection software
- Headphones
- Protective case
- Adequate back up strategy (Cloud storage or USB hard drive and GGS network)

Android devices will not be supported.

<table>
<thead>
<tr>
<th>Minimum Specifications for Approved Device</th>
<th>Optional Extras</th>
<th>Recommended for</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Apple iPad or iPad Mini (preferably iPad 2 and above):</strong></td>
<td>Stylus Bluetooth keyboard</td>
<td>Any students</td>
</tr>
<tr>
<td>iOS 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WiFi only</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minimum 32 Gb</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tablet/Slate:</strong></td>
<td>Stylus Bluetooth keyboard and mouse</td>
<td>Any students</td>
</tr>
<tr>
<td>OS: Windows 7/8 (Professional)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Memory: 2Gb</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPU: Not ARM</td>
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<td></td>
</tr>
<tr>
<td>WiFi</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Preferred brands: Samsung Slate</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Macbook Pro or Macbook Air</strong></td>
<td></td>
<td>Music and Media students</td>
</tr>
<tr>
<td>Operating System: OSX 10.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Memory: 2Gb</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPU: 64-bit Intel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HDD: 120 Gb</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PC Notebook or PC Tablet</strong></td>
<td></td>
<td>Not essential but useful for Engineering, Design and Technology students</td>
</tr>
<tr>
<td>Operating System: Windows 7/8 (Professional)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Memory: 2 Gb</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPU: 64-bit Intel Core2Duo or AMD AthlonX2 (Intel is preferred)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HDD: 120 Gb</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Preferred brands: Dell, HP, Lenovo, Toshiba</strong></td>
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<td></td>
</tr>
</tbody>
</table>

Music, Media, Design and Technology Specific Requirements
Discrete Graphics
Larger HDD (SSD recommended)
Increased memory
64-bit OS
Minimum Intel i5/AMD Phenom II X4 processor.
Music/Media Students: Check out recommendations at http://www.headphone.com/selection-guide/top-picks-for-students.ph
I have read the Guildford Grammar School Acceptable Use Agreement for the use of ICT, including parent owned devices and have a full understanding of the acceptable use and consequences relating to the misuse of ICT devices.

I will ensure I fully adhere to all of the requirements for continued use of ICT at Guildford Grammar School. In addition, I am aware that failure to adhere to these requirements will result in loss of the right to use parent owned/purchased devices, other sanctions or involvement of parents depending upon the severity of the misdemeanour.

Student Responsibilities include:

- I will read carefully, discuss and sign this “ICT Acceptable Use Agreement” with my parents;
- I will follow the “ICT Acceptable Use Agreement” rules and instructions whenever I use the School's ICT;
- I will also follow the “ICT Acceptable Use Agreement” whenever I use my own device/s on the School site or at any School-related activity, regardless of its location;
- I will avoid any involvement with material or activities which could put at risk my own safety, or the privacy, safety or security of the School or other members of the School community;
- I will take care of School ICT and will immediately report any damage I discover to my teacher. I know that if I have been involved in the damage, loss or theft of ICT equipment/devices, my family may be held responsible for the cost of repairs or replacement;
- I will retain this document so that I can refer to it in the future;
- I will ask my Head of House, Mentor or Head of e-Learning if I am not sure about anything to do with this agreement;
- I will not engage in any actions that will or may have a negative impact, including damage to their reputation, of any member of the Guildford Grammar School community whilst using any form of ICT, whether at school or not. This includes all forms of bullying.
- I will ensure that any device I bring to Guildford Grammar School is approved by ICT Support and has a current permission sticker attached to the front cover (inside transparent protective cover) of my diary.
- Throughout the academic day, my device and/or smart phone will be on the desk, screen open and sound switched on.
- If I possess a 3G or 4G iPad, slate, or dongle enabled laptop, this capability will be disabled for the duration of the academic day.
- If I possess a 3G or 4G enabled smart phone, I will not access the data capabilities of that device for the duration of the academic day.
- Under no circumstances are games (or watching videos about games or any other non-school related use) to be played on Guildford Grammar School premises except under the direct permission of staff for specific reasons. eg. Students who are creating games.

Parent/legal guardian/caregiver Responsibilities include:
- I have read this “ICT Acceptable Use Agreement” carefully and discussed it with my child so we both have a clear understanding of our critical role in ensuring that Guildford Grammar School continues to provide a cybersafe environment.
- I will ensure this agreement is signed by my child and by me, and returned to the School.
- I will encourage my child to adhere to the “ICT Acceptable Use Agreement”.
- I will contact the Head of e-Learning if there is any aspect of this use agreement I would like to discuss.

Please note: This agreement will remain in force for the remainder of the current calendar year. Annual acceptance of the “ICT Acceptable Use Agreement” Form will be required. If it becomes necessary to add/amend any information or rule, parents and students will be advised in writing.

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor</td>
</tr>
<tr>
<td>Head of House</td>
</tr>
<tr>
<td>Device</td>
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<tr>
<td>Connectivity</td>
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</table>

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Parent/Guardian Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Signature</td>
<td>Parent/Guardian Signature</td>
</tr>
<tr>
<td>Date</td>
<td>Date</td>
</tr>
</tbody>
</table>

GGS Staff to Complete

<table>
<thead>
<tr>
<th>Date Received</th>
<th>Sticker Issued</th>
<th>Device Inspected</th>
<th>Security Client</th>
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<tbody>
<tr>
<td>☐ Yes ☐ No</td>
<td>☐ Yes ☐ No</td>
<td>☐ Yes</td>
<td>☐ Yes ☐ No</td>
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</table>
G. ENRICHMENT ACTIVITIES

1. Extra Subjects

A number of subjects and optional activities are offered as co-curricular activities to cater for the varied interests of the students and to provide the opportunity for a student to pursue a subject in which he might have an interest but which, because of other commitments, cannot be fitted into his school timetable. Such subjects and activities are run subject to demand and are usually conducted after School. Subjects offered are: Music, Art, Drama, Physical Education and a variety of other societies and activities.

Requests for enrolment in these activities must be made on the appropriate form, which may be obtained from the School office or through the Head of Senior School. Notification to discontinue an item must be submitted in writing.

Charges are made for some of these activities (see Extra Charges paragraphs in Administration Section).

- Cadet Unit
- Chess Club
- Choir
- Computing
- Dancing
- Debating
- Drama
- Duke of Edinburgh Award
- Extra English
- English as a Second Language
- Extra Mathematics
- Guitar Ensemble
- Mock Trial
- Musical Productions
- Orchestra
- Public Speaking
- String Ensemble
- Swim Club
- Swing Band
- Tournament of Minds

2. The Duke of Edinburgh Award Scheme

The Duke of Edinburgh Award Scheme is available for any young person looking for excitement, challenge and adventure.

Young people between the ages of 14 and 23 are able to participate and gain awards at three levels: Bronze, Silver and Gold. They are encouraged to learn through experience and enjoy themselves in the process. Self-discipline, enterprise and effort are basic requirements. In addition, it is hoped that the community will benefit and develop by individual and group achievement.

The Bronze and Silver Awards contain four sections: Service, Interests or Skills, Expeditions and Physical Recreation. The Gold Award has these four plus an additional Residential Project section. For more information contact the Director of Co Curricular Activities.

3. Year 10 Friday Activity Program

On Friday afternoons between 1.10pm and 3.25pm, all Year 10 boys undertake the Year 10 Activity Program, in which they are able to choose Cadets or a rotation of Cooking, Keys to Life Driving Program, Strength and Conditioning, Community Service, Introduction to Careers and Work Experience. The Duke of Edinburgh Award Scheme (Bronze) will also be offered in 2010. For more information contact the Director of Co Curricular Activities.

Cadets

The Guildford Grammar School Cadet Unit, founded in 1905, is one of the oldest Cadet units in Western Australia. Through outdoor education and adventure activities, boys choosing Cadets will develop skills in navigation, fieldcraft, first aid, survival and adventure training activities such as rock climbing, abseiling, canoeing and extended expeditions.

Cadets is directed at developing practical and problem solving skills, organisational ability and character building attributes. It is not directed at recruiting or training boys for warfare. The Cadet Policy expressly forbids activities of a warlike nature.
Cadets are also encouraged to join the Duke of Edinburgh’s Award Scheme, where they can gain recognition of their activities within Cadets whilst also providing service to the community.

4. **Year 11 and 12 Friday Activity Program**

This program presents a broad range of options, including academic and life skills opportunities, from which to choose. Some programs are subject to sufficient numbers attending.

Students choose either one full year course or two semester courses. Full year courses are, Work Link, Cadets and Sports Assistance.

Semester courses include, Science Extension, Cooking, TEE Literacy Extension, Golf, Modern Dance, Mock Trial, Sculpture with Steel, Martial Arts, Art Attack, Prep School Assistants, Community Service, Fencing, Archery, Electronics Club, Rock Climbing, and Senior Sports Assistants. For more information contact the Director of Co-Curricular Activities.

5. **Preparatory School Activities**

Known as the CLUBS Program, activities regularly on offer include Chess (Junior and Upper Primary), Choir (Junior and Senior), Orchestra, Swimming, Pottery, Farming, Games, Cooking and a wide selection of other activities.

6. **The Peer Support Program**

The Peer Support Program is based on the principle that at every level and in every age group in society, people absorb information and values from each other. The information can be valuable or harmful. If Peer Support is used to transmit sound ideas, it can be a useful educational tool. Peer support and positive peer influence is introduced into the School Community by training selected Year 11 students to act as group leaders to a small number of Year 8 students.

The Peer Support Program helps students live with more direction. It gives senior students opportunities for self-development and provides junior students with a supportive environment in which to develop their own individuality.

Many upper school students do not like a passive student role and need opportunities to accept responsibility. This program provides those opportunities. It involves the Year 11 students as active participators in the teaching process and, through practical experience; they develop communication and leadership skills and a greater awareness of their own abilities.

The Year 8 students have just experienced a transition from a familiar and senior position in primary school to a junior position in senior school. The small, family-sized peer support groups, each under the leadership of a Year 11 student, provide security and friendship to help them adapt successfully to senior school life. For more information please contact the Leadership Program Coordinator.

7. **Outdoor Education**

An important part of life at Guildford Grammar School is involvement in the Outdoor Education Program. The Program, which involves every student in Years 2 to 10, uses the outdoors as a medium to develop in students an appreciation of the natural environment and to challenge them both physically and mentally in a safe but rewarding context. Through participation in the camping program, students improve their self-esteem, independence, confidence and teamwork and grow both in knowledge and understanding of others and the outdoors.

The camps aim to develop each student’s outdoor adventure activity, safety and living skills. An important side benefit of all the year group programs is to help students with the current issues associated with their personal development: how to work and live successfully with other people, the realisation of their potential, developing independence and a positive sense of self, and the ability to work effectively in teams. Each experience is designed in consultation with teaching staff to challenge students in the safe but demanding natural outdoor environment.
In addition to the compulsory year group outdoor education program, the School regularly conducts both curricular-based camps and overseas and interstate tours. Recent tours include The Arts Tour to New York, a History Tour to Europe and Turkey, a Football Trip to Melbourne, Language Tours to France and China, a trek through Nepal and a Soccer Tour to Malaysia. In addition, Year 12 Geography students spend four days in Kalgoorlie doing field studies while the Biology students spend three days at a variety of venues.

Outings and day excursions are organised as part of the general enrichment program the School provides. Many of these are an important part of the academic curriculum. There are also frequent school visits to theatres, cinemas, concerts and art galleries. Individual Houses and Mentor Groups similarly organise their own outings.

8. Activities Awards

The School honours outstanding and meritorious endeavour in all activities, including those that are non-compulsory. These include Music, Chess, Choir, Debating, Drama, Oratory (Public Speaking and Mock Trial), Cadets, Tournament of Minds and any other determined by the Headmaster.

The Colours System for activities is the same as that for sports. Each activity is signified by the appropriate insignia. Awards are made by the Activities Council, comprising the Headmaster, the Head of Senior School, Teachers in Charge of Activities, the Captain of School and student representatives.

At the Preparatory School, Merit Certificates in Art, Drama, Music, Handwriting and other activities are awarded for outstanding achievement during the year.

Details of School Colours, House Colours and Merit Certificates awarded for sporting achievement are given in the Sport section later in the Handbook.
H. SPORT

1. General

Sport is compulsory for all boys in all Year levels.

Apart from a well-equipped Gymnasium and two swimming pools, the School owns some 40 hectares of playing fields, comprising rugby grounds, football ovals, hockey pitches, turf wickets, tennis and basketball courts, plus additional areas for net practice and general games. Rowing takes place on the nearby Swan River.

Boys at the Senior School select sports from:

First Term: Cricket, Tennis, Basketball, Swimming, Rowing, Volleyball and Water Polo


Fourth Term: Cricket, Tennis, Basketball, Swimming, Rowing, Water Polo and Volleyball.

NB. Year 12 boys do not attend sport after the winter season has concluded. Badminton and Volleyball are only available to boys in Years 10, 11 and 12.

There is a minimum of two sports training afternoons each week except Year 7 students who train on Wednesday afternoon. Boys may also be selected to represent the School in inter-school matches at weekends.

All boys in Years 8 and 9 have training sessions at 3.45 pm on Mondays and Wednesdays, and play inter-school matches, if selected, at 2.00 pm on Fridays. Year 7 students have training on Wednesday and school matches on Friday afternoon. Those not involved in school matches have organised training on Friday afternoons. All these sessions are compulsory.

All boys in Years 10, 11 and 12 have training sessions at 3.45 pm on Tuesdays and Thursdays, and their inter-school matches are played on Saturday mornings. However, some senior rowing crews train before school. Those not involved in School matches have training on Saturday mornings. All of these sessions are compulsory.

The venue for all Inter-School sports fixtures is published in the “regular activities” section of the School’s semester calendar under the heading “sports information”. The Schools involved each week and any exceptions to the normal venue arrangements are published on the calendar itself.

It is not possible to be precise about the finishing times of Inter-School matches. These are subject to weather, traffic, venue, etc. However, in general, Junior ‘home’ fixtures finish between 3.30pm and 4.00pm. Junior ‘away’ fixtures finish at approximately 4.00pm and the buses return the boys to the DLD carpark between 4.30pm and 5.00pm. Exceptions to these times are cross-country, which finishes earlier, and cricket, which finishes later.

On a few occasions, the normal afternoon sports routine does not apply: the weather may be too hot or too wet, or it may be a transition period between one season and another when there is coaching or competition for some boys but not for all. Parents are invited to send in written permission for their sons to go home on such occasions. Otherwise, boys will remain at school until 5.00pm.

At the Preparatory School, all pupils from Year 4 to Year 7 have one after school sports session per week on Monday afternoons. Matches are held on Thursday afternoons (1.30-3.00pm).
School policy is that students do not attend social functions or have late nights the evening before matches on Monday afternoons. This is especially important for senior students with Saturday sporting commitments.

2. Changing Sport

Changes can only be made at the end of Term 1 and midway through Term 3 when the summer and winter seasons finish, respectively.

Application to change summer sports options for 2011-2012 season:
- Monday, 4 April – Friday, 8 April.

Application to change winter sports options for 2012:
- Monday, 15 August – Thursday 19 August.

Once a boy has selected his sport for the next season, he is expected to honour his commitment for the duration of that season.

However, in approved circumstances, a boy may be permitted to change sport for medical or personal reasons. A Change of Sport Form should then be obtained from the Sports Master or the Administration Office.

The Sports Master will inform the new and previous coach should the desired change be approved.

3. Off Sport

Day students who are unwell and wish to be excused from participating in Physical Education or Sport must bring an explanatory note to school. A doctor's certificate is required for extended periods off sport. This note should be taken to the Head of House prior to the commencement of school for endorsement.

Boarders who wish to be excused from participating in Physical Education or Sport must report to the Sister at the Medical Centre at the designated time and obtain an Off Sport Form.

Day boys and boarders must show their Off Sport Form to the Physical Education teacher prior to the lesson. They must also excuse themselves from sports training or matches by reporting to their coach at the earliest possible time. In this latter case, the coach will decide whether a student should remain and observe the training or the game. This decision will take into account the student’s health, the training program and the weather. If the coach permits the student to leave, boarders must return to their Hall of Residence and day boys must go home.

A note is required at the beginning of each sports season if any extended period Off Sport has been granted.

Unavailability for Friday and Saturday Matches

For Friday and Saturday matches, day boys must contact the Sports Master on 0411 229 516, giving 24 hours’ notice where possible, to advise that they will be unable to attend. In addition, a note must be given to the coach on the next school day to substantiate non-attendance.

Dental and medical appointments should not be made on training or match days (see also Sickness and Accident section). If for any reason a student misses the transport to a fixture, they must contact the Sports Master on 0411 229 516 to make alternative arrangements.

4. Outside Teams and Matches

If a student’s external sporting commitments conflict with regular school sport training and playing times, then the student is not permitted to play for or train with clubs or teams outside the School during term time without the express permission of the Headmaster.

Long experience has shown that playing for two different teams can sometimes lead to over-fatigue and can interfere with a student’s studies.
5. **Interschool Matches**

Boys in the Senior School play matches against the other six schools in the Public Schools’ Association. These are:

- Aquinas College
- Christ Church Grammar School
- Hale School
- Scotch College
- Trinity College
- Wesley College

All members of the School are encouraged to attend school sporting fixtures, and are expected to be present at the three major Public Schools’ Association sports meetings: the Inter-School Athletics, the Inter-School Swimming and the Head of the River Regatta.

The Preparatory School plays matches against the other six PSA schools and those schools associated with the JSHAA (Junior School Heads Association of Australia).

6. **PSA School Maps**

The following maps may be of assistance if you intend to visit your son playing sport on an away game. Please note that some away sporting venues are off campus (not on the maps shown). Details as to specific venues are distributed by the Sports Department to the Heads of House for display on House notice boards each week. Please ask your son to refer to these notices for further information.
1. Admin
   - Ground Floor
   - Reception
   - Student Services
   - Registrar
   - Careers & VET
   - School Psychologist
   - 1st Floor
   - Accounts
   - Bursar
   - HR office
   - English Staff Studies
   - 2nd Floor
   - S & L staff studies
   - Maths Staff Studies
2. Chapel
3. Gibney Hall [1st Floor]
4. Canteen
5. O’Donohue Centre
   - Music Admin Level 1
6. B Block – class rooms
7. A Block – class rooms
   - Computer lab
   - IT Staff Studies
8. Dr Kelly Science Block (S Block)
   - Class rooms
   - Science labs
   - Science Staff Studies
   - Human Lecture Theatre
   - Observatory
9. Carrig Court
10. Trinity Centre [Mary Rice Centre]
11. FL Duffy Resource Centre (Library)
12. Foley Centre (Gym)
13. Curfs Aquatic Centre (Pool)
14. Uniform Shop
15. Junior School
16. Pavilion
17. Centenary Park

Trinity College Playing Fields:
Some schools use several venues for their sporting fixtures. Boys can check venues on a weekly basis when they are placed on noticeboards.

**Aquinas - Tel: 9450 5222**

<table>
<thead>
<tr>
<th>School/Club</th>
<th>Location</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aquinas College</td>
<td>Salter Point</td>
<td>Mt Henry Road</td>
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**Christchurch Grammar School - Tel: 9442 1555**

<table>
<thead>
<tr>
<th>School/Club</th>
<th>Location</th>
<th>Address</th>
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</thead>
<tbody>
<tr>
<td>Christ Church Grammar School</td>
<td>Claremont</td>
<td>Queenslea Drive</td>
</tr>
<tr>
<td>Methodist Ladies’ College</td>
<td>Claremont</td>
<td>Stirling Highway</td>
</tr>
<tr>
<td>McGillivray Oval</td>
<td>Mt Claremont</td>
<td>Brockway Road</td>
</tr>
<tr>
<td>Christchurch Playing Fields</td>
<td>Mt Claremont</td>
<td>Fortview Road</td>
</tr>
<tr>
<td>Nedlands Tennis Club</td>
<td>Nedlands</td>
<td>Bruce Street</td>
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**Guildford Grammar School - Tel: 9377 9267**

<table>
<thead>
<tr>
<th>School/Club</th>
<th>Location</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guildford Playing Fields</td>
<td>Guildford</td>
<td>Great Eastern Highway</td>
</tr>
<tr>
<td>Lilac Hill Park</td>
<td>Caversham</td>
<td>West Swan Road</td>
</tr>
<tr>
<td>Pexton Oval</td>
<td>South Guildford</td>
<td>West Parade</td>
</tr>
<tr>
<td>Hartfield Reserve</td>
<td>Forrestfield</td>
<td>Hartfield Road</td>
</tr>
<tr>
<td>Ashfield Reserve</td>
<td>Ashfield</td>
<td>Guildford Road</td>
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**Hale School - Tel: 9347 9777**

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<th>School/Club</th>
<th>Location</th>
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</tr>
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<tbody>
<tr>
<td>Hale School</td>
<td>Wembley Downs</td>
<td>Hale Road</td>
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**Scotch College – Tel: 9384 1466**

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<tbody>
<tr>
<td>Scotch College</td>
<td>Swanbourne</td>
<td>Shenton Road</td>
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<tr>
<td>Scotch Playing Fields</td>
<td>Swanbourne</td>
<td>Bottom of Central Avenue</td>
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**Trinity College –Tel: 9325 3655**

<table>
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<th>Location</th>
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<tr>
<td>Challenger Reserve</td>
<td>Manning</td>
<td>Challenger Ave &amp; Hope Ave</td>
</tr>
<tr>
<td>Collier Reserve</td>
<td>Como</td>
<td>Thelma St &amp; Murray St</td>
</tr>
<tr>
<td>Comer Reserve</td>
<td>Como</td>
<td>Melville Pd &amp; Comer St</td>
</tr>
<tr>
<td>Ernest Johnson Oval</td>
<td>South Perth</td>
<td>Sandgate St &amp; Hensman St</td>
</tr>
<tr>
<td>George Burnett Park</td>
<td>Karawara</td>
<td>Manning Rd, Goss Ave &amp; Gillon St</td>
</tr>
<tr>
<td>Grayden Reserve</td>
<td>Como</td>
<td>Thelma St &amp; Murray St</td>
</tr>
<tr>
<td>James Miller Oval</td>
<td>Manning</td>
<td>Duckett Dve &amp; Jarman Ave</td>
</tr>
<tr>
<td>Morris Mundy Reserve</td>
<td>Kensington</td>
<td>Collins St, Oxford St &amp; Market St</td>
</tr>
<tr>
<td>Richardson Park</td>
<td>South Perth</td>
<td>Labouchere, Richardson &amp; Amherst</td>
</tr>
<tr>
<td>Gairloch Reserve</td>
<td>Applecross</td>
<td>Gairloch Street</td>
</tr>
<tr>
<td>State Tennis Centre</td>
<td>Burswood</td>
<td>Victoria Park Drive</td>
</tr>
<tr>
<td>Mann Oval</td>
<td>East Perth</td>
<td>Trinity Avenue</td>
</tr>
<tr>
<td>Waterford Playing Fields</td>
<td>Manning</td>
<td>Elderfield Rd &amp; Manning Rd</td>
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**Wesley College- Tel: 9367 5777**

<table>
<thead>
<tr>
<th>School/Club</th>
<th>Location</th>
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<tbody>
<tr>
<td>Wesley College</td>
<td>South Perth</td>
<td>Coode Street</td>
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<tr>
<td>Collins Oval</td>
<td>Como</td>
<td>Thelma Street</td>
</tr>
<tr>
<td>Collier Oval</td>
<td>Como</td>
<td>Thelma Street</td>
</tr>
<tr>
<td>South Perth Tennis Club</td>
<td>Como</td>
<td>Murray Street</td>
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</tbody>
</table>

7. **Sporting Conduct**

All students playing or watching sport are expected to observe the principles of good sportsmanship. This entails:-

(i) Knowing the rules of the game  
(ii) Never questioning the authority of the umpire or referee  
(iii) Always having a regard for the rights of opponents
(iv) Playing hard and vigorously, but never with the belief that nothing else matters apart from winning
(v) Not using bad language
(vi) Not barracking in a belittling or provocative manner
(vii) Recognising good play by opponents
(viii) Subordinating personal interests and prestige to the good of the team
(ix) Behaving modestly in victory and generously in defeat
(x) Being well turned out in such a way as to complement opponents and spectators, and show pride in being associated with the team.

Players and spectators are reminded that, whether they are attending matches at home or away from Guildford, they are ambassadors of the School and should conduct themselves at all times in such a way as to enhance its reputation, always being guided by our School values.

8. The Colours System

Colours may be awarded each year in all sports and many activities and are worn on the School blazer. Colours may be embroidered at:

M and M Johnston
Unit 7/141 Russell St
Morley WA 6062
Tel. 92751566 Mobile 0421 678895
Opening Hours: 9.00 am – 4.00 pm Tuesday to Friday

After Colours have been awarded, the Head of the Senior School immediately faxes the names of the recipients to M and M Johnston. To expedite the procedure a letter is provided to students to be handed to M & M Johnston. This information can then be cross-checked with the faxed lists very quickly. The blazer is left with the tailors who provide the relevant insignia to be embroidered on the blazer. School Holidays are the busiest time when you will need to allow approximately two weeks for the work to be completed. There is a shorter turnaround time during term time. All students may take their blazers to the School Clothing Shop, to discuss options regarding the application of colours and braiding.

Boarders should take their blazers to the Clothing Shop (in normal Clothing Shop hours) at the end of term. The blazers will be forwarded to M and M Johnston during the holidays and the cost charged to accounts. Boarders then collect their blazers on the first school day of the next term.

There are different types of Colours. They are awarded according to numerous strict set criteria. The Colours are:

- **Junior** (red) for Years 7A, 8A and 9A team players.
- **Intermediate** (purple) for Year 10A team players.
- **Senior** (white) for 1st team players in Year 10 or above.

Any boy who is awarded Senior Colours on three occasions in a single sport or Activity or for not less than four activities or sports is entitled to wear the Colour Blazer.

- **Honour** (gold) for 1st team players who have achieved outstanding success at PSA Open level. Recipients may wear the Colour blazer and an Honour Tie. This award is determined by the Headmaster upon the recommendation of the Sports Colours Sub-Committee which receives an appropriate submission from the person in charge of the sport.

**Victory** for all winning teams at 1st team level of Open PSA competitions. Victory colours are awarded to all members of the winning team provided they have been awarded colours.

Colours are awarded by the School’s General Sports Council or General Activities following recommendations from its Colours Sub-Committee, to which nominations are referred by the Teacher-in-Charge of each sport or activity.

**House Colours**

Individual Houses award Colours for demonstrated on-going commitment to, and involvement in, House activities. In addition, the student’s House Spirit and encouragement of others are considered in determining their worth in being awarded House Colours. These are represented by a flash in the
appropriate House colour on the School blazer. The methods by which House Colours are awarded differs to some degree from House to House.

**Preparatory School Merit Certificates**

Merit certificates for Sport, Library and Information Technology, Music, Art and LOTE are awarded and presented at the final assembly in second semester.

**Academic Merit**

Certificates are awarded for outstanding achievement throughout the year and these certificates are awarded and presented at the Preparatory Speech Day. Head of the Preparatory School Awards are presented at the final assembly in Terms 1, 2, 3 and 4. These awards are awarded to students who have made outstanding progress during the Term. Commendation Awards are presented at Preparatory School Assemblies.

### 10. Senior School Sports Clothing

As boys have an option of several sports for summer and winter, the purchase of particular games clothes is best deferred until after these options have been exercised. Variations to the regulation clothing for a particular sport is not permitted without the Headmaster's approval.

It is strongly recommended that protective equipment be worn when playing or training. All boys must have a basic sports uniform and also a Physical Education uniform.

**General Rules**

**Inter-School Matches**

Students who are selected in school teams must wear the listed sports uniform which should be kept in good condition.

**Training**

Students must train in appropriate school uniform items. Alternative club jumpers and assorted clothing is not permitted. Older style Guildford uniform items or preloved playing strips are ideal for training. Students who are in doubt as to the suitability of a particular item of sports clothing should consult the Sports Master, Director, TIC or Coach of the relevant sport.

**Travelling**

Students returning home by public or private transport after weekday sports training wear either the uniform of the day or the full School crested microfibre tracksuit and sports shoes. In summer, however, students may wear their basic sports uniform with sports shoes. Swimmers must wear the Swimming competition polo shirt or warm-up top and track suit pants with sports shoes. Students are not permitted to wear singlets when travelling home.

For inter-school sport, the following dress regulations apply:-

- School uniform of the season or:
- School crested microfibre tracksuit with sports shoes must be worn when travelling to fixtures for all Winter sports as well as Rowing, Swimming, and Waterpolo. or;
- Sport Uniform with blazer (for tennis or cricket 1st teams only).
- Student officials must wear the appropriate sports dress.
- Spectators at Friday afternoon fixtures must wear school uniform of the day, but at Saturday fixtures they may wear neat casual clothes.

**Identification**

Every article of sports clothing must be clearly marked with the student's name. Cash's woven tapes are recommended and are available at the Clothing Shop. Indelible marking ink is also acceptable. Shoes must also be marked on the inside, preferably on the tongue.

The student's House in abbreviated form (e.g. Sc, SG, St, He, Ha, Wb, Fr, Be) should also be included when marking clothing items.
Recreational Sport

Students are permitted to take part in recreational sporting activities during morning break and at lunchtime wearing school uniform. However, students using the Gymnasium in the PE Centre must wear regulation sports shoes. For all after school sporting activities the appropriate sports uniform must be worn.

Protection

During summer, students doing sport or PE outdoors must wear the appropriate hat or cap and use 30+ sunscreen.

Drink Container

Every student must have an individual container for drink during sports fixtures. This requirement is necessary for reasons of hygiene.

Mouthguards

Students who play contact sports are strongly recommended to wear a professional, custom made mouthguard. These can give protection against oral injuries and concussion. Due to the growth changes of children’s mouths, a mouthguard may only fit accurately for one season and, like footwear, should be reviewed annually. Orthodontists will advise of the appropriate protection for students undergoing orthodontic treatment. This cost of custom made mouthguards can be claimed from Private Health Insurance and the rebate is generous.

10. Sports Uniform List

The matrix (on the next page) is a comprehensive guide to the uniform requirements for both Physical Education and individual sports. Items are grouped in 5 Categories:

Group 1  Core Sports Items – Compulsory for every student
Group 2  On Field Squads / Non Firsts – Items particular to individual sports
Group 3  On Field First Teams - For students in the senior 1st Teams only.
Group 4  Non essential items and accessories – Not compulsory
Group 5  Coaches and Sports Staff Clothing

All listed items are available from the School Clothing Shop.

Sports Accessories and Shoes

The appropriate sports shoes must be worn for each individual sport. Summer sports shoes must be predominately white and winter sports shoes predominantly black or navy blue.

Mouthguards are essential items for Hockey, Rugby, Football, Soccer and Waterpolo.

Cricket – pads, bats, gloves etc. are supplied by the School but boys are encouraged to supply their own.

Hockey & Soccer - Shin pads are required for these sports.

Sports equipment and shoes are not available in the Clothing Shop.
# Sports Uniform List

## Guildford Grammar School

### Sports Uniform List

Jan 2013

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
<th>Group 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jacket</td>
<td>1</td>
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<tr>
<td>Pants</td>
<td>2</td>
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<tr>
<td>Warm Up Top</td>
<td>3</td>
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<td>Shorts</td>
<td>4</td>
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<tr>
<td>Sports Cap</td>
<td>5</td>
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<tr>
<td>Sports Socks</td>
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<td>Waterbottle</td>
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<tr>
<td>Quarter Polo</td>
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<td>Fleecy Tracksuit</td>
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<td>Competition Shorts - HSVB</td>
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<td>Hockey / Volleyball Top</td>
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<tr>
<td>Soccer Top</td>
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<td>Rugby Jumper</td>
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<td>Cricket Cap</td>
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<td>Hockey / Volleyball Top</td>
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<tr>
<td>Soccer Top</td>
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<td>Rugby Jumper</td>
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<td>Sports Cap</td>
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<td>Towel</td>
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<td>Ski Mask</td>
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<tr>
<td>Swim Cap House / Quarter</td>
<td>50</td>
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<tr>
<td>Coaches Jacket</td>
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<tr>
<td>Polo Shirt</td>
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</tr>
<tr>
<td>Polo Shirt</td>
<td>53</td>
<td></td>
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<td></td>
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<tr>
<td>Polo Shirt Ladies</td>
<td>54</td>
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<tr>
<td>Polo Shirt Ladies</td>
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</tr>
<tr>
<td>Long Sleeve Polo</td>
<td>56</td>
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</tr>
<tr>
<td>Long Sleeve Polo</td>
<td>57</td>
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<tr>
<td>Polo Fleece Vest</td>
<td>58</td>
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</tr>
</tbody>
</table>

**Legend:**
- **S** - summer sport
- **W** - Winter Sport
- **SI** - Shop Issue
- **OR** - On Field / First Teams
- **GROUP** - Group
- **ON FIELD** - On Field
- **FIRST TEAMS** - First Teams
- **NON ESSENTIAL REQUESTED ITEMS & ACCESSORIES** - Non Essential Requested Items & Accessories

11. Preparatory School Sports Clothing

<table>
<thead>
<tr>
<th>Boys (Years 1-3)</th>
<th>Girls (Years 1-3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Sport tog bag</td>
<td>1 Sport tog bag</td>
</tr>
<tr>
<td>1 Navy polycotton shorts or microfibre sports shorts</td>
<td>1 Navy polycotton shorts or microfibre sports shorts</td>
</tr>
<tr>
<td>1 Quarter polo shirt</td>
<td>1 Quarter polo shirt</td>
</tr>
<tr>
<td>1 Navy “Guildford” bathers</td>
<td>1 Navy “Guildford” bathers</td>
</tr>
<tr>
<td>1 Navy rash vest</td>
<td>1 Navy rash vest</td>
</tr>
<tr>
<td>1 School crested polycotton tracksuit</td>
<td>1 School crested polycotton tracksuit</td>
</tr>
<tr>
<td>2 Pairs Summer Sports socks</td>
<td>2 Pairs Summer Sports socks</td>
</tr>
<tr>
<td>1 Pair white (predominantly) non-marking track shoes</td>
<td>1 Pair white (predominantly) non-marking track shoes</td>
</tr>
</tbody>
</table>

(Years 4-6)

<table>
<thead>
<tr>
<th>Boys (Years 4-6)</th>
<th>Girls (Years 4-6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Sport bag</td>
<td>1 Sport bag</td>
</tr>
<tr>
<td>1 Microfibre sports shorts</td>
<td>1 Microfibre sports shorts</td>
</tr>
<tr>
<td>1 Quarter polo shirt</td>
<td>1 Quarter polo shirt</td>
</tr>
<tr>
<td>1 School crested polo shirt</td>
<td>1 School crested polo shirt</td>
</tr>
<tr>
<td>1 Navy “Guildford” bathers</td>
<td>1 Navy “Guildford” bathers</td>
</tr>
<tr>
<td>1 School crested Microfibre tracksuit</td>
<td>1 School crested Microfibre tracksuit</td>
</tr>
<tr>
<td>1 Navy rash vest</td>
<td>1 Navy rash vest</td>
</tr>
<tr>
<td>2 Pairs Summer Sports socks</td>
<td>2 Pairs Summer Sports socks</td>
</tr>
<tr>
<td>1 Pair white (predominantly) non-marking track shoes</td>
<td>1 Pair white (predominantly) non-marking track shoes</td>
</tr>
</tbody>
</table>

All items except mouthguards, shoes and shin pads are available at the School Clothing Shop.

I. CLOTHING LISTS

1. Senior School Clothing List

The quantities of clothes listed are intended only as a guide in the case of day boys, but boarders should supply the numbers stated.

All uniform requirements are available from the School Clothing Shop.

General Requirements:

1 School crested blazer
4 GGS blue, short sleeved shirts - summer
4 White, long sleeved shirts - winter
2 Navy, Mycron shorts - summer
2 Grey, melange trousers - winter
1 Grey, School pullover (optional)
1 School tie
1 House tie
4 Grey, GGS long socks – summer

4 Grey, short socks - winter
1 School sports cap
1 School backpack
1 School sports bag
2 pairs of garters

Shoes: Black polished lace-up leather shoes - summer/winter (no monk-bars, coloured stitching or tabs, brogues or patent leather) SLIP ON STYLES ARE NOT PERMITTED

Sports Clothing (see “Sports Uniform List”)

Page | 79
2. **Marking Clothes**

Where possible, every article belonging to boarders and day students must be marked with the student's name in Cash's woven tapes (available from the School Clothing Shop). Boarders must supply spare tapes. Where it is not possible to mark articles with name tapes, indelible marking ink should be used. Iron-on tags are not satisfactory.

The student's House in abbreviated form (SC for School House, SG St George's, ST Stirling, HE Henn's, HA Harper, FR Freeth, WB Woodbridge, BE Bennett) should also be included when marking clothes.

It would be helpful if clothes could be marked as follows:

- Jackets, shirts, pullovers, guernseys, pyjama tops, singlets etc; inside the back of the collar.
- Trousers, underpants, bathers, pyjama trousers etc; at the back of the waist
- Ties; on the back
- Socks; at the top
- Shoes and boots; inside or on the tongue
- Caps; inside
- Towels, sheets, pillow slips, handkerchiefs etc; in one corner of the hem.

3. **Preparatory School Clothing List**

Every article belonging to boarders and day pupils must be marked with the boy's/girl's name in iron on or Cash's woven tapes (available from the School Clothing Shop). Boarders must supply numbers stated. The School Clothing Shop stocks a complete range of uniform requirements in new clothing and a good range of second hand clothing.

* NO HAT NO PLAY - The Preparatory School requires all children to wear a hat while outdoors. Application of sunscreen during the hot months is recommended.

<table>
<thead>
<tr>
<th>Boys (Kindergarten/Pre-Primary)</th>
<th>Girls (Kindergarten/Pre-Primary)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 School crested polo shirts - summer/winter</td>
<td>2 School crested polo shirts - summer/winter</td>
</tr>
<tr>
<td>2 Navy polycotton shorts - summer</td>
<td>2 Navy polycotton shorts - summer</td>
</tr>
<tr>
<td>1 School crested polycotton tracksuit summer/winter</td>
<td>1 School crested polycotton tracksuit summer/winter</td>
</tr>
<tr>
<td>1 Navy bathers</td>
<td>1 Navy bathers</td>
</tr>
<tr>
<td>1 Navy rash vest</td>
<td>1 Navy rash vest</td>
</tr>
<tr>
<td>3 Short white socks</td>
<td>3 Short white socks</td>
</tr>
<tr>
<td>1 Legionnaire navy hat</td>
<td>1 Legionnaire navy hat</td>
</tr>
<tr>
<td>1 navy raincoat</td>
<td>1 navy raincoat</td>
</tr>
<tr>
<td>Shoes: Navy sandals - summer</td>
<td>Shoes: Navy sandals - summer</td>
</tr>
<tr>
<td>White velcro sandshoes – winter</td>
<td>White velcro sandshoes – winter</td>
</tr>
<tr>
<td>1 Kindy backpack</td>
<td>1 Kindy backpack</td>
</tr>
<tr>
<td>1 Hav-a-sak</td>
<td>1 Hav-a-sak</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Boys (Years 1-6)</th>
<th>Girls (Years 1-6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 School blazer (Yrs 4-6)</td>
<td>1 School blazer (Yrs 4-6)</td>
</tr>
<tr>
<td>3 Pale blue, short sleeved shirts</td>
<td>2 Striped short sleeved blouses - winter</td>
</tr>
<tr>
<td>2 Navy shorts – summer</td>
<td>2 Navy and white striped dresses - summer</td>
</tr>
<tr>
<td>Elastic Back (Years 1-3) Belted (Years 4-6)</td>
<td>1 Navy tunic - winter</td>
</tr>
<tr>
<td>2 Grey shorts - winter</td>
<td>1 School tie</td>
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<tr>
<td>1 School tie</td>
<td>1 School tie</td>
</tr>
<tr>
<td>1 School grey pullover (optional)</td>
<td>1 School navy pullover (optional)</td>
</tr>
<tr>
<td>3 Long grey socks</td>
<td>3 Long navy socks - winter</td>
</tr>
<tr>
<td>1 Sun hat (compulsory)</td>
<td>3 Short white socks - summer</td>
</tr>
<tr>
<td>1 School backpack</td>
<td>1 Sun hat (compulsory)</td>
</tr>
<tr>
<td>1 School sports bag</td>
<td>1 School backpack</td>
</tr>
<tr>
<td>1 Library bag (Compulsory Year 1)</td>
<td>1 School backpack</td>
</tr>
<tr>
<td><strong>Shoes:</strong> Black lace-up - summer/ winter (no monk-</td>
<td></td>
</tr>
</tbody>
</table>
Note: Sandals may be worn as part of the daily uniform during summer instead of black shoes, but not on formal occasions. Details of sports clothing for both boys and girls at the Preparatory School are given in the Sport Section of this Handbook.

4. School Clothing Shop

The Clothing Shop stocks a complete range of new Guildford Grammar School uniform requirements and a good selection of second hand items. Also available in the Clothing Shop is a great range of supporters clothing, memorabilia and giftware. We do not stock school or sports shoes.

The Clothing Shop is open for set hours during the term as listed below with special opening hours scheduled during the school holidays.

Holiday opening hours are posted in the School Bulletin, at the Clothing Shop door, in flyers and on the School's website prior to the impending holiday.

All NEW students and families to Guildford Grammar School are invited to contact the Clothing Shop to arrange an appointment for the fitting of their uniform on 9377 9209 or jmcroberts@ggs.wa.edu.au

The Clothing Shop is located at the rear of the Bursar’s Office at 11 Terrace Road in the Senior School and accepts payments made by cash, cheque, EFTPOS, Mastercard, Visa Card and American Express.

Boarders with the necessary authority may have the purchase of items debited against their school account but day boys are requested to pay as they purchase.

The School recognises with gratitude the voluntary assistance offered in the Clothing Shop.
General Opening Hours during Term 2011

<table>
<thead>
<tr>
<th></th>
<th>Morning</th>
<th>Afternoon</th>
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</thead>
<tbody>
<tr>
<td>Monday</td>
<td>7.45am – 9.00am</td>
<td>2.00pm – 5.30pm</td>
</tr>
<tr>
<td>Tuesday</td>
<td>7.45am – 9.00am</td>
<td>2.00pm – 4.00pm</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Closed</td>
<td>12.30pm – 4.00pm</td>
</tr>
<tr>
<td>Thursday</td>
<td>7.45am – 9.00am</td>
<td>2.00pm – 4.00pm</td>
</tr>
<tr>
<td>Friday</td>
<td>7.45am – 10.00am</td>
<td>Closed</td>
</tr>
</tbody>
</table>

K. ADMINISTRATION

1. Parent/School Communication

The School holds many meetings through the year that encourage parents to attend the School or their son's House and to meet the staff. The dates and times are published in a semester calendar which is distributed to all parents. They are also detailed in the School's weekly Bulletin. These meetings may be academic, pastoral, sporting or purely social in nature. The School strongly encourages parents to attend them all as a means of staying informed and voicing opinions.

There will always be occasions when parents need to contact the School on an individual basis. The School prefers that, in the case of the Preparatory School, such contact should commence with the year teacher or, at the Senior School, with their son's Mentor. However, it must be understood that as those staff members are often in the classroom and therefore not immediately available, it will sometimes be necessary to leave a message requesting a return call. An alternative at the Senior School is to contact the relevant Head of House. The staff members mentioned above (i.e. class teacher at the Preparatory School, Mentor at the Senior School) should always be the first to be contacted, although he/she may refer a parent on to a colleague whose responsibilities are more pertinent to the issue raised. This referral will probably follow the following format, with personnel listed in priority order:

**SENIOR SCHOOL**

For academic issues:
- the class teacher
- the TiC of the Subject or the Head of Faculty
- the Director of Teaching and Learning
- the Director of Catalyst

For pastoral, disciplinary issues:
- the Head of House
- the Counsellor
- the Chaplain
- the Assistant Head of Senior School
- the Head of the Senior School

**PREPARATORY SCHOOL**

For academic issues:
- the class teacher
- the specialist teacher
- Deputy Head of Preparatory School - Curriculum

For pastoral, disciplinary issues:
- the Deputy Head of the Preparatory School.
- the Head of the Preparatory School

**SENIOR SCHOOL**

For administrative or organisational issues:-
- the Head of House
- the Assistant Head of Senior School
- the Head of the Senior School

**PREPARATORY SCHOOL**

For administrative or organisational issues:-
- the Deputy Head of the Preparatory School.
FOR ALL STUDENTS

For enrolment issues:
- the Registrar
For financial issues:
- the Finance Manager
- the Bursar
For health issues:
- the Medical Centre sister
- the coach
- the Director of the Sport
- the TiC of the Sport
- the Sports Master
- the Head of the Senior School

Very serious concerns of any nature should be addressed to the Head of the Preparatory School or the Headmaster. Parents are advised that members of the School Council will not act on issues unless they (a) have first been discussed with the Headmaster and remain unresolved to the parent’s satisfaction and (b) the Headmaster has been formally advised that the parent intends to take the issue to the School Council.

Parents of day students are reminded that their child’s diary is an ideal means of communication for quickly passing informal messages to teachers, Mentors and Head of House.

2. Official School Publications

1. The weekly Bulletin is published weekly and provides information of relevance to the entire School Community. This can also be viewed on the School Website: http://ggs.wa.edu.au/News-and-Events/Bulletin-Archive.aspx Parents and organisations are welcome to submit notices relevant to the School for publication in the Bulletin to the Community Relations Office. The deadline for this material is 10.30am each Tuesday.
2. The Forward is published twice a year and provides a record of significant achievements and events.
3. The Swan Magazine is published at the completion of the school year and is issued to students at the beginning of the new academic year and is the official record of the annual life of the School. It gives details of the year’s activities, academic achievements and sports results.
4. A Boarders’ Bulletin is published on a regular basis to highlight the life in our Halls of Residence.

Some Houses produce their own magazines during the course of the year. These are edited and produced by senior boys.

3. Concerns, Disputes and Complaints

Our School welcomes suggestions and comments from parents and takes seriously concerns, disputes and complaints and that may be raised. A concern will be treated as a less serious matter that may be resolved with a more informal approach. A dispute or complaint will be treated as an expression of genuine dissatisfaction that requires following a formal process as detailed below. We encourage parents to first treat their grievance as a concern when approaching the School, and then lodge a complaint if this is not handled to your satisfaction. Since there are visa implications with full fee paying overseas students (FFPOS), disputes or complaints are covered under the Education Services for Overseas Students (ESOS) Act 2000 and the National Code 2007, and handling of these are covered by the School's FFPOS Complaints and Appeals Policy available from the website or the School directly.

We wish to ensure that:
- parents wishing to raise a concern or lodge a dispute or complaint know how to do so
- your complaint or concern will be treated in a confidential manner and with respect
- we respond to concerns within a reasonable time and in a courteous and efficient way
- the School gives prompt written acknowledgment of disputes and complaints
- required action is taken within a stated timeline
- the procedure is fair and reasonable for all parties
- disputes and complaints are examined and investigated by an authorised person
- substance of the dispute or complaint is provided to the subject of the complaint
- a clear record of the dispute or complaint is kept with the action taken and the outcome
- if necessary, an independent arbiter can be utilised
• if required, the matter will be referred to an external authority such as the Department for Child Protection or the Western Australian Police Service for advice or immediate action
• a written report is given to the complainant
• any action taken is evaluated and the procedures are reviewed

"How should I raise a concern or lodge a dispute or complaint?"

When raising a concern we suggest contacting the School and asking to speak to a member of staff with whom you feel comfortable. Members of staff will be happy to help. It may be best to start with the person most closely concerned with the issue. For example, you can raise House matters with the Head of House or sports concerns with the Sports Master. They may be able to sort things out quickly, with the minimum of fuss. However, you may prefer to take the matter to a more senior member of staff, for example the Head of Senior School or the Headmaster.

If you feel your concern has not been dealt with satisfactorily, you may wish to lodge a dispute or complaint. A dispute or complaint should be made in writing, clearly outlining the details of the grievance, and this should be lodged with the Headmaster.

"I don't want to complain as such, but there is something bothering me."

The School is here for you and your child, and we want to hear your views and your ideas. Contact a member of staff, as described above.

"I am not sure whether to complain or not."

If, as parents, you have concerns, you are entitled to raise them. If in doubt, you should contact the School as we are here to help.

"What happens about confidentiality?"

Your complaint or concern will be treated in a confidential manner and with respect. Knowledge of it will be limited to the Headmaster and those directly involved. The Chairman of the School Council may also need to be informed. It is the School's policy that complaints made by parents should not rebound adversely on their children.

We cannot entirely rule out the need to make third parties outside the School aware of the complaint and possibly also the identity of those involved. This would only be likely to happen where, for example, a child's safety was at risk or it becomes necessary to refer matters to Department for Child Protection or the Western Australian Police Service for advice or immediate action. If such action is required you would be fully informed.

While information relating to specific complaints will be kept confidentially on file, we would point out that anonymous complaints might not be pursued.

Action which needed to be taken under staff disciplinary procedures as a result of complaints, would be handled confidentially within the School.

The confidentiality and complaints and concerns for Full Fee Paying Overseas Students (FFPOS), as required by the Education Services for Overseas Students (ESOS) Act 2000 and the National Code 2007, will subject to the Complaints and Appeals Policy for Full Fee Paying Overseas Students. This policy is available from the School’s website or the School directly.

"How long will it take to receive a response from the School?"

If you raise a concern face-to-face or by telephone, it may be possible to resolve the matter immediately and to your satisfaction.

If you lodge a dispute or complaint in writing, we will make a written response within 10 working days to acknowledge your dispute or complaint and, unless further exploration of the issue is needed, detail what action is proposed or will be taken and the timeline for this action.

“Will my concern, dispute or complaint be treated appropriately?”

Procedural fairness is of the upmost importance and all parties will be treated justly and reasonably within the law and the School’s rules. In the interest of finding a just resolution, disputes and complaints will be examined
and investigated by an authorised person. A hearing appropriate to the circumstances will be held free of any bias. Substance of the dispute or complaint will be provided to the subject of the grievance and a clear record of the incident, the action taken and the outcome will be kept. An evaluation of the action will be carried out and any related procedures will be reviewed.

"What if I am not satisfied with the outcome?"

We hope that you will feel satisfied with the outcome or, at least, that your concerns have been fully and fairly considered.

If you are not satisfied, the Headmaster will offer to refer the matter to the Chairman of the School Council. Alternatively, you may wish to write directly to the Chairman. The Chairman will call for a full report from the Headmaster, and will examine matters thoroughly before responding. This may result in a positive solution but, if it does not, the Chairman will invite you to a meeting. You may wish to be supported by a friend, but legal representation would not be appropriate at this stage.

Guildford Grammar School recognises and acknowledges your entitlement to complain and we hope to work with you in the best interests of the children and young people in our care.

In extreme circumstances if deemed necessary by both parties, final arbitration can be sought through an independent adjudicator. The adjudicator must have no relationship with either party, no personal or professional interest in the outcome of the dispute or complaint, no influence on the policy setting of the School, be financially and administratively independent of the School and the complainant and does not have the same directors or managers as the School.

The School's internal process for handling concerns disputes and complaints is conciliatory and non-legal. Therefore, if a complainant is not satisfied that their grievance has been heard justly, they may choose to pursue a legal remedy.
**Flow Chart of internal handling of concerns, disputes and complaints**

1. **Concern**
   - Contact staff member with whom you feel comfortable with and/or is closely connected with the issue
   - Has my concern been dealt with to my satisfaction?
     - Yes → Concern resolved
     - No
       - Put details in writing and lodge with the Headmaster
       - Investigation by authorised person
       - Evidence evaluated and decision made
       - Substance of grievance provided to subject of grievance
       - Action taken
       - Report to complainant
       - Has my dispute or complaint been dealt with to my satisfaction?
         - Yes → Dispute or complaint resolved
         - No
           - Evidence evaluated and decision made
           - Incident, action and outcome recorded
           - Evaluation and review of procedures

2. **Dispute or Complaint**
   - Put details in writing and lodge with the Headmaster
   - Investigation by authorised person
   - Evidence evaluated and decision made
   - Substance of grievance provided to subject of grievance
   - Action taken
   - Report to complainant
   - Has my dispute or complaint been dealt with to my satisfaction?
     - Yes → Dispute or complaint resolved
     - No
       - Further action if deemed appropriate
       - Report to complainant
       - Has my dispute or complaint been dealt with to my satisfaction?
         - Yes
         - No
           - Evidence evaluated and decision made
           - Incident, action and outcome recorded
           - Evaluation and review of procedures

3. **Matter referred to Chairman of School Council**
   - Evidence evaluated and decision made
   - Substance of grievance provided to subject of grievance
   - Action taken
   - Report to complainant
   - Has my dispute or complaint been dealt with to my satisfaction?
     - Yes
     - No
       - Evidence evaluated and decision made
       - Incident, action and outcome recorded
       - Evaluation and review of procedures

4. **Matter referred to independent adjudicator (if deemed necessary)**
   - Evidence evaluated and decision made
   - Further action if deemed appropriate
   - Report to complainant
   - Has my dispute or complaint been dealt with to my satisfaction?
     - Yes
     - No
       - Incident, action and outcome recorded
       - Evaluation and review of procedures
       - Conclusion of internal dispute and complaint handling process

**Full Fee Paying Overseas Students (FFPOS)**
Since there are visa considerations, disputes or complaints are provided for under the Education Services for Overseas Students (ESOS) Act 2000 and the National Code 2007, this is covered by the School’s FFPOS Complaints and Appeals Policy available from the website or the School directly.
**Student Complaints**

The principles that apply to parental complaints should also be applied to complaints and concerns from pupils.

There are, however, differences in approaches. One important difference from the handling of parental complaints is that pupils should be able to raise concerns with any member of staff with whom they feel comfortable, whether it is the mentor, teacher, a member of the support staff, the Head of House or the School Counsellor.

In more complex situations, once the matter is resolved, the outcome should be discussed with the pupil by a member of staff. To make sure that it is fully understood, a written record may be shared.

Complaints that appear trivial still need to be handled seriously. Young people may test the complaints procedures on relatively minor issues before finding the confidence to raise something painful, such as bullying.

If the issue is a painful one, or if exploration of it is taking time, a student may need support from another pupil or from an adult. Students should be encouraged to choose a person with whom they feel comfortable to provide support.

Complaints, and ways of dealing with them, also need to be explained to pupils. Personal and Social Education programs can be of use, not only in teaching pupils how they may support and act as mentors to others, but also in encouraging them to understand that their views matter. All students are provided with a copy of the following guidelines for making complaints and expressing concerns in their School Diary:

**Any Problems, Complaints, or Suggestions?**

If so, the school would like to hear from you.

**How do I make a complaint?**

- By talking about it or by writing it down if you find that easier.
- You can do it by yourself, or as part of a group, or through your parents.

**To whom?**

- To anyone on staff.

**Does it matter what the issue is?**

- No, it can be a big problem or a small one. By discussing it, you may come up with some positive ideas to resolve the issue.

**What will happen next?**

- If possible, the staff member will deal with it in person. If not, he or she will go on your behalf to someone who can help.

**Do others have to know?**

- If you are worried about confidentiality, tell the staff member who will understand.

Even if you find the issue hurtful or embarrassing, don't worry - it will only be discussed by staff who can help you.

**International Students’ Grievance Procedure**

Where an International student feels they have a grievance that cannot be resolved within the School, he may seek independent mediation from a suitably qualified “Conciliator” appointed by the Department of Education Services. The Conciliator will not become actively involved in the matter until the parties have made an initial attempt to resolve the dispute between themselves. Either party may consult the independent Conciliator as part of the internal appeals process. As a guide, the School will adhere wherever possible to the Department of Education Registration and Protocol Procedures.
4. **Guildford Grammar School Privacy Policy**

Your privacy is important

This statement outlines the policy on how the School uses and manages personal information provided to or collected by it.

The School is bound by the National Privacy Principles contained in the Commonwealth Privacy Act.

The School may, from time to time, review and update this Privacy Policy to take account of new laws and technology, changes to Schools’ operations and practices and to make sure it remains appropriate to the changing school environment.

**What kind of personal information does the School collect and how does the School collect it?**

The type of information the School collects and holds includes (but is not limited to) personal information, including sensitive information, about:

- pupils and parents and/or guardians (‘Parents’) before, during and after the course of a pupil’s enrolment at the School;
- job applicants, staff members, volunteers and contractors; and
- other people who come into contact with the School.

**Personal Information you provide:**

The School will generally collect personal information held about an individual by way of forms filled out by Parents or pupils, face-to-face meetings and interviews, and telephone calls. On occasions people other than Parents and pupils provide personal information.

**Personal Information provided by other people:**

In some circumstances the School may be provided with personal information about an individual from a third party, for example a report provided by a medical professional or a reference from another school.

**Exception in relation to employee records:**

Under the Privacy Act the National Privacy Principles do not apply to an employee record. As a result, this Privacy Policy does not apply to the School's treatment of an employee record, where the treatment is directly related to a current or former employment relationship between the School and employee.

**How will the School use the personal information you provide?**

The School will use personal information it collects from you for the primary purpose of collection, and for such other secondary purposes that are related to the primary purpose of collection and reasonably expected, or to which you have consented.

**Pupils and Parents:**

In relation to personal information of pupils and Parents, the School's primary purpose of collection is to enable the School to provide schooling for the pupil. This includes satisfying both the needs of Parents and the needs of the pupil throughout the whole period the pupil is enrolled at the School.

The purposes for which the School uses personal information of pupils and Parents include:

- to keep Parents informed about matters related to their child's schooling, through correspondence, newsletters and magazines;
- day-to-day administration;
• looking after pupils' educational, social and medical wellbeing;
• seeking donations and marketing for the School;
• to satisfy the School's legal obligations and allow the School to discharge its duty of care.

In some cases where the School requests personal information about a pupil or Parent, if the information requested is not obtained, the School may not be able to enrol or continue the enrolment of the pupil.

**Job Applicants, Staff Members and Contractors:**

In relation to personal information of job applicants, staff members and contractors, the School's primary purpose of collection is to assess and (if successful) to engage the applicant, staff member or contractor, as the case may be.

The purposes for which the School uses personal information of job applicants, staff members and contractors include:

• in administering the individual's employment or contract, as the case may be;
• for insurance purposes;
• seeking funds and marketing for the School;
• to satisfy the School's legal obligations, for example, in relation to child protection legislation.

**Volunteers:**

The School also obtains personal information about volunteers who assist the School in its functions or conduct associated activities, such as [alumni associations], to enable the School and the volunteers to work together.

**Marketing and Fundraising:**

The School treats marketing and seeking donations for the future growth and development of the School as an important part of ensuring that the School continues to be a quality learning environment in which both pupils and staff thrive. Personal information held by the School may be disclosed to an organisation that assists in the School's fundraising, for example, the School's Foundation or alumni organisation.

Parents, staff, contractors and other members of the wider School community may from time to time receive fundraising information. School publications, like newsletters and magazines, which include personal information, may be used for marketing purposes.

**Who might the School disclose personal information to?**

The School may disclose personal information, including sensitive information, held about an individual to:

• another school;
• government departments;
• medical practitioners;
• people providing services to the School, including specialist visiting teachers and sports coaches;
• recipients of School publications, like newsletters and magazines;
• Parents; and
• anyone you authorise the School to disclose information to.

**Collection and disclosure of personal information of Full Fee Paying Overseas Students (FFPOS)**

Information is collected by the School and during a student's enrolment in order to meet our obligations under the ESOS Act and the National Code 2007; to ensure student compliance with the conditions of their visas and their obligations under Australian immigration laws generally. The authority to collect this information is contained in the Education Services for Overseas Students Act 2000, the Education Services for Overseas Students Regulations 2001 and the National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007. Information collected about the student can be provided, in certain circumstances, to the Australian Government and designated authorities and, if relevant, the Tuition Assurance Scheme and the ESOS Assurance Fund Manager. In other instances information collected can be disclosed without consent where authorised or required by law. Information disclosed can include but may not be limited to personal details, contact details, course enrolment details, course enrolment changes, and the circumstances of any breach by a student of a student visa condition.

**Sending Information Overseas:**
The School will not send personal information about an individual outside Australia without:

obtaining the consent of the individual (in some cases this consent will be implied); or

otherwise complying with the National Privacy Principles.

### How Does the School Treat Sensitive Information?

In referring to 'sensitive information', the School means: information relating to a person's racial or ethnic origin, political opinions, religion, trade union or other professional or trade association membership, sexual preferences or criminal record, that is also personal information; and health information about an individual.

Sensitive information will be used and disclosed only for the purpose for which it was provided or a directly related secondary purpose, unless you agree otherwise, or the use or disclosure of the sensitive information is allowed by law.

### Management and Security of Personal Information

The School's staff are required to respect the confidentiality of pupils' and Parents' personal information and the privacy of individuals.

The School has in place steps to protect the personal information the School holds from misuse, loss, unauthorised access, modification or disclosure by use of various methods including locked storage of paper records and pass worded access rights to computerised records.

### Updating Personal Information

The School endeavours to ensure that the personal information it holds is accurate, complete and up-to-date. A person may seek to update their personal information held by the School by contacting the Headmaster's Personal Assistant of the School at any time.

The National Privacy Principles require the School not to store personal information longer than necessary. You have the right to check what personal information the School holds about you.

Under the Commonwealth Privacy Act, an individual has the right to obtain access to any personal information which the School holds about them and to advise the School of any perceived inaccuracy. There are some exceptions to this right set out in the Act. Pupils will generally have access to their personal information through their Parents, but older pupils may seek access themselves.

To make a request to access any information the School holds about you or your child, please contact the School's Headmaster in writing.

The School may require you to verify your identity and specify what information you require. The School may charge a fee to cover the cost of verifying your application and locating, retrieving, reviewing and copying any material requested. If the information sought is extensive, the School will advise the likely cost in advance.

### Consent and Rights of Access to the Personal Information of Pupils

The School respects every Parent's right to make decisions concerning their child's education.

Generally, the School will refer any requests for consent and notices in relation to the personal information of a pupil to the pupil's Parents. The School will treat consent given by Parents as consent given on behalf of the pupil, and notice to Parents will act as notice given to the pupil.

Parents may seek access to personal information held by the School about them or their child by contacting the Headmaster's Personal Assistant. However, there will be occasions when access is denied. Such occasions would include where release of the information would have an unreasonable impact on the privacy of others, or where the release may result in a breach of the School's duty of care to the pupil.

The School may, at its discretion, on the request of a pupil grant that pupil access to information held by the School about them, or allow a pupil to give or withhold consent to the use of their personal information, independently of their Parents. This would normally be done only when the maturity of the pupil and/or the pupil's personal circumstances so warranted.

### Enquiries
If you would like further information about the way the School manages the personal information it holds, please contact the Headmaster through his Personal Assistant.

5. Payment of Accounts

Parents may choose to pay a Discounted Annual Fee by the first day of the school year or, alternatively, the full Annual Fee paid in four equal instalments **by the first day of each term.**

The Headmaster may decline to maintain the enrolment of any student if fees are not received by the due date. Parents experiencing difficulties in meeting the Annual Fee payment schedule should discuss alternative arrangements with the Bursar. Any alternative payment agreed in writing with the Bursar will attract an interest and administrative surcharge. **Any late payments will also be subject to interest.** Please ensure that when mailing payments, sufficient postage time is allowed to ensure the payment is received in the Finance Office by the due date.

6. Extra Charges

Charges are made for certain optional activities taken out of school time. These include individual music tuition, extra classes in Foreign Languages, Archery, Speech Training, Technology and Enterprises Courses, Dancing, Tennis Coaching, kindergarten lunch, special excursions etc.

If a student is allowed exclusive use of a musical instrument set charges apply.

Arrangements can be made for tuition in additional activities, provided there are enough requests for these. The charge payable depends on the arrangements for tuition that can be made.

Requests for extra activities must be made on the appropriate form which may be obtained from the School Office. Notification to discontinue an item must be made in writing giving a term’s notice. If a student withdraws from any activity during term the charge for that term will remain.

7. Allowances and Assistance – Domestic Students Only

(i) Commonwealth Government Assistance

Assistance for Isolated Children’s (AIC): Application forms available from Centrelink. Applicants should ring the call centre on 132318 or fax to (08) 94641299.

Secondary Allowances Scheme for students in Year 11 and 12: Further information for these allowances can be obtained from:

- Department of Employment Education and Training
- Canning Student Assistance Centre
- Corner Sevenoaks Street and Cecil Avenue
- Cannington WA 6107
- (PO Box 215, Cannington WA 6107)
- Tel: (08) 9334 3434, 008 808087 (country students).

(ii) State Government Assistance

There are a number of scholarships and bursaries or other forms of assistance available from the Department of Education and Training. Further information may be obtained from:

- Ministry of Education
- 151 Royal Street
- East Perth WA 6000
- Tel: (08) 92464516

(iii) Travel

The State Government finances four return air fares per year for boarding students whose homes are outside a designated area. Travelling arrangements for these students are handled by the School and inquiries should be addressed to the School Marshal.

8. Textbooks
School textbooks are, as a rule, purchased although some are provided on a hire basis. The School has an arrangement with Education World which operates from the School Campus at the end of and beginning of the school year. If you would like to order online and have your books delivered, the email address is: www.educationworld.com.au Click the School Booklists tab, select Guildford Grammar School and Year level from the pull down menu and follow the prompts.

**Booklists**


Second Hand sales are arranged each year by the P & F at the end of the school year. For further information, please contact the Headmaster’s Administration on (08) 9377 9222.

9. **Insurance**

Students’ personal property is not insured by the School against loss or damage. However, most householders’ policies give a limited cover for the property of a householder and dependants while the property is temporarily removed from the home to another location. Parents are advised to examine their policies and, if in doubt, check with their insurance company.

Worldwide personal accident insurance (including a tutorial benefit) is provided for all students taking part in School activities or work experience, including travelling between home and the School. Details are available from the Bursar. Please note this insurance does not cover medical expenses other than those not covered by Medicare or Private Health Insurance. The School strongly recommends students have some form of Private Health Insurance

10. **Change of Address**

Parents and guardians are asked to notify the School immediately if they change their address, telephone number or email address.

11. **Changes in Family Circumstances**

Parents and/or guardians must advise the School of any changes in family circumstances that might affect the life of the student at the School.

12. **Car Parking**

At the Senior School, cars may be parked only in the areas provided for this purpose. These are:

(i) Adjacent to the Bursar’s Office in Terrace Road,
(ii) Left at the main entrance in the lower level of the David Lawe Davies Centre,
(iii) Allpike Street (opposite No 10).

*Please note that internal service roads are not to be used to pick up or drop off students near their House. These are for residents and designated staff use only.*

Students who have permission to drive to School must park in the DLD car park.

At the Preparatory School, parents and visitors should park in the designated parking bays which are situated:

(i) at the Western end of the Preparatory School,
(ii) the Foundation Pavilion car park,
(iii) new car park near the flats on the Northern side of the Preparatory School

13. **Entry Gate Security**

These gates are situated at the old Main Entrance, the Colisson Entrance, the Western end of the service road which enters off Terrace Road, and at the new Main Entrance.

These gates will close automatically at **11.00pm** nightly. The exit loop which will open the gates automatically to let people out, will stay on until **1.00am** each night. All gates will open automatically at **3.40am** every morning and stay open until **11.00pm**.

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Entry through these gates from 11.00pm to 3.40am or exiting between 1.00am and 3.40am is only by gate activator transmitters which are available from the Finance Office for residents and other staff who may require them.

14. Withdrawal of Students

For Day Students and Domestic Boarders, the Headmaster must be given a term’s notice in writing prior to removal of a student, or a term’s fees will be charged. An offer of enrolment as a boarder in a Hall of Residence will be for the four terms of the year. Any request for withdrawal, subject to the provision of notice in (a), will require the balance of the boarding fees for the remainder of the year to be paid. Enrolment as a boarder in Year 12 is for the complete academic year.

For Overseas Boarders, the withdrawal of a student is subject to the Refund Policy for Full Fee Paying Overseas Students (FFPOS). This policy is available from the School’s website or the School directly.

L. SUPPORT GROUPS AND SERVICES

1. The Old Guildfordians’ Association Incorporated

The Old Guildfordians’ Association, the alumni of the School for former students, former parents and staff, was established in 1905 and now has a membership of around 4000 living across the globe.

Primarily the aim of the Association is to offer its members a means of maintaining a connection with the School, its community and other members. Numerous functions, both social and sporting, are scheduled in the Association’s annual calendar. Two chapters of the organisation have also been formed in the areas surrounding Katanning and Busselton.

A managing committee is elected annually at the AGM under an incorporated constitution and governs all the activities of the Association.

The Association takes an active interest in the welfare of the School. Over the years, the generosity of the Association has been instrumental in financing an annual bursary and numerous building and development projects.

For more information go to the Association’s website at www.oldguildfordians.com.au.

2. The Foundation

In 1974, a group of Old Guildfordians and parents concerned for the future well-being of the School decided to establish the Guildford Grammar School Foundation.

The aims and objectives of the Foundation are to help to preserve the independence of the School and to maintain and develop its standing as one of the foremost educational establishments in the country. The Foundation is attempting to raise enough capital funds to secure for the School a permanent and independent income for the future and safeguard against changes in Government policy regarding financial aid to independent schools. These funds can be used to offset the spiralling cost of maintenance and improvement, to stabilise fees and support the promotion of scholarships and bursaries.

Membership of the Foundation is open to all those who are interested in helping to provide for the future of the School, and new members are urgently needed if the aims of the Foundation are to be realised. Details of how to join are available from the Foundation Executive Officer.

3. The Parents’ and Friends’ Society

The Parents’ and Friends’ Society is a strong feature of Guildford life. The objects of the Society are to promote the welfare of the School in every way and to support all such movements as tend to bring nearer the ideals of Christian education for which the School stands.

The Society does this by building up goodwill between parents, staff and students of the School and the public, by providing personal service to the School, by seeking financial assistance for the School, by seeking legislative support in connection with any matters incidental to the objects of the Society and by maintaining vigorous social exchange between all segments of the School.
Any parent or guardian with a student attending the School may be a member of the Society. Any other person wishing to become a member may do so with the approval of the Executive. The Society elects one Fellow to the School Council.

**Friends of Senior School (FOSS)**

FOSS is a sub-committee of the Parents’ and Friends’ Society and arranges a variety of fund-raising activities during the school year and provides valuable assistance in the running of numerous sporting and social events. In additional they provide a Liaison Parent structure to ensure parents new to the School are made welcome. Meetings are well attended and new members are always welcomed. Meetings occur regularly throughout each term and times and dates are shown in the School Calendar.

**Friends of the Preparatory School (FOPS)**

The Preparatory School has its own enthusiastic body of Friends (FOPS), which is also a sub-committee of the Parents’ and Friends’ Society, and is responsible for all social and fund-raising activities at the Preparatory School and a Liaison Parent structure to ensure parents new to the School are made welcome.

4. **Boarders’ Parents’ Association (BPA)**

The BPA promotes, in every way, the welfare of the School and, particularly, its boarding community. It fosters goodwill between parents, boarding staff, students and the School’s administration. Where appropriate, it also offers personal service to the boarding community. The Association actively supports the School’s Aims and Objectives, especially where boarding matters are concerned, offering support to the Halls of Residence in their work. It also co-operates with the Heads of Hall, providing a communication link between the boarders’ parents, the Parents’ & Friends’ Society and the Headmaster. Any parent of boarders attending the Preparatory or the Senior School is a member of the Association.

5. **Sport/Activities Support Groups**

A number of other parent support groups exist in a range of sports and activities to provide financial and personal assistance to those specific areas. Included among them are:

- The Guildford Rowing Association (GRA)
- Guildford Football Supporters’ Club
- Guildford Rugby Supporters’ Group
- Guildford Cricket Supporters’ Group
- Guildford Blues Swimming Club
- Guildford Soccer Supporters’ Group
- Guildford Art Supporters (GAS)

6. **Tuck Shop**

The School has a Tuck Shop which sells a range of food and drinks and lunches for day students. The School has adopted a ‘Healthy Nutritious Food Policy’ with a variety of food and drinks available to the students.

The Tuck Shop is open before school for breakfast and to order lunches at morning break, lunchtime and after School each weekday.

6.1 **Dining Hall Lunches**

Students can purchase meal tickets from the Bursar’s Office enabling them to have lunch in the dining hall.

Children from the Preparatory School are not permitted to visit the Tuck Shop during School hours.
7. Medical Centre

Registered Nurses supervise the health of students at both the Senior and Preparatory Schools. All students who are sick or injured are treated in a one of two well equipped medical rooms.

A nurse is in attendance at the Medical Centre from 7.00am – 6.30pm 5 days a week during term time. A nurse is also on duty Saturday mornings for sporting coverage, and Sunday afternoon for our boarding community. After these hours the Medical Centre Staff are on call for all emergencies and can be contacted on 93779211.

During term time we have a physiotherapist who is available to treat all staff and students. All appointments are made by phoning the Medical Centre on 9377 9211. The physiotherapist is affiliated with Midland Physiotherapist practise and they are responsible for all accounts and payments.

The medical centre also facilitates professionally fitted mouthguards. A reminder note is placed in the bulletin prior to the fittings and parents are encouraged to contact the medical centre with any concerns.

Medical Administration Policy

- All students must complete a Student Health Record prior to entry into both the Senior and Preparatory School.
- All parents must inform the School (Medical Centre) if their child/children is/are undergoing ongoing long term medication, or if there is any change in their medical condition.
- For day boys in Years 7 to 9, parents are strongly encouraged to allow the Medical Centre to supervise the administration of any long term medications.
- For ALL boarders, the Medical Centre must supervise the administration of long term medications.

Guildford Grammar School is an allergy aware school and as such all staff are trained in the administration of the Epipen for those children suffering from an anaphylactic reaction. All students with known anaphylaxis must present the medical centre staff an Epipen and updated Action plan prior to the commencement of each school year.

Boarding Community

- All boarders have access to a Doctor from Swan Medical Group and the nurses are responsible for facilitating GP appointments as they deem necessary.
- Dr Prendergast visits the school one morning a week for medical assessments and students are encouraged to report to the nurse if they require any medical assessment by a GP.
- All boarding students are required to let the medical staff know about all their medical/orthodontic/dental/specialist appointments. The nurse will endeavour to make all necessary arrangements to transport the student to and from all those appointments with the assistance of parents and guardians as required.

Please don’t hesitate to call the Medical Centre on 9377 9211 with any queries or concerns in relation to any medical issues.

Nursing Staff

Sr V Bellinge, RN (Nurse Manager)
Sr L Ledward RN
Sr A Edwards RN
Sr C Day RN
Sr K Skinner RN

8. Lost Property

Parents are asked to ensure that all property belonging to their son or daughter is clearly named. This includes clothing (both School and sports uniform items), bags, books and all other equipment.

At the Senior School, unidentifiable lost property is handed to the School Marshal. It is advertised in the Daily Notices and on the School’s website. The Marshal also posts a list of all lost property held on the notice board outside his office. After a set period of time, unclaimed school uniform items are given to the Clothing Shop for resale. Other useful items are given to charity and items considered to be of no use or value are disposed of. Identifiable property is returned to the owner via the relevant Head of House.
At the Preparatory School, lost property is collected and stored in a designated area but initial enquiries should be directed to the class teacher who will liaise with the staff member in charge of lost property. It is expected that all clothing and personal property brought to the School will be named.
M. SCHOLARSHIPS

1. Academic Awards

*The D’Arcy Slater Scholarship*

D’Arcy William Slater joined the Preparatory School in 1986 and then became a member of Freeth House until his tragic death on 26th June 1991. He is remembered as a happy and lively teenager full of fun, who was a good student and represented the School in Swimming, Tennis, Football and Chess. The scholarship was established in 1997.

This scholarship is awarded annually to a student entering Year 7 in Memory of D’Arcy Slater, a student of the School who died in tragic circumstances in 1991. The successful applicant will have demonstrated the potential to make a strong all-round contribution to the School and possess early indications of leadership potential. The student should have represented their Primary School or club in a sporting capacity. Preference is given to candidates who come from a worthy family which, for financial reasons, might not normally consider the enrolment of a son at the School. The scholarship provides for the full remission of tuition fees and is tenable for six years, provided that satisfactory progress is made.

*The Council Scholarships (Year 7)*

The School Council provides up to two scholarships each year. There are two Open Scholarships, with a value of half fees, and one Clergy Scholarship for the sons of ordained ministers of the Anglican Church. Provided the work is of sufficient merit, selection is made as a result of an examination usually held in May each year. The standard required is up to and including Year 7 of the Primary Course. Candidates must be under 13 years of age on the first day of January following the examination. Council Scholarships are awarded for five years, provided that satisfactory progress is made.

*The Harry Campbell Pope Scholarships (Year 7)*

Harry Campbell Pope entered the Preparatory School in 1926 as a Boarder and joined the Senior School from 1928 to 1932. In his final year he was Captain of St George’s House, Chapel prefect, champion gymnast, a member of the 1st XVIII Football and School Swimming team.

After leaving Guildford Grammar School he entered Trinity College in Melbourne and qualified as a Doctor in 1940. He remained in practice until the age of 76. His distinguished service to the School includes being President of the Old Guildfordians Association from 1957 to 1959, and 21 years on the School Council, serving as Chairman from 1967 to 1969.

The Scholarship was established in 1981 in recognition of outstanding service to the School.

Dr Pope passed away on the 1st October 2010.

A number of scholarships are awarded to boys who are good scholars and whose all-round ability gives them the potential to make a major contribution to the School. They are awarded for entry into Year 7, and are tenable for six years, provided that satisfactory progress is made. Selection will be made as the result of an examination and an interview with the Headmaster. These scholarships are for part remission of tuition fees.
The Calder Crowther Scholarships (Year 7 Day Boys)

Robert Calder Crowther attended the School from 1898 until 1908 as a Dayboy. During this time he won seventeen academic prizes. He was a member of the 1st XI Cricket team from 1907 to 1908 and the 1st XVIII Football team from 1906 to 1907.

After leaving school he joined the Midland Railway Workshops and then went on to the Survey Department. His training was interrupted in 1914 when he left for the First World War as a member of the Tenth Light Horse. He arrived at Gallipoli on 15th May 1915 and was wounded and invalided out on 18th July. After hospitalisation in Malta he returned to Australia early 1916. He returned to the Middle East in June 1917 and joined the 3rd Machine Gun Regiment. Ill health dogged his service and he was invalided home 15th February 1918.

He married and raised his family in Guildford.

He was President of the Old Guildfordians Association from 1923 to 1924 and served on the School Council from 1950 until he passed away on 4th June 1961. The Scholarship was established in 1961 to commemorate his life.

Awarded every two years, this scholarship has a value of half fees for a day boy, and is tenable for six years, provided that satisfactory progress is made. The award is for boys entering Year 7, and candidates are selected from state primary schools in the vicinity of Guildford.

The Ray Mackewn Scholarships (Internal Year 8 Boarders)

Ray Mackewn attended the School from 1919 to 1923 in School House. He was a prefect in 1923 and won academic prizes for French, Divinity and Reading. He was a member of the 1st XI Cricket in 1923, the 1st XVIII Football from 1922 to 1923. He was a member of the Swimming team from 1919 to 1923.

The scholarship was established in 1982 and funded through the generosity of Ray Mackewn.

This scholarship is available to boys who are currently completing their last year at the Guildford Grammar Preparatory School and who intend to continue their education at the Senior School as boarders.

Selection is made, at the recommendation of the Headmaster, on the basis of candidates’ all-round potential and soundness of character. Up to three awards may be made in any one year, and these may be held by the same boys in successive years. Preference is given to the sons of Old Guildfordians, and the financial situation of the parents concerned is taken into consideration.

The scholarship has been funded through the generosity of Allan Raymond (Ray) Mackewn, who attended Guildford between 1919 and 1923.

The Groser Memorial Scholarship (Year 10)

Noel Groser attended the School from 1912 to 1914 as a Boarder. He won the Mathematics and Essay Prize in 1912. He joined the AIF as a Private in the 51st Btn and was killed in action at Noreuil, France, on April 2nd, 1917 aged 23. The scholarship was founded by the Rev. Thomas Sidney Groser in memory of his brother who he described as “cheerful, amiable and devotional. He had tact to such a wonderful extent, and dogged determination and perseverance.” The scholarship was established in 1958.

This is awarded to a boy, preferably a boarder, to assist him to matriculation on the basis of his schoolwork and general character during the first three years of secondary education. The scholarship is awarded for a period of three years, subject to satisfactory conduct, but may be extended if the boy remains at the School for any additional period. Candidates must be confirmed members of the Anglican Church, and preference is given to boys intending to take Holy Orders.

The scholarship was founded by the Rev. Thomas Sidney Groser in memory of his brother, Noel Groser (Old Guildfordian 1912-14), who was killed in action at Noreuil, France, on April 2nd, 1917, aged 23. “He (Noel Groser) was cheerful, amiable and devotional. He had tact to such a wonderful extent, and dogged determination and perseverance.”
The Canon P U Henn Memorial Scholarship (Year 11)

The funds for the scholarship were provided by generous donations from a number of Old Guildfordians in order to endow a permanent memorial to Canon Percy Umfreville Henn, the Headmaster of the School from 1910 to 1924. He was known to the boys as ‘Old Toke’. His main achievement during this time was the building of the Chapel. He donated a large proportion of the funding for the Dining Hall as well as introducing the House system, School Badge and the School Song and Hymn. He opened the Preparatory School in 1914. He died in Perth on 25th February 1955 aged 90.

The scholarship was established in 1959.

This is a biennial award made to a boy, preferably a boarder, at the end of the third year of his secondary education. The scholarship is awarded on the basis of the boy’s work during these three years and his general qualities of character, and is intended to assist him to complete his secondary schooling.

The funds for the scholarship were provided by generous donations from a number of Old Guildfordians in order to endow a permanent memorial to Canon Percy Umfreville Henn, the Headmaster of the School from 1910 to 1924, who died in Perth in 1955.

The P U Henn Classical or Modern Language Scholarship (Year 11)

This award is made on the basis of a boy’s schoolwork up to Year 10 and his general qualities of character. The boy must be studying at least one language within the LOTE Faculty.

The F A Moss Scholarships

A legacy from the estate of the late Frank A Moss provides a number of scholarships to assist boys of sufficient merit. The value of the scholarships may be altered depending on the income available. The Frank A Moss scholarship was established in 1948.

- **The F A Moss Year 10 Scholarship** is awarded to the DUX of Year 9.
- **The F A Moss Year 11 Scholarship** is awarded to the Dux of Year 10
- **The F A Moss Year 12 Scholarship** is awarded to the Dux of Year 11

The value of all the F A Moss Scholarships may be altered depending on the income available.

The Clothworkers’ Foundation Scholarship (Year 12)

The Worshipful Company of Clothworkers was incorporated by Royal Charter in 1528, formed by the amalgamation of its two predecessor Companies, the Fullers (incorporated 1480) and the Shearmen (incorporated 1508). The original craft of the Clothworkers was the finishing of woven woollen cloth. The ordinance of the Clothworkers’ Company, first issued in 1532 and signed by Sir Thomas Moore, sought to regulate clothworking, to maintain standards and to protect approved practices. From the Middle Ages, cloth production gradually moved away from London. The charitable role of the Clothworkers’ Company continued, supported by gifts of money and property by members and benefactors. The scholarship was established in 1939.

This scholarship is provided by the Clothworkers’ Foundation of London and is awarded to a boy entering Year 12 with the potential to exercise a major leadership role within the School.

The Old Guildfordians’ Memorial Science Scholarship (Year 11)

This scholarship is awarded to a boy entering Year 11 on the basis of his demonstrated interest and achievement in Science, and who is continuing in Science studies.
The Charlotte Carlin Scholarships (Years 10, 11 or 12)
Frederick Benjamin Carlin attended the Preparatory and Senior School and was a member of Stirling House from 1923 to 1929. He was a prefect in his final year and was a member of the Swimming team. Between the years of 1950 and 1957 he circumnavigated the world in an amphibious jeep named Half-Safe. Prior to his death on 7-3-1981 he set up the Charlotte Carlin Scholarship Fund, in honour of his mother who died 24 September 1916 aged 37. Ben Carlin was only four when she died. The scholarship was established in 1982.

These scholarships are available to boys in any one of the last three years of the Senior School. They were originally awarded for proficiency in the study of Latin. Today, they are presented for proficiency in the study of the English Language and its expression with the avoidance of clichés.

The capital for the scholarships has been provided by a bequest from Frederick Benjamin Carlin.

The George and Marian Lefroy Scholarship (Year 10)
The capital for this scholarship was provided from the estate of Mrs C M Lefroy. The scholarship established in 1961.

This is awarded to assist a boy at the end of Year 9 who wishes to qualify for the professions of Engineering and/or Surveying. It may be awarded more than once to the same boy and, if no suitable boys are available, those intending to follow a Geology or Mining Engineering career are considered.

2. Music Awards

Year 7 - The Music Scholarship
This award is made to boys showing exceptional talent in the playing of a musical instrument, and is normally awarded for entry into Year 7. Candidates must show an uprightness and firmness of character, there must be evidence of sufficient intelligence to warrant secondary education through to Year 12, and also a demonstrated interest in extra-curricular activities other than music. The value of the scholarship is for part remission of academic tuition fees as well as the remission of the annual music tuition fee for a 45 minute lesson plus instrument hire for one instrument, as detailed on the School's Fees & Charges brochure. The scholarship is awarded for six years, provided that satisfactory progress is made. Applications for Open Music Scholarships should be accompanied by two testimonials, one supporting the musical qualifications.

Year 7 - Music Instrumental Scholarship
Music Instrumental Scholarships are available for boys who are talented brass/string and/or woodwind instrumentalists of AMEB grade 3 level, equivalent, or above. The scholarship is for the remission of the annual music tuition fee for a 45 minute lesson and instrument hire on one instrument. Each scholarship is tenable for as long as the student is a significant contributor to music at the School. Selected applicants will be invited for an instrumental audition.

Treble Choral Scholarship
Choral Scholarships are offered either to boys in the School or those who wish to enter the School. A scholarship applies while the boy remains in the choir. It is for remission of the annual music tuition fee for a 45 minute lesson, as shown in the School's Fees and Charges, or singing tuition to the same value. It may be held in addition to any other scholarship. Choral Scholarships are awarded following an audition held at the School, and several scholarships may be awarded in any one year.

The Old Guildfordians’ Memorial Music Scholarship (Internal)
This scholarship is awarded to a student in either the Preparatory or Senior School who shows exceptional talent in the playing of a musical instrument. Preference is given to the children of Old Guildfordians. The value is up to one term’s academic tuition fee for one year in the first instance, and it may be awarded to the same student in successive years.
David Lawe Davies Organ Scholarship
David Alexander Lawe Davies was Headmaster from 1957 to 1978. During this time Aboriginal students were encouraged to enrol and the Preparatory School became co-educational. He fostered drama throughout the School, extended music activity and encouraged the formation of a school orchestra. Because of his Welsh background he was known to all as “Taffy”.

In June 1978 the David Lawe Davies Centre was opened.

He was honoured in 1987 as a member of the Order of Australia, for services to youth and community. After retirement he became a cellist in the Hills Orchestra, a lay preacher and a Silver Chain carer. He died on 4 May 2001.

The scholarship was established in 1984

The scholarship is awarded to a boy within the Senior School who has achieved a minimum of Fourth Grade AMEB in Pianoforte and has a desire to make a serious study of the Pipe Organ.

It is awarded for one year in the first instance and may be offered to the same student in successive years. It provides for part remission of organ tuition fees.

N. BURSARIES
The Honniball Bursary (Year 11)

Gerald Leonard Honniball attended the School as a Boarder in Henn’s House from 1949 to 1954. He was School Captain in 1954 and was a member of the 1st XI Cricket team from 1953 to 1954, and the 1st XVIII Football team from 1952 to 1954. He was also a member of the Athletics team for two years. He was Captain of Cricket and Athletics. He rose to the rank of Sergeant in the Cadets. He was the School Solicitor for many years and was President of the Old Guildfordians from 1965 to 1967. He died in March 1973.

The award is funded by a bequest in the will of the late G L Honniball, Old Guildfordian and Captain of School in 1954, who was School Solicitor and for many years a loyal supporter of Guildford.

This bursary is awarded to a boy entering Year 11 subject to the recommendation of the Headmaster. The financial situation of the parents concerned is taken into consideration.

The H A Brown Memorial Bursary (Year 8)

Hugh Alexander Brown was a member of staff from 1909 to 1926. He was Housemaster of School House from 1922 to 1925. He came out of retirement as Acting Headmaster in July 1927 after the suicide of the Headmaster Philip Hinckley.

A 1926 edition of the Swan described H A Brown as a “lion of justice, a man of peace, a philosopher and a very human friend. It is no wonder that, to so many Guildfordians, Mr Brown is Guildford; it is of Mr Brown that they tell their tales, and it is Mr Brown they make a point of seeing when they come to Guildford”. He was known to the boys as “Gob”. The bursary was first awarded in 1965.

The Bursary commemorates the life and work of H A Brown, Assistant Head of Senior School at the School between 1908 and 1926, who became affectionately known as Guildford's ‘Grand Old Man’

This bursary is awarded for one year to a boy entering Year 8. Preference is given to the sons of Old Guildfordians, and the financial situation of the parents is taken into consideration. The award may be shared if circumstances warrant, and is subject to review each year. In order to qualify, boys must be of sufficient intelligence to complete the secondary course and must have some interest in extra-curricular activities. There must also be evidence of their good character and application to study in the form of two testimonials, one of which should be from the parish priest or local minister and the other from some other responsible person who has known the candidate for some time.
The Robert John Davies Holmes Memorial Bursary (Year 8 Boarders)

Robert John Davies Holmes attended the School as a Boarder in St George’s from 1952 to 1958. He died in December just before he was to begin his final year.

He was remembered as a fine type of boy who was liked and respected by all. He played the drum in the Cadet Band and was a member of the Inter School Swimming team.

The bursary was first awarded in 1965.

This is an award made to a country boy entering Year 8 as a boarder, who could not attend the School without financial help. Preference is generally given to boys who show academic promise, and whose character and attitude are supported by two testimonials from well-known local residents. The award may be made to the same boy for more than one year.

The J T Armstrong Memorial Bursary (Boarders)

John Taylor Armstrong attended the School from 1912 to 1916 as a Dayboy. He was from the Swan Boy's Home in Middle Swan. He was a Prefect in 1916 and was a member of the 1st XVIII Football team in 1916 and the Shooting team in 1914 and 1915.

The bursary was first awarded in 1981.

Endowed by Mrs Marie Armstrong in memory of her husband, J T Armstrong (Old Guildfordian, 1912-1916), this Bursary is offered annually to a farming family which is experiencing financial difficulty sustaining the enrolment of a boarder at the School.

The Harry Hyde Memorial Bursary (Clerical)

The capital for the bursary was provided by the School Council, Old Guildfordians, parents and friends of the School to commemorate the life and work of Rev William Henry Charles (Harry) Hyde, School Chaplain from 1954 to 1962. Rev Hyde, aged 47 was drowned in the surf at Scarborough on Friday 23rd November while trying to rescue an unknown schoolboy caught in a dangerous rip. The boy was rescued by others but Harry was swept out over two hundred yards and when found could not be resuscitated.

The 1962 December Swan reports “His concept of service was broad and deep. He never spared himself, but cheerfully and thoroughly carried out a tremendous number of duties. He loved this Chapel, and was always energetic in fighting apathy and forthright in reminding us all of our obligations and loyalties as Christians. His concern always was for proper dignity and sincerity in worship, without narrow-mindedness”. The bursary was first awarded in 1965.

This is used to assist the sons of country and metropolitan clergy or widows of clergy. The award of the bursary is subject to the recommendation of the Headmaster. The number of bursaries and the amount available for each depends on the number of applications.

The capital for the bursary was provided by the School Council, Old Guildfordians, parents and friends of the School to commemorate the life and work of the Rev Harry Hyde, School Chaplain from 1954 to 1962, who was drowned in the surf while attempting to rescue a boy unknown to him who was in difficulty.

The Sam Elliott Memorial Bursary (Old Guildfordians)

Awarded annually to encourage sons or grandsons of Old Guildfordians to enter or continue at the School, this bursary may be given to the same boy each year up to and including the year in which he turns 17. The general character of applicants is taken into account as well as scholastic and athletic promise. The financial circumstances of the family concerned are also considered.

The bursary was endowed by Mrs Rose Elliott in memory of her husband, Sam Elliott, who died in 1933. A pioneer in the pastoral development of the state, Sam Elliott served as a Fellow of the School Council from its inception until his death, and took a keen interest in the School and all its activities. The bursary was first awarded in 1966.
The Old Guildfordians Association Student Travel Bursaries

These bursaries are awarded to support students who incur travelling expenses as a result of winning the opportunity to compete in a cultural, academic or sporting event in a school-sponsored activity at a national or inter-national level. Further details on the value of bursaries and guidelines for a student’s eligibility can be obtained from the Headmaster.

W T Harrison Bursary

This award may be made to a boy in Years 10-12 who wishes to pursue tertiary studies, preferably in medicine, law or pharmacy. Special consideration will be given to those outside the metropolitan area who may not be able to complete their secondary education because of family financial hardship. The selection of students to be awarded bursaries is to be at the discretion of a Selection Committee comprising the Headmaster, Head of Senior School and Director of Teaching and Learning. Although it is not necessary to make an award each year, it is expected that, in any one year, three or four students would be assisted.

W T (Tom) Harrison was educated at Eltham College, London, and the University of London College of Pharmacy. After service in the RAF, he migrated with his family to Western Australia via New Zealand in 1949. He was prominent in the Guildford Parents’ and Friends’ Society in its formative years, serving some eight years in executive posts including two years as President. He was active in fund raising for the School and played a significant role in the establishment of the Olympic swimming pool in 1958-59. His four sons attended the School during the years from 1952 to 1963. He practised in manufacturing, hospital and community pharmacy and was farming at Wongan Hills for some years. The bursary was first awarded in 1988.

The Ian Stuart Dodd Memorial Bursary

Ian Stuart Dodd attended the School from 1984 to 1986 as a Boarder in St George’s. He was a Chapel Prefect in 1986 and was a member of the Swimming team in 1984. He won prizes for Accounting, Maths, Geography, Chapel Reading and the Council Prize.

He had a great pride and love of the School and one of his many plans made before his death in 1989 was to serve on the School Council when he had established himself in his chosen profession.

The bursary was first awarded in 1991.

This bursary is awarded to a Guildford Grammar School student of a farming family experiencing difficulty in meeting payment of School fees. The recipient should be actively involved in the School Community and be a conscientious student. The bursary is to be awarded yearly but may be given to the same student if deemed necessary. Ian came from a farming background and was a happy and diligent student at Guildford Grammar School from 1984 to 1986. He had a great pride in and love of the School and one of his many plans made before his death in 1989 was to serve on the School Council when he had established himself in his chosen profession. To assist a boy to stay on at the School and complete his education would have given him a great deal of satisfaction.

The Eric Merryweather Bursary

Eric Merryweather attended the School from 1921 to 1929 as a Boarder in School and Henn’s House. He was a Prefect in 1928 and House Captain of Henn’s in 1929. While at School he won prizes for Mathematics, Divinity, Music and Classics. He was a member of the 1st XI Cricket team from 1927 to 1929 and the Athletics team in 1921, 1922 and 1924.

He was a member of staff from 1939 to 1968, retiring as Senior Assistant. He was Housemaster of School House in 1951 and Henn’s from 1952 to 1960. He was also acting Head of Preparatory School in 1962.

During WW2 he saw service in the RAAF.
In 1988 he published *The First Half Century* a personal history of the School.

The Bursary was first awarded in 1996.

This is used to assist the children of members of staff on occasions when the standard staff rebate of fees proves inadequate.

**Special Bursaries (Open)**

Some assistance with School fees may be provided by the School Council to any boy in order that he may attend the School. Further details may be obtained from the Headmaster.
O. ADDRESS AND TELEPHONES

School Postal Address:

The full postal address of the School is:

Guildford Grammar School
11 Terrace Road
Guildford WA 6935

Web Page: http://www.ggs.wa.edu.au

School Telephones:

Senior School  (08) 9377 9222 (8.00 am - 5.00 pm)*
Preparatory School  (08) 9377 9296 (8.30 am - 4.30 pm)
Bursar's Office  (08) 9377 9206
David Lawe Davies Centre  (08) 9377 9279
Medical Centre  (08) 9377 9211
Registrar  (08) 9377 9247

School Fax Numbers

Headmaster’s Administration  (08) 9377 3140
(Preparatory School)  (08) 9250 2345
(Finance Office)  (08) 9378 2778

School Email Addresses

The general rule for staff email addresses is first name and surname separated by a full stop followed by @ggs.wa.edu.au. For example, the email address for Mrs Diana Griffiths is: diana.griffiths@ggs.wa.edu.au

*In holiday periods, the Senior School switchboard operates from 8.30 am to 4.30 pm. After hours contact can also be made through the numbers listed below.

Residences:

Chaplain  (08) 9279 1135
Head of the Senior School  (08) 9377 9236

Heads of House:

School House  (08) 9377 9234 rnotte@ggs.wa.edu.au
St George’s House  (08) 9377 9226 mweston@ggs.wa.edu.au
Stirling House  (08) 9377 9269 lmguire@ggs.wa.edu.au
Henn’s House  (08) 9377 9220 bevans@ggs.wa.edu.au
Harper House  (08) 9377 9228 gswan@ggs.wa.edu.au
Woodbridge House  (08) 9377 9270 njones@ggs.wa.edu.au
Freeth House  (08) 9377 9231 mprosser@ggs.wa.edu.au
Bennett House  (08) 9377 9271 dchamberlain@ggs.wa.edu.au

School Marshal:

Mr M Warden  (08) 9377 9263

Heads of Halls of Residence:

The Sir Francis Burt
Senior Hall of Residence  (08) 9377 8540
Head of Hall; Mr Michael Holland

The Graham Malcolm
Junior Hall of Residence  (08) 9377 9229
Head of Hall; Mr Lewis Jones
P. DAILY ROUTINES

General

The School provides general supervision and accepts responsibility for day students (staff on duty) only from 8.00am to 3.30pm on weekdays.

Outside these hours, supervision of day students and responsibility for them are related to specific sporting or extra-curricular activities and the students officially involved in them. The Senior School Library is open to students wishing to make use of its resources from 3.25pm – 9.00pm every Monday to Thursday and from 3.25pm - 8.15pm on Friday.

Day boys are most welcome to use the library in the evening, but must be aware that the rules for Boarders’ Prep are applicable after 6.30pm.

Senior School

<table>
<thead>
<tr>
<th>Monday – Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td>Parade</td>
<td>8:25</td>
</tr>
<tr>
<td>Congo/Assem/Chapel/Mentor</td>
<td>8:40</td>
</tr>
<tr>
<td>Period 1</td>
<td>9:05</td>
</tr>
<tr>
<td>Movement</td>
<td>10:05</td>
</tr>
<tr>
<td>Period 2</td>
<td>10:10</td>
</tr>
<tr>
<td>Recess</td>
<td>11:10</td>
</tr>
<tr>
<td>Period 3</td>
<td>11:30</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:30</td>
</tr>
<tr>
<td>Period 4</td>
<td>1:20</td>
</tr>
<tr>
<td>Movement</td>
<td>2:20</td>
</tr>
<tr>
<td>End of Day</td>
<td>3:25</td>
</tr>
<tr>
<td>Parade</td>
<td>8:25</td>
</tr>
<tr>
<td>Congo/Assem/Chapel/Mentor</td>
<td>8:40</td>
</tr>
<tr>
<td>Period 1</td>
<td>9:05</td>
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<tr>
<td>Movement</td>
<td>10:05</td>
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<tr>
<td>Period 2</td>
<td>10:10</td>
</tr>
<tr>
<td>Recess</td>
<td>11:10</td>
</tr>
<tr>
<td>Period 3</td>
<td>11:20</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:15</td>
</tr>
<tr>
<td>Junior Sport/Senior Act</td>
<td>1:05</td>
</tr>
<tr>
<td>End of Day</td>
<td>3:25</td>
</tr>
</tbody>
</table>

Weeks A and B: Pastoral Periods: 8.40 – 9.05am

<table>
<thead>
<tr>
<th>Houses</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>HE/BE/SC/FR</td>
<td>Chapel</td>
<td>Mentor</td>
<td>Assembly</td>
<td>Congo</td>
<td>Mentor</td>
</tr>
<tr>
<td>SG/HA/ST/WB</td>
<td>Mentor</td>
<td>Chapel</td>
<td>Assembly</td>
<td>Mentor</td>
<td>Congo</td>
</tr>
</tbody>
</table>

Staff Briefing

An opportunity for Notices to all staff occurs in the Common Room, Monday at 8.10am and Wednesday Morning Recess.

House Parades

As noted above, House Parades will commence at 8.25 am and will consist of a roll call, daily notices and uniform check. Students are expected to arrive at their House no later than 8.15am.

Student lateness

Please refer to Section E: 6.2 of this handbook.

Chapel / Congo / Mentor Group / Assembly

These activities will commence at 8.35 am and conclude immediately prior to 9.00 am.
**Guildford Activity Period (GAP)**

Every Wednesday, Period 1, there will be a flexible period to accommodate a range of activities that are currently either conducted in Mentor Period or during lunch. Given the reduction in lunchtime, it seemed appropriate that some mechanism be developed to provide for extended activities, such as House Debating and so on. The GAP period adjoins lunch and so can provide opportunities to extend a range of activities without interrupting the academic program.

These activities would be seen to include, for example:

- Longer House Meetings
- Inter-House activities such as Drama, Debating and so on
- Headmaster’s Forum
- Year Group Meetings
- Visiting Speakers
- Life Issues Program
- Curriculum Council Issues for Years 11 and 12
- Subject Selection and Career Issues for Year 10s
- Peer Support Program
- Distribution of Progress Reports by Mentors
- Signing of Progress Reports by Heads of House.

Where there is no activity appropriate to a specific year group, the expectation is that students will attend an extended Mentor Period where appropriate activities will be conducted by the Mentor.

**Preparatory School**

**Daily Routines (Monday, Tuesday, Wednesday, Friday and Thursday morning)**

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8.25am</td>
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<tr>
<td>2</td>
<td>9.00am</td>
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<tr>
<td>3</td>
<td>9.40am</td>
</tr>
<tr>
<td>4</td>
<td>10.15am</td>
</tr>
<tr>
<td>Morning Recess</td>
<td>10.50am</td>
</tr>
<tr>
<td>5</td>
<td>11.10am</td>
</tr>
<tr>
<td>6</td>
<td>11.45am</td>
</tr>
<tr>
<td>7</td>
<td>12.25pm</td>
</tr>
<tr>
<td>Lunch</td>
<td>1.00pm</td>
</tr>
<tr>
<td>8</td>
<td>1.50pm</td>
</tr>
<tr>
<td>9</td>
<td>2.25pm</td>
</tr>
<tr>
<td>Dismissal</td>
<td>3.10pm</td>
</tr>
</tbody>
</table>

**Thursday afternoon**

<table>
<thead>
<tr>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lunch</td>
</tr>
<tr>
<td>Period 7</td>
</tr>
<tr>
<td>Period 8</td>
</tr>
<tr>
<td>Period 9</td>
</tr>
<tr>
<td>Dismissal</td>
</tr>
</tbody>
</table>

**Assembly every Friday** 8.25 - 9.00 am

**Holy Communion/Chapel**

Wednesday 12.25 – 1.00 pm

**Congregational Singing**

Monday 12.25 – 1.00 pm

**Choir Rehearsal**

- Junior Choir
- Senior Choir
- Concert Band
- Flute Ensemble
Percussion Ensemble
Saxophone Ensemble
Guitar Ensemble
String Ensemble I
String Ensemble II

General Sports Practice Sessions
Monday 3.15 - 4.30 pm

Quarter Games and Interschool Sport
Fixtures every Thursday 1.30 - 3.00 pm

1. The School Council

Visitor
The Most Reverend Roger Herft BTh BD
Archbishop of Perth

Fellows of the Council
Mr A M R Abbott MBA, BA, LLB, BJuris. (Chairman)
Mrs V Moss LLB, BEc (Vice Chairman)
Mr R D Gamble CA, BBus (Treasurer)
Mr J W Skinner
Prof H Wildy BA, BEd, MEd, PhD (UWA), Grad Dip Ed Admin (Hawthorne Institute for Education, Victoria), MACE, FACEL
Mr Andy Sharp MBA, BLArch, AFAIM, AAILA, RLA
Mrs S C Boyle
Mr M M Wells B Comm, LLB
Dr B P Kean MB BS, D (Obst) RCOG, FAPHM, RACP
Mr P McLachlan
Mr B Adams NDip HRM (Cape Peninsula University)

Secretary and Bursar
Mr K A R Peters MBA (HRM), ACA, Grad Dip Mgmt., MNZIM, NZ Dip Bus, Dip MI, MAICD, AFAIM, CAHRI, AAI PM, CSA(Cert)

2. The Senior School Staff

Headmaster
Mr S Webber BSc, MEd (2011)

Head of the Senior School
Mr C J Massey MEd, DipT, BEd (2003)

Assistant Head of Senior School
Mr P B Benzie MA, BEd, AssIndArts (1993)

Director of Teaching and Learning
Mrs J Harris MA, BSc (Hons), Post Grad Cert Ed. (2012)

Director of Catalyst
Mr G Lawson BPHE, Dip Ed, Grad Dip HRM (2010)

Director of Co-curricular Activities
Mr R Heyes BSc (Hons) PGCE (2008)

Head of Boarding and Head of the Sir Francis Burt Senior Hall of Residence
Mr M Holland BA Ed (2009)
Senior Chaplain
Rev Dr P Raymont BA BEdStud (Qld) MEd (Melb) PhD (Cantab) MACE MAPHA (2009)

Chaplain
Rev L Perkins MTheology, Grad Dip Ed. (2013)

School Counsellor
Ms L Allen BPsy Dip Ed (2010)
Ms G Jamieson BPsy (2012)

Academic Staff
Mr I Adcock BA (Hons) PG Edu (2009)
Miss S Bannister BEd (2012)
Mr A Beck Cert III, Cert II (2012)
Dr B Burg PhD (Psych), DipPsych, GradDipEd (2006)
Ms S Capponi BA, GradDipEd (2008)
Ms D Chamberlain BA (2006)
Ms S Cooper BA (Hons), DipEd, CertALS (2008)
Mr A Creuzot BA, Dip Ed (2013)
Mr S A Davy BEd, Cert IV Training & Assessment, Dip Engineering (Mech) (2007)
Ms M Delfos BSc, BEd (2013)
Mr M Dell BSc (Hons), GradCertEd (2008)
Mr A Derums MVsArts, GradDipEd BFineArt (2006)
Mrs J Diamond BEd (2011)
Mr C Dymock BA, BEd (2007)
Mr Q Edmonds BA, Grad Dip Ed (2013)
Mr B Evans BCom, GradDipEd (2004)
Ms L Felstead BEd, BCArts (2010)
Mr L Fernandes BEd Grad Dip Ed (2012)
Miss S Forward Grad Dip Ed (2011)
Mr G R Foster GradDipEd, BAppSc (1997)
Mr I P Frame BPhysEd, DipT (1990)
Mr G P Gallo BEd, DipT (1999)
Mr D Gething MA, BMus, Grad DipEd (2004)
Mr J Giles BSc (Hons) Grad DipEd(2010)
Ms E Goforth BA (Hons) Dip Ed (2010)
Mr V Graham BA, GradDipEd (2005)
Ms B Gratte GradCert Career Development, Cert IV OH&S, DipT (2009)
Mr A Handley B Ed, Cert IV Training & Assessment (2009)
Mr G M Hartley MA, CertEd (1988)
Mr R Heyes BSc (Hons) (2009)
Mr R J Higgins BSc, DipEd, HTCert (2001)
Mr M Holland BA BEd (2010)
Mrs C Hughes (2009)
Mrs M Humphreys DipAppLing (2000)
Dr B Hunt PhD, BSc (Hons), GradDipEd (2000)
Mr J Hunt BA, BEd (2009)
Mr K Hurley (2013)
Mr L Jones BA (2010)
Mr N L Jones MEa, BEd (2003)
Mr C Jordan Bed, Cert IV Training & Assessment (2009)
Mr D Lampard BSc Grad DipEd
Ms A Lang BA (Hons) BGCE (2012 T4)
Ms J J Leah BSc, GradDipEd (2009)
Mrs S MacDonald BSc, Grad Dip Ed (2013)
Mr R Manson MEd Admin, BEd, Grad Dip Ed (2012)
Mr R C McLain MA, BA (1990)
Mr B Minchin BCom BEd (2010)
Mr M Miolin MBA, B Ed, Dip Teach (2011)
Ms L Morien GDipEd, BArch (Hons), BEnDesign (2006)
Mr D Moss BEd (2009)
Mr C Naylor BSc, H Dip Ed (2013)
Mr B Nilsson BA Grad DipEd (2010)
3. Administrative and Assistant Staff

Administrative and Assistant Staff

Ms N Carey (Reception)
Mrs M McCracken (Personal Assistant to Head of Senior School)
Mrs L Liddiard (Executive Assistant to Director of Teaching and Learning)
Mrs T Luxton (Administration Assistant)
Mrs S Colquhoun (Administration Assistant)
Mrs P Matthews (Headmaster’s Personal Assistant)
Mrs L Hopkins (The Arts Faculty Secretary)
Miss C Alfirevich (Administration Assistant)
Ms D Perdrix (Printery)
Mrs S Colquhoun (Printery)
Miss M Daniele (Bursar’s Secretary)
Ms T O’Neil (Reception/Accounts Payable)
Mrs M Lintern (Administration Assistant)
Mrs J McRoberts/Miss L Burton (Clothing Shop)
Mr D York (Property Manager)
Mr R D Palmer (Project Manager)
Mrs T Roki (Financial Services Manager)
Ms L Barnett (Accounting Manager)
Mr K Peters (Bursar)
Mrs H Noble (Payroll Officer)
Ms N Ford (HR Assistant)

Community Relations Office

Mr G Plummer BA, Dip Ed (Director of Community Relations)
Mrs T Laurito (Registrar)
Mrs R Waller (Archivist)
Mrs G MacDonald AssDip Gen Studies (Marketing and Publications Officer/Webmaster)
Mr D Williams MintIStds, BBus (Tsm Mgt & Mkt) (Old Guildfordians Executive Officer)
Mrs J de Freitas (Administrative Assistant)

Information Technology

Mr S Crosby (Systems Engineer/Technical Account Manager)
Mr M Doust (Support Engineer)
Mr. MD Mirazul Islam (Support Engineer)
School Marshal

Mr M T Warden BA, PGCE (1985)

Visiting Music Teachers

Mr B Barz (flute)
Mr G Bell (bass guitar/double bass)
Mr D Costello (voice)
Mr M Crisp (drums)
Mr S Cutri (guitar)
Mrs B Deacon (cello)
Mr J Edwards (guitar)
Mr T Fitzgerald (saxophone/clarinet)
Mr S Harmer (trombone/tuba)
Mr L Haynes (trumpet/french horn)
Ms S Herriman (violin)
Mrs B Panak (piano)
Mr D Papa (guitar)
Mr P Peacock (voice)
Mrs L Roberts (piano)
Mr I Shaw (piano/saxophone)
Mrs C Trus (piano)
Ms L Vocisiano (voice)

Medical Officer

Dr D Prendergast BSc, MB, BS.

Nursing Staff

Sr V Bellinge, RN (Nurse Manager)
Sr L Ledward RN
Sr A Edwards RN
Sr C Day RN
Sr K Skinner RN

Ancillary Staff

Ms J M Allen (Library Officer)
Mr N Collins (Laboratory Assistant)
Ms K Waddell-Kingham (Laboratory Assistant)
Mr G Foster (Laboratory Assistant)
Mr B Hyde (Cadets/Outdoor Education)
Mr T Lovrich (Director of Rowing)
Mr L Tonkin (Sports Assistant)
Miss V Kent (Library Technician)
Miss K Trimble (Library Officer)
Mr N Eglington (Health and PE Technician)
Mr T Roost (Administration Assistant to Sportsmaster)

4. The Preparatory School Staff

THE PREPARATORY SCHOOL

ADMINISTRATION

Head of the Preparatory School:
Mr J Krause BEd(Prim)
Deputy Head of the Preparatory School:
Mr R H Budler PTD HDE MEd MACE
Deputy Head Curriculum:
Mr S G Edgar BA BEd
Dr J Baayens  PhD MA  
Mr R A Baynes BA  BEdHons MEd  
Miss K Bernic  BA BEd  
Mrs L M Budler  PTD HDE  
Mr N J Christie  BASc GradDipEd  
Miss S Coker  BA  
Ms B E Cooper  DipT  
Mr S M Day  BEd  
Mrs E R de Jong  BEd ECS  
Dr A Fuhrmann  PhD BMusEdHons  
Mrs V J Fuller  BEd DipT  
Mrs L T Gass  High DipEd  PGradDipRem Ed  
Mrs J L Griffiths  HighDipEd  
Mrs H R Hambleton  TC  
Mrs D G Harris  BA  
Miss F M Heald  BEd  
Miss C E Hemelaar  BEd BA MEd  
Miss A Hurley  BA Grad Cert Ed  
Mrs M Jackson  BAEd GradDipEd (Sec, Prim, EC)  
Mrs L M Jones  BEd  
Mrs S Judges  BA GradDipEd  
Mrs S F Lamond  BEd DipT  
Ms A E Liggett  BEd  
Mr D M Macdonald  BSc DipEd  
Mrs J E MacLachlan  
Mrs G C McEwen  BEd DipT  Cert Art  TC  
Miss S Milhinch  Bed  
Ms C Ray  DipT NQS  
Mrs H K Sweeney  GradDipEd  
Mr D G Taylor  BA GradDipEd  
Mrs T R Teuchert  BEd DipT  
Mrs T Tupling  BEd  
Mrs J R Utley  DipT BEd  
Mr G D Valentine  BSc BEd  
Miss B A Vance  BEd  
Mrs C J Wall  BEd  
Mrs J M Weston  DipT BEd

Ancillary Staff  
Ms W L Birch  (Preparatory School Sports Assistant)  
Ms V A Bruce  (Playleader, Out of School Care)  
Mrs S Czerw  (Teacher’s Aide)  
Mrs L Diamond-Sutherland  (Preparatory School Tuckshop Manager)  
Mrs L G Finlay  (Preparatory School Library Assistant)  
Mrs K C Frick  (Pre-Primary Teacher’s Aide)  
Mrs K C Hadlow  TA Cert AC (Preparatory School Teacher’s Aide)  
Ms M S Heijmans  (After School Care Co-ordinator)  
Mrs C Hughes  Cert III Ed Support (Education Assistant)  
Mrs M A Knox  (Personal Assistant to Head of Preparatory School)  
Mrs H J Lim  (Preparatory School Teacher’s Aide)  
Mrs S D Macaulay  (Preparatory School Teacher’s Aide)  
Mrs V Bosa  (Canteen Assistant Preparatory School)  
Mrs C R Minchin  (Teacher’s Aide)  
Mr N Ochi  (Playleader, Out of School Care)  
Ms K Pratten  (Playleader, Out of School Care)  
Ms G Radley  (Education Assistant)  
Mrs P A Squire  (Preparatory School Receptionist)  
Miss L B Trainor  (Playleader)  
Mrs V Wilkinson  (Learning Support Education Assistant)  
Mrs M R Woods  AC (Teacher’s Aide)  
Mrs A-M Wytkin  (Teacher’s Aide)
5. **House Organisation**

- **School House**
  - **Head of House:** Ms R Notte
  - **Phone:** (08) 9377 9234
  - **House Mentors:**
    - Yr12: Mr L Fernades
    - Yr11: Ms F Perring
    - Yr10: Mr V Graham
    - Yr09: Ms J Rumble
    - Yr08: Ms L Morien
    - Yr 07: Mr M Miolin

- **St. George’s House**
  - **Head of House:** Mr M Weston
  - **Phone:** (08) 9377 9226
  - **House Mentors:**
    - Yr12: Mr M Dell
    - Yr11: Ms S Capponi
    - Yr10: Mr I Adcock
    - Yr09: Mr James Perrin
    - Yr08: Mr J Giles
    - Yr07: Ms S Cooper

- **Stirling House**
  - **Head of House:** Mrs L McGuire
  - **Phone:** (08) 9377 9269
  - **House Mentors:**
    - Yr12: Mr BNilsson
    - Yr11: Mr B Minchin
    - Yr10: Ms S Bannister
    - Yr09: Mr G Gallo
    - Yr08: Mr N Phillips
    - Yr07: Mrs M Humphreys

- **Henn’s House**
  - **Head of House:** Mr Brad Evans
  - **Phone:** (08) 9377 9220
  - **House Mentors:**
    - Yr12: Mr G Foster
    - Yr11: Miss A Lang
    - Yr10: Ms L Truscott
    - Yr09: Mr S Davy
    - Yr08: Mr A Wildman
    - Yr07: Ms K Powell

- **Harper House**
  - **Head of House:** Mr G Swan
  - **Phone:** (08) 9377 9228
  - **House Mentors:**
    - Yr12: Mr G Hartley
    - Yr11: Mr A Derums
    - Yr10: Mr J Teo
    - Yr09: Mr B Hunt
    - Yr08: Mrs C Puddicombe
    - Yr07: Ms S Forward

- **Woodbridge House**
  - **Head of House:** Mr N Jones
  - **Phone:** (08) 9377 9270
  - **House Mentors:**
    - Yr12: Mr D Moss
    - Yr11: Ms A Roberts
    - Yr10: Mr C Dymock
    - Yr09: Ms C Reed
    - Yr08: Mr I Frame
    - Yr07: Mrs S MacDonald

- **Freeth House**
  - **Head of House:** Mr M Prosser
  - **Phone:** (08) 9377 9231
  - **House Mentors:**
    - Yr12: Ms L Felstead
    - Yr11: Mr C Naylor
    - Yr10: Mr R Higgins
    - Yr09: Mr A Handley
    - Yr08: Mrs J Diamond
    - Yr07: Mr A Cruzeot

- **Bennett House**
  - **Head of House:** Mrs D Chamberlain
  - **Phone:** (08) 9377 9271
  - **House Mentors:**
    - Yr12: Mr M Spicer
    - Yr11: Mr C Jordan
    - Yr10: Mr P Orriss
    - Yr09: Mrs K Hollaway
    - Yr08: Mr M Weston
    - Yr07: Ms M Delfos

6. **Boarding Organisation**

- **Sir Francis Burt Senior Hall of Residence**
  - **Head of Hall:** Mr M Holland
  - **Assistant Heads of Hall:**
    - Mr M Prosser
    - Mr D Gething
  - **Boarding Supervisors:**
    - Mr M Kendall
    - Mr C Garrett
    - Mr M Garrett
    - Mr D Lampard
    - Mr T Kendall
    - Mr T Roost
    - Mr C Henderson
    - Mr C McGivern

- **Graham Malcolm Junior Hall of Residence**
  - **Head of Hall:** Mr Lewis Jones
  - **Assistant Head of Hall:** Mr G Valentine
  - **Boarding Supervisors:**
    - Mr M Tonkin
    - Mr M Miolin
    - Ms S Lakin
    - Mr R Blackburn
    - Mr C Toop
    - Mr H Munday
    - Mr D Gray
7. Prefects

Scott McCagh (11Be) School Captain

Marcus Geary (11SG) School Vice Captain

Ben Adcock (11Sc) Tristan Dale (11St)

Iain Baker (11St) Albert Dean (11Ha)

Jorden Batorfi (11Fr) Jayden Elphick (11St)

Ashton Brown (11Sc) Callum Fraser (11Be)

Luke Button (11SG) Cady Harris (11Ha)

Aaron Coates (11Be) Alastair Cockman (11Ha)

Trent Collins (11He) Jackson Passeri (11St)