Braidwood Central School

Information Booklet

2011
At Braidwood Central School we instil in our students a sense of:

“Loyalty and Truth”

where

“Caring is Central”

as we strive for

“Our Personal Best Always”
Welcome to our School

On behalf of the Braidwood Central School Community, I would like to welcome new students and their families to our school. There are many aspects of school life that encourage parental and student participation. Please take every opportunity to be involved.

As a central school, Braidwood provides educational opportunities for students K-12. The school has an enrolment of 414 for 2010. Braidwood is the fifth oldest continually serving educational institution in NSW being founded in 1849.

The information in this folder will help you to gain an overview of how our school operates. If you have any uncertainties or concerns, please contact the school. If it is at all possible an answer to your concerns will be provided at the time of enquiry. Open and honest communication is an essential aspect of school life.

Most importantly, I would urge you to become an active member of our school community. Whether through volunteer work in the canteen, assisting in class or attending Parents & Citizens meetings your input is both welcomed and vital. Despite what they might say, students of every age appreciate in their hearts the interest and involvement of their parents.

Successful education in the new millennium requires a partnership between parents teachers and students. Our school community is like a family. We will not always agree but with understanding, conversation and good will there are few problems that we cannot overcome together.

The essence of our educational philosophy at Braidwood Central is summed up in our motto “Loyalty and Truth” and our mission statements: “Personal Best Always” and “Caring is Central”. In effect, staff at Braidwood Central strive to develop each child to their full potential in what they know and are able to do, as well as developing thoughtful, confident and caring citizens of the future.

Please accept a warm welcome and the sincere hope that you and your children will benefit from your association with Braidwood Central School.

Rod McClure
Principal
School Information

School Hours

<table>
<thead>
<tr>
<th>Grade</th>
<th>Days</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>K – 6</td>
<td>Monday – Friday</td>
<td>9.00 am to 3.10 pm</td>
</tr>
<tr>
<td>7 – 12</td>
<td>Monday – Friday</td>
<td>8.45 am to 3.10 pm</td>
</tr>
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</table>

School Terms 2011

<table>
<thead>
<tr>
<th>Term</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Monday 28th January 2011</td>
<td>Friday 8th April 2010</td>
</tr>
<tr>
<td>Term 2</td>
<td>Wednesday 27th April 2011</td>
<td>Friday 1 July 2011</td>
</tr>
<tr>
<td>Term 3</td>
<td>Monday 18th July 2011</td>
<td>Friday 23rd September 2011</td>
</tr>
<tr>
<td>Term 4</td>
<td>Monday 10th October 2011</td>
<td>Tuesday 20th December 2011</td>
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School Commencement 2011

<table>
<thead>
<tr>
<th>Grades</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years 1 - 5 and Years 7, 11 &amp; 12</td>
<td>Monday 31st January 2011</td>
</tr>
<tr>
<td>Kindergarten and Years 6 – 10</td>
<td>Tuesday 1st February 2011</td>
</tr>
</tbody>
</table>

The first days of Terms 1 & 2 and the last 2 days of Term 4 are Staff Development Days and therefore are pupil free days.

School Contact Details

Braidwood Central School
46 Wilson Street
Braidwood 2622

Phone: 02 4842 2249
Fax: 02 4842 2501

E-mail: braidwood-c.school@det.nsw.edu.au
Braidwood Central School Staff 2011

School Executive
Mr Rod McClure - Principal
Mr Peter Nielsen - Deputy Principal (Teaching and Learning)
Mrs Ro Richardson - Deputy Principal (Student Welfare)
Mrs Bronwyn Stanton - Head Teacher Science, Maths, Computing Studies (Relieving)
Ms Brenda Stewart - Head Teacher Secondary Studies, HSIE, PDHPE, Middle School
Mrs Vanessa Willetts - Head Teacher English, Music, Drama, Library
Mr Mick Wall - Head Teacher TAS, Visual Arts, Careers (Relieving)
Mrs Sarah McMurtrie - Assistant Principal Years K-6
Mrs Cassandra Lees - Assistant Principal K-6 (Relieving)
Mr Greg Clarke - Assistant Principal Years K-6

Primary Teaching Staff
Miss Kerrie Smith - Class Teacher - Deua (K)
Mrs Shelly Stanley - Class Teacher – Badja Swamp (Yrs K/1)
Mrs Cassandra Lees - Class Teacher – Frogs Hole (Yrs 1/2)
Mr Scott Upsall - Class Teacher – Clyde River (Yr 3)
Miss Laurel Clark - Class Teacher – Budawang (Yrs 4)
Mr Greg Clarke - Class Teacher - Monga (Yrs 5) & Sports Coordinator
Mr Ravin Reddy - Class Teacher - Gourock (Yrs 5/6)
Miss Sarah Levett. - Special Programs
Ms Lis Mertens - SLST, STLA

Secondary Teaching Staff
Ms Kelly Baumann - Food Technology, Visual Arts, DAT
Ms Dimity Borra - English, PDHPE
Mrs Jill Clarke - HSIE, English, DAT
Mr Wayne Fanning - Mathematics
Mr Michael Flakelar - TAS, PDHPE
Mrs Sheralee Fordham - English, Drama, Visual Arts
Mr James Gunderson - Mathematics, DAT
Mr Kevin Lang - Mathematics
Mrs Margaret Lang - Science, Distance Education
Mr Darran Lennon - HSIE, PDHPE
Ms Lisa Maddern - DAT, Hospitality, Visual Arts
Mr Rob Martin - Careers Adviser
Mr Jonathan Millar - Drama, English
Mrs Sue Murray - School Librarian (K-12)
Mr Peter Nielsen - HSIE
Mr Brian Oxley - HSIE
Ms Jo Parsons - Science (Relieving)
Mrs Ro Richardson - Science
Mr Damian Roberts - Industrial Technology, Construction, DAT
Ms Trish Sargeson - English
Mrs Bronwyn Stanton - Science
Ms Brenda Stewart - HSIE, Support Teacher Learning Assistance Coordinator
Mr Mick Wall - Agriculture, Primary Industries
Mr Ross Waples - Music
Ms Vanessa Willetts - English
Ms Alisa Williams - HSIE, Japanese, Computer Coordinator
Administration Staff
School Administration Manager:  
Mrs Maureen Faviell

School Administration Officers:  
Mr Richard Allen  
Mrs Linda Bunn  
Mrs Corinne Howard  
Ms Kirshly Jullienne  
Mrs Karen Riches  
Mrs Donna Wood

Technology Support:  
Mr Stuart Mollart  
Mr Dean Brydon

General Assistant:  
Mr Robert Jackson

Farm Assistant:  
Mr Dave Sargent

Support Staff
School Counsellor:  
Ms Lesley Adamson
School Learning Support Teachers:  
Mrs Jill Clarke  
Ms Lis Mertens

School Learning Support Officers:  
Mrs Deb Donaldson  
Mrs Elizabeth Crisp  
Mrs Sonia Turner  
Mrs Claire Shea  
Ms Emma Richardson  
Mr David Jones
Student Welfare

Student Welfare at Braidwood Central School encompasses everything the school community does to meet the personal, social and learning needs of students.

Braidwood Central School works in partnership with parents/caregivers and the wider school community to ensure that our students are happy, safe, independent, self disciplined, motivated, tolerant, positive and productive members of society.

Our students are supported and benefit from relationships and opportunities provided by:

- parents/caregivers and home environment
- school executive - Principal, Deputy Principals, Head Teachers and Assistant Principals
- class and subject teachers
- friends and peer groups
- support staff - Year Advisers, Supervisor of Girls, School Counsellor, Learning Support Team, School Administration Staff, regional and district personnel and Teachers’ Aides
- school representative groups such as SRC and P&C

The K-12 nature of our school enables us to build on these relationships and opportunities.

At Braidwood Central School the Primary-Secondary curriculum is a continuum, in terms of the understandings that staff bring to the present, past and future learning and welfare needs of their students. Staff optimise learning outcomes for students through the collegial and collaborative nature of planning, resourcing and implementing quality teaching/learning and welfare programs.

Staff are also able to develop common practices and procedures over time that result in consistent and common expectations for all members of the school community.

Braidwood Central School is compliant with all government policies and programs related to Student Welfare. These include but are not limited to:

- Student Welfare Policy
- Student Discipline in Government Schools
- Safe and Happy Schools
- Anti Bullying
- Suspension Policy
- Gifted and Talented Students
- Healthy Canteen Policy
- School Uniform Policy
- Excursion Policy
- Sun Safe Policy
- Asthma Friendly Schools
- Sustainable Schools

These and other policies are available for on the DET website http://www.schools.nsw.edu.au/

Each year BCS develops specific programs to address various welfare issues as an ongoing educational process. This enables us to respond to emerging needs and to change behaviours and practices. Curriculum areas in PDHPE, Science, English, Drama and HSIE provide many opportunities to address the full range of welfare issues. Extra-curricula programs and events also play a role in student welfare. For example in the last few years the bullying issue has been addressed by T.A.G. (Talk-Act-Go), a system to report concerns, participation in the Speak Out
Against Bullying initiative, and visiting school performances, such as “Bye Bye Bully” and “Excuse Me, I was Here First”.

Our relatively small size means that we know our students and so mediation, counselling as well as working with parents and caregivers also play major roles in student welfare.

Student participation, progress and achievement are closely monitored in a number of forums. The executive staff meet weekly and have the opportunity to review the whole school community and school programs. Primary and Secondary staff meet regularly and discuss student welfare issues and decide on focus areas that need attention or identify welfare needs of particular students that need addressing. The Deputy Principal (Welfare) and the six year Advisers and Primary class teachers form a welfare team to track student welfare issues across all classes to ensure that students’ needs are optimally met.

Positive and proactive behaviours are seen to be the norm. Every student has the right to learn and every teacher the right to teach. Everyone in the school community has the right to feel safe and happy. The responsibilities that go with these rights are stressed to all school community members.

Positive behaviours that reflect these rights and responsibilities are recognised, encouraged and affirmed by various strategies. These include merit cards, special awards, letters home, celebrations and reward time.

Negative behaviours can be seen as a learning experience for the student involved. Interactions with the class teacher, subject teacher, Year Adviser or Girls’ Supervisor normally identify the problem and a solution is negotiated.

If this fails to occur the Head Teacher or Assistant Principal becomes involved and a specific behaviour management plan is put in place. At this stage, depending on the nature of the behaviour, parents/caregivers may be notified. Wherever possible the student himself/herself is encouraged to change the behaviour or response to a particular situation with the support of caring adults. The executive teacher monitors the student during this phase.

In serious cases involving student aggression or continued disobedience the student is referred to the Deputy Principal. Parents/caregivers are notified and involved at this point. Individual behaviour management plans are put in place and closely monitored. Support personnel such as School Counsellor may also be involved.

Violent behaviour and persistent disobedience is referred directly to the Principal. State-wide guidelines then apply that may lead to suspension or expulsion.

Students at BCS learn in a caring and supportive environment to take responsibility for their own behaviour. We are ideally situated in our K-12 context to foster this attribute over a number of years. Our welfare practices enable us to build on expectations gradually and consistently. Students who come to BCS during their schooling also benefit from this approach as we take into account their prior experiences and learning.

The BCS community is thus able to share a common ethos of Student Welfare that is summed up in the school motto: “Loyalty and Truth” and two mutually supporting mission statements: “Personal Best Always” and “Caring is Central”.

6
BCS Charter for the Welfare of its School Community

At Braidwood Central School:

- Each individual student is given opportunities to excel at his or her own rate in a safe and caring environment.
- Staff members are seen as educators, mentors, role models and support for students and fulfil these roles to the best of their ability.
- Students shall respect the members of their school community including staff, other students, themselves and members of our local community.
- Students shall respect the property and environment of the school and of other students as well as the property and environment of the wider Braidwood community.

Student Welfare Team 2011

Mrs Ro Richardson - Deputy Principal Student Welfare K-12
Mr Peter Nielsen - Deputy Principal Teaching and Learning 7-12
Ms Lesley Adamson - School Counsellor
Mrs Brenda Stewart - Supervisor of Girls (Secondary)
Mrs Sarah McMurtrie - Integration Coordinator

Primary Team

Miss Kerrie Smith - Class Teacher - Deua (K)
Mrs Shelley Stanley - Class Teacher - Badja Swamp (Yrs K/1)
Mrs Cassandra Lees - Class Teacher - Frogs Hole (Yrs 1/2)
Mr Scott Upsall - Class Teacher - Clyde River (Yr 3)
Miss Laurel Clark - Class Teacher - Budawang (Yr 4)
Mr Greg Clarke - Class Teacher - Monga (Yr 5), Sports Coordinator
Mr Ravin Reddy - Class Teacher - Gourock (Yrs 5/6)
Miss Sarah Levett - Special Programs
Ms Lis Mertens - STLA

Secondary Team

Mrs Jill Clarke - Year 7 Adviser 2011
Mr Jonathan Miller - Year 8 Adviser 2011
Ms Alisa Williams - Year 9 Adviser 2011
Mrs Vanessa Willetts - Year 10 Adviser 2011
Mrs. Bronwyn Stanton - Year 11 Adviser 2011
Mr Michael Wall - Year 12 Adviser 2011

Learning Support Team

Mrs Sarah McMurtrie - Integration Coordinator
Mrs Ro Richardson - Deputy Principal Welfare
Ms Lis Mertens - SLST Primary/STLA Primary
Mrs Jill Clarke - SLST Secondary
Ms Brenda Stewart - STLA Secondary
Ms Lesley Adamson - School Counsellor
Parent Enquiry Procedures
As parents we want the very best for our children. What exactly is “the best” of course differs greatly from one parent to the next but basically we all want our children to be successful and happy—and to feel secure in all aspects of their lives.

During their school years, the home and school occupy the greatest part of a child’s time - and carry the greatest influence on their development into adulthood. Obviously, the more harmony there is between home and school, the greater will be the chances of achievement and fulfillment.

At our school we acknowledge that at times, parents have concerns about their child’s education. Issues or concerns that you as parents have regarding your child’s education are most effectively dealt with if they are raised in the following ways:

- Any concerns regarding your child’s school life should be directed in the first instance to either the Principal or Deputy Principals who are located in the Administration building at the front of the school
- Matters involving allegations of child abuse, inappropriate behaviour by staff towards a student or parent, violence against a student, drug related matters or any matter likely to lead to criminal charges or involving legal action should be referred directly to the Principal.
- Educational matters should be raised directly with Mr Peter Neilsen, Deputy Principal Teaching and Learning, who will then refer the matter to the most appropriate personnel.
- More general personal and welfare matters such as concerns regarding student, parent or staff relationships and interactions or medical matters should be raised directly with Mrs Ro Richardson, Deputy Principal Student Welfare who will then refer the matter to the most appropriate member of the student welfare team.
- General school matters such as the timing of sports days or special events should be raised with the organising teacher or the school office.

Student Discipline in NSW Government Schools
The code of practice at Braidwood Central School that is outlined in the previous pages, puts into our school context, and complies with, the following core rules of student discipline in NSW government schools.

All students in NSW government schools are expected to:
- Attend every school day, unless they are legally excused, and be in class on time and prepared to learn.
- Maintain a neat appearance, including adhering to the requirements of the school’s uniform or dress code policy.
- Behave safely, considerately and responsibly, including when travelling to and from school
- Show respect at all times for teachers and other school staff and helpers, including following class rules, speaking courteously and cooperating with instructions and learning activities.
- Treat one another with dignity and respect
- Care for property belonging to themselves, the school and others.
Positive Behaviour for Success
In 2009 Braidwood Central School embarked on the long term process of implementation of the program. BCS is the first Central School in NSW to implement the program. The program aims at creating a school positive culture. It is a five year process beginning with researching areas in the playground where behaviour maybe less than positive, developing a matrix of expected behaviours, and teaching students and the whole school community the expectations. The program has been implemented in many schools across the world, and has impressive researched based data showing improved school culture, reduced bullying and anti social behaviour.

What is PBS?
PBS “Positive Behaviour for Success” is the DET ISER program designed to implement the internationally acknowledged PBIS in our regional schools. PBIS (Positive Behavioural Interventions and Supports) is a process for creating safer and more effective schools. PBIS is a systems approach to enhancing the capacity of schools to educate all children by developing research-based, school wide, and classroom discipline systems. The process focuses on improving a school’s ability to teach and support positive behaviour for all students. Rather than a prescribed program, PBIS provides systems for schools to design, implement, and evaluate effective school-wide, classroom, non-classroom, and student specific discipline plans. PBIS includes school-wide procedures and processes intended for:

- **ALL** students, **ALL** staff and in **ALL** settings
- Non-classroom settings within the school environment
- Individual classrooms and teachers, and
- Individual student supports for the estimated 3-7% of students who present the most challenging behaviours.

PBIS is not a program or a curriculum.

*It is* a team-based process for systemic problem solving, planning, and evaluation. It is an approach to creating an environment within which school-based teams of educators are trained:

- Systems change
- Effective behaviour management principles and practices; and
- Applications of research-validated instruction and management practices.

- At this point the PBS team has created a set of values – STAR: Support, Tolerance, Attitude (positive) and Respect. We have created a mission statement and a matrix, which lists the expected behaviours in areas outside the classroom.

If you want further information on the program please contact Ms Stewart (PBS Coordinator).
**Anti Bullying Policy**

The NSW Department of Education and Training is committed to having schools free from all types of bullying.

Bullying is any deliberate action that leads a person to feel frightened or unhappy. It includes physical assaults, threats, name calling, emotional taunts, sexual and racial taunts, rude gestures, inappropriate use of text messaging, inappropriate use of recording and photographing devices associated with mobile phones.

Bullying is bad for both the bully and the victim. Victims suffer from poor self-esteem and low self-confidence. Research tells us that bullies have difficulty in communicating with and relating to their peers and will likely end up with a range of social problems when they leave school.

At Braidwood Central School we implement this policy by encouraging tolerance, respect acceptance of difference in others and good citizenship.

Our code of conduct states that:
- everyone in the school community has a right to be safe and happy
- students have a right to learn and teachers have a right to teach

Our motto of Loyalty and Truth and our supporting mission statements of “Personal Best Always” and “Caring is Central” underpin this code.

What can students do to stop bullying?
- Respect everyone’s right to be safe and happy
- Be friendly and assertive not aggressive
- Report any bullying to a teacher
- Encourage others to be friends – not bullies
Anti Bullying Plan

Because of the nature of our school, bullying incidents are handled according to each particular situation and, in most cases, informally.

- Both the bully and the victims are always counselled, apologies made and the incident recorded.

- In more serious cases the matter is referred to the Deputy Principal and parents of the parties involved are contacted. The bully is given an appropriate consequence that may involve playground isolation or in school isolation depending on the nature of the bullying. Counselling for both parties occurs.

- If the bullying persists or is of a very serious nature the matter is referred to the Principal for action. Physical assault that results in injury or aggressive behaviour that threatens the safety of any member of the school community will always result in immediate suspension.

- In our K-12 context we are able to integrate special programs into our curriculum that address particular issues that are often associated with bullying. Examples include Speak Out Against Bullying, Multicultural Excursions, exchange visits with other schools, and special performances by outside drama groups.

- At BCS there is also an appointed Grievance Officer who has undergone training to
  - provide support
  - assist students
  - direct formal complaints to the Principal.

At BCS, Ms Sargeson is the contact officer. However, Year Advisers, the Girls’ Supervisor, and any staff member with whom children or parents feel comfortable may also be approached.

When a student makes a formal complaint there are certain steps that schools must follow.

Most will be handled informally but all will be:
- handled sensitively
- kept confidential
- resolved as quickly as possible.

How can parents support the Anti Bullying Plan?

- Talk to your children about the correct sorts of social behaviour
- Encourage your children to report any instance of bullying.
- Support the school in any counselling sessions or parent contact.
- Encourage children to settle disputes and disagreements without violence or irrational behaviour
- Contact the school if your child reports bullying to you.
Braidwood Central School’s staff encourage parents to become involved in school activities for the benefit of their children.

**Parents’ and Citizens’ Association**
The P&C plays an important role at Braidwood Central School. The Association meets in the Library at 7.30 pm on the third and eighth Wednesdays of each term. Fundraising activities are planned and educational matters discussed. The P&C provides valuable resources for the school that greatly enhance the learning environment. Your participation is most appreciated by the staff and the students.

The Annual General Meeting occurs in March each year.

**Assisting in School Activities**
Parents are invited to participate in many school activities. Some of the activities for which parental assistance is sought are:

- assisting in classrooms with reading, maths, art or writing
- transporting children to and from school activities
- assisting with covering of books
- providing expertise and knowledge in lessons
- participating in school committees/selection panels.

The school greatly appreciates the help given by parents and hope that you will be able to assist in some way.

**Invitation to Visit the School**
You are always welcome at your school. Please visit us for all our special occasions, but also feel free to arrange a visit at any time for any purpose. The interest you show in your child’s school is reflected in your child’s attitude to it.

**School Website**
Braidwood Central School has a presence on the web. The school’s website can be found at [http://www.braidwood-c.schools.nsw.edu.au/](http://www.braidwood-c.schools.nsw.edu.au/)

The site is being developed by students in Information Technology classes, and is updated regularly. The most recent school newsletter is always available for download from the website.
School Operation

Reporting to Parents
Students’ reports provide parents with an overview of academic achievement, social and physical progress, and personal development in the school setting. Two formal reports are sent home: one during Term 2 and one during Term 4.

There are formal opportunities for parents to visit the school and discuss student progress with teachers. Parent interviews are scheduled for the end of Term 1 and the beginning of Term 3 for K – Y12. The arrangements for these interviews are widely advertised in the weekly newsletter.

Parent/teacher interviews are the most effective method for parents to obtain information about their children’s progress. These can be arranged at any time through the year. It would be appreciated when seeking an interview if you contact the school and arrange a time that is mutually convenient to you and your child’s teacher.

External Exams
There are mandatory state wide exams. These are:
- National Assessment Program in Spelling, Grammar, Punctuation, Writing, Reading and Numeracy for students in Years 3, 5, 7 and 9 (May)
- School Certificate for students in Year 10 (November)
- Higher School Certificate for students in Year 12 (October -November).

Students may also choose to participate in exam-style competitions in English, Maths, Science and HSIE.

Excursions
Excursions are valuable in that they supplement the learning taking place in the classroom, by providing students with the opportunity to see and experience at first hand, places, events and objects which are being studied. They provide valuable learning experiences for all students from Kindergarten to Year 12.

Parent permission is required for all excursions. A permission note will be attached to information concerning the proposed excursion that is usually forwarded in the weekly newsletter.

Overnight excursions also require medical information and contact numbers, at least one week before the excursion.

Support Personnel
The school receives the services of various support personnel that assist with the education of its students. Parents will be kept informed if their child requires to be supported by these officers. These include the School Counsellor, Home School Liaison Officer and various Itinerant teachers for children with special needs.
**Schedule of School Fees**

General School Fees are payable by all students and cover all mandatory subjects.

In Years 9-12 students pay elective fees in some subjects. These subjects are listed in the table below. Students also cover the cost of their projects/jobs or bring in their ingredients.

The General School Fee is subject to a discount of $5.00 per student if the full fee is paid before the end of the first term.

Hire fees cover deposits for text books for all new secondary students and for equipment required in Hospitality.

<table>
<thead>
<tr>
<th>General School Fee</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Kinder – Year 6</td>
<td>$ 40.00</td>
</tr>
<tr>
<td>Years 7 &amp; 8</td>
<td>$ 110.00</td>
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<tr>
<td>Year 9</td>
<td>$ 80.00</td>
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<tr>
<td>Year 10</td>
<td>$ 80.00</td>
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<tr>
<td>Year 11</td>
<td>$ 105.00</td>
</tr>
<tr>
<td>Year 12</td>
<td>$ 105.00</td>
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**Elective Subject Fees**

<table>
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<tr>
<th>Elective Subject</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>9-12 Food Technology</td>
<td>$ 30.00</td>
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<tr>
<td>9-12 Design and Technology</td>
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</tr>
<tr>
<td>9-12 Agriculture</td>
<td>$ 25.00</td>
</tr>
<tr>
<td>9-12 Industrial Technology</td>
<td>$ 30.00</td>
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<tr>
<td>9-12 Visual Arts</td>
<td>$ 30.00</td>
</tr>
<tr>
<td>11/12 Construction</td>
<td>$ 25.00</td>
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<tr>
<td>11/12 Hospitality</td>
<td>$ 35.00</td>
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<tr>
<td>11/12 Primary Industries</td>
<td>$ 25.00</td>
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<tr>
<td>11/12 Information Technology</td>
<td>$ 25.00</td>
</tr>
<tr>
<td>Text book hire for Year 7 and new</td>
<td>$ 20.00</td>
</tr>
<tr>
<td>Discount if paid by end of term 1</td>
<td>$ 5.00</td>
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Financial Matters

Voluntary School Contributions
School fees are set each year and published in the school newsletter early in the year. Textbooks and equipment are purchased from these fees for students use. It would be appreciated if these fees are paid on receipt of information.

Parents are reminded that secondary elective fees are compulsory and if not paid by the beginning of Term 2, students will be requested to change their elective.

Banking
The local Bendigo Bank provides an opportunity for students to bank regularly. Students should bring their bank books and deposits to school each Tuesday. Bendigo Bank staff collect and return the bank books.

Returning Money to School
Please ensure that any monies are forwarded to the school in a sealed envelope with your child's name, class, amount of money and purpose.

Student Assistance Scheme
The school receives each year a small grant to provide assistance to any student whose family is experiencing financial difficulty. These funds are available to assist with equipment, excursions, uniforms and elective subject fees but not the general contribution.

Please contact the Principal, in writing, if assistance is required.
General Information

Communications from the School
During the school year you will receive a weekly newsletter. These will be sent home on Mondays with the youngest child in each family, except for Year 11 and 12 students, who receive their own copy. The newsletter will keep you informed of forthcoming events, dates and school news. At times it may be necessary to send supplementary notes home. You can also have the newsletter emailed to you. Contact the school office to arrange this.

Permission notes for excursions, events and performances will be incorporated in the newsletter. The school encourages students to give all written communications to parents promptly. It would be appreciated if you would check with your child to see if they have a note/information for you. This will assist in ensuring that children get into the habit of passing on notes promptly. If a student is absent when newsletters are issued, they can be collected from the school office.

Informing the School
It will be greatly appreciated if parents contact the school if any of the following occur:
- absence from school. Regular attendance is essential; a note must be sent to school outlining the reason for the absence, when the student returns to the school. If a long absence is anticipated please let the school know as soon as possible
- your child travels on a bus but you wish to pick them up at school on certain days. Please inform the bus driver about the change to normal routine
- there is any change to the way your child travels to or from school
- your child is to go home with someone else
- you wish your child to come home for lunch. The school will issue a lunch pass
- your child is moving schools. Please inform the school in writing. We can assist by issuing a transfer certificate
- your child has or develops an allergy, a medical condition or requires medication.

Contacting the School
Parents are encouraged to make contact with the school whenever the need arises. Please make contact in the first instance with the office. If necessary, a mutually convenient time for an appointment can be arranged with the appropriate staff member.

Leaving School Grounds
Students are not permitted to leave the school ground unless they have a permission note from parents. Out of town parents who wish their child to do a task at the shops will need to send a note for each occurrence. Reasons given for issuing pass outs must be acceptable to the school. Pass-outs are for genuine reasons such as doctor’s appointment. A pass-out sheet in the Deputy's office must be signed on leaving and returning to school.

Lunch Passes
Lunch passes are issued at parental request for students who go home for lunch. These do not entitle students to go elsewhere during lunchtime. Students are asked to sign the pass out sheet in the Deputy's office on leaving and returning to school.
Late to School
Students who arrive late must report to the front office to be issued with a late note. It is hoped that late arrivals by students are not common. Development of habits, such as punctuality, are important parts of the school's role in equipping students for later life and for their chosen career.

Mobile Phones
Parents may contact their child in an emergency by ringing the school office. A message is then conveyed to the child or, if required, he/she is brought to the telephone to speak.

For a variety of reasons students may need to bring a mobile phone to school. The Department of Education and Training requires these phones to be registered at the school.

This is done as follows:
- A note from the parent/caregiver stating the reason why the mobile phone is required as well as the mobile phone number is given to the Deputy Principal.
- The phone is to be used in an appropriate manner that complies with the Telecommunications Act.
- The phone is then registered and an authorisation card issued to the student.

The mobile phone must also be used in accordance with school policy, which is:
- The phone must be kept on the student’s person.
- The phone must be out of sight and be switched off in class time.
- The student is to produce the authorisation card on request by a staff member.
- The phone is not to be used in any way that violates the privacy of any member of the school community or in any way that bullies, threatens or harasses any member of the school community.

This requirement applies to all students K-12.

Scripture
Lessons are held each Friday in the Primary Department. All classes are combined—not separate Catholic and Protestant.

Please inform the class teacher at the beginning of the year if you do not wish your son/daughter/ward to attend scripture.

Canteen
The school has a Canteen run by the P&C. It aims to supply nutritious meals at a reasonable cost. Volunteer workers operate the canteen 5 days a week for recess and lunch.

- Lunch orders are taken in the front office prior to 8.50 am or at the Canteen by 11 am. Orders are to be written on a paper bag – recycled bags are acceptable. Make sure your child’s class and name are clearly written on the bag.
- A menu is available from the Canteen or school office.
- Help is always welcome and essential. Roster duty is from 9:30 am to 2 pm. Please contact our manager Susan Crisp on 48422251 in Canteen hours.
- A uniform pool is situated in the Canteen and is available at any time the Canteen is open.
Health

Community Health
Health workers visit the school at various times to see the students with regards to health or dental issues. These visits are publicised in the school newsletter.

Illness at School
Students who become sick during the day will be cared for in the sick bay. In cases where serious injury has occurred or a medical opinion is needed the ambulance will be called. The school pays annually for ambulance services. (Contact the school for our group contributor number). Should students need to go home, parents will be contacted by phone.

If your child is unwell please keep them at home - the school is not a place for a sick child.

Immunisation
Children starting school in Kindergarten must present an Immunisation Certificate at the time of school enrolment. This is now a requirement of the NSW Public Health Act. Further details can be obtained from either the school or NSW Health.

Community Health conducts immunization programs at school. Details of these programs will be outlined in the newsletter with written permission required before any immunisation can take place.

Infectious Diseases
If your child gets any of the common infectious diseases, let the school know and make sure they are fully recovered before returning to school. Periods of exclusions from school are listed. A note from parents explaining any absences should be sent to school on the day your child returns to school.

Parents often enquire as to how long their child needs to be excluded from school due to certain illnesses. Common diseases of childhood are listed below, together with their symptoms and signs, as well as the period of time the child should be kept at home.

Chicken pox
Few symptoms, usually only a small upset. Pink spots may appear over the body. They may be so few as to escape notice. Exclusion from school is necessary for 5 days after the first spots appear.

Measles
Fever, sneezing, running from the nose and watering of eyes. Rash appears after 4 days, starting on the forehead and working its way down. Isolate the child immediately. Exclude from school for 5 days.

Mumps
General upset. Swelling and soreness in glands. Exclusion from school is necessary until the child has fully recovered (this should be not less than one week after the appearance of the swelling.)

Rubella (German measles)
Headache, sore throat and fever. Small pink spots may be noticed on the face and then spreading over the body. Exclude from school until fully recovered (this should be not less than 6 days after the appearance of the rash).
Whooping cough (Pertussis)
Starts with a normal cold leading on to the characteristic dry "whoop" style cough. Exclude from school for 3 weeks unless the child has been given the appropriate antibiotic treatment. In this case the child may only need to be excluded from school for a minimum of 5 days.

Acute conjunctivitis
Redness of the eyes followed by a discharge. Exclude child from school until discharge has ceased.

Glandular fever
It is not necessary to keep your child away from school, but some children are too sick to attend school.

Infectious hepatitis
The child must be excluded from school until fully recovered, or for at least one week from the first signs of jaundice.

Head lice (Pediculous)
Itchy scalp. Nits (eggs) look like tiny white specks stuck to the hair. Treat with a special shampoo and use a fine toothed comb to dislodge the eggs. Exclude from school until treated.

Impetigo (School Sores)
Starts with small red sores which enlarge to become blisters. These generally become pus-filled and crusted. Tenderness and swelling of the glands may occur. See your doctor. If the sores have a clean dressing and are properly covered, your child may attend school.

Ringworm
A red scaly patch may form on the scalp or body. They form in a round or oval shape. Exclusion from school until appropriate treatment has begun.

Scabies
When this condition is diagnosed by a doctor, please exclude your child from school until appropriate treatment has begun.
Transport

Buses
Many students travel to and from school by bus. It is important that the student knows what bus they will be travelling on and the name of the bus driver, before starting school.

Contacting the bus driver before enrolment day will be most helpful. All students who live more than 1.6 km from school are eligible for free bus travel. The appropriate form must be filled in. This form will be available on enrolment day. It is also safe practice to be at the bus stop to collect your child if at all possible.

Please ensure that both your child and yourself understand the code of conduct when travelling on a school bus. Failure to abide by the code can lead to suspension of bus travel.

Private Conveyance
Parents conveying children more than 1.6 km to the nearest bus stop or school are entitled to private vehicle conveyance subsidy. This form can be obtained from the school and should also be completed on enrolling.

Travel Concessions
For students over the age of 16 years, Travel Concession Cards are available. Please contact the office for further information.

Bicycle Safety
Because a bicycle is regarded as a vehicle and not a toy, children should not ride their bike to school unless:

- they have a thorough knowledge of road rules and are able to apply then when riding.
- they are able to react quickly to dangerous situations (i.e. advanced riding skills needed).
- they wear a safety approved helmet in compliance with NSW law.

The NSW Police Department recommends that children under the age of 9 should not ride on the road. Teachers at BCS endorse that recommendation on the strength that children under that age have not developed the skills necessary for safe riding on the road.
The Kindergarten Year
This is a year of great adjustment for your child. Becoming a member of a large group, rather than being one of two or three at home can present difficulties to some children. Children can become very tired when they are in a new environment for five days a week. They all need to learn to cope with the necessary rules for living in the classroom and in the playground.

All children need the help and support of their parents to make this adjustment. Your role is vital—provide your child with praise, encouragement and patience. These all help to ease the transition to school.

Remember, each individual child comes to school at varying stages of readiness for learning. While some are ready for formal learning during the kindergarten year, others may take longer. Each child must be given time to mature socially, emotionally, physically and intellectually. Forcing a child to attempt formal work before it has “meaning” to them (sometimes called “readiness” stage) can reduce self-confidence, increase stress, affect social skills and possibly inhibit later learning.

Be Ready for School
Does your child:

- know his or her name, address and telephone number well enough to repeat them if necessary?
- know the safest way to and from school or the bus stop?
- always have a handkerchief or tissues and know how to use them?
- know that hands should be washed before eating and after visiting the toilet?
- know how to use and flush the toilet without assistance?
- put away playthings and materials after using them?
- take off and put on outer clothing without help?

Assisting the School
Do you:

- talk to your child about school in an encouraging, positive way?
- teach your child how to put on and do up shoes and sandals?
- label CLEARLY with FULL NAME, all possessions your child will bring to school e.g. raincoat, hat, jacket, jumper, bag, case, drink bottle, lunch box etc. Use these items regularly before your child commences school so that they are familiar with opening/closing etc.?
- send your child to school on time each day?
- talk to your child’s teacher if you have any concerns at all?

Please talk to your child’s teacher if you have any concerns.
Curriculum Years K-6
Braidwood Central School follows the NSW Department of Education and Training Syllabus in the Key Learning Areas of:
- English
- Mathematics
- Science and Technology
- Human Society and Its Environment
- Personal Development/Health/Physical Education
- Creative and Performing Arts
- LOTE Language Other Than English
- Sport

Reporting to Parents
There will be a range of reporting procedures throughout the year.
Two formal reports are sent home during Term 2 and Term 4. Parent interviews are scheduled for the end of Term 1 and Term 3. The arrangements for these are advertised in the newsletter.
Of course, staff are very happy to discuss your child’s progress at any stage. Please contact the school to organise an interview.

Equipment Required
Generally the school provides exercise books, text books, readers, and basic art and craft materials. It is helpful if students can bring some of their own equipment, especially in the older classes where we are endeavouring to encourage independence and responsibility.

Please ensure all larger items are labelled.

**Early Stage 1 (Kindergarten)**
Paint shirt, small pillow or cushion

**Stage 1 (Year 1 and 2 students)**
Paint shirt, (coloured pencils/textas are optional—coloured pencils are provided but sometimes students like to have their own for special activities).

Both Early Stage 1 and Stage 1 classes provide all writing equipment needed.

**Stage 2 (Year 3 and 4 students)**
All Year 3 and 4 students need the basic toolkit outlined, and a paint shirt.

**Stage 3 (Year 5 and 6 students)**
All Year 5 and 6 students need the basic toolkit outlined, along with a dictionary (an old one is fine). A paint shirt would certainly be worthwhile in these classes too. A homework diary is provided.

It is preferred that books issued to students are covered (some are covered in class), as they do seem to stay in a much better condition.

We hope that this list encourages students’ daily organisational skills.
**Homework**
Homework is given to reinforce the work done within the class. We would like to encourage your child to complete his/her homework with it becoming part of a daily routine.

An important aspect of homework is home reading. Readers are provided in Early Stage 1, Stage 1 and 2 classes, and are available for older students as required.

Staff outline their homework expectations in student diaries or homework books. This may vary if a special event occurs, or at the start and finish of a term. If you ever feel that the homework your child is given is taking too much of their time, please discuss this with their teacher. We certainly do not want it to become onerous to your child or you.

**Toolkit - Stage 2 and 3**
- Lead pencil
- Sharpener
- Eraser
- Blue pen
- Red pen
- Ruler
- Coloured pencils/textas
- Glue stick
- Scissors
# Curriculum 7-12

Braidwood Central School offers a very broad Curriculum catering for individual needs of students. Students can choose academic or vocational pathways. Students have the opportunity to be accelerated or remediated where needed.

## Years 7 & 8
- English
- Science
- PD/H/PE – Personal Development/Health/Physical Education
- TAS – Technology & Applied Studies (Ag, Industrial Tech & Food Tech)
- Mathematics
- HSIE- History & Geography
- CAPA – Creative & Performing Arts (Music & Visual Arts - Drama via English syllabus)
- LOTE (Japanese)
- Sport

## Years 9 & 10
- English
- Mathematics
- Science
- HSIE
- PD/H/PR
- Sport

Plus 3 Electives from the following
- Commerce
- Dance
- Design & Technology
- Drama
- Physical Activity & Sports Studies
- Food Technology
- Industrial Technology
- Information & Software Technology
- Music
- Visual Arts
- Work Education
- Industrial Technology

## Years 11 & 12
- English (Standard or Advanced)

Plus at least 10 more Units (5 subjects)
- Agriculture
- Biology
- Chemistry
- Computer Studies
- Drama
- Economics
- Geography
- Industrial Technology
- Mathematics General or Mathematics
- Modern History
- PD/H/PE
- Physics
- Visual Arts
- Ancient History
- Business Studies
- Construction (VET)
- Design & Technology
- Earth & Environmental Science
- Food Technology
- Hospitality (VET)
- Legal Studies
- Extension 1 & 2 Maths
- Music
- Primary Industries (VET)
- Society & Culture
- Extension 1 & 2 English
Secondary Book and Equipment Requirements

During term 4 of each year and at the commencement of the following school year parents will receive a recommended list of equipment for each class/year.

Students from Year 5 to Year 12 are issued with a school diary.

Please ensure that each student has a complete ‘toolbox’.

**Student Tool Box**
- black, red and blue pen
- glue stick
- eraser
- at least one HB pencil
- plastic/wooden ruler (not metal)
- pencil sharpener
- highlighter pen
- pencil case/container for the above
- appropriate books/folders for day’s lessons
Catering for Gifted & Talented Students

Braidwood Central School is committed to the education of its gifted & talented students and strives to provide an education environment that enables and encourages highly able students to develop to their full potential. This we do through producing qualitatively different programs of learning that meet the intellectual, psychological and social needs of gifted students.

In meeting the needs of our gifted & talented students, our goals are:

- To provide for the mastery of basic skills in English and Mathematics at a pace and depth appropriate to the capacities of able learners.
- To develop high-level written and oral skills.
- To develop and apply sophisticated research skills and methods.
- To provide an environment that encourages divergent thinking and the development of originality, fluency, flexibility and elaboration.
- To promote a multi-disciplinary approach to studies that adequately caters for the learning styles of able students.
- To promote critical thinking and reasoning abilities, such as inference, deductive and inductive reasoning, analogies and evaluation of arguments.
- To provide a social environment that is conducive to the development of compatible relationships and a favourable learning environment.
- To develop self-understanding and provide support for able students.
- To provide enrichment that is tailored to the needs of able students and suited to their interests, expanding their knowledge base.
- To provide appropriate opportunities for small-group discussions with students of like ability and for independent investigations.
- To recognise that students have strengths in areas other than academic performance.

Program strategies that we follow in order to reach our goals include:

- Broad curriculum offering that provides a variety of pathways to the SC, HSC and beyond.
- Differentiated curriculum that appropriately challenges students and maximises full potential.
- Opportunities for accelerated progression.
- Teaching and learning strategies that are based on the NSW Quality Teaching Model.
- In-house focus groups and activity days. (Maths days, Science days, Principal’s Public Speaking Award, School Musical).
- Pathways to regional activities and events. (Southern Stars, Writers Cramp, Public Speaking & Debating).
- External competitions and programs (GERRIC programs for G&T students, University of NSW competitions).
- Nomination and placement based on thorough assessment and evaluation. Teachers, parents and students all have provisions for nominating students into gifted & talented programs.
Co-Curricular Opportunities

Braidwood Central School believes in the importance of delivering a balanced educational offering to all our students. To achieve this we give students the chance to participate in many co-curricular opportunities.

**Sporting**
- Athletics Carnivals
- Swimming Carnivals
- Zone carnivals
- League competitions
- Soccer competitions
- Kanga Cup
- Statewide competitions in Cricket, Touch, Netball, Bowls etc

**Cultural**
- Dance Events
- Music Events
- Drama Events
- Music/Drama Production
- Chess Competitions
- Southern Stars Ensemble
- Involvement in Heritage Days and Parades

**Student Centred**
- Work Experience and Work Placement
- Study evenings
- Music Tutoring/Training:
  - Local teacher
  - Community members
  - External providers from Batemans Bay and Goulburn Conservatorium
- Peer Tutoring Scheme
- Reading/Literacy Program
- World Skills/(Voc Ed area)
- Exchange Programs
- Business Week
- Riverlea
- Regular Assemblies – student participation and leadership
- Maths Days
- Science Days
- HSC Enrichment Days
- Healthy Nutrition Days
- Jump Rope for Heart
- Careers Market
- Leadership Camps
- Steer Exhibiting – Dubbo, Canberra and Sydney
- Writers Camps
- Braidwood Show participation
- University Open days
- NSW Parliament Leadership Program
- Defence Forces Visits

**Community Based**
- Hospital/Narbethong Visits
- Easter Fun Day
- Adult Education use of school facilities, including:
  - Technics workshop
  - Food Tech room
- ‘Riverlea’ (school farm)
- OOSH - Out of School Hours care
- School Hall - Judo, public meetings etc.
- Café Central
- Kindergarten visits
- Choir activities
- Involvement in community events and festivals e.g. Quilt Event, Two Fires

**Social/Educational**
- Debutante Ball
- School Dances
- Construction – building of boat
- Metal work sculptures
- Quilt Event Catering
- Voc Ed-Catering at shows, Construction in community
- Day trips
- Overnight Excursions
- Green Card
- First Aid
- Driver Education

**KLA Competitions**
Many KLAs offer external competitions. This gives students opportunity to compete with students across the state e.g. Maths, English, Science, Computer, Writing, Spelling etc.
School Uniform and General Standards of Dress

The community expects the school to insist on sensible standards of clothing, good grooming and personal cleanliness and the Department of School Education requires students to conform to acceptable standards of dress. The wearing of the school uniform makes a valuable contribution towards fulfilling these expectations and requirements. School uniform fosters pride in the school, assists in the development and the maintenance of tone and good conduct, and reduces undesirable distinctions based on family circumstances to a minimum.

By providing identification school uniform also helps to increase security for students travelling to and from school. Students should understand that personal neatness, appearance, presentation and self-discipline are important learning experiences for all students who will one day enter the workplace where such attributes are highly valued.

Policy
The Department of School Education supports the wearing of school uniform. It is the policy of Braidwood Central School and a condition of enrolment that all students wear correct school uniform. Details of the school uniform and school sports uniform follow.

Please Note:
- Clothes with slogans, pictures, advertising etc. are forbidden at all times. They are not to be worn at sport or in class.

- Sporting uniform is only permitted in class on the appropriate sports day.

- Students are not to wear ornaments (rings, earrings, nose rings, bangles etc.) to school; these can be dangerous in practical classes and sport/PE. The only permissible items of jewellery are wrist watches and small sleeper/plain stud earrings.

- Uniform should be worn so as not to show midriff.

- Pants should be an appropriate length so as not to drag on the ground.

- Students are to be clean and tidy.

If a student is considered by the Principal to be unsuitably attired (clothing is unsafe, offensive etc.), the parents of that student will be asked to bring correct uniform in to the school. If the parents cannot be contacted the student will be isolated for the remainder of that school day. Parents will be informed if students are out of uniform by Deputy Principals.

Students constantly out of uniform or who have a pattern of not wearing full uniform to school at all times will not be permitted to represent the school in sport etc, nor will they take part in non compulsory school excursions.

If a student is unable to wear uniform due to misadventure or a special problem, he or she should bring a note explaining the circumstances to the Principal or appropriate Deputy Principal. In such cases, the alternative clothing should be tidy and respectable; the rules concerning clothes with slogans, pictures, etc. still applies.
Primary Uniform: Kindergarten – Year 6

Boys

Summer

- Grey shorts
- Light-blue shirt
- Grey socks
- Black shoes or leather joggers

Winter

- Grey long pants
- Light-blue shirt or skivvy
- Royal-blue school jumper, polar fleece or jacket
- Grey socks
- Black shoes or leather joggers
- Blue beanie, scarf and gloves

School Hat

- Royal-blue legionnaire, bucket or full-brim hat
- No other colour or style; caps are not sun safe

Sports Uniform

- Royal-blue shorts
- Light-blue polo shirt
- Royal-blue school tracksuit – to be worn on sports days only
- Joggers

Girls

Summer

- Basic princess dress (blue and white check school material)
  OR
- Navy-blue box-pleated skirt or navy-blue skorts with light-blue shirt or polo shirt
- White socks
- Black shoes or leather joggers

Winter

- Navy-blue long pants, box-pleated pinafore or skirt
- Light-blue shirt or skivvy
- Royal-blue school jumper, polar fleece or jacket
- White socks or navy-blue tights
- Black shoes or leather joggers
- Blue beanie, scarf and gloves

School Hat

- Royal-blue legionnaire, bucket or full-brim hat
- No other colour or style; caps are not sun safe

Sports Uniform

- Royal-blue shorts
- Light-blue polo shirt
- Royal-blue school tracksuit – to be worn on sports days only
- Joggers
# Secondary Uniform

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 7-10</strong></td>
<td><strong>Year 7-10</strong></td>
</tr>
<tr>
<td><strong>School Uniform</strong></td>
<td><strong>School Uniform</strong></td>
</tr>
<tr>
<td>- Grey shorts, drill or cargo-style trousers</td>
<td>- School tartan skirt</td>
</tr>
<tr>
<td>- White cotton school or polo shirt</td>
<td>OR</td>
</tr>
<tr>
<td>- Royal-blue sloppy joe or polar fleece</td>
<td>- Navy-blue shorts or trousers</td>
</tr>
<tr>
<td>- School jacket or navy-blue coat</td>
<td>- White cotton school or polo shirt</td>
</tr>
<tr>
<td>- White or grey socks</td>
<td>- Royal-blue sloppy joe or polar fleece</td>
</tr>
<tr>
<td>- Black leather shoes, dark work boots or</td>
<td>- School jacket or navy-blue coat</td>
</tr>
<tr>
<td>leather joggers</td>
<td>- White or navy-blue socks or navy-blue</td>
</tr>
<tr>
<td>- Navy-blue hat, any style</td>
<td>tights</td>
</tr>
<tr>
<td>- Navy-blue scarf, beanie and gloves</td>
<td>- Black leather shoes, dark work boots or</td>
</tr>
<tr>
<td></td>
<td>leather joggers</td>
</tr>
<tr>
<td><strong>Sports Uniform</strong></td>
<td>- Navy-blue hat, any style</td>
</tr>
<tr>
<td>- Royal-blue shorts</td>
<td>- Navy-blue scarf, beanie and gloves</td>
</tr>
<tr>
<td>- White polo shirt</td>
<td></td>
</tr>
<tr>
<td>- Navy-blue tracksuit (to be worn on sports days only)</td>
<td></td>
</tr>
<tr>
<td>- Joggers</td>
<td>- Navy-blue tracksuit (to be worn on sports days only)</td>
</tr>
</tbody>
</table>

| Seniors – Year 11 & 12                     | Seniors – Year 11 & 12                     |
| **School Uniform**                        | **School Uniform**                         |
| - Navy-blue shorts, drill or cargo-style trousers | - Navy-blue skirt                          |
| - White cotton school or polo shirt        | OR                                         |
| - Navy-blue jumper                         | - Navy-blue shorts or trousers             |
| - School jacket or navy-blue coat          | - White cotton school or polo shirt         |
| - White or navy-blue socks                 | - Navy-blue jumper                         |
| - Black leather shoes, dark work boots or  | - School jacket or navy-blue coat           |
|   leather joggers                         | - White or navy-blue socks or navy-blue    |
| - Navy-blue hat, any style                 |   tights                                   |
| - Navy-blue scarf, beanie and gloves       | - Black leather shoes, dark work boots or   |
|                                           |   leather joggers                          |
|                                           | - Navy-blue hat, any style                 |
|                                           | - Navy-blue scarf, beanie and gloves       |

**Sports Uniform**
- In addition to the junior sports uniform outlined above, seniors may include navy shorts and a navy tracksuit

- In addition to the junior sports uniform outlined above, seniors may include navy shorts or skirt and a navy tracksuit
Protective Clothing and Safety

Practical Subject Areas
Safety footwear is mandatory in all practical subjects. In addition, some subjects have specific requirements:

Art
All students of art, primary and secondary, are required to provide themselves with some kind of long overshirt or smock to use during practical lessons. If paint stains occur on school clothing, they should be washed or sponged out within 24 hours, otherwise the acrylic paint used may be difficult to remove. Leather upper shoes are mandatory in the art room.

Science
In the science laboratories, safe, leather, non-slippery footwear must be worn, eye protection when necessitated by the job and long hair tied back when required.

Technics, Design & Technology, Building Construction
Students should wear a suitable apron, shoes of leather uppers and a solid sole, and eye protection when necessitated by the job. All rings and watches should be removed, sleeves rolled up and long hair tied back when required. Loose or torn clothing is not permitted. Students are expected to have received instruction and pass safety tests on all aspects of the workshop, and they must be familiar with the organisation of the workshop and follow its safety rules.

Food Technology, Hospitality
A cover-all apron, shoes of leather uppers and a solid sole, and long hair tied back when required.