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About The Riverina Anglican College

The College logo comprises images of the pastoral land of the River, the Murrumbidgee River and scholastic essentials. These images sit beneath the Bishop's mitre representing the faith of the Anglican Church.

Mission Statement

The Riverina Anglican College strives to provide a thoroughly Christian education for its students, imparting knowledge and understanding of the world we live in, and recognising the importance of spiritual qualities in every sphere of learning and living. The College actively encourages its students to grow in wisdom and stature and in favour with God and mankind, in order that they may become responsible, contributing members of society. The College highlights the uniqueness and worth of each individual and our interdependence on each other. It seeks to provide an environment where the individual may grow physically, academically, culturally, spiritually and socially.

The School

The Riverina Anglican College is a school founded in the Anglican tradition. The College is governed by an Ordinance of the Diocese of Canberra Goulburn. The School occupies an impressive 14 hectares on Farrer Road, Wagga Wagga, adjacent to the main gate of Charles Sturt University. The College commenced at the beginning of the 1999 school year. The College is co-educational with an inclusive enrolment policy and offers affordable Christian education to the community.

Office Hours: 8.30am to 4.00pm on school days

Contact Details

Postal Address: The Riverina Anglican College
PO Box 5467
Wagga Wagga NSW 2650

Phone: 02 69331811
Fax: 02 69331812
Email: office@trac.nsw.edu.au

Website: www.trac.nsw.edu.au

School Prayer

Heavenly Father, we ask your blessing upon all who work in and for our College. Grant us all the faith to grow spiritually, the strength to uphold your name before the world and the wisdom to trust you in all our work and endeavours, through Jesus Christ our Lord. *Amen.*

The Lord's Prayer

Our Father in heaven, hallowed be your name,
Your kingdom come, Your will be done, on earth as in heaven.
Give us today our daily bread and forgive us our sins
as we forgive those who sin against us.
And do not bring us to the test but deliver us from evil.
For the kingdom, the power and the glory are yours
Now and forever.
Amen

Dates for 2016		
January	Mon 18	TRAC Office reopens
	Mon 25	Staff Development Day
	Tues 26	Australia Day holiday
	Wed 27	School resumes for all students
	Fri 29	TRAC Swimming Carnival at Oasis
March	Thu 10	TRAC Athletics Carnival
	Fri 25	Good Friday
	Mon 28	Easter Monday
April	Fri 8	Cross Country, TRAC Idol, last day of Term 1
	Mon 25	Anzac Day
	Tues 26	Term 2 commences
May	Tue – Thu 10-12	Literacy & Numeracy (NAPLAN) testing for Years 7 & 9
June	Mon 13	Queen's Birthday Holiday
	Mon – Wed 27-29	Activities Week
	Wed 29	End of Term 2 Years 7-9, 11&12
	Mon – Fri 27-1 July	Year 10 Work Experience
	Thu 30	Staff Development Day
July	Fri 1	Staff Development Day
	Mon 18	Staff Development Day
	Tues 19	Term 3 commences
September	Thu 22	Year 12 Farewell
	Fri 23	End of Term 3
October	Mon 3	Labour Day
	Mon 10	Term 4 commences
	Tue-Fri 11-14	Year 11 camp
December	Mon-Fri 5/12-9/12	Year 10 Work Experience
	9 Dec	Presentation Night at Joyes Hall
	12-14 Dec	Activities Week
	14 Dec	Last day of Term 4
	15, 16 Dec	Staff Development Days
Please check the school website regularly for dates of events and excursions		

The School Board for 2016

Mr Andrew Bowcher – Chairman
Mrs Leanne Croker – Deputy Chair
Bishop Trevor Edwards
Mr Peter Green
Mr John Langley
Mr Neil Stubbs
Mr Grant Harris
Mr Matthew Dombrowski
Ms Miriam Dayhew

School Governance

The College was established under the Diocesan Schools Ordinance (1998) of the Anglican Diocese of Canberra and Goulburn. This Ordinance provides the model of governance as well as setting out both the goals and principles for the College. As a Diocesan school, the College is ultimately responsible to the Governing Body of the Diocese known as Bishop-in-Council. Bishop-in-Council comprises the Bishop of the Diocese with twelve to fifteen elected or appointed members. Bishop-in-Council has delegated oversight of Diocesan schools to an advisory committee known as the Diocesan Schools Council. The different Board of each of the Diocesan schools including The Riverina Anglican College, reports on a regular basis to the Diocesan Schools Council. The College is governed by a Board that is comprised of Chair and Deputy Chair appointed by the Diocese, two persons nominated by the Bishop and five other persons appointed by the Diocesan Schools Council. The ambition of the Diocesan Schools Council is to appoint men and women who from their business background or training may make a positive contribution to the strategic planning and governance of the school. Whenever possible this should include business managers, professionals such as accountants and solicitors and personnel with practical educational expertise.

The functions of the Board include oversight of the College's financial arrangements, the appointment of the Principal, the maintenance of a business plan and all things necessary for the conduct of the affairs of the college. The day to day operations of the College, including the appointment of staff, curriculum and programming, school discipline and other matters are the responsibility of the Principal who reports to the Board. The normal term of office for a Board member is four years.

Teaching Staff

Ms Rachael ADDISON	PDHPE, Child Studies, Assistant Year 11 Patron, Sport Co-ordinator
Mrs Andrea BARKLA	Head of Maths
Mrs Clare BRASSIL	Head of Performance Music
Mrs Megan BROMLEY	Science
Mrs Leanne BROWN	English
Mr Justin BUCKLEY	D&T, Assistant Year 9 Patron
Mr Paul CHIGWIDDEN	English, Year 11 Patron
Mrs Vivien DANIHER	Food Technology, Textiles Technology
Mr Trevor DAWSON	Head of Agriculture, Science
Mr George ERNST	Christian Studies
Mrs Sally FARMER	English, Special Education, Geography
Mrs Anne FORBES	Maths
Mrs Fiona FOSTER	Technology, Food Technology
Ms Helen FOSTER	Science, Year 9 Patron
Ms Jenny FREEMAN	Music
Mr Dane FULLER	Head of HSIE, Commerce, Business Studies, Geography, Year 8 Patron
Mr Michael GLANVILL	PDHPE, Physical Activity and Sport Science (PASS)

Mrs Maureen GLENDINING	Mathematics
Mrs Sue GRAFFEN	Teacher Librarian
Dr Ian GRANT	Principal, History
Mr Greg GUISE	English, History
Mrs Sally GUISE	Mathematics
Mr Anthony HEFFER	English
Mr Trevor HOWARD	Deputy Principal(Academic), Director of Information Technology
Mrs Jennifer JENKINS	Mathematics
Mrs Kym KJAER	On Leave
Mr Ross KENNEDY	Technology, Visual Arts
Mrs Marie KNIGHT	Careers, Work Experience
Mr Michael LANCE	Counsellor, Christian Studies
Mr Brian LAWRENCE	On leave
Mrs Amall LIAKATOS	Mathematics
Mr Connor MACMURRAY	Technology
Ms Kelly MAHER	English, Assistant Year 7 Patron
Mrs Lindie MANNION	Visual Arts, Technology, Photography
Ms Vanessa MIKELANS	Drama, Journalism
Ms Bianca MILLER	Mathematics
Mr Kyle MOFFITT	Head of Christian Studies, Geography,
Ms Maureen O'CONNOR	Head of Science
Mrs Dianne PATON	Science, Assistant Year 10 Patron
Ms Merryl PENDERGAST	Head of Department Creative Arts, Visual Arts
Mr Michael REYNOLDS	Economics, Commerce, Business Studies, Mathematics, Year 10 Patron
Mr Nathan REYNOLDS	Science, Environmental & Outdoor Science, Year 12 Patron
Mr Luke RICHARDSON	Science
Mr Ryan ROBERTSON	PDHPE
Mr Alex SARANTAKOS	Head of Department EOS
Mrs Suzanne SAVAGE	French
Mrs Emma SMITH	Commerce, Business Studies, Assistant Year 12 Patron, Events Co-ordinator
Mr Michael STUBBS	Deputy Principal(Welfare), Head of Department PDHPE
Mr Rod STUDDERT	Head of Department English, Ancient History
Mr Gareth TYNDALL	English, Christian Studies, Year 7 Patron
Ms Jo VIRGONA	Music, Mathematics
Mr Jason WALL	Head of Department Technical and Applied Sciences
Rev Dr David WILLSSHER	Christian Studies, Studies of Religion, Information Technology, Chaplain
Mrs Kylie WOODGATE	Mathematics, Science
Mr Colin WRIGHT	Head of Department History

Administrative Staff

Mrs Sherry BARTLETT	Library Manager
Mrs Anna CONYERS	Clerical Assistant
Mrs Anne KNOTT	Receptionist
Ms Catherine LAMB	School Assistant
Mrs Alison LOWE	Accounts Clerk
Mrs Lynda MILLER	Business Manager
Mrs Helen MURRAY	Accounts Clerk
Mrs Paula O'CONNELL	Accounts
Mrs Savannah PARTON-SMITH	School Assistant
Mrs Roslyn WOOD	Receptionist

Ancillary Staff

Mr Ian BEGG	Principal's Liaison, Development and Media Manager
Mr Adam BROWNING	Groundsman
Mrs Judith COTTEE	Lab Technician
Ms Kim HARPLEY	Food Tech Assistant
Mr Mick HEALY	IT Support
Mrs Emma ADDISON	Library Technician
Mr Lino MERLINO	D&T Assistant, Maintenance
Mr Allan SCEATS	IT Manager
Mr Michael SPACKMAN	Agriculture Assistant
Mr Mark WEBSTER	Maintenance
Mrs Alison WOOD	Uniform Shop Manager

Rights and Responsibilities

The College is comprehensive in its intake but the curriculum is so devised as to develop the abilities of every student in a challenging way in an appropriate course. The College tries to ensure that each student receives the education most suited to their abilities and to assist them in discovering and developing their potential to the highest level.

For learning in the classroom to be enjoyable and effective a relationship of mutual trust and respect between the teacher and the student is essential. All in the class should expect their rights to be respected and they must accept that they have responsibilities to fulfil. Although there exist certain principles which are fundamental to classroom organisation, the teacher's right to teach in the way he or she feels most appropriate must be appreciated. As a result teachers will also set down their individual expectations at the beginnings of their involvement with each of their classes.

Students in Year 7 are graded into classes in Mathematics. This original class allocation is based on previous reports and the enrolment interview. All other classes commence as mixed ability classes with students working at differentiated levels. Students are recommended for Standard or Advanced Maths from Year 9 and for Standard or Advanced English from Year 11. Entry into the Extension classes at Year 11 and 12 in English, Maths and History is achieved after consultation with the Head of Department.

Each student has the right to:

- be happy in class;
- work without being disturbed;
- express an opinion and have it treated with respect;
- be treated fairly.

Each student has the responsibility to:

- learn as much as they can;
- show respect for the opinion of others;
- let others work without disruption;
- be respectful in their approach to classmates and the teacher;
- participate in classroom activities;
- attend all classes punctually;
- be prepared with appropriate equipment present and set work completed.

Daily Routine

The school day commences at 9.00am and concludes at 3.10pm. The daily programme is divided into 8 forty minute lessons with a twenty minute recess at 11.00am and a forty minute lunch break commencing at 12.40pm. School sport is set down for Friday afternoons and appropriate sports wear should be worn to school. No student should be at school before 8.15am or after 4.15pm unless involved in an activity with a staff member.

Courses of Study in 2016

It is the aim of the College to maintain the thoroughness of traditional disciplines while offering a stimulating and challenging range of options appropriate to each student. The following Key Learning Areas are set down by the Board of Studies and form the basis of the curriculum:

English

Science

Creative Arts

Languages Other Than English

Mathematics

Human Society and its Environment

Technology Mandatory

Personal Development, Health and Physical Education

The following are the subjects provided for Year 7 and Year 8 students:

Christian Studies	Music	French
English	Visual Arts	Technology Mandatory
Mathematics	Geography	History
Science	PDHPE	

Following the pattern of study suggested by the New South Wales Board of Studies the allocation to each subject is:

Year 7 and Year 8:

English	5 periods	History	3 periods
Maths	5 periods	Geography	3 periods
Science	5 periods	French	3 periods
Christian Studies	1 period	Music	2 periods
Chapel	1 period	Visual Art	2 periods
Sport	3 periods	PDHPE	3 periods
Technology(Mandatory)	4 periods		

Year 9 and Year 10:

In Year 9 and 10 students study 3 elective subjects. These are chosen during Term 3 of Year 8 in consultation with teachers and parents.

Compulsory Subjects

Maths (Advanced, Intermediate, Standard)	5 periods		
English	5 periods	Chapel	1 period
Sport	3 periods	Science	5 periods
History	3 periods	Geography	2 periods
Christian Studies	1 period	PDHPE	3 periods

Electives Year 9 & 10

(3 electives per student each of 4 periods)

Agricultural Technology	Commerce	Child Studies
Drama	Environmental & Outdoor Science*	
Food Technology	French	Graphics Technology
Industrial Technology(Metal)	Industrial Technology(Timber)	Information & Software Technology
Journalism	Music	Photography
Physical Activity & Sports Studies(PASS)		Visual Arts

*There is an additional charge for this subject

Year 11:

Compulsory Subjects

English (Advanced or Standard)	Mathematics (Advanced or Standard)
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Electives

(All subjects are two units except Extension units which are one unit. Students must choose a course of study of 12 units)

Agricultural Technology	Ancient History	Biology	Business Studies
Chemistry	Construction (VET)	Design & Technology	Drama
Economics	English (Extension)	Food Technology	Geography
Industrial Technology	Legal Studies	Maths (Ext)	Modern History
Music 1	PDHPE	Physics	Senior Science
Software Design & Development		Visual Arts	

Year 12:

Compulsory Subjects

English (Advanced or Standard)

Electives

As for Year 11 but also including Mathematics (Extension 2) and English (Extension 2).

Assessment

1. Regular assessment of course objectives and outcomes occurs to enable teachers to monitor the teaching and learning process.
2. Ranking of students is a by-product of the assessment process but not an end in itself. The student will not be over tested. A balance is maintained between testing and meeting the requirements of the various syllabus outcomes. Prompt return of marked tests to students is encouraged. Accurate records are kept by the teacher.
3. Emphasis is placed upon a variety of assessment procedures that assist the teacher in ascertaining whether course objectives and outcomes are being met by the students. In particular assessments are not to be restricted to exam style tasks but engage the student in a number of varied responses. This may include oral and other non-written tasks.
4. Some course outcomes are best monitored in a subjective manner as part of an effective teaching environment. These considerations are best reported in a descriptive manner either through a Report comment or Parent and Teacher interview.
5. Written assessment tasks should be marked and returned to students within a reasonable time frame. Annotated comments are encouraged wherever possible.
6. To assist assessment procedures some common assessment tasks are held. These occur within the regular school week or in the internal examinations for Years 7 - 9.

Reports and Parent Teacher Nights

Two full Reports will be issued to parents each year. These will be mailed out at the end of Term 2 and Term 4. In most cases they will provide a mark, a class average, an estimate of a student's progress in specific subject based criteria as well as a specific subject based comment. Parent/Teacher interviews are held in either Term 1 or Term 2. Year 12 mid-course exams are held in Term 1.

Homework

Good patterns of home study should have been established in the last years of Primary education. It is helpful for parents to understand the part homework plays in the academic progress of each student. The purpose of homework is twofold: to complete exercises and assignments set by teachers, and to study privately and carry out revision programmes that the student has worked out for themselves. Often, when a parent asks if their child has any homework, the answer will be "no". Rather than ask this open ended question it would be better to engage in a conversation over what topic areas are being covered in different subjects. There is always some background reading or sample exercises to revise in every subject that is being covered. Even if no specific material tasks have been set by the teacher in a subject there is always some material that could be usefully reviewed.

A balance should be established between work and recreation. After a demanding day of concentration at school interacting with friends after school is often as valuable as sitting down at their desk. Nevertheless approximately five hours should be set aside during the course of the week on a regular basis to complete assignments and review the week's work. This commitment would increase in the Senior years. Although circumstances differ from family to family it is preferable if the student develops the habit of settling down in the same place, with a desk with proper lighting, each night at the same time. If this study habit is acquired early in a student's career, it will be invaluable in coping with the rigours of the Higher School Certificate.

Acceptable Use of Electronic Devices and Computers

The College has quite open and unrestricted access to the internet and other services to enable learning. However school computers are monitored and managed to ensure that all use is legitimate.

Students at TRAC have the opportunity to bring their own device and access the school's WiFi network for working in class. With privilege comes responsibility so all students are asked to agree to a code of behaviour called the BYOD – Student Agreement before being connected to the WiFi network.

To keep the system running smoothly, students are not to access games or chatrooms. Nor should they load or save any .exe files on school computers.

Cyber bullying includes sending unsolicited or intimidating messages repeatedly in any form on the computer system or using a tablet, phone or electronic device. Cyber bullying will not be tolerated and will result in loss of privileges at school.

A text message between students is treated in the same manner as an audible conversation on school grounds. If a student feels threatened or bullied by the message they should retain a copy and report it to the Year Coordinator or the Deputy Principal- Welfare or the Principal.

Students must not record by film, camera or phone other students or staff, images or conversation without knowledge and permission of those being recorded, and this material must not ever be used to bully or intimidate. Material recorded at school must not be posted on any site including Facebook, Twitter, YouTube, Instagram or the like. Students must not post any material or other downloaded words that threaten, bully or harass any other student of the College.

Students who are aware of this happening should bring the site to the attention of teachers.

Any social media (such as Facebook) post, email or other message containing unreasonable complaints or accusations or inappropriate material or images must not be replied to. Students should show this to a teacher as soon as possible for appropriate action. Where necessary these should also be referred to one of the Deputy Principal- Welfare or the Principal.

Anything posted, transmitted, shared or sent online by any computer or electronic device, to the detriment of this school or its students or staff, or includes sexually explicit, pornographic, suggestive, defamatory, libellous, confidential or illegal material is considered equivalent to written material and is in violation of school rules and possibly, Australian laws.

Breaches of these rules will result in the disablement of students' user account at school. It may also be referred to the Police.

Use of Email

Emails using the format FirstName.Lastname@trac.nsw.edu.au are available for all student use.

Students should be aware that the content of emails using the domain name **trac.nsw.edu.au** is visible to staff. Emails between teachers and students should only contain regular curriculum information and advice relating to specific courses. School email addresses must not be connected with personal social media sites such as Facebook.

Mobile Phones/Devices

Students' Mobile phones and devices must be turned off during classes unless they are instructed to use them. In times of emergency, students are able to contact parents from the College Office. If mobile phones, tablets/ipads or electronic music/game players are being used inappropriately in class time they will be confiscated from the student and kept in the school office until the end of the school day.

Students should not call parents from their mobile phone if they are sick. The student should present themselves to the office where staff will admit them to Sick Bay and contact their parents.

Bibliography guide

A bibliography is:

- An alphabetical list of all the resources used for your assignment.
- A separate page with a heading 'Bibliography' attached to your assignment.
- The same no matter what the resource. (image, website, book, photo, article, movie, TV program)

At TRAC a bibliography is required for every research assignment in every subject. A bibliography should allow anyone to find the resource again. The information should always be in the same order.

To help you remember the order we use a mnemonic - Cruel Dragons Trample Purple People

Cruel	Dragons	Trample	Purple	People
Creator, (author, producer, photographer), Second name first!!	Date, (last updated, when written),	Title, (name of the webpage, title of image or book),	Publisher, (organisation responsible),	Place. (URL, city, state, country),

Don't forget the punctuation between each.

For a website ALWAYS write the date that you looked at the website at the end. (eg. viewed 01/08/2014) Include as much information as you can find, in the order shown above. The less information you can find, the more you should wonder if you should use the website.

The more reputable and authoritative the site, the easier it will be to find this information.

If you can't find the bibliographic information – choose another website!

In addition to the information above Year 9 and 10 students need to be aware of the following as they refine their research skills.

More than one creator	List their names in alphabetical order then continue as normal. e.g. Calandra, A., Ciavearella, G. & Losonski, F.
No author, but an editor	Write (ed.) after the name as the creator. e.g. Barrowman, Fergus (ed.)

Plagiarism and Assignment Work

Plagiarism is the presentation of the thoughts or work of another as one's own and may result in a loss of marks at a rate determined by the relevant Head of Department. Acts of plagiarism include copying parts of a document without acknowledging and providing the source for each quotation or piece of borrowed material. The rules against plagiarism apply regardless of the source of the work used, whether printed, stored on a compact disc or other medium, found on the Internet. The basic principles are that a student may not attempt to pass off the work of another person as his/her own, and it should be possible for a reader to check the information and ideas that have been used by going to the original source material. Acknowledgment should be sufficiently accurate to enable the source to be located speedily.

Similarly, using or extracting another person's concepts, experimental results or conclusions, summarising another person's work or, where there is collaborative preparatory work, submitting substantially the same final version of any material as another student constitutes plagiarism.

Plagiarism is not always intentional, and students should make themselves aware of accepted referencing practices.

Student Diaries

Student diaries are issued on the first day of Term 1. Students are expected to take their diary to each lesson and record details of assignments, homework and other school related activities. The diary is also the

first method of communication between school and home. If a diary is lost or damaged a new one must be purchased at the school office. Diaries are a primary channel of communication between teachers and parents and are to be sighted and signed by a parent or guardian each week.

Sporting Programme

The expectation is that all students actively participate in a variety of competitive and non-competitive societal games and recreations. There is a balance between participation for all students and the ability to strive for excellence in competitive sporting activities. Sport is not an adjunct to other endeavours but is an integral component of the total school educational programme. Attendance at the College's annual carnivals in Athletics, Swimming and Cross Country is compulsory.

Intra School Sport

Sport is regularly conducted in the two hour session after lunch on Friday. Students are generally taken off site by bus to be involved in one or more of the following activities:

Swimming, Life Saving, Soccer, Rugby League, Australian Football, Hockey, Netball, Abseiling, Rugby Union, Gymnastics, Volleyball, Basketball, Indoor Cricket, Indoor Soccer, Cricket, Golf, Tennis, Lawn Bowls, Dance, Croquet, Yoga, Frisbee, Fencing, Self Defence skills and Horse riding.

For those who are taken to venues outside the school for sport, a note from a parent must be given to a supervising teacher if the student is to be dismissed from the venue and not return to school. All permissions are to be in writing from the parent/ guardian. If a parent/guardian collects a student from sport they are required to personally inform the teacher.

Interschool Sport

Interschool sport is encouraged with the College entering teams in many sports including Touch, Cricket, Hockey, Waterpolo, Rugby Union and League, Croquet, Skiing, AFL, Basketball, Soccer and Netball. A combined carnival for all Wagga Schools is held in Athletics, Swimming and Cross Country.

The College belongs to the Border Independent Schools Sports Association (BISSA). Carnivals in Athletics, Swimming and Cross Country are held with elite athletes moving to the Combined Independent Schools as members of the Riverina Associated Schools team. Successful competitors at the Combined Independent Schools carnival are eligible for the State and National Championships. It is a privilege to be selected in a representative team and attendance is expected.

Welfare – Student, Teacher and Parent Responsibilities

The College's Safe and Supportive Environment –Student Welfare Policy has been developed to make the school a safe and secure environment for all students and staff. This involves promoting positive interpersonal relationships as well as fostering a safe working environment.

Student Expectations and Responsibilities

Students should expect

- 1.To make the most of their educational opportunities.
- 2.To learn without interruption or distraction from others.
- 3.To be given the opportunity to participate in a broad range of School activities.
- 4.Respect, concern and interest from their teachers.
- 5.To feel safe from discrimination, harassment or indoctrination.
- 6.To have suitable facilities in which to learn.
- 7.Ongoing communication about their progress.
- 8.To receive appropriate assistance to resolve school related problems.
- 9.To be kept informed about school curriculum, functions, policy development and other school related issues.
- 10.To be provided with the opportunity for involvement in the decision making processes of the school.

Students have the responsibility

- 1.To attend school regularly and punctually.
- 2.To respect the rights of others to learn.

3. To respect their peers and teachers regardless of race, religion or gender.
4. To respect the property and equipment of the school and others.
5. To carry out reasonable instructions to the best of their ability.
6. To conduct themselves in a courteous and appropriate manner in school and in public.
7. To keep the school free from litter.
8. To observe the uniform code of the school.
9. To read all school newsletters and bring them to their parents' attention.
10. To come to class properly prepared and willing to listen to, and carry out reasonable directions from the teacher.
11. Complete all tasks at school and at home to the best of their ability. This includes submission on due dates.

Teacher Expectations and Responsibilities

Teachers should expect

1. To be treated with common courtesy by the students.
2. That students will come to class properly prepared and willing to listen to, and carry out reasonable directions from the teacher.
3. To be provided with an appropriate working environment.
4. The co-operation and support of colleagues and the school administration.
5. The co-operation and support of parents.
6. To be provided with the opportunity for involvement in the school-based decision-making process.

Teachers have the responsibility

1. To show care and concern for each individual student.
2. To treat all students with consistency and fairness.
3. To be prepared for class.
4. To be punctual to class and other duties.
5. To provide careful supervision of students.
6. To inform students regularly of their progress and to return set work promptly.
7. To communicate with parents when appropriate.
8. To support the current school policies and procedures.
9. To support and co-operate with one another.
10. To sign student diaries on a weekly basis.

Parent Expectations and Responsibilities

Parents should expect

1. That teachers show interest in and concern for the education and welfare of all students.
2. To be consulted and informed of progress and other issues involving their children.
3. To be provided with the opportunity for involvement in the school-based decision-making process.
4. To be kept informed about school-related issues.

Parents have responsibility

1. To encourage their child's punctual attendance at school.
2. To show an interest in their child's school work, progress and home-study programme.
3. To provide a suitable learning environment at home.
4. To encourage an awareness in their child of the importance of having a reasonable balance between school work, family responsibilities and other activities.
5. To read all school newsletters.
6. To support the school in its endeavour to educate their child academically, spiritually, culturally and in the sporting domain.
7. To sign their child's diary on a weekly basis.

Kids Shed and Lunch time Activities

"Kids Shed" gives students an opportunity to meet, have fun and do practical things. It is held in the D & T building on one lunch time per week. This is an opportunity for students to start something new, try something different or work on a project they have already begun in class. Students have access to the

available equipment. They do not have to be members of a timber, textiles or metal class. D&T staff are on hand to help students with any needs they may have.

A Chess or Computer Game Club and a Christian discussion group also run at lunch time each week. Engaging students in physical, mental and social activities in a practical way is found to go a long way towards improving their health and well being.

Promoting Positive Relationships

The Riverina Anglican College is committed to the promotion of a healthy, safe and respectful environment. The Code of Conduct encourages positive relationships within the school community. The school recognises that bullying and harassment may occur, and that such behaviour needs to be addressed for the well-being of all concerned.

The school identifies bullying as continual acts of aggression, causing pain, discomfort or embarrassment to another.

It includes but is not limited to:

- Repeated name calling, teasing or put-downs
- Purposely leaving someone out of activities
- Damaging, removing or hiding belongings
- Demands for money or possessions
- Physical violence or threats
- E bullying, when a student is threatened, intimidated or embarrassed by the posting of electronic material in any form.

The College has a variety of methods of reporting incidents of bullying. The College Library hosts the anti-bullying post box for handwritten concerns.

Alternatively students can email concerns to the email address: Bullied?@trac.nsw.edu.au

What the school will:

- Ensure complaints are followed through, dealt with appropriately and followed up at a later date
- Support both parties to resolve the issues through counselling and mediation
- Keep records of incidents of bullying
- Where appropriate, implement the relevant steps of the Discipline Policy

The College is very aware of the impact of cyberbullying on students and their learning. In partnership with the Wagga Police and the other high schools in Wagga, The Riverina Anglican College supports the 'Stop Harassing Me' postcard approach. Should a student bully or be bullied online they have the opportunity to send/be sent a postcard warning the offender to stop. Should there be further negative communication the issue becomes one for the Wagga Police.

If You Know Someone Who Is Struggling

Many people experience times in their lives when things seem hopeless and the future looks tough or empty. In those situations it can be very helpful to speak to someone. Friends, family, trusted adults, school counsellors or medical professionals are good places to start.

If you or your friends experience the following signs, you can seek help.

- Extreme moods
- Constant fighting with others
- Withdrawal from friends
- Using drugs or alcohol
- Changed eating habits
- Sleeping problems
- Feeling afraid, anxious or depressed
- Not enjoying things as much as you used to

Other helpful resources include

- www.youthbeyondblue.com or call 1300 224636

- www.headspace.org.au
- www.lifeline.org.au or call 131114
- www.kidshelp.com.au or call 1800551800 – *this has an easily accessible icon on all students' homepage at the College.*
- www.reachout.com
- www.inspire.org.au
- www.sane.org or call Sane Australia on 1800187263

Welfare

The College strives to make effective provision for the personal guidance of each student. We recognise the responsibility with which we have been entrusted. Effective pastoral care cannot hope to fulfil its aims without continual co-operation and communication between school and home. Every member of staff is aware that they have a pastoral role both in acting as a role model and also in everyday guidance and support. The Year Patrons/Co-ordinators are a central point of contact for welfare issues. The College will endeavour to communicate directly with parents if a pastoral issue emerges with their child. Parents are encouraged to communicate directly with the Principal should changed circumstances at home be seen as potentially influencing a student's behaviour or attitude. In this manner teachers and parents share the common goals of producing bright, lively and balanced children keen to function co-operatively in both family and school life. School days should be among the happiest days of our lives.

The students meet in their Homeroom based on their House group every morning from 9.00 - 9.10am. Notices are passed out, announcements for the day are made, absentees recorded, homework diaries checked, as well as thoughts and prayers of inspiration shared.

The Four Pastoral Houses

Sheppard (Green) Named after George Sheppard. He owned the school site in the 1880's and was responsible as Colonial Architect for planning forty schools in the Wagga District. He also laid out the avenues of trees along the city streets of Wagga Wagga.

Browning (Red) Named after George Browning. Bishop Browning was the Regional Bishop of Canberra Goulburn from 1998 to 2008 and provided the impetus for the establishment of the College.

Fox (Gold) Named after Elizabeth Fox. Mrs Fox was the wife of the first Anglican Minister in Wagga Wagga. She and both of her children died during their mission work.

Stanley (Blue) Named after Professor Fiona Stanley. Professor Stanley was named Australian of the Year in 2002 for her work in children's medical research.

The Welfare Procedure document has been written to provide teachers, parents, and students with a clear understanding of the merit and discipline systems at The Riverina Anglican College. Central to the success of a school welfare policy is a commitment from all stake holders. The Safe and Supportive Environment – Student Welfare Policy explains the role of the Welfare Committee which will take the responsibility for administering the merit and discipline system.

The College's Welfare System encourages students to attain larger goals by gradually achieving smaller ones. The level system places a student at a level from one to ten. Students on levels four to one need to reflect and evaluate their behaviour in order to progress to a higher level. Students on level ten would be regarded as displaying outstanding effort and high participation in academic, citizenship, sporting endeavours and creative and performing arts. All students will start on level five.

Level	Qualification	Conditions
10	5 Awards from ONE discipline only OR 10 Uniform Awards	Students may not use awards from the same discipline used to progress to Level 9. This includes Uniform Awards. Students may, if they wish, substitute two Creative and Performing Arts Awards in place of another discipline.

9	5 Awards from one discipline only OR 10 Uniform Awards	Students may not use awards from the same discipline used to progress to Level 8. This includes Uniform Awards.
8	5 Awards from one discipline only OR 10 Uniform Awards	
7	5 Awards from any discipline	2 Uniform Awards can be submitted in place of an Academic, Sporting or Service Award
6	5 Awards from any discipline	2 Uniform Awards can be submitted in place of an Academic, Sporting or Service Award
5	Entry Level	
4	Warning Level	
3	Disciplinary Action	
2	Disciplinary Action	
1	Disciplinary Action	
There are 3 main disciplines in which students can achieve awards: Academic, Sporting and Service		

Once a student has received five awards they must take their certificates to their Year Co-ordinator along with an application sheet. Application sheets are available at the College office.

Level eight to ten Awards will be presented by the Principal at the College assembly each Wednesday.

Level six to seven will be presented at Year Assemblies.

Upward movement in the merit system often occurs for outstanding effort in:

- Academic achievement
- Sporting achievement
- Service to the school community
- Creative and Performing Arts Achievement

A variety of incentive awards within the Welfare System are offered each term. The following is a list of awards offered recently:

- i) Once a student reaches Level 9/10, they are encouraged to continue to submit Certificates for their achievements.
- ii) Once they submit 20 certificates they can trade these for a gift voucher at a variety of stores in Wagga.
- iii) A free /subsidised lunch/outing/treat for students on Levels 9 and 10.

Level 9 & 10 Community Service

Students on Level 9 and 10 of the College Welfare System will be required to complete some community service in order to maintain this current level on the Welfare System. Students must accumulate at least twelve hours of unpaid community service over the course of the year to maintain their level. Students are required to have a community service form signed by an authorised person from the relevant agency/group following their community service. This form is available from the College Office.

If a student does not complete this community service aspect of the Welfare System they will not retain their level category.

The aim of this initiative is to challenge our students and continue to support the College's Mission Statement which aims at "producing responsible and contributing members of society".

Downward movement in the merit system occurs for the following reasons:

- Expressions of concern from teachers regarding the student's work attitude or behaviour towards others
- Serious irresponsible conduct
- Receiving a number of conduct cards

Students should view this system not as a system of punishment but a system of rewards. Students, through their own actions, can actively improve contribution to the school community and reap the rewards at each step.

Finally, it is important that you have input into the level system. If you believe something more should be added or have some suggestions, take them to your Student Representative Council or Year Co-ordinator.

A part of the College's Welfare System is the discipline system. Discipline within the classroom is essentially a matter for the teacher, providing all action is within the College's code of conduct. What follows is an outline of discipline measures which are applied when the student fails to respond to correction. The College's discipline system is based on the student understanding there are clear consequences for anti-social behaviour.

As stated previously the basis of the College's discipline system is in the classroom with the responsibility being that of the individual teacher. If a student's behaviour is not acceptable in the classroom there are a range of measures the teacher can employ:

- Isolate the student in the classroom.
- A note written in the student's diary outlining the concern which is to be signed by the parent/guardian and returned to the College.
- Lunchtime detention.

If a student fails to respond to these techniques, the classroom teacher will record the incident on a "yellow card" and refer the problem to the respective Head of Department. The Head of Department, the classroom teacher, and the respective Year Co-ordinator will work together with the student establishing strategies that will aim at correcting the misbehaviour. The "yellow card" remains the property of the Year Co-ordinator who places it in the student's welfare file.

If this behaviour is serious or recurring resulting in a number of yellow cards it will result in parents being informed. Other consequences may be an afternoon detention, demotion of level on the Welfare System or referral to the Deputy Principal for further action.

If a student's behaviour is considered dangerous or too serious for the classroom teacher to deal with immediately, the teacher can remove the student and send them to the Head of Department, Year Co-ordinator or the Deputy Principal (Welfare). At the conclusion of the lesson the classroom teacher will complete a "yellow card" and work with the appropriate Head of Department and Year Co-ordinator, along with the student establishing strategies that will aim at correcting the misbehaviour.

Consequences of this misbehaviour may be:

- Moving down a level on the Welfare System.
- Teacher to contact parents.
- Afternoon detention.
- The student carrying a conduct card (Green Card).
- Referral to the College Counsellor for the development of strategies.

If a student is placed on Level 4, this is considered to be a warning. Students placed on this level are required to examine the behaviour that resulted in their demotion. The Year Co-ordinator will assist with this evaluation and put in place some positive measures to rectify these concerns.

If a student is placed on Level 3 or below they cannot participate in any College extra curricular activity.

If these behaviours continue further action will be taken under the guidance of the Principal and the Executive which may include:

- Internal suspension from class.
- External suspension from the College.

- iii) Voluntary withdrawal or expulsion from the College.

The College's Safe and Supportive Environment - Welfare Policy supports the College's Mission Statement which aims at "producing responsible and contributing members of society".

The College's Obligations Under The Child Protection Acts

The College has developed an extensive Safe and Supportive Environment - Child Protection Policy that fulfils the current legislation under the various Child Protection Acts. The staff of the College have an obligation under the *Children's and Young Persons (Care and Protection) Act 1998 and later revisions* to be mandatory reporters of suspected child abuse. The details of the processes to be followed are set out in the College's Safe and Supportive Environment - Child Protection Policy. Copies of this and other policies are available on the College website.

The College also has an obligation under the Child Protection Acts to report and record complaints about the school or its teachers. A complaint form may be obtained from the school office or may be downloaded from the Safe and Supportive Environment - Child Protection Policy on the Annual Report and Policy page of the College website. This should be returned to the Principal who will follow the guidelines outlined in the College's Safe and Supportive Environment - Child Protection Policy and Staff Policy. The complaints will be investigated and notification will be made to the appropriate authorities as well as to parents of the action taken. If this action is deemed unsatisfactory, a review of the process may be requested by the College Board.

Behavioural Standards

High standards of behaviour are not intended to repress but rather to ensure that each individual within the school is given an equal opportunity to flourish and to best develop their personal talents and skills. These standards are based on the underlying principles of self-discipline and self-respect which promote a genuine concern for the person and property of others and contribute to the development of a responsible and co-operative community.

The discipline of the College is based on the principle that our actions will have consequences and that we must accept the responsibility that comes from this. At all times when they are the responsibility of the College the students must conform to the College's Standards of Behaviour. This includes any occasion when a student is coming to or from School or any School functions including excursions and activities.

Specific Standards

1. Students in possession of illegal drugs at school will be deemed as users or suppliers and their position at the College will be reviewed by the Principal. They can expect to be expelled from the College.
2. The possession of real or replica firearms, knives or razors is forbidden.
3. Students who injure, harm or threaten other members of the school (staff or students) or the wider community by wilful or aberrant behaviour may be suspended with possible expulsion from the College. The student's place in the school will be reviewed by the Principal.
4. Students who, through their aberrant behaviour, have a negative impact on the teaching and learning of others at the College will have their place in the school reviewed. Failure to respond to written warnings will lead to suspension or expulsion, at the discretion of the Principal.
5. Students in possession of tobacco and alcohol will be deemed as users or suppliers and will have their future in the College reviewed by the Principal. Repeat offenders should expect expulsion from the College.
6. Students need reminding that theft, like vandalism, is a most anti-social act. It destroys trust and it creates an atmosphere of unease and uncertainty. No school community can tolerate either of these activities and the perpetrator can expect suspension and to have their place in the College reviewed. To minimise temptation students are asked not to leave valuables in unattended places. Respect for the personal property of others, including school property, is mandatory.
7. The College is most concerned with reports of unruly or inconsiderate behaviour by our students travelling by public transport or in their own private vehicles. The College's image in the community is important to us and poor behaviour will bring the College's name into disrepute. Prompt action will be taken against misdemeanours in public.

8. Bullying whether threatened, or actual, physical, psychological or via electronic means, conducted by a group or individual is unacceptable.
9. Chewing gum is not permitted on the school grounds or in the classroom.
10. Students are expected to abide by the guidelines in the Uniform section at all times.
11. Students must not leave the school grounds between 9.00am to 3.10pm without written permission and signing out at the College office.

Chapel / Annual Service

There is a weekly Chapel service in which all students participate. The service is usually led by the College Chaplain. Occasional special services are held in which the students participate. These usually occur at Easter and Christmas. Students may be transported to one of the Anglican churches in Wagga Wagga for these.

Music Programme and Specialist Tuition

All students will gain a general experience introduction to music through the mandatory Music component of their syllabus. A programme of private instrumental tuition may be arranged through the music teacher. This tuition may take place inside or outside of the regular teaching timetable. There is an additional cost for individual tuition.

Band

The College Band is open to all students. Rehearsals are held weekly and a number of performances are planned for each year.

Vocal Ensemble

Participation in the College Vocal Ensemble is open to all students. Rehearsals are held during class time and performances are planned throughout the year.

Administrative and Other Matters

Contacting the School

The College Administration Office is open from 8.30am to 4pm each day of the school term. If you wish to speak to a teacher please leave a message with the office, as it is often difficult for teachers to come to the phone during class time or at lunch when other duties take priority. The office will normally close during the designated vacation periods. An answering service will be available and cleared during these vacation periods.

School Newsletter

A weekly newsletter is emailed to all school families on Wednesdays. Additional notes and information are often attached to the newsletter. The newsletter contains important information and is a key method of communication between the school and home. It is also available on the College Website. Please inform the school if your email address changes. Grandparents and friends of the College who wish to receive the newsletter are welcome to contact the office with their email address. There are also a limited number of hard copies of the newsletter available at the College Office.

Canteen

The College does not have a canteen. However, lunches may be purchased from the Duke of Edinburgh kitchen or the Food Tech area most days. These lunches are sold as fundraisers.

Lockers

Lockers are available for students to use at the College. To apply for a locker, students are to bring in a signed note with a \$10 deposit to receive a key. When the key is returned, if the locker is in good condition, the deposit is refunded. Students should keep lockers clean and locked at all times.

Text Book Rental Plan and Exercise Book Requirements

The College operates a textbook rental plan which covers textbooks in all subjects, and represents a considerable saving to parents. Textbooks are issued to the students during the first week of the school year. Students accept the responsibility for returning the textbooks at the end of the year. A charge is made for any textbook which has been lost, damaged or defaced.

Exercise books, folders and student diaries are distributed to all students over the first week of Term 1 and the cost included in the Term 1 account.

Access to the School

All parents and visitors should report to the school office and sign the entry book. A visitor's badge will be issued to them to wear while on the school campus.

Parents are asked to sign their children out at the office if they leave the school during the course of the day.

Absences and Punctuality

All students are required to attend every day that the College is open. Parents are requested to notify the school in writing or by email to absences@trac.nsw.edu.au if the student is to be absent on a particular day, giving the student's full name and reason for the absence. In the case of illness or unexpected absences, a note or email must be sent to school on the day the student returns explaining the reason for the absence. At the latest, notes must be received by the office within two weeks of the absence. This note is a legal requirement of the Board of Studies and will be kept in the student's file. A note proforma may be found at the back of the student diary.

Where the absence is to be extended, for example for several weeks travelling, a request form is available on the College website to be completed and sent the Principal. If the absence is approved a Certificate of Extended Leave will be issued.

The school roll is marked in Homeroom or Year group meeting at 9.00am. If students arrive late they are required to report to the office before going to class, where a late pass will be issued and the time noted. A note from a parent or guardian is required explaining the reason for the late arrival to school. Persistent lateness disrupts school life and will be further investigated.

A text message is sent daily to parents of students who are absent where no notification has been received. Only parents of students who have been marked absent at roll call or who have not signed in late will receive a SMS.

Parents' replies to this message giving the reason for the absence will be stored in the school files and may be accepted as a note.

Leaving School Early

If your child has an appointment to attend during the school day it would be appreciated if you could provide them with a note stating what time they will be leaving the school and whether or not they will return. The student will show this to their classroom teacher then give it to the office staff and sign out.

Alternatively, parents are able to sign their children out at the office if they need to leave the school during the course of the day and have not brought a note. If the student returns during that day, they are to go to the office when they arrive back and inform staff that they have returned so the time can be noted.

School Sport is held every Friday afternoon and is compulsory for all students. A wide variety of sports are offered. For those who are taken to venues outside the school for sport, a note from a parent must be given to the supervising teacher if the student is to be dismissed from the venue and not return to school. If a parent/guardian collects a student from sport they are required to personally inform the teacher.

Friday sport is organised for all students and it is compulsory for them to attend. Students wishing to sign out early on Friday at lunchtime must have a note from their parent signed by a member of the PDHPE Staff.

Where there are custody and access orders from the Family Court parents/guardians should provide copies to the Principal.

Illness During the Day

Any student who falls ill or is injured at school should report to the school office for treatment. Ill or injured students will be admitted to the sick bay. Parents will be called if the sick bay staff consider it necessary. Students are not to call parents directly asking to be collected.

Medication

No medication is provided by the school for students. Parents of students who need to take medication during school hours should provide the medication with instructions for administration to the school office. The notification should include any possible adverse side effects and the recommended administering times and dispensing instructions. All medication is kept in a locked cupboard in the Sick Bay area. Where a student needs to carry asthma medication or an epipen, parents are asked to advise the school of this and provide a Management Plan.

Accident Insurance

Insurance for injury at school is taken out for each student at the beginning of Term I. The insurance levy is added to the Term 1 fee statement. Claims are made on forms available through the Administration office.

Bus Passes

All Year 7 to 11 students are asked to keep their bus passes as these are current for next year. New students will need to complete an application for school bus travel and return it to the school office. Bus passes will be routinely issued during the first week of the school year from the school office. Travel on school buses is permissible without a bus pass for the first two weeks of school until new passes have been issued to students. Information on school bus timetables is obtainable from Busabout on 6921 2316 or the Bus company with which your child travels.

Uniform

The College has a Uniform Shop where all school uniform must be purchased. The Uniform Shop is open on Tuesdays, Wednesdays and Thursdays from 9am to 4pm and over an extended period in January. Other than adjustments to hems there should be no alterations to the uniform. There is no designated Winter/Summer uniform season changeover. However students are not permitted to mix the two. eg. No long sleeved shirt with shorts or summer dress.

<p>GIRLS' 7—10 SUMMER UNIFORM</p>	<p>Green Tartan Pleated skirt, below knee length Tartan Shorts, hem no shorter than 10cm above the knee Short sleeved white shirt with embroidery Oberon Green V-necked long sleeved jumper with crest Navy short socks ONLY TRAC bucket hat or cap(green) Track jacket with crest</p>
<p>GIRLS' 7—10 WINTER UNIFORM</p>	<p>Grey Tartan Pleated skirt, below knee length, or slacks Long sleeved white shirt with embroidery Oberon Green V-necked long sleeved jumper with crest Oberon Green Sleeveless V-necked jumper with crest Navy knee-hi socks or 60 denier tights or navy cotton blend tights (knee-high stockings are not to be worn) Track jacket with crest</p>
<p>GIRLS' 11—12 SUMMER UNIFORM</p>	<p>Navy Skirt, knee length Navy shorts, hem no shorter than 10cm above the knee Short sleeved white boy's shirt with embroidery Oberon Green V-necked long sleeved jumper with crest Navy short socks ONLY TRAC bucket hat or cap(green)</p>

	Senior Tie Track jacket with crest
GIRLS' 11—12 WINTER UNIFORM	Navy Skirt, below knee length Long sleeved white boy's shirt with embroidery Oberon Green V-necked long sleeved jumper with crest Oberon Green Sleeveless V-necked jumper with crest Navy knee-hi socks or 60 denier tights or navy cotton blend tights (knee-high stockings are not to be worn) Senior Tie Track jacket with crest
BOYS' 7—10 SUMMER UNIFORM	Grey shorts, hem no shorter than 10cm above the knee Short sleeved white shirt with embroidery Grey short or knee-high socks Junior Tie TRAC bucket hat or cap(green)
BOYS' 7—10 WINTER UNIFORM	Grey Trousers Long sleeved white shirt with embroidery Grey socks Junior Tie Oberon Green V-necked long sleeved jumper with crest Oberon Green Sleeveless V-necked jumper with crest Track jacket with crest
BOYS' 11—12 SUMMER UNIFORM	Navy Shorts Navy Trousers Short sleeved white shirt with embroidery Navy short or knee-high socks Senior Tie TRAC bucket hat or cap(green)
BOYS' 11— 12 WINTER UNIFORM	Navy Trousers Long sleeved white shirt with embroidery Navy socks Senior Tie Oberon Green V-necked long sleeved jumper with crest Oberon Green Sleeveless V-necked jumper with crest Track jacket with crest
ALL STUDENTS	SHOES - Black leather fully enclosed polishable school shoes(not textured or suede) or riding boots with no visible brand names or logos. No gym shoes, loafers, boat shoes, sandals or high heels. Oberon green, navy or white School beanie and scarf; <i>NO brand names</i> OPTIONAL—School Back pack
SPORTS' UNIFORM	Dark Navy PE Shorts with panels & embroidery Polo top with crest Track jacket with crest Track pants White short socks Dark Green football/hockey socks with white top TRAC bucket hat or cap(green) TRAC Rugby tops are available by special order and are to be worn with Sports Uniform ONLY. PLEASE NOTE: Other items of sports wear necessary for particular sports will be approved as necessary. Students must wear mouth guards and other safety equipment as required in each particular sporting event.

OTHER DRESS CODE REQUIREMENTS	<p>PLEASE NOTE THAT COMBINATIONS OF SPORTS UNIFORM AND SCHOOL UNIFORM SHOULD NOT BE WORN.</p> <p>Please ensure that <u>all</u> items of clothing are clearly labelled with marking pen or name tags</p> <p>It is compulsory for students to wear a school hat when outside during Terms 1 and 4.</p> <p>Parents will be notified if students are consistently wearing incorrect or non-standard uniforms. It would be appreciated if parents would correct any problems promptly.</p>
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Uniform and Dress Codes

Students wear their regular school uniform Monday to Thursday. They should wear their PE uniform on Fridays which is the school sport day. Students should be neat and tidy in their appearance at all times. There is no set changeover time between summer and winter uniforms. Some students choose to wear the same summer or winter uniform all year but must not mix winter and summer uniform.

The full school uniform should be worn from when the student leaves home until they return. Students should not change into civilian clothes unless a note is brought from a parent. When leaving a sporting or cultural venue with parents, students may change into casual clothes providing no part of the College uniform is worn in a hybrid fashion.

Any clothing worn under white shirts should be white or skin coloured so it is not visible through the shirt.

The emphasis on personal appearance is to be sensible and conforming to acceptable societal standards rather than extreme and confronting.

Haircuts should be sensible rather than extreme. This includes extreme colour. Haircuts for all students should be neat without step cuts or shorn parts above the normal hairline. "Rat's tails" are discouraged. Students with longer than shoulder length hair should tie it back. Hair ribbons, scrunchies and other accessories should be Oberon green, navy, terracotta or white and unobtrusive.

Make-up and coloured nail polish are not permitted. Girls are permitted to wear one pair of stud earrings and a slim chain except when WHS issues are compromised. A small Christian symbol on the chain is permitted. Other piercings are unacceptable. Other jewellery, including bracelets, bangles and rings, is unacceptable.

Boys are discouraged from wearing jewellery of any type. If earrings are worn, they must be covered by a bandaid. Boys should be clean shaven.

The uniform and dress codes for The Riverina Anglican College has been designed to:

- Provide a positive image of the school to the students, their families and to the wider community.
- Encourage pride in membership of the College, and discourage competitive behaviour in dressing amongst students.
- Be practical in terms of options for dressing for winter and summer.
- Ensure compliance with WHS requirements for safety in classrooms, workshops, laboratories and playgrounds.
- Be affordable and provide value for money in terms of durability and comfort.
- Ensure that all students, regardless of personal circumstances wear the same clothes.
- In the longer term, be recyclable through a school uniform pool.

- Have some items which might be "corporately owned" such as sets of sporting jumpers, School blazers, Dress hats, athletics equipment etc.

Fees

The Fee Schedule is available on the College website.

Fee statements are issued in the first week of each term, and payment is due within ten working days unless a payment arrangement has been discussed and approved by the Business Manager. Payment may be made by cash, cheque, EFTPOS, Direct Debit or American Express/Mastercard/VISA. Payments may also be made using a credit card on the Fee Payment page of the school website. Where fees are not paid by the due date, parents will be contacted by telephone.

If fees and charges for a student are not paid within the term to which they relate and an acceptable arrangement for payment of the fees has not been made the student will not be allowed to attend Activities Week excursions and may not be allowed to continue at the school. If fees are still outstanding by the end of the subsequent term (that is, two terms overdue) the student may be excluded.

Absence from school for the whole or part of any term does not remove the obligation to make payments of the term's fees and charges.

An optional Building Fund donation of \$60.00 and Library & Technology Fund donation of \$60.00 can be paid each term. These amounts are tax deductible.

Moving on from TRAC

When a student is moving on from the College, whether to move to another town or school or to leave school to move into paid work, notification in writing is required. Wherever possible, a Term's notice should be provided. During their last week of school the student is asked to complete a Student Clearance Form which is available from the College office. All text and library books, and locker keys need to be returned and fee and uniform payments finalized before the enrolment bond is returned.

Careers

Information and advice about subject choices, tertiary courses and careers are available to all students. All Year 10 and 12 students have a Careers lesson as part of their educational programme. A Work Experience programme is set for the end of Terms 2 and 4 for Year 10 students.

Activities Weeks

Activities Weeks occur in the last week of Terms 2 and 4. Year 7 to 9 Students in past years have participated in a range of adventure, recreational and community service programmes. Information is available on the College website.

Clubs and Other Activities

Computer Games Club
Kids Shed

Christian Club
Running Club (in summer terms)

Student Leadership

The School Captains, Vice Captains, House Captains and Vice House Captains at The Riverina Anglican College are elected by the students and staff of the College to represent the College at official functions. The School Captains and Vice Captains chair the weekly College Assembly and Chapel service. The House Captains and Vice House Captains assist in the organisation of the College swimming, athletics and cross country carnivals. All members of the College leadership team are responsible for the organisation of various mufti days throughout the year along with other special events.

The College's Pastoral program provides opportunities for all students to be involved in leadership. Rather than an elected Student Representative Council all students are encouraged to bring their ideas to either their Year Patron or Head of Welfare. A staff member will be assigned to assist the student to develop their initiative most often in the form of disseminating information and awareness of an issue. This often involves some fundraising.

Library

TRAC Library is a facility which supports students and staff in their pursuit of academic and leisure interests, by providing a well-resourced and well organised collection of print and electronic resources.

Opening hours: Monday to Thursday 8.45 am – 4.00 pm and Friday 8:45am – 1:00pm

Homework Help meets in the Library on Monday Afternoon from 3.30 to 4.30pm. Teachers are available to assist students in completing assignment work.

Come in and see our magazines, CDs, audio books and displays, as well as our ever growing fiction and non-fiction collection.

Driving to School Policy

The following steps need to be taken and agreed to before students are permitted to drive to and from the College.

- Students complete a "Permission to Drive to School" form and have it signed by a parent or guardian. They are to hand this in at the school office with a copy of their driver's licence. A permit will be issued which must be displayed on the car dashboard when the car is parked at school.
- Any student travelling in the car of another student can only do so with the written permission of both parents/guardians (ie the driver's and the passenger's). A Passenger Permission Form is available on the College Website or from the College Office. The College recommends that siblings be permitted and, at most, one other authorised person.
- All vehicles should be roadworthy with each occupant having their own seatbelt.
- Vehicles must not leave the College during day without the written authorisation of the Principal or a Deputy Principal.

The acceptance of increased independence comes with the acceptance of increased responsibility.

The College Website

This is located at www.trac.nsw.edu.au and is an easy way to find information about the College, its history, staff, policies and general procedures. Copies of the newsletter "On TRAC", permission notes, dates of upcoming events and other details are available and may be downloaded from here. The College Prospectus and Application forms may also be downloaded from the website.

Parents may make payments using a credit card on the Fee Payment page of the school website. When paying online please include your family code.

The TRAC Moodle, Edmodo and student email link is also linked to the College website on the Student Portal page and. This is for students to have access to work and assignments online.

Student Absentee Note

**STUDENT ABSENTEE NOTE
THE RIVERINA ANGLICAN COLLEGE**

Date _____

Student's Name _____

Days / Dates of absences _____

Reason for absence:

Yours Sincerely

Parent/Guardian

FIRST AID

ASTHMA FIRST AID PLAN

1. Sit the student upright, remain calm and reassure them. Do not leave the student alone.
2. Without delay shake a blue reliever puffer (*Airomir, Asmol, or Ventolin*) and give 4 separate puffs through a spacer (use the puffer alone if a spacer is not available). Give one puff at a time and ask the student to take 4 breaths from the spacer after each puff.
3. Wait 4 minutes.
4. If there is little or no improvement repeat steps 2 and 3. If there is **still** little or no improvement– call an ambulance immediately (dial 000) and state that the student is having an asthma attack. Continuously repeat steps 2 and 3 while waiting for the ambulance.

CARDIO PULMONARY RESUSCITATION

DANGER	Check for Danger to yourself, others or the casualty. Move casualty away from danger or remove danger.
RESPONSE	Ask casualty their name, squeeze casualty's shoulder. If no response, continue to next step and Call 000 .
AIRWAY	Open mouth and check for foreign material. Turn casualty to recovery position to clear airway then return casualty to back.
BREATHING	Tilt head back and look, listen and feel for breathing for up to 10 seconds. Breathing: place in recovery position, monitor signs of life. If not breathing: Commence CPR
CPR	Tilt head back, pinch nostrils, seal your mouth over casualty's mouth, give two breaths, ensuring chest rises with each breath. Check for signs of life. If none, give 30 compressions using heel of hand on lower half of breastbone. Compress 1/3 depth of chest. Tilt head, lift chin, give 2 breaths. Alternate 30 compressions and 2 breaths until help arrives.
RECOVERY	If casualty shows signs of life stop and turn to recovery position.
DEFIBRILLATION	Call for the defibrillator kept in School's Sick Bay, apply and follow voice prompts.

ANAPHYLACTIC ALLERGIC REACTION

For a person with a severe allergic reaction resulting in the following symptoms:

- Difficulty breathing
- Swelling of tongue
- Swelling/tightness in throat
- Difficulty talking
- Wheeze, persistent cough
- Loss of consciousness

Call 000

Locate patient's **Epipen or Anapen** and assist them to give if they are unable to do this unaided.

- Form fist around Epipen or Anapen and pull off grey safety cap.
- Place black end against outer mid-thigh.
- Push down hard until click is heard and hold in place 10 seconds.
- Remove Epipen or Anapen and do not touch needle. Massage injection site for 10 seconds.

Stay with patient and wait for Ambulance.