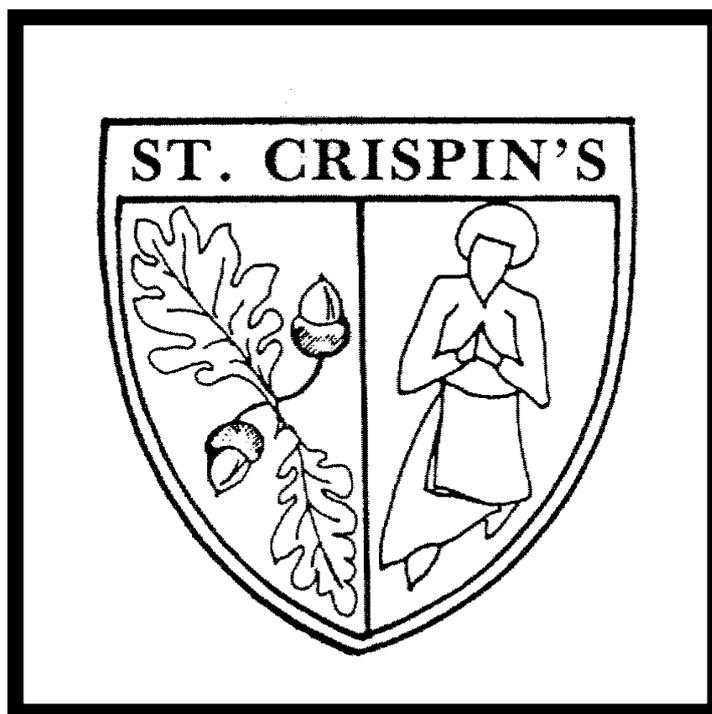


ST CRISPIN'S SCHOOL

A Specialist School in
Maths & Computing and Leadership



GENERAL INFORMATION 2012/13



Maths &
Computing



INVESTOR IN PEOPLE



SPORT
ENGLAND



Leadership
Partner School



International
School Award
INTERMEDIATE



National College
for School Leadership



CURRICULUM POLICY STATEMENT

Mission Statement

“Our aim is to enable every student to reach their full potential and develop self-esteem, confidence and maturity.”

1. The curriculum at St Crispin’s will be based on the National Curriculum including personal, social health and citizenship education and careers, work related learning and enterprise education. It will also include religious education and enhance formal experiences with enrichment activities beyond the classroom.

The curriculum will be broad and balanced catering for students of all abilities and helping them to acquire knowledge and develop skills to a high standard and preparing them for adult life as citizens, employees and parents.

The school will be concerned with the values students are developing and give consideration to the ways in which this comes about. The school will encourage the development of good personal relationships, social responsibility and citizenship both through the curriculum and through the general life of the school.

2. In all areas of curriculum teachers will aim to help students become independent learners able to take responsibility for their own learning. Teachers will aim to develop imaginative and creative responses from students and develop their critical and analytical capability, whilst generating enthusiasm, interest and enjoyment. The individual is at the heart of the curriculum.

There will be effective liaison, continuity and progression from Key Stage 2 through to post 16 so that student achievements are recognised and learning skills are developed. Teachers will be encouraged to maintain and increase their subject and method knowledge by participating in a programme of Continuing Professional Development (CPD). The school’s self review process will enable managers to monitor progress.

3. The school will endeavour to offer, where appropriate, an opportunity to study three sciences or two modern languages. All teachers will be encouraged to use information and communications technology as part of their work with students. ICT is a compulsory subject at Key Stage 3 and Key Stage 4. All students will have the opportunity for work experience as part of their work related learning curriculum.

4. The school will assess and record the progress and attainment of each student to determine whether learning objectives have been achieved and to decide on the next step in learning. The school will report on student progress to parents and students. The school will involve students in assessment and evaluation of their work so that they are aware of what is expected of them. Assessment will be used to plan future learning based on challenging targets.

There will be a two-way relationship with the families of students in which parents are treated as partners in the education of their children. The school will keep parents fully informed of both achievements and targets for improvement.

5. The school will provide equal opportunities for all students regardless of race, creed or gender and aim to develop positive attitudes in the students to other races and cultures which are part of our society.
6. The content of the curriculum will be reviewed annually by the governors.

OTHER CURRICULUM DETAILS

RELIGIOUS EDUCATION

The School follows the agreed syllabus adopted by Wokingham Unitary Authority. Parents may request that their son or daughter be withdrawn from collective worship, or from Religious Education lessons. Such requests should be made in writing to the Headteacher.

PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION (PHSCE)

This is an important part of the education of every student. Parts of this programme are delivered through the National Curriculum subjects and some are delivered via Focus Days with a combination of specialist outside agencies and St Crispin's staff providing high quality, targeted sessions. There is a syllabus for each year group. Personal and Social Education covers such areas as sex education, careers, social and economic awareness and equal opportunities.

SEX EDUCATION

Sex Education is delivered through the National Curriculum within Science and in a Focus Day in Year 9. As well as providing knowledge on how the body works, students also consider issues concerning morality, family values and relationships.

Parents have the right to withdraw their child from those aspects of Sex Education that are not laid down in the National Curriculum. Notification will be given as to the times in the school year that these issues are dealt with.

A copy of the school policy is available on request.

SPECIAL NEEDS

The school is committed to achieving "excellence for all" students – irrespective of their abilities or disabilities. The Learning Support Department is the focus for co-ordinating the programmes for children with learning difficulties. However, the school policy is to include such children in mainstream lessons wherever possible. In some instances for children with particular needs, a Support Teacher will be allocated to some of their classes.

We are aware of our responsibilities under the Disability Discriminations Act. Nevertheless, the school's three-storey tower block has no lift and makes access for children in wheelchairs impossible.

Should you need further details on Special Needs, a copy of the school policy is available from the school office. Parents are also welcome to discuss matters of particular concern with one of the senior staff or the Director of Learning Support.

Able Gifted and Talented

At St Crispin's we aim to personalise every student's learning. We ensure that each student achieves the highest levels they are able to by ensuring that the work they do is targeted at their level and contains an element of challenge.

- A 'Gifted' learner describes a student who is of exceptionally high ability and is capable of excelling in one or more subject, generally the top 2% nationally and the top 5- 10 % of St Crispin's cohort, each year.
- A 'Talented' learner describes a student who has the ability to excel in practical skills such as sport, leadership and artistic performance.

Able, Gifted and Talented (AGT) students at St Crispin's are identified early in the first half term and placed on the school Able, Gifted and Talented register. As part of the transition process we look very closely at the prior attainment of students (particularly their KS2 test and teacher assessment results) and gather information about students already identified as very able from their Primary Schools. Once students have joined us we conduct a series of cognitive ability tests (CATs) and use the results of these tests to add students to our Able, Gifted and Talented registers. All teachers are able to add students to this register against criteria developed by their subject leaders.

We recognise that giftedness and talent can develop at different ages for different students, and so the registers are renewed every year.

Having created the registers it is shared with all school staff so that they can see which students have been identified by which subjects. It also appears on the school's tracking system and AGT progress is reported on by subject leaders to the Senior Leadership team three times a year.

The lead teacher for gifted and talented students uses the register to work with the following groups:

- **External providers**, including prestigious universities, who offer extra-curricular opportunities designed to open the eyes of able students to the possible pathways that lie ahead. We have developed close links with Reading University and the STEM network. (Science, Technology, Engineering & Maths)
- **Teachers and other school staff**, to help further develop their understanding of the ways in which the most able, gifted and talented learn most effectively.
- **The Senior Leadership Team of the school** to monitor the performance and progress of Gifted and Talented students against challenging targets for all subject areas.
- **Parents and carers** to ensure that they are fully informed about the opportunities open to their children, and how to best support them in reaching their full potential with their talent.
- **Gifted and talented students** themselves, to listen to their experiences within the school and act as an advocate on their behalf, and challenge them to make the most of their gifts and talents.

OTHER PASTORAL DETAILS

COMMUNICATING WITH PARENTS

An ongoing dialogue between home and school is a key element in providing the best education for each child. Parents should feel free to contact the school at any time if they have an academic or social concern about their child. The Form Tutor and Director of Achievement and Well-being are the first points of contact for parents.

Formal parental consultation evenings are held regularly when discussion on academic progress can take place. It is the subject teachers who are the points of contact on these occasions.

It is important to emphasise that parents should not feel constrained by the formal opportunities for dialogue. Staff are available to discuss the progress and welfare of students at any time.

REPORTS

Parents will receive both progress reports and a more detailed full report during the course of a year. A full set of dates and times for parents' evenings is issued at the beginning of the academic year. Additional copies are available from school by request.

ABSENCE

If a student is ill please telephone the school on each day of absence (before 9am if possible). When the student returns to school please either send a letter or write a note in the planner confirming the absence.

If a student is unwell in school, they should report to the office, after having had their planner signed by their teacher. If the case warrants it, parents will be contacted as soon as possible. Students with appointments (e.g. dentist, optician) must bring a note. They must **sign out** at the school office on leaving and **sign in** on return.

HOLIDAYS

St. Crispin's will not approve absence in term time unless special circumstances apply. Only in exceptional circumstances will absence be authorised for a student whose attendance is below 92% since regular and punctual attendance is not only a legal requirement but essential if students are to maximise their educational opportunities.

To apply for Leave of Absence for your son/daughter, please complete a Leave of Absence form which you can obtain from the school office or you can download one from the school website.

Please be aware that if holiday is taken without approval or if the holiday exceeds 10 school days the school is required to inform the Education Welfare Officer and a Penalty Notice may be issued without further warning. A Penalty Notice requires payment of £50 within 28 days, or £100 within 42 days. (More details are available at www.wokingham.gov.uk/penaltynotices or from the Education Welfare Service.)

LUNCH TIMES

A student has three choices: to go home, to take a school dinner or to bring sandwiches.

Students in Years 7, 8, 9 and 10 are not allowed off the school premises at lunch times. If a parent wishes for their child to go home at lunchtimes, they should indicate this preference on the information sheet (Broadmoor Form) issued by the school. Each child will be issued with a pass (photograph required) by the Director of Achievement and Well-being and a list of pass holders will be made.

Written requests from parents must be made for students to leave school on a one off basis, and a daily pass will be issued; students sign out on such occasions. Students found off site, without permission, will be given a detention.

DISCIPLINE

Students are likely to learn effectively in a well ordered school. In an ideal world the best form of discipline is self discipline, this notion is promoted in all areas of the school and co-ordinated through PSHCE. Schools are places where children can make mistakes in a secure environment and for most children a quiet 'word in the ear' is enough to solve the problem. If this is unsuccessful, then other sanctions are available.

These include:

- warnings in the student planner
- detentions after school (notified to parents in advance)
- temporary exclusion
- permanent exclusion

Once again, communication between home and school is the key to the successful resolution of discipline problems.

The school has an official Behaviour Policy, formulated in consultation with staff, students and parents, which is available on request.

POLICIES AND PROCEDURES

ADMISSIONS

The school has a policy on admissions which is available from the school on request. It follows the guidance laid down by Wokingham Unitary Authority in their Admissions Policy, which is available on their web site at www.wokingham.gov.uk or the Council Office.

CHARGING POLICY

Parents may be asked to make a voluntary contribution towards visits and journeys organised by the school. A student's place will not automatically be forfeited as a result of his or her parent's failure to make such a contribution. The school reserves the right, however, to determine whether the level of voluntary contributions makes the activity viable. Remission of charges will be made for those students whose parents are in receipt of Income Support or Job Seeker's Allowance. Further remissions are at the discretion of the Governors.

The Governors, through the Headteacher, reserve the right to ask parents to contribute fully or in part towards the costs of breakages, damages or losses. Parents who wish to retain any product made by their son or daughter may be asked to pay for the cost of the raw materials.

A full copy of the charging policy is available from the school.

COMPLAINTS PROCEDURE

If a parent has a complaint about any aspect of the curriculum, or its delivery, that cannot be resolved through liaison with the school, they should address it to the Chair of Governors, whose address is available at the school.

Similarly, complaints of a more general nature should be dealt with in the same way.

The school is committed to listening to parents' concerns and handling them in a sensitive way. Directors of Achievement and Well-being (DAWs), Faculty and Subject Leaders (FASULs) and members of the senior leadership are all able to be contacted.

SCHOOL WEBSITE

Copies of all school policies can be found on the school website.
(www.crispins.co.uk)

HOME SCHOOL AGREEMENT



The School

The school will endeavour to:

- respect the individual and recognise his/her contribution
- provide a broad and balanced curriculum matched to the needs of the individual
- ensure that your son/daughter is given every opportunity to achieve his/her full potential and is valued as a member of the school community
- provide regular information on your son/daughter's progress and opportunities to discuss it
- keep you informed about general school matters
- be open and welcoming to your views and concerns
- prepare your son/daughter for adult life
- provide a safe and secure environment

The Parent(s)/Guardian(s)

I/we will endeavour to:

- take an active and supportive interest in the school and our son/daughter's work and progress
- support the school's policies and guidelines for behaviour in helping our son/daughter to achieve maturity and self-discipline
- ensure that our son/daughter goes to school regularly, on time, properly equipped and wearing the agreed uniform
- inform the school promptly in case of absence
- support our son/daughter in homework and other opportunities for home learning
- make the school aware of any problems and attend parents' evenings and discussions about our son/daughter's progress

Signature: _____ Signature: _____

The Student

I will endeavour to:

- attend school regularly and punctually and be ready to learn
- work to a high standard in all aspects of school life – class work, homework and any extra curricular activities attended
- respect the feelings and property of other people, both in school and the wider community
- co-operate with staff and abide by the rules of the school
- wear the uniform and appear tidy at all times
- behave and act in a way which reflects well on myself and the school

Signature: _____

Year 13 University Destinations 2012

Name		University	Course Placed
Adam	Johannes	Exeter	Renewable Energy
Aird	Kieran	Stirling	History
Aitchison	Jed	Brighton	Civil & Environmental Engineering
Balshaw	Harriet	Nottingham Trent	History
Beresford	Jack	Essex	Philosophy
Blaxland-Kay	Luke	Gap Year	English Lit (Reading deferred)
Bonassera	Christina	Gloucester	Illustration
Bowdich	Matthew	Reading	Biological Sciences
Bowerman	Ruth	Exeter	History & Politics
Briggs	Laura	Gap Year	
Brill	Emma	Cardiff	History
Carter	Kate	Loughborough	Mathematics
Chowdhury	Bishal	Bournemouth	Networks Systems Management
Cooles	Alexandra	Bath Spa	Psychology
Cooper	Hannah	Birmingham	Psychology
Davis	Katie	Bracknell & Wokingham College	Business & Accountancy
Devereux	Caitlin	Gap Year	Employment with sport fitness co.
Doctorov	Vesko	Employment	
Doran	James	Bath	Mathematics
Drake	Jonathan	Coventry	Sports Management
Driscoll	Daisy	Cable & Wireless	Apprenticeship
Edwards	Christopher	Exeter	Economics & finance
Evans	Connor	Solent	Computer Games Development
Forgham	Juliette	Portsmouth	Engineering Geology & Geotechnics
Franklin	Alastair	UWE	Mathematics

Frost	Rhian	Gap Year	
Fuller	Liam	Gloucester	Illustration
Garnham	James	Apprenticeship	Cisco Systems
Gilbey	Emma	Loughborough	English & Drama
Gore	Michelle	Bath Spa	Graphic Design
Grayson	Kate	Birmingham	English
Green	Marcus	Bournemouth	Hospitality Management
Groom	Calum	Birmingham	Law
Hadden	Tommy	Winchester (Logica sponsored degree)	Business Management
Harnett	Jenna	Gap Year	Drama Exeter (deferred)
Haywood	Lewis	Bath	Sport and Excercise Science
Holmes	Lucia	Royal Holloway	Geography
Hook	Amelia	Bournemouth	Accounting and Finance
Ince	Jennifer	Nottingham	Psychology and Cognitive Neuroscience
Ingham	Robbie	Bath	Economics
Ismail	Youssef	Greenwich	Computer Networking & Server Administration
Jamieson	Henry	Bath	Economics
Jinkerson	Robert	Reading	Educational Studies (Primary) with Music
Jones	Becky	Gap Year	Employment with Drama company
Kaye	Matthew	Birmingham	History
Kelf	Daniel	Bracknell & Wokingham College	Accountancy AAT level 2
Kennett	Alex	Swansea	English
Keohane	Liam	UWE	English
Luchooman	Bhisham	Bath	Electronic & Comms Engineering
Madzingira	Tapiwa	Plymouth	Healthcare Science
Mahon	Natalie	Art Exhibitions	Commissioned Art Work
Mason	Elizabeth	Gap Year	Illustration Gloucester (deferred)

McKay	Annie	Cardiff	Ancient History/RS
Montandon	Samantha	Birmingham	Medicine
Newton	Jay	University College London	Scandinavian Studies
Norman	Blue	Gap Year	Deferred University place
Nosal	Jessica	Gap Year	Psychology Oxford Brookes (deferred)
Pennington	William	Rose Bruford College	Actor Musician
Phelps	Rachel	Nottingham	Mathematics
Phelps	Ryan	Bath	Mathematics & Physics
Pigford	Lara	Bracknell & Wokingham College	Engineering
Pinto Reinhardt	Karl	Portsmouth	Mathematics
Price	Jake	Portsmouth	Business Studies
Quaddy	Georgia	Portsmouth	Graphic Design
Ricketts	Michael	British Forces	
Robinson	Harriet	Bath	Norland Nanny
Robinson	Matthew	Winchester	Accounting and Finance
Rogers	Cameron	UWE	Business Management
Runham	Nick	Cable & Wireless	ICT Apprenticeship
Sculley	Hannah	UWE	Primary Early Years Education
Smith	Fiona	Glasgow School of Art	Fashion Design
Smith	Michael	Reading	Biochemistry
Sormaz	Katie	Plymouth	English & Creative Writing
Sumner	Byron	Exeter	Business & Management
Turner	Stephanie	Plymouth	Geography
Weathers	Christopher	Surrey	Chemistry
Whatley	Katherine	Gap Year	Employment in Australian school
Zestic	Lara	Bedford	Midwifery
Zihni	James	Loughborough	Accounting & Finance Management

THE SCHOOL DAY

THE SCHOOL DAY

8.25am	Staff briefing in the Staff room
8.30am	Registration for all year groups in form rooms Students move to assembly
8.40-8.55am	Assembly
9.00-10.00am	Period 1
10.05-11.05am	Period 2
11.05-11.20am	BREAK
11.20-12.20pm	Period 3
12.20-1.05pm	LUNCH
1.05-2.05pm	Period 4
2.10-3.10pm	Period 5

FORM PERIOD

Form period takes place from 8.30-8.55am on the days when the year group is not in Assembly and should be used for:

- ✓ Checking Student Planners
- ✓ Uniform checks
- ✓ Advice on organising the week's work, especially homework
- ✓ Time for reflection on thought for the week.

ASSEMBLIES take place on the following days:

DAY	MAIN HALL	GYM
Monday	Year 11	Year 7
Tuesday	SLT 9/10	Year 8
Wednesday	SLT 11	
Thursday	SLT 7/8	Year 9
Friday	Year 10	

WET BREAK / LUNCH AREA

Students should report to the Hall, via the 'outside' doors

THE ACADEMIC YEAR

SCHOOL TERMS AND HOLIDAYS – 2012/13

The term dates are shown below:

AUTUMN TERM 2012

Tuesday 4th September – Friday 21st December 2012

Half term: 29th October – 2nd November 2012

SPRING TERM 2013

Tuesday 8th January – Thursday 28th March 2013

Half term: 18th – 22nd February 2013

SUMMER TERM 2013

Monday 15th April – Friday 19th July 2013

Half term: 27th May – 31st May 2013

May Day Bank Holiday Monday 6th May

INSET DAYS 2011/12

Monday 3rd September 2012

Friday 26th October 2012

Monday 7th January 2013

STAFF RESPONSIBILITY 2012

Headteacher:	Miss G Rhodes (from Jan 2013)
Deputy Headteacher:	Mrs S Callow
Deputy Headteacher:	Mr W Patterson
Assistant Headteacher:	Mr S Matthews – Educational Visits Co-ordinator (EVC)
Assistant Headteacher:	Miss S Pearson – Child Protection Officer
Director of E Learning:	Mr M Elward
Director of Learning Support	Mrs M Sampson
Directors of Achievement and Wellbeing:	
Year 7	Mr A Inns
Year 8	Mrs N Fosker
Year 9	Mrs S Jones
Year 10	Mr R Blyth
Year 11	Mrs V Bunting-Palmer
Sixth Form	Mrs P Rankine

CREATIVE ARTS

JBA	Mrs J Barkat (FASUL)
JBO	Mrs J Bond
JHU	Mr J Hudson (Subject Leader Music)
RM	Miss R Mehmet
LS	Mrs L Southam (maternity leave)
RS	Mr R Spencer
VS	Miss V Spofforth
KW	Mrs K West (Acting Subject Leader Drama)

ECONOMICS/BUSINESS STUDIES

KM	Mrs K Mitchell (FASUL)
SC	Mrs S Callow
RD	Miss R Davies
SM	Mr S Matthews

ENGLISH/MEDIA STUDIES

LD	Mrs L Darke (FASUL)
AG	Ms A Gard (maternity cover)
PRA	Mrs P Rankine
CR	Miss C Riddle
KSH	Mrs K Sharma (maternity leave)
AT	Mrs A Taylor
KT	Ms K Terry
LW	Miss L Williams (KS3 Co-ordinator)
MWS	Mr M Williams

HUMANITIES

EGL	Mr E Goodall (FASUL/Subject Leader History)
JA	Mr J Alderslade
RBV	Mr R Blyth
KBR	Miss K Brickell
JCN	Mr J Cornish
ND	Mr N Davis
JH	Miss J Hay (maternity cover)
MH	Mr M Hewlett
RI	Mrs R Inns (maternity leave)
EJ	Miss E Jenkins
KM	Miss K Moran
ASP	Miss A Spence (Subject Leader Geography)
NW	Mr N Williams

MATHEMATICS & COMPUTING

RB	Mr R Bains (Subject Leader Maths)
ABS	Ms A Bauwens
HBK	Mrs H Beukes
TB	Mr T Blunn (Subject Leader ICT and Computing)
VBP	Mrs V Bunting-Palmer
DC	Mr D Craig
ME	Mr M Elward (Director of e learning)
NF	Mrs N Fosker
KG	Miss K Garrett
ZL	Miss Z Lesova
KLT	Miss K Longhurst
ML	Ms M Lucas
WP	Mr W Patterson
SP	Miss S Pearson

MODERN LANGUAGES

ZP	Mrs Z Plowdon (FASUL)
EG	Miss E Gabbitas (Subject Leader German)
LHO	Mrs L Holt
JHS	Mrs J Hughes (maternity cover)
SJO	Mrs S Jones
LDR	Mrs L De Rosa (maternity leave)
AWS	Mrs A Wo Kai Song

PHYSICAL EDUCATION

IN	Mr I Nelson (FASUL)
KDY	Ms K Dobney
MH	Miss M Hill
AI	Mr A Inns
SPR	Mrs S Pedder
CY	Mr C Yeatman

PSYCHOLOGY

SP	Miss S Pearson (Subject Leader)
AM	Mrs A Martinez

SCIENCE

HBE	Mrs H Beresford (FASUL)
CF	Mrs C Fox
LJ	Mrs L Jutsum
JKT	Mr J Knight
AMH	Dr A Missah
DO	Mr D O'Connor
AR	Mr A Rankine
SR	Mrs S Richards
DR	Dr D Rose (Biology Co-ordinator)
RWS	Miss R Wilkes (Chemistry Co-ordinator)

TECHNOLOGY

NWE	Mr N Webley (FASUL)
ABN	Mrs A Beglin
LHS	Mrs L Hawkins (Subject Leader Textiles, Subject Leader Food)
JN	Mrs J Nyazika
BV	Miss B Varilone
SWH	Mrs S Whittington

LEARNING SUPPORT

MSN	Mrs M Sampson (Director of Learning Support)
FB	Miss F Brown
SS	Mrs S Smith
ZW	Miss Z Wright

THE GOVERNING BODY OF ST CRISPIN'S SCHOOL

All Governors can be contacted C/O the school office

Wokingham District Council Appointees

Vacancy *SEN Governor*

Vacancy

Mr B Riddington

Mr M Upton

Elected Parent Governors

Mr K Addington

Mrs W Dacey

Mr M Dickie

Mr M Gee

Dr J Platt

Ms A Rogers

Mrs L Yeo

Vacancy

Staff Governors (4)

Miss G Rhodes (from Jan2013)

Mr R Blyth

Mr B Shaw

Mr A Turner

Community Governors (5)

Mrs A Haycocks *Literacy Governor*

Dr J Adam

Vacancy

Mr P Jeffery *vice Chair of Governors*

Mr G Wilde *Chair of Governors*

Clerk to the Governors

Mr P Del Nevo

DRESS CODE AND UNIFORM

NO ECCENTRICITIES OF FASHION WILL BE ALLOWED

The standard of school uniform is high and has full parental support. It helps boys and girls coming from a number of different primary schools to achieve some kind of immediate identity with the rest of the school. School uniform is to be worn to and from school and on school visits. All uniform should be clearly labelled.

Uniform – Boys

Blazer Dark green with school crest – **Blazers are to be worn at all times**
Pullover Plain grey, v-necked, long sleeved with school crest
School Tie Green/silver
Shirt White
Trousers Plain mid grey, or black – standard school uniform style
Socks Dark grey
Shoes Black (no trainers or canvas shoes)

Sports Kit

Outdoor kit

Emerald green & white rugby shirt, reversible
Emerald green & white shorts
Emerald green & white football socks
Football boots
Swimming trunks or spare pants, **not** boxer shorts, to be worn under shorts in lessons
Towel

Indoor kit

White polo shirt
Emerald green & white shorts
Training shoes
White ankle socks
Towel
Swimming trunks or spare pants, **not** boxer shorts, to be worn under shorts in lessons

Uniform – Girls

Blazer Dark green with school crest – **Blazers are to be worn at all times**
Pullover Plain grey, v-necked, long sleeved with school crest
Blouse Green/white striped blouse
Skirt Grey, back vent skirt, knee length
Trousers Grey or black – standard school uniform style (no fashion trousers)
Socks White
Tights Grey or Black
Shoes Black (no trainers, canvas shoes or high heels)

Sports Kit

White polo shirt
Emerald green & white shorts
Hockey/football boots
Training shoes
White socks
Towel

Optional sports items for boys and girls

Black sweatshirt with school badge
Black tracksuit trousers, plain

Make-up – As a privilege, girls in Years 10 and 11 only, may wear light, discreet make-up
Jewellery – One stud only may be worn in each ear – lobe only. Other jewellery is not permitted.

Printed September 2012